
DETERMINATION OF EFFECTS OF LEARNING ANXIETY ON EFL LEARNERS' MOTIVATION AT TERTIARY LEVEL IN KSA

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ABSTRACT

The research study "Determination of Effects of Learning Anxiety on EFL Learners' Motivation at Tertiary Level in KSA" describes the existing situation of the effects of the attribute variable on the dependent variables. The research nature is descriptive and its approach is quantitative. The population of the study is Majmaah University in Rumah-KSA. Only male students are part of the study. The sample size was sixty students selected by using a simple random sampling technique from the population. The research instrument was a perception questionnaire based on a five-point Likert scale. The data was collected by using two means of collection, the first form was physically collected at the university. Second was an online form which was distributed among respondents through online software (Google Forms). Anxiety has always been a concern that has a significant effect on people's actions and reactions. Anxiety easily affects students' physical and mental production, such as stuttering and hesitating while speaking a second language. It has been known as a crucial factor that can affect students' second language acquisition process. It is considered a crucial factor that affects students' second language acquisition process. The study intends to provide stakeholders with empirical evidence of the phenomenon obtained from a real-life situation to take steps necessary for

protecting the struggling students from such kind of anxiety. The findings demonstrate that learning anxiety has negative effects on the student's motivation for learning EFL. The findings also illustrate the factors that become the reason for the lack of motivation among the students.

KEYWORDS

Learning Anxiety, Motivation, EFL Learners, Mental health, Hesitation, Shyness

INTRODUCTION

Learning of second language is a matter of voluntarily speaking the language, actively being part of the language learning communities, and habit of enjoying listening to the language. As a result acquisition of a second language is successfully occurred. Majority of the healthy individuals enjoy the process and acquire any second language in a fun manner. Some individuals seem to fail to acquire a second language because of hesitation, shyness, frustration, and aggression. These are possibly affected by learning anxiety, demotivation, disappointment, and emotional disturbance. Anxiety plays a crucial role in almost every aspect of our lives, and it changes the productivity of the person himself /herself either in a positive or negative direction.

Anxiety has always been an issue that plays a great part in people's actions and reactions. If we take a quick look at the effects of anxiety and motivation, we will find considerable stories that have shown us the huge impact of anxiety. We can begin with the oldest story of humans, which is the story of Adam and Eve (peace be upon them) and how Satan tried to motivate them and played with their emotions to do the sin that God had warned them about. Also, Moses (peace be upon him) has been motivated by someone he knows to slightly push another man as a result of that push the man has been killed! As well as Omar Bin Alkhatib has also been worried that people who have saved the holy Quran have died on the battlefield and he has said that we must write the Quran just to save it from being vanished. Based on that Kind of anxiety he has decided that its effect is still noticeable everywhere.

So, we can easily notice that anxiety and motivation can create positive or negative deeds. The same thing can occur in learning and teaching processes. Malik et al, 2020 state that there is an insignificant correlation between language anxiety and age, and gender. Since anxiety has no substantial correlation between language anxiety and age, everyone may be influenced by any type of anxiety. Anxiety might be found anywhere on the face of the earth in playing games, learning, driving, working, and talking, so that is what made anxiety remarkable for many professional researchers who dedicated their time and effort to come up

with new useful outcomes such as Cheng (2002), and Horwitz (1986) who studied foreign language anxiety. Finally, almost all of us have encountered learning anxiety, exam anxiety, or any normal type of anxiety which can be good sometimes. However, some types of anxiety have been diagnosed as an illness that should be treated.

Anxiety in the classroom has been widely observed Teachers and students notice that there are some learners always disappointed and not motivated at all. Some people assume this situation occurs because of demotivation, anxiety, and other mental issues. Foster hesitation and shyness in them. On the other hand, students with healthy -minds, high self-esteem, and positive mentality progress better than those depressed ones. In addition, some learners with some worries can be successful too, because they might see these worries as a challenge to do. The researcher intends to find and exhibit the existing condition of the effects of learning anxiety on the students and administration so that the administration makes arrangements to protect the students from the attack of anxiety and students have the courage to cope with the issue of psychological challenges intrinsically. The findings of this research will provide an awareness for everyone about anxiety matters in terms of learning the English language, in other specializations, and in life in general.

LITERATURE REVIEW

Language anxiety has been widely found and observed in English language classrooms. Anxiety can easily affect students' physical and mental production, such as stuttering and hesitating while producing the language. It has been known as a crucial factor that can impact students' second language acquisition process. Some researchers (e.g., Horwitz1986, Macintyre & Gardner, 1994) have come to an outcome that proves that there is a negative relationship between anxiety and accomplishment. This means when anxiety increases the rate of achievements goes down and vice versa. Anxiety is defined as when a person is frightened to do something new for fear that it will not work or he is not good enough to do it. Anxiety has many types that have various effects on people's psychological state. In this study, the impact of learning anxiety on students of the English language is going to be examined.

