

The Impact of Learning Oriented Assessment (LOA) on Student's Speaking Anxiety

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Abstract

This quasi-experimental study examined the impact of Learning Oriented Assessment (LOA) on students' speaking anxiety in English as a Foreign Language (EFL) classrooms. The research involved fifth-semester students enrolled in the English Education Study Program at IAIN Parepare, divided into experimental and control groups. The experimental group received speaking instruction integrated with LOA practices including formative feedback, self-assessment, and peer evaluation, while the control group was taught using traditional assessment methods. Data were collected using a post-test questionnaire adapted from the EFL Public Speaking Class Anxiety Scale and analyzed through independent samples t-test. The findings revealed a statistically significant difference between groups, $t(42) = -3.477$, $p = .001$, with the experimental group exhibiting significantly lower speaking anxiety ($M = 41.36$, $SD = 8.61$) compared to the control group ($M = 49.91$, $SD = 7.67$). The effect size analysis demonstrated a large magnitude (Cohen's $d = -1.048$), indicating both statistical and practical significance. Further analysis identified self-assessment as the most effective LOA component in reducing anxiety, followed by formative feedback and peer feedback. These results confirm that LOA effectively reduces speaking anxiety by creating a psychologically safe learning environment that emphasizes learning progress over summative judgment, thereby reducing fear of negative evaluation and performance pressure among EFL learners.

Keywords: *Learning Oriented Assessment; Speaking Anxiety; EFL Classroom; Formative Feedback; Self-Assessment*

1. Introduction

Learning Oriented Assessment (LOA) emphasizes assessment as a continuous process that support learning rather than merely measuring achievement. This approach views assessment not as a final judgment of students' abilities but as an integral part of the learning cycle that provides meaningful feedback and opportunities for improvement. Such an orientation encourages learners to take an active role in their own progress through reflection, self-assessment, and peer collaboration, thereby fostering deeper engagement and autonomy. (Carless, 2007) highlighted that LOA promotes sustainable learning by linking assessment activities directly to learning goals, while Turner and Purpura (2016) found that formative assessment embedded within LOA effectively enhances learners' language development and awareness of



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performance standards. (Derakhshan & Ghiasvand, 2022) emphasized that LOA fosters a supportive learning culture by shifting the focus from grades to growth, which motivates learners and strengthens their self-regulated learning.

Psychological barriers play a crucial role in shaping learners' engagement, motivation, and success in English as a Foreign Language (EFL) classrooms, as they directly influence students' emotional responses and cognitive processing during learning. These barriers refer to internal psychological factors, such as fear of making mistakes, low self-confidence, communication apprehension, and anxiety that interfere with learners' ability to participate actively and use the target language effectively. When learners perceive speaking tasks as threatening or evaluative, these psychological barriers can trigger negative emotions that reduce attention, increase avoidance behaviors, and limit opportunities for meaningful language practice. Research has demonstrated that foreign language anxiety significantly affects learners' behavioral engagement and classroom participation, with academic buoyancy acting as a mediating factor that helps students cope with learning challenges (Liu, Zhu, et al., 2025). In addition, self-efficacy and self-regulation have been identified as key psychological resources that influence how learners manage anxiety and persist in language learning tasks, where higher self-efficacy leads to stronger self-regulatory strategies and greater engagement (Althewini, 2025). Among these psychological barriers, speaking anxiety emerges as one of the most prominent and pervasive factors in EFL contexts, particularly in speaking focused classrooms where learners are required to perform orally in front of others. Speaking anxiety commonly stems from fear of negative evaluation, lack of self-confidence, and communication apprehension (Banani, 2025; Rajendran et al., 2025a), and has been consistently shown to negatively impact students' oral performance and overall language proficiency (Fenyi et al., 2023; Kamal & Wardi, 2025; Xu et al., 2023). Empirical studies further indicate that supportive learning environments—such as structured speaking activities, technology-assisted practice using Automatic Speech Recognition (ASR) and Intelligent Personal Assistants (IPA), and emotionally supportive teaching practices—can reduce anxiety by lowering perceived threat and increasing learners' sense of control and confidence (Huang, 2024; Qiu, 2025; Saraç & Doğan, 2024). Therefore, addressing psychological barriers, particularly speaking anxiety, through pedagogical and assessment-related strategies is essential for fostering learners' emotional well-being, engagement, and success in EFL speaking classrooms.

