

EFL Effective Factors: Anxiety and Motivation and their Effect on Saudi College Student's Achievement

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Abstract

Before I have joined Yobe State University this year, I was teaching English in Saudi Arabia for more than ten years. Therefore, the aim of this study is to examine the anxiety level and the motivational patterns of Saudi college students of English and consider how motivational patterns and anxiety effect on language learning. The study arise two main questions. They are “*What is the relationship between students' anxiety and students' learning achievement?*” and “*Is there any relationship between the students' desired level of proficiency and the types of motivation they show?*” The subjects include 75 students randomly selected from Community College and Faculty of Education, Shaqra University. The APA style, descriptive analytical approach have been adopted in this study. SPSS programme is used to elicit the results. The results showed that Saudi students were found out to be very anxious towards learning EFL. This has resulted from their social, environmental, cultural, religious beliefs, teachers' role and tests. Concurrently, the results have revealed that they are demotivated students. However, they can be motivated instrumentally more than integratively. It is recommended that the level of students' anxiety can be lowered through creating effective and positive environment conducive to EFL teaching and learning. Correspondingly, the research suggests that relative investigations should be better conducted to lessen Foreign Language Classroom Anxiety Scale (FLCAS) and strengthen instrumental dimensions of Saudi learners.

Keywords: EFL Effective factors, anxiety, motivation, students' achievement

Keywords: Cognitive Linguistics, Conceptual Metaphor Theory, L2 vocabulary instruction, meaning as a continuum, protean approach to meaning.

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Introduction

Through my long experience in Teaching English as a Foreign Language (EFL), I found that so many students in Saudi Arabia feared to learn English. They were very anxious and demotivated. However, no formal studies have been conducted to examine in-depth the connection between the two issues. Foreign language researchers have long been aware that language learning is often associated with effective factors, among which the issues of anxiety and motivation have been recognized as important predictors of foreign language performance. Current work has produced findings with respect to the identification and formulation of foreign language anxiety and motivation, and the assessment of their impact on the learning experience (Clement et al, 1994: 417 - 448; Horwitz, E, K et al, 1986: 125-132; Gardner et al, 1992: 197-214). However, little experimental evidence is available to understand motivational patterns in Saudi Arabia, where learners use Arabic in all areas of social life. More or less in every educational institution, there are students who suffer from anxiety. For many students, foreign language classrooms are the places where anxiety-provoking situations occurs the most (Gardner et al, 1992: 197-214). Several eminent researchers have expressed their concerns over the quantity of anxiety experienced in language classes (Campbell & Ortiz, 1991; Price, 1991). The negative effects of anxiety on academic achievement are one of the major reasons for this concern (Ehrman & Oxford, 1995: 67-89; Gardner, 1985). Hence, studies investigating the nature of foreign language anxiety and ways of disabling this issue exploit the prospective of improving foreign language education. Researchers have suggested a possible negative relationship between anxiety and motivation in view of the opposing effects of these two factors (Noels, 1999: 23-34; Yan, 1998). Some of my colleagues in Community College and Faculty of Education-Dawadmi in Shaqra University, Saudi Arabia often complain that the level of English proficiency among college students is continually decreasing even though these students study English for seven years at primary, intermediate and secondary schools. Some of these students show a strong desire to learn this universal language, which has become a crucial requirement for most fields of career in the fast growing Saudi community. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning English Language and claim to have a 'mental block' while learning English. On the other hand, a social study sponsored by King Abdulaziz City for Science and Technology, emphasized that the proportions of the spread of the problems of social behavior and psychological problems among Saudi students are similar to the rates of spread in other communities leading to the emergence of problems of adolescents (Nassir Al-Muharib & Modi Alnaeem, 2006). The study conducted on 38,535 students and, showed that more variables are able to predict social problems, the problems of social behavior and psychological problems among students are school environment, parents' attitude, ideas, irrationalism, life events, and religious behavior. They found that these problems are physical complaints, anxiety, depression, obsessive-compulsive disorder, fear and hyperactivity. The result of their study shows that most of standards are suitable for the use with Saudis adolescents. They apply these standards to a sample of 38535 (16274 male and 22,261 female students).

This problem exists among EFL Saudi Students learners from beginning to more advanced levels. Even highly advanced EFL learners feel anxious while learning English in some situations, both within and out of the classroom settings. Horwitz & Young, (1991: 169-176) express that we have been truly surprised at the number of students who experience anxiety and distress in their language classes. Similarly, language anxiety among university students to be 'alarming' and estimated that up to one half of all language students experience debilitating levels of language anxiety (Campbell & Ortiz, 1991).

