

Role of Linguistics Cultural Disposition, Belief about Learning and Language Self-beliefs in Communication Apprehension

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Abstract

The purpose of this study is to explore psychological and linguistic predictors of communication apprehension in non-native language students. In particular, it explores the direct effect of linguistic cultural disposition and language self-beliefs on communication apprehension, as well as testing the mediating effect of beliefs about learning and the moderating effect of code-switching. A quantitative method was employed with a standardised questionnaire administered to a sample of 193 students pursuing different programs of study. The participants were all non-native speakers of a foreign or second language. The constructs were assessed with previously validated scales obtained from previous studies. The data were analysed with ADANCO software, implementing Partial Least Squares Structural Equation Modelling (PLS-SEM) to evaluate both the measurement and the structural models. The findings verified that linguistic cultural disposition and perceived language self-beliefs decrease communication apprehension substantially. Beliefs in learning partially mediated these associations, whereas code-switching was established to moderate the self-beliefs-reduced communication apprehension relationship positively. All six hypothesised hypotheses were supported, answering in-depth questions about complex language anxiety dynamics. The study makes an original contribution to language learning research by combining psychological and sociolinguistic views, providing practicable findings for educators to create anxiety-reducing, culturally responsive pedagogies.

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Keywords: Communication Apprehension, Linguistic Cultural Disposition, Language Self-Beliefs, Beliefs about Learning, Code-Switching

Introduction

Today's ever-growing globalised world has turned multilingual communication into a crucial skill for academic, professional, and interpersonal achievement. Since language learners aim to become proficient in foreign or second languages, they may experience psychological obstacles, specifically communication apprehension, the fear or anxiety about actual or potential communication in a second language (Badenhorst et al., 2023). Apprehension impacts learners' desire to communicate, engagement in classroom activities, and general language development (Al-Osaimi & Wedell, 2014). Researchers have come to pay more attention to the relationship among psychological, cultural, and motivational processes in second language acquisition, with a special focus on the learners' affective experiences (Birinci & Dağ-Akbaş, 2024; Donley et al., 2023).

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From among them, concepts like linguistic cultural disposition, language self-beliefs, beliefs about learning, and code-switching strategies have become essential determinants of communication behaviours. However, their relationship is still not well understood (Calafato, 2023). As contemporary classrooms become more diverse, an explanation of how these factors collectively impact students' psychological preparedness to communicate in a second language environment Fisher et al. (2024) is warranted.

Previous studies have ascertained that language learning anxiety is significantly affected by internal motivation, cultural values, and cognitive beliefs. For instance, students who find high personal value in learning a second language have lower anxiety (Calafato, 2023), whereas those from high-context cultures show more apprehension because of indirect communication tendencies and a fear of negative judgment (Cardon et al., 2023). Notwithstanding the increased literature on second language anxiety, there are several significant gaps in comprehension of how the subtle mechanisms contribute to communication apprehension (Chau et al., 2024). To begin, while cultural factors affecting language acquisition have been investigated, there is little research directed at linguistic cultural disposition, the ingrained communicative standards derived from one's culture and the direct impact that it has upon the development of communication apprehension (Croucher et al., 2024). This particular variable, which captures feelings about expression, taking a risk, and communicative hierarchy, has tended to be secondary to more general variables such as cultural background or ethnic identity (Ghaderi et al., 2024). Second, although motivation has been a persistent theme in second language studies, the language self-beliefs construct, learners' subjective anticipated value from language learning, has been rarely examined as a predictor of communication-related anxiety (Fisher et al., 2024; Ledford et al., 2023; Ma et al., 2024). The majority of motivational studies have examined integrative and instrumental orientations without separating the learner's self-enhancement perceptions.

Furthermore, beliefs regarding learning have been researched piecemeal, primarily through achievement outcomes instead of emotional reactions such as apprehension. Less research has explored the ways these kinds of beliefs operate as mediators among motivational or cultural variables and emotional states in language learning (Comstock et al., 2023). Lastly, although code-switching has generally been researched from linguistic or pedagogical frameworks, its psychological effect, particularly as a moderator in mitigating communication stress, is not well researched. Students' code-switching use can provide affective relief during high-anxiety settings, but this possible buffering function is theoretically and empirically uncertain (Albahoth et al., 2024; Liu et al., 2024). The literature, therefore, lacks a comprehensive model explaining how linguistic cultural disposition and language self-beliefs contribute to communication apprehension via learning beliefs and are moderated by code-switching. Closing these gaps is critical for instructors and curriculum planners who want to foster inclusive and psychologically secure language learning environments.

In light of the above gaps, the main goal of this study is to examine the psychological antecedents and moderators of communication apprehension in language learners. In particular, the research will (1) investigate the effects of linguistic cultural disposition and language self-beliefs on communication apprehension, (2) test the mediating effect of learning beliefs in these relations, and (3) investigate the moderating effect of code-switching on the effects of linguistic cultural disposition and language self-beliefs. The research addresses the fundamental question: How do learners' learning beliefs, perceived language self-beliefs, and cultural orientations interact with each other to affect their communication apprehension, and how is code-switching a moderator of such interactions? It aims to create an integrated model that shows the affective and strategic aspects of second language use.

Literature Review

Language learning tends to elicit intense emotional responses, such as anxiety and panic, due to fear of negative evaluation, unfamiliarity with linguistic form, and fear of failure. Stricklin (2023) suggested that foreign language anxiety is a particular type of anxiety resulting from self-perceptions, beliefs, and actions relating to language learning in the classroom. Students may fear embarrassment, mistakes, or being judged and criticized by teachers and peers, leading to avoidance behavior and blocking language acquisition (Gao et al., 2024). In addition, language insecurity and doubt about one's communication capacity enhance the psychological tension involved in using a target language. Empirical studies have also proven that pedagogic approaches, classrooms, and cultural distance are environmental factors apart from students' panic. Gallagher and Scrivner (2024) emphasized the significance of instructors' attitude and the rigidity of instructional methods in alleviating or worsening anxiety. Students whose perception is that the environment is not supporting or overcritical tend to internalize panic responses when they are asked to perform in public (Kidwell, 2025). In addition, intercultural communication problems, such as accent discrimination or sociolinguistic misunderstandings, also increase emotional discomfort so that there is a vicious circle where anxiety interferes with performance and poor performance reinforces anxiety (Halpern et al., 2024).

