

## **EFL STUDENTS' PERCEPTIONS OF ANONYMOUS PARTICIPATION TOOLS IN REDUCING ANXIETY**

**Rumaisha Aziza Yasmin<sup>1</sup>, Putu Dian Danayanti Degeng<sup>2\*</sup>**  
Universitas Brawijaya<sup>1,2\*</sup>

e-mail: [rumaishaaziza@student.ub.ac.id](mailto:rumaishaaziza@student.ub.ac.id), [dian\\_degeng@ub.ac.id](mailto:dian_degeng@ub.ac.id)

Diterima: 20/5/2026; Direvisi: 28/5/2026; Diterbitkan: 10/6/2026

### **ABSTRAK**

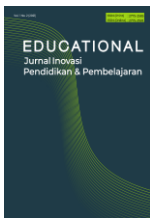
Platform interaktif digital dengan berbagai fitur interaktif kini banyak menarik perhatian sebagai cara untuk mendukung keterlibatan siswa di kelas EFL. Namun, studi yang meneliti secara khusus fitur partisipasi anonimnya masih terbatas, terutama di pendidikan tinggi Indonesia. Studi ini meneliti persepsi mahasiswa EFL tentang fitur partisipasi anonim terhadap dalam mengurangi kecemasan dan meningkatkan interaksi kelas. Dengan menggunakan pendekatan deskriptif kuantitatif, penelitian ini melibatkan 94 mahasiswa Pendidikan Bahasa Inggris di sebuah universitas di Malang. Data dikumpulkan melalui kuesioner skala Likert berjumlah 11 item dan didistribusikan melalui Google Forms yang kemudian dianalisis menggunakan IBM SPSS Statistics 32. Hasil penelitian menunjukkan respons positif di seluruh indikator, dengan skor rata-rata berkisar antara 4,01 hingga 4,41. Berpartisipasi secara anonim terbukti dapat memberikan rasa aman dari kecemasan evaluasi negatif. Anonimitas juga terbukti efektif meningkatkan keterlibatan dan kualitas interaksi kelas, sehingga dapat menjadi pilihan strategi pembelajaran bagi dosen EFL di perguruan tinggi Indonesia untuk menciptakan kelas yang lebih nyaman dan inklusif.

**Keywords:** *Fitur Partisipasi Anonim, Kecemasan Berbahasa Asing, Interaksi Kelas, Bahasa Inggris Sebagai Bahasa Asing (EFL).*

### **ABSTRACT**

Digital interactive platforms with various interactive features are now gaining attention as a way to support student engagement in EFL classes. However, studies specifically exploring their anonymous participation features are still limited, especially in Indonesian higher education. This study examines EFL students' perceptions of anonymous participation features in reducing anxiety and improving classroom interaction. Using a quantitative descriptive approach, the study involved 94 English Language Education students at a university in Malang. Data were collected through an 11-item Likert-scale questionnaire distributed via Google Forms, which was then analyzed using IBM SPSS Statistics 32. The results showed positive responses across all indicators, with average scores ranging from 4.01 to 4.41. Participating anonymously has been shown to provide a sense of security from the anxiety of negative evaluation. Anonymity has also been shown to be effective in increasing engagement and the quality of classroom interactions, making it a viable learning strategy for EFL lecturers at Indonesian universities to create more comfortable and inclusive classrooms.

**Keywords:** *Anonymous Participation Tools, Foreign Language Anxiety, Classroom Interaction, English as a Foreign Language (EFL).*



## INTRODUCTION

In classroom learning, students are expected to actively participate. Participation can take various forms, such as answering questions, sharing ideas, expressing opinions, and participating in class discussions. However, in the context of English as a Foreign Language (EFL) classes, students are expected to conduct these activities using the target language, which not all students are fluent in. This presents challenges for many learners in EFL classrooms. This situation is particularly evident in the context of higher education in Indonesia. Many EFL learners in Indonesia still face difficulties in productive language skills and struggle to reach the communicative competence required in academic setting (Menggo et al., 2025). Feelings of shyness, lack of confidence, and unwillingness to speak English in front of others are common barriers to classroom participation (Marlia et al., 2023). These conditions suggest that important psychological barriers affecting language learning have not been fully addressed in EFL higher education in Indonesia.