Language in KSA

Nowadays, the English language is broadly used in almost every part of the world. In the same way, it will be used in Saudi Arabia due to the social and economic improvements, which are greatly affected by the vision of 2030. When the main targets of Vision 2030 are fulfilled, tourism and investments will need the English language as one of the main requirements. The leadership of Saudi

Arabia will open up the kingdom to be one of the leading countries in the world, so the best countries usually have English language as a second language to communicate with foreigners. If the people of Saudi Arabia avoid learning English, the opportunity of being a leading country will be hindered. Hence, English language learning anxiety is a huge barrier in front of the thrivingness and growth of the country and society.

The Concept of Anxiety

Anxiety can be normally encountered either because of exams, interviews, or even when someone shocks us with bad news. This type of anxiety is normal and temporal. Temporal anxiety disappears when the pressure of an event ends, but there is a condition called anxiety disorder which happens frequently. Rector et al. (2005) believe that there are various types of anxiety and these types of anxiety disorders are related to learning in many ways. In addition, there is useful or life-protecting anxiety, which takes place on some occasions when a human is about to get damaged, for example when a construction worker uses dangerous equipment (electric saw, hammer, etc.) that can seriously cause bruises or horrendous injuries. Problematic anxiety happens when the symptoms of anxiety are constant and severe compared to useful anxiety, which exists on certain occasions. Severe anxiety affects the physical, cognitive, and behavioral systems.

Language Anxiety

Language anxiety has become a considerable field of research in the past years. Some researchers have proved that anxiety can hinder students' performance, productivity, and achievement (EKA) 2021. Language learners may be experiencing any type of anxiety that can impede their success. Language anxiety has been known as a barrier in front of English language learners. Ahmed, Khattak, Mirza, Baig, and Jamshed (2011) agreed that Anxiety encountered in learning the English language can be hindering and might impact students' achievements. That's why students with high levels of anxiety tend to be performing poorly than those who have a high level of confidence. The anxiety faced by the learners changes from one learner to another.

Writing Anxiety

Writing anxiety makes language learners worried about writing in a second language and foreign language. No doubt that this type of anxiety reduces students' passion and performance. Writing anxiety is known as a huge stone in front of English as a second language learners. Horwitz (1986) says that language learners with higher levels of anxiety tend to write shorter sentences compared to their calmer peers. Cheng (2002) stresses that writers with higher

grades of anxiety avoid writing courses.

Reading Anxiety

Reading anxiety is the panic faced by English language learners when they read or try to read. Reading anxiety can affect the whole process of learning because it is the most effective approach that transferring the knowledge, history, and findings of old researchers and scholars such as Plato Socrates, and Aristotle.

Speaking Anxiety

Speaking anxiety has a horrible influence on students' performance and productivity. Speaking anxiety is hugely impacted by low self-confidence and low self-esteem. Horwitz (1986) speaking is the most influential skill in learning anxiety. According to Elkhafaifi (2005), nervous language learners tend to avoid participation in speaking classes. Hussain A., Saqlain N., and Khadim H., (2023) believe that there is a significant influence of speaking practice on second-language speaking anxiety. Also, Price (1991) found that the following statements are the sources of anxiety for the students (1). Fear of making errors. (2) Fear of speaking in the target (second or foreign language) language in front of others. (3) Fear of being laughed at by their peers.

Listening Anxiety

Listening anxiety. Listening is a skill that requires mental concentration to be fully analyzed and understood. Also, it is essential for language acquisition because it is a spontaneous receptive skill in getting input from native speakers and others. According to a study conducted by Vogely (1998) investigating the coloration between learners listening production and anxiety. The outcomes of the study showed that the following causes are the sources of listening anxiety (1) the speed of speaking (2) poor utterances (3) the varied dialects (4) uncommon intonation. Any type of previous anxiety can severely affect the whole learning process. Every language consists of these main four skills, so if learners have one anxiety they will be facing difficulties in acquisition, communication, or composition. It seems like a bodybuilder who works on one or two muscles when he should work on all his body.

