



Investigating foreign language learning anxiety: A case of Saudi undergraduate EFL learners

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Abstract

This study investigates the level and sources of foreign language learning anxiety experienced by Saudi students studying at King Khalid University (KKU). It also aims to examine the differences between the level of language anxiety and the students' study level. For this purpose, 97 English majored students from different levels were purposively chosen to participate in this study. The research instrument used in this study was Foreign Language Classroom Anxiety Scales (FLCAS) developed by Horwitz, Horwitz, & Cope (1986). The collected data were analyzed using the Statistical Package for Social Sciences (SPSS) version 17.0. The results obtained from this study revealed a moderate level of anxiety as reported by the students. The students experienced different sources of language anxiety such as communication apprehension, anxiety of English classes, fear of negative evaluation, and test anxiety. Also, no statistically significant differences were found between the students' level of anxiety and their level of study. The results of this study suggest that the classroom atmosphere should be motivating and encouraging. Teachers are recommended to deal with anxiety-provoking situations carefully as they are the most involved part in this process.

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Keywords: language anxiety, foreign language learning anxiety, foreign language classroom anxiety scale, Saudi EFL learners, King Khalid University.

1. Introduction

It is undeniable that English language is the most important and prevalent language worldwide. It also forms a paramount importance in the professional and academic lives of students from different disciplines (Al-Tamimi & Shuib, 2009; Teng & Sinwongsuwat, 2015). Pendergrass et al. (2001) emphasize the effective role of English in educational institutions as it is the key factor of success for students enrolled in these institutions. Hence, incorporating English into different disciplines is an effective way to create competency in English in general and in written and oral communication in particular. However, students intend to master their English language might encounter difficulties during this process. Brown (2007) points out that one of the major affective factors in learning a second or foreign language is anxiety. Language anxiety is one of the most powerful predictors of students' performance and achievement (Liu & Huang, 2011). The study of foreign language learning

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anxiety has been of interest for several scholars since 1970s. Since then, there has been a growing body of literature on learning anxiety as an affective factor that influence foreign language learning (Na, 2007; Lucas, Miraflores, & Go, 2011). Recent studies conducted to investigate the relationship between foreign language anxiety and language performance revealed that language anxiety was the major factor which negatively affect language achievement (Mesri, 2012; Al-Shboul, Ahmad, Nording, & Rahman, 2013; Toghraee & Shahrokhi, 2014; Lian & Budin, 2014; Gopang, Bugio, & Pathan, 2015).

In Saudi Arabia, English language is one of the affective factors that lead to success in academic life. However, English language is not actively used in the daily life because it is considered as foreign language in the Kingdom and it has a limited role in the Saudi society (Aljafen, 2013; Alrabai, 2014). Therefore, certain reforms has been taken by the Saudi government to enhance teaching and learning English as a foreign language. This is because most of Saudi learners have a poor command and a low proficiency in English language (Alrabai, 2014). The reason of low competence of Saudi learners in English could be attributed to anxiety factor that most of students feel in English language classes (Alrabai, 2014). Despite the growing body of research in foreign language learning anxiety, little research has been carried out to investigate this phenomenon in the Saudi EFL context. Therefore, it is worthy to investigate foreign language learning anxiety among Saudi university students in order to address the lack of research in this area.

1.1. Literature review

1.1.1. Definition of Anxiety and Language Anxiety

The term “anxiety” is generally defined as a state of apprehension and fear resulting from predicting a threatening situation or event (Hilgard, Atkinson, & Atkinson, 1971). Anxiety is a phenomenon which characterized by a feeling of discomfort, nervousness, vague fear, and apprehension that is not associated to a specific situation or event (Krashen, 1985, Alrabai, 2014). Anxiety is said to overlap with different types of learning, but when it is linked to learning a second or foreign language, it is coined as “a second or foreign language anxiety”. Language anxiety has been considered as one of the most important aspects of language learning, and a plethora of research have been published to investigate language anxiety since 2000s (Kamarulzaman, Ibrahim, Yunus, & Ishak, 2013). Horwitz, Horwitz, & Cope (1986) view language anxiety as a discrete combination of beliefs, self-perceptions, behaviors, and feelings related to classroom learning that arouse from the uniqueness of the language learning process. MacIntyre & Gardner (1993) defined language anxiety as the fear or apprehension occurring when learners anticipate to perform in the second or foreign language. It is also defined as the worry and negative emotional reaction when using or learning a second or foreign language (MacIntyre, 1999).

