

# BREAKING AFFECTIVE BARRIERS THROUGH EXPRESSIVE WRITING: A CASE STUDY OF PERSONAL JOURNALING AMONG RURAL EFL LEARNERS

Widya Rahmawati<sup>1</sup>, Pramugara Robby Yana<sup>2</sup>, Ema Puspitasari<sup>3</sup>

<sup>1</sup>STAI Ma'arif Kalirejo, Indonesia

<sup>2</sup>Universitas PGRI Yogyakarta

<sup>3</sup>Institut Agama Islam Darul A'mal Lampung, Indonesia

[Widioppo47@gmail.com](mailto:Widioppo47@gmail.com), [pramugara@upy.ac.id](mailto:pramugara@upy.ac.id), [emapuspitasari.1804@gmail.com](mailto:emapuspitasari.1804@gmail.com)

|                                |                               |                                |
|--------------------------------|-------------------------------|--------------------------------|
| <b>Received:</b><br>01/04/2026 | <b>Revised:</b><br>05/05/2026 | <b>Approved:</b><br>30/06/2026 |
|--------------------------------|-------------------------------|--------------------------------|

DOI : ....



## Abstract

Low English proficiency among rural English as a Foreign Language (EFL) learner is often linked to affective factors, including low motivation and language anxiety. This qualitative case study investigated the potential of a 30-day expressive personal journaling program, using a "one day, one story" approach to address these affective barriers and support students' writing confidence. Four lower-achieving secondary students in a rural sub-district were purposively selected as focal participants. Data were collected from the analysis of 120 compiled journal entries and semi-structured interviews. The thematic analysis indicated that the journaling routine helped lower the students' affective filters. Because the journals were private and not graded, students felt safer to write without the fear of negative evaluation. The data also showed a gradual improvement in writing fluency and vocabulary retrieval, as students shifted from writing isolated words to producing simple, connected sentences. While the findings are contextualized within this specific case, this study suggests that addressing student anxiety and motivation before focusing on grammatical accuracy can help low-achieving EFL learners minimize their writing difficulties in low-resource environments.

**Keywords:** *Affective Barrier, Expressive Writing, Personal Journaling, Writing Fluency.*

## A. Introduction

In the contemporary globalized era, competence in English has transcended its status as a mere academic subject, emerging instead as a foundational tool for global knowledge acquisition and socio-economic mobility. Within the realm of English Language Teaching (ELT), writing is particularly recognized as a vital productive skill necessary for expressing complex ideas, synthesizing arguments, and fostering professional communication. However, acquiring writing proficiency remains a notoriously complex endeavor for English as a Foreign

Language (EFL) learners, as it demands the simultaneous management of cognitive, orthographic, lexical, and syntactic mechanisms.<sup>1</sup> For both high school and college students, the requirement to create well-structured writing in a language that is not their own often transforms writing assignments into a daunting challenge, resulting in widespread underperformance across various educational environments.

This pedagogical challenge becomes significantly compounded when analyzed in the context of underrepresented learning environments, especially in the countryside of Indonesia. Recent literature in rural ELT highlights a persistent geographical disparity in language outcomes, where rural students systematically underperform compared to their urban peers due to limited exposure, systemic lack of learning resources, and inadequate digital infrastructure.<sup>23</sup> Within a specific rural community, English is rarely spoken outside the boundary of the classroom walls. This total absence of authentic language input creates an artificial learning environment where students perceive English not as a functional communication tool, but rather as an intimidating, foreign subject that they must pass solely for academic compliance.

A closer examination of insufficient language skills indicates that the underlying issue is not solely based on cognitive or structural elements, but is profoundly emotional. Recent findings imply that students' poor writing and communication abilities are largely influenced by a strong aversion, lack of interest, and mental resistance to English itself. This situation is closely related to the socio-affective factors highlighted in contemporary English Language Teaching, where unfavorable feelings towards a foreign language serve as an emotional barrier that hinders full engagement.<sup>4</sup> When learners face anxiety about the language or feel a disconnect from English, their intrinsic motivation declines significantly. As a result, conventional writing exercises concentrated on rigid grammar rules and mechanical accuracy tend to have negative effects, isolating these disengaged students further and reinforcing their low self-belief in their abilities.