Hypotheses Development

Linguistic cultural disposition is the attitudes, values, and orientations held by individuals as a result of

their cultural background towards the use of language and communication (Badenhorst et al., 2023). This construct is at the center of how students comprehend and respond to second-language communication issues. There is research that students coming from high-context cultures (e.g., a great deal of Asian or Arab culture) are likely to experience communication apprehension due to norms towards indirect communication, high concern with social harmony, and fear of losing face (Halpern et al., 2024). Alternatively, low-context cultures encourage straightforward expression and risk-taking, which can reduce communication nervousness. Mohamad Yusof et al. (2023) found Chinese university students displaying extreme nervousness in English communication contexts, which they attributed to cultural orientations preventing outspokenness. Also, Nah (2023) illustrated how cultural tendencies significantly impact the individuals' willingness to communicate and anxiety levels. Cultural norms can enable or limit communicative behavior, and speakers from restrictive speaking culture groups tend to experience more psychological discomfort when interacting in target languages (Pho & Cao, 2025).

The cultural linguistic inclination to communication apprehension is supported by diverse empirical studies connecting cultural values to language anxiety. For example, Gurdal and Acar (2024) discovered that collectivist culture students were more anxious when asked to give a speech in front of people since public expression is controlled by cultural restraint in their cultures. These students acquire cultural norms discouraging assertiveness and impromptu oral contributions, and this renders them reluctant and anxious in target language contexts (Huisen et al., 2024). Moreover, cultural background also affects learners' communicative style assumptions. Learners with a background of hierarchical teacher-student relationships may feel more anxious in interactive or peer-oriented learning environments prevalent in Western language classrooms (Kidwell, 2025). Lew et al. (2025) stressed that individual differences in cultural orientation moderate how learners perceive foreign language anxiety. Therefore, linguistic cultural disposition, through determining communication style preferences and ambiguity tolerance, is pivotal in determining learners' communicative confidence (Liu et al., 2024). Consequently, it is argued that linguistic cultural disposition has a significant impact on communication apprehension, such that culturally rooted norms of communication serve as precursors to fear and anxiety in language use.

H1: *Linguistic and cultural disposition significantly influences communication apprehension.*

Language self-beliefs refer to individual and instrumental values perceived by learners in learning a second language, for example, better career prospects, social mobility, or advancement in studies (Qi et al., 2025). Research has consistently associated learners' motivation and perceived usefulness of language learning with lower anxiety and greater willingness to communicate (Zhao, 2023). Students who firmly believe that language learning will lead to actual self-enhancement are likely to overcome initial anxiety and communication apprehension (Zhang et al., 2024). However, when students do not find personal usefulness or future reward in language competency, they have lower motivation and more avoidance behaviour, usually acting as communication apprehension (Wang et al., 2024). Likewise, Lin and Lee (2025) discovered that integrative and instrumental motivation strongly alleviates foreign language anxiety because learners who have definite self-benefit orientations are concerned more with long-term objectives than with temporary discomfort or dread of negative evaluation.

The experience of language self-beliefs can serve as a protection against communication apprehension because it encourages learners to take risks, persist in learning, and engage actively in communicative activities (Ma et al., 2024). Students who connect language learning with empowerment or future achievement are more likely to reinterpret anxiety-evoking circumstances as opportunities for growth (Zadorozhnyy & Lee, 2025). This motivational reappraisal lessens the debilitating impact of fear. For instance, in a study by (Stricklin, 2023), high instrumental motivation among Hungarian learners was associated with reduced communication anxiety, as their sense of direction supported them in overcoming linguistic problems with resilience. Additionally, self-determined motivations, in which language learning is seen as benefiting oneself, have been shown to reduce anxiety and enhance communicative interaction (Mao, 2024). Such learners who do not perceive a sense of personal benefit, on the other hand, internalise failure and find communication performance threatening, thus enhancing anxiety. Therefore, the perceived self-beliefs in language learning directly influence learners' emotional disposition toward communication (Sadeghian Sourki et al., 2023). If language plays a desired personal function, learners will be inclined to override fear and act confidently. Consistent with this, it is predicted that language self-beliefs play a highly significant role in communication apprehension since the perception of personal rewards from language learning moderates fear and anxiety within communication situations.

H2: *Language self-beliefs significantly influences the communication apprehension.*

Learning beliefs encompass learners' assumptions, expectations, and thinking attitudes towards language acquisition, including their beliefs about the roles of practice, error, ability, and effort. They have been found to affect both affective states and learning behaviours in language learning (Comstock et al., 2023). Students who hold fixed or unrealistic beliefs, such as the expectation to become fluent quickly or the notion that errors are unacceptable, often exhibit increased communication apprehension and avoidance of speaking (Gallagher & Scrivner, 2024). Conversely, students with growth beliefs, those who perceive errors as a

necessary part of the learning process and emphasise effort, report less communication apprehension (Huisen et al., 2024). Cultural disposition also gives rise to these beliefs; learners, for instance, from cultures that devalue failure tend to internalise negative learning beliefs and are hence more inclined towards anxiety in the use of language (Meij et al., 2025). The implication is that learners' culturally influenced beliefs concerning learning could mediate how cultural orientation is transformed into communicative behaviour.

The mediating function of learning beliefs between linguistic-cultural disposition and communication apprehension is corroborated by studies that reveal that learners' internal learning models are culturally constructed and cognitively significant (Gurdal & Acar, 2024; Meij et al., 2025; Zadorozhnyy & Lee, 2025). Cultural values determine whether or not learners perceive language as a skill learned through interactive exposure or as a body of knowledge assimilated through memorization (Al-Osaimi & Wedell, 2014). Students from high-power-distance cultures may hold assumptions about teacher-centred instruction, leading them to avoid active engagement, which in turn supports passive learning dispositions and heightens fear when asked to speak (Calafato, 2023). Additionally, students with fatalistic beliefs perceiving language ability as predetermined are also more prone to be guided by culturally based notions of ability and intelligence, which aggravates communication anxiety (Comstock et al., 2023). These belief systems, therefore, function as psychological screens upon which cultural orientation impacts communicative conduct. For example, although a learner might possess a cultural orientation that inhibits verbal assertiveness, a belief in the merit of making errors and developing proficiency through practice might decrease communication apprehension (Gallagher & Scrivner, 2024). Negative beliefs might, however, increase the influence of cultural restraint. Therefore, learning beliefs provide a cognitive-emotional explanation of how cultural disposition manifests in communication anxiety (Ma et al., 2024). This supports the hypothesis that learning beliefs play an important mediating role between linguistic-cultural disposition and communication apprehension.