Gardner, R., (1980: 255-270) clearly demonstrates that there is a significant correlation between the learners' motives towards learning goals and the level of proficiency they actually reach. Students with an integrative orientation are generally characterized by more persistence, language evolution, and retention.

In the Arab World EFL context, the declining proficiency levels among Arab learners could be attributed to various factors such as teaching methodology, lack of the target language environment and the learners' "demotivation", which they define as the lack of genuine motivation to learn the foreign language (Zughoul, 1987: 221-236). Furthermore, instrumental motivation is more vital than the integrative one for language development in certain contexts especially motivation is believed to be a complex phenomenon that may interact with some political and social variables (Dornyei, 1990: 1-25).

To the Saudi students, examination is not a means to an end but an end itself. They view examination as the reason for education. The moment they are about to enter an exam for a certain subject, they throw away the text books or rip the pages of those subjects for which they have already the exam for because as far as their books are concerned they consider their books as useless after sitting for the exam. The researcher believes that this situation occurs due to the students' anxiety therefore they are in need of motivational patterns to overcome these obstacles and attract their attitudes.

The researcher believes that since the learners' anxiety level and types of motivation play an essential role in language achievement, it is important to investigate the causes of their anxiety and to find ways to lessen it. Moreover, to study the types of motivational patterns that Saudi EFL learners show also to see whether these types are adequate and sufficient to help them achieve and uphold proper language progress. The writer thinks it is necessary to conduct such a study in order to observe a noticeable discrepancy between the learners' frequently expressed desire to learn English and their actual involvement in the learning experience as well as the eventual level of proficiency they actually made.

Being an instructor of English Language Teaching, I myself have not only experienced language anxiety but also observed this phenomenon among students. With regard to young learners' language achievement, it is necessary to gain attention and motivation from young learners (Crookes, & Schmidt, 1991: 469-512; Gardner, 2002: 1-20; Norton, 2001). Especially in terms of EFL contexts, it is hard to draw young learners' attention and motivation to their classrooms due to a lack of English used in daily life (Feunteun, & Vale, 1995). In addition, it was suggested that curriculum for young learners should include activities including music and movement while learners learn better through activities (Cameron, 2001). Furthermore, young learners learn better with physical movement. Thus, this work is going to examine the effects of anxiety and motivation on EFL Saudi College students. The purpose of this study is to investigate the effects of these factors on EFL learners' achievement (Feunteun, & Vale, 1995; Cameron, 2001).

The study also helps to identify the motivation patterns displayed by EFL college students. In addition, the correlation between the students' anxiety and the types of motivation they display or are there a correlation between the students' desired level of proficiency and the types of motivation they show? What is the relationship between students' anxiety and the motivational patterns that effect on the students' achievement? Which strategies can be used to successfully cope with language anxiety? Moreover, what are the ways of lessening their anxiety and attracting their motivation towards EFL learning?

The subjects conducted in this study are 75 students selected randomly from the first level from Community College and Faculty of Education in Shaqra University in Dawadmi, Saudi Arabia. Right from the beginning there is a strong need to conduct a study on anxiety and motivation in Saudi universities because conclusions drawn from and models built for ESL contexts may not be applicable to EFL ones in the area. One may further argue that conclusions drawn from research studies conducted in other Arab countries may not be applicable to the Saudi students' context due to the specific cultural feature settings. It is also necessary to conduct the study at the college level because, with the exception, previous research in the Arab World looked at the issue of motivation in the context of schools, not universities (Al-Shalabi, 1982).

The issue of research in foreign language contexts is becoming increasingly significant, taking into account the fact that in the case of English language, the number of its non-native speakers who live in Saudi Arabia exceeds that of its native speakers; hence, dissemination of results of research conducted within such EFL contexts is of primary relevance and importance. This study will be of considerable interest to language educators and students because of the potentially negative impact of foreign language anxiety and motivation, not only on the various domains of language performance, but also on students' attitudes and perceptions of language learning in general.

Review of Relevant Literature

Anxiety Prospectives

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system, (Spielberger, 1983). Psychologists distinguish several categories of anxiety. Usually, anxiety as a personality trait is differentiated from a transient anxiety state. Hence, trait anxiety is conceptualized as a relatively stable personality characteristic while state anxiety is seen as a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983).

Additionally, anxiety is a psychological state characterized by cognitive, somatic emotional and behavioral components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear or worry (Seligman et al, 2001).

Psychologists describe varieties of anxieties: Existential anxiety, test and performance anxiety, stranger and social anxiety, trait anxiety, choice or decision anxiety, paradoxical anxiety and anxiety in positive psychology.