Horwitz et al. (1986) proposed a theory called Foreign Language Classroom Anxiety (FLCA), defined as a set of unique ideas, beliefs, thoughts, and attitudes that exist in the language learning classroom. This anxiety is not simply the general anxiety commonly experienced by students, it is a specific response to the foreign language learning process in the classroom. Fear of negative evaluation, communication, and anxiety about taking tests are the primary reasons for limited participation (Horwitz et al., 1986). Foreign language anxiety involves feelings of tension, nervousness, and discomfort when using the language (Annur & Nasrullah, 2023; Resnik et al., 2023). This anxiety doesn't just happen when speaking, fear of evaluation also arises when students create or provide written responses that can be seen by others (Sabti et al., 2024; Zhao & Yang, 2023). This suggests that the root of the problem lies in social exposure, not the communication medium.

The Willingness to Communicate (WTC) theory by MacIntyre et al. (1998) is an example of how anxiety can hinder participation. This theory describes how ready a student is to communicate at a given moment. The psychological and situational aspects of WTC, along with linguistic proficiency, are also significant. These include self-confidence, anxiety levels, and the overall environment of the classroom. Those who are anxious about participating often withdraw their self. However, when social threat and anxiety are reduced, WTC and classroom interaction tend to be increased (Han et al, 2024; Lin & al., 2025). Anonymous participation tools are significant in this context. The absence of social visibility through anonymity enhances students' sense of safety and overall participation (Butt et al, 2023; Dorssom, 2023). Using anonymity in the context of technology-assisted learning can reduce fear of negative evaluation and promote more active classroom discussions (Van Le et al., 2025; Velamázán et al., 2025). The FLCA-WTC relationship is primarily linked to classroom practices through the use of anonymity.

In recent years, digital interactive platforms have been increasingly used in various educational settings. Studies have shown that platforms such as Mentimeter (Sari, 2021; Syabilla et al., 2023), Blooket (Erlangga, 2025), Padlet (Situmorang et al., 2025), Kahoot (Alawadhi & Abu-Ayyash, 2021), and Flipgrid (Lai et al., 2021) can improve student engagement, motivation, and the overall language learning experience. However, most existing studies have focused on their gamification features. Meanwhile, the anonymity provided by these platforms has not been highlighted as a clear pedagogical mechanism. This suggests that



research on anonymous participation tools as a specific feature to reduce FLCA and enhance classroom interaction in EFL higher education in Indonesia is still limited.

In the Indonesian EFL higher education context, this gap becomes even more obvious. While some studies have looked at specific digital tools, little is known about how students perceive using several anonymous participation tools across varying classroom situations. The relationship between anxiety reduction and classroom interaction has also rarely been examined together, despite being two closely related dimensions of participation. To the best of the researchers' knowledge, no study in Indonesian higher education has examined both dimensions together through the FLCA and WTC frameworks, and that is the gap this study addresses.

This study therefore investigates how EFL students in Indonesian higher education perceive anonymous participation tools, particularly in terms of reducing FLCA and improving classroom interaction. Drawing on Horwitz et al.'s (1986) FLCA framework and MacIntyre et al.'s (1998) WTC model, two questions guide this study: (1) How do EFL students perceive the role of anonymous participation tools in reducing classroom anxiety? and (2) How do EFL students perceive the role of anonymous participation tools in enhancing EFL classroom interaction? Both theoretical and practical, this study hopes to offer insights for EFL instructors who want to build more inclusive and comfortable learning spaces.

