

# The Impact of Foreign Language Anxiety on EFL Learners' Attitudes Towards Blended Learning

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## Abstract

This study investigates the attitudes of Saudi English as a foreign language (EFL) learners toward blended learning and explores the impact of foreign language anxiety on shaping these attitudes. The study sample selected purposively consisted of 118 participants. A quantitative research approach was employed, utilizing a self-reported questionnaire to assess learners' foreign language anxiety and their attitudes toward blended learning. The study yielded the following significant findings: First, the results revealed that EFL learners exhibited positive attitudes toward blended learning. Second, findings indicated that EFL learners involved in blended learning exhibited a moderate level of foreign language anxiety. Third, the study revealed that foreign language anxiety had no significant impact on the following four key constructs of attitudes toward blended learning: flexibility, study management, classroom learning, and online interaction, as well as overall attitudes. However, it was observed that the high-anxiety group exhibited more positive attitudes toward online learning and technology in blended learning compared with the low-anxiety group. These findings have pedagogical implications for educators and practitioners designing and implementing blended learning approaches in EFL classrooms. The study results recommend integrating blended learning in higher education, taking into account high-anxiety learners' preferences of two aspects of blended learning: online learning and the integration of technology.

**Keywords:** blended learning, EFL learners, foreign language anxiety, attitudes

## 1. Introduction

Blended learning has emerged as a prominent and highly discussed topic in education, particularly in the post-pandemic era. This instructional approach, which combines traditional face-to-face instruction with online learning activities, has gained considerable attention for enhancing learning outcomes and providing flexibility in education (Rovai & Jordan, 2004; Vaughan, 2007). The success and effectiveness of blended learning heavily rely on learners' attitudes toward this method of instruction (Selim, 2007).

In the higher education context of Saudi Arabia, blending face-to-face instruction with online components has become increasingly common, especially after the pandemic. Therefore, investigating Saudi EFL learners' attitudes toward blended learning is essential to understanding their acceptance and engagement with this instructional teaching mode. Moreover, examining learners' foreign language anxiety, which interacts with their experiences and attitudes in a language-learning context, is crucial, and exploring the potential relationship between foreign language anxiety and learners' attitudes toward blended learning is essential for identifying factors influencing learners' acceptance of this type of learning.

Despite the frequent research into learners' foreign language anxiety in traditional face-to-face instruction, there has been no study conducted on examining learners' foreign language anxiety in blended learning. However, few studies have been conducted on the effect of learners' foreign language anxiety on online learning (Pichette, 2009). This study aims to contribute to the literature by exploring learners' attitudes toward blended learning and investigating the effects of foreign language anxiety on these attitudes. The following research questions guide this study:

- (1) What are the attitudes of Saudi EFL students toward blended learning?
- (2) What are the levels of foreign language anxiety experienced by Saudi EFL learners in a blended learning environment?
- (3) Is there a significant difference in the attitudes toward blended learning among Saudi EFL learners with different levels of anxiety?

By investigating these research questions, the researchers aim to enhance our understanding of how EFL learners perceive blended learning and how their foreign language anxiety levels influence their attitudes toward this instructional approach. The findings will provide valuable insights for educators, curriculum designers, and policymakers in Saudi Arabia and beyond, enabling them to create a more effective and supportive learning environment for EFL learners.

## 2. Literature Review

### 2.1 Blended Learning

Blended learning has gained significant recognition and popularity as an educational instructional method during and after the pandemic. It combines face-to-face activities with online components, creating a more effective and flexible learning experience (Bawaneh, 2011; Bonk & Graham, 2012; Brew, 2008). Rovai and Jordan (2004) highlighted the flexibility of blended learning, suggesting that it lies on a continuum between face-to-face and online learning environments. Blended learning is often referred to by various terms such as mediated learning, hybrid instruction, web-assisted instruction, or web-enhanced instruction (Delialioglu & Yildirim, 2008).

Extensive research has explored the benefits of blended learning in higher education. Singh and Reed (2001) identified benefits such as improved learning effectiveness, optimized program development costs and time, and optimized outcomes. Additionally, Smith and Hill (2018) highlighted advantages such as enhanced student outcomes, increased autonomy, self-directed learning, increased flexibility for teachers and students, personalization of learning experiences, opportunities for professional development, cost efficiencies, and increased engagement among all classroom participants.

However, the successful implementation of blended learning depends on the availability of technological tools and learners' acceptance of this instructional approach. Therefore, understanding learners' attitudes toward blended learning is crucial for optimizing its implementation and addressing potential challenges that learners may encounter.