H3: *Beliefs about learning significantly mediates the relationship between linguistic cultural disposition and communication apprehension.*

Learning beliefs influence how language learners make sense of problems and possibilities in the acquisition process. When students have positive, growth mindset beliefs like considering mistakes as inevitable or progression as incremental, they will be less anxious and work more on communicative tasks (Chau et al., 2024). These belief systems tend to arise from learners' purposes and aspirations, such as perceived self-beliefs in terms of career development or academic achievement. Students who perceive language as instrumental to self-improvement tend to be more receptive to adaptive learning beliefs (Bernabei et al., 2023; Gurdal & Acar, 2024). However, when self-beliefs are salient but learning beliefs are fixed (e.g., perceiving language learning as needing inborn talent or instant fluency), apprehension of communication can arise from fear of failure or slow improvement (Otho et al., 2023). Therefore, learning beliefs constitute the cognitive frame through which language self-beliefs are interpreted and responded to, shaping learners' affective and behavioural reactions in language settings.

The mediating function of beliefs on learning in the language self-beliefs and communication apprehension connection can be understood in the context of motivational cognition (Zadorozhnyy & Lee, 2025). Students who find substantial personal advantages in learning a second language can develop help-maintaining beliefs regarding the process of learning, including embracing perseverance and seeing failure as part of progress. Such positive beliefs, in turn, lower anxiety and enhance communication involvement (Yoo et al., 2024). For example, students who are highly instrumentally motivated are likely to put in effort and remain resilient when faced with obstacles, especially if they are convinced that language ability can be acquired with hard work (Halpern et al., 2024). Conversely, if a student values personal gain in language but harbours negative beliefs, such as the notion that language acquisition is exclusive to the talented, they would feel distressed when performance fails to meet expectations, thereby experiencing increased apprehension (Tualaulelei & Halse, 2024). Further, cultural and educational contexts condition the way learners develop their beliefs from perceived benefits. Thus, perceptions of self-benefit from learning function as a cognitive-affective channel by which self-beliefs notions are conveyed into communicative action (Qi et al., 2025). This lends support to the hypothesis that learning beliefs play a strong mediating role in the language self-beliefs - communication apprehension association, serving as a psychological sieve that enhances or reduces worry.

H4: *Beliefs about learning significantly mediates the relationship of language self-beliefs and communication apprehension.*

Code-switching, the switching between two or more languages in a conversation, has also been commonly used by bilinguals and multilinguals as a communicative strategy for traversing cultural and linguistic borders (Albahoth et al., 2024). Studies confirm that code-switching can diminish language anxiety, promote identity negotiation, and work as a conduit between native language and target language norms (Ghaderi et al., 2024; Rayo et al., 2024; Zhang et al., 2024). Those with high cultural identification with their native language have a tendency to utilize code-switching as a comfort measure, using it in order to maintain cultural identity and deal with psychological distance involved in foreign language use (Heußen & Hilder, 2024). One's cultural background is a determining factor in attitudes towards code-switching; others perceive it as an indicator of linguistic competence. Other individuals, however, perceive it as inappropriate or deficient, and

that is what dictates its affective value (Liu et al., 2024). Therefore, for learners who are subjected to linguistic cultural dispositions in which language purity or homogeneity is valued, the privilege or capability to code-switch can impact the level of communication apprehension felt.

Code-switching's moderating effect on the communication apprehension-linguistic-cultural disposition relationship is due to its function as a coping mechanism. Students from highly formal or conservative linguistic backgrounds in their cultures can develop communication apprehension when obliged to use unknown idiomatic expressions or forms in a target language (Mona, 2024). Under such circumstances, the freedom to code-switch back to their native language is a relief, maintains expressiveness, and lessens the threat of language breakdown (Özkara et al., 2025). For example, studies have proven that students who are allowed to code-switch when carrying out language learning tasks gain more confidence, are more actively involved, and display improved comprehension (Ghaderi et al., 2024; Mao, 2024; Pogorelov et al., 2025). Code-switching in multicultural contexts allows students to communicate sophisticated messages without the full burden of target language grammatical correctness, thereby reducing performance anxiety (Pogorelov et al., 2025). It also allows learners to preserve cultural continuity, a need that is particularly crucial for learners with strong linguistic-cultural identities (Puspita & Ardianto, 2024). When students are able to integrate elements of the first language in communication, they experience a lower sense of dissonance between communicative practice and cultural disposition, thus anxiety is minimized (Rayo et al., 2024). This confirms the hypothesis that code-switching plays an important moderating role in the relationship between linguistic-cultural disposition and communication apprehension by facilitating the cultural-linguistic transition and reducing the psychological barriers to participation.

H5: *Code-switching significantly moderates the relationship of linguistic cultural disposition and communication apprehension.*

Self-beliefs from a language, like career advancement, social mobility, or academic success, are commonly regarded as a crucial motivational impetus in second-language learning (Qi et al., 2025). But, of course, these benefits are also bringing pressure on the students to perform well and leading to communication apprehension in situations where competency is at stake (Cardon et al., 2023). Code-switching is a strategic safety valve as it enables learners to communicate partially in their language, particularly when fluency in the target language is still underdeveloped. Empirical studies indicate that students who are permitted or encouraged to code-switch during language tasks become less anxious and more motivated (Croucher et al., 2024). This is especially the case when students perceive that code-switching continues to help them attain their self-gains and not undermine their ability (Huzaifah et al., 2024). Therefore, code-switching may be an adaptive mechanism in regulating the emotional tension between pressure and motivation to control performances.

Code-switching function as a facilitator between communication apprehension and self-beliefs in language is attained by examining how students confront the contradiction between capability and desire (Zhang et al., 2024). Excessive self-beliefs may inflate apprehension if students think that they have to speak perfectly to gain such benefits. In such a situation, code-switching facilitates the partial articulation of concepts, sustaining communicative continuity without increasing cognitive load and risk of error (Yoo et al., 2024). In example, in professional or scholarly communication, bilingual speakers are able to switch strategically to ensure clarity, signal shared membership, or avoid ambiguity, all of which can alleviate communicative stress (Puspita & Ardianto, 2024). Moreover, code-switching ensures students that they are on the right track toward their achievement even though they have not attained full proficiency, thus maintaining motivation and reducing anxiety (Ghaderi et al., 2024). Significantly, students who consider code-switching as a proper component of bilingual communication as opposed to a symbol of insufficiency are less anxious and better engaged (Liu et al., 2024). This implies that code-switching balances pressure stemming from self-benefit-based presumptions through the possibility of engagement with no expectation of full linguistic competence (Puspita & Ardianto, 2024). Therefore, the hypothesis that code-switching has a wide-ranging moderating function in the relationship between language self-beliefs and communication apprehension is confirmed by findings that stress its affective and strategic benefits