## METHODS

This research uses a quantitative descriptive approach. This design was deemed appropriate given the research objectives, which centered on describing EFL students' perceptions of anonymous participation tools for reducing anxiety and increasing classroom interaction. This study involved 94 active students in the English Language Education Program at one university in Malang. Participants were selected voluntarily using purposive sampling that met the research criteria, namely students who had experience using anonymous participation tools in EFL classrooms as learners. Questionnaire distributed online via Google Forms during March 2026. Contained 11 closed-ended questions on a 5-point Likert scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree).

The eleven-item questionnaire is divided into two main dimensions that correspond to the research questions. The first dimension addresses the first research question, which addresses students' perceptions of the role of anonymous participation tools in reducing classroom anxiety. This dimension includes three indicators: fear of negative evaluation, psychological safety, and comfort. Each indicator consists of two items. The second dimension refers to the second research question regarding students' perceptions of the role of anonymous participation tools in enhancing EFL classroom interactions. This dimension includes two indicators: willingness to participate, which contains two questions, and quality of engagement, which has three questions.

Researchers conducted an analysis using IBM SPSS Statistics version 32 to measure its validity and reliability. The validity test showed that all 11 questionnaire items were valid, as the corrected item-total correlation values exceeded the minimum acceptable threshold of 0.30 (Field, 2018). The reliability test using Cronbach's Alpha produced a value of 0.853, exceeding the minimum acceptable limit of  $\alpha \geq 0.70$  (Basantes-Andrade et al., 2023). Mean and standard deviation for each item were then calculated using descriptive statistics. Five interpretation categories were used: very low (1.00–1.80), low (1.81–2.60), moderate (2.61–3.40), high (3.41–4.20), and very high (4.21–5.00), to describe student perceptions across both dimensions.

## RESULTS AND DISCUSSION

### Results

#### Classroom Anxiety Reduction

##### Fear of Negative Evaluation

The first indicator in the classroom anxiety reduction dimension is fear of negative evaluation. In EFL classrooms, students often worry about being judged by their peers and instructors when using English. This concern can make them feel anxious and hesitant to participate in classroom activities. The findings for this indicator are presented in Table 1.

**Table 1. Fear of Negative Evaluation**

Code	Item	Mean	SD	Category
Q1	I feel less worried about being negatively evaluated by others when participating anonymously in class.	4.07	1.03	High
Q2	Anonymity reduces my fear of making linguistic mistakes (grammar/vocabulary) in front of the class.	4.31	0.76	Very High

As shown in Table 1, students were positively affected by both items. However, Q2 was rated higher than Q1. This suggests that students were more concerned about making grammatical or vocabulary errors in front of others than being evaluated in general. Besides the pressure of using English correctly, the environment of being able to see their answers also makes EFL students anxious. This is where anonymous participation tools can provide students with a safer environment to share ideas and reduce their anxiety.

#### Psychological Safety

The next indicator is psychological safety. This indicator is used to determine whether anonymous participation makes students feel safe when expressing their opinions, even if they may have a different perspective from those around them. This dimension provides insight into the extent to which anonymity contributes to a supportive learning environment. The results are shown in Table 2.

**Table 2. Psychological Safety**

Code	Item	Mean	SD	Category
Q3	Anonymous features provide a safe space for me to express ideas that might differ from others.	4.41	0.72	Very High

Q4	I feel more composed when seeing my response displayed on the class screen because my peers do not know it is mine.	4.40	0.70	Very High
----	---	------	------	-----------

Table 2 shows that both items received strong positive responses. These results indicate that anonymity addresses a fundamental social concern in EFL learning: the fear of standing out or being judged for holding differing views. When students feel their identities are protected, they appear more willing to participate authentically rather than strategically, sharing ideas they genuinely hold rather than what they think others want to hear.

### Comfort

The comfort dimension was examined to understand students' feelings when participating in classroom discussions using an anonymous response system. This aspect is important because emotional comfort can influence students' willingness to engage in learning activities and express their ideas openly. A learning environment that minimizes social pressure may encourage greater participation and confidence among students. The results related to this dimension are presented in Table 3.