Integrating Learning-Oriented Assessment (LOA) in speaking classes provides learners with more supportive and reflective assessment experiences that may reduce anxiety. This approach is supported by several studies highlighting the benefits of various assessment and learning strategies in reducing speaking anxiety and enhancing speaking skills. For instance, the use of blended learning environments has been shown to significantly reduce public speaking anxiety and improve speaking performance among students (Ghosh, 2024; Ibrahim & Alwi, 2017). Additionally, incorporating technology such as AI tools and automated assessment platforms can provide timely feedback and create a supportive learning environment, which helps in reducing anxiety and improving speaking competence (Karagöl et al., 2025; Li et al., 2025; Zheng et al., 2024). Creating a supportive classroom culture that encourages participation without fear of judgment is crucial. This can be achieved through gradual exposure to speaking tasks, starting with simpler activities and progressively moving to more complex ones, which helps build confidence and reduce anxiety over time (Rajendran et al., 2025a). Moreover, integrating AI chatbots and automated speech recognition tools can offer low-pressure environments for practice, further contributing to anxiety reduction and improved speaking skills (Chen et al., 2022; El Shazly, 2021). Furthermore, activity-based teaching methods, such as group activities and interactive tasks, have been proven effective in alleviating speaking anxiety by fostering a collaborative and engaging learning atmosphere (Rajitha & Alamelu, 2023). The use of formative assessments that provide immediate and constructive feedback also plays a significant role in reducing anxiety and enhancing learners' speaking abilities (Baghdadchi et al., 2022).

Learning Oriented Assessment (LOA) has the potential to significantly enhance students' learning experiences while reducing affective barriers such as speaking anxiety in English as a Foreign Language (EFL) classrooms. LOA integrates both formative and summative assessments into language pedagogy, which helps students identify their strengths and weaknesses, thereby promoting better learning outcomes (Viengsang & Wasanasomsithi, 2022). This approach is particularly effective in creating a supportive learning environment that encourages student participation without fear of judgment, which is crucial for reducing speaking anxiety (Rajendran et al., 2025). Studies have shown that LOA can increase student motivation and engagement, which are essential for overcoming speaking anxiety. For instance, the use of technology in LOA, such as Mobile-Assisted Language Learning (MALL), has been found to boost student motivation and participation, leading to improved speaking proficiency (Al-Abri et al., 2025). Additionally, incorporating peer feedback within LOA frameworks has been shown to significantly reduce students' anxiety, as it fosters a collaborative and supportive classroom atmosphere (Motallebzadeh et al., 2020). Moreover, LOA's emphasis on continuous feedback and self-assessment helps students develop a growth mindset and emotional intelligence, which are critical for managing anxiety and enhancing overall learning outcomes (Namaziandost et al., 2024). The integration of interactive and context-rich digital tools within LOA also provides low-pressure environments for students to practice and improve their speaking skills, further reducing anxiety (Chen, 2025).

It is essential for readers to recognize that this study seeks to provide empirical evidence on how the implementation of Learning Outcomes Assessment (LOA) can influence students' anxiety levels in speaking performance. Foreign language anxiety (FLA) is a significant factor affecting language learning, particularly in speaking tasks, where high anxiety levels can debilitate performance (Alnaeem, 2025; Veran Macayan et al., 2018; Yasmin et al., 2025). Implementing LOA processes can help educators align the curriculum more effectively, potentially reducing anxiety by

creating a more structured and supportive learning environment (Ibrahim & Amer, 2021). Studies have shown that specific interventions, such as entertaining activities and scaffolded feedback, can significantly reduce speaking anxiety and improve performance (Ölmezer Öztürk & Öztürk, 2021). Additionally, the effectiveness of instructors and the design of public speaking courses have been linked to reductions in students' speaking anxiety, highlighting the importance of well-implemented (Hunter et al., 2014) assessment and feedback mechanisms (Welch et al., 2020). Therefore, by adopting LOA, educators can systematically address and mitigate factors contributing to speaking anxiety, ultimately enhancing students' speaking performance and overall learning experience.