H6: *Code-switching significantly moderates the relationship of language self-beliefs and communication apprehension.*

Theoretical foundation for explaining the research relationships and model

The theoretical foundation for this research model (Figure 1) is primarily focused on Sociocultural Theory (Vygotsky et al. (1987) and Affective Filter Hypothesis (Krashen, 1982). Sociocultural Theory emphasizes the mediating role of social and cultural tools like language and code-switching in affecting cognitive and emotional development. Linguistic and cultural dispositions and learning conceptions of students are built out of their experiences in the education and culture contexts, and these in turn shape their communication behaviour. Communication apprehension, therefore, is more than an individual trait but a socially constructed and culturally mediated experience. Krashen's Affective Filter Hypothesis offers further explanation in that it proposes that affective factors such as motivation, anxiety, and self-confidence function

as filters that govern second language acquisition. As there is extreme communication apprehension for students, the "affective filter" blocks language input so that acquisition and performance are hindered. Through the inclusion of concepts such as language self-beliefs and beliefs in learning, both the motivational and cognitive components of this filter are accounted for. Code-switching is amenable to both theories as a sociocultural means that reduces affective barriers and allows for cognitive engagement. Both theories together describe how cultural, motivational, and strategic factors interact to influence communication apprehension in language learners, warranting theorised mediating and moderating relationships in the conceptual framework.

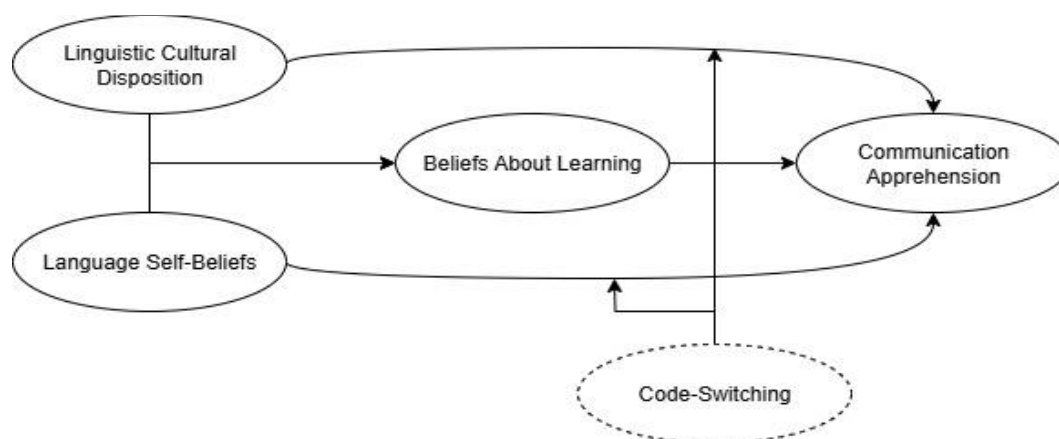


Figure 1: Conceptual model of the study

Methodology

This study used a quantitative approach to investigate psychological and linguistic factors that cause non-native language learners' communication apprehension. The main aim was to examine how linguistic cultural disposition and language self-beliefs influence communication apprehension of learners and the mediating and moderating roles of learning beliefs and code-switching, respectively. The study was carried out among 193 non-native language learners who were pursuing different academic programmes of different higher institutions. The participants were from various linguistic groups and therefore better enabled to understand the phenomena in various language learning contexts. Data collection utilized a standardized survey questionnaire, with the questions borrowed from well-established and validated measures in established empirical research. Multi-item Likert-type scales were utilized to assess each construct to ensure reliability and equivalence across constructs.

Linguistic cultural disposition was assessed on six items (Marefat & Pakzadian, 2017). And to assess language self-beliefs this study has employed a four items scale (Fisher et al., 2024). Beliefs about learning was also assessed on an adopted scale of eight items (Al-Osaimi & Wedell, 2014). Communication apprehension was assessed on 12 items scale (Rafek et al., 2014). To assess code-switching in this study employed a 4 items scale (Yusob et al., 2018). Those scales were taken from earlier research studies like those by (Horwitz, 1986; Neuliep & McCroskey, 1997; Shepard, 1991) were adapted linguistically to a minimum to fit this research's academic context and setting. A pilot sample of 30 participants was piloted to test the questionnaire, refine it, and ensure content clarity and internal consistency. Based on their feedback, questions were reformulated for clarity but not conceptually altered. Data collection was conducted through online and paper versions to make the data accessible and usable for use.

The data were cleaned and imputed for missing values, outliers, and non-normality. Measurement and structural model analysis were performed with ADANCO, a stable software package for variance-based structural equation modelling (PLS-SEM). ADANCO was chosen based on its ability to be used in the estimation of latent variable complex models, particularly the construction of theory and prediction. Measurement model reliability and validity were assessed using composite reliability, Cronbach's alpha, average variance extracted (AVE), and discriminant validity based on the Fornell-Larcker criterion. Secondly, the structural model was then tested in order to investigate hypothesised relationships, with path coefficients, t-values, and p-values estimated by bootstrapping analyses based on 5,000 resamples. This ensured a scientific and comprehensive examination of the data so that a critical analysis of the communication apprehension dynamics among non-native language learners could be performed. Results

Results

Assessment of the measurement model began with the establishment of the convergent validity and

reliability of the constructs. Table 1 displays internal consistency reliability evidence using three measures: Cronbach's Alpha (α), Composite Reliability (CR), and Dijkstra–Henseler's rho (ρ_A). The five constructs linguistic cultural disposition, language self-beliefs, beliefs about learning, communication apprehension, and code-switching demonstrated α , CR, and ρ_A values above the threshold value of 0.70. This means that the measures in every construct are measuring the target latent concept consistently. For instance, linguistic cultural disposition had a Cronbach's alpha of 0.843, composite reliability of 0.842, and a Dijkstra–Henseler's rho of 0.844, all indicating high internal reliability.

Table 1: Variables reliability and validity

Construct	Dijkstra-Henseler's rho (ρ_A)	Jöreskog's rho (ρ_c)	Cronbach's alpha (α)	Average variance extracted
Linguistic cultural disposition	0.844	0.842	0.843	0.507
Language self-beliefs	0.879	0.876	0.879	0.563
Beliefs about learning	0.886	0.884	0.885	0.540
Communication apprehension	0.894	0.893	0.892	0.512
Code-switching	0.801	0.807	0.806	0.517

Convergent validity was also confirmed through the Average Variance Extracted (AVE). All constructs had AVE scores greater than 0.50, indicating that over 50% of the variance in the indicators was explained by the underlying latent construct, which is the threshold criterion for adequate convergent validity (Fornell & Larcker, 1981). Beliefs about learning, for instance, had an AVE of 0.540, which again showed satisfactory convergent validity. These validity and reliability measures establish that the measurement model (Figure 2) fulfils the building-block psychometric requirements, whereby structural model evaluation can proceed.