**Table 3. Comfort**

Code	Item	Mean	SD	Category
Q5	The use of hidden identities eliminates my embarrassment when my responses are displayed on the classroom screen.	4.28	0.67	Very High
Q6	I find it easier to accept corrections or feedback from the instructor on the screen if my identity is not disclosed to my peers.	4.32	0.70	Very High

The findings on Table 3 demonstrate that anonymous participation contributes to a more comfortable learning experience. Reduced public exposure appears to lessen feelings of self-consciousness that often accompany language learning activities. This condition may help students engage more openly with classroom tasks and feedback processes. As a result, anonymity has the potential to support a learning atmosphere that encourages participation without generating unnecessary emotional pressure.

### Classroom Interaction Enhancement

#### Willingness to Participate

Willingness to participate was examined to explore the extent to which anonymous participation influences students' readiness to become involved in classroom activities. Participation matters in language learning because it gives students chances to practice and build their communicative skills. This indicator looks at how anonymity might motivate students to get more involved in classroom activities. The results are shown in Table 4.

**Table 4. Willingness to Participate**

Code	Item	Mean	SD	Category
Q7	I am much more willing to contribute to class discussions if my identity is kept hidden.	4.01	0.87	High
Q8	The use of anonymous tools encourages me to respond to the instructor's questions more actively and spontaneously.	4.23	0.75	Very High

Table 4 shows that students generally saw anonymous participation tools as helpful for their classroom involvement. When identity is not exposed, students seem to find it easier to join in. They also appear more comfortable with instructional activities when social judgment is not a concern, which in turn seems to encourage broader participation and more classroom communication.

### Engagement Quality

This indicator examines the level of students' engagement during classroom discussions. It also investigates whether exposure to a variety of responses from peers encourages students to express their own opinions more actively. In addition, the indicator explores whether anonymity helps students focus more on the discussion content rather than on the individuals participating in it. The results of this analysis are presented in Table 5.

**Table 5. Engagement Quality**

Code	Item	Mean	SD	Category
Q9	Observing various anonymous responses from my peers on the screen motivates me to provide my own unique perspective.	4.19	0.70	High
Q10	The display of responses on the screen allows me to focus more on the discussion content rather than worrying about who is answering.	4.22	0.65	Very High
Q11	I feel that classroom interaction becomes more vibrant and honest when students use anonymous identities.	4.40	0.66	Very High

Table 6 shows that anonymous participation can positively shape classroom interactions. The very high category obtained on Q10 and Q11 indicate that students seem more willing to engage with the discussion content when they don't have to worry about who is saying what. Because of this condition, broader and more honest participation seems to naturally follow. Thus, anonymity can improve not only how much students interact, but also how well they interact.

### Discussion

This research shows that anonymous participation tools can reduce anxiety and increase class participation. The quality of class participation also has the potential to improve. Indicators of fear of evaluation indicate that students' concerns about being judged by others tend to decrease when they participate anonymously, allowing their attention to shift fully to



their language use. This suggests that anonymity in digital tools can serve as a design-level response to classroom anxiety, shifting some of the burden typically borne by individual students to the way the class is designed. This shift extends the FLCA framework (Horwitz et al., 1986) by demonstrating that anxiety can be addressed not only internally within the learner but also through the structure of the learning environment. The strong positive responses on indicators of fear of negative evaluation and psychological safety support this, aligning with recent studies confirming that these barriers persist across various forms of EFL participation (Amnouyochokant, 2025; Arifin et al., 2025; Sun, 2024).

As anxiety decreased, students' willingness to communicate appeared to grow, consistent with what MacIntyre et al. (1998) proposed and supported by Han et al. (2024) and Lin et al. (2025). The positive responses on willingness to participate suggest that when anonymity reduces social threat, students become more ready to engage. This shift does not seem to require students to become more proficient or change as learners. It happens because participating simply feels less socially risky, which is exactly the kind of situational factor the WTC model points to. What this means for WTC theory is that anonymity in technology-mediated classrooms can raise students' willingness to engage not by changing who they are, but by changing how participation feels. For EFL instructors, this means that how activities are structured may matter more for student engagement than is often recognized.