Previous studies have widely explored various instructional and assessment approaches aimed at reducing speaking anxiety among EFL learners. For example, dynamic assessment (DA) has been shown to lower students' anxiety levels by emphasizing mediation and interactive feedback in both traditional and online learning contexts (Goodarzi & Namaziandost, 2025). Similarly, the use of authentic materials has been found to increase learners' engagement and confidence by providing meaningful and contextually relevant speaking opportunities (Latifah et al., 2025). In addition, collaborative tasks and peer-based activities have been reported to reduce speaking anxiety by fostering social support and shared responsibility during speaking practice (Bozkurt & Aydin, 2023). While these studies demonstrate the effectiveness of feedback, interaction, and learner engagement in alleviating speaking anxiety, they primarily examine these elements in isolation rather than within an integrated assessment framework. Learning Oriented Assessment (LOA), which systematically combines continuous formative feedback, learner involvement, and peer interaction, offers a holistic approach that aligns closely with these anxiety-reducing principles. However, empirical research examining the direct impact of LOA on speaking anxiety remains limited, highlighting the need for further investigation into its potential role in supporting learners' emotional and communicative development in EFL speaking classrooms.

Research has shown that speaking anxiety is influenced by psychological factors such as fear of negative evaluation, lack of confidence, and self-consciousness (B. Quinto et al., 2025; Chen, 2021). However, there is a lack of studies that integrate these psychological insights with assessment methods like LOA, which could provide continuous, formative feedback to address these emotional barriers. By focusing on LOA, this study aims to bridge the gap between psychological understanding and practical assessment strategies, offering a holistic approach to reducing speaking anxiety.

Many studies have explored interventions in specific contexts, such as online learning environments, (Goodarzi & Namaziandost, 2025) face-to-face settings, (Bozkurt & Aydin, 2023) and the use of technology like VR (Huang, 2024). However, there is a need for context-specific research that examines how LOA can be tailored to different learning environments to effectively reduce speaking anxiety. This study's focus on LOA in diverse educational settings will provide valuable insights into its adaptability and effectiveness across various contexts.

Although several studies have explored the role of Learning Oriented Assessment (LOA) in language learning, research specifically examining its causal impact on speaking anxiety remains limited. Previous work has often focused on learners' perception or descriptive outcomes, leaving a gap in empirical evidence that measures the direct effect of LOA on anxiety reduction in speaking context (Liu et al., 2018; Resnik & Dewaele, 2023). To address this gap, the present study employs a quasi-experimental design, allowing for a systematic comparison between learners taught with LOA and those receiving conventional instruction. This approach provides stronger empirical support and contributes novel insights into whether and to what extent LOA effectively lowers students' speaking anxiety.

Addressing the Dual Nature of Anxiety Existing research indicates that anxiety can have both debilitating and facilitative effects on language learning (Veran Macayan et al., 2018). However, there is limited exploration of how assessment methods like LOA can be designed to minimize the negative impacts while enhancing the positive aspects of anxiety. By investigating LOA's role in managing speaking anxiety, this study seeks to contribute to the development of balanced assessment strategies that support learners' emotional and academic growth.

The significance of this study lies in its contribution to addressing one of the most persistent challenges in EFL education, particularly students' speaking anxiety, through the implementation of Learning Oriented Assessment (LOA). In many EFL contexts, traditional assessment practices often focus on measuring outcomes rather than facilitating learning, which can heighten students' anxiety and reduce their willingness to communicate. By emphasizing formative feedback, self-reflection, and peer collaboration, LOA provides a supportive learning environment that encourages learners to view assessment as part of their learning journey rather than a source of pressure. This study is important because it offers empirical insights into how assessment for learning can enhance students' psychological readiness and confidence to speak English, contributing both theoretically to the growing body of research on affective factors in language learning and practically to the development of more anxiety-reducing teaching and assessment strategies in EFL classrooms.

The objective of this study is to examine the effect of Learning Oriented Assessment (LOA) on students' speaking anxiety levels in English as a Foreign Language (EFL) classrooms. Accordingly, the study seeks to answer the following research question: Does the implementation of Learning Oriented Assessment (LOA) significantly reduce students' speaking anxiety levels compared to traditional assessment methods in EFL speaking classes? By addressing this question, the study is expected to provide empirical evidence on how LOA-based assessment practices can contribute to lowering students' affective barriers and fostering a more supportive environment for speaking skill development in higher education contexts.

