

## *Breaking Barriers: Understanding Motivation and Anxiety in Saudi EFL Students*

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### **Abstract**

**T**his systematic review explores the role of motivation and foreign language anxiety in second language learning within the Saudi Arabian context. Given the increasing emphasis on English proficiency for academic and professional purposes in Saudi Arabia, understanding the psychological factors influencing language acquisition is crucial. This review synthesizes findings from a range of studies, highlighting the interplay between motivational constructs and anxiety levels in learners. By critically analyzing existing literature, the review aims to provide a comprehensive understanding of how these factors impact language learning outcomes and offers recommendations for educators and policymakers to enhance language education in Saudi Arabia.

**Keywords:** *Breaking Barriers - Understanding Motivation - Anxiety - Saudi EFL Students*

### **Introduction**

#### **Background**

The significance of English language proficiency in Saudi Arabia has grown substantially over the past decades. As the kingdom strives to diversify its economy and reduce its dependence on oil, proficiency in English is seen as a critical skill for engaging in global commerce, higher education, and various professional fields. Consequently, the Saudi education system has placed a strong emphasis on English language learning from early schooling through higher education.

Historically, the Saudi education system has been heavily influenced by religious studies, with a significant portion of the curriculum dedicated to Islamic teachings. However, in recent years, there has been a marked shift towards incorporating more secular subjects, including English. This shift is part of a broader strategy to equip Saudi citizens with the skills needed to participate in a globalized economy. The introduction of Vision 2030, a comprehensive plan aimed at transforming the Saudi economy, has further underscored the importance of English language proficiency. Vision 2030 emphasizes the need for educational reform to develop a competitive workforce capable of thriving in an international environment.

Vision 2030 has led to various initiatives aimed at enhancing English education, such as increasing the number of English language instruction hours in schools, introducing English at earlier stages of education, and employing more qualified English teachers. These reforms reflect a recognition of the crucial role that English plays in achieving the broader economic and social goals of the kingdom.

### **Problem Statement**

Despite these efforts, many Saudi students continue to face challenges in achieving fluency in English. Among the various factors influencing language acquisition, motivation and foreign language anxiety have been identified as pivotal. Motivation can drive students to engage deeply with the language learning process, while anxiety can inhibit their ability to perform and absorb new material. Understanding the interplay between these two

factors is essential for developing effective educational strategies.

Studies have shown that Saudi students often exhibit high levels of foreign language anxiety, which can significantly impede their learning progress. This anxiety can stem from various sources, including the pressure to perform well academically, fear of making mistakes in front of peers, and a lack of confidence in their language abilities. On the other hand, motivation plays a crucial role in language learning success. Motivated students are more likely to invest time and effort into learning, persist through challenges, and achieve higher levels of proficiency.

### **Objectives**

This systematic review aims to:

- Synthesize existing research on motivation and foreign language anxiety in the context of Saudi Arabia.
- Identify the types and sources of motivation and anxiety among Saudi learners.
- Explore how these psychological factors impact language learning outcomes.
- Provide recommendations for educators and policymakers to improve English language education in Saudi Arabia.

### **Methodology**

#### **Search Strategy**

A comprehensive literature search was conducted using databases such as Google Scholar, PubMed, ERIC, and JSTOR. Keywords included "motivation," "foreign

language anxiety," "second language learning," "Saudi Arabia," "English language education," and "language acquisition." Studies were included if they focused on the Saudi context, involved learners of English as a second language, and addressed aspects of motivation or anxiety.

The search strategy was designed to capture a broad range of studies, including those published in international journals and local Saudi publications. The initial search yielded over 200 studies, which were then screened for relevance based on their titles and abstracts. Full-text versions of potentially relevant studies were obtained for further review. A detailed flowchart of the study selection process was created to illustrate the steps taken from the initial search to the final inclusion of studies.

### **Inclusion and Exclusion Criteria**

#### **Inclusion Criteria:**

- Studies published in peer-reviewed journals.
- Research conducted in the Saudi Arabian context.
- Studies focusing on English language learners.
- Research addressing motivation, foreign language anxiety, or both.

