

## REFERENCES

- Abdala, A. H. E. H., & Elnadeef, E. A. E. (2019). English Language Anxiety and Stress among Saudi Students in the First Year at College of Sciences and Arts in Dharan Aljanoob. *Online Submission*, 2(1), 270–275. <https://doi.org/10.32996/ijllt.2019.2.1.33>
- Abu-Snoubar, T. K. (2017). An Evaluation of EFL Students' Attitudes toward English Language Learning In Terms of Several Variables. *International Journal of English Language Teaching*, 5(6), 18–34. [www.eajournals.org](http://www.eajournals.org)
- Al-Shuaibi, J., Hamdan-Mansour, A. M., Azzeghaiby, S. N., & Professor, A. (2014). Foreign Language Anxiety among Students Studying Foreign Languages. *Life Science Journal*, 11(8), 1097–8135. <http://www.lifesciencesite.com> <http://www.lifesciencesite.com.25>
- Aydin, Y. (2023). Psychological Inflexibility, Ruminative Thinking, Worry and Self-Compassion in Relation to College Adjustment. *Bartin University Journal of Faculty of Education*, 12(2), 422–434. <https://doi.org/10.14686/buefad.1022706>
- Baik, C., Larcombe, W., & Brooker, A. (2019). How universities can enhance student mental wellbeing: the student perspective. <Https://Doi.Org/10.1080/07294360.2019.1576596>, 38(4), 674–687. <https://doi.org/10.1080/07294360.2019.1576596>
- Baissane, O. (2023). Foreign Language Anxiety Influencing Speaking Skills. A picture of Moroccan EFL Universities Students. *The Journal of Quality in Education*, 13(21), 121–133. <https://doi.org/10.37870/joqie.v13i21.350>
- Boussif M, Forbes Robert, Yan Xiuying, & Balboni A M. (2021). *How Does Stress Affect Students' Well-Being?* [https://www.researchgate.net/publication/348277259\\_How\\_Does\\_Stress\\_Affect\\_Students'\\_Well-Being](https://www.researchgate.net/publication/348277259_How_Does_Stress_Affect_Students'_Well-Being)
- Brandy, J. M., Penckofer, S., Solari-Twadell, P. A., & Velsor-Friedrich, B. (2015). Factors predictive of depression in first-year college students. *Journal of Psychosocial Nursing and Mental Health Services*, 53(2), 38–44. <https://doi.org/10.3928/02793695-20150126-03>
- Briggs, A. R. J., Clark, J., & Hall, I. (2012). Building bridges: understanding student transition to university. <Http://Dx.Doi.Org/10.1080/13538322.2011.614468>, 18(1), 3–21. <https://doi.org/10.1080/13538322.2011.614468>
- Bruffaerts, R., Kessler, R. C., Demyttenaere, K., Bonnewyn, A., & Nock, M. K. (2015). Examination of the population attributable risk of different risk factor domains for suicidal thoughts and behaviors. *Journal of Affective Disorders*, 187, 66–72. <https://doi.org/10.1016/J.JAD.2015.07.042>
- Bruffaerts, R., Mortier, P., Kiekens, G., Auerbach, R. P., Cuijpers, P., Demyttenaere, K., Green, J. G., Nock, M. K., & Kessler, R. C. (2018). Mental health problems in college freshmen: Prevalence and academic functioning. *Journal of Affective Disorders*, 225, 97–103. <https://doi.org/10.1016/J.JAD.2017.07.044>

- Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches* (4th ed.).
- Dawadi, S. (2021). *Thematic Analysis Approach: A Step by Step Guide for ELT Research Practitioners*. <https://nelta.org.np/nelta/uploads/web-uploadsfiles/NELTA%20Journal%202020.pdf>
- Dewaele, J. M., Petrides, K. V., & Furnham, A. (2008). Effects of Trait Emotional Intelligence and Sociobiographical Variables on Communicative Anxiety and Foreign Language Anxiety Among Adult Multilinguals: A Review and Empirical Investigation. *Language Learning*, 58(4), 911–960. <https://doi.org/10.1111/J.1467-9922.2008.00482.X>
- Fusar-Poli, P., Salazar de Pablo, G., De Micheli, A., Nieman, D. H., Correll, C. U., Kessing, L. V., Pfennig, A., Bechdolf, A., Borgwardt, S., Arango, C., & van Amelsvoort, T. (2020). What is good mental health? A scoping review. *European Neuropsychopharmacology*, 31, 33–46. <https://doi.org/10.1016/J.EURONEURO.2019.12.105>
- Getie, A. S. (2016). *Factors affecting the attitudes of students towards learning English as a foreign language Addisu Sewbihon Getie | Factors affecting the attitudes of students towards learning English as a foreign language*. <https://doi.org/10.1080/2331186X.2020.1738184>
- Hamilton, N., Freche, R., Zhang, Y., Zeller, G., & Carroll, I. (2021). Test Anxiety and Poor Sleep: A Vicious Cycle. *International Journal of Behavioral Medicine*, 28(2), 250–258. <https://doi.org/10.1007/S12529-021-09973-1/METRICS>
- Ibnian, S. S. K. (2017). Attitudes of Public and Private Schools' Students towards Learning EFL. *International Journal of Education*, 9(2). <https://doi.org/10.5296/ije.v9i2.8797>
- Jeong, K. O. (2017). Preparing EFL student teachers with new technologies in the Korean context. <Https://Doi.Org/10.1080/09588221.2017.1321554>, 30(6), 488–509. <https://doi.org/10.1080/09588221.2017.1321554>
- Kasap, S. (2022). Multicultural Education Mental Well-Being And Foreign Language Anxiety. *Multicultural Education*, 7(4). <https://doi.org/10.5281/zenodo.4716343>
- Kruk, M. (2018). Changes in foreign language anxiety: A classroom perspective. *International Journal of Applied Linguistics*, 28(1), 31–57. <https://doi.org/10.1111/IJAL.12182>
- Kunasaraphan, K. (2015). English Learning Strategy and Proficiency Level of the First Year Students. *Procedia - Social and Behavioral Sciences*, 197, 1853–1858. <https://doi.org/10.1016/J.SBSPRO.2015.07.246>
- Lovin, D., & Bernardeau-Moreau, D. (2022). Stress among Students and Difficulty with Time Management: A Study at the University of Galați in Romania. *Social Sciences 2022, Vol. 11, Page 538*, 11(12), 538. <https://doi.org/10.3390/SOCSCI11120538>
- Mahdi, D. A. (2015). *Motivating Reluctant EFL Students to Talk in Class: Strategies and Tactics*. <https://doi.org/10.17507/tpls.0508.22>

