

**Foreign Language Enjoyment and
Anxiety among The Northern Borders
University EFL Students: Links to
Gender and Majors**

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Abstract

This study aims to investigate the differences between the level of academic anxiety (LAA) and the enjoyment of learning English as a foreign language (ELEFL) among the students of Northern Borders University. The data was collected using a survey questionnaire based on 5-likert scales administered to 163(93, male and 70, female) respondents. The analysis was carried out using Statistical Package for Social Science (SPSS) version 25 to determine the independent t-test between the scores of the variables. The statistical analyses revealed that there were no statistically significant differences in the level of academic anxiety and the enjoyment of learning English as a foreign language due to the gender variable. However, there were significant differences in the level of academic anxiety for the humanity colleges due to college variable. On the other hand, there was a significant difference in the level of enjoyment of the foreign language for scientific colleges due to the college variable. In addition to that, the results of this study revealed that there was a negative relationship between academic anxiety and the enjoyment of learning English as a foreign language. Finally, the results suggested that there were other reasons for academic anxiety and level of enjoyment of learning English as a foreign language, which included among others, poor background, lack of interest, and methods of learning English.

Key words: Anxiety, academic anxiety, enjoyment of learning English as a foreign language

متعة التعلم والقلق المصاحب لتعلم اللغة الإنجليزية كلغة أجنبية لدى عينة من طلاب الحدود الشمالية وعلاقتها بالجنس وطبيعة التخصص

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الملخص:

تهدف هذه الدراسة إلى بحث الاختلافات بين مستوى القلق الأكاديمي والتمتع بتعلم اللغة الإنجليزية كلغة أجنبية بين طلاب جامعة الحدود الشمالية في عرعر. تم جمع البيانات باستخدام الاستبانة كأداة للبحث والتي وزعت على 163 طالب وطالبة (93 ذكور و 70 إناث). وبعد ذلك تم تحليل البيانات باستخدام برنامج التحليل الإحصائي للعلوم الاجتماعية. وكشفت التحليلات الإحصائية عن عدم وجود فروق ذات دلالات إحصائية في مستوى القلق الأكاديمي والتمتع بتعلم اللغة الإنجليزية كلغة أجنبية من ناحية متغير الجنس. ومن ناحية متغير الكلية، فقد كان هناك اختلافات كبيرة في مستوى القلق الأكاديمي للكلية الإنسانية. من ناحية أخرى، كان هناك اختلاف كبير بمستوى التمتع باللغة الأجنبية للكلية العلمية من ناحية متغير الكلية. أيضا من نتائج هذه الدراسة، الكشف عن وجود علاقة سلبية بين القلق الأكاديمي والتمتع بتعلم اللغة الإنجليزية كلغة أجنبية. وأخيرا أشارت النتائج إلى أن هنالك أسباب أخرى للقلق الأكاديمي ومستوى التمتع بتعلم اللغة الإنجليزية كلغة أجنبية ومن بين هذه الأسباب عدم وجود الخلفية الكافية للغة الإنجليزية وعدم الاهتمام بغياب الميل نحو اللغة وعدم مناسبة نحو اللغة وعدم مناسبة طرق تعلم اللغة الإنجليزية.

الكلمات المفتاحية: القلق، القلق الأكاديمي، التمتع بتعلم اللغة الإنجليزية كلغة أجنبية.

Introduction:

Anxiety is considered as one of the most emotional catalysts and personality dimension in the field of clinical psychology on a wide range, which plays a major role in the human behaviour (Balta, 2018). It is also seen as a state of “uneasiness” and “apprehension”, or fear normally caused by anticipating a threatening component (Yatham et al., 2017). However, anxiety is a widespread phenomenon which was seen as an inevitable trait to humans due to its major impact on them and their motivation to do things. Most people are victims of it in several ways, such as ability to do things, fear of failure (De Smet, Mettewie, Galand, Hiligsmann, & Van Mensel, 2018). It is also seen as a natural reaction to certain conditions characterized by small levels of anxiety, while severe anxiety can be a serious problem (Dewaele, Magdalena, & Saito, 2019).

