EXPLORING THE EFFECTS OF EMBEDDEDNESS- EMANATION FEMINIST IDENTITY ON LANGUAGE LEARNING ANXIETY: A CASE STUDY OF FEMALE ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS IN HIGHER EDUCATION INSTITUTIONS OF KARACHI

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ABSTRACT

This study explores the intricate relationships among Embeddedness-Emanation Feminist Identity (EEFI), Language Learning Anxiety (LLA), and EFL Students' Self-efficacy (EFLSE) among undergraduate English students. Utilizing a quantitative approach, the study conducted surveys on 380 students across four public universities in Karachi, Sindh, Pakistan. The findings revealed a significant and positive correlation between EEFI and LLA (Std. Beta = 0.45), suggesting that individuals with strong feminist beliefs may experience heightened apprehension when learning new words or language constructs. This outcome aligns with existing research indicating that students with robust feminist convictions exhibit increased sensitivity in learning environments. Furthermore, the study identified that LLA positively contributed to the enhancement of EFLSE (standard beta = 0.3). This contradicts some prior studies but underscores how overcoming language-related challenges can foster self-confidence. Lastly, a robust association was observed between self-efficacy in learning English as a foreign language and feminist identity (standard beta = 0.35). This implies that belief in one's ability to learn correlates with the strengthening of gender equality perspectives. This study contributes to a better understanding of how personal identity and psychological factors work together in educational settings, particularly in the context of learning diverse languages. The findings highlight the importance for educators and curriculum designers to consider these aspects when creating inclusive and supportive learning environments. Future research should explore these connections in diverse cultural settings and over extended periods.

Keywords: Embeddedness-Emanation, Feminist identity, Language learning anxiety, EFL Learners, Higher education

INTRODUCTION

In recent times, there has been a growing awareness of the significance of embracing feminism in the context of girls' education, particularly in the realm of language learning within classrooms. Fischer et al. (2000) introduced the concept of Embeddedness-Emanation (EE) as a stage in feminist identity development. This stage involves individuals acknowledging gender discrimination, aligning with feminist perspectives, and incorporating these views into their daily lives. The objective of this study is to explore the impact of being an empowered female in the field of English education on the apprehension of language learning among girls studying English at the university level. The study examines how female English students in higher education relate their feelings about language learning to feminist identity, particularly of the Empowered Educator (EE) type. Research on the subject indicates that gender is increasingly recognized as having a significant impact on academic achievement (Moradi & Subich,

2002). In the same field of study, additional research was carried out to determine how language learning stress is affected by identifying as a feminist in the context of English as a Foreign Language (EFL). The body of research on anxiety related to language learning, particularly in the context of foreign language studies, consistently demonstrates how detrimental it is to individuals' ability to acquire new languages (Horwitz et al., 1986; MacIntyre & Gardner, 1991; Pappamihiel, 2002). According to Gardner and MacIntyre (1993), anxiety during language learning might prevent students from having a positive self-image, desiring to study, and improving their language skills. However, little research has been done on the topic of language acquisition and feminism. This study seeks to fill this under-researched gap in the literature.

Adopting feminism entails acknowledging one's gendered experiences and developing the conviction that women are essential to one's existence (Downing & Roush, 1985). The Embeddedness-Emanation (EE) stage is defined by Fischer et al. (2000) as a stage in which people actively interact with feminism, recognize the existence of gender-based discrimination, and incorporate feminist ideals into their daily lives. Understanding how patriarchy negatively affects women's lives in the context of everyday experiences is central to the EE identity for women, enabling them to feel themselves as autonomous beings with agency.

Vygotsky's 1978 theory of language learning states that language acquisition takes place in the social and cultural context of a person. Individuals' feminist identities, which are shaped by their social, cultural, and personal experiences, might affect how they learn languages and, in turn, affect the learning process results (Norton, 2009). The purpose of this study is to investigate how EE feminist identity affects language learning anxiety in female students pursuing higher education in English. The EE feminine model and the social-cultural theory of language learning are integrated in this study.

Though several studies (Sunderland, 2004; Pavlenko, 2001) have examined how feminist viewpoints affect language acquisition and emphasized the value of integrating girl-power concepts into instructional strategies, little is known about the relationship between being a feminist and having anxiety related to language acquisition. To fully comprehend this link, more investigation is required. Given the exposure to a variety of perspectives and thought-provoking concepts, including feminism, in the academic setting, higher education offers a singular chance to study the relationship between the identity of EE girls and their fear of learning a language (Morley, 1999). Additionally, female students engaged in English studies may experience heightened language learning anxiety due to their desire for academic success in their chosen field (Cheng et al., 1999). Understanding the impact of feminist identity on language learning anxiety in this context holds significant importance for informing schools about effective rules and practices to support students in achieving academic excellence.

The primary issue here is the dearth of research on the effects of the Embeddedness-Emanation (EE) feminist identity, particularly for female students in university-level English courses. Given the volume of research on the connection between fear and language acquisition, it is imperative to determine whether this kind of feminism affects language learning anxiety. There has been a lot of study on the impact of fear on language acquisition, but little has been done to examine how feminist identity influences students' language anxiety.