Motivation

Motivation is an important factor that differentiates between learners. According to Dörnyei (2014), "Motivation is a word that both instructors and pupils utilize broadly when they talk around language learning success or disappointment Too "Motivation is a mental occasion that chooses the course of activity ". In the words of Saqlain and Islam (2014), "Motivation is frequently characterized as the mental quality that leads individuals to realize an objective. For second language learners, the dominance of a language can be an ambition." According to Gardner, R. C., &

Lambert, W. E (1972), motivations are of two types they are instrumental motivation and integrative motivation.

RESEARCH OBJECTIVES

1. To study the effects of learning anxiety on the motivation of students to learn English language
2. To explore and determine the factors that demotivate students from learning of English language.

RESEARCH QUESTIONS

1. What are the effects of learning anxiety on students' motivation to learn the English language?
2. What factors demotivate students from learning of English language?

RESEARCH METHODOLOGY

The undertaken research is descriptive. The employed paradigm of the research is positivist in which every truth lies objectively the selected approach is quantitative in which evidence is collected by using numerals research. The researchers adopted a survey in which they collected the data by getting the questionnaire filled that they developed on the base of a five-point Likert scale. The instrument contains ten items about the effects of anxiety and factors that are considered the cause of demotivation for learning EFL. The reliability of the instrument was measured and determined after piloting on the sample-like population. The obtained coefficient of reliability was 0.791. The researcher got the approval of two research experts and two language specialists to determine the content validity.

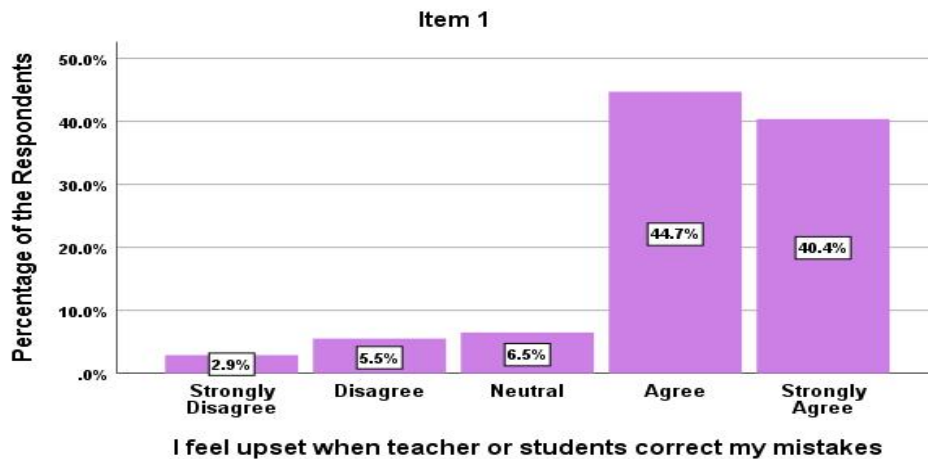
The intended population for the study was the students of the English language of the College of Science and Humanities in Rumah only, excluding Islamic and Business and administration students. The populations examined were males from various levels. The adopted sampling technique was simple random sampling. It is one of the probability sampling techniques in which the researcher selects the sample by using the chance procedure. The researcher's judgment and preconceived ideas don't play any role in the selection of subjects in the sample. The subjects of the study were 60 males from various levels of the English language department.

The researcher collected the data by getting the students to fill in the perception questionnaire. He paid physical visits to the department for the purpose. He also collected the data online by using an online Google form and took care of marinating the characteristics of the sample. He did not include any such questionnaires that were incomplete or from an irrelevant population.

RESULTS AND DISCUSSION

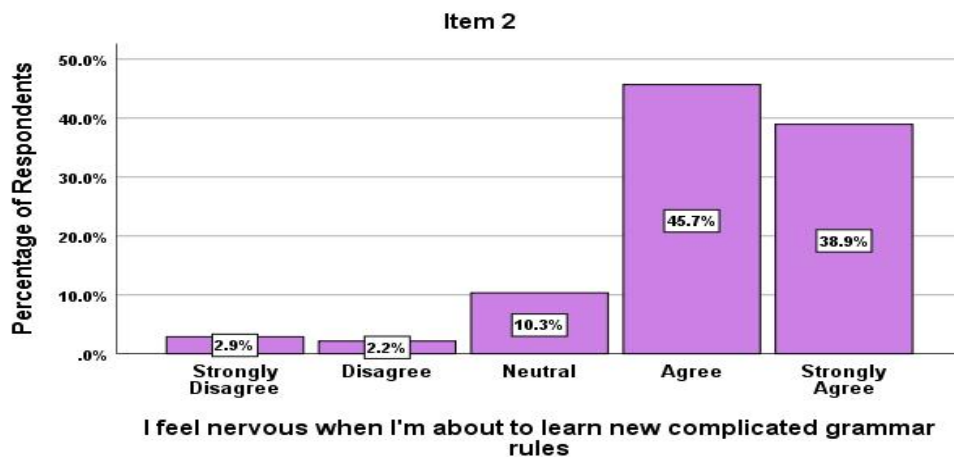
The collected numbers were studied using basic statistics. The percentage of each answer was calculated and compared to see the current level of anxiety among students and how many students feel anxious. The charts show the exact percentage of how many students agreed with each statement.