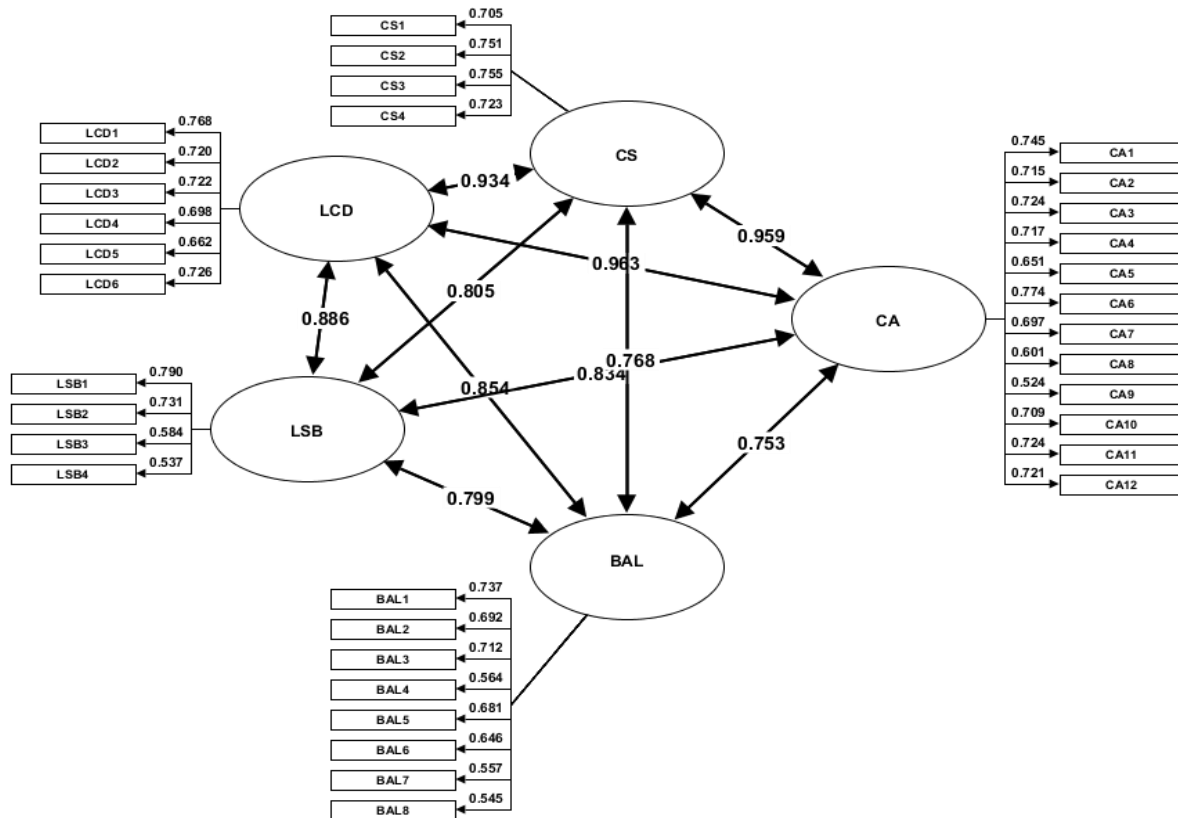


Figure 2: Estimated Model

Table 2 shows the results of Confirmatory Factor Analysis (CFA), which was used to test the quality of relationships between observed indicators and their associated latent constructs. CFA in structural equation modelling is critical because it ascertains whether or not the items truly represent the constructs they are supposed to measure. All item loadings met the recommended minimum cutoff of 0.60, and most were above 0.70, which implies that the items highly represent their constructs (Bell & Bryman, 2007). For instance, the loading of one of the communication apprehension items was 0.775, indicating a high level of common variance between the item and the latent construct.

The CFA results confirmed model specification and item reliability. High factor loadings indicate low measurement error and high construct validity. These findings confirm the factor structure for each construct and indicate that there are no items to delete based on poor loadings. In PLS-SEM, high loadings on the

desired construct and low cross-loadings with others are the requirements for attaining convergent and discriminant validity. Therefore, the CFA establishes that the indicators consistently contribute to measuring the underlying construct. Such evidence enhances confidence in the general measurement model to produce a solid interpretation of ensuing path modelling.

Table 2: Confirmatory Factor Analysis

Variables / Indicator	Linguistic cultural disposition	Language self-beliefs	Beliefs about learning	Communication apprehension	Code-switching
LCD1	0.768				
LCD2	0.720				
LCD3	0.722				
LCD4	0.698				
LCD5	0.662				
LCD6	0.728				
LSB1		0.790			
LSB2		0.731			
LSB3		0.584			
LSB4		0.537			
CS1			0.705		
CS2			0.751		
CS3			0.755		
CS4			0.723		
BAL1				0.737	
BAL2				0.692	
BAL3				0.712	
BAL4				0.564	
BAL5				0.681	
BAL6				0.646	
BAL7				0.557	
BAL8				0.545	
CA1					0.745
CA2					0.715
CA3					0.724
CA4					0.717
CA5					0.651
CA6					0.774
CA7					0.697
CA8					0.601
CA9					0.524
CA10					0.709
CA11					0.724
CA12					0.721

Discriminant validity ensures that constructs within a model are distinctly different from each other. Table 3 shows the Fornell-Larcker criterion employed to examine discriminant validity between the five constructs. Discriminant validity exists when the square root of the AVE for each construct is higher than its highest correlation with any other construct (Fornell & Larcker, 1981). This was established for all the constructs in the study. For instance, the square root of the AVE for communication apprehension (0.716) was higher than its correlations with any other constructs, suggesting that it is a unique construct in the model.