1.1.2. Types of Anxiety

Anxiety is classified into several types and they have been discussed in the literature of foreign language learning. The several types of anxiety can be grouped into several classes, which overlap to a certain degree. The first type of anxiety is *trait anxiety* which is defined as the person’s tendency to be nervous or feel tension regardless of the particular circumstances (MacIntyre & Gardner, 1989). The second type of anxiety is *situational anxiety* where people feel nervous or tension at a particular situation in response to some outside stimulus such as the people’s fear of verbal interaction (MacIntyre & Gardner, 1989). The third type of anxiety is *fear of negative evaluation* where people worry about what others think of them (Horwitz, Horwitz, & Cope, 1986). Nevertheless, Scovel

(1978) made a distinction between facilitating and debilitating anxiety. According to him, facilitating anxiety motivates learners to overcome the challenge of new learning task, encouraging them pay extra efforts to succeed in that task. Debilitating anxiety prompts learners to avoid the new learning task to flee from anxiety feelings. Williams (1991) argues that the distinction between these two types of anxiety may coincide with the intensity of anxiety where facilitating anxiety applies to low anxiety state, and debilitating anxiety applies to high anxiety state. Many of prior studies indicated that language anxiety plays a vital role in classroom contexts. Most of those studies showed negative correlation between language anxiety and overall language performance (MacIntyre & Gardner, 1989; Aida, 1994; Saito & Samimy, 1996). In classroom, other types of anxieties may appear. Learners may feel *cognitive tension* when their expectations about the course and its content are not met. They may also feel *affective tension* when there is unsatisfactory interaction between learners themselves or between learners and their teachers (Spielmann & Radnofsky, 2001). Other types of anxieties that might appear in classroom are *test anxiety* and *subject or task anxiety*. Test anxiety is defined as the fear of poor performance on tests (Horwitz, Horwitz, and Cope, 1986). Subject or task anxieties are defined as the fear tasks associated with listening, grammar, speaking, writing, or reading (Matsuda & Gobel, 2001).

1.1.3. Sources of Language Anxiety

The sources of foreign language learning anxiety have been a major focus of previous research. Jackson (2002) states that *situational variables* such as course level, course activities, instructor behavior, and course organization constitute major sources of foreign language learning anxiety. Dewaele (2002) investigated *learner variables* as sources of foreign language learning anxiety; these variables include beliefs, gender, age, personality, and learning styles. Some other researchers argued that the native language ability and language learning aptitude are the main sources of foreign language learning anxiety (Sparks & Ganschow, 1991). Young (1991, p.426) listed six possible sources of foreign language learning anxiety: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing". Horwitz, Horwitz, & Cope (1986) identified three sources of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is defined as the learner's level of anxiety or fear connected with either real or expected communication with other people (McCroskey, 1978). Test anxiety is known as the tendency to view the results of poor performance in an evaluative situation (Sarason, 1984). Test anxiety is apparently appear when learners performed poorly in the previous tests. In this situation, learners develop a negative image about tests and have illogical perceptions in evaluative situation. This negative image is transferred to the present English class unconsciously (Chan & Wu, 2000). Also, learners may have inaccurate thoughts in language learning. These learners might feel that any test performance less than perfect is considered as failure (Horwitz, Horwitz & Cope, 1986). Young (1991) claims that test anxiety would affect the performance of low level learners more than those with high proficiency level and more anxiety is encountered in evaluative situations. Fear of negative evaluation is defined by Horwitz, Horwitz, & Cope, 1986) as the fear about others' assessment and evaluation, agony towards their negative assessment, and the negative expectation that others would have towards learners. MacIntyre & Gardner (1991d) claim that apprehension of negative evaluation is closely associated to communication fear. When students are uncertain of what they are speaking, apprehension of negative evaluation occurs and they will be doubt about their capability to give positive impression.