Anxiety and Language Learning

Language learning anxiety is defined as a situation related to trait anxiety occurring in specific situations. Foreign language anxiety has been defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz, E, K et al, 1986: 125-132). There is some evidence in the written anxiety issues for two types of anxious individuals those who experience anxiety because of skills deficit and those who experience problems recalling previous knowledge, or interference retrieval based on Tobias' model of stages of anxiety. Foreign language anxiety is related to over-competitiveness in the foreign language classroom. Students tend to have a desire to outperform other classmates and gain positive feedback from the teacher (Bailey, 1983).

Anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education. Many researches have

showed that anxiety has a great effect on language acquisition. Although fundamentally anxious foreign language learners share feelings and symptoms of "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any other specific anxieties, language learning contexts appear to be particularly prone to anxiety arousal (Scovel, 1978: 129-142). Furthermore, there is a negative relationship between anxiety and amounts of target language use; also, there is approval in other that language learning difficulties could predict anxiety best in foreign language learning settings. However, the results supported previously by Academics like Chen and Chang. Chen & Chang (2004: 279-289) state that it cannot be fully justified as those studies fail to explain why advanced and highly successful students also report anxiety reactions. Anxiety reactions are caused by real difficulties resulting from subtle cognitive operations when students are processing input and production in language (Saito et al, 1999: 239-251).

Nevertheless, until the mid-1980s, there was a question astonishing instructors of EFL "Was there a specific instrument for measuring learning anxiety?" To suggest solution to this problem, unique contribution was made to identify the scope of foreign language anxiety by developing a systematic instrument -the 33- item Foreign Language Classroom Anxiety Scale (FLCAS). The study suggests that "significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning"(Horwitz, E, K et al, 1986: 125-132). The results have been examined and used by several other studies and show that FLCAS has been shown repeatedly to be a reliable instrument in identifying students' anxiety experience in language learning (Aida, 1994: 155-168).

Since that, there has been a considerable amount of research providing supporting evidence for the treatment of anxiety as conceptually specific to the language acquisition context. In addition, other research supports the treatment of language anxiety as a separate concept as they find performance in the second language is negatively correlated with language anxiety but not with more general types of anxiety (Gardner & MacIntyre, 1991: 57-72). This distinction between language anxiety and other forms of anxiety has now been recognized as a key issue in the understanding of the role of anxiety in language learning and allows for a more focused conceptual basis for future research (MacIntyre, 1995: 90-99). A research provides more nonverbal clues for the detection of anxiety that is limited facial activity, less eye contact and less active illustrative, and regulatory gestures. These "symptoms" suggest that language anxiety has a pervasive impact on the language learning experience (Gregersen, 2004: 388-400). Some researchers recognize six possible interrelated sources of language anxiety that may be partly attributed to the classroom environment: personal and interpersonal anxieties, which could be related to communication apprehension; learner beliefs about language learning; instructor beliefs about language teaching; instructor-learner interactions; classroom procedures; language testing (Young, 1991: 426-439). An examination reveals a connection between language anxiety and perfectionism. The extensive variety of the types of anxiety-related factors indicates that foreign language anxiety cannot be fully understood without considering that it is not an isolated affective (Gregersen & Horwitz, 2002: 562-570).

Test anxiety is one of the common terms that said by people before examinations especially by parents, teachers and students considered as a psychological and emotional case obstruct the educational process for students, and lead to a decrease in the level of academic achievement. Psychologists view that test anxiety is based on four axes. They are a) position raised, b) expected result of its changes, c) internal and external emotional of unpleasantness that accompanies it, and d) aspects of intellectual arguments that address the person by himself

concerning positions of the difficulties, social behavior that describes him concerned with his/her daily interactions like hesitating, avoidance of others and isolation.

Researchers distinguish two types of test anxiety: a) inactivated anxiety, and obstructed of the educational process, and... b) facilitator anxiety. Inactivated Anxiety lead to a drop in academic achievement, when anxiety becomes higher than the motivation of the individual, while the facilitator of the educational process is natural and an incentive for students to increase their performance.

Overcoming Language Anxiety

Language anxiety, being an unsettling psychological issue, has been recognized to make a huge difference in learning to speak a foreign language. Many studies on language anxiety have suggested a variety of strategies that successfully cope with this multifaceted dilemma and this study follows the same pattern. In order to make the classroom a safe and less anxiety-provoking place. The friendly and encouraging roles of the teachers make a crucial difference. Earlier studies have reported similar perceptions of their research subjects regarding the role of language instructors. The most frequent observation of the subjects was that, “they would feel more comfortable if the instructor is more like a friend helping them to learn and less like an authority figure making them to perform”. It was assumed that it would heighten their awareness and lessens the feelings of anxiety which is common in most of learners, and is not associated with any particular individual. Thus, it would also help them to take away the feeling of competition or comparison that others are smarter and more confident (Price, 1991).