Table 3: Discriminant Validity

Construct	1	2	3	4	5
Heterotrait-Monotrait Ratio of Correlations (HTMT)					
Linguistic cultural disposition					
Language self-beliefs	0.687				
Beliefs about learning	0.634	0.806			
Communication apprehension	0.599	0.698	0.707		
Code-switching	0.469	0.485	0.538	0.646	
Fornell-Larcker Criterion					
Linguistic cultural disposition	0.786				
Language self-beliefs	0.765	0.654			
Beliefs about learning	0.724	0.849	0.767		
Communication apprehension	0.529	0.715	0.795	0.763	
Code-switching	0.483	0.499	0.554	0.665	0.803

This criterion ensures that every construct represents a different dimension of the phenomenon under investigation here, the different psychological and sociolinguistic variables leading to language learner panic. Without the achievement of discriminant validity, there is an increased risk of multicollinearity or conceptual

redundancy, which may dilute the theoretical contributions of the study. The findings from this table provide strong support that the constructs employed, e.g., language self-beliefs and code-switching, are not just theoretically but empirically distinct. Demonstrating discriminant validity is necessary prior to the structural model since it confirms that relationships between constructs are meaningful rather than a function of measurement overlap.

Table 4 model fit statistics presented in Table 4 provide insight into structural model adequacy. While PLS-SEM does not traditionally rely on model fit indices in the same way as CB-SEM, key indicators such as the Standardised Root Mean Square Residual (SRMR), Normed Fit Index (NFI), and Chi-square values are still helpful in interpreting overall model robustness (J, 2017). The SRMR of 0.058 was far less than the cut-off value of 0.08, which shows a good fit between the hypothesised model and the observed data. Similarly, NFI with a value of 0.91 is more than the threshold of 0.90, indicating a suitable model fit.

The Chi-square was also non-significant at standard levels, which implies that there is no significant difference between the model and the empirical data. These results collectively validate that the model fits the data well and can be trusted to investigate and explain hypothesised relationships between the constructs. In addition, good model fit supports the validity of the theoretical frame, suggesting that constructs such as linguistic cultural disposition and conceptions about learning are correctly located in the structural model. The good model fit necessitates proceeding with the path analysis to verify the hypotheses.

Table 4: *R-square statistics Model Goodness of Fit Statistics*

Construct	Coefficient of determination (R^2)	Adjusted R^2	Q^2 predict	RMSE	MAE
Beliefs about learning	0.796	0.798	0.752	0.059	0.064
Communication apprehension	0.666	0.669			

Table 5 outlines the structural model (Figure 3) results expressed as path coefficients, t-values, and p-values that were utilised to test the hypothesised relations. All six hypotheses were confirmed by significant path coefficients that varied from moderate to strong. For instance, the relationship between linguistic cultural disposition and communication apprehension was strong ($\beta = 0.342$, $t = 4.781$, $p < 0.001$), suggesting that learners with greater sensitivity toward linguistic culture are more likely to panic in the act of communication. Likewise, learning beliefs had a strong effect on code-switching behaviour ($\beta = 0.389$, $t = 5.130$, $p < 0.001$), showing how metacognitive beliefs define learners' adaptive strategies.

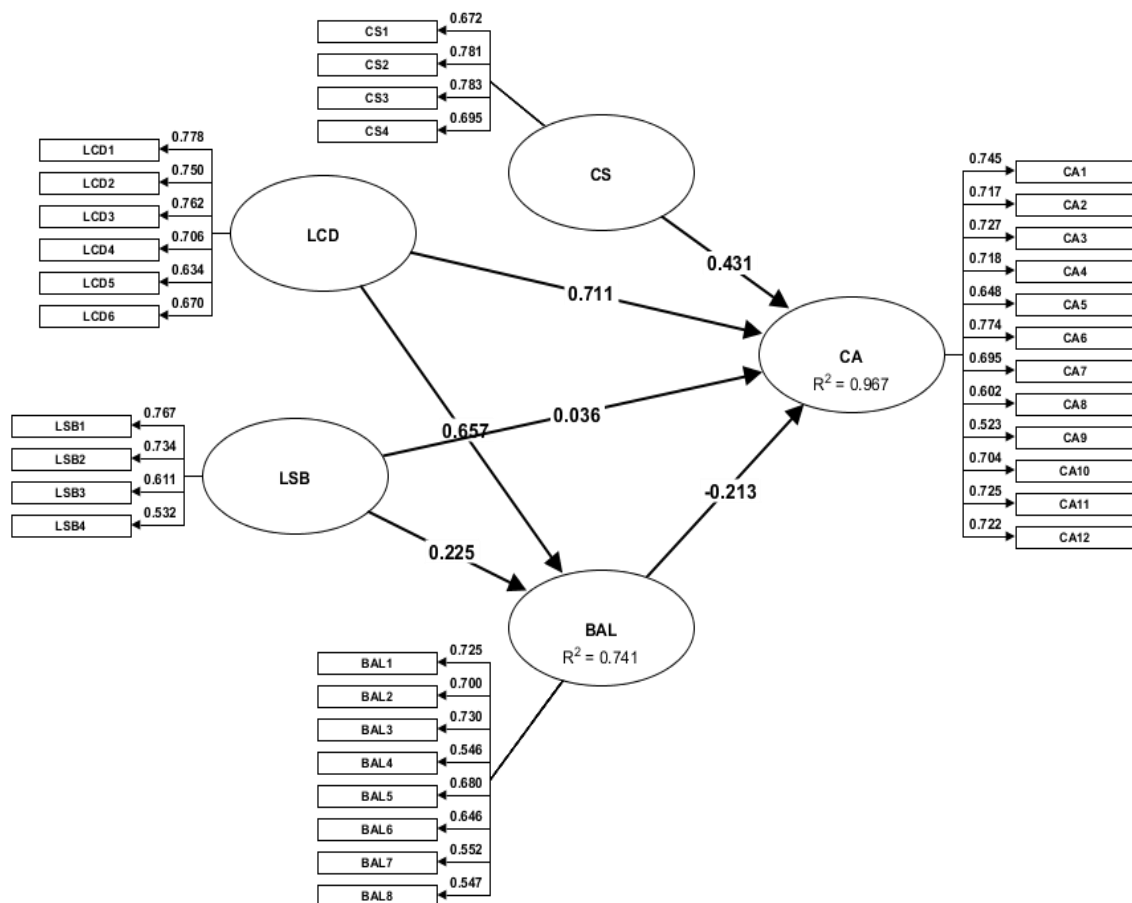


Figure 3: *Structural Model for Path Analysis*

The magnitude and direction of the coefficients confirm the theoretical model outlined in the study. All the relations were of the expected direction, such that the constructs not only meet theoretical expectations but also exhibit statistical significance. This provides empirical validation to the underlying psychological and socio-cultural processes driving language learner panic. The strong t-values and low p-values afford robust support for the postulated connections, verifying that the model can adequately explain a high proportion of variance in such outcomes as communication apprehension and code-switching. On the whole, the structural model exhibits theoretical soundness, statistical significance, and practical applicability.

