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Mathematics Anxiety Among First-Year University Omani Students

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Abstract

This study explores the frequency and causes of mathematics anxiety in first-year university students in Oman, focusing on the influence of language obstacles. It looks at how the problems students face in comprehending and using English mathematical terminology limit their knowledge of mathematical subjects. English is the dominant medium of teaching in many higher education institutions in Oman. Limited exposure to discipline-specific vocabulary might cause anxiety and decrease students' confidence in mathematics and English.

A mixed methods design was used for the investigation. Quantitative data were gathered by a standardised questionnaire to measure the levels of mathematical anxiety, English language confidence and perceived academic success. Data were examined using descriptive statistics and basic inferential techniques with Microsoft Excel. Further, qualitative data were collected through semi-structured interviews and were processed through thematic analysis to investigate the emotional, cognitive, and academic experiences of students in studying mathematics.

The results suggest students with a low confidence in both mathematics and English have far higher levels of mathematics anxiety, which in turn has a detrimental impact on their participation in the classroom and academic achievement. The results also reveal that previous educational experiences, instructional methods and cultural beliefs that mathematics is a hard subject lead to the emergence of anxiety.

The study indicates the significance of instructional approaches that involve language support in the teaching of mathematics. Such solutions can be beneficial in reducing mathematics anxiety, improving students' confidence and creating more inclusive and effective learning environments in Omani higher education.

Keywords:- Math Anxiety, Mathematical Vocabulary, English-Medium Instruction (EMI), Language Barriers and First-Year University Student.

I. INTRODUCTION

1.1. Background of the Study

Anxiety about mathematics is a common problem that impacts students at all levels of education. It may jeopardize students' confidence, participation, and achievement in the classroom. This problem is often more acute when students move from school to university, where they encounter new learning environments, higher workloads and different teaching styles. Research has indicated that mathematics anxiety can hinder mathematical thinking, problem solving and memory which could cause students to shy away from mathematics-related subjects (Ashcraft & Moore, 2009; Hembree, 1990).

Many universities around the world use English-medium instruction (EMI) for teaching mathematics, even when English is not the students' first language. Language plays an important role in mathematical understanding in these contexts. Students must read word problems, understand technical vocabulary and explain their reasoning in English. When students have problems with the language it can increase anxiety and they may have more difficulty with mathematical tasks.

English is the major medium of instruction in the field of higher education in Oman. The first-year university students find studying mathematics in English difficult as they are adjusting to university level mathematics and learning mathematical concepts through a second language. Lack of knowledge of English mathematical vocabulary may result in confusion, lowered confidence and increased stress in solving mathematical problems. (Ali, 2020; Alhassan, 2021).

Although a considerable body of research exists on math anxiety in diverse educational settings, limited studies have explored the effect of English language barriers on math anxiety in first-year Omani university students. This study is therefore mainly concerned with the relationship between mathematics anxiety and English mathematical vocabulary in the context of the Omani universities.

1.2. Problem statement

Math anxiety is a common emotional variable that influences students' learning and achievement in the subject. Motivation is defined by Ashcraft and Moore (2009) as emotions of stress, anxiety and fear which limit mathematical reasoning and problem solving. Earlier work has associated mathematics anxiety with poor academic achievement and avoidance of university-level maths courses (Hembree, 1990).

Mathematics is taught in English to many first-year students in Omani universities. For these students, the vocabulary of mathematics in English is as important as the concepts of mathematics. Difficulty in understanding the mathematical vocabulary in English can lead to uncertainty, anxiety and feeling lost when trying to solve mathematical problems.

1.3. Research Significance

The research is about math anxiety among first year students in Omani university so it can be applied in different academic fields in which mathematics is a key component. Many students have a lot of difficulties in understanding the mathematical concepts and correct usage of mathematical terminologies. This is a blow to the grades and to the students' self-esteem. Other important precedents for anxiety related to mathematics are the lack of special vocabulary, poor linguistic support and negative prior experience in the subject. In this paper we address these issues and how learning of language can aid in understanding.

Much research has been done on mathematics anxiety, but it has not been much done on the way first year Omani university students' anxiety is affected by their difficulties with English mathematical language. The aim of this study is therefore to investigate the association of mathematical anxiety with English mathematical vocabulary among first year Omani university students.

1.4. Research Objectives

For many first-year Omani students, the transition from high school to college represents a major academic transition. Students not only have to adjust to new learning environments and higher academic standards, but they often also have to learn mathematics in English. This may cause further difficulties, especially for students who have difficulty with mathematical terminology. Prior research has demonstrated that mathematics anxiety may negatively impact students' confidence, learning and academic performance, especially in challenging academic transitions (Ashcraft & Moore, 2009; Hembree, 1990).