Figure 1:



In the first item, 40.4% of people chose "Strongly Agree," and 44.7% chose "Agree." Only 6.5% picked "Neutral," 5.5% chose "Disagree," and 2.9% chose "Strongly Disagree." The bars show that most people agreed with the statement.

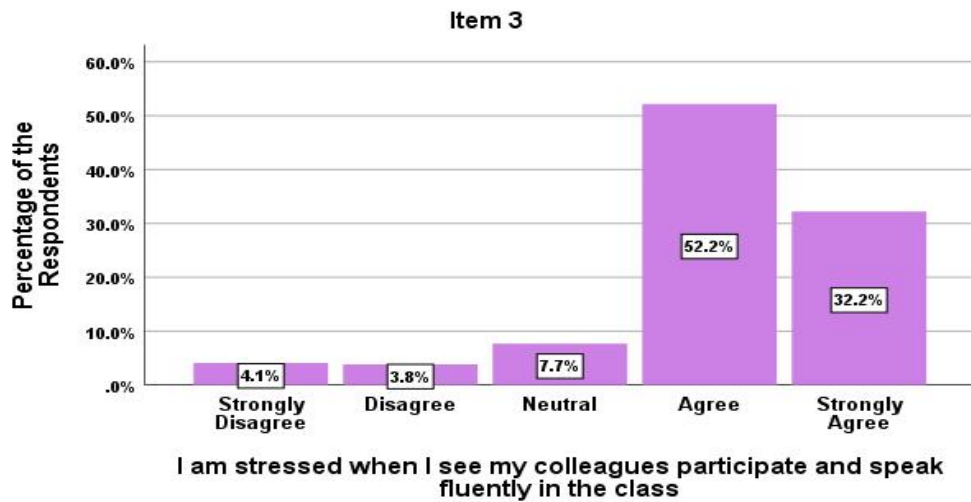
Figure 2:



In the second item, 38.9% of people chose "Strongly Agree," and 45.7% chose

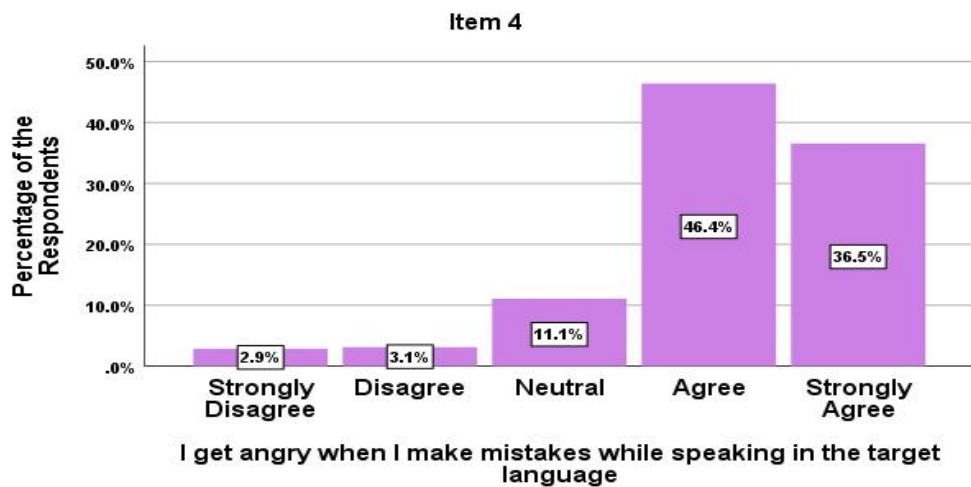
"Agree." Only 10.3% picked "Neutral," 2.2% chose "Disagree," and 2.9% chose "Strongly Disagree." The bars show that most people agreed with the statement.

Figure3:



In the third item, 32.2% of people chose "Strongly Agree," and 52.2% chose "Agree." Only 7.7% picked "Neutral," 3.8% chose "Disagree," and 4.4% chose "Strongly Disagree." The bars show that most people agreed with the statement.