To break down these emotional obstacles, language instructors should shift their focus from high-pressure, punitive writing evaluations to low-pressure, individualized alternative methods. An intriguing teaching option is expressive personal journaling, particularly implemented through a daily practice of "one day, one story" reflective writing. Based on Krashen's foundational theories, contemporary scholars support the idea that expressive writing enables learners to express their feelings and stories without the continuous worry of receiving negative feedback from teachers.<sup>56</sup> By positioning writing as a confidential and safe environment for personal emotional expression, the emphasis

---

<sup>1</sup> Steve Graham, "A Walk through the Landscape of Writing: Insights from a Program of Writing Research," *Educational Psychologist* 57, no. 2 (April 2022): 55–72, <https://doi.org/10.1080/00461520.2021.1951734>.

<sup>2</sup> R. Udhayachandran and Yadamala Sreenivasulu, "Exploring Communication Anxiety in English Language Learning through Affective Filter Theory: Evidence from Indian College Students," *Journal of Cultural Analysis and Social Change*, December 9, 2025, 1694–709, <https://doi.org/10.64753/jcasc.v10i4.3069>.

<sup>3</sup> Siti Mariyam, Dwiyan Pratiwi, and Mohammed Meraj, "Challenges in Teaching English in Indonesian Rural Schools: Issues and Solution," *Journal of Languages and Language Teaching* 13, no. 3 (July 2025): 1469, <https://doi.org/10.33394/jollt.v13i3.13481>.

<sup>4</sup> Yunyan Zhang, "Teaching Strategies of College English Listening Based on Affective Filter Hypothesis," *The Educational Review, USA* 7, no. 1 (February 2023): 26–30, <https://doi.org/10.26855/er.2023.01.007>.

<sup>5</sup> Karim Sadeghi and Jack C. Richards, "Professional Development among English Language Teachers: Challenges and Recommendations for Practice," *Heliyon* 7, no. 9 (September 2021): e08053, <https://doi.org/10.1016/j.heliyon.2021.e08053>.

<sup>6</sup> Dinan Izzazi Zatalini and Tarek Assassi, "ENHANCING WRITING FLUENCY THROUGH JOURNALING: A CLASSROOM ACTION RESEARCH," *Indonesian Teaching English to Speakers of Other Languages Journal* 2, no. 1 (May 2025): 205–17, <https://doi.org/10.30587/inatesol.v2i1.9834>.

## BREAKING AFFECTIVE BARRIERS THROUGH EXPRESSIVE WRITING: A CASE STUDY OF PERSONAL JOURNALING AMONG RURAL EFL LEARNERS

transitions from adhering to strict rules to genuine comprehension, which ultimately encourages fundamental written output and interrupts the primary cycle of language avoidance.

While the structural and cognitive benefits of regular journaling have been documented extensively across global ELT frameworks, a critical literature gap remains apparent. Most of the current research concerning student journals, dialogue journals, and academic blogging has taken place in affluent urban classrooms or higher education settings, where students already have a foundational level of vocabulary and digital skills.<sup>7</sup> Very few empirical studies have investigated the operational utility of completely unstructured, expressive personal journaling when applied to profoundly disengaged, low-achieving EFL learners situated within a remote, low-resource rural sub-district. There is a lack of qualitative evidence detailing how the daily routine of raw self-expression can actively manipulate the affective filters of students who initially exhibit a strong aversion to the English language.

In marginalized educational landscapes, such as rural Indonesian sub-districts, the rise of a high affective filter is systematically exacerbated by socio-geographical isolation. Recent empirical studies in rural ELT underscore that language anxiety is not merely an individual trait but a socially constructed phenomenon.<sup>8</sup> Another research revealed that the higher the writing anxiety level, the poorer the writing performance, whereas the higher the writing self-efficacy and writing achievement motivation level, the better the writing performance. Moreover, both writing self-efficacy and writing anxiety, and writing anxiety and writing achievement motivation were negatively correlated, whereas writing self-efficacy and writing achievement motivation were significantly and positively correlated.

To address this empirical oversight, this qualitative case study explores the lived experiences and transformation of rural EFL learners during a month-long personal journaling routine. The primary novelty of this inquiry lies in its deliberate detachment from academic grammar standards, positioning personal journaling strictly as a socio-affective tool to lower anxiety and spark foundational writing fluency in a marginalized community. By examining the detailed trajectories of these rural students, this study provides fresh insights into how localized, low-stakes affective adjustments can pave the way for broader communicative competence. Specifically, this study aims to examine how a daily personal journaling routine influences the affective state of rural Indonesian EFL learners and to analyze the ways in which this routine alters their initial writing confidence and fluency.