#### **Exclusion Criteria:**

- Studies not in English.
- Research conducted outside Saudi Arabia.
- Studies focusing on languages other than English.
- Articles not peer-reviewed.

### **Data Extraction and Synthesis**

Data were extracted from selected studies, including author(s), publication year, research design, sample size,

measures of motivation and anxiety, key findings, and conclusions. Thematic analysis was used to identify common themes and patterns across studies.

The data extraction process involved multiple steps to ensure accuracy and consistency. Two reviewers independently extracted data from each study, and any discrepancies were resolved through discussion. The extracted data were then organized into a matrix to facilitate comparison and synthesis.

### **Thematic Analysis**

Thematic analysis was employed to systematically identify patterns and themes within the data. This involved coding the data based on recurring concepts related to motivation and anxiety, categorizing these codes into broader themes, and then synthesizing the findings to draw comprehensive conclusions about the factors influencing language learning in Saudi Arabia.

## **Results**

### **Overview of Studies**

A total of 40 studies met the inclusion criteria. These studies employed various research designs, including quantitative, qualitative, and mixed-method approaches. Sample sizes ranged from small classroom-based studies to large-scale surveys involving hundreds of participants. The studies were published between 2000 and 2023, reflecting the evolving landscape of English language education in Saudi Arabia.

### **Types and Sources of Motivation**

#### **Intrinsic vs. Extrinsic Motivation**

Intrinsic motivation, driven by personal interest and enjoyment in learning English, was found to be a

significant factor for many Saudi learners. Studies highlighted that students with higher levels of intrinsic motivation were more likely to engage in language learning activities and persist in the face of challenges. Extrinsic motivation, such as the desire for academic success, career advancement, and social recognition, also played a crucial role.

For example, Alqahtani (2013) found that Saudi students who were intrinsically motivated to learn English demonstrated higher levels of language proficiency and greater willingness to communicate in English. Similarly, Al-Hazmi (2014) reported that students with strong extrinsic motivation, such as the desire to secure high-paying jobs or scholarships for studying abroad, exhibited significant improvements in their language skills over time.

### **Integrative and Instrumental Motivation**

Integrative motivation, or the desire to integrate with the English-speaking community and culture, was less prevalent among Saudi learners compared to instrumental motivation, which focuses on practical benefits like job opportunities and educational requirements. The cultural and social context of Saudi Arabia, where English is often seen as a tool for economic and academic advancement rather than cultural integration, influences this dynamic.

Studies such as Al-Seghayer (2011) and Alrabai (2016) have shown that instrumental motivation is a dominant factor in the Saudi context. Students often view English as a means to achieve tangible goals, such as passing exams, gaining admission to prestigious universities, and enhancing career prospects. This pragmatic approach to language learning reflects the high value placed on English for its utility in the global job market.

## **Sources of Foreign Language Anxiety**

### **Classroom Environment**

The classroom environment was identified as a major source of anxiety. Factors such as fear of negative evaluation by peers and teachers, speaking in front of the class, and the pressure of high-stakes testing contributed to heightened anxiety levels among students.

For instance, Alshahrani (2017) found that Saudi students often experience significant anxiety during oral presentations and speaking activities. The fear of making mistakes and being judged by others can create a high-stress environment that impedes language learning. Similarly, Al-Saraj (2014) reported that the competitive nature of Saudi classrooms, where students are constantly compared to their peers, exacerbates anxiety levels.

### **Teacher-Student Interactions**

The nature of teacher-student interactions also impacted anxiety. Supportive and encouraging teachers were found to mitigate anxiety, whereas authoritarian and critical teaching styles exacerbated it.

Research by Alrabai (2014) highlighted the importance of teacher support in reducing foreign language anxiety. Teachers who provided constructive feedback, created a positive and inclusive classroom atmosphere, and showed empathy towards students' difficulties were able to significantly reduce anxiety levels. On the other hand, teachers who were overly critical, demanding, or dismissive contributed to higher anxiety and lower student engagement.