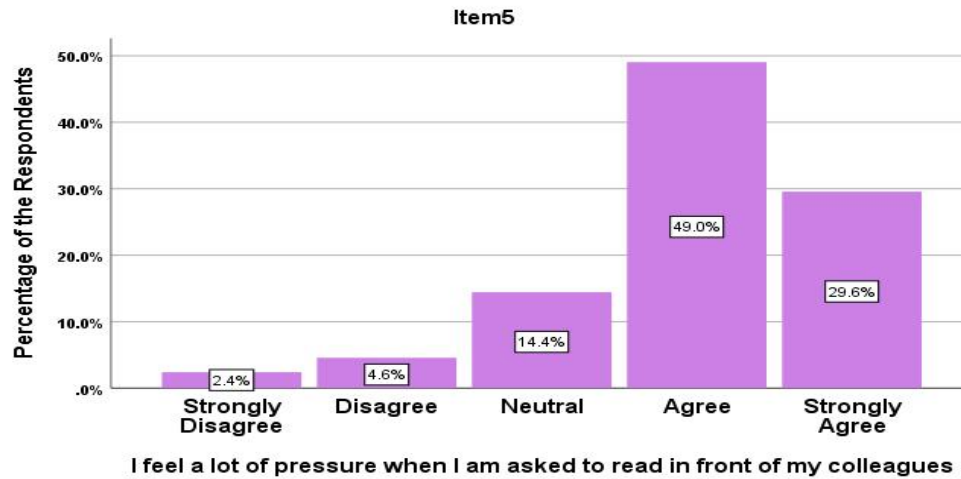
Figure 4:



In the fourth item, 36.5% of people chose "Strongly Agree," and 46.4% chose

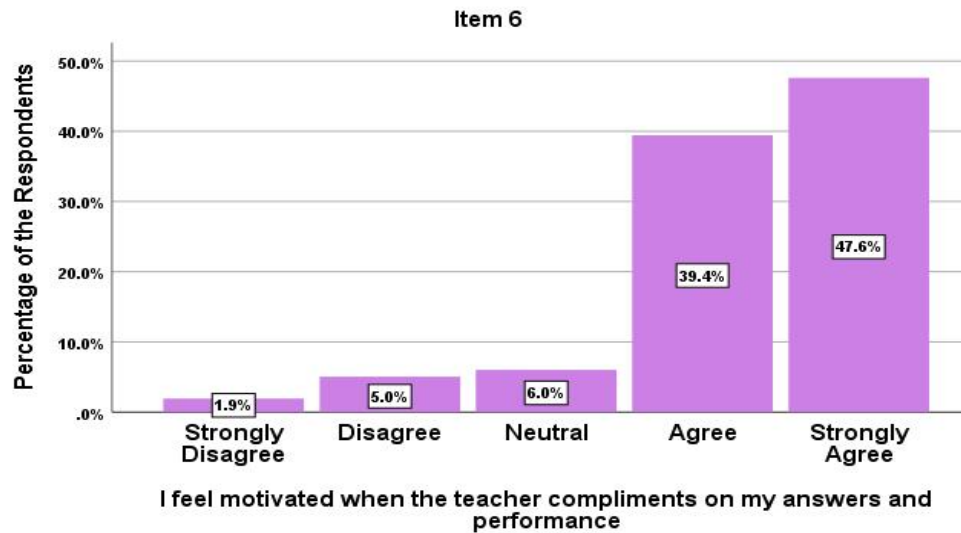
"Agree." Only 11.1% picked "Neutral," 3.1% chose "Disagree," and 2.9% chose "Strongly Disagree." The bars show that most people agreed with the statement.

Figure 5:



In the fifth item, 29.6% of people chose "Strongly Agree," and 49.0% chose "Agree." Only 14.4% picked "Neutral," 5.5% chose "Disagree," and 2.4% chose "Strongly Disagree." The bars show that most people agreed with the statement.

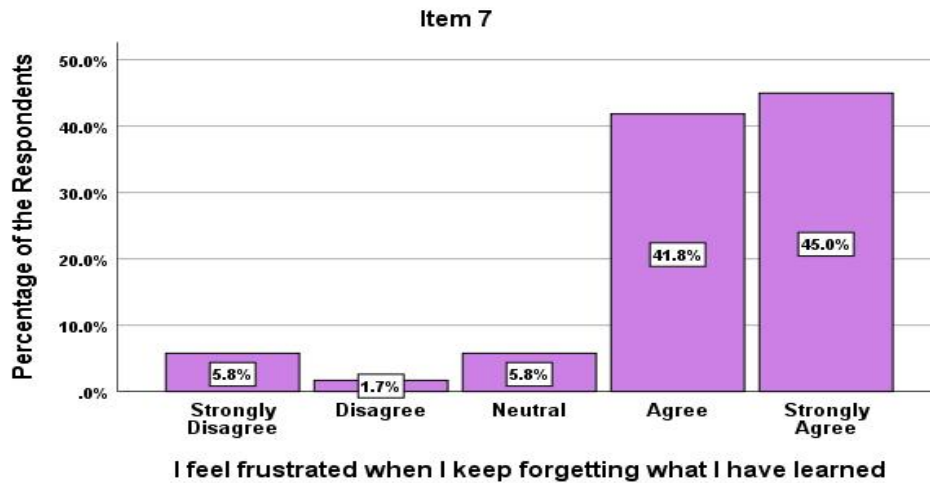
Figure 6:



In the sixth item, 47.6% of people chose "Strongly Agree," and 39.4% chose

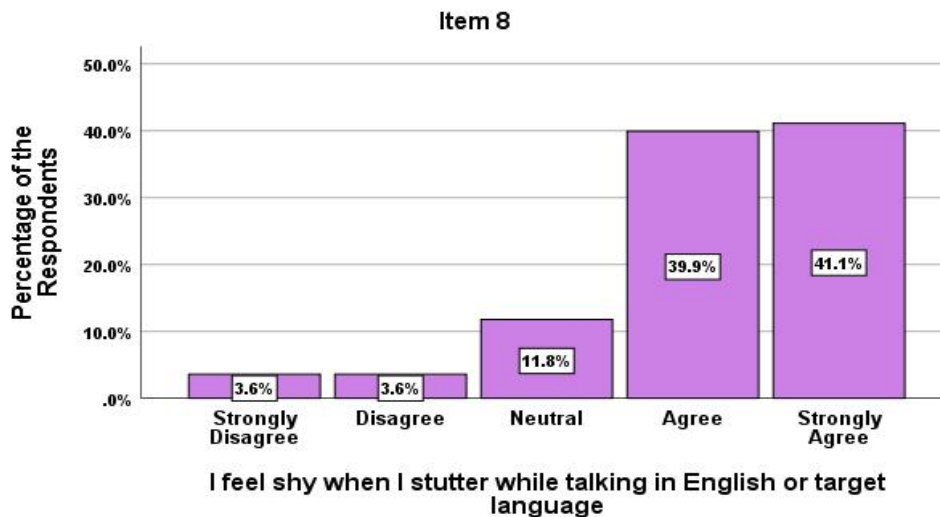
"Agree." Only 6.0% picked "Neutral," 5.0% chose "Disagree," and 1.9% chose "Strongly Disagree." The bars show that most people agreed with the statement.

Figure 7:



In the seventh item, 45.0% of people chose "Strongly Agree," and 41.8% chose "Agree." Only 5.8% picked "Neutral," 1.7% chose "Disagree," and 5.8% chose "Strongly Disagree." The bars show that most people agreed with the statement.

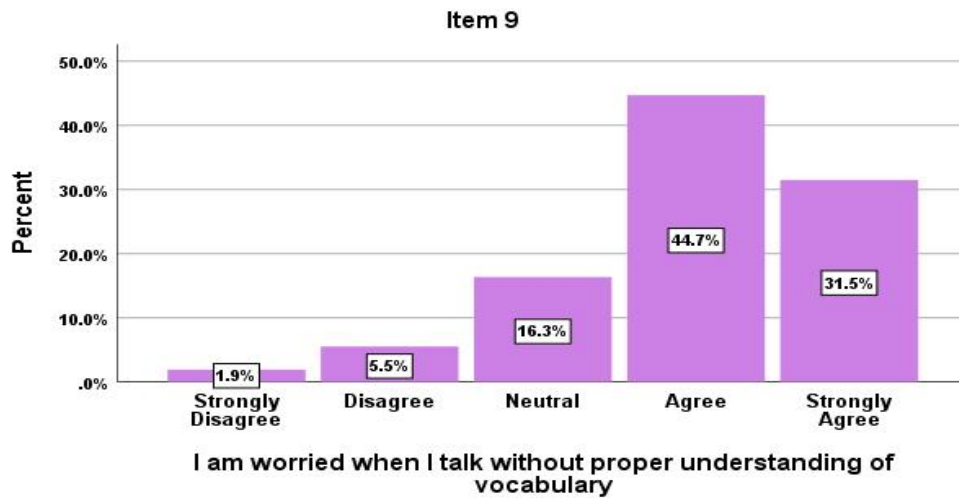
Figure 8:



In the eighth item, 41.1% of people chose "Strongly Agree," and 39.9% chose

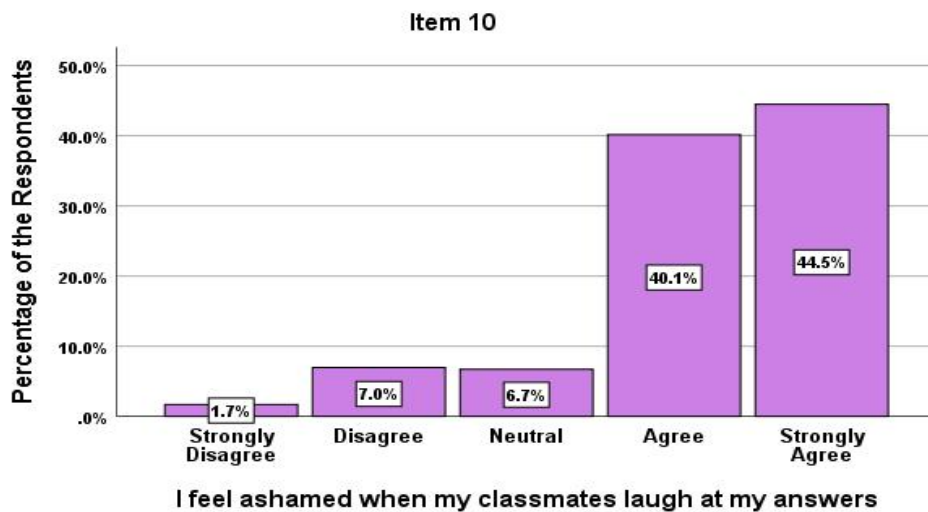
"Agree." Only 11.8% picked "Neutral," 3.6% chose "Disagree," and 3.6% chose "Strongly Disagree." The bars show that most people agreed with the statement.

Figure 9:



In the ninth item, 31.5% of people chose "Strongly Agree," and 44.7% chose "Agree." Only 16.3% picked "Neutral," 5.5% chose "Disagree," and 1.9% chose "Strongly Disagree." The bars show that most people agreed with the statement.

Figure 10:



In the tenth item, 44.5% of people chose "Strongly Agree," and 40.1% chose

"Agree." Only 6.7% picked "Neutral," 7.0% chose "Disagree," and 1.7% chose "Strongly Disagree." The bars show that most people agreed with the statement. The following table provides a complete picture of students' perceptions regarding the items of the questionnaire

Table 1:

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Item 1: I feel upset when the teacher or students correct my mistakes.	40.4%	44.7%	6.5%	5.5%	2.9%
Item 2: I feel nervous when I'm about to learn new complicated grammar rules.	38.9%	45.7%	10.3%	2.2%	2.9%
Item 3: I am stressed when I see my colleagues participate and speak fluently in class.	32.2%	52.2%	7.7%	3.8%	4.4%
Item 4: I get angry when I make mistakes while speaking in the target language.	36.5%	46.4%	11.1%	3.1%	2.9%
Item 5: I feel a lot of pressure when I am asked to read in front of my colleagues.	29.6%	49.0%	14.4%	5.5%	2.4%
Item 6: I feel motivated when the teacher compliments my answers and performance.	47.6%	39.4%	6%	5%	1.9%
Item 7: I feel frustrated when I keep forgetting what I have learned.	45.0%	41.8%	5.8%	1.7%	5.8%
Item 8: I feel shy when I stutter while talking in English or my target language.	41.1%	39.9%	11.8%	3.6%	3.6%
Item 9: I am worried when I talk without a proper understanding of vocabulary.	31.5%	44.7%	16.3%	5.5%	1.9%
Item 10: I feel ashamed when my classmates laugh at my answers.	44.5%	40.1%	6.7%	7.0%	1.7%

In the first item, 40.4% of respondents chose "Strongly Agree," and 44.7% chose "Agree," showing that 89.1% of students feel irritated or upset when corrected by teachers or other students. Only a small percentage were neutral or disagreed. The findings suggest that being corrected is a significant source of anxiety for students.

In the second item, 38.9% of respondents chose "Strongly Agree," and 45.7% chose "Agree," meaning 84.6% of students feel nervous when learning new, complicated grammar rules. Only a small number were neutral, and very few disagreed. The findings suggest that most students experience nervousness when faced with difficult grammar rules.

In the third item, 32.2% of respondents chose "Strongly Agree," and 52.2% chose "Agree," indicating that 84.4% of students feel stressed when they see their classmates participate and speak fluently in class. Only a small number were neutral or disagreed. The findings suggest that many students feel stressed by their peers' fluent participation.