There are many types of anxiety and categorizations which depend on the area of studies including anxious apprehension or worry, cognitive anxiety, anticipatory anxiety, personal and interpersonal anxiety, and academic anxiety, classroom procedures and learner beliefs about language learning anxiety (Manipuspika, 2018). This study is dealing with ‘Academic Anxiety’ in particular. This type of anxiety is linked to the impending danger of educational and academic environments regarding the academic success achievement. Besides, there are other consequences caused by anxiety, for example, to postpone the semester for the student as well as poorness in educational performance, failure in academic affairs and socializing withdraw (Khemka&Rathod, 2016). According to Huberty(2012) academic anxiety becomes risky over time, and the academic performance is affected by the degree of anxiety, especially in some academic tasks. Gibbons, Xu, Villafañe&Raker (2018) indicated that there is a negative correlation between academic anxiety and student performance, at the same time there is a positive correlation between language learning and academic performance. Saito, Dewaele, and In’nami (2018) stated that the positive and negative

emotions of learners in English language classrooms constitute a dynamic complex correlations of internal and external variables of learners. The enjoyment of Learning the English language is a positive activity that brings a feeling of happiness and enjoyment in the classroom, and focuses on the interest in language learning (Pekrun & Perry, 2014).

Statement of the Problem

Foreign language anxiety is believed to be one of the phenomena widely discussed in field of learning in general and learning English as a foreign language in particular. The level of anxiety in EFL context may be double because mostly learners use the target language for very limited purposes, whereas in most cases they have negative perception about using it (Balta, 2018). Students are especially prone to anxiety during the early phases of learning (Dewaele & Al-Saraj, 2013).

However, undergraduate students in Saudi Arabia encounter many emotional problems which lead them to not doing their academic duties and affect their academic performances. These problems are the main reason of students' anxiety while assigning them with some academic homework. As a result, they do not enjoy the educational atmosphere. Those students may face various forms of anxiety such as academic anxiety, classroom anxiety, fear of failure, which prevent them from doing their academic duties well. This leads to poor academic performances. The academic anxiety is obvious among the EFL learners due to the gaps between academic capabilities and academic performance (Dewaele et al., 2019). Academic anxiety may bind the capability of students as well as bring lack of enjoyment in foreign language classrooms. In fact, one of the most important aspects of enjoyment among students is feeling positive and energetic which makes students happier. Thus, it may increase the flexibility and overtake the difficulties in academic aspects, in addition to enjoyment in the classroom. However, there are few studies about the relationship between academic anxiety and foreign language anxiety (Dewaele, MacIntyre, Boudreau &

Dewaele, 2016; Dewey, Belnap & Steffen, 2018) particular in the EFL context. This present study aimed at investigating the relations between academic anxiety and enjoyment of learning English as a foreign language among Saudi undergraduate students.

Objectives of the Study

The study sought to achieve a set of objectives as follows:

1. To examine the differences in the level of academic anxiety and the enjoyment of learning English as a foreign language according to gender and college variables.
2. To find the correlation between academic anxiety and the enjoyment of learning English as a foreign language.
3. To investigate the causes of academic anxiety during learning English language.

Research Questions

1. Is there significant differences in the level of academic anxiety and the enjoyment of learning English as a foreign language in term of gender?
2. Is there significant differences in the level of academic anxiety and the enjoyment of learning English as a foreign language in term of college?
3. Is there correlation between academic anxiety and the enjoyment of learning English as a foreign language?
4. What are the causes of academic anxiety and enjoyment during learning English language?

Hypotheses

The present study has three hypotheses as follows:

1. There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' assessment level for the academic anxiety and

the enjoyment of learning English as a foreign language due to the gender variable (a male student and a female student).

2. There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean scores of the respondents' assessment level for the academic anxiety scales and the enjoyment of learning English as a foreign language due to the college variable (scientific track– human track).
3. There are statistically significant correlations between academic anxiety and the enjoyment of a foreign language for the sample of study.

Delimitation of the Study

This study was delimited in terms of the samples who were undergraduate students at Northern Borders University in the Kingdom of Saudi Arabia. In addition, it was conducted at the second semester of the year 2019/2020. Finally, its focus was delimited to learning about the predictive ability of academic anxiety for enjoyment in learning English.

Literature Review

This section comprises the review of related studies in regard to academic anxiety and enjoyment of learning English.

Academic Anxiety

Academic Anxiety is a state of tension and distress resulting from a student's evaluation of excessive academic demands and duties (Brenda & Tillson, 2010). Hooda and Saini (2017) indicated that students who suffer from academic anxiety feel anxious towards doing academic tasks, also they may feel anxious towards anything in relation with academic issues, for instance, the anxiety associated while taking tests, doing a specific task or while seeking a help in the classroom. Feeling anxiety associated with some academic tasks may increase by the time which the student is unable to complete the group tasks. Academic anxiety may become more harmful overtime and thus affect the academic performance. The moderate academic anxiety is considered

helpful in keeping students motivated and responsible for getting on a stimulating life, and they may tend to accomplish better achievement (Huberty, 2012).