### B. Method

This study employed a qualitative single-case study design to explore the impact of a 30-day expressive personal journaling routine on the writing anxiety and fluency of low-achieving EFL learners in a rural Indonesian context.<sup>9</sup> Following purposive sampling criteria four secondary-level students from a remote rural sub-district were

---

<sup>7</sup> Barry Lee Reynolds, Xiaoke Bai, and Brian V. Rusk, "Enhancing General and Academic L2 Writing Complexity Through Dialogue Journal Writing: The Role of Learners' Motivational Beliefs," *TESOL Quarterly*, March 8, 2026, tesq.70080, <https://doi.org/10.1002/tesq.70080>.

<sup>8</sup> Ahmed Abdulateef Sabti et al., "The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners," *Sage Open* 9, no. 4 (October 2019): 2158244019894289, <https://doi.org/10.1177/2158244019894289>.

<sup>9</sup> Robert K. Yin, *Case Study Research and Applications: Design and Methods*, Sixth edition (Los Angeles London New Delhi Singapore Washington DC Melbourne: SAGE, 2018).

selected as focal participants based on their documented history of low academic performance in English and high affective aversion to language communication. Over a four-week period, these participants completed daily, unstructured personal journal entries in English using a low-stakes "one day, one story" approach. Data were gathered through a longitudinal document analysis of the 120 compiled journal entries and subsequent semi-structured interviews conducted in the participants' native language to ensure conceptual depth.<sup>10</sup> The collected data were analyzed inductively using <sup>11</sup> qualitative data analysis spiral, which involved thematic open-coding to identify emergent socio-affective and linguistic shifts. Methodological trustworthiness was established through data source triangulation—cross-referencing textual developments in the journals with the interview transcripts—and member-checking with the participants<sup>12</sup>.

## C. Findings and Discussion

### 1. Findings

The comprehensive analysis of 120 journal entries alongside detailed semi-structured interviews with all four participants (P1, P2, P3, and P4) revealed that the 30-day expressive personal journaling routine systematically reduced the difficulty of English writing. The findings indicate a clear progression from severe cognitive and affective paralysis in the first week to fluid, self-directed text production by the fourth week.

#### 1.1. Document Analysis of the 120 Journal Entries

To map out the gradual reduction of the students' writing difficulties in detail, the textual analysis of the 120 journal documents (30 entries per participant) was categorized into four sequential developmental phases:

##### **Phase 1: Week One (Entries 1-28) – Cognitive Barriers and Structural Paralysis**

The examination of the initial 28 submissions revealed that composing in English initially presented a significant mental burden for every participant. The submissions in this first week were notably concise, with an average length of merely 15 to 30 words per evening. In terms of appearance, the actual journal pages were extensively disrupted by numerous strikethroughs, unfinished sentences, and unrefined Indonesian terms written in parentheses or scribbled in the margins.

The sentence structures created were largely consistent and depended on learned classroom formulas, like "Today I am school, I am study English, or I go to sleep." P1 and P3 encountered complete writing block whenever they tried to express intricate emotional stories, leading to their writings to suddenly halt mid-sentence or turn into collections of disconnected nouns. The main challenge during this stage was the students' struggle to form coherent sentences because of a significant anxiety regarding grammatical rules.

##### **Phase 2: Week Two (Entries 29-56) – Syntactic Experimentation and Reduced**

---

<sup>10</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth edition (Los Angeles London New Delhi Singapore Washington DC Melbourne: SAGE, 2018).

<sup>11</sup> Creswell and Creswell, *Research Design*.

<sup>12</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Edition 3 (Los Angeles London New Delhi Singapore Washington DC: Sage, 2014).

### **Code-Mixing**

By the second week, the journal entries reflected a noticeable rise in the experimentation with structure. There was a significant drop in the number of direct Indonesian words used (code-mixing), changing from an average of between 5 to 7 Indonesian terms per entry during the first week to merely 1 or 2 words thereafter. Each of the four participants started to incorporate basic logical connectors (such as because, and, but, then) to link different ideas.