An interactive pedagogy accomplished jointly by the teacher and the student and oriented more to future development rather than measurement of the past or current achievement (Pryor & Torrance, 2001: 615-631). Students should be encouraged to think about their positive personality traits and thus gather their own strengths and build upon them. Instructor can build students' confidence and self-esteem in their second/foreign language ability via encouragement, reassurance, positive reinforcement, and empathy (Onwuegbuzie et al, 1999: 217-239).

Furthermore, the teacher should identify the signs of perfectionism in the learners and should work to explore their earlier belief systems in order to help them to step down from the set standards at the early stages and then work patiently to achieve the desired standards gradually.

Motivation

Motivation is the activation of goal-oriented behavior. Motivation is defined as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.” (Gardner, 1985). In addition, motivation is commonly thought to be as an inner drive, impulse, emotion, or desire that moves one to a particular action (Brown, 1994). Robert Gardner and his Canadian colleagues started the study of motivation as a predictor of second language learning performance. Their integrative-instrumental duality widely accepted and became a classical model.

Motivation is supposed to be intrinsic or extrinsic. Intrinsic motivation comes from rewards inherent to a task or activity itself - the enjoyment of a puzzle or the love of playing (Bandura, 1997: 604). An early work introduces two major types of motivation directories: instrumental and integrative. In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for “utilitarian” purposes (such as employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community (Gardner, and Lambert, 1972). Social and educational psychologists have studied this form of motivation since the early 1970s. Research

has found that it is usually associated with high educational achievement and enjoyment by students. The early 1990s viewed a considerable amount of scholarship working towards other motivational paradigms. There is a motivational framework consisting of four subsystems: integrative motivation; instrumental motivation; the need for achievement; attritions about past failures. One of the recognized constructions is the difference between intrinsic and extrinsic motivation [14].

Intrinsic/integrative Motivation

Research has found that it is usually associated with high educational achievement and enjoyment by students. Intrinsic motivation has been explained by some academics and they state that students are likely to be intrinsically motivated if they (Lepper et al, 1973: 129-137):

- attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck), and,
- are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Extrinsic/Instrumental motivation

Extrinsic motivation comes from outside of the performer. Money is the most obvious example, but coercion and threat of punishment are also common extrinsic motivations.

While competing, the crowd may cheer on the performer, which may motivate him or her to do well. Trophies are also extrinsic incentives. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

Extrinsically motivated behaviors are the ones which an individual performs to "receive some extrinsic award" (for example, good grades) or to avoid punishment; while intrinsically motivated behaviors are internal rewards (for example, the joy of doing a particular activity or satisfying one's curiosity)" (Dornyei, 1994: 273-284). Others academics stretched it by adding "a motivation" to the framework and dividing intrinsic motivation into knowledge, mastery and stimulation, and extrinsic motivations into external, interjected and identified regulation (Noels et al, 2000: 57-85) supported this model.

Extrinsic motivation comes from outside of the performer. Money is the most obvious example, but coercion and threat of punishment are also common extrinsic motivations. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

Social psychological research has indicated that extrinsic rewards can lead to over-justification and a subsequent reduction in intrinsic motivation. Instrumental motivation refers to "acquiring language as a means for attaining instrumental goals" (Brown, 2000: 150-152), while integrative motivation "stems from a desire to understand the language and culture of another group for the purpose of interaction" (Garnder et al, 1992: 197-214).

Shedivy in a recent investigation with some college students succeeded to classify the five major factors (namely, the spark, blending in, desire to immerse, pragmatic orientations, and political awareness) that motivate students to study foreign language beyond high school into an integrative-instrumental dichotomy (Shedivy, 2004: 103-119).

Motivation and Language Learning

Motivation and learning are different in context. Motivation to learn a second language is influenced by group related and context related attitudes, integrative ness and attitudes toward the learning situation respectively (Gardner, 1985).

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields.

Motivation in education can have several effects on how students learn and how they behave towards subject matter (Ormrod, 2003). It can:

1. Direct behavior toward particular goals.
2. Lead to increased effort and energy.
3. Increase initiation of, and persistence in, activities.
4. Enhance cognitive processing.
5. Determine what consequences are reinforcing.
6. Lead to improved performance.