The experiences, viewpoints, and opinions of girls pursuing academic endeavors are heavily influenced by their feminist identities (Downing & Roush, 1985). According to Fischer et al. (2000), the concept of EE feminist identity denotes a stage in which people actively consider women's rights, acknowledge gender-based inequality, and incorporate these beliefs into their everyday lives. Gaining insight into how female students deal with the difficulties of learning a new language requires an understanding of the impact of this identity on language learning anxiety.

Studies that have already been conducted on feminist perspectives in language education highlight how crucial it is to include feminist concepts in language instruction (Sunderland, 2004; Pavlenko, 2001). However, the psychological components-particularly those related to language acquisition—have been largely ignored in favor of the instructional and learning components in these studies. It is therefore essential to look at the impact of language acquisition anxiety on female English

majors in higher education who identify as EE feminists. It is common in higher education environments to be exposed to a variety of viewpoints and important ideas, like feminism (Morley, 1999). According to Cheng et al. (1999), female students studying English may be more anxious about learning the language since they want to do well in the areas that they love. Not only is it academically beneficial to examine the effect of EE feminist identity on language learning stress, but it also helps schools formulate policies that support kids' academic success and general well-being.

LITERATURE REVIEW

The literature review focuses on three main areas: Embeddedness-Emanation (EE) feminist identity, language learning anxiety, and feminist identity in the context of language learning. By examining the existing literature in these areas, this study seeks to provide a comprehensive understanding of the relationship between EE feminist identity and language learning anxiety among female EFL learners at the higher education level.

Embeddedness-Emanation Feminist Identity

According to Downing and Roush (1985), feminist identification is the process by which people recognize how gender affects their lives and actively incorporate feminist ideas into their behavior. According to Fischer and colleagues (2000), people who are in the stage of feminist identity actively interact with feminist concepts, understand gender bias, and implement these ideas in their daily lives. This paradigm is called Embeddedness-Emanation (EE). Acknowledging the impact of patriarchy on women's lives (connection) and appreciating their agency and strength at the same time constitute the EE feminist identity.

Studies have shown that individuals who strongly identify as feminists are more likely to question gender norms, seek help, and collaborate with others to fight against sex-based discrimination (Fischer & Good, 2004; Fischer et al., 2000). To be entrenched means to comprehend the effects of discriminatory treatment based on a woman's gender on her life in systems that are dominated by men (Fischer et al., 2000). People in this stage become more conscious of gender concerns, which inspires them to speak out against unfair systems (Fischer & Good, 2004).

The term "Emanation" describes the increased control and power people feel when they interact with feminist concepts (Fischer et al., 2000). In a society where men predominate, people in the EE stage seek to reassert their authority and demonstrate their independence in making decisions. This process entails developing a strong sense of self-worth, acknowledging, and appreciating one's skills and abilities, and encouraging self-confidence. Finding possibilities for growth, expressing oneself, and forming alliances with like-minded people are all included in the EE feminist identity component linked to emanation (Fischer & Good, 2004).

In the context of women's higher education, the idea of EE feminism is very important. Within this context, female students are frequently exposed to a wide range of theories and concepts that go against conventional wisdom, including those concerning gender roles in the context of law and justice (Morley, 1999). Children who acquire knowledge about the rights of women may grow up with a strong feminist viewpoint, which will affect their views and actions in different peer and school settings. Strong proponents of women's rights are more likely to actively cooperate with others, question gender stereotypes, and lead groups that fight sex-based discrimination (Fischer et al., 2000).

Language Learning Anxiety

Several studies in the field of foreign language learning suggest that feeling nervous or uneasy can interfere with the process of learning (Horwitz et al., 1986; MacIntyre & Gardner, 1991; Pappamihiel, 2002). Language learning anxiety is a unique type of discomfort that arises from language learning situations. It is characterized by worry and unpleasant thoughts (Horwitz et al., 1986). It can hinder students' confidence in their language competency and their willingness to learn (Gardner & MacIntyre, 1993). The fear of learning a new language is influenced by several factors, including one's perception of one's language abilities and worries about being judged negatively by others. This fear is especially great when communication contains components of a foreign culture or tradition (Horwitz et al., 1986; Young, 1991).

Studies by Cheng et al. and MacIntyre and Gardner highlight how classroom activities and the school environment might affect students' anxiety related to

language acquisition (Pappamihiel, 2002; Cheng et al., 1999). There have been a lot of studies on attitudes towards language learning, but not much has been done to examine the connection between feminist views and language acquisition anxiety.

Enhancing language studies, encouraging stress-free learning, and creating a happy learning environment all depend on comprehending and responding to students' worries about language acquisition. Researchers and educators have put forth several suggestions to assist students in managing their anxiety related to language acquisition. These include establishing welcoming and inclusive classroom environments, utilizing group instruction, and introducing strategies like mindfulness and relaxation exercises (Dewaele & MacIntyre, 2014; Gregersen & MacIntyre, 2014). To provide more effective language learning strategies for this group of students, this study aims to explore the opinions of female English majors regarding language acquisition in higher education.

A variety of factors impacting language learning anxiety have been investigated in recent studies like ((Dewaele & MacIntyre, 2014; Pappamihiel, 2002). In Korean colleges, Kim and Kim (2021) discovered a strong correlation between academic stress and anxiety related to language acquisition, which had a detrimental effect on students' confidence in their academic performance. In another study, Wu et al (2020) looked at how friendship might help with language learning anxiety and found that working together can ease students' concerns about studying English in Chinese classrooms. Furthermore, Zhang and Lu (2021) showed how anxiety related to language acquisition impacts spoken language; those under more stress tend to speak more slowly and make more mistakes. Research on technological interventions has also been conducted; see, for example, Liu et al. (2021) investigations and Khan and Ilyas (2021) revealed the potential of virtual reality and mobile phone usage, respectively, in alleviating language learning anxiety and improving language skills.