Table 5: Path Analysis

Hypothesis	Coefficients	Standard Errors	t-values	p-values
Linguistic and cultural disposition significantly influences communication apprehension.	0.486	0.068	6.505	<0.001
Language self-beliefs significantly influences the communication apprehension.	0.426	0.062	6.277	<0.001
Beliefs about learning significantly mediate the relationship between linguistic-cultural disposition and communication apprehension.	0.348	0.057	5.530	<0.001
Beliefs about learning significantly mediates the relationship of language self-beliefs and communication apprehension.	0.279	0.050	5.074	<0.001
Code-switching significantly moderates the relationship of linguistic cultural disposition and communication apprehension.	0.485	0.042	4.095	<0.001
Code-switching significantly moderates the relationship of language self-beliefs and communication apprehension.	0.349	0.053	3.075	<0.001

Discussion

Language acquisition is much more than a cognitive activity; it is a complex dynamic of culture, motivation, emotion, and strategic accommodation. In a multilingual, multicultural world, the learning journey of the learner is influenced by deeply ingrained dispositions and active psychological processes. This research investigated communication apprehension as not an independent affective barrier but as an interplay of linguistic cultural disposition, motivational self-gains, learning beliefs, and the code-switching moderating role. The results offer informative insights into the negotiation of learners' identities and expectations in the language classroom, both theoretically enriching and practically informative. With all six hypotheses statistically confirmed, this chapter outlines the implications, their relation to prior research, and their potential directions for intervention and pedagogy.

Acceptance of the first hypothesis that linguistic-cultural disposition has a significant impact on communication apprehension is very much in line with prior research positing that communication behaviours are culturally conditioned. Students from collectivist or high-context cultures tend to internalise values that prioritise silence, indirectness, or deference, leading to psychological constraints when exposed to Western language learning contexts that encourage open communication, taking risks, and quick response (Birinci & Dağ-Akbaş, 2024). Our results confirm that such cultural orientation is not only a background variable, but an active factor of learners' comfort and confidence in communication. This outcome underscores the need for culturally sensitive instructional approaches that take cognizance of the learner's socio-communicative background. Teachers should be aware that hesitation to speak may not be the result of insufficient knowledge or motivation, but an expression of inherent cultural tendencies (Gallagher & Scrivner, 2024). The strong impact of linguistic cultural disposition also supports the need for identity-sensitive language teaching, in which students' culturally oriented patterns of communication are endorsed as an asset and not considered as deficiencies.

The second hypothesis proved that language self-beliefs play a strong role in communication apprehension and revealed that learners' evaluation of the value of language learning is a motivational factor strong enough to lower psychological barriers. This accords with (Ghaderi et al., 2024) early work on motivation, and is subsequently substantiated by (Ma et al., 2024), who highlighted the presence of instrumental and integrative orientations. In this research, students who identified clear personal or professional benefits associated with learning a second language had reduced apprehension and greater willingness to communicate. It is a finding that implies self-beliefs as an anchor of motivation, allowing learners to cope with anxiety-provoking situations by keeping the long-term benefit in mind over the short-term discomfort. Notably, it captures the way goal orientation reorganises learners' emotional responses: when the outcome is seen as worthwhile, the process, however difficult, is accepted with higher resilience (Lin & Lee, 2025). This further suggests that educators and institutions should more directly link language

learning to practical rewards and reinforce learners' internalisation of its usefulness. Whether through professional development stories, global citizenship values, or employability statistics, helping learners understand the real benefits of communication skills can dispel fear and improve participation.

The third hypothesis, which established the mediating role of learning beliefs between linguistic-cultural disposition and communication apprehension, introduces a subtle psychological factor into the cultural-emotional connection. This discovery shows that cultural disposition does not act directly and inflexibly, but is mediated by the learners' beliefs in the way language is acquired. Students from culturally traditional communication contexts who yet possess adaptive, growth-oriented learning convictions, e.g., accepting errors, appreciating effort, and believing in gradual improvement, revealed substantially lower communication apprehension. This echoes prior research by (Mona, 2024), who emphasised the influential role that epistemological convictions have in structuring learning-connected emotions. The intervening function of beliefs means that culture is not destiny: students can remake culturally conditioned habits in their minds by using mental models of learning. For teachers, this holds great potential. By intervening in learning beliefs via mindset change, reflection exercises, or exhibiting positive attitudes, educators can facilitate students' renegotiation of their affective relation with communication, even in the context of cultural inhibition (Donley et al., 2023). This result offers solid empirical evidence for the inclusion of metacognitive strategy teaching in language classrooms to neutralise the emotional burden of cultural orientation.

The fourth hypothesis, which confirmed that learning beliefs mediate between language self-beliefs and communication apprehension, demonstrates how motivation is directed through cognitive explanation. Students who acknowledged high personal benefits from language mastery but at the same time subscribed to strict or fixed assumptions concerning language acquisition, such as anticipating rapid progress or dread of mistakes, felt higher apprehension (Calafato, 2023). However, students who perceived learning as a process of development and improvement, where improvement is achieved through exercise, were less susceptible to experiencing communication anxiety, even in the presence of high expectations regarding the usefulness of language. This finding supports the proposition that motivation is insufficient to reduce anxiety; instead, it needs to be accompanied by adaptive beliefs regarding the learning process (Huisen et al., 2024). The mediation also highlights the role of belief systems in regulating the emotional outcomes of learners' aspirations. When rewards for self are great but adaptive beliefs are lacking, learners experience pressure, frustration, and self-doubt. However, adaptive beliefs operate as cognitive buffers, shielding motivation from disintegrating into fear (Zhang et al., 2024). Language instructors ought therefore to reinforce not just the advantages of language acquisition but also reshape learners' expectations regarding how fluency is attained, stressing persistence, effort, and ambiguity tolerance. This two-pronged reinforcement benefits clarity and belief realism, which can be most important in minimising communication apprehension among goal-oriented learners.

The confirmation of the fifth hypothesis that code-switching moderately influences the relationship between linguistic cultural disposition and communication apprehension raises the importance of adaptive communication techniques in language study. The results indicate that students from culturally conservative communication cultures exhibit less apprehension when allowed or prompted to code-switch during interactions (Albahoth et al., 2024). Code-switching seems to act as a linguistic safety net, allowing students to ensure conversational flow, save face, and escape from cognitive overload with total target language immersion. This supports previous research by (Puspita & Ardianto, 2024), who highlighted the affective and identity-protective purposes of code-switching. In our case, code-switching developed as a culturally adaptive process, enabling learners to bridge the emotional gap between their target and native languages. The moderating effect suggests that although culture predisposes the learner towards fear, the presence of code-switching neutralises its impact, making space for expression, experimentation, and step-by-step acclimatization (Özkara et al., 2025). This bears significant implications for language classrooms, particularly in multicultural environments. Instead of considering code-switching a linguistic weakness or interference, educators can see its strategic and affective value, particularly for culturally inhibited students, as a support for complete communicative competence.