This study aims to investigate the understanding and use of mathematical language in English of first-year Omani university students and their attitude towards the subject of mathematics. It further attempts to investigate whether the language of mathematics inhibits students' understanding and solving of mathematical problems. Research from English-medium learning contexts indicates that language ability may impact students' understanding of mathematical ideas and their participation in the classroom.

Specifically, this study intends to:

1. To identify the level of Omani undergraduates in math anxiety in classes taught in English.
2. Investigate the relationship between math anxiety and English mathematical vocabulary.
3. Identify instructional strategies that make students feel less anxiety towards the topic of maths and become stronger in mathematical language.

1.5. Research Questions

The research questions which are used in this study are the following:

1. RQ1: How much do first-year Omani university students feel mathematical anxiety in English-medium instruction classes?
2. RQ2: In what ways does low ability in mathematical vocabulary in the English language lead to mathematics anxiety in first-year Omani university students?
3. RQ3: Which teaching methods do students find effective in decreasing mathematics anxiety and improving their language competence in mathematics?

II. METHODOLOGY

2.1. Research Design

This study used a mixed methods research design to investigate mathematics anxiety among first year university students in Oman. Both qualitative and quantitative methods were used as they gave a clearer picture of students' experiences with mathematics in an English-medium learning environment.

The quantitative part of the study dealt with the students' attitude towards mathematics, their confidence in solving mathematical problems and their feelings towards studying mathematics in English. The qualitative part comprised an open-ended question, in which students explained the difficulties they encounter when studying mathematics in English.

The two methods were used to help the researcher understand the issue from different points of view. The numbers revealed trends that were typical of the students, and the written responses provided richer accounts of their experiences and struggles.

2.2. Participants

The study was conducted during the academic year 2025-2026. The sample consisted of 72 students of the first year of the Foundation Program in the National University of Science and Technology in Oman. All participants were studying information technology (IT) in a setting where English was the language of instruction. Ease sampling was used as the participants were available during the study period. Average streams were chosen for students studying basic English and mathematics. All participants spoke Arabic as their first language. This is suitable for this study as it allows the researcher to gather data within the available time and environment, although it may not represent all Omani university students.

2.3. Data Collection Instrument

Data were collected using an online questionnaire made using Google Forms. The questionnaire was distributed electronically to the participants and consisted of eight questions concerning mathematics anxiety and learning mathematics in English.

The questionnaire was focused on the following areas:

1. Students' comfort during mathematics lessons
2. Confidence in solving math problems
3. English language mathematics problems: Anxiety
4. Understanding of mathematical vocabulary in English
5. Major Causes of Difficulty in Learning Mathematics
6. Attitudes towards English-medium instruction and learning difficulty
7. Effect of Teacher Explanation of Mathematical Terms on Confidence
8. Students' personal experiences and language difficulties

Questions 1 through 5 were multiple-choice questions with five response choices. Questions 6 and 7 employed a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." Question 8 was an open-ended question which allowed students to explain their experiences in their own words.

To enhance validity, the questionnaire items were associated with the objectives of the study and reviewed by an experienced lecturer to ensure the questions were clear and appropriate for first-year students. A small pilot test was also conducted prior to the actual data collection, and minor changes were made according to the feedback received.

2.4. Data Analysis

Descriptive statistics were used to analyse the quantitative data. The researcher calculated the frequency and percentage of responses for each question to find the common trends among the participants. Results were visualised with pie charts, formed by Google Forms. Question 8 was qualitative and the responses were analysed using a thematic analysis. The researcher read the responses carefully and categorised similar ideas into common themes about language difficulties and mathematics anxiety. Quantitative and qualitative analysis was used to give a more complete understanding of students' experiences.

2.5. Reliability and Validity

The questionnaire was designed with reliability and validity in mind. Reliability is the consistency of the questionnaire results while validity is whether the instrument measures what it is supposed to measure. Moreover, the questionnaire was formulated in simple and clear language, appropriate for first-year students. Before the actual study, a pilot test was performed to determine the unclear questions and improve the quality of the instrument.

The content validity was enhanced by directly linking the questionnaire items to the objectives of the research. Also, the questionnaire was checked by an experienced lecturer to ensure the clarity and relevance of the questions. The use of both quantitative and qualitative methods also helped to increase the validity of the findings as the two methods supported each other.

2.6. Ethical Considerations

Participation in the study was voluntary. Prior to answering the questionnaire, the participants were told the purpose of the research. They were also assured about the confidentiality of their responses and that it would only be used for academic purposes.No personal information was collected from the participants and students had the right to withdraw from the study at any time without any negative consequences.