1.1.4. Previous Research on Foreign Language Learning Anxiety

A number of research have been conducted to investigate the sources of anxiety in general the and the level of language anxiety in particular. Vitasari, Abdul Wahab, Othman, & Awang (2010) investigated the sources of anxiety among Malaysia students. The respondents included 770 Malaysia students at University Malaysia Pahang. This study used a questionnaire to ask students about their experiences, thoughts, and feelings related to their anxieties during the process of study. The results showed that there were five potential sources of anxiety among those students which include: study anxiety, class presentation anxiety, test anxiety, language anxiety, and mathematic anxiety. Mesri (2012) investigated the relationship between foreign language learning anxiety with respect to gender in Iran. The participants were 52 students studying English at Salmas University, Iran. The data were collected using a questionnaire of language anxiety developed by (Horwitz, Horwitz, & Cope, 1986). The results showed a significant relationship between foreign language anxiety and females. This study recommended that foreign language teachers should be aware of Foreign Language Classroom Anxiety (FLCA) level, its causes and results. Rajanthran, Prakash, & Husin (2013) investigated the elements of foreign language anxiety that affect learners' performance in language learning. The participants of this study were international students enrolled in the Intensive English Program (IEP) at Nilai University, Malaysia. This research employed a questionnaire and interview sessions to achieve its objectives. The findings revealed that students reported a high level of anxiety in speaking while less anxiety was reported in writing assignments. The major source of anxiety found in this study was *communication apprehension*.

In Jordan, Al-Shboul, Sheikh Ahmad, Nordin & Abdul Rahman (2013) conducted a study to underlie challenges and problems that enhance reading anxiety encountered by EFL students in Jordan. The informants of this study consisted of 6 EFL learners studying at Yarmouk University, Jordan. The qualitative research method was employed in this research where semi-structured interviews were recorded to collect the necessary data of this study. The findings showed that there were two main aspects of foreign language reading anxiety: personal factor and text feature. Under the personal factor, there were two main sources of reading anxiety: worry about reading effects and fear of committing errors. Under the concept of text feature, there were three major sources of reading anxiety: unfamiliar culture, unfamiliar topic, and unknown vocabulary. Most recently, Gopang, Bughio, & Pathan (2015) investigated foreign language anxiety among students in Pakistan. The respondents of this study were 240 students including 26 females and 214 males studying at Lasbela University, Pakistan. Again, the research instrument used in this study was Foreign Language Classroom Anxiety Scale developed by (Horwitz, Horwitz, & Cope, 1986). The findings revealed that there was no significant difference in majoring and non-majoring students' level of anxiety. In addition, no significant difference was found in language anxiety between male and female respondents.

1.2. Research Objectives

The present study aims at achieving the following objectives:

1. To determine the students' levels of English language anxiety.
2. To identify the sources of students' English language learning anxiety.
3. To examine the variance in the students' levels of English language learning anxiety according to study level.

1.3. Research questions

This study seeks to provide answers to the following research questions:

1. What is the level of the students' English language learning anxiety?
2. What are the sources of the students' English language learning anxiety?
3. Does the students' level of English language learning anxiety vary according to study level?

2. Method

2.1. Sample / Participants

The participants of this study were 97 English majored students studying at King Khalid University. The participants were all males chosen from different study levels including freshmen (N=25), sophomores (N=24), senior (N=23), and graduate (N=23). The ages of the participants ranged from 18 to 21 years old and they willingly participated in this study since their consent was verbally taken before the administration of the questionnaire.

2.2. Instrument(s)

The instrument used in the present study was Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, & Cope (1986). This questionnaire consists of 33 items in four components: 8 items for *communication apprehension* (1, 9, 14, 18, 24, 27, 29, and 32); 9 items for *fear of negative evaluation* (3, 7, 13, 15, 20, 23, 25, 31, and 33); 5 items for *test anxiety* (2, 8, 10, 19, and 21); and 11 items for *anxiety of English classes* (4, 5, 6, 9, 11, 12, 16, 17, 22, 28, and 30). This questionnaire is a self-report tool, scored on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This instrument was found to be reliable since it is used in several prior studies (Vitasari, Abdul Wahab, Othman, & Awang, 2010; Mesri 2012; Rajanthran, Prakash, & Husin 2013; Gopang, Bughio, & Pathan, 2015). The English version of the questionnaire was translated into Arabic in order to get more accurate responses from the participants. According to Baharuddin (2009), students are categorized into 3 levels of anxiety: 1.00-2.33 (low language anxiety LLA), mean 2.34-3.66 (moderate language anxiety MLA) and mean 3.67-5.00 (high anxiety level HLA).