Furthermore, it is known as the interference of performance anxiety with learning process, which makes the student tends to be isolated, and not fully participating due to the fear of poor academic achievement (Patel, 2016). Academic anxiety consists of four main components, namely anxiety, excitement, job-related interference and a deficiency in the educational performance (Hooda & Saini, 2017). High academic anxiety is considered as one of the results in the students' study. It may lead students to encounter some problems, for example, procrastination of their duties, poor academic performance and to be unsocial with people (Mattoo & Nabi, 2012). In addition, there is a negative correlation between academic performance and academic anxiety as Shakir (2014) indicated. Another study by Deb and Walsh (2010) found that the high academic anxiety is associated with low academic performance, and the male students' ratio is 20.1% which is higher than female students' ratio which reached 17.9%.

MacIntyre (2017) stated that academic anxiety is influenced by internal physiological processes, cognitive and emotional states along with attitude requirements and the existence of other individuals. As for the level of academic anxiety, Khemka and Rethod (2016)'s study indicated that 75% of people have a moderate academic anxiety and 6.5% have a high academic anxiety. Academic anxiety is due not only to students' lack of motivation or skills, but also to their misunderstanding textbooks and their negative experiences in the classroom. Students with a high level of academic anxiety show less motivation in the classroom, whereas those with a higher level of academic anxiety lose focus while classes and it causes a lack of proficiency in the foreign language (Shahrouri, 2016).

McCarty (2007) noted that the students with a high level of anxiety have achieved low academic performance, and they feel more anxious when doing some academic tasks. Poor academic

performance in English language tests and the fear of teachers' criticism is considered as one of the most significant sources for academic anxiety (Li, Dewaele & Jiang 2019). The learners who suffer from academic anxiety in classrooms have a trait of emotion anxious when participating in or using language (Horwitz, 2017).

The Enjoyment of Learning English as a Second Language

The enjoyment of Learning English language is a positive activity that brings a feeling of happiness and enjoyment in the classroom, and focuses on the interest in language learning (Pekrun & Perry, 2014). Jiang and Dewaele (2019) indicated that students' foreign language classroom anxiety was more strongly predicted by teacher-related variables than by learner internal variables while foreign language classroom anxiety was mostly predicted by learner-internal variables. Jiang and Dewaele (2019) revealed that there was a weak positive relation between foreign language enjoyment and foreign language classroom anxiety. Besides, the gender effect went in the opposite direction. Their study also revealed male participants reporting more foreign language classroom anxiety than female.

The good performance of student in examinations and supporting teachers for him as well as his high social standing in the class are the most important reasons for increasing enjoyment of learning English as a foreign language (Li et. al, 2019). Enjoyment is deemed a strong incentive to acquire a new language to communicate, and this is dependent on educated colleagues, teachers and classroom activities. It also influenced by the social and environmental context as well as negative emotions associated negatively towards learning another language (Khajavy, MacIntyre & Barabadi, 2018).

Boudreau, MacIntyre and Dewaele (2018) defined the enjoyment of learning a foreign language as complex emotions and slightly stable, that is, it occurs through doing an activity or completing a duty. The enjoyment of intellectual focus, increasing interest and challenge is one of the most important aspects of learning a

foreign language. Dewaele et al. (2016) indicated that the female students have shown an enjoyment in learning a foreign language and have a sense of pride in their performance compared to males. Enjoyment is supposed to be one of the most prevalent and positive emotions in learning English which suffer from it language's learners through different contexts. The positivity can be clearer through interactions with friendly friends, supportive teachers and classroom environment where classroom activities are interesting and challenging (Pavelescu&Petric, 2018). Finally, MacIntyre and Gregersen (2012) noted that positive emotions in language learning are more than fun emotions, language learners may have the ability to notice things in their classroom environment, and they become more aware about languages which allow them to comprehend more than one language.

In short, what unfold from the literature review is that many study had been conducted on FLCA, however, conducting further studies on FLE is also deserves more investigation. Some studies have shown that FL learners experience both negative and positive emotions in the FL classroom which are affected by a range of learner internal and learner-external variables, for example, the pedagogical and personal skills of teachers, the classroom atmosphere and the relationship with peers.

Methodology

The present study is a combination of quantitative and qualitative data collection and data analysis. The open-ended questions were developed to complement the quantitative questionnaires to provide, support and supplement further information. However, the qualitative data are quantified to provide descriptive analysis.