III. LITERATURE REVIEW

3.1. Theoretical Framework

Mathematics anxiety in learners may be caused by poor classroom experiences, fear of making mistakes, examination pressure, or low self-confidence. As Ashcraft (2002) pointed out, can disrupt students' ability to think clearly and solve problems efficiently in mathematics activities. This study is based on two primary theories: The Affective Filter Hypothesis and Language Anxiety Theory. These ideas explain the emotional and language-related elements that may underlie mathematics anxiety among first-year university students in Oman when studying mathematics in English-medium instruction (EMI) situations.

3.1.1. Affective Filter Hypothesis

The Affective Filter Hypothesis was suggested by Krashen (1982) in his theory of second language acquisition. This idea states that emotional elements such as worry, lack of confidence, fear and lack of motivation might hinder students' understanding and learning. When students are highly anxious, their "affective filter" is raised, making it harder for them to digest classroom input and actively participate in learning. Government-led education in Oman is taught using the Arabic language. Students that graduate from this background face a rough transition which causes stress and uncertainty for fresh high school graduate. This is due to the exposure to translated mathematical concepts from Arabic to English. Students in turn have to balance their studies along with learning new vocabulary simultaneously. (Al-Issa, 2017)

Language issues in EMI classrooms have been demonstrated to impair students' confidence and academic achievement (Macaro et al., 2018). Research in Gulf countries shows that students have difficulties in understanding technical terminology and classroom explanations in English specifically in science and mathematics subject areas (Belhiah & Elhami, 2015). Thus, Krashen's theory is pertinent to this study because it addresses the way that the emotional and linguistic obstacles could diminish students' engagement and confidence in the mathematics classrooms.

This hypothesis is also related to Oman Vision 2040 where the focus is on enhancing the quality of education, boosting the English language skills and making the graduates globally competitive. With the increasing prevalence of EMI in higher education institutions in Oman and the GCC area, understanding the emotional experience of language obstacles is vital in improving students' learning experiences and academic achievement. (Oman Vision 2040, 2021; Macaro et al., 2018).

3.1.2. Language Anxiety Theory

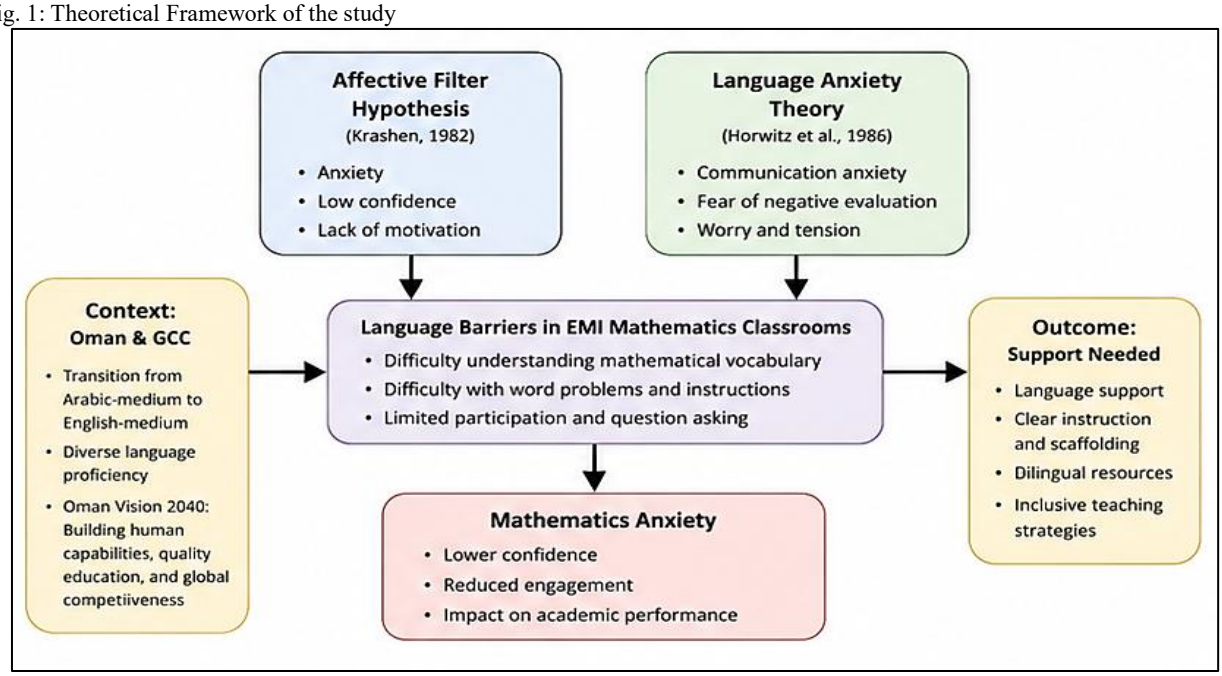
The Language Anxiety Theory also supports this finding. According to Horwitz and cope (1986). Language anxiety is the anxiousness, tension, and stress that a person feels when learning or utilising a second language. Such anxiety may affect students' classroom participation, self-confidence, and academic performance.