For example, P2, who had only constructed rigid, unconnected single-clause sentences in the first week, wrote in Entry 35: "I am angry today because my brother take my money and he no say sorry. " Although mistakes with subject-verb agreement and negative forms were still apparent (using take instead of takes, he no say instead of he did not say), the writing progressed smoothly without the need for Indonesian translations. The occurrence of these constructions indicated that the students were beginning to prioritize conveying meaning over achieving grammatical accuracy, resulting in the physical act of writing becoming much easier.

### **Phase 3: Week Three (Entries 57-84) – Narrative Expansion and Content Personalization**

During this stage, the amount of text expanded significantly, averaging between 50 to 70 words for each entry. The most striking transformation observed in the week-three documents was the thematic shift in content. The entries moved away from the monotonous, standardized recounting of daily school activities and turned into a more personal outlet for expressing deep emotions. Students actively wrote about family conflicts, the physical exhaustion of helping their parents in the farming fields, and social frictions with peers.

P3 and P4 consistently produced multi-sentence paragraphs packed with genuine emotional descriptors, such as: "My mother is angry everyday. I am tired because help her in kitchen but she still scold me. I feel sad." From a document-analysis perspective, true writing fluency began to manifest during this phase because the subject matter was authentic and already fully conceptualized in the students' minds. The common institutional barrier of writer's block was eliminated because the students were documenting their immediate realities.

### **Phase 4: Week Four (Entries 85-120) – Lexical Automation and Structural Fluency**

In the last 36 submissions, every participant exhibited consistent independence in writing and effective sentence structure. The entries maintained an average range of 80 to 120 words per page. Instances of cognitive uncertainty—evidenced by edits such as strikeouts or removed words—were infrequent. The writing exhibited a clear variety of vocabulary; simple, repetitive terms like sad or angry were increasingly replaced by more descriptive words such as bored, exhausted, annoyed, or happy.

The format of sentences was no longer confined to literal, word-for-word translations from Indonesian. Each of the four students effectively crafted cohesive narratives (with a beginning, middle, and conclusion) filling an entire page without needing ongoing support from bilingual dictionaries or online resources. The documents produced in week four provide strong, tangible proof that the month-long regimen effectively streamlined the process of recalling vocabulary and reduced the challenges associated with writing in the language.

## **1.2. Interview Results and Experiential Reflections**

The semi-formal interviews offered profound understanding into the ways in which the informal design of the journal diminished the psychological obstacles for the

participants, enabling vocabulary and sentence structure to emerge more freely. Each of the four participants clearly expressed that the elimination of academic evaluation was the main driver behind their eagerness to engage in writing.

Participant 1 (P1) emphasized that the confidential aspect of the journal removed the mental freeze that stems from anxiety in the classroom:

*"In class, writing feels like a trap because if I make a mistake, everyone sees it. However, this journal felt different because it was solely for my personal reflections and wouldn't be critiqued with red ink by the instructor. By the third week, my hands were no longer trembling. Writing turned into an effortless task, as I was merely sharing my daily experiences with the paper."*

Participant 2 (P2) concentrated on the changes in structure and the increasing ease of producing extended text over time:

*"At first, writing even three lines felt like a massive headache. I kept stopping because I was worried about tenses. But when I realized I could just write freely, the sentences started to flow. In the last week, I could fill an entire page in fifteen minutes without feeling dizzy or stuck like I usually do during school exams."*

Participant 3 (P3) discussed how the personal significance of the subjects helped them overcome the usual difficulty of finding motivation to write:

*"The hardest part of school writing assignments is that the topics are boring and foreign to us. In this journal, I wrote about my real life – my anger at my brother, my everyday responsibilities,, my friends. Because the thoughts were already alive in my head, finding the English words to describe them became a natural process rather than a forced task."*

Participant 4 (P4) noted how the daily habit served as a natural way to recall vocabulary, removing the frustration of tedious memorization:

*"Writing every single day forced my brain to reuse vocabulary. If I searched for the English word of 'exhausted' on Monday due to school tasks, that same word would effortlessly come to mind on Thursday when I wanted to express frustration about my mom's cooking responsibilities. I didn't have to memorize a list; the words became easier because they were linked to my real-life experiences. "*

## 2. Discussion

The findings gathered from the 120 journal entries and the experiences shared by P1, P2, P3, and P4 indicate that addressing the socio-emotional aspects can significantly reduce writing difficulties for underrepresented students. The writing anxiety, structural issues, and lack of motivation observed in all four participants in Kalirejo strongly reflect the educational challenges faced in rural areas as outlined by Mariyam et al. (2025)<sup>13</sup>. In Indonesian rural schools lacking sufficient resources, the teaching of English is often limited due to inadequate exposure to real language use and minimal student participation, a situation that traditional, grammar-focused teaching methods typically worsen. This research highlights that engaging in free, low-pressure writing activities presents a viable local remedy to these problems by focusing on the students' emotional well-being rather than insisting on immediate grammatical accuracy.