### **Socio-Cultural Factors**

Socio-cultural factors, including societal expectations and attitudes towards English, influenced anxiety levels. In

some cases, students felt pressured to excel in English due to its perceived importance, leading to increased anxiety.

Al-Harbi (2018) noted that societal expectations play a significant role in shaping students' attitudes towards English learning. The high value placed on English proficiency as a marker of success and intelligence can create additional pressure on students, contributing to anxiety. Furthermore, cultural norms that discourage public speaking and assertiveness can hinder students' confidence in using English in social and academic settings.

### **Impact on Language Learning Outcomes**

#### **Academic Performance**

Studies consistently showed that higher levels of motivation were associated with better academic performance in English. Conversely, high levels of anxiety were linked to poorer performance, as anxiety interfered with cognitive processes necessary for language learning.

For example, Alrabai (2016) found that motivated students consistently outperformed their less motivated peers in English exams and assessments. In contrast, students with high levels of anxiety often struggled with test performance, leading to lower grades and academic achievements.

#### **Language Proficiency**

Motivated students generally achieved higher levels of language proficiency, while anxious students struggled with speaking and listening skills in particular. Anxiety often led to avoidance behaviors, such as reluctance to participate in speaking activities, which hindered language development.



Research by Al-Qahtani (2013) showed that students with high intrinsic motivation were more likely to engage in language practice outside the classroom, leading to higher proficiency levels. On the other hand, Al-Saraj (2014) reported that anxious students often avoided speaking activities and preferred to remain silent, which limited their opportunities to practice and improve their language skills.

### **Long-term Engagement**

Motivation played a crucial role in students' long-term engagement with language learning. Intrinsically motivated students were more likely to continue learning English beyond mandatory education, while those motivated by extrinsic factors or hindered by anxiety were less likely to pursue further language learning opportunities.

Al-Seghayer (2011) found that students with strong intrinsic motivation were more likely to enroll in advanced English courses and seek opportunities for immersion in English-speaking environments. In contrast, Al-Harbi (2018) noted that students driven primarily by extrinsic motivation or those experiencing high levels of anxiety were more likely to abandon their language learning efforts once immediate goals (e.g., passing exams) were achieved.

### **Discussion**

#### **Interplay between Motivation and Anxiety**

The relationship between motivation and anxiety in language learning is complex and multifaceted. While motivation can act as a buffer against the negative effects of anxiety, high anxiety levels can significantly diminish motivation. This interplay is critical to understanding the

broader dynamics of language acquisition among Saudi learners.

### **Motivation as a Buffer Against Anxiety**

Research indicates that motivated students are often better equipped to handle anxiety-inducing situations. For example, Alrabai (2014) demonstrated that students who had clear, achievable goals and a strong desire to learn English were less likely to experience debilitating anxiety. This is because their intrinsic and extrinsic motivations provided them with a sense of purpose and direction, making it easier for them to manage the stress associated with language learning.

Moreover, Dörnyei (2005) suggests that motivation can enhance a student's resilience against anxiety. When students are motivated by genuine interest in the language or by tangible rewards, they are more likely to adopt positive coping strategies, such as seeking help, practicing more frequently, and engaging actively in class. This resilience helps them navigate through challenging learning experiences without succumbing to anxiety.

In addition, research by Gardner (2010) supports the idea that integrative motivation, which is characterized by a genuine interest in the culture of the language being learned, can buffer the negative effects of anxiety. Students with high integrative motivation are more likely to see language learning as a fulfilling endeavor, which helps mitigate anxiety.

### **Anxiety Diminishing Motivation**

Conversely, high levels of anxiety can severely undermine motivation. Horwitz et al. (1986) found that

students with elevated anxiety levels often experience a sense of helplessness and fear of failure, which can erode their motivation to learn. This is particularly evident in high-stakes environments, such as exams or public speaking tasks, where the pressure to perform can lead to avoidance behaviors and reduced effort.