2.3. Data collection procedures

The data was collected in February 2016. Before administering the questionnaire, there was a brief instruction about the way of filling it. Then, the questionnaire was distributed by the researcher himself to students in their classes. The researcher asked the students to select the choice that best describes them when they learn different courses of English major. The students were also informed that their responses are confidential and will be used for research purpose only. The students took around 20 minutes to fill up the questionnaire. During this time, the researcher was ready to answer any question posed by students, and clarifying some items which viewed by students as ambiguous ones.

2.4. Data analysis

The responses of the participants to the questionnaire were analyzed descriptively using the Statistical Package for Social Sciences (SPSS) version 17.0. The descriptive results include means and standard deviations to indicate the level and the sources of foreign language learning anxiety. ANOVA test was employed to examine the variance in foreign language learning anxiety due to students' study

level. Next section illustrates the results obtained to answer the research questions posed earlier in the present study.

3. Results and Discussion

3.1. Level of Anxiety

This section seeks to provide answers to the first research question: *What is the level of the students' English language learning anxiety?* To obtain answers for this question, means and standard deviations were calculated to determine the level of foreign language learning anxiety among students at King Khalid University (Table 1).

Table 1. Level of foreign language learning anxiety

	N	Minimum	Maximum	Mean	Std. Deviation	Level
Overall	97	2.15	4.18	3.1628	.40819	Moderate

As shown in Table 1, the mean score of the overall foreign language learning anxiety reported by the students was ($M= 3.16$, $Std. Deviation= .408$). These findings suggest that students at King Khalid University reported moderate anxiety when learning different courses in English major. These findings indicate similar results with Mesri (2012) and Rajanthran, Prakash, & Husin (2013) who found moderate level of anxiety reported by the participants in their studies. Khairi and Nurul Lina (2010) claim that moderate feeling of anxiety in foreign language learning might enhance the motivation in learning that language, and learners would work harder in order to acquire the target language.

3.2. Sources of Anxiety

This section provides the findings related to the second research question: *What are the sources of the students' English language learning anxiety?* For this purpose, means and standard deviations were calculated to identify the major sources of language anxiety experienced by the students at King Khalid University (Table 2).

Table 2. Sources of foreign language learning anxiety

	N	Minimum	Maximum	Mean	Std. Deviation	Level
CA	97	2.00	4.38	3.2809	.49838	Moderate
FNA	97	1.44	4.89	3.1604	.69258	Moderate
TA	97	2.20	4.40	3.0639	.51116	Moderate
AEC	97	2.09	4.09	3.2249	.38213	Moderate

As illustrated in Table 2, communication apprehension ranked the highest source of foreign language anxiety ($M= 3.28$, $Std. Deviation= .498$), followed by anxiety of English classes ($M= 3.22$, $Std. Deviation= .382$), fear of negative evaluation ($M= 3.16$, $Std. Deviation= .692$), and test anxiety ($M= 3.06$, $Std. Deviation= .511$). The aforementioned components of language anxiety were all

reported at moderate anxiety level. For communication apprehension component of anxiety, the students reported facing problems and anxiety when they do not understand every word of spoken English (M= 3.48, Std. Deviation= 1.259), and they fear when they find themselves obliged to speak English without preparation (M= 3.45, Std. Deviation= 1.163). This component of anxiety arises from the learners' personal conviction that they must encounter difficulties in understanding others who speak English language, so they keep silent in their English classes. For anxiety of English classes component, the students become anxious when they forget things they know in English class (M= 3.64, Std. Deviation= 1.090), and they become nervous when they do not understand what the teacher is saying in English (M= 3.34, Std. Deviation= 1.265).

For *fear of negative evaluation* component, the students reported feeling anxious when the teachers asks questions they do not prepare for them in advance (M= 3.68, Std. Deviation= 1.132), and they get upset when they do not know what the teacher is correcting (M= 3.48, Std. Deviation= 1.173). For *test anxiety* component, the students reported being anxious when they fail one of the tests (M= 3.46, Std. Deviation= 1.377), and they get more confused when they study more for the language test (M= 2.85, Std. Deviation= 1.361). The findings of the present study are consistent with some of the previous studies (Rajanthran, Prakash, & Husin, 2013; Gopang, Bughio, & Pathan, 2015) who found moderate levels in the anxiety components as reported by the participants of their studies. In addition, *communication apprehension* ranked as the highest source of language anxiety among students at King Khalid University. This result concurs with the study of (Rajanthran, Prakash, & Husin, 2013) who found the *communication apprehension* component as the major source of anxiety among Malaysian university students.