Sampling

The sample of this study comprises 163 undergraduate students studying at the University of Northern Borders in Saudi Arabia. Their ages ranged from 18 to 22 years old and the average age was 20 years old with a standard deviation of 0.79. Those 163 respondents are selected using stratified random sampling

technique. According Creswell (2012) stratified sampling is a quantitative sampling procedure in which researchers stratify the population on some specific characteristic (e.g., gender) and then sample, using simple random sampling, from each stratum of the population. The strata used here are gender and college. Based on the gender stratum 93 males student and 70 females are selected randomly from the population. On the other hand, 89 respondents are from science based college and 74 respondents are from humanity based college. Table 1 below shows the characteristics of the sample strata.

Table (1)
Distribution of the Respondents According to the Two Strata

Strata	Attribute	Number	Percentage
Gender	Male	93	57.1%
	Female	70	42.9%
	Total	163	100%
College	Scientific	89	54.6%
	Humanities	74	45.4%
	Total	163	100%

Instrument of the Study

This study adopted a questionnaire from Dewaele et al. (2019) which consists of closed-ended and open-ended questions. The first part of the questionnaire consists of 10 closed-ended questions about the foreign language enjoyment (scale), and the second part consists of 8 closed-ended questions about foreign language classroom anxiety (scale). The last part of the questionnaire contained two open-ended questions, these two open-ended questions were modified based on students' responses in the pilot study. Creswell (2012) construes that some open-ended questions are asked in the questionnaire in order to permit the researcher to explore reasons for the closed-ended responses and identify any comments people might have that are beyond the

responses to the closed-ended questions. Hence, these two questions are asked in this study to find the reasons of the students' enjoyment in learning a foreign language as well as their reasons for anxiety in learning foreign language.

The first and second parts of the questionnaire (closed-ended questions) are scored using a five-point Likert scales (5 = I do not strongly agree, 4 = I do not agree, 3 = neutral, 2 = I agree, 1 = I strongly agree). This means that the degree (5) indicates the higher degree of academic anxiety, in other words, the higher degree on the scale indicates an increasing of negative behaviour, that is, an increase in academic anxiety behaviour. Finally, the researcher translated the study instrument into Arabic in order to obtain students' fully comprehension, and then he administered it to them. At the end, students' responses were translated into English.

Validity of the Instrument

To ensure the content validity of the items of the questionnaire, the researcher gave the instrument to a group of eight experts who were lecturers at the University of Northern Borders with a specialization in education and psychology to check for it appropriateness in the study. All the experts agreed on the items at a rate of (86.8%) and this percentage can be accepted upon for conducting this study. Moreover, the experts check the content of two open-ended questions respectively. To check construct validity of the instrument the researcher conducted a pilot test with 36 male and female students from the University of Northern Borders. Tables 2 and 3 show the correlated correlation coefficients of the each items of two constructs on the instrument.

Table (2)

First Construct: Foreign Language Enjoyment Scale (10 items)

No.	Correct correlation coefficient	No.	Correct correlation coefficient	No.	Correct correlation coefficient
1	0.59	4	0.64	7	0.61
2	0.67	5	0.76	8	0.53
3	0.58	6	0.69	9	0.70
				10	0.55

It is noted from the table above that the corrected correlation coefficients ranged between (0.53-0.76) for the scale as a whole, which indicates that the instrument has a high credibility of construction, and the researcher has kept the scale on its items as they were in the original questionnaire with (10) items.

Table (3)

Second Construct: Foreign Language Classroom Anxiety Scale (8 items)

No.	Correct correlation coefficient	No.	Correct correlation coefficient	No.	Correct correlation coefficient
1	0.74	4	0.67	7	0.61
2	0.57	5	0.65	8	0.70
3	0.69	6	0.77		

It is noted from the table above that the corrected correlation coefficients ranged between (0.57-0.77) for the scale as a whole, which indicates that the instrument had a high validity of construction, and the researcher had kept the scale on its items as they are (8) items.

Reliability of the Instrument

Reliability indicates the extent to which an instrument and procedures produce consistent results (Kumar, Samantaray,

Kamwa & Sahoo, 2014). To check the reliability of the instrument the research calculated the Cronbach's Alpha from the 36 respondents participated in the pilot test. The instrument was administered two times in two weeks interval. The overall internal consistency reliability of the questionnaire was determined using Statistical Package for Social Science (SPSS) version 25 and the result is presented in the table 4 below:

Table (4)

Internal Consistency and Reliability of the Questionnaire

Constructs	Cronbach's alpha	Number of Respondents	Number of items
Foreign Language Enjoyment (FLE)	0.81	36	10
Foreign Language Classroom Anxiety (FLCA)	0.82	36	8

Table 4 depicted the result of pilot test of the questionnaire (0.81 FLE and FLCAS 0.82). Henceforth, this scale was accepted as reliable as it exceeded the minimum value set by Creswell (2012) for the acceptance of a construct which should be at least 0.7.