The emotional comfort expressed by P1 and P3, regarding how the absence of judgment transformed their views on language, closely

---

<sup>13</sup> Mariyam, Pratiwi, and Meraj, "Challenges in Teaching English in Indonesian Rural Schools."

corresponds with the research results of Mogosse et al. (2025)<sup>14</sup>. Their study supports the notion that consistent journal writing significantly impacts reducing writing anxiety among EFL learners and turning negative perceptions into constructive language practices. Once the fear of academic consequences was eliminated, the participants' emotional obstacles diminished, enabling them to interact with English texts without the mental strain of incessant self-editing.

Additionally, the consistent growth in the amount of text and the natural patterns of vocabulary retrieval noted by P2 and P4 bolster the theoretical model suggested by Reynolds et al. (2026). This model asserts that writing in journals is essential for enhancing the complexity of writing by stimulating and maintaining students' intrinsic motivational beliefs. When the rural students started to see English as an accessible tool for personal storytelling and exercising their autonomy instead of merely a daunting requirement imposed by an institution, their self-assurance increased. This internal change facilitated their evolution from writing single words to creating straightforward, smooth, and coherent sentences<sup>15</sup>.

Ultimately, it is important to place these results within the larger, modern context of English Language Teaching. Recent influential studies<sup>16</sup>, highlight the significant effectiveness of sophisticated digital resources and AI-supported frameworks for enhancing academic writing skills in postgraduate EFL learners. However, the situation in rural Indonesia's education system requires a different approach. In settings with limited resources where advanced digital solutions are absent, engaging in low-pressure expressive journaling emerges as a highly beneficial, non-digital option. This method demonstrates that learners who struggle and feel anxious can develop basic writing skills and independently engage in dialogue simply by connecting the target language to their authentic emotional experiences. While these insights stem from a specific group of four individuals and cannot be applied universally, the research illustrates that by focusing on anxiety and motivation prior to emphasizing structural accuracy, rural EFL learners with lower performance levels can navigate their writing challenges successfully.

#### D. Conclusion

This qualitative case study concludes that a 30-day expressive personal journaling routine serves as an effective pedagogical tool to minimize writing difficulties and language anxiety among low-achieving EFL learners in rural Indonesia. The longitudinal analysis of the 120 journal documents and the empirical testimonies from all four participants reveal that the primary barrier to student writing is not merely a lack of linguistic knowledge, but a high affective filter driven by the fear of negative evaluation and grammatical surveillance.

By eliminating traditional grading systems, corrections marked in red ink, and strict structural requirements, personal journaling establishes a safe mental

---

<sup>14</sup> Abebe Tilahun Mogesse, Hailu Wubshet Degefu, and Eskinder Getachew Degaga, "The Effect of Dialogue Journal Writing on Ethiopian First-Year EFL Students' Writing Anxiety and Attitude: A Quasi-Experimental Study," *Asian-Pacific Journal of Second and Foreign Language Education* 10, no. 1 (October 2025): 39, <https://doi.org/10.1186/s40862-025-00349-6>.

<sup>15</sup> Reynolds, Bai, and Rusk, "Enhancing General and Academic <span Style='font-Variant."

<sup>16</sup> Qiang Li and Akbar Bahari, "AI-Mediated Scaffolding in Academic Writing: A Longitudinal Mixed-Methods Study on Foundational Skill Development and Dialogic Engagement among EFL Postgraduate Students," *Interactive Learning Environments*, March 16, 2026, 1–29, <https://doi.org/10.1080/10494820.2026.2635539>.

environment for genuine self-expression. Additionally, the absence of topics dictated by teachers enables students to focus their writing purely on their own experiences, emotions, and current situations. Since they are not burdened by unfamiliar or imposed themes, the process of generating ideas feels more instinctive, allowing them to write in a more relaxed manner. Expressing their genuine daily emotions reduces the pressure of over-analysis, which turns writing in English from a daunting academic task into a more casual, self-directed practice.