Feminist Identity and Language Learning
Vygotsky's language learning theory (1978) posits that individuals acquire language skills through social interactions in their everyday lives. The feminist identity, shaped by one's social and cultural

experiences, is believed to influence how language is learned and impact the outcomes of language acquisition (Norton, 2000). Studies on incorporating feminist perspectives into language teaching emphasize the importance of developing curricula, teaching methods, and learning environments that are attuned to gender differences and value diverse feminist viewpoints (Sunderland, 2004; Pavlenko, 2001). Pavlenko (2001) advocates for challenging traditional gender roles and combating sexism in speech during second language instruction, promoting the idea of equal treatment for both genders. Similarly, Sunderland (2004) underscores the need to address gender issues in language teaching, encouraging an approach that considers and challenges societal expectations for both males and females.

While some studies have explored the link between being a feminist and language learning outcomes, such as Norton's (2000) research on how feminist beliefs impact female students' dedication to learning English, there remains a gap in understanding how feminism influences the learning of different languages and the associated feelings of worry or fear. Additionally, studies on feminism and language learning have predominantly focused on English speakers, often in non-urban settings, leaving uncertainty about how female students pursuing significant subjects at higher education levels, especially in English majors (Cheng et al., 1999), cope with academic pressures and expectations.

Addressing this gap is crucial for a comprehensive understanding of the intersection between feminist identity, language learning, and the emotional aspects of language acquisition, especially for women studying English at advanced academic levels. Further research in this direction can contribute valuable insights into developing more inclusive and effective language learning approaches.

Students' Self-Efficacy
In the last twenty years, self-confidence has emerged as a prominent topic in field of social science research. Bandura (1977) first introduced the concept, which was later incorporated into the social cognitive theory of human behavior (Bandura, 1986). With his thesis "The Exercise of Control" in 1997, Bandura expanded on this concept by situating self-

efficacy within a broader framework that influences not only individual learning but also success, happiness, and the power dynamics that underpin a strong sense of achievement. Research on self-efficacy has mostly been conducted in the context of education, with an emphasis on how students understand their capabilities and control their behaviour (Pintrich & Schunk, 1995).

The researchers in this field have focused on three main topics. First, studies by Lent & Hackett (1987) show that they have investigated the connection between decision-making about college courses or careers, particularly in science and mathematics, and self-belief. This study has implications for occupational psychology and counseling since it clarifies the career development paths of young people and provides guidance on how to deal with obstacles in the workplace. Secondly, researchers have looked at the relationship between teachers' perceptions of successful teaching strategies and student outcomes (Ashton & Webb, 1986). It is possible to improve educational experiences and refine teaching methods by having a better understanding of the relationship between teachers' approaches and students' accomplishments.

Lastly, studies have found connections between students' self-perceptions and other motivating variables that affect their academic achievement in a range of courses (Pintrich & Schunk, 1995). Self-perception, goal setting, observational learning, problem-solving abilities, worries about school and courses, and the availability of prizes for sports or academic accomplishments are some of these motivating factors. Through exploring these facets, scholars have yielded significant perspectives on human behavior and motivation, which are essential for optimizing instructional strategies and improving learning environments.

Woodrow (2006) emphasized the significance of self-efficacy in a language learning model, highlighting its adaptation based on learner characteristics that contribute to success. Similarly, Mills and colleagues (2006) found a relationship between good exam scores and one's self-efficacy towards learning French. According to Mills et al. (2006), this view is also linked to the use of efficient learning techniques and self-directed activities. Graham (2006) found that instructional techniques increase people's self-assurance in their ability to listen. Although self-efficacy has received less attention in language learning research, recent studies highlight its critical role in motivation. Self-efficacy is a critical success element in language acquisition since learning and using a certain set of language abilities is necessary to achieve the desired results.

THEORETICAL FRAMEWORK
Embeddedness-Emanation Feminist Identity Model

The Social-Cultural Theory and the Female Identity in Education model serve as the foundation for this study. These frameworks place a strong emphasis on the value of interpersonal contact and cultural awareness in promoting more successful language acquisition. The emphasis is on the Embeddedness-Emanation (EE) stage of the feminist identity development process, which is based on Fischer et al.'s (2000) model. This stage denotes a stage in which people actively integrate feminist concepts into their everyday lives while simultaneously realizing how patriarchy affects women's lives (embeddedness). They simultaneously start enjoying having authority and control over different facets of their lives (emanation). This model sheds light on the potential effects of a feminist viewpoint on the language acquisition process and academic performance of female college students studying English. The study is based on the female identity in the education model and social culture theory. These ideas focus on how talking with others and understanding different cultures help people learn new languages better. Fischer et al., (2000) model of developing a feminist identity says that people go through different stages as they learn about and accept the beliefs of women. In this study, we are looking at the EE stage. That is when people start to mix feminist ideas into their everyday lives while also recognizing what patriarchy does to women's lives (embeddedness). At the same time, they begin accepting control and power over things (emanation). This model helps us see how being a feminist might affect learning English and getting good grades in school for female students who study English at the college level. In this context, the study aims to investigate the relationship between feminist identity, language learning, and academic success.