### 2.2 Learners' Attitudes Toward Blended Learning

Several studies have examined learners' attitudes toward blended learning in higher education, with most revealing positive attitudes toward this instructional approach (Bendania, 2011; Birbal et al., 2018; Hassan, 2015). Birbal et al. (2018) investigated teacher students' attitudes toward various aspects of blended learning, such as learning flexibility, online learning, study management, technology, classroom learning, and online interaction in blended learning. They found a significant positive correlation between online learning, online interaction, and technology, whereas negative correlations were found between online learning, classroom learning, and online environment. They also identified learning flexibility, technology, and classroom learning as essential aspects of blended learning for the participants. Bendania (2011) investigated Saudi learners' and instructors' attitudes toward blended learning. He found that both learners and instructors exhibited positive attitudes, with no significant differences between them, and their attitudes were influenced by factors such as experience, confidence, enjoyment, usefulness, intention to use, and motivation. Similarly, a study by Hassan (2015) on Saudi EFL learners' perceptions of blended learning revealed that learners hold positive attitudes toward implementing this approach in learning English. These studies highlighted the generally positive attitudes of learners toward blended learning, emphasizing the importance of attitude constructs such as technology, flexibility, and learning environment in shaping participants' overall attitudes toward blended learning.

### 2.3 Language Anxiety

Anxiety is a psychological construct characterized by apprehension and generalized fear that is indirectly associated with a particular object or situation (Hilgard et al., 1971, cited in Scovel, 1991). In the context of language learning, language anxiety refers to the complex interplay of emotions, beliefs, and behaviors that individuals experience when learning a foreign language in a classroom setting (Horwitz et al., 1986). Also, it is described as a feeling of stress, nervousness, emotional reaction, and worry linked to second or foreign language learning (MacIntyre, 1999).

Horwitz et al. (1986) identified three components of foreign language anxiety. First, communication apprehension refers to shyness characterized by fear and anxiety about communicating with people. Second, test anxiety refers to a form of performance anxiety that originates from a fear of experiencing failure. Students with test anxiety often place high demands on themselves and worry about their performance in evaluative situations. Finally, fear of negative evaluation involves apprehension about being judged by others, leading to avoidance of evaluative situations and judgments from others.

#### *2.4 Learners' Foreign Language Anxiety in Blended and Online Learning*

Learners' foreign language anxiety in blended learning and online learning has received limited attention. Most research has focused on anxiety in traditional face-to-face foreign language classes. Currently, only one study conducted by Pichette (2009) has examined learners' foreign language anxiety during online learning. He compared learners' foreign language anxiety between traditional and distance learning environments. The results revealed no differences in anxiety profiles between classroom and distance learners when all levels of learners were combined. Moreover, he compared the effect of language proficiency on learners' foreign language anxiety in online and traditional learning approaches. He found that advanced online students exhibited a lower level of anxiety than beginner students in traditional classes.

#### *2.5 The Impact of Blended and Online Learning on Learners' Foreign Language Anxiety*

There are few studies examining the effect of online learning on learners' foreign language anxiety (Jegede & Kirkwood, 1994; Xiangming et al., 2020). A longitudinal study by Xiangming et al. (2020) focused on 158 postgraduate language learners in a technology-assisted learning setting. Over ten weeks, they investigated the changes in language anxiety levels. Their findings revealed that the learners felt less anxious about language learning in the technology-assisted learning setting. Furthermore, they developed positive attitudes toward learning technology, actively participated more, and demonstrated a heightened awareness of their learning progress. The researchers reported that students felt less anxious when interacting directly with the technology tool or with other peers through its use. On the other hand, Jegede and Kirkwood (1994) examined the levels of anxiety of students engaged in distance learning. They found that the students had very high levels of anxiety, with increased anxiety at the end of the course compared to the beginning.

These studies present contrasting findings regarding the relationship between blended learning and learners' language anxiety. Jegede and Kirkwood's (1994) study suggests that technology-assisted learning may increase anxiety levels, while Xiangming et al. (2020) argued it may reduce learners' anxiety. These conflicting findings reflected the need to further investigate the relationship between foreign language anxiety and learners' attitudes toward blended learning.