If orientation is not linked with heightened motivation to learn the second language, it refers only to reasons for studying a second language and is not energized to direct and reinforce effort to learn the language (Gardner, 1985; Gardner, and Lambert, 1972). Integrative motivated students are more active in language classes and more likely to participate in excursions to other cultural communities when given the opportunity and more likely to interact with members of that community when there, and are less likely to drop out of language study in subsequent years (Gardner & MacIntyre, 1991: 57-72). Highly motivated learners interact confidently with native speakers of the language, which in return increases the amount of input that learners receive. The highly motivated learners also demonstrated better results in language learning (Scarcella, & Oxford, 1992).

Gardner and MacIntyre (1991: 57-72) report seem congruent with what Oxford and Nyikos conclude, "The degree of expressed motivation to learn the language was the most powerful influence on strategy choice" (Oxford and Nyikos, 1989: 291-300). It is of greatest significance to understand students' motivation that directly affects the utilization of Language Learning Strategies (LLSs). The results indicated that differences in motivation orientation (instrumental or integrative) significantly influenced the use of language learning strategies (Oxford and Shearin, 1994: 12-28).

Earlier, Gardner constructs a socio-educational model, he proposes that second language acquisition should be considered within the social milieu in which it takes place and hypothesizes that the cultural beliefs within this milieu could influence the development of two sets of attitudinal variables relevant to language acquisition: integrativeness and attitudes toward the learning situation. The milieu as defined by Gardner and others usually refers to the social influences from immediate environment including the perceived influence of significant others, such as parents, family, friends and socialization effect of the learners' peer group (Csizer, & Dornyei, 2005: 19-36).

Methodology and Data Collection Tools

Two instruments used for this study are an anxiety questionnaire and a motivation questionnaire. Both questionnaires contain background questions about the participants' field of study and some five-point interval scale questions eliciting their opinions on the difficulty of various

English skills, as well as their levels of interest in acquiring those skills. They were also asked for subsequent studies.

During the experiment period, the descriptive analytical approach was used. The data collected by mentioned tools was calculated and analyzed by Statistical Package for Social Studies (SPSS).

The 16-item Foreign Language Classroom Anxiety Scale (FLCAS) modified from the 33-item measurement tool designed by Horwitz, was used to measure second language learning anxiety (Horwitz, E, K et al, 1986: 125-132). In this way, the data provides more valuable information for the statistical analyses. Likert-5-point scale was used to code the responses. Responses extended from 1 (strongly disagree) to 5 (strongly agree), with the neutral level coded 3 (not sure). The modified FLCAS showed an internal reliability of .91 in this study.

The motivation questionnaire was carefully adapted from the motivation surveys administered in foreign language settings by Clement and other Academics (Clement et al, 1994: 417 – 448 & Ely, 1986: 28-33). The participants were asked to rate each of the 16 statements about the reasons of learning English as Foreign Language using the same Likert-5-point interval scale. The motivation scale showed an internal consistency of .86.

Table 1. Community College students' opinions about Anxiety items

Approval order	Statement	Mean	Standard Deviation
2	I get nervous when I don't understand every word the English teacher says.	4.50	.699
12	I am usually at ease during tests in my English class.	4.25	.947
1	I often feel like not going to my English class.	4.23	.962
9	I always feel that the other students speak English better than I do.	4.21	.991
11	I get upset when I do not understand what the teacher is correcting.	4.18	1.009
10	I feel pressure to prepare very well for English test.	4.16	1.032
6	During English class, I find myself thinking about things that have nothing to do with the course.	4.10	1.173
8	I start to panic when I have to speak without preparation in English class.	4.05	1.119
7	It embarrasses me to volunteer answers in my English class.	4.02	1.339
14	I feel over-whelmed by the number of rules I have to learn to speak English.	3.98	1.175
13	Even if I am well prepared for English test, I feel anxious about it.	3.92	1.330
16	I feel more tense and nervous in my English class than in my other classes.	3.90	1.198
3	I feel very self-conscious about speaking English in front of other students.	3.82	1.319
5	I worry about the consequences of failing my English class.	3.78	1.339

4	It would bother me to take more English classes.	3.65	1.441
15	I would probably feel comfortable around native speakers of English.	1.68	.859

Table 2. The overall Anxiety results of Community College students

	<i>Mean</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Range</i>	<i>Maximum / Minimum</i>	<i>Variance</i>	<i>No. of Items</i>
<i>Overall Means</i>	3.90	1.683	4.499	2.816	2.673	.394	16