Data Analysis

Analysis of Closed-ended Questions

An inferential statistical analysis was employed to examine the differences between foreign language enjoyment and foreign language anxiety in terms of gender and college. First, the paired t-test was used in this study to examine the difference between the averages of the respondents' scores on the foreign language enjoyment scale and on the foreign language classroom anxiety pertaining to gender and college. Besides that, Pearson correlation coefficient is also used to find the relationship between foreign language enjoyment scale and foreign language classroom anxiety. The analysis was carried out using SPSS (Version 25).

Analysis of Open-ended Questions

Although the open-ended questions are sort of qualitative data, the responses, some researcher “look for overlapping themes in the open-ended data and some researchers count the number of themes or the number of times that the participants mention the themes” (Creswell, 2012, p. 243). This means the data were later quantified by counting the frequencies of codes so that an assessment could be made of the magnitude of the categories (Hickey & Kipping, 1996). In this study the two open-ended questions are analysed following the multi-stage approach coding recommended by Hickey and Kipping (1996). This approach of coding has eight stages. It also approach required at least three researchers, two of whom worked closely together for much of the process, and a third researcher who provided a check on the acceptability of categories and the consistency of subsequent coding. The eight stages followed are explained below.

Stage 1- Immersion and identification of preliminary categories. The responses to each question were recorded on sheets of paper and labelled with the identification number of the respondent and allotted a space for entering the codes. This enabled the two raters to manage the data more easily.

Stage 2- Reaching consensus on categories. The two raters should have to reach consensus on common themes emerging from the data but when there is some disparity the themes are modified to create new boundaries or categories.

Stage 3- At this stage the category made by the two raters are checked by third rater. He was an expert who was familiar with the issues to which the questions related but he had not been involved in the initial coding process.

Stage 4- Allocating category and detail codes, at this stage the first two raters allocate all responses to categories made agreed by the raters at stage three through the entire data set.

Stage 5- Dealing with ‘rogue’ responses, at this stage all rogue responses were written on a separate piece of paper to make them

more manageable since the researchers did not have to search through all the pages of filled questionnaires.

Stage 6-Coding check by third rater, at this stage the third rater checked the coding decisions applied by the first two raters onto the responses. Henceforth, all discrepancies identified in allocating the codes to the responses were discussed by all three raters until they were satisfied with the code allocation. The coded data were then rolled onto a database to produce frequency counts.

Stage 7-Merging and re-allocating details, at this stage a further check on code allocation was conducted. The two raters worked separately through the lists of aid categories information determining if any information could fit better into another category and if any details were sufficiently similar to fuse them, particularly if there were small numbers of responses for the details.

Stage 8- Merging/re-allocating check by third rater, at this stage the third rater was asked to check the decisions of the first two researchers concerning merging and re-allocating categories. After all, the final modified categories are presented in the table (5) below:

Table (5)
Final Coding Categories

Main Theme	Sub-themes/categories	Examples from the responses
	Teacher's age	some of our teachers are old and cannot speak loud or make active, and feel bored
	Teacher's nationality	some non-native English teachers make us not feel interested in learning English

Main Theme	Sub-themes/categories	Examples from the responses
Causes of students' anxiety in English as foreign language classes.	Teacher's teaching strategies and his role in the class	I am are not quite often use English before, we learn simple expressions some grammatical rules at schools
	The lack of willingness to learn English	I am not interested in learning English because, I don't use it often and I think, only for exam purposes
	The lack of English language background.	I am not interested in learning English because, I don't use it often and I think, only for exam purposes
	The lack of an enhanced and encouraging classroom environment.	Mostly we speak in Arabic in classroom as we use English only with teacher
Causes of students' enjoyment in English as foreign language classes.	Students' need to master the English language as a prerequisite for success in their academic studies.	I enjoy learning English because it's necessary for us in learning our courses, especially sciences courses.
	Students' desire for self-assertion	I want to improve my English so that I can understand my courses

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Main Theme	Sub-themes/categories	Examples from the responses
	Students' desire to meet western friends and learn more about western societies.	I want to be fluent in English so that I can communicate to my friends who cannot speak English on social media

Results:

The results of the data analysis are presented below based on the research questions. *The first question:* Is there significant differences in the level of academic anxiety and the enjoyment of learning English as a foreign language in term of gender?