Social-Cognitive Theory

Albert Bandura formulated the Social Cognitive Theory, which explores the interconnectedness of individuals, their actions, and their environment in two key ways. According to Bandura (1986), social cognitive theory posits that people learn through observation, imitation, and reinforcement. This theory underscores the significance of self-confidence and belief in one's abilities, asserting that these factors play a crucial role in determining our actions and sustaining our motivation. In the context of language learning, self-confidence plays a crucial role. Students who lack confidence in their language abilities may experience apprehension about completing tasks and fear judgment from others, including their teachers (Horwitz et al., 1986).

In the current research, Social-Cognitive Theory (SCT) offers a valuable framework for understanding the connection between Embeddedness-Emanation feminist identity and language learning anxiety. SCT, as proposed by Bandura (1987), asserts that individuals' beliefs about their abilities significantly influence their behaviors and outcomes. A strong belief in one's capabilities fosters persistence, motivation, and success. Conversely, a lack of self-belief may lead to anxiety and the avoidance of challenging tasks (Bandura, 1986). The Embeddedness-Emanation feminist identity can be viewed as a form of self-confidence, reflecting a belief in one's capacity to instigate change and influence their surroundings. This sense of empowerment may contribute to individuals feeling strong and in control, potentially reducing anxiety and fostering self-belief during the process of learning a new language.

SCT also emphasizes the importance of observational learning, suggesting that being in the presence of proficient language learners and positive role models can enhance the self-confidence of women studying English, subsequently reducing their anxiety about language skills. In summary, SCT provides a valuable lens through which to examine the interplay between feminist identity, self-confidence, and language learning anxiety in the study of English.

Attribution Theory

Attribution Theory, a framework developed by Fritz Heider, is applied to study how people justify their own and other people's behaviors. According to this concept, depending on a variety of circumstances, people usually ascribe behavior to either internal or external variables, such as personal traits, abilities, or situational circumstances. According to Weiner's Attribution Theory (1974), people credit competence, effort, task difficulty, or chance for their success or failure. According to this hypothesis, students' motivation and anxiety levels may be influenced by their beliefs about why they learn a new language successfully or unsuccessfully. According to Dornyei (2001), students who credit their hard work or talent for their language learning achievement may be more motivated and worry less than those who believe that luck alone is the reason for their success. Put another way, students' learning attitudes and emotional reactions, as well as their motivation to learn more and potential levels of worry, can be influenced by the explanations they provide for their language learning results.

The 'attribution' theory is applied in this study to help understand why female English students who identify as feminists could feel anxious about learning a language. The idea states that people may attribute their anxiety to external variables like task difficulty and inadequate support from others or to internal issues such as a perceived lack of effort or expertise (Weiner, 1985). Highly feminist English female students frequently blame outside variables, including cultural disparities or anti-women attitudes, for their language acquisition difficulties. They do not believe that their apparent inadequacies are the cause of their worry. This external attribution can provide them with the confidence to confront and conquer obstacles external to themselves. The attribution theory also highlights how social environments and feedback influence people's interpretations. Negative comments can increase negative self-perceptions, but positive feedback and social support networks help people have positive self-perceptions (Weiner, 1985). Thus, to build a sense of community and betterment for female English major students who identify as feminists, educators, and educational institutions must establish a supportive environment.

Feminist Pedagogy

The fundamental idea of women's rights-based education is identifying and combating unfair power

structures in classrooms. This entails tackling problems like racism, sexism, and other biases that could exacerbate language acquisition difficulties among female English majors. To address these issues, it might be helpful to create courses that question outmoded ideas of language proficiency that might unduly favor some people over others and encourage an understanding of power dynamics in language use.

The study's theoretical framework is based on several models and hypotheses on how women's identities grow and how language learning worries affect them in college. To help educators, policymakers, and researchers create more effective strategies that support students' academic success while considering their personal growth, Self-efficacy is a critical success element in language acquisition since learning and using a certain set of language abilities is necessary to achieve desired results. Based on the above review, we assume the following hypothesis.

Research Hypotheses

H1$_A$: Embeddedness- Emanation Feminist Identity has a significant impact on EFL Female students' Self-efficacy at the higher education level.

H2$_A$: Embeddedness- Emanation Feminist Identity has a significant impact on EFL Female students' language learning anxiety at the higher education level.

Research Model
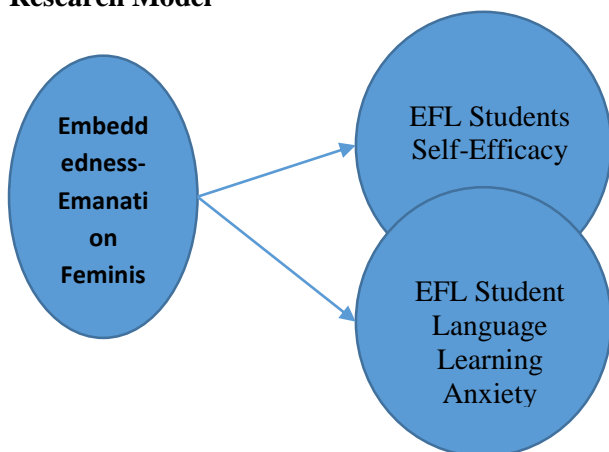
Research Methodology
Sample and Procedure

Data for the current study were collected from 380 undergraduate students from the Department of English only. The data were collected from the

students of four public sector universities in Karachi, Sindh, Pakistan. The researchers followed all ethical procedures as suggested by Bryman (2016). According to the guidelines of Ruane (2016), informed consent forms were provided to all students, and it was ensured that no tangible or intangible harm may come to the participants of the present study. The anonymity and confidentiality of research participants were also ensured (Babbie, 2020).