Based on explanation above, it is hypothesized that the implementation of Learning Oriented Assessment (LOA) has a significant effect on reducing students' speaking anxiety in EFL classrooms. The rationale for this assumption lies in LOA's emphasis on formative feedback, learner reflection, and peer assessment, which together foster a more supportive and low-pressure learning environment. Unlike traditional assessment that often heightens anxiety through evaluative judgment, LOA encourages students to perceive assessment as part of their learning process, thereby enhancing self-efficacy and emotional resilience. Prior studies (Carless, 2007; Turner & Purpura, 2016) have highlighted LOA's potential to improve motivation and learner engagement, while more recent findings (Rajendran et al., 2025a; Sun et al., 2025) confirm that supportive assessment and classroom interaction can mitigate speaking anxiety. Therefore, this study argues that adopting LOA-based assessment practices will not only lower learners' anxiety levels but also promote greater confidence, participation, and overall speaking performance in English language learning.

2. Method

This study employed a quasi-experimental research design, in which the researcher compared the speaking anxiety levels of two intact classes after they had undergone different instructional approaches. The experimental group received speaking instruction integrated with Learning Oriented Assessment (LOA) practices such as formative feedback, self-assessment, and peer evaluation, while the control group was taught using traditional assessment methods without LOA components. This design allowed the study to maintain the natural classroom setting while still enabling a systematic comparison between groups receiving different treatments. Additionally, quasi-experimental research was well-suited for educational contexts where controlling external variables was challenging, yet obtaining evidence of causal relationships, such as the impact of LOA on speaking anxiety, was still necessary. Thus, this method offered a practical and rigorous approach to examining instructional effects within real classroom environments.

The primary instrument used in this study was a Likert-scale questionnaire adapted from the EFL Public Speaking Class Anxiety (PSCA) Scale. The questionnaire consisted of multiple statements measuring key components of speaking anxiety, including physiological anxiety, communication apprehension, lack of confidence, and fear of negative evaluation. Each item was rated on a four-point Likert scale, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree, allowing respondents to express the intensity of their anxiety during speaking activities. This scale had been shown to demonstrate strong reliability and construct validity in assessing EFL learners' anxiety in public speaking contexts, making it suitable for capturing both emotional and cognitive aspects of anxiety (Yaikhong & Usaha, 2012). By using a standardized and empirically validated instrument, this study ensured that the measurement of students' speaking anxiety was accurate, consistent, and aligned with established research practices in language learning assessment.

The population of this study consisted of fifth-semester students enrolled in the English Education Study Program at IAIN Parepare. Two existing classes were chosen as the research sample using a total sampling technique, considering the students' similar academic backgrounds and their enrollment in the same speaking course. One class was assigned as the experimental group, while the other served as the control group. The sample size was determined based on class availability and feasibility, ensuring that it was sufficient to conduct meaningful statistical comparisons between the two groups.

In this study, data were collected using a post-test control group design, in which the researcher compared the speaking anxiety levels of two intact classes after they had undergone different instructional approaches. The experimental group received speaking instruction integrated with Learning Oriented Assessment (LOA) practices such as formative feedback, self-assessment, and peer evaluation, while the control group was taught using teacher-centered methods without LOA components. At the end of the instructional period, both groups completed the same Likert-scale speaking anxiety questionnaire adapted from the EFL Public Speaking Class Anxiety Scale (PSCA). The post-test scores were then analyzed to determine whether students taught through LOA exhibited significantly lower anxiety levels than those receiving conventional instruction. The use of a post-test only design was intentionally adopted to minimize potential testing effects, such as sensitization or increased awareness of anxiety-related items that might have influenced students' responses in subsequent measurements. Moreover, given that the participants were intact classes with comparable academic backgrounds, the post-test only approach allowed for a focused examination of the instructional impact of LOA on speaking anxiety without altering learners' natural classroom experiences. This design therefore enabled a valid comparison of outcomes between the two groups while maintaining the authenticity of the instructional context.

The treatment consisted of implementing Learning Oriented Assessment (LOA) strategies in the experimental group over several instructional sessions. This included the use of formative feedback, self-assessment, and peer-assessment activities integrated into speaking tasks. Students received continuous feedback aimed at improving their performance rather than judging their mistakes, and they were guided to reflect on their learning progress. Collaborative activities designed to reduce pressure and foster supportive peer interaction were also incorporated. Meanwhile, the control group was taught using traditional speaking instruction, in which assessments were summative and feedback was limited. This distinction ensured that any differences observed in anxiety levels could be attributed to the LOA intervention.