3.3. Variance in Language Anxiety Due to Study Level

The present section shows the findings obtained to answer the third question: *Does the students' level of English language learning anxiety vary according to study level?* For this purpose, ANOVA test was used to examine differences in language anxiety according to study level (Table 3).

Table 3. Variance in language anxiety due to study level

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Sig.
						Lower Bound	Upper Bound	
Overall	Freshmen	25	3.1479	.38691	.07738	2.9882	3.3076	.233
	Sophomores	24	3.2109	.40895	.08348	3.0382	3.3835	
	Senior	23	3.2727	.45711	.09531	3.0751	3.4704	
	Graduate	25	3.0303	.36406	.07281	2.8800	3.1806	
	Total	97	3.1628	.40819	.04144	3.0805	3.2450	
CA	Freshmen	25	3.1750	.48547	.09709	2.9746	3.3754	.309
	Sophomores	24	3.3333	.56945	.11624	3.0929	3.5738	
	Senior	23	3.4457	.52471	.10941	3.2188	3.6726	
	Graduate	25	3.1850	.38038	.07608	3.0280	3.3420	
	Total	97	3.2809	.49838	.05060	3.1805	3.3814	

FNA	Freshmen	25	3.2222	.71722	.14344	2.9262	3.5183	.481
	Sophomores	24	3.1481	.58489	.11939	2.9012	3.3951	
	Senior	23	3.2899	.80245	.16732	2.9428	3.6369	
	Graduate	25	2.9911	.66040	.13208	2.7185	3.2637	
	Total	97	3.1604	.69258	.07032	3.0208	3.3000	
TA	Freshmen	25	2.9760	.42158	.08432	2.8020	3.1500	.527
	Sophomores	24	3.2167	.56850	.11604	2.9766	3.4567	
	Senior	23	3.1130	.49295	.10279	2.8999	3.3262	
	Graduate	25	2.9600	.53852	.10770	2.7377	3.1823	
	Total	97	3.0639	.51116	.05190	2.9609	3.1669	
AEC	Freshmen	25	3.2400	.42711	.08542	3.0637	3.4163	.383
	Sophomores	24	3.2803	.23965	.04892	3.1791	3.3815	
	Senior	23	3.3281	.37756	.07873	3.1648	3.4913	
	Graduate	25	3.0618	.41802	.08360	2.8893	3.2344	
	Total	97	3.2249	.38213	.03880	3.1479	3.3019	

As shown in Table 3, senior students reported the highest score in overall language anxiety ($M=3.27$, $Std. Deviation=.457$) followed by sophomores ($M=3.21$, $Std. Deviation=.408$), freshmen ($M=3.14$, $Std. Deviation=.386$), and graduates ($M=3.03$, $Std. Deviation=.364$). There was no statistically significant difference between students from different study levels in relation to foreign language learning anxiety in general ($Sig. = \geq 0.05$). With regard to *communication apprehension*, senior students reported the highest score in this component ($M=3.44$, $Std. Deviation=.524$) followed by sophomores ($M=3.33$, $Std. Deviation=.569$), graduates ($M=3.18$, $Std. Deviation=.380$), and freshmen ($M=3.17$, $Std. Deviation=.485$). However, There was no statistically significant difference between students with respect to *communication apprehension* component ($Sig. = \geq 0.05$). Concerning *fear of negative evaluation*, senior students were the most anxious in this component ($M=3.28$, $Std. Deviation=.802$), freshmen ($M=3.22$, $Std. Deviation=.717$), sophomores ($M=3.14$, $Std. Deviation=.584$), and graduates ($M=2.99$, $Std. Deviation=.660$). Again, no statistically significant differences were found between students and this component of language anxiety ($Sig. = \geq 0.05$). Regarding *test anxiety*, sophomores reported the highest mean scores in this component of anxiety ($M=3.21$, $Std. Deviation=.568$) followed by senior students ($M=3.11$, $Std. Deviation=.492$), freshmen ($M=2.97$, $Std. Deviation=.421$), and graduates ($M=2.96$, $Std. Deviation=.538$). Nevertheless, no significant differences found between those students and test anxiety as a source of language anxiety ($Sig. = \geq 0.05$). With regard to *anxiety of English classes*, senior students reported the highest mean score in this component ($M=3.32$, $Std. Deviation=.377$) followed by sophomores ($M=3.28$, $Std. Deviation=.239$), freshmen ($M=3.24$, $Std. Deviation=.427$), while graduate students reported the lowest mean score ($M=3.06$, $Std. Deviation=.418$). However, there was no significant differences between students and this component ($Sig. = \geq 0.05$). These results in line with some of the previous studies (Batumlu & Erden, 2007; Awan, Sabir, & Iqbal 2009) have revealed that there was no positive relationship between language anxiety and students' proficiency in English language. Interestingly, senior students were more anxious compared to their colleagues in English department. This result was beyond expectations as most previous research found freshmen students more anxious since their language proficiency is less compared to the others. These results suggest that freshmen students at