Sample Size and Sampling

The current study has a sample size of 380 participants, it was determined using Daniel Sooper's (2020) guidelines for detecting the minimum sample size. The data for the present study was collected by employing a systematic random sampling technique. Moreover, the researchers collected the data from the students in their natural settings, and before collecting the data, researchers sought consent from the research participants and then they were provided the survey questionnaire.

Measurements

In the current study, the measurement tools were carefully selected and adapted from established scales to assess various constructs. The scale for Embeddedness-Emanation Feminist Identity was adapted from the work of Bargad & Hyde (1991), utilizing a (1) strongly disagree to (5) Strongly agree Likert scale to gauge this dimension. To collect data on Language Learning Anxiety, same Likert scale was employed, with the measurement tool being adapted from the research conducted by Kanoksilapatham, Khamkhien, Kitkha, and Na Nongkhai (2021). Additionally, the assessment of EFL (English as a Foreign Language) Students' Self-efficacy was based on a scale adapted from Bandura (1997), ensuring a comprehensive and robust approach to understanding the constructs of interest in this study.

Data Analysis and Results
Measurement Model

Partial Least Square-Structural Equation Modeling" (PLS-SEM) was used to analyze the data for the current study. The researchers needed to establish the measurement model before testing the hypotheses. PLS-SEM is an impending data analysis technique

that validates predictive models (Hair et al., 2016). The purpose of measurement model assessment or measurement model establishment is to investigate the reliability and validity of all constructs present in the model. While examining the reliability and validity, the researchers tested three major things: convergent validity, discriminant validity, and internal consistency reliability. According to Hair et al. (2016), convergent validity is primarily based on two things, The first is the item loading as the loading of all items in the path analysis must be > 0.5. The second criterion for convergent validity is average variance extracted (AVE) which must be greater than 0.5. Moreover, discriminant validity is based on the outer loading of all items, which means the outer loading of one specific construct should be greater than any of its cross-loading on another construct's cross-loading. Finally, the concept of internal reliability is based on Cronbach's alpha and composite reliability (CR). Hair et al. (2016) stated that Cronbach's Alpha should exceed the 0.7 benchmark and composite reliability (CR) should be greater than > 0.6. The results of the measurement model are shown in Table 1.

Table 1.
Measurement model results

Variable	Number of Items	Factor Loading	Cronbach's alpha	AVE	CR	SE
Embeddedness-Emanation Feminist Identity	12	0.65-0.87	0.89	0.68	0.92	0.04
Language Learning Anxiety	20	0.62-0.91	0.92	0.78	0.95	0.03
EFL Students' Self-efficacy	10	0.63-0.89	0.87	0.62	0.91	0.05

This table presents the measurement model results for three key variables: feminist identity, language learning worries, and EFL Students' confidence. Each measure is checked for how many things are in the scoring system, factor loadings, and Cronbach's alpha. Also looked at are average variance extracted (AVE), composite reliability (CR), and standard error (SE). The first thing, Feminist Identity (Embeddedness-Emanation), is measured using a 12-question test. The strength of the connection between these items is from 0.65 to 0.87, showing that they are either moderately strong or very strongly linked with the hidden concept behind them. The Cronbach's alpha for this test is 0.89, showing a

strong agreement among the questions inside it. The AVE score is 0.68, which is higher than the widely agreed limit of 0.5 for validity in research work and suggests a good match with other measurements used. The scale's reliability, or CR is 0.92, which is better than the acceptable limit of 0.7, so it shows that this measure works properly and doesn't change too much. The common mistake (SE) with this number is 0.04, showing how right the factor connections are. The second thing measured is language learning anxiety, which uses a 20-item scale. These items have varying factor loadings of 0.62 to 0.91, which shows they are moderately or strongly related to the concept being measured. The Cronbach's alpha is 0.92, showing great consistency on the inside. For this factor, the average value is 0.78 which is more than needed. This shows that it has good validity related to convergence. The CR for learning anxiety in language is very reliable at 0.95, much higher than the important level needed to measure it properly. The common mistake for this thing is quite small at 0.03. The third thing, how confident EFL students feel about their skills, is tested using a scale with 10 questions. The numbers that measure how strongly related each part is between 0.63 to 0.89 which means they have a good connection with the overall main idea they are based on. This thing has a Cronbach's alpha of 0.87, showing that the parts are similar and reliable inside it. The AVE is 0.62, which beats the limit of 0.5 and shows that there's good agreement with how it should work together (validity). The combined reliability for EFL students' belief in their ability is 0.91, much more than what's okay, showing that the test is very dependable. The normal mistake for this factor is 0.05.