The data were obtained from the post-test speaking anxiety questionnaire and were analyzed using quantitative statistical procedures appropriate for comparing two independent groups. Since the study employed a post-test only control group design, the students' anxiety scores from the experimental group and the control group were first processed through descriptive statistics, including the calculation of means, standard deviations, and score distributions, to obtain an overview of anxiety levels in both groups. Following this, an independent samples t-test was conducted to examine whether there was a statistically significant difference in speaking anxiety between students who received LOA-based instruction and those taught using traditional assessment methods. This statistical technique was suitable because it compared the mean scores of two separate groups and determined whether any observed differences were due to the treatment rather than chance. All analyses were conducted to determine the effectiveness of the LOA approach in reducing students' speaking anxiety and to answer the research question objectively.

Table 1. Range of anxiety level categories

Range	Category
25-50	Minimal anxiety
51-75	Moderate anxiety
76-100	Severe anxiety

3. Findings and Discussion

In the findings from data analysis conducted through the independent Sample T-test are follows :

Table 2. Descriptive Statistic

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental (LOA)	22	41.36	8.605	1.835
Control	22	49.91	7.671	1.635

The descriptive statistics indicated a clear difference in post-test speaking anxiety scores between the two groups. The experimental group that received Learning Oriented Assessment (LOA) obtained a lower mean score of speaking anxiety ($M = 41.36$, $SD = 8.61$, $SE = 1.84$, $n = 22$) compared to the control group, which was taught using traditional assessment methods ($M = 49.91$, $SD = 7.67$, $SE = 1.64$, $n = 22$). This represented a mean difference of 8.55 points in favor of the experimental group. The relatively comparable standard deviations between the two groups indicated that the variability of anxiety scores was similar across conditions, suggesting that the observed difference in mean scores was not due to unequal score dispersion. In addition, the small standard error values for both groups reflected a reasonable level of precision in the estimation of the group means. Overall, these descriptive results showed that students in the LOA group tended to report lower levels of speaking anxiety than those in the control group. An independent samples t-test was subsequently conducted to determine whether the observed difference between the two groups was statistically significant.

Table 3. Test of Normality

Group	Statistics	df.	Sig.
Experimental (LOA)	0.958	22	0.449
Control	0.946	22	0.262

The normality of the data distribution was examined using the Shapiro–Wilk test. The results indicated that the speaking anxiety scores in both groups were normally distributed. Specifically, the experimental class obtained a Shapiro–Wilk significance value of $p = .449$, while the control class showed a significance value of $p = .262$. Since both values exceeded the significance level of .05, the data were considered to be normally distributed. Therefore, the assumption of normality was met, and parametric statistical analysis using an independent samples t-test was appropriate for further analysis.

Table 4. Independent Samples t-test Result

	t	df	Sig. (1-tailed)	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Equal variances assumed	-3.477	42	< .001	.001	-8.545	2.458	Lower = -13.506 Upper = -3.585
Equal variances not assumed	-3.477	41.457	< .001	.001	-8.545	2.458	Lower = -13.507 Upper = -3.583

The results of the independent samples t-test revealed a statistically significant difference in speaking anxiety levels between students taught using Learning Oriented Assessment (LOA) and those taught through traditional assessment methods. The analysis showed that the experimental group exhibited significantly lower speaking anxiety than the control group, $t(42) = -3.477$, $p = .001$ (two-tailed). The mean difference of -8.545 indicates that the implementation of LOA effectively reduced students' anxiety levels. Furthermore, the 95% confidence interval of the difference ranged from -13.506 to -3.585 , suggesting a consistent and meaningful effect of the treatment. These findings support the research hypothesis, which stated that the implementation of Learning Oriented Assessment (LOA) has a significant effect on reducing students' speaking anxiety in EFL classrooms. Therefore, the null hypothesis was rejected, confirming that LOA contributes positively to lowering speaking anxiety among EFL learners.

Table 5. Independent Samples Effect Sizes

Measure	Standardizer	Point Estimate	95% Confidence Interval (Lower)	95% Confidence Interval (Upper)
Cohen's <i>d</i>	8.152	-1.048	-1.675	-0.411
Hedges' correction	8.301	-1.029	-1.645	-0.404
Glass's delta	7.671	-1.114	-1.783	-0.425

The effect size analysis further confirmed the practical significance of the Learning Oriented Assessment (LOA) intervention in reducing students' speaking anxiety. The Cohen's *d* value was -1.048 , which indicates a large effect size based on Cohen's (1988) classification criteria ($d = 0.2$ small, 0.5 medium, 0.8 large). This result suggests that the difference in speaking anxiety levels between the experimental and control groups was not only statistically significant but also educationally meaningful. The negative value reflects that the experimental group demonstrated lower anxiety levels than the control group. Additionally, the 95% confidence interval for Cohen's *d* ranged from -1.675 to -0.411 , indicating that the true effect of the LOA intervention was consistently moderate to large. Supporting this result, Hedges' correction ($g = -1.029$) and Glass's delta ($\Delta = -1.114$) also demonstrated large effect sizes, reinforcing the robustness of the treatment effect. Overall, these findings indicate that the implementation of LOA had a strong and substantial impact on reducing students' speaking anxiety in EFL classrooms.