In English-medium math classes, students often feel anxious not only about doing math calculations, but also about not understanding instructions, using the wrong vocabulary, or responding questions in English. This might account for why some mathematically skilled students nevertheless experience anxiety in EMI maths classes.

Research in Oman suggests that students' interest and achievement in mathematics are related to their anxiety and low self-efficacy (Dewaele & MacIntyre, 2014). Other recent research also demonstrates that challenges in mathematical language raise emotional stress and have a negative influence on students' confidence in learning maths (Al-Issa, 2017).

The current study findings confirm this idea as many participants claimed that English vocabulary, word problems and classroom explanations raised their stress and impaired their confidence in learning mathematics. The Affective Filter Hypothesis and Language Anxiety Theory give a solid theoretical framework to comprehend how language-related problems may lead to mathematics anxiety among Omani first-year university students studying in EMI contexts.

Fig. 1: Theoretical Framework of the study



Although several studies have explored mathematics anxiety, language anxiety and EMI separately, there is a lack of research on the effect of English language barriers on mathematics anxiety among first-year university students in Oman. Most studies are concerned with academic success or English proficiency rather than students' emotional experiences and confidence in mathematics classrooms. Therefore, this study investigates the impact of English language barriers on the mathematics anxiety of first year Omani students in EMI contexts.

IV. RESULTS

This chapter summarises the outcomes of a study carried out among 72 first-year university students in School of Foundation. The chapter covers both quantitative and qualitative data linked to students' mathematics anxiety and their

experiences of learning mathematics in an English-medium instruction (EMI) context. The quantitative results are initially reported in terms of frequencies and percentages for each survey object, and then the qualitative results from students' open-ended responses are reported. The results are presented in line with the research goals of the study, with the aim of providing insights into the relationship between difficulties in the English language and mathematical anxiety among first year university students.

Table 1. Summary of quantitative findings across the seven quantitative survey items (n = 72)

Question	Key Finding	n = 72
Q1: Emotional comfort in math class	65.3% comfortable/very comfortable	10% anxious or very anxious
Q2: Confidence in solving math	69.5% confident/very confident	8.3% not confident
Q3: Anxiety frequency (English)	43.1% sometimes; 19.5% often/always	8.3% never anxious
Q4: Vocabulary proficiency (English)	40.3% average; 4.2% poor/very poor	55.5% well or very well
Q5: Main cause of difficulty	Language: 26.4%; Lack of practice: 23.6%	Other: 25.0%
Q6: English harder to understand concepts	27.8% agree/strongly agree	36.1% neutral
Q7: Clear terms increase confidence	94.5% agree/strongly agree	0% disagree

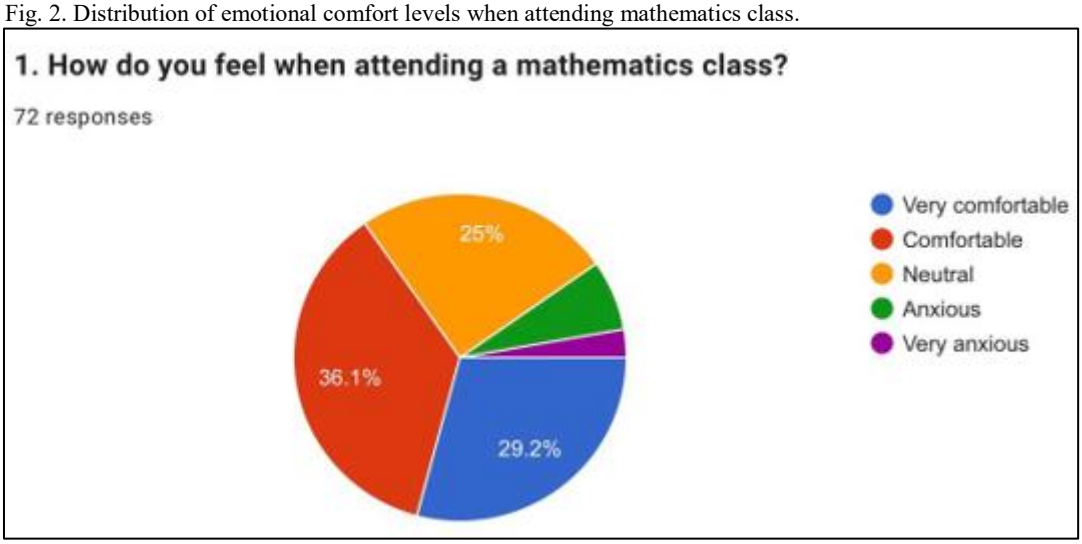
4.1. Emotional Comfort in Mathematics Classes (Q1)

Participants were asked to describe how they felt when they attended a mathematical lesson. As shown in Table 2. that majority of the students had positive emotional comfort in mathematics courses with 29.2% expressed that they felt "very comfortable" and 36.1% said that they felt "comfortable." The collective responses accounted for 65.3% of the participants. By comparison, 9.7% were anxious or genuinely concerned and 25.0% had a neutral emotion. These results suggest that while most students feel comfortable with emotion in mathematics classrooms, some students still report significant levels of anxiety, which could have a negative impact on their involvement in class and confidence in studying.