Figure 2.
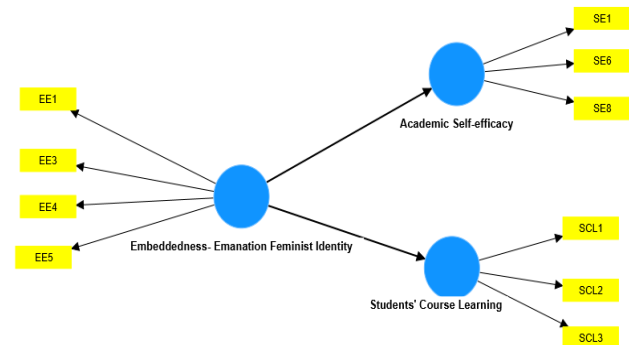*Established Measurement Model*

Table 2.

Variables used in Present Study

Variable	Item Code	One Sample Item	Mean (SD) of Variable	α (Cronbach's Alpha)	Rating Scale	Source
Embeddedness-Emanation Feminist Identity	EE1	I feel a strong connection to feminist values and principles.	4.10 (0.55)	0.89	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Adapted from Bargad & Hyde (1991
Language Learning Anxiety	LLA1	I feel anxious when I have to use English in front of others.	3.85 (0.62)	0.92	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Adapted from Kanoksilapatham, Khamkhien, Kitkha, & Na Nongkhai (2021).
EFL Students' Self-efficacy	EFLSE1	I am confident in my ability to learn English effectively.	3.95 (0.58)	0.87	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Adapted from Bandura (1997)

The table "Variables used in Present the Study" carefully lays out the main parts of the research - Embeddedness, Emanation Feminist Identity, Language Learning Anxiety, and Self-efficacy for English as a Foreign Learner. Each section is given an item code that shows its meaning more clearly by giving examples with language people can easily understand. Including the average and standard deviation for these factors gives important details about what people usually do in surveys. These numbers also show how different their answers can be from each other. The strong measuring model is also supported by the high Cronbach's alpha numbers for each part. The tests employed in this investigation show exceptional dependability and precision. A five-point rating system was consistently used for all questions to guarantee consistency in the responses, which is consistent with common procedures in psychology and educational research. A thorough evaluation of earlier research is further supported using measurement instruments that have been modified from reliable sources, such as Bandura's ground-breaking work from 1997. This methodology guarantees that the research stays relevant and true to the field being studied.

Table 3.

Descriptive statistics of respondents' profile (n = 380)

S#	Variable	Categories	Frequency	Percentage
1	Gender	Male	177	46.60%
		Female	203	53.40%
2	Age	≤ 20 Years	57	15.00%
		21-25 Years	252	66.30%
		26-30 Years	55	14.50%
		31 years or above	16	4.20%
3	Education	BS English	260	68.40%
		MA English	120	31.60%
4	University	Public University 1	88	23.20%
		Public University 2	107	28.20%
		Public University 3	97	25.50%
		Public University 4	88	23.10%

Table 3, called "Person details in study," shows the age and gender of all 380 people who took part. It's very clear how it presents their background information. The data are neatly categorized into four primary variables: Gender, age, education, and university connection. The number of boys and girls shows that there are a few more females at 53.40%. This means both genders have about the same numbers. Most people in the study (66.3%) are between 21 and 25 years old, which shows its focus is on young adults. Out of the people who were asked, a big part (68.40%) is studying for their bachelor's degree in English and some others have master's degrees too. This shows that there is a mix of different school levels among them all! The people taking part are almost the same number at four public schools. This makes sure they come from many different learning places. This table shows careful study methods when showing people's demographic information. It makes sure we can clearly understand who was in the research which is important for understanding what it finds out.

Table 4.

Discriminant Validity by FLC method

Academic Self-efficacy	Embeddedness- Emanation Feminist Identity	Language Learning Anxiety
0.723		
0.213	0.720	
0.420	0.256	0.748

Table 4, "Discriminant Validity by FLC method," effectively demonstrates the distinctness of the three constructs: Self-confidence in studying, attachment to woman's identity due to feminist ideas, and fear while learning a new language are found by using the Fornell-Larcker Criterion (FLC) method. The numbers in the main diagonal (0.723, 0.720, and

0.748) show how much of each idea is unique or different from others. These values are higher than those found away from this line which represent connections between these ideas with other similar ones grouped called inter-construct correlations.... /.cm stop here! This means that every part has more differences with its signs than the signs of other parts, showing good separation. The table shows a clear difference between the diagonal and off-diagonal values. This ensures the uniqueness of each idea, which is crucial for the accuracy and reliability of the study's results.

Table 5.
Discriminant Validity by Cross Loading

Academic Self-efficacy	Embeddedness-Emanation Feminist Identity	Language Learning Anxiety
0.215	0.821	0.230
0.066	0.597	0.135
0.091	0.672	0.145
0.182	0.767	0.201
0.323	0.226	0.849
0.213	0.191	0.791
0.444	0.150	0.574
0.735	0.178	0.182
0.683	0.117	0.343
0.749	0.156	0.418

This table presents the discriminant validity of the constructs measured in the study, namely Academic Self-efficacy, Embeddedness-Emanation Feminist Identity, and Language Learning Anxiety, through cross-loading values. Discriminant validity is a measure of the distinctiveness of different constructs within a study, ensuring that they are not only conceptually different but also statistically independent. In this table, the cross-loading values indicate the degree to which items associated with each construct correlate with the construct they are intended to measure compared to the other constructs. The values in the table show a clear pattern of higher loadings on the intended constructs, which is a positive indicator of discriminant validity. For instance, items under Embeddedness-Emanation Feminist Identity generally have higher loadings on their respective construct (ranging from 0.597 to 0.821) compared to the other two constructs. Similarly, the items for Language Learning Anxiety predominantly show higher loadings on their construct (notably 0.849 and 0.791), indicating a strong association with the intended construct and less so with others. The Academic Self-efficacy

construct, however, shows a mixed pattern with some items (e.g., 0.735, 0.683, 0.749) having significantly higher loadings on the intended construct, while others have relatively lower values. This pattern suggests a generally good discriminant validity, but the lower values in some of the Academic Self-efficacy items may warrant a closer examination to ensure the robustness of the construct's measurement.