Table 3. Faculty of Education students opinions about Anxiety items

Approval order	Statement	Mean	Standard Deviation
6	During English class, I find myself thinking about things that have nothing to do with the course.	3.76	1.420
15	I would probably feel comfortable around native speakers of English.	3.51	1.350
10	I feel pressure to prepare very well for English test.	3.50	1.307
3	I feel very self-conscious about speaking English in front of other students.	3.38	1.396
14	I feel over-whelmed by the number of rules I have to learn to speak English.	3.36	1.343
12	I am usually at ease during tests in my English class.	3.35	1.400
2	I get nervous when I do not understand every word the English teacher says.	3.29	1.350
16	I feel more tense and nervous in my English class than in my other classes.	3.15	1.415
9	I always feel that the other students speak English better than I do.	3.15	1.334
11	I get upset when I do not understand what the teacher is correcting.	3.11	1.289
5	I worry about the consequences of failing my English class.	3.06	1.358
4	It would bother me to take more English classes.	3.03	1.394
7	It embarrasses me to volunteer answers in my English class.	2.99	1.462
8	I start to panic when I have to speak without preparation in English class.	2.97	1.490
13	Even if I am well prepared for English test, I feel anxious about it.	2.84	1.427
1	I often feel like not going to my English class.	2.73	1.394

Table 4. The overall Anxiety results of Faculty of Education students

	<i>Mean</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Range</i>	<i>Maximum / Minimum</i>	<i>Variance</i>	<i>No. of Items</i>
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	<i>Mean</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Range</i>	<i>Maximum / Minimum</i>	<i>Variance</i>	<i>No. of Items</i>
<i>Over all Means</i>	3.199	2.733	3.758	1.025	1.375	.073	16

Table 5. Community College students' opinions about Motivation items

Approval order	Statement	Mean	Standard Deviation
9	I want to be able to use it with English-speaking people.	2.81	1.363
3	It may make me a more qualified job candidate.	2.90	1.378
16	It is part of being educated.	2.87	1.428
2	I feel English is an important language in the world.	2.76	1.412
1	It will be helpful for my future career.	2.65	1.549
12	It helps me understand English-speaking people and their way of life.	2.61	1.310
5	I may need it to be admitted to future studies.	2.56	1.431
13	I want to acquire new ideas and broaden my outlook.	2.54	1.231
15	I would like to travel to an English-speaking area.	2.48	1.347
10	I need it to study abroad.	2.36	1.495
6	I feel it is mentally challenging.	2.29	1.348
8	I can get pleasure from learning English.	2.22	1.395
4	I need it to fulfill the university foreign language requirement.	2.22	1.459
7	I want to understand English films/videos, pop music or books/magazines.	2.21	1.409
11	I need it to take the assessment and evaluation Language Exam.	2.05	1.353
14	I am interested in English culture, history or literature.	1.99	1.434

Table 6. The overall Motivation results of Community College students

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.247	1.985	2.808	.822	1.275	.073	16

Table 7. Faculty of Education students' opinions about Motivation items

Approval order	Statement	Mean	Standard Deviation
4	I need it to fulfill the university foreign language requirement.	2.65	1.441
3	It may make me a more qualified job candidate.	2.55	1.482
2	I feel English is an important language in the world.	2.54	1.466

16	It is part of being educated.	2.53	1.529
12	It helps me understand English-speaking people and their way of life.	2.53	1.315
1	It will be helpful for my future career.	2.49	1.693
13	I want to acquire new ideas and broaden my outlook.	2.44	1.308
15	I would like to travel to an English-speaking area.	2.40	1.413
8	I can get pleasure from learning English.	2.36	1.375
10	I need it to study abroad.	2.32	1.525
5	I may need it to be admitted to a future studies.	2.30	1.558
7	I want to understand English films/videos, pop music or books/magazines.	2.22	1.351
11	I need it to take the measurement and evaluation Language Exam.	2.20	1.368
14	I am interested in English culture, history or literature.	1.87	1.333
6	I feel it is mentally challenging.	1.48	1.354
9	I want to be able to use it with English-speaking people.	1.14	1.446

Table 8. The overall Motivation results of Faculty of Education students

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.251	1.137	2.646	.509	1.162	.026	16

Discussion

The results concluded (see tables 1, 2, 3, and 4) that nearly all of the participants of this study were unanimous in the view is that anxiety highly affect their learning. The over all mean is more than 3 in both results. Clearly, the findings of this study converge to support the previous findings that state anxiety has a great effect on second language acquisition. Moreover, anxious foreign languages learners show feelings and symptoms of uneasiness, frustration, self-doubt, apprehension, or worry that are similar to any other specific anxieties (Scovel, 1978: 134). Accordingly, as respondents revealed, Saudi college students come from a very poor EFL background. Previously, there was beliefs English was not welcomed as too much as pride in Saudi Arabia and have seen as if they were discouraging learning a foreign language. Another thought was that many students have already developed a negative attitude towards the learning of English as it is believed to be difficult subject. Moreover, customs and traditions of Saudi students play an essential role in causing language anxiety within students who do not interact and clearly reject any subject that opposes their customs or religious beliefs. Additionally, there is a great effect of environment and cultural thought of the participants on their learning of English as foreign language.