Table 2. Frequency and percentage distribution for Q1: How do you feel when attending a mathematics class?

Response	Frequency	Percentage (%)
Very comfortable	21	29.2
Comfortable	26	36.1
Neutral	18	25.0
Anxious	5	6.9
Very anxious	2	2.8
Total	72	100.0

Fig. 2. Distribution of emotional comfort levels when attending mathematics class.

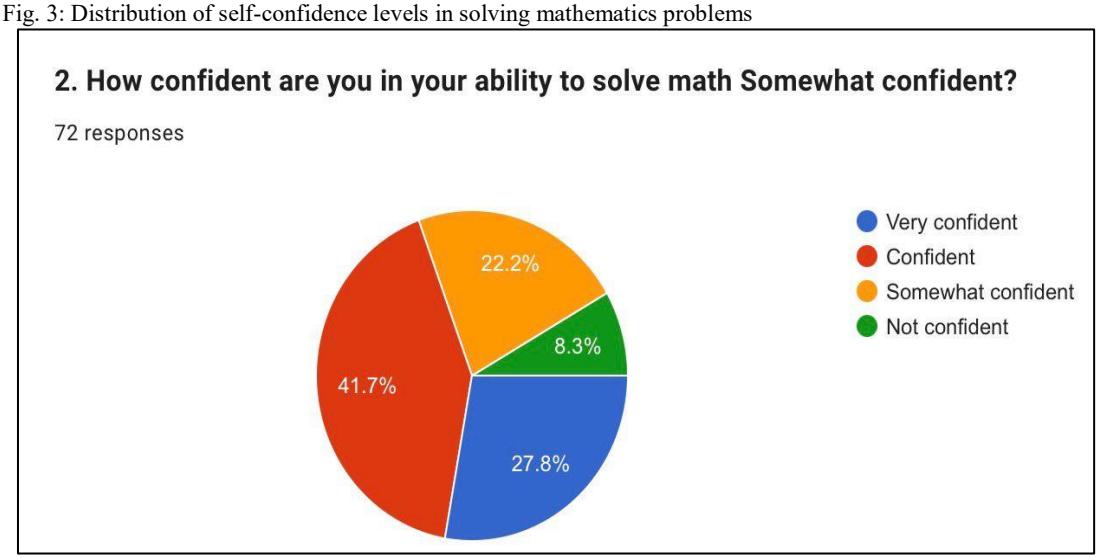


4.2. Self-Confidence in Solving Mathematics Problems (Q2)

Students were asked about their confidence in solving maths issues. The results indicated that the participants typically had high levels of confidence regarding their own abilities. Specifically, 27.8% reported being "very confident" while 41.7% said that they were "confident" – a combined total of 69.5% of respondents. By comparison, 22.2% classified themselves as "somewhat confident," while only 8.3% said that they were "not confident." These data indicate that the majority of learners see themselves as capable of dealing with maths issues. However, when contrasted to the results from Q3 which explored

anxiety when doing mathematics questions in English, the results indicate that students may still experience language-related worry even when they are confident in their math skills.

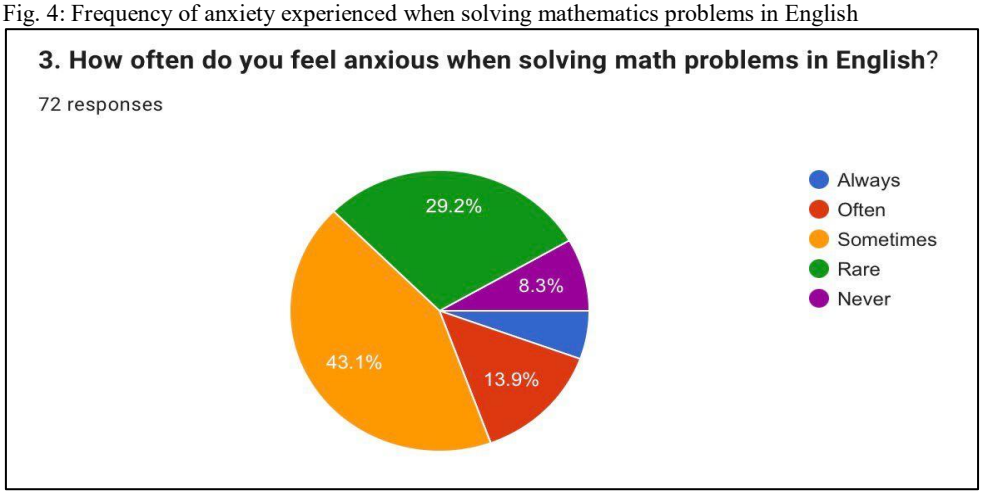
Fig. 3: Distribution of self-confidence levels in solving mathematics problems