### **3. Method**

#### *3.1 Sample*

The study included a sample of 118 Saudi learners majoring in English from different academic class years. The study participants were selected through purposive sampling, which means they were chosen based on specific criteria relevant to the research objectives. All participants had prior experience with blended learning courses offered by the College of Languages and Translation in the post-pandemic period. The ages of the participants ranged from 18 to 26. Based on the university placement test, participants' scores ranged between 50 and 93 comprising the following three levels of proficiency: Upper intermediate, intermediate, and lower intermediate. Based on learners' scores on the foreign language anxiety test, they were classified into the following two levels of anxiety: Low anxiety and high anxiety. This classification was based on the median criteria. Many researchers have used these criteria to investigate learners' foreign anxiety (Deweale, 2002). Learners on the anxiety test had a total score range of 45 to 140. Therefore, the median score of the test was calculated to be 100. Participants with scores of 100 and above were classified as the high-anxiety group, while those with scores below 100 were classified as the low-anxiety group.

#### *3.2 Instruments of the Study*

Data were collected through a self-reported questionnaire designed to assess EFL learners' attitudes toward blended learning and their levels of foreign language anxiety. The questionnaire consisted of two sections, each targeting a specific construct.

The first section focused on assessing learners' attitudes toward blended learning. Adapted from a previous work by Birbal et al. (2018), it consisted of 37 items on a 5-point Likert scale, ranging from strongly agree to strongly disagree. The items of this instrument have a reliability coefficient ranging between 0.731 and 0.857. The items were categorized into six constructs: learning flexibility, online learning, study management, technology,

classroom learning, and online interaction.

The second section aimed to measure learners' levels of foreign language anxiety. It was adapted from a scale developed by Horwitz et al. (1986). This section consists of 33 items on a 5-point Likert scale, ranging from strongly agree to strongly disagree. It is worth noting that some of the items in this section were negatively worded (items 2, 5, 8, 11, 14, 18, 22, 28, and 32). The items were divided into the following three subscales: Communication apprehension, fear of negative evaluation, and test anxiety.

### 3.3 Data Analysis

The collected data were analyzed quantitatively using the Statistical Package for the Social Sciences, version 25. Initially, a normality test was conducted to assess the data distribution obtained from the questionnaire. The Kolmogorov-Smirnov test indicated that participants' responses were not normally distributed in both scales. Therefore, a nonparametric Mann-Whitney U test was used to determine any significant difference between the two anxiety groups. Furthermore, Pearson correlation analysis was conducted to examine the existence of a correlation between the variables in question. Descriptive statistics were employed to provide an overview of learners' attitudes toward blended learning and their levels of foreign language anxiety. Cronbach's  $\alpha$  coefficients were used to assess the internal consistency reliability of the tests.

### 3.4 Data Reliably and Validity

Several steps were taken to ensure the collected data's validity and reliability. First, the instruments for assessing attitudes toward blended learning and foreign language classroom anxiety were adapted from established scales used in previous research. This adaptation provided a solid foundation for the reliability and validity of the instruments. Additionally, the data were assessed using the Cronbach's alpha coefficient. The results of the internal consistency reliability analysis of the two scales used in this study were satisfactory (see Table 1). Moreover, a pilot study was conducted with a small sample of 20 participants to assess the clarity and comprehensibility of the questionnaire items.

Table 1. The reliability of the instruments

Scale	N	Cronbach's Alpha
Attitudes toward blended learning	37	0.828
Foreign language anxiety	33	0.911

## 4. Results

### 4.1 Learners' Attitudes Toward Blended Learning

The results revealed that participants held positive attitudes toward blended learning, evidenced by a mean score of 3.76 and a standard deviation of 0.387 (see Table 2). Additionally, attitudes toward learning flexibility, technology, and classroom learning received the highest mean scores. This implies that these three aspects were considered essential for learners in blended learning.

Attitudes toward technology in blended learning received the highest mean score, indicating the most positive attitude toward its incorporation ( $M=4.15$ ,  $SD=0.676$ ). This suggests that learners strongly endorse technology as a beneficial component of their experience in blended learning. Additionally, learning flexibility, with a mean score of 4.06 ( $SD=0.595$ ), was highly regarded, suggesting that learners value the flexibility blended learning offers regarding pacing, access to resources, and personalized learning experiences. Furthermore, learners demonstrated a highly positive attitude toward blended learning in classroom learning, with a mean score of 4.01 ( $SD=0.727$ ), indicating a positive attitude toward the traditional classroom component within the blended learning approach. This suggests that learners still appreciate face-to-face interaction and engagement. Learners showed moderate positive attitudes toward online interaction and online learning in blended learning, with mean scores of 3.72 and 3.45, respectively.