According to motivation concerns, participants differed in responding to the role of teachers' affective factors comparing with the anxiety reflected by Saudi college students. Results (tables 5, 6, 7 and 8) showed that students feel some inadequateness in English classes. These ideas expressed by Faculty of Education students who study English as subject requirement. The results showed that participants of both colleges did not highly accept the

items' ideas specially students of Faculty of Education. The mean of these items ranges from 2.65 to 1.14 and the standard deviation fluctuates between 1.459 and 1.353. The results indicated that the participants varied in their overall motivation scales when comparing between the students of both colleges. Thus, the results reflected that students who have the inclination to learn EFL also have greater motive reasons for studying compared with those who come to learn EFL as college requirement. This can be seen in the differences between the grand mean of the responses of the two colleges. The Faculty of Education students mean was 2.251 out of 5 with variance .073, while that of Community College students responses mean was 2.247 out of 5 with a variance of .026. Supporting the findings reached by Noels et al. (1999: 31) who stated that learning a language for material rewards or because of some pressure does not support sustained effort or eventual competence. So, language learners who have valued goals for learning, particularly the goal of self-development and enjoyment in learning, tend to be more involved and successful in that learning experience. This opinion is clearly appeared in Saudi Situation. On the other hand, unexpectedly, the results are opposing findings concluded by Gardner et al., (1992:) which stated that the more students feel that English learning is a matter of choice or enjoyable for them, the more likely they are to be willing to be actively involved in the learning experience, which will result in less anxiety in the classroom. Generally, students who study English as major are unexpectedly demotivated integratively more than instrumentally. This can be seen in item like "*I want to be able to use it with English-speaking people.*" appeared integrative, it was more instrumental by nature. It is likely that students want to improve their English language for prestige, not integrative purposes. On the other hand, the responses of students also led to another noticeable result. Therefore, item as "*I need it for study abroad*" was integrative, rather than instrumental. This reflects that studying abroad requires a desire to get involved in the target culture. Its approval is centered the overall approval of all items. Again, these findings do agree with previous statement by Dornyei (1990: 1-25) who describes that instrumentality and especially integrativeness are broad propensities or sub-systems rather than straightforward widespread, including context-specific clusters of loosely related components. Instrumental motivation essentially seems to be more accepted than integrative dimensions in this study. Therefore, learners were more concerned about the role English played in their academic and career advancement rather than integrativeness rewards (i.e. college requirement was an important factor forcing them to learn English. On the other hand, the lower approval of integrative items generally indicates that students have relatively less integrative motives. That can be seen clearly in the Community College students' response to items 10, 6, 8, 4, 7, 11, 14 in descending order and Faculty of Education students to items 8, 10, 5, 7, 4, 11, 14, 6 and 9 in descending order they come at the bottom of the approval items. These findings support what have been found out by Svanes (1987: 341-359) who compares between students learning English from different countries over the world. He finds that European and American students were considered integratively motivated at university in Norway, whereas the Middle Eastern, African and Asian students were considered instrumentally motivated. Svanes concludes that the types of motivation were related to the background of the students. The findings related to teachers' role reached by this study support the findings have found by Taghreed Al-Saraj in a recent study focused on Saudi female students studying EFL in private colleges in Saudi Arabia. Taghreed (2011: 1-6) finds that some students complaint that teachers' explaining a subject in a way that does not make sense, teachers over-correcting students when they speak, and teachers showing favouritism. These findings indicate that Faculty of Education students can be motivated instrumentally because they study English as a college requirement,

while they have lower integrativeness to study EFL. Meanwhile, Community College students had both instrumental and integrative reasons. These results can be approved by their acceptance (in descending order) to items such as: *"I want to be able to use it with English-speaking people."* *"It may make me a more qualified job candidate."* *"It is part of being educated."* But item as *"It helps me understand English-speaking people and their way of life"* can be considered as belonging to integrativeness, comes at the last approval ones which indicate that students have less integrative motives.

Results and Findings

This study intended to understand the extent of anxiety and motivation on Saudi college students' achievement. Generally, the results indicated a moderate anxiety level and a temperately high motivation level; they are negatively related with the students' achievements. The students showed two prominent factors on the motivation scale: instrumentality and integrativeness. The study also suggested that the learners were motivated more instrumentally than integratively. No significant relationship was found between anxiety and motivation in general. However, there were differences in the effect of the two types of motivation on anxiety. Generally, instrumental motivation did not affect how anxious the students were in foreign language classrooms, except in the case of college requirements that were found to be negatively correlated with anxiety to advance college that was positively correlated with anxiety. College requirements, in the case of EFL, were also created a negative impact on the students' achievement. On the other hand, integrative motivation could expect anxiety level to a substantial level.