In the fourth item, 36.5% of respondents chose "Strongly Agree," and 46.4% chose "Agree," meaning that 82.9% of students feel angry when they make mistakes while speaking in the target language. Only a small number were neutral or disagreed. The findings suggest that most students get frustrated when they make errors while speaking in the target language.

In the fifth item, 29.6% of respondents chose "Strongly Agree," and 49.0% chose "Agree," indicating that 78.6% of students feel a lot of pressure when asked to read in front of their classmates. A small number were neutral or disagreed. The findings suggest that most students experience significant pressure when reading aloud in front of their peers.

In the sixth item, 47.6% of respondents chose "Strongly Agree," and 39.4% chose "Agree," showing that 87% of students feel motivated when the teacher compliments their answers and performance. Only a small number were neutral or disagreed. The findings suggest that most students are encouraged by positive feedback from their teacher.

In the seventh item, 45.0% of respondents chose "Strongly Agree," and 41.8% chose "Agree," meaning 86.8% of students feel frustrated when they keep forgetting what they've learned. Only a small number were neutral or disagreed. The findings suggest that most students experience frustration when they struggle to remember what they've studied.

In the eighth item, 41.1% of respondents chose "Strongly Agree," and 39.9% chose "Agree," indicating that 85% of students feel shy when they stutter while speaking in English or the target language. Only a small number were neutral or disagreed. The findings suggest that most students feel self-conscious when they stutter while speaking.

In the ninth item, 31.5% of respondents chose "Strongly Agree," and 44.7% chose "Agree," meaning 76.2% of students feel worried when they speak without fully understanding the vocabulary. A small number were neutral or disagreed. The findings suggest that many students become anxious when speaking without a clear grasp of vocabulary.

In the tenth item, 44.5% of respondents chose "Strongly Agree," and 40.1% chose "Agree," meaning 84.5% of students feel ashamed when their classmates laugh at their answers. Only a small number were neutral or disagreed. The findings suggest that most students feel embarrassed when their peers mock their responses.

The findings highlight that the set objectives were met. Learning anxiety impacts the motivation of English as a Foreign Language (EFL) learners at the tertiary level and can demotivate students from learning English. Anxiety, described as feelings of tension, nervousness, and worry linked to the automatic nervous system, affects a student's ability to learn a second language (Spielberger, 1983). Researchers like Brown (2000), Dornyei (2005), Ellis (1994), Cheng, Horwitz & Schallert (1999), and Horwitz (2001) have emphasized that anxiety is a significant factor influencing second language acquisition and performance.

The research has been conducted for specific reasons. The particular reason for the circumstance is that anxiety has been an interesting concept of research, which can impact almost everyone's mental health, and this actively demonstrates that there are inactive people who need to be treated. According to NAMI (2017), "We all experience anxiety either normal anxiety or other types of anxiety". Hence we all may face various types of anxiety including Language learning anxiety. Young (1999) states that foreign language anxiety is the worry and unpleasant feelings that occur during learning a second language. The recent research is descriptive quantitative research that has used a questionnaire as a data collection instrument. The researcher has developed and distributed his questionnaire to 25 respondents who have provided the desired data for the whole study. Based on the data that the researcher has collected and analyzed, the data demonstrate that anxiety and motivation are negatively correlated. Anxiety impacts students' activeness and eagerness. The findings of the study show that there are 6 factors responsible for making students demotivated. (1) the absence of compliments from the teacher, (2)

the unpleasant attitudes of other students, (3) the wrong way the instructor corrects his students, (4) The fear of making mistakes, (5) the inappropriate curriculum, (6) the inability of remembering information. Following the investigated results, the research objectives have been achieved and the research questions have been answered.

RECOMMENDATIONS

English language teachers should appreciate student's struggles and pay compliments to their performance.

English language teachers should establish some norms and values in the class to stop negative reactions from the students.

English language teachers should avoid coercive mode of correction if students make mistakes instead he or she probe them towards the right answer to the question.

English language teachers should build a trusted relationship so that students don't feel fear of making mistakes.

English language teachers should make the classroom environment conducive to language learning where everyone believes that making mistakes is a healthy process of learning or errors are useful.

English language teachers should foster confidence in doing difficult tasks for the students and boost their enthusiasm to work hard.

English language teachers should apply teaching strategies appropriate to students' knowledge level and their interests.

English language teachers should apply motivational techniques to minimize students' level of anxiety.

English language teachers should make peers of high and low-performance students make practice and the high-performance students should appreciate their peers' work and contribution.

English language teachers should arrange mental health counselors for anxious, worried, and frustrated students and make them believe that progress comes with patience and dedication.

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