On the other hand, study management in blended learning received the lowest mean score among the constructs, with a mean score of 3.19 ( $SD=0.664$ ). This suggests a slightly less positive attitude toward managing study tasks and responsibilities within the blended learning context.

Overall, the findings indicate that learners held positive attitudes toward blended learning, particularly toward technology integration, learning flexibility, and traditional classroom learning. However, there were slightly less positive attitudes toward study management in the blended learning setting.

Table 2. Descriptive statistics of learners' attitudes toward blended learning

Attitude construct	N	Mean	SD
Learning flexibility	118	4.06	0.595
Online learning	118	3.45	0.404
Study management	118	3.19	0.664
Technology	118	4.15	0.676
Classroom learning	118	4.01	0.727
Online interaction	118	3.72	0.511
Total	118	3.76	0.387

#### 4.2 Learners' Anxiety Levels

This study's findings indicate that learners experienced moderate levels of anxiety in different areas of foreign language learning. Table 3 displays the descriptive statistics of students' foreign language levels across different subscales, including communication apprehension, fear of negative evaluation, and test anxiety, with the total anxiety level also summarized.

Communication apprehension had a mean score of 2.93 (SD=0.577), indicating a moderate level of anxiety related to speaking or communicating in a foreign language. This suggests that students may experience some nervousness or discomfort when engaging in oral communication tasks. Fear of negative evaluation received a mean score of 3.05 (SD=0.747), suggesting a moderate level of anxiety related to concerns about being negatively judged or evaluated by others while using a foreign language. Similarly, test anxiety received a mean score of 3.05 (SD=.644), indicating a moderate level of anxiety related to language testing.

Table 3. Descriptive statistics of foreign language anxiety subscales

Subscale	N	Mean	SD
Communication apprehension	118	2.93	0.577
Fear of negative evaluation	118	3.05	0.747
Test anxiety	118	3.05	0.644
Total	118	3.01	0.557

A more detailed analysis of the individual items in the foreign language anxiety scale reveals specific situations that contribute to higher or lower levels of anxiety among the participants (see Table 4). Items with high levels of anxiety were numbers 10, 33, 9, 15, and 30, with mean scores ranging between 3.37 and 3.75. Several items were identified as sources of high anxiety among the participants. Item 10, with a mean score of 3.75, revealed that participants worried about the potential consequences of failing their foreign language class. Similarly, item 33, scoring a mean of 3.56, indicated that participants experience nervousness when their language teacher poses questions they have not prepared for in advance. Item 9 (mean = 3.43) highlighted that participants tend to panic when required to speak spontaneously without prior preparation. Additionally, item 15 (mean = 3.42) indicated that participants become upset when they fail to comprehend the corrections provided by their teacher. Finally, item 30 (mean = 3.37) suggested that participants feel overwhelmed by the perceived complexity of learning the rules necessary for speaking a foreign language.

Conversely, certain items garnered lower levels of anxiety among the participants, with mean scores approaching 1. Item 2 (mean = 2.72) demonstrated that participants do not excessively worry about making mistakes in their language class. Item 8 (mean = 2.58) revealed that participants generally feel at ease during tests in their language class. Item 11 (mean = 2.53) indicated that participants struggle to understand why some individuals become highly upset over foreign language classes. Item 28 (mean = 2.65) highlighted that participants feel confident and relaxed on their way to language class. Finally, item 18 (mean = 2.65) revealed that participants feel a sense of confidence when speaking in their foreign language class.

These findings suggest that participants experience heightened anxiety when confronted with potential failure, unprepared speaking situations, challenges in understanding corrections, and the perceived complexity of language learning. On the other hand, participants exhibit lower levels of anxiety when making mistakes, taking tests, empathizing with the concerns of others, and feeling self-assured and at ease while attending language class.