The comfort and psychological safety indicator both received very positive results. This shows that having a sense of security from social threats is something needed because it can make them feel comfortable. Students agreed that they felt more safe and comfortable giving opinion and receiving feedback when their identities were unknown. The correction process in conventional EFL classes often raises its own anxieties because it involves direct public exposure (Shadiev et al., 2024; Yetkin & Alagözlü, 2025). Anonymity appeared to change how students perceived feedback. When identities were hidden, corrections no longer felt like public judgment, but rather as information that could be processed privately. Chen (2022) and Huang (2025) demonstrated that technology can change how feedback works, and these findings align with students' perceptions on this indicator. When a student receives an incorrect answer and is corrected, they are more likely to notice the error and learn from it, rather than worrying about ensuring no one knows it was their answer or trying to figure out who the answer belongs to. They may be less afraid to participate and make mistakes again, as they feel safer. When students' attention is not divided between processing the correction and managing their impressions of their peers, feedback can be effective.

Therefore, on the indicator of willingness to participate, students reported that they were more willing to contribute to discussions when their identities were unknown and were more active and spontaneous in responding to instructor questions. These results provide evidence consistent with the situational factors that MacIntyre et al. (1998) identified as key determinants of WTC: that willingness to communicate depends not only on language ability but also on the conditions under which participation occurs. As these conditions become safer, willingness to engage increases.

Findings regarding the quality of engagement may add considerable value to this study. The results report that when identities are invisible, students seem more likely to engage with the ideas being presented rather than focusing on who is delivering them. As a result, classroom discussions feel more honest and less guarded. Ge (2024) refers to this shift as a shift from identity-protective participation to truly content-driven participation, while Velamázán et al. (2025) found that similar conditions tend to make learning more productive overall. This study



adds that anonymity also appears to naturally shape the depth and quality of communication. This distinction is important in digital EFL classrooms, as in addition to encouraging students to participate, how meaningful their engagement is afterward is equally important.

The implications of this research are highly relevant to the current state of Indonesian EFL learners in higher education. Many barriers stemming from low self-confidence and fear of judgment from others discourage active participation. Anonymity offers a way to address this without adding new tools or resources, as these features already exist in many commonly used platforms. What needs to change is not the tools themselves, but rather the way instructors design the activities. For example, early learning phases such as building knowledge of the field (BkOf) and modeling of text (MoT) are moments when students are just beginning to develop understanding and are not yet ready to perform openly. This is where anonymous participation is most appropriate, as it provides a space to experiment without the threat of social perception. As students become more comfortable, instructors can gradually reduce anonymity toward more open participation as the course progresses. Huang (2025) and Xiong et al. (2024) support this approach, emphasizing that anonymity works best not as a fixed setting, but as something that can be adjusted to students' needs at each stage.

## CONCLUSION

The findings of this study indicate that anonymous participation tools were positively perceived by EFL students across all measured indicators, with psychological safety emerging as the strongest dimension. These results suggest that students value learning environments that reduce social pressure and allow them to participate without fear of negative evaluation from their peers. From a theoretical perspective, the study highlights the relationship between Foreign Language Classroom Anxiety (FLCA) and Willingness to Communicate (WTC), showing that both constructs are closely linked through perceptions of social threat. The findings further suggest that this relationship can be influenced through instructional design, particularly by creating classroom conditions that promote psychological comfort and encourage active participation.