4.3. Frequency of Anxiety When Solving Math Problems in English (Q3)

To evaluate the anxiety rate related with solving mathematical problems in English, the subjects were asked to answer using a five-point frequency scale. The results showed that the participants had a moderate level of mathematics anxiety in English. But of those who solved maths problems in English, only 8.3% said they 'never' felt uncomfortable, 43.1% said they 'sometimes' felt anxious and a further 19.5% said they 'often' or 'often' felt anxious. By contrast, 29.2% answered that they "rarely" experienced anxiety. The results indicate that although many students may have a general sense of confidence in mathematics, the choice of English as the language of teaching may evoke feelings of tension and doubt in solving mathematical problems. Results also suggest that language anxiety may persist as a challenge for students, even among those with moderate or high confidence in their math abilities.

Fig. 4: Frequency of anxiety experienced when solving mathematics problems in English



4.4. Self-Assessed Proficiency in Mathematical Vocabulary in English (Q4)

Students were asked about their knowledge of English maths vocabulary. The results showed that the individuals had different levels of vocabulary proficiency. 23.6% of students answered, "Very well" and 31.9% said they knew it "well", while the bulk of students (40.3%) said it was "average". Only 4.2% of respondents said they had a poor or extremely poor understanding. These results imply that a considerable proportion of students may continue to struggle with specialised terminology, even while many students are or well conversant with the mathematical terms in English. You may wish to address the worry indicated in Q3, where students with only a limited understanding of mathematical jargon may struggle to interpret questions or solve English word problems. Thus, the findings highlight the significant role of a good mastery of mathematical language in the students' self-esteem and emotional experiences in EMI mathematics classes.

Table 3. Frequency and percentage distribution for Q4: How well do you understand mathematical vocabulary in English?

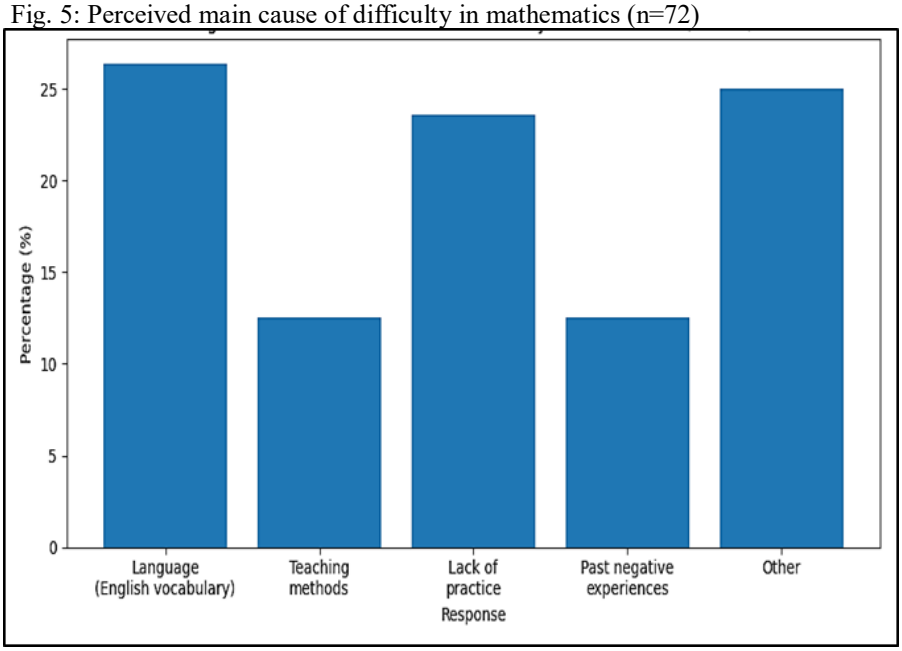
Response	Frequency	Percentage (%)
Very well	17	23.6
Well	23	31.9

Average	29	40.3
Poor	2	2.8
Very poor	1	1.4
Total	72	100.0

4.5. Perceived Main Cause of Difficulty in Mathematics (Q5)

There are different ideas among students about what makes them have trouble with maths (Fig 4). As observed in the graph, language-related concerns especially those linked to English mathematics vocabulary were the most occurring component (26.4%). Similarly, "other" causes were identified by 25.0%, and 23.6% reported lack of experience as a key cause of difficulties. This was followed by instructional approaches and previous bad experiences by 12.5% of students. Overall, the graph indicates that there are many elements that influence students' challenges in mathematics; nevertheless, language barrier and lack of practice are the most influential aspects that affect students' mathematical learning experiences.