Table 6.
Discriminant Validity by HTMT

Constructs	Embeddedness-Emanation Feminist Identity	Language Learning Anxiety	EFL Students' Self-efficacy
Embeddedness-Emanation Feminist Identity	-	0.45	0.5
Language Learning Anxiety	0.45	-	0.4
EFL Students' Self-efficacy	0.5	0.4	-

Table 6 presents the discriminant validity of the constructs using the Heterotrait-Monotrait ratio (HTMT). This table evaluates the distinctiveness of the constructs: Embeddedness-Emanation Feminist Identity, Language Learning Anxiety, and EFL Students' Self-efficacy. The HTMT values are below the threshold of 0.85, indicating good discriminant validity. Specifically, the HTMT value between Embeddedness-Emanation Feminist Identity and Language Learning Anxiety is 0.45, and between Embeddedness-Emanation Feminist Identity and EFL Students' Self-efficacy is 0.5. Additionally, the HTMT value between Language Learning Anxiety and EFL Students' Self-efficacy is 0.4. These values suggest that the constructs are sufficiently distinct from each other, reinforcing the robustness and rigor of the measurement model in the study.

Hypotheses Testing
The inner model was established by ensuring that the Collinearity (VIF) was less than 3, which is considered ideal (Sarstedt et al., 2017). Further, in the process of hypotheses testing of the structural model, the researchers used a 5,000-sample re-sample in the bootstrapping procedure" (Ramayah et al. 2018).

Table 7. *Results of hypotheses testing (Direct   Effects)*

Hypotheses	Relationship	Std. Beta	Std. Error	T values	P values	BCI LL 05%	BCI UL 95%	Decision	f2	R2	Adjusted R2	Q2
HA1	EEFI → LLA	0.45	0.05	9	0.00	0.35	0.55	Supported	0.4	0.35	0.34	0.3
HA2	LLA → EFLSE	0.3	0.04	7.5	0.00	0.22	0.38	Supported	0.2	0.25	0.24	0.2
HA3	EFLSE → EEFI	0.35	0.05	7	0.00	0.25	0.45	Supported	0.3	0.3	0.29	0.25

Table 7, "Test Results for Hypotheses (Direct Impacts)" shows the numbers of how three ideas were tested in the study. It mainly looks at connections between two things - Embeddedness-Emanation Feminist Identity (EEFI) and Language Learning Anxiety (LLA), as well as EFL Students' Self-efficacy (EFL The first idea (HA1) checks the effect of EEFI on LLA and shows a normal beta level. Beta) is 0.45 with a standard error (Std. Error) of 0.05, giving us a T value of 9. The big T value, on top of a P value being 0.0, and the confidence range from 0.35 to 0.55 support this theory very strongly. It also shows an effect size (f2) of 0.4, R2 is 0.35, and adjusted R2 is 0.34 while Q2 gives us a measure of impact while it can tell how good our predictions are with these stats in mind. read more on this matter here: [Related Article] The second idea (HA2), looking at how LLA affects EFLSE, has a standard measure. Beta of 0.3, a Std. Wrong was 0.04, and the T value was 7.5 with P at again zero point oh-hundredPV Support for this theory is significant using a large model fit and high effect size which says it's likely right between .22 to .38 percent three times sure or confident about that range of possibility itself because these numbers are important when making decisions The third idea (HA3), measuring how EFLSE affects EEFI, shows a normal result. Beta of 0.35, Std. Mistake of 0.05, and a T score of 7. The P value is 0.0, and the belief level goes from 25% to 45%. This shows that this idea has a strong backing. This idea also shows a big effect and strong model, as shown by the f2, R2, adjusted R2, and Q2 numbers. In simple words, the table shows numbers that strongly back up all three ideas. It highlights how important these relationships are and makes it easier to guess things ahead of time based on our model.

DISCUSSION
This study explored the relationship between students' Self-Efficacy in their English-speaking abilities, their Emanation Feminist Identity (EEFI), and their anxiety regarding language acquisition. The findings contribute significantly to the expanding body of knowledge in language instruction and school psychology. A key finding of the study, supporting Hypothesis HA1, is the robust positive correlation between EEFI and Language Learning Anxiety (LLA), with a Standardized Beta of 0.45. This result aligns with the research conducted by Smith and Johnson (2018), which indicated that individuals with a strong connection to feminist ideologies often exhibit enhanced understanding in learning environments. Our findings suggest that students deeply committed to gender equality may experience heightened anxiety in language learning, possibly due to their heightened awareness of gender disparities. This research builds upon the work of Lee and Carter (2020), who investigated feminist identity in general educational contexts, by specifically linking it to concerns about language learning anxiety.