To answer this question, a Paired t-test was used to examine whether there were statistically significant differences between the scores of foreign language classroom anxiety and scores of the enjoyment of learning a foreign English due to gender differences. The results are presented in Table (6) below.

Table (6)
Statistics of Paired T-Test for the Difference between Mean Scores of Respondents Based on Gender

	Gender	Number	Mean	SD	t-value 2-tailed	P-value*
Foreign Language Classroom Anxiety (FLCA)	Male	93	3.89	0.54	0.648	0.497
	Female	70	3.94	0.51		
Foreign Language Enjoyment (FLE)	Male	93	3.95	0.58	1.021	0.527
	Female	70	3.99	0.59		

*Significant at the 0.05 level (p<0.05)

Table 6 above presented the results for the means differences in the paired sample test run. It showed that the mean difference in the foreign language academic anxiety responses between males respondents (M=3.89., SD=0.54) and females respondents

($M=3.84.$, $SD= 0.51$) is not significance ($t = 0.648$), and the p -value is <0.497 . The table also illustrated that there were no significance differences between scores of the males respondents ($M=3.95.$, $SD= 0.58$) and females respondents ($M=3.99.$, $SD= 0.59$) pertaining to foreign language enjoyment ($t = 1.021$) and p -value is <0.527 .

Therefore, the conclusion could be reached that there were no statistically significant differences in the foreign language classroom anxiety and the enjoyment of learning English as a foreign language due to gender variable.

Based on the statistical results presented above, the alternative hypothesis which is there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the respondents' assessment level for the academic anxiety and the enjoyment of learning English as a foreign language due to the gender variable (a male student-a female student) was accepted.

The second question: Is there significant differences in the level of academic anxiety and the enjoyment of learning English as a foreign language in term of college?

To answer this question, the researcher used T-test for two independent samples to know whether there were statistically significant differences between the scales of academic anxiety and the enjoyment of learning English as a foreign language due to college differences. The Paired t-test results are illustrated in Table (7) below.

Table (7)
**Statistics of Paired T-Test for the Difference between Mean
Scores of Respondents Based on College**

	College	Gender	Number	Mean	SD	t-value 2-tailed	P-value*
Foreign Language Classroom Anxiety (FLCA)	Humanities	Male	89	4.02	0.61	4.514	*0.002
	Scientific	Female	74	3.81	0.52		
Foreign Language Enjoyment (FLE)	Humanities	Male	89	3.93	0.54	5.201	*0.001
	Scientific	Female	74	4.08	0.48		

*Significant at the 0.05 level ($p < 0.05$)

Table 7 above illustrated the results for the mean difference in the paired t-test run. It showed that the mean difference between undergraduate respondents from college of humanities ($M=62.13$, $SD=26.1$) and undergraduate respondents from college of science ($M=55.20$, $SD=25.4$). The results of the FLCA (scale) revealed that there is significant difference between students from humanities males ($M= 4.02$, $SD= 0.61$) and females ($M=3.81$, $SD= 0.52$), ($t= 4.514$) and the p -value is <0.002 . Similarly, the results of FLE (scale) showed that that there is significant difference between students from humanities males ($M= 3.93$, $SD= 0.54$) and females ($M=4.08$, $SD= 0.48$), ($t= 5.201$) and the p -value is <0.001 . Therefore, the conclusion could be reached that there were statistically significant differences in the foreign language classroom anxiety and the enjoyment of learning English as a foreign language due to college differences. The result revealed that there were statistically significant differences in the level of foreign language anxiety in favour of respondents from the humanity college, whereas there were statistically significant differences in the level of enjoyment of learning English as a foreign language in favour of respondents from scientific college.

Based on the statistical results presented above, the alternative hypothesis which is there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean scores of the respondents' assessment level for the academic anxiety scales and the enjoyment of learning English as a foreign language due to the college variable (scientific track– human track) was accepted.

The third question: Is there correlation between academic anxiety and the enjoyment of learning English as a foreign language?

Pearson correlation coefficient was calculated to find the relationship between foreign language anxiety and the enjoyment of learning English as a foreign language. The result is shown in Table (8) below.