Fig. 5: Perceived main cause of difficulty in mathematics (n=72)



4.6. Perceptions of English-Medium Instruction and Concept Comprehension (Q6)

The participants responded the statement "I find it difficult to understand concepts in learning mathematics in English" on a Likert-scale. The results showed differing views on English-medium instruction. 27.8% of students agreed or strongly agreed that learning in English was an obstacle to conceptual understanding in maths. 36.1 % of the students were neutral. 36.1% strongly disagreed with the same. The results indicate that EMI maths instruction differs. Some learners seem to be alright with learning maths in English, although some students could struggle with the language barrier. The many indifferent remarks may imply students' misgivings or mixed experiences, which shows that English medium learning affects pupils in separate ways. This is supported by Q3 and Q4 showing a substantial correlation between language skills and Mathematics phobia.

Table 4. Frequency and percentage distribution for Q6: "Learning mathematics in English makes it harder for me to understand concepts."

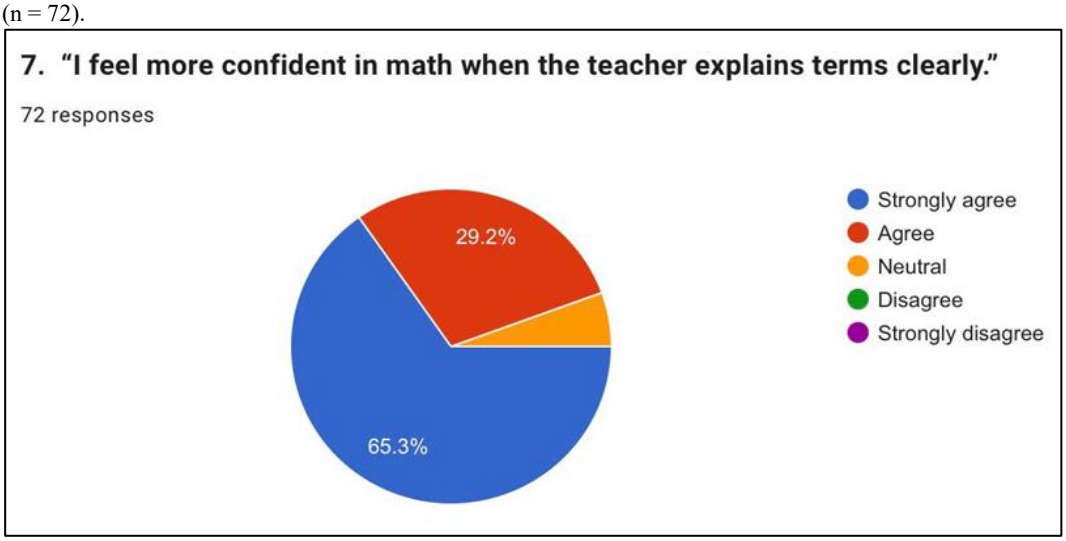
Response	**Frequency**	**Percentage (%)**
Strongly agree	9	12.5
Agree	11	15.3
Neutral	26	36.1
Disagree	17	23.6
Strongly disagree	9	12.5
Total	72	100.0

4.7. Impact of Clear Terminology Explanation on Student Confidence (Q7)

Students responded very positively to the statement "I feel more confident in mathematics when the teacher explains terms clearly." 65.3% of participants strongly agreed with the statement and 29.2% agreed with the statement, giving in a positive response rate of 94.5%. Only 5.6% selected a neutral response, and there was no disagreement or serious disagreement among participants. These findings point to a prominent impact of clear explanation of mathematical vocabulary in enhancing students' confidence in mathematics classes. The findings further emphasise the vital role of teachers' communication

techniques in EMI learning contexts. Clear explanations of mathematical terms can reduce students' anxiety and make them feel more confident in their ability to grasp and solve mathematical problems. This data further supports the thesis that the clarity of language is very much relevant to students' emotional comfort and confidence in mathematics learning.

Fig. 6. Student responses to the statement: "I feel more confident in math when the teacher explains terms clearly" (n = 72).



4.8. Qualitative Findings: Language-Related Challenges (Q8)

The open-ended question asked students to describe the difficulties they had in learning mathematics in English. The qualitative analysis of the responses revealed three significant themes regarding students' experiences in English-medium mathematics classrooms. These topics provide further insight into the quantitative findings and help explain the role of language obstacles in the mathematics anxiety of first-year university students.