Maheshwari, G., & Shaukat, F. (2019). *Impact of Poor Sleep Quality on the Academic Performance of Medical Students*. <https://doi.org/10.7759/cureus.4357>

Ngo, H., Spooner-Lane, R., & Mergler, A. (2017). A comparison of motivation to learn English between English major and non-English major students in a Vietnamese university. *Innovation in Language Learning and Teaching*, 11(2), 188–202.  
<https://doi.org/10.1080/17501229.2015.1094076>

Oteir, I., Hashima, N., & Aziz, A. (2017). Effects of Listening Comprehension Anxiety from Saudi EFL Learners' Perspectives Reading: Content Schemata View project Dissertation on Writing Process and Writing Strategies View project Effects of Listening Comprehension Anxiety from Saudi EFL Learners' Perspectives. *Article in International Journal of Linguistics*, 9(5).  
<https://doi.org/10.5296/ijl.v9i5.11792>

Oteir, N. I., & Al-Otaibi, N. A. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal*, 10(3), 309–317. <https://doi.org/10.24093/AWEJ/VOL10NO3.21>

Paisal, P., Regina, R., & Riyanti, D. (2022). Exploring the Challenge of EFL Learning During the COVID-19 Pandemic. *KnE Social Sciences*, 318–326–318–326.  
<https://doi.org/10.18502/KSS.V7I7.10702>

Pedrelli, P., Nyer, M., Yeung, A., Zulauf, C., & Wilens, T. (2014). College Students: Mental Health Problems and Treatment Considerations. *Academic Psychiatry* 2014 39:5, 39(5), 503–511.  
<https://doi.org/10.1007/S40596-014-0205-9>

Pishghadam, R., & Akhondpoor, F. (2011). Learner Perfectionism and its Role in Foreign Language Learning Success, Academic Achievement, and Learner Anxiety. *Journal of Language Teaching and Research*, 2(2). <https://doi.org/10.4304/JLTR.2.2.432-440>

Rashtchi, M., Zokaei, Z., Ghaffarinejad, A. R., & Sadeghi, M. M. (2012). Depression Does it affect the comprehension of receptive skills? *Neurosciences*, 17(3), 236–240.  
[www.neurosciencesjournal.org](http://www.neurosciencesjournal.org)

Sabri, S., Khairuddin, Z., Johan Amir Johan, S., Mohd Daud, K., Fatinah Shamshul Bahrn, F., Pengajian Bahasa, A., Teknologi MARA, U., & Alam, S. (2021). Causes of Language Anxiety in an ESL Classroom: Towards a Mentally Healthier Learning Environment. *International Journal of Asian Social Science*, 11(9), 452–460.  
<https://doi.org/10.18488/JOURNAL.1.2021.119.452.460>

Vala, N. H., Vachhani, M. V., & Sorani, A. M. (2020). *Study of anxiety, stress, and depression level among medical students during COVID-19 pandemic phase in Jamnagar city*.  
<https://doi.org/10.5455/njppp.2020.10.07205202031072020>

Voronova, L., Karpovich, I., Stroganova, O., & Khlystenko, V. (2020). The Adapters Public Institute as a Means of First-Year Students' Pedagogical Support During the Period of Adaptation to Studying at a University. *Lecture Notes in Networks and Systems*, 131, 641–651.  
[https://doi.org/10.1007/978-3-030-47415-7\\_68/TABLES/3](https://doi.org/10.1007/978-3-030-47415-7_68/TABLES/3)

Wasylkiw, L. (2015). Students' Perspectives on Pathways to University Readiness and Adjustment. *Journal of Education and Training Studies*, 4(3). <https://doi.org/10.11114/JETS.V4I3.1197>

World Health Organization. (2004). *Promoting Mental Health CONCEPTS ■ EMERGING EVIDENCE ■ PRACTICE SUMMARY REPORT A Report of the World Health Organization A Report of the*.

Wyatt, T. J., Oswalt, S. B., & Ochoa, Y. (2017). Mental Health and Academic Success of First-Year College Students. *International Journal of Higher Education*, 6(3), 178. <https://doi.org/10.5430/IJHE.V6N3P178>