Table 4. Descriptive statistics of foreign language anxiety scale items

#	Items	N	Min	Max	Mean	SD
1	I never feel quite sure of myself when I am speaking in my foreign language class.	118	1	5	3.40	1.163
2	I don't worry about making mistakes in language class.	118	1	5	2.72	1.307
3	I tremble when I know that I'm going to be called on in language class.	118	1	5	3.10	1.150
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	118	1	5	3.27	1.181
5	It wouldn't bother me at all to take more foreign language classes.	118	1	5	2.14	1.015
6	During language class, I find myself thinking about things that have nothing to do with the course.	118	1	5	3.05	1.100
7	I keep thinking that the other students are better at languages than I am.	118	1	5	3.16	1.198
8	I am usually at ease during tests in my language class.	118	1	5	2.58	0.810
9	I start to panic when I have to speak without preparation in language class.	118	1	5	3.43	1.223
10	I worry about the consequences of failing my foreign language class.	118	1	5	3.75	1.147
11	I don't understand why some people get so upset over foreign language classes.	118	1	5	2.53	1.076
12	In language class, I can get so nervous I forget things I know.	118	1	5	3.33	1.155
13	It embarrasses me to volunteer answers in my language class.	118	1	5	2.61	1.199
14	I would not be nervous speaking the foreign language with native speakers.	118	1	5	2.69	1.264
15	I get upset when I don't understand what the teacher is correcting.	118	1	5	3.42	1.089
16	16. Even if I am well prepared for language class, I feel anxious about it.	118	1	5	3.15	1.252
17	I often feel like not going to my language class.	118	1	5	2.69	1.258
18	I feel confident when I speak in foreign language class.	118	1	5	2.65	1.081
19	I am afraid that my language teacher is ready to correct every mistake I make.	118	1	5	2.82	1.252
20	I can feel my heart pounding when I'm going to be called on in language class.	118	1	5	3.30	1.296
21	21. The more I study for a language test, the more confused I get.	118	1	5	2.82	1.325
22	I don't feel pressure to prepare very well for language class.	118	1	5	2.88	1.141
23	I always feel that the other students speak the foreign language better than I do.	118	1	5	3.22	1.206
24	I feel very self-conscious about speaking the foreign language in front of other students.	118	1	5	3.16	1.254
25	Language class moves so quickly I worry about getting left behind.	118	1	5	3.08	1.144
26	I feel more tense and nervous in my language class than in my other classes.	118	1	5	2.65	1.150

27	I get nervous and confused when I am speaking in my language class.	118	1	5	2.84	1.154
28	When I'm on my way to language class, I feel very sure and relaxed.	118	1	5	2.65	0.999
29	I get nervous when I don't understand every word the language teacher says.	118	1	5	3.23	1.187
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	118	1	5	3.37	1.084
31	I am afraid that the other students will laugh at me when I speak the foreign language.	118	1	5	2.64	1.362
32	I would probably feel comfortable around native speakers of the foreign language.	118	1	5	2.86	1.096
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	118	1	5	3.56	1.151

In summary, the descriptive statistics reveal that students experience moderate levels of anxiety in various aspects of foreign language learning, such as communicating, fear of negative evaluation, and test-related anxiety. The analysis of individual items further illustrates specific situations that contribute to higher or lower levels of anxiety among the participants.

#### 4.3 The Impact of Language Anxiety on Learners' Attitudes

The impact of foreign language anxiety on learners' attitudes toward blended learning was examined using statistical analysis. The results revealed several noteworthy findings. First, the two anxiety groups had no significant differences in the overall attitudes toward blended learning (see Table 5). This suggests that learners' general perceptions of blended learning were not significantly influenced by their foreign language anxiety. Moreover, data showed no statistically significant differences in attitudes toward learning flexibility, study management, classroom learning, and online interaction in blended learning.

However, significant differences were observed in online learning and technology variables. The p-value for online learning was less than 0.001, indicating a statistically significant difference in attitudes toward online learning between the high-anxiety and low-anxiety groups. Similarly, the technology variable's p-value was .015, indicating a significant difference in attitudes toward technology use in blended learning.

Table 5. The Mann-Whitney U test of learners' attitudes across the anxiety groups

Attitude construct	High anxiety			Low anxiety			Mann-Whitney test		
	N	M	Sum	N	M	Sum	Mann-Whitney U	Z	Sig
	Rank	Rank	of ranks	Rank	Rank	of ranks			
Learning flexibility	60	63.49	3809.50	58	55.37	3211.50	1500.500	-1.301	.193
Online learning	60	70.26	4215.50	58	48.37	2805.50	1094.500	-3.498	<.001
Study management	60	64.88	3892.50	58	53.94	3128.50	1417.500	-1.744	.081
Technology	60	66.94	4016.50	58	51.80	3004.50	1293.500	-2.423	.015
Classroom learning	60	58.85	3531.00	58	60.17	3490.00	1701.000	-.211	.833
Online interaction	60	55.78	3347.00	58	63.34	3674.00	1517.000	-1.204	.229
Total	60	64.32	3859.00	58	54.52	3162.00	1451.000	-1.556	.120

These findings suggest that while learners' overall attitudes toward blended learning were not significantly influenced by their level of foreign language anxiety, there were specific aspects of blended learning, such as online learning and technology use, that were influenced by anxiety levels.