The results indicate a distinct structural advancement: as students experienced a reduction in language anxiety, their confidence and motivation in writing naturally grew. Throughout the four-week duration, the daily routine of linking English writing to their actual personal feelings helped participants gradually overcome mental blockages, reduce dependence on digital translation resources, and move from constructing disjointed words to forming simple, cohesive, and flowing sentences. Ultimately, this research illustrates that emphasizing students' emotional safety and their ability to communicate meaningfully before demanding grammatical correctness can effectively unlock the core writing capabilities of marginalized learners from rural backgrounds.

#### E. References

- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fifth edition. Los Angeles London New Delhi Singapore Washington DC Melbourne: SAGE, 2018.
- Graham, Steve. "A Walk through the Landscape of Writing: Insights from a Program of Writing Research." *Educational Psychologist* 57, no. 2 (April 2022): 55–72.  
<https://doi.org/10.1080/00461520.2021.1951734>.
- Li, Qiang, and Akbar Bahari. "AI-Mediated Scaffolding in Academic Writing: A Longitudinal Mixed-Methods Study on Foundational Skill Development and Dialogic Engagement among EFL Postgraduate Students." *Interactive Learning Environments*, March 16, 2026, 1–29.  
<https://doi.org/10.1080/10494820.2026.2635539>.
- Mariyam, Siti, Dwiyan Pratiwi, and Mohammed Meraj. "Challenges in Teaching English in Indonesian Rural Schools: Issues and Solution." *Journal of Languages and Language Teaching* 13, no. 3 (July 2025): 1469.  
<https://doi.org/10.33394/jollt.v13i3.13481>.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. Edition 3. Los Angeles London New Delhi Singapore Washington DC: Sage, 2014.
- Mogesse, Abebe Tilahun, Hailu Wubshet Degefu, and Eskinder Getachew Degaga. "The Effect of Dialogue Journal Writing on Ethiopian First-Year EFL Students' Writing Anxiety and Attitude: A Quasi-Experimental Study." *Asian-Pacific Journal of Second and Foreign Language Education* 10, no. 1 (October 2025): 39.  
<https://doi.org/10.1186/s40862-025-00349-6>.

BREAKING AFFECTIVE BARRIERS THROUGH EXPRESSIVE WRITING: A CASE  
STUDY OF PERSONAL JOURNALING AMONG RURAL EFL LEARNERS

- Reynolds, Barry Lee, Xiaoke Bai, and Brian V. Rusk. "Enhancing General and Academic L2 Writing Complexity Through Dialogue Journal Writing: The Role of Learners' Motivational Beliefs." *TESOL Quarterly*, March 8, 2026, tesq.70080. <https://doi.org/10.1002/tesq.70080>.
- Sabti, Ahmed Abdulateef, Sabariah Md Rashid, Wahid Nimehchisalem, and Ramiza Darmi. "The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners." *Sage Open* 9, no. 4 (October 2019): 2158244019894289. <https://doi.org/10.1177/2158244019894289>.
- Sadeghi, Karim, and Jack C. Richards. "Professional Development among English Language Teachers: Challenges and Recommendations for Practice." *Heliyon* 7, no. 9 (September 2021): e08053. <https://doi.org/10.1016/j.heliyon.2021.e08053>.
- Udhayachandran, R., and Yadamala Sreenivasulu. "Exploring Communication Anxiety in English Language Learning through Affective Filter Theory: Evidence from Indian College Students." *Journal of Cultural Analysis and Social Change*, December 9, 2025, 1694–709. <https://doi.org/10.64753/jcasc.v10i4.3069>.
- Yin, Robert K. *Case Study Research and Applications: Design and Methods*. Sixth edition. Los Angeles London New Delhi Singapore Washington DC Melbourne: SAGE, 2018.
- Zatalini, Dinan Izzazi, and Tarek Assassi. "ENHANCING WRITING FLUENCY THROUGH JOURNALING: A CLASSROOM ACTION RESEARCH." *Indonesian Teaching English to Speakers of Other Languages Journal* 2, no. 1 (May 2025): 205–17. <https://doi.org/10.30587/inatesol.v2i1.9834>.
- Zhang, Yunyan. "Teaching Strategies of College English Listening Based on Affective Filter Hypothesis." *The Educational Review, USA* 7, no. 1 (February 2023): 26–30. <https://doi.org/10.26855/er.2023.01.007>.