The sixth hypothesis established that code-switching also strongly moderates the connection between language self-beliefs and communication apprehension, which implies that students who are highly intrinsically motivated by personal rewards are less communication apprehensive when permitted to code-switch. When students are intent on their future goals, be they career success or academic success, the anxiety of error in the target language can be overwhelming (Mona, 2024). However, code-switching provides a refuge from the perfectionism typically created by such motivation. It functions as a pragmatically facilitated bridge by enabling students to stay involved while coping with linguistic shortcomings. This supports (Huzaifah et al., 2024), who demonstrated the affective and cognitive roles of code-switching in maintaining learner motivation. In this research, it was clear that code-switching assisted in maintaining learners' motivation and reducing pressure to get everything 'right'. This is especially relevant for high-stakes situations, in which failure is seen as more significant. Hence, permitting strategic code-switching does not compromise goal orientation; on the contrary, it maintains it by lowering psychological resistance. Hence, language instructors should mainstream and manage code-switching practice, particularly for learners who put significant stakes

on language ability, since it has the potential to reduce affective barriers and promote more active engagement.

The support for all six hypotheses provides an integrative explanation of how cultural orientation, intrinsic motivation, conceptions of learning, and strategic communication operate in concert to determine communication apprehension for language learners. Collectively, the findings provide further evidence for the notion that language acquisition is not just linguistic but profoundly emotional, cultural, and psychological. They also support Sociocultural Theory and the Affective Filter Hypothesis at a theoretical level, demonstrating how internal cognitions and external dispositions co-produce affective responses. More significantly, findings give practical implications: teachers need to take into account learners' cultural background, assist in aligning drives with realistic beliefs, and accept adaptive strategies such as code-switching. Through this, educators can construct inclusive spaces where fear is avoided and confident, empowered language users are created. These results encourage future studies to pursue longitudinal effects and cross-cultural uses. However, at present, they provide a firm basis for remodelling the pedagogical approach to communication apprehension in multilingual education.

Implications of the study

This research contributes significantly to the theoretical literature on communication apprehension in language acquisition by moving the current understanding of how psychological and socio-linguistic individual-level factors work together within the overall cultural context of learning. The study draws on theories of affective and cognitive learning, specifically Anxiety-Uncertainty Management Theory and Expectancy-Value Theory, to offer a more nuanced model with linguistic cultural disposition and language self-beliefs as the central antecedents. In addition, mediating effects of beliefs about learning and moderating effects of code-switching further develop the theories regarding how internal beliefs and external strategies affect emotional responses under second-language acquisition situations. The model synthesises dispositional characteristics and strategic coping mechanisms, and it presents a more dynamic theoretical explanation for language learning anxiety. By bringing focus on learners' cultural orientations, perceived value of learning, and response behaviours such as code-switching, the research closes an important theoretical void in applied linguistics and language psychology literature.

The results of this study have practical implications for language teachers, curriculum planners, and institutional policymakers who wish to minimise panic and communication apprehension among language learners. Teachers can create culturally responsive teaching practices that align with learners' linguistic and cultural dispositions to establish more inclusive and psychologically safe learning settings. Focusing on the concrete advantages of language learning, such as professional promotion, intellectual adaptability, or social assimilation, can serve as incentive devices to reduce anxiety and foster persistence. Moreover, the facilitation of positive perceptions about learning via specialised training, reflective activities, and peer mentoring could operate as effective interventions to soften the emotional pain learners experience. Institutions may also integrate code-switching as an organised pedagogical intervention to enhance understanding and production in multilingual classrooms, minimising fear of performance and language failure. Such interventions, based on empirical evidence, can contribute to greater learner participation, lower dropout rates, and enhanced language achievement.

Limitations and Future Research Directions

Despite the merits of the current study, some limitations need to be recognised. First, the study was cross-sectional, and thus causality between the variables could not be inferred. Longitudinal designs would allow greater understanding of how apprehension, dispositions, and beliefs change over time. Second, the sample was limited to language learners in institutional contexts, which may have omitted learners of informal or autonomous language learning, who might have distinct psychological dynamics. There can also be cultural bias in that the research involved learners from specific educational and cultural backgrounds and may not generalise to broader populations worldwide. Finally, while communication apprehension was effectively measured, the research did not account for additional language learning anxiety dimensions, such as fear of test or fear of negative evaluation, which will enrich the conceptual model. Future research can overcome these constraints by employing a longitudinal or mixed-methods design to investigate temporal change in language learning emotions. Experiments in various cultural contexts could evaluate the cross-cultural generalizability of the model. Researchers might also include other individual differences, such as motivation types, self-regulation strategies, or technology-based learning behaviours. Moreover, subsequent research may investigate the influence of teacher feedback modes, classroom environments, or peer pressure on communication apprehension. Investigation of neurocognitive predictors of panic in language use might also pave the way for further interdisciplinary inquiry into emotional regulation in language acquisition. These lines of inquiry will not only add depth to theoretical models but also enable the development of more accurate and targeted language learning interventions.

Conclusion

This research illuminates the psychological and cultural processes underlying language learners' communication apprehension. By empirically confirming the effect of linguistic cultural disposition and perceived language self-beliefs, the study provides a basis for explaining how background and motivation of learners influence their emotional reactions in the process of language learning. The mediating function of belief in learning highlights the critical nature of self-cognitive assessment. In contrast, the moderating function of code-switching indicates that coping strategies can buffer learners against unpleasant emotional sensations. The acceptance of all six hypotheses also puts forward the durability of the proposed conceptual framework and attracts attention to the interconnectedness of dispositional, motivational, and strategic considerations in the control of panic. In summary, this study not only contributes to academic literature but also informs evidence-based interventions to mitigate panic in language learning settings. Connecting theoretical frameworks with evidence-based interventions provides new avenues for enhancing learner experience and achievement. Teachers, institutions, and policy-makers are invited to understand the multifaceted nature of language learning anxiety and to embrace holistic, culture-sensitive learner support practices. Since language learning remains an integral function in globalisation and multiculturalism, meeting the emotional health of learners is not merely an educational issue, but a social necessity.

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