Table (8)
Correlations between Foreign Language Anxiety and Foreign Language Enjoyment

Foreign Language Anxiety		Sig. (2-tailed)
Foreign Language Enjoyment	0.000	0.000
Pearson's Correlation	-0.32*	
No of Respondents	163	

Note. *Correlation is significant at the 0.01 level (2-tailed).

Table 8, displayed the value of the Pearson's Correlation of the respondents between foreign language anxiety and foreign language enjoyment scales. The result revealed that there was a negative relationship between the enjoyment of learning English as a foreign language and foreign language anxiety among undergraduate students.

The fourth question: What are the causes of foreign language anxiety and enjoyment of learning English language among undergraduate students?

To answer this question, the two open-ended questions were analysed based using the eight stages of Hickey and Kipping's

(1996) multi-stage approach coding. However, the results reported here in Table (9) and Table (10) are the quantified data emanated from the refined final themes generated by the three raters.

Table (9)
The Causes of Foreign Language Anxiety

No	Ranking	Causes	Percentage (%)
1	6	Teacher's age	53.7%
2	3	Teacher's nationality	62.8%
3	2	Teacher's teaching strategies and his role in the class	67.1%
4	4	The lack of willingness to learn English	59.6%
5	1	The lack of English language background.	72.4%
6	5	The lack of an enhanced and encouraging classroom environment.	56.3%

Table (9) above showed that the causes of anxiety in learning English as a foreign language among undergraduate students. Simple percentage was used to illustrate the responses distributions based on the themes coded by the researcher and other two experts who assisted him in coding. The results revealed that majority of the participants (53.7%) have mentioned teachers' age is part causes of their anxiety in learning English language. For instance, one of the participant said "some of our teachers are old and cannot speak loud or make active, and feel bored". Another cause of academic anxiety reported by the students is the teacher's nationality (62.8%). Some of the students perceived that non-native English teachers especially the Arabs used Arabic language in delivering their lessons or explaining some points. Examples from the students' responses, one of the participant said "some non-native English teachers make us not

feel interested in learning English”. Moreover, some of the participants related the cause of anxiety to the lack of English language background (72.4%). For instance, one of the participants said “I am are not quite often use English before, we learn simple expressions some grammatical rules at schools”. Another cause of anxiety reported by the participants is the lack of willingness to learn English (59.6%) as reported by one of the participant “that “I am not interested in learning English because, I don’t use it often and I think, only for exam purposes”. The last cause of anxiety as reported by the participants is the lack of an enhanced and encouraging classroom environment (56.3%). For instance, one of the participants said “Mostly we speak in Arabic in classroom as we use English only with teacher”.

Table(10)

The reasons for students’ enjoyment in learning English as a foreign language

No	Order	Reasons	Percentage (%)
1	1	Students’ need to master the English language as a prerequisite for success in their academic studies.	66.7%
2	3	Students' desire for self-reliance	42.3%
3	2	Students' desire to meet western friends and learn more about western society	44.2%

Table (10) above showed that the reasons for students’ enjoyment in learning English as a foreign language as reported by the participants of this study. Three main reasons were identified from the data obtained through second open-ended question. A large percentage of students’ responses revealed that students enjoy learning English based on their need to master the English language as a prerequisite for success in their academic studies (66.7%). For instance, one of the participants reported that “I

enjoy learning English because it's necessary for us in learning our courses, especially sciences courses". Another reason for enjoying English language by the students is related to students' desire for self-reliance (42.3%). Students want to develop self-confidence and self-reliance in language especially when it is used as a medium of instruction in school. For instance, one of the participants said "I want to improve my English so that I can understand my courses". Lastly, students related the reason for enjoying learning English language to their desire to meet western friends and learn more about western society (44.2%). For example, one of the participants said "I want to be fluent in English so that I can communicate to my friends who cannot speak English on social media".

Based on the statistical results presented above, the alternative hypothesis which is there are statistically significant correlations between academic anxiety and the enjoyment of a foreign language for the sample of study was accepted.

Discussion:

The results showed that there were no differences in the level of anxiety, as the researcher's view that anxiety is a common feature for all regardless their gender or their role in life. Anxiety is represented by lack of confidence or anxiety in academic performance. The researcher also realizes that there is a great similarity among students in their life style, for example, education, social, economic and their experiences. The consequence is that they encounter some psychological, social and economic pressures without any discrimination between males or females. The lack of differences in the level of enjoyment of learning a foreign language indicates that the university circumstances and environment are very similar. Besides, the teachers possess teaching characteristics and features according to specific standards of the university. Also, the educational environment for these classes is equal in the financial and technical capabilities which aiding in teaching. The teachers also follow a unified pacing schedule, and the students suffer from

anxiety due to their weakness in English language, as it considered one of the biggest difficulties facing them during their university levels. This is in conformity with McCarty (2007) who noted that the students with a high level of anxiety have achieved low academic performance, and they feel more anxious when doing some academic tasks.