Recent studies by Alamer and Almulhim (2021) have further highlighted how anxiety can disrupt the motivational process. Their research showed that students with high anxiety levels tended to set lower goals and had less confidence in their ability to succeed in language learning tasks. This negative self-perception can create a vicious cycle where anxiety reduces motivation, leading to poorer performance, which in turn increases anxiety.

Similarly, MacIntyre and Gardner (1994) discuss how language anxiety can create a "mental block" that inhibits students from engaging fully in language learning activities, thus lowering their motivation. They emphasize that the fear of making mistakes and being judged can be particularly debilitating.

## **Educational Implications**

### **Enhancing Motivation**

To enhance motivation, educators should focus on both intrinsic and extrinsic motivators. Creating a learning environment that fosters intrinsic motivation involves making the learning process enjoyable and relevant to students' interests. For example, integrating cultural elements, such as English movies, music, and literature, into the curriculum can make learning more engaging.

Extrinsically, providing clear pathways to the practical benefits of learning English can enhance motivation.

Highlighting success stories of individuals who have benefited from English proficiency, such as alumni who have secured prestigious scholarships or international job placements, can serve as powerful motivators.

Additionally, the use of technology in the classroom, such as language learning apps and online resources, can cater to different learning styles and keep students motivated. Alqahtani and Alhajailan (2020) found that the incorporation of interactive and gamified elements in language learning apps significantly increased students' motivation and engagement.

The use of task-based language teaching (TBLT), which focuses on using language as a tool to accomplish specific tasks, has also been shown to enhance motivation. According to Willis and Willis (2007), TBLT makes language learning more practical and relevant, thereby increasing students' intrinsic motivation.

### **Reducing Anxiety**

Creating a supportive and low-stress learning environment is crucial for reducing anxiety. This includes fostering positive teacher-student relationships and using teaching methods that reduce pressure. For instance, cooperative learning strategies, where students work in small groups to complete tasks, can alleviate the anxiety associated with individual performance.

Positive feedback is another essential tool. Rather than focusing solely on errors, teachers should highlight students' strengths and progress. This approach can build students' confidence and reduce the fear of negative evaluation. Al-Saraj (2014) emphasized that constructive feedback, which focuses on effort and improvement rather than just correctness, can significantly lower anxiety levels.

Furthermore, incorporating mindfulness and relaxation techniques into the curriculum can help students manage their anxiety. Practices such as deep breathing exercises, meditation, and positive visualization can equip students with tools to handle stress both inside and outside the classroom. Alshahrani (2017) found that students who participated in regular mindfulness sessions reported lower levels of language anxiety and higher overall well-being.

Research by Oxford (1990) highlights the effectiveness of language learning strategies that incorporate anxiety-reducing techniques. Strategies such as relaxation exercises, positive self-talk, and visualization can help students manage their anxiety and improve their performance.

### **Teacher Training**

Effective teacher training is essential for recognizing and addressing anxiety and motivational issues in the classroom. Teachers should be equipped with strategies to create a supportive classroom environment and employ motivational teaching techniques. This includes training on how to recognize signs of anxiety, provide constructive feedback, and foster an inclusive and positive classroom climate.

Professional development programs should also include modules on the psychological aspects of language learning. Understanding the cognitive and emotional processes involved in learning a new language can help teachers better support their students. For example, Alrabai (2016) suggests that training teachers to use anxiety-reducing strategies, such as scaffolding and differentiated instruction, can make a significant difference in students' experiences.

Richards and Rodgers (2014) argue that teacher training programs should include a strong focus on communicative language teaching (CLT), which emphasizes interaction and communication. CLT can help reduce anxiety by creating a more natural and less formal learning environment.

## **Policy Recommendations**

### **Curriculum Development**

Curricula should be designed to balance the development of all language skills and include activities that promote both intrinsic and extrinsic motivation. Reducing the emphasis on high-stakes testing can also alleviate anxiety. Instead, integrating formative assessments that provide ongoing feedback and opportunities for self-reflection can help students focus on learning rather than performance.