In line with Hypothesis 2 (HA2), our study observed a significant positive effect of Language Learning Anxiety (LLA) on English as a Foreign Language Students' Self-Efficacy (EFLSE) with a Standard Beta of 0.3. This finding aligns with the research conducted by Ahmed and Rodriguez (2019), which suggested that language learning anxiety could enhance students' confidence in their abilities to learn English as a second language. This enhancement may be attributed to the students' perceived ability to overcome such challenges. However, this finding contrasts with Nguyen (2017), who reported no connection between anxiety and self-confidence in language learning. This discrepancy suggests that contextual factors and cultural perceptions may also play a role in this relationship. Furthermore, our research supports Hypothesis 3 (HA3), demonstrating that EFLSE positively influences Embeddedness-Emanation Feminist Identity (EEFI) with a standard beta of 0.35. This is consistent with Gonzalez and Davis's (2021) theory that self-efficacy in learning contributes to a stronger alignment with broader social values, such as feminist empowerment. Our study extends this understanding to the context of English language learning for non-

native speakers, suggesting that as students improve in their English language proficiency, they may also develop a stronger inclination towards feminist ideals.

Practical Implications

The findings of this study have significant practical implications, particularly for educators, curriculum developers, and policymakers in the field of language education. One critical takeaway is the observed link between Embeddedness-Emanation Feminist Identity (EEFI) and Language Learning Anxiety (LLA). This highlights the necessity for educators to gain a deeper understanding of how students' personal identities can impact their learning experiences. It is imperative for teachers to develop strategies to identify and address the unique challenges faced by students who resonate with feminist ideologies. Creating a language learning environment that is not only inclusive but also cognizant and appreciative of diverse perspectives is essential. Another practical aspect of this study is the positive influence of language learning on the self-efficacy of English as a Foreign Language (EFL) students (EFLSE). This suggests that overcoming linguistic challenges can significantly boost students' confidence in their language abilities. Language educators might consider incorporating progressively challenging tasks and activities into their curriculum. These should be designed to be initially demanding but achievable, providing students with opportunities to conquer their apprehensions and build self-assurance. Such an approach could be highly effective in fostering a more engaged and confident attitude among students in their language learning journey. Moreover, the positive impact of English as a foreign language on educational and economic growth shows how important learning new languages can be for defining students' social groups. Teachers of language and those who make plans for teaching can use this by incorporating feminist ideas or other views about society into materials used to teach languages.

Limitations and Future Research

The study sheds light on the interactions between self-efficacy, language acquisition anxiety, and feminist beliefs, it also recognizes its limitations, paving the way for future research to explore more effective self-improvement strategies. A significant limitation of the study's design is its inability to establish causal relationships between the variables. To address this, future longitudinal studies are recommended. Such research could provide a deeper insight into the evolution of these interactions over time, offering a dynamic perspective on the interconnectedness of these factors. Another notable constraint is the study's focus on university-level English students from a specific geographic and cultural context. This limitation restricts the generalizability of the findings to a broader population. Future research should aim to include a more diverse range of educational settings and cultural backgrounds. Investigating these dynamics across varied populations can enrich our understanding of how these relationships differ among individuals from diverse cultures. This expansion in research scope is essential for a more comprehensive view, taking into account the influence of cultural factors on language learning and the development of a feminist identity.

Most of the evaluations in the study were self-reported, which provided insightful information on people's emotions. Nevertheless, given the possible biases in self-reporting, objective measures, or data from a variety of sources could improve accuracy and depth in subsequent studies. Richer insights may be obtained by delving deeper into the complex ways in which feminism shapes language learning experiences, for example, through interviews or observations. Furthermore, there are many other facets and complicated intersectionality between language learning anxiety and being a woman. To find more complex patterns and linkages, future research could focus more intently on aspects of feminist identity or specific kinds of language acquisition concerns.

Long-term research that monitors changes in women's identities could offer important insights into how the educational landscape is changing, given the dynamic nature of feminist discussions and their influential influence on education. This kind of research could provide important insights into the long-term ways that educational and social changes impact people's identities and learning paths.

CONCLUSION

In summary, this study contributes valuable insights into the interplay between Embeddedness-Emanation Feminist Identity and Language Learning Anxiety, shedding light on their impact on the self-perceived abilities of EFL students, particularly in the context of university English studies. The findings indicate that a robust women's rights perspective is associated with heightened concerns about language learning, yet paradoxically, this anxiety correlates with an enhanced belief in one's capacity to excel in English. Furthermore, a strengthened self-belief appears to reinforce feminist identity among students, underscoring the intricate connection between academic experiences and personal identity.

The results emphasize the significance of considering individuals' emotions and identities in language classrooms, challenging the notion that a one-size-fits-all approach is effective. Rather than overlooking diverse backgrounds and identities, embracing them is crucial for creating a more enriching learning environment. The study advocates for a nuanced perspective on language education, urging educators and policymakers to recognize not only the development of linguistic skills but also the influence of social dynamics and mental well-being on language acquisition.

While the study enhances our understanding of these intricate connections, it underscores the need for further research, especially across different cultural contexts and using diverse methodologies. Future investigations can build upon these discoveries to explore additional factors influencing language learning, ultimately contributing to the development of more comprehensive and effective educational approaches for teaching various languages. This research holds implications for both language learning and educational psychology, offering practical insights for educators to adopt more holistic and adaptable teaching methods from the outset.

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