Theme 1: Unfamiliar Mathematical Terminology

A lot of students said they had trouble understanding maths words in English. Some said they grasped the notion in Arabic but felt confused when it was delivered in English. This may lead to heightened anxiety and diminished confidence in classes and exams.

"I understand the math but sometimes I do not understand the English words."

Theme 2: Reading Comprehension and Word Problems

Many students said word problems were hard because they need more time to read and translate the questions. Some difficulties seemed more difficult than they were because of long sentences and unfamiliar jargon.

"Sometimes I know the answer, but I cannot understand the question clearly in English."

Theme 3: Lack of Practice and Reinforcement

Lack of practice was, several students thought, another key cause for pupils' difficulty in mathematics. They said they felt more confident and less anxious by rehearsing more questions.

"I need more practice in mathematics because practice helps me understand better."

Overall, the data revealed that English language difficulties specifically vocabulary and reading comprehension could be contributing factors to mathematics fear. But students' study habits and amount of practice matter.

V. DISCUSSION

The findings of this study demonstrate that mathematics anxiety among first-year undergraduates in Oman is linked not only to mathematical ability but also to language-related difficulties. The quantitative and qualitative data both indicated that many students find it difficult to study mathematics in English even when they understand the mathematical concepts themselves. One important finding was that students often have difficulty with mathematical vocabulary and with English word problems. A lot of the participants said they get confused if they do not understand the language in the explanations or the exam questions. This increases feelings of stress and anxiety in maths classrooms. Similar findings were found in previous studies on English medium instruction where students faced problems in understanding the subject matter due to language barriers and not due to lack of ability in the subject.

Another possible reason for mathematics anxiety is the transition from school to university. Most students in Oman study mathematics in Arabic during their school years and then study in English at the university. This sudden shift could influence students' self-esteem and their capacity to participate actively in the class. Some students may understand the mathematical procedures well but feel anxious when they communicate or solve problems in English.

Findings also indicate that teachers' pedagogy could contribute to the degree of anxiety experienced by students. Students felt more at ease when lecturers explained mathematical terms clearly and gave them sufficient time to ask questions.

For students, however, short lessons and limited interaction in the classroom can increase anxiety and decrease students' confidence. This suggests that classroom practices matter in providing students emotional and academic support. The findings of this study support previous research that has demonstrated that language difficulties can negatively affect students' trustworthiness, participation and achievement in English taught mathematics lessons. Thus, the importance of emphasising that mathematics anxiety in EMI contexts should not be seen as a problem only related to mathematical skills, but also to communication and language understanding, is emphasised.

5.1. Limitations and Future Research

This study has some limitations despite its useful findings. First, it was a study of 72 students from one university, and the results cannot be generalised for all university students in Oman. Second, the study used convenience testing, so the sample might not sufficiently represent students from different academic levels or majors. Third, the study was mostly based on self-reported responses, and the students may not always accurately describe their feelings or experiences. Future research will involve students from other universities and academic programs in Oman, to provide wider results. Researchers may also employ interviews or classroom observations to gain a deeper understanding of students' experiences of mathematics anxiety within English-medium instruction contexts.

VI. CONCLUSION

The study explored the mathematics anxiety among first-year university students in Oman. It also explored the impact of learning mathematics in English among students' experiences and confidence. The results revealed that language barriers are a significant factor contributing to students' mathematics anxiety in an English-language environment. Many students said they had difficulty understanding mathematical vocabulary, word problems, and explanations in English in the classroom. Although some students felt confident in their mathematical ability, the use of English in mathematics classes, often decreased the confidence and increased the anxiety. The results also showed that language-related anxiety may affect students' participation in class, their willingness to ask questions, and their overall attitude towards mathematics.

The study emphasises the need to support students not only on the mathematics content but also on the language used to teach mathematics. Universities and teachers can help to reduce mathematics anxiety by providing clearer explanations, easier terminology, encouraging interaction in the classroom and providing additional language support when needed. The use of bilingual explanations and visual examples may also be helpful to students in understanding mathematical concepts.

The findings show that universities may provide more language help for first-year mathematics students in EMI contexts. Mathematics lecturers may reduce anxiety by providing easier explanations, bilingual support where applicable, visual examples and more engaging classroom activities. The teacher training programs could also allow lecturers to gain a better understanding of the effects of language barriers on students' confidence and involvement in mathematics sessions.

Teachers also need to remember that certain students may find it difficult because of issues with language, not because they are bad at numbers. In a pleasant classroom situation, students may be a lot more interested in the course and ask questions without fear. Finally, it is recommended that more studies should be conducted to investigate mathematics anxiety in different universities and educational settings in Oman. Future research might also examine how different teaching styles and language-support programs affect students' anxiety and learning experiences in English-medium mathematics classes.

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