The completely negative attitude towards English lessons may greatly affect the motivations for preserving sustainable effort in English learning. The more desire students feel to learn the language, the more effort they tend to make in their learning, and the less anxious they are in the classroom. Simply, learning English for representative concerns does not necessarily contribute to the development of a positive attitude towards English courses, while integrative placements ease the lessening of anxiety learners feel in language classrooms. This mainly is substantial for foreign language settings, where learners have not enough experience to the target language and English teachers tend to add unnecessary importance to obtaining English either as a requirement or as a tool for achieving instrumental goals.

EFL learning is a multifaceted process. EFL effective factors are unified and may be to some extent a result of environments at both classroom environment and policymaking. Classrooms should be places where motivation can be increased rather than weakened. Educational policy makers should endorse positive attitudes of learners towards English language learning to introduce sincere interest and motivation. Effort should be made by both curricular designers in suiting types of motivation and then the implementation of language requirements needs and teachers in the teaching practice to improve honest interest in the EFL settings. Mostly, affective factors can be selected in a way that they encourage less anxious, more confident, motivated, and proficient learners. In general, the Saudi students' anxiety is mostly related to political and cultural factors.

Recommendations

The present study has led to the following recommendations for teaching and learning English with relationship with the effective factors. Most students seem unaware of the efficiency of learning strategies and techniques. Therefore, it is the duty of language teachers to familiarize

them with the pedagogical strategies and include strategy training into teaching programs. The negative relationship between integrative motivation and anxiety level and the lower rating of integrative motivation strongly warns us that effort should be made in the teaching practice to enhance great interest in the target language and the culture of EFL settings connected with students' integrativeness. It is highly recommended that EFL curricula expert should design the focused language in a way that helps both types of motivation (intrinsic/integrative and extrinsic/instrumental). Specially, the more culturally related materials, the more needed to be enhanced, the best output achieved. Therefore, the EFL methodology settings need to be re-evaluated more thoroughly and carefully as to their actual effect on the learning process. Last, in promoting a greater acknowledges to language learning, it is important to judge EFL effective factors precisely to encourage less anxious, more confident, motivated, and skilled learners to extend their attitudes toward learning this global language.

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Appendices

Appendix A. *Questionnaire1. Students' Anxiety Scales.*

Please write the number of the appropriate answer that describes your feelings about learning English from 1 to 5 as follows:

1 = strongly disagree, 2 =disagree, 3 =not sure, 4 =agree, and 5 =strongly agree.

1. I often feel like not going to my English class.	
2. I get nervous when I don't understand every word the English teacher says.	
3. I feel very self-conscious about speaking English in front of other students.	
4. It would bother me to take more English classes.	
5. I worry about the consequences of failing my English class.	
6. During English class, I find myself thinking about things that have nothing to do with the course.	
7. It embarrasses me to volunteer answers in my English class.	
8. I start to panic when I have to speak without preparation in English class.	
9. I always feel that the other students speak English better than I do.	
10. I feel pressure to prepare very well for English test.	
11. I get upset when I don't understand what the teacher is correcting.	
12. I am usually at ease during tests in my English class.	
13. Even if I am well prepared for English test, I feel anxious about it.	
14. I feel overwhelmed by the number of rules I have to learn to speak English.	
15. I would probably feel comfortable around native speakers of English.	
16. I feel more tense and nervous in my English class than in my other classes.	

Appendix A. *Questionnaire2. Motivation patterns.*

Please write the number of the appropriate answer that describes your feelings about learning English from 1 to 5 as follows:

1 = strongly disagree, 2 =disagree, 3 =not sure, 4 =agree, and 5 =strongly agree.

1. It will be helpful for my future career.	
2. I feel English is an important language in the world.	
3. It may make me a more qualified job candidate.	
4. I need it to fulfill the university foreign language requirement.	
5. I may need it to be admitted to a higher school.	
6. I feel it is mentally challenging.	
7. I want to understand English films/videos, pop music or books/magazines.	
8. I can get pleasure from learning English.	
9. I want to be able to use it with English-speaking people.	
10. I need it for study abroad.	
11. I have to take the State Language Exam.	
12. It helps me understand English-speaking people and their way of life.	
13. I want to acquire new ideas and broaden my outlook.	
14. I am interested in English culture, history or literature.	
15. I would like to travel to an English-speaking area.	
16. I feel English is an important language in the world.	