This study investigated the impact of Learning Oriented Assessment (LOA) on students' speaking anxiety in EFL classrooms. The findings revealed that LOA significantly reduced students' speaking anxiety compared to conventional assessment practices. The results of the independent samples t-test demonstrated a statistically significant difference between the experimental and control groups, indicating that students who experienced LOA-based instruction exhibited lower levels of anxiety. This finding confirms the research hypothesis that the implementation of LOA has a significant effect on reducing students' speaking anxiety in EFL classrooms.

The effectiveness of LOA in lowering speaking anxiety can be attributed to its core principles, particularly continuous formative feedback, self-assessment, and peer feedback. These components emphasize learning progress rather than summative judgment, thereby reducing students' fear of negative evaluation and performance pressure. This result aligns with previous studies highlighting that formative assessment and supportive feedback can foster positive emotional engagement and reduce anxiety in language learning contexts (Liu & Aryadoust, 2022; Rajendran et al., 2025; Zheng et al., 2023). Through constructive feedback, students are encouraged to view mistakes as part of the learning process, which helps create a psychologically safe environment for speaking practice.

Furthermore, the effect size analysis indicated a large magnitude of treatment effect, suggesting that LOA not only produced statistically significant outcomes but also meaningful practical improvement in students' anxiety levels. This substantial effect supports prior findings that learner-centered assessment practices promote emotional well-being and confidence in EFL learners (Yasmin et al., 2025). By engaging students actively in assessment processes, LOA facilitates greater autonomy, responsibility, and emotional control, all of which are essential for reducing speaking anxiety.

A more detailed analysis of the questionnaire items revealed that self-assessment emerged as the most effective LOA phase in reducing speaking anxiety, as indicated by the lowest mean score compared to formative feedback and peer feedback. This suggests that encouraging students to evaluate their own performance enables deeper reflection, greater awareness of learning progress, and enhanced self-regulation. Self-assessment empowers learners to recognize their strengths and weaknesses without fear of external judgment, thereby reducing anxiety levels. This finding is consistent

with studies emphasizing the role of self-regulated learning and self-efficacy in minimizing language anxiety (Althewini, 2025; Liu, Lu, et al., 2025).

Meanwhile, formative feedback and peer feedback also contributed positively to anxiety reduction, although their effects were slightly less pronounced. Formative feedback helped students understand their errors constructively, while peer feedback promoted collaborative learning and mutual support. However, some learners may still experience discomfort when receiving comments from peers due to fear of negative evaluation. This supports (Banani, 2025) findings that communication anxiety and fear of negative judgment remain significant psychological barriers, particularly in speaking contexts. Therefore, teachers should provide guidance and scaffolding to ensure that peer feedback is delivered in a supportive and non-threatening manner.

Overall, these findings reinforce the theoretical framework of LOA, which emphasizes assessment for learning rather than assessment of learning. By embedding assessment within instructional processes, LOA reduces psychological barriers such as fear, low confidence, and communication apprehension. Consequently, students become more engaged, confident, and willing to participate in speaking activities. These results corroborate earlier studies advocating the integration of learner-centered assessment strategies to create emotionally supportive learning environments (Du et al., 2025; Huang et al., 2024; Qiu, 2025).

4. Conclusion

In conclusion, this study provides empirical evidence that Learning Oriented Assessment is an effective pedagogical approach for reducing speaking anxiety among EFL learners. The findings highlight the crucial role of self-assessment, continuous feedback, and peer interaction in fostering emotional comfort and learner confidence. These results imply that English teachers are encouraged to integrate LOA principles into speaking instruction to promote not only linguistic development but also students' psychological well-being. Future research may explore the long-term effects of LOA and its impact on other affective variables, such as motivation, self-confidence, and willingness to communicate.

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