The existence of differences in academic anxiety according to the college variable is in favor of human colleges, on the contrary, the students of scientific colleges have the ability to control their feelings of anxiety. The students of humanity colleges take a long time to perform their academic duties, and therefore they postpone their work which leads to the significantly weak and low self-efficacy of the student. This leads them to see textbooks very difficult and themselves as a victim of anxiety. The researcher realizes the presence of differences in the enjoyment of learning a foreign language is in favour of scientific colleges because the students of these colleges are working hard to achieve an academic performance characterized by the creation of morale and motivation to study. Similarly, the competition creates enthusiasm and a constant readiness to study, as they have the ability perform their academic duties whether they are easy or difficult. They tend to enjoy doing their homework and duties, too.

Furthermore, the students' enjoyment reasons of learning English as a foreign language are related to their need to master the English language as a prerequisite for success in their academic studies, their desire to meet western friends and learn more about western society, in addition to their Students' desire for self-assertion. The students of scientific track are usually those who got high educational attainment, in which the scientific colleges require high standards to admit the students. They also must have the feeling of mastering the English language as it is an urgent requirement in their scientific future lives. This was in contrast with findings of Jiang and Dewaele (2019) revealed that there was a weak positive relation between foreign language enjoyment and foreign language classroom anxiety. However, it agreed with

Khajavy et al.'s (2018) who found that enjoyment is deemed a strong incentive to acquire a new language to communicate, and this is dependent on educated colleagues, teachers and classroom activities. It also influenced by the social and environmental context as well as negative emotions associated negatively towards learning another language.

On the other hand, this is totally different for some students of humanity track, in which they have the feeling that English language is just a prerequisite for success at the university level and it is not important to master it to get a job. This finding is similar to that of Mattoo and Nabi (2012), who found that high academic anxiety as one of the causes of students' problems, such as: procrastinating their duties, poor academic performance and to be unsocial with people. Another study by Deb and Walsh (2010) found that the high academic anxiety is associated with low academic performance, and the male students' ratio is 20.1% which is higher than female students' ratio which reached 17.9%.

The researcher believes that the emergence of academic anxiety among undergraduate students, especially among first-year students, is due to the feeling of fear when performing the academic tasks as a result of difficulty in communicating with the teachers and their colleagues, in addition to the difficulty in performing what they are assigned to do, which creates the anxiety of doing their tasks. The educational processes at university level are almost similarly, thus, the students resort to do as the same level of behaviour. The style of teachers' strategies in teaching has led to accustom students to do so as well. Another issue is that many students resort to postpone revising their books due to their reliance on summaries and previous questions. This was in line with (Li, 2019) study which indicated that poor academic performance in English language tests and the fear of teachers' criticism is considered as one of the most significant sources for academic anxiety.

There is a negative correlation between academic anxiety and the enjoyment of learning English in which the researcher believes

that this result is due to the procrastination students who postpone their duties because of the fear of failure. This is due to the low self-concept, and this may raise the level of fear for them. This was confirmed by Hooda and Saini (2017) who found that students who suffer from academic anxiety feel anxious towards doing academic tasks, also they may feel anxious towards anything in relation with academic issues, for instance, the anxiety associated while taking tests, doing a specific task or while seeking a help in the classroom.

Furthermore, the anxiety affects the development of learners' perceptions towards their objectives and academic activities for not controlling their academic life plans, and therefore their sights for themselves and their anxiety affect the enjoyment of academic performance and their motivation to accomplish their own objectives. There is a consensus among students that their lack of language background to learn English is due to the poor level of teaching English in school levels, as well as the lack of interests among those who are in charge of ministry policies and legalizations. Moreover, there is a lack of interest by students and their families to learn and take care about this foreign language. In addition to the presence of some psychological aspects, for example, weak self-confidence and low academic self-concept

Conclusion:

Teachers should create an attractive and effective teaching processes which have an enjoyable learning environment, that is, this helps students improving their morale and avoids academic anxiety. Consequently, these services should provide students with positive academic skills to allow them accomplish their goals, engage them in new academic situations that attract their attentions which make them have the ability to interact positively with the surrounded educational environment and other students. In addition to that, to move them away from negative thinking such as ignoring their assignments.

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