The study also demonstrates that anonymity functions as more than a mechanism for concealing students' identities. Rather, it contributes to a learning atmosphere in which students feel more comfortable expressing ideas, responding to questions, and engaging in classroom discussions. In the Indonesian EFL context, where encouraging student participation remains a persistent challenge, anonymous participation tools may provide a practical strategy for fostering greater interaction and communication. Nevertheless, this study was conducted within a single institution and relied solely on questionnaire data, which may limit the generalizability of the findings. Future research is therefore recommended to employ interviews, classroom observations, or experimental approaches to gain a deeper understanding of how and under what conditions anonymity can most effectively support EFL learning.

## REFERENCES

- Alawadhi, A., & Abu-Ayyash, E. A. S. (2021). Students' perceptions of Kahoot!: An exploratory mixed-method study in EFL undergraduate classrooms in the UAE. *Education and Information Technologies*, 26, 3601–3635. <https://doi.org/10.1007/s10639-020-10425-8>



- Annur, K. M., & Nasrullah, N. (2023). Factors of learners' foreign language anxiety on second language acquisition. *English Teaching Journal: A Journal of English Literature, Linguistics, and Education*, 11(1), 40–49. <https://doi.org/10.25273/etj.v11i1.15829>
- Amnouychokanant, V. (2025). Reducing anxiety among EFL learners through gamification: An empirical study of instructional impact. *International Journal of Learning, Teaching and Educational Research*, 24(9), 80–104. <https://doi.org/10.26803/ijlter.24.9.5>
- Arifin, A. A. A., Malihah, N., & Nabella, A. C. R. (2025). Factors of EFL students' language anxiety in English learning. *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran*, 10(2), 304–319. <https://doi.org/10.33394/jtp.v10i2.14480>
- Basantes-Andrade, A., López-Gutiérrez, J. C., Mora Grijalva, M., & Ricardo, Y. (2023). Validity and reliability of the questionnaire of academic knowledge of teachers of basic general education. *F1000Research*, 12, 642. <https://doi.org/10.12688/f1000research.134261.1>
- Butt, N., Hussain, S., Anwar, A., Haq, I., & Saadati, P. (2023). Enhancing classroom communication: Exploring the impact of anonymous participation on student performance. *2023 IEEE International Smart Cities Conference (ISC2)*, 1–7. <https://doi.org/10.1109/ISC257844.2023.10293368>
- Chen, Y. C. (2022). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning*, 37(4), 789–813. <https://doi.org/10.1080/09588221.2022.2055083>
- Dorssom, E. (2023). Encouraging course engagement through anonymous programs. *Political Science Today*, 3(2), 22–24. <https://doi.org/10.1017/psj.2023.33>
- Erlangga, P. E. K. (2025). The using Blooket web as a teaching medium on students' motivation to learn English as a second language. *Journal of Technology, Education & Teaching (J-TECH)*, 2(1), 152–157. <https://doi.org/10.62734/jtech.v2i1.460>
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Ge, Z. (2024). Exploring the impact of different types of E-learners' anonymity on their learning engagement in competitive gamified language learning. *Computer Assisted Language Learning*, 38, 1907–1933. <https://doi.org/10.1080/09588221.2024.2342885>
- Han, R., Alibakhshi, G., Lu, L., & Labbafi, A. (2024). Digital communication activities and EFL learners' willingness to communicate and engagement. *Heliyon*, 10(3), e25213. <https://doi.org/10.1016/j.heliyon.2024.e25213>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Huang, Q. (2025). Integrating IT to foster engagement and reduce anxiety in foreign language learning. *Language Teaching Research*. <https://doi.org/10.1177/02666669251325520>
- Lai, T., Lien, N. T. H., & Vu, N. N. (2021). Flipgrid app for teaching speaking skills: Students' perceptions and performance impact. *VNU Journal of Foreign Studies*, 37(3). <https://doi.org/10.25073/2525-2445/vnufs.4746>
- Lin, Y., Wang, B., Zhang, G., & Su, Y. (2025). The relations among foreign language anxiety, academic buoyancy and willingness to communicate in EFL classroom. *Frontiers in Psychology*, 16, 1634054. <https://doi.org/10.3389/fpsyg.2025.1634054>



- MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Marlia, M., Akbal, F. A., Nur, S., & McDonald, D. (2023). EFL students' speaking anxiety in Indonesian senior high school. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 17(1), 71–81. <https://doi.org/10.24036/ld.v17i1.121085>
- Menggo, S., Jama, K. B., Adnyani, N. L. P. S., & Krismayani, N. W. (2025). Indonesian English as a foreign language learners' interpersonal communication: Profiles and challenges. *LLT Journal: A Journal on Language and Language Teaching*, 28(1), 242–256. <https://doi.org/10.24071/llt.v28i1.8670>
- Resnik, P., Dewaele, J. M., & Knechtelsdorfer, E. (2023). Differences in the intensity and the nature of foreign language anxiety in in-person and online EFL classes during the pandemic: A mixed-methods study. *TESOL Quarterly*, 57(2), 618–642. <https://doi.org/10.1002/tesq.3177>
- Sabti, A. A., Hassan, A. Y., Turki, H. Y., & Hummadi, A. S. (2024). A study of the causes and the effect of writing anxiety components on Iraqi EFL students' attitudes. *SAGE Open*. <https://doi.org/10.1177/21582440241286392>
- Sari, A. B. P. (2021). The impacts of Mentimeter-based activities on EFL students' engagement in Indonesia. *LLT Journal: A Journal on Language and Language Teaching*, 24(1), 249–260. <https://doi.org/10.24071/llt.v24i1.3025>
- Shadiev, R., Feng, Y., Zhussupova, R., & Altinay, F. (2024). Effects of speech-enabled corrective feedback technology on EFL speaking skills, anxiety and confidence. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2024.2430761>
- Situmorang, K., Pramusita, S., & Saputra, B. (2025). Enhancing EFL learner engagement in large classrooms through Padlet. *AL-ISHLAH: Jurnal Pendidikan*, 17(3), 4578–4587. <https://doi.org/10.35445/alishlah.v17i3.7714>
- Sun, J. (2024). Exploring Chinese college students' emotions in EFL speaking classrooms. *SAGE Open*, 14(2). <https://doi.org/10.1177/21582440241256248>
- Syabilla, Z. F., Heriyawati, D. F., Romadhon, M. G. E., & Aprilia, P. K. (2023). Unlocking the power of Mentimeter: Exploring EFL students' perspectives for enhancing writing proficiency. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 28(1a), 117–132. <https://doi.org/10.24090/insania.v28i1a.8601>
- Van Le, H., Dang, T., Vo, T. P., Nguyen, M. H., & Nguyen, N. (2025). Anonymous yet accountable: Investigating sociocultural dynamics in peer feedback among Vietnamese EFL students. *Learning, Culture and Social Interaction*, 54, 100939. <https://doi.org/10.1016/j.lcsi.2025.100939>
- Velamázán, M., Santos, P., Sánchez-Reina, J., & Hernández-Leo, D. (2025). Optimising anonymity in CSCL: Comparing collaboration between identified and anonymous-to-peers login modes. *Education and Information Technologies*, 30, 20237–20288. <https://doi.org/10.1007/s10639-025-13504-w>
- Xiong, Y., Zhang, Q., Zhao, L., Liu, S., Guan, H., Sui, Y., Feng, J., & Lee, K. M. R. (2024). A meta-analysis and systematic review of foreign language anxiety interventions. *Language & Communication*. <https://doi.org/10.1177/0261927X241291258>



- Yetkin, R., & Alagözlü, N. (2025). Unveiling factors and strategies to alleviate anxiety among EFL student teachers in online and in-person practicums. *SAGE Open*, 15(3). <https://doi.org/10.1177/21582440251360513>
- Zhao, X., & Yang, Y. (2023). Impact of social media-supported flipped classroom on English as a foreign language learners' writing performance and anxiety. *Frontiers in Psychology*, 13, 1052737. <https://doi.org/10.3389/fpsyg.2022.1052737>