King Khalid University are more confident and hold a greater ability to learn English language and overcome the feeling of nervousness, fear, and anxiety. These results can be attributed to classroom atmosphere; students might be anxious speaking in front of their teachers and colleagues (Wang, 2003). In Saudi Arabia, teachers play a dominant role in the classrooms and students are usually anxious in their presence.

4. Conclusions

The present study investigated anxiety as one of the affective factors in the process of learning a second or a foreign language. The results revealed that students reported a moderate level of foreign language learning anxiety. The major sources of language anxiety reported by the students were *communication apprehension*, *anxiety of English classes*, *fear of negative evaluation*, and *test anxiety* successively. In addition, no significant differences were found between the levels of anxiety among students due to their level of study. It is apparent that anxiety negatively influences the process of learning a second or a foreign language. This suggests that the classroom atmosphere should be friendly and students must be told that they are not the only ones who encounter anxiety in learning a foreign language. Teachers and curriculum designers should come up with certain teaching activities to assist learners reducing their anxiety. Furthermore, teachers could divert from the target language to the students' mother tongue where necessary. This could help students to overcome the anxiety they might encounter during the learning process, and encourage them to perform better in their English courses.

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Yabancı dil öğrenme kaygısının incelenmesi: Suudi lisans öğrencileri örneği

Öz

Bu çalışma King Khalid Üniversitesi'nde (KKU) öğretim faaliyetlerine devam eden Suudi öğrencilerin yabancı dil eğitiminde yaşadıkları kaygı düzeyi ve kaynaklarını irdelemektedir. Bu çalışma aynı zamanda dil kaygı düzeyleri ve dil seviyeleri arasındaki farklılıkları araştırmayı amaç edinmiştir. Bu amaçla bu çalışmaya farklı dil seviyelerinde bulunan 97 ikinci sınıf öğrencisi alınmıştır. Araştırmada kullanılan ölçek Horwitz, Horwitz, & Cope (1986) tarafından geliştirilen yabancı dil sınıf kaygı ölçeği kullanılmıştır. Elde edilen veriler, sosyal bilimler için istatistiksel analizde kullanılan SPSS 17.0 versiyonu kullanılarak analiz edilmiştir. Çalışmadan elde edilen sonuçlar öğrencilerin orta düzeyde kaygı yaşadıklarını göstermektedir. Öğrenciler, iletişim kaygısı, İngilizce sınıfında yaşadıkları endişeler olumsuz değerlendirme korkusu ve sınav kaygısı gibi farklı kaygılar yaşadıklarını belirtmişlerdir. Çalışmadan elde edilen bir başka sonuç ise öğrencilerin kaygı düzeyleri ile dil seviyeleri arasında istatistiksel açıdan herhangi bir anlamlı fark bulunmadığıdır. Çalışmanın sonuçları baz alındığında sınıf atmosferinin güdüleyici ve öğrenciler cesaretlendirici bir şekilde olması gerektiği önerilmektedir. Bu süreçte en önemli paydaşlardan biri olan öğretmenlere kaygıya neden olan durumlar ile ilgili daha dikkatli ve özenli olmaları tavsiye edilmektedir.

Anahtar sözcükler: dil kaygısı, yabancı dil öğrenme kaygısı, yabancı dil sınıfları için kaygı ölçeği, İngilizceyi yabancı dil olarak öğrenen Suudi öğrenciler, King Khalid Üniversitesi

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