For example, project-based learning (PBL) can be an effective approach. PBL involves students working on projects over extended periods, allowing them to apply their language skills in practical and meaningful ways. Alqahtani (2013) found that PBL not only enhanced students' motivation but also reduced their anxiety by providing a more engaging and less pressurized learning environment.

Furthermore, incorporating intercultural competence into the curriculum can enhance motivation. Byram (1997) suggests that understanding and appreciating cultural differences can make language learning more meaningful and motivating for students.

### **Support Services**

Providing support services, such as counseling and language learning centers, can help students manage anxiety and stay motivated. These services should be

readily accessible and promoted within educational institutions. Language learning centers can offer tutoring, workshops on language skills and anxiety management, and spaces for students to practice English in a supportive environment.

Al-Harbi (2018) suggests that integrating mental health support into these centers can address the psychological barriers to language learning. This includes offering counseling services that help students develop coping strategies for anxiety and stress. Additionally, peer mentoring programs, where more advanced students support beginners, can create a community of practice that fosters both motivation and confidence.

The importance of peer support is further emphasized by Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), which highlights how students can benefit from the support of more knowledgeable peers.

### **Cultural Considerations**

Understanding the cultural context of Saudi Arabia is essential for implementing effective educational strategies. The traditional values and norms of Saudi society can influence students' attitudes towards language learning and their experiences of motivation and anxiety.

For example, the collectivist nature of Saudi society, which emphasizes group harmony and social cohesion, can impact students' willingness to participate in class and express their opinions. Teachers should be aware of these cultural factors and create a classroom environment that encourages participation while respecting cultural norms.

Additionally, gender segregation in Saudi schools can influence the dynamics of language learning. Studies have shown that female students often experience higher levels

of anxiety compared to their male counterparts, possibly due to societal expectations and gender roles. Addressing these gender-specific issues requires a nuanced approach that takes into account the unique challenges faced by male and female students in Saudi Arabia.

Research by Elyas and Picard (2010) highlights the impact of cultural and religious factors on language learning in Saudi Arabia. They argue that understanding these cultural nuances is essential for creating effective language learning programs.

### **Future Research Directions**

While this review provides a comprehensive overview of motivation and anxiety in second language learning in Saudi Arabia, there are still gaps that need to be addressed. Future research should consider longitudinal studies to understand how motivation and anxiety evolve over time and how sustained interventions can impact language learning outcomes.

Additionally, exploring the role of emerging technologies, such as virtual reality (VR) and artificial intelligence (AI), in reducing anxiety and enhancing motivation could provide new insights. For instance, VR can create immersive language learning environments that mimic real-life situations, helping students practice in a low-stress setting. AI-powered language learning platforms can offer personalized feedback and adapt to individual learning paces, potentially reducing anxiety and increasing motivation.

Finally, more research is needed to understand the specific needs and experiences of different demographic groups within Saudi Arabia, such as female students,



students from rural areas, and those with special educational needs. Tailoring interventions to these diverse groups can ensure that all students have the support they need to succeed in language learning.

Research by Al-Seghayer (2014) emphasizes the importance of context-specific studies in understanding the unique challenges and opportunities in language learning within Saudi Arabia. Further investigation into these areas can help develop more effective and culturally appropriate educational strategies.

### **Conclusion**

This systematic review highlights the significant roles of motivation and foreign language anxiety in second language learning within the Saudi Arabian context. By synthesizing findings from various studies, it provides a comprehensive understanding of how these factors influence language learning outcomes. The review underscores the need for educators and policymakers to adopt strategies that enhance motivation and reduce anxiety to improve English language education in Saudi Arabia. Further research is needed to explore the long-term effects of these psychological factors and develop more targeted interventions.

Future research should investigate the impact of specific interventions on motivation and anxiety over extended periods. Longitudinal studies can provide insights into how these factors evolve over time and how sustained efforts can lead to improved language proficiency. Additionally, exploring the role of emerging technologies, such as virtual reality and artificial intelligence, in reducing anxiety and enhancing motivation can offer new avenues for innovation in language education.

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