Furthermore, the Pearson correlation analysis revealed an interesting association between different dimensions of attitudes toward blended learning and foreign language anxiety. The results, as shown in Table 6, showed that there was a positive correlation between fear of negative evaluation, communication apprehension, and test anxiety with online learning and study management. This implies that learners with higher levels of anxiety had more positive attitudes toward online learning and study management. However, attitudes toward learning flexibility, technology, classroom learning, and online interaction did not correlate significantly with foreign language anxiety. This suggests that learners' anxiety levels had minimal influence on their attitudes in these aspects of blended learning.

Table 6. The Pearson correlation between the attitudes constructs and foreign language subscales

Construct		Fear of negative evaluation	Communication apprehension	Test anxiety
Learning flexibility	Pearson correlation	0.076	0.058	0.069
	Sig (2-tailed)	0.416	0.533	0.458
Online learning	Pearson correlation	.318**	.277**	0.261**
	Sig (2-tailed)	0.001	0.002	0.004
Study management	Pearson correlation	.265**	0.183*	0.201*
	Sig (2-tailed)	0.004	0.047	0.029
Technology	Pearson correlation	0.046	0.060	-0.044
	Sig (2-tailed)	0.622	0.520	0.634
Classroom learning	Pearson correlation	0.006	0.056	0.148
	Sig (2-tailed)	0.945	0.548	0.111
Online interaction	Pearson correlation	-0.074	-0.081	-0.036
	Sig (2-tailed)	0.424	0.381	0.701

## 5. Discussion

This study revealed several significant findings that contribute to the existing literature on the effect of foreign language anxiety on learners' attitudes toward e-learning, particularly blended learning. First, EFL learners exhibited positive attitudes toward the following six key constructs of attitudes toward blended learning: learning flexibility, online learning, study management, technology, classroom learning, and online interaction. This finding aligns with previous research by Birbal et al. (2018), Bendania (2011), and Hassan (2015), which also reported positive attitudes among EFL learners toward blended learning. The study's positive attitudes observed among EFL learners highlight their receptiveness and acceptance of the blended learning approach. Furthermore, the study found that learning flexibility, technology, and classroom learning were considered the most essential aspects of blended learning for learners. This finding suggests that learners valued the flexibility that allowed them to customize their learning process, the integration of technology that enriched their language learning experience, and the continued significance of face-to-face interactions in the classroom. This finding is consistent with the findings of Birbal et al. (2018), further supporting the significance of these aspects in the context of blended learning. Second, foreign language anxiety was prevalent among EFL learners, with participants reporting a moderate level of anxiety in terms of communication apprehension, fear of negative evaluation, and test anxiety. This finding confirms the previous finding of Horwitz et al. (1986), who reported the prevalence of anxiety among EFL learners at a moderate level. This finding suggests that while anxiety was present, it did not reach severe levels that significantly hindered the learners' language learning progress. Third, the study found no significant differences in the overall attitudes toward blended learning between the high and low-anxiety groups. Also, the study results reported no significant differences in specific attitudes toward learning flexibility, study management, classroom learning, and online interaction in blended learning. This finding indicates that language anxiety does not substantially affect learners' perceptions and acceptance of blended learning. However, an interesting observation was made regarding the specific attitudes toward online learning and technology between the high-anxiety and low-anxiety groups. It was noted that the high-anxiety



group displayed more positive attitudes toward online learning and technology compared to the low-anxiety group. This finding indicates that despite experiencing higher levels of anxiety, these learners still recognized the benefits and value of online learning and technology in their language learning. Finally, there was a strong positive correlation between foreign language anxiety with attitudes toward online learning and study management in blended learning. This finding suggests that students with high levels of anxiety had more positive attitudes toward online learning and management in blended learning compared to low anxiety students.

These findings have important pedagogical implications for educators and practitioners for implementing effective blended learning environments. First, the study emphasized fostering positive attitudes toward blended learning by highlighting the benefits of blended learning, such as increased flexibility and personalized learning. Second, the study highlighted the significant role of language anxiety in shaping learners' attitudes toward technology and online learning in blended learning. Educators should consider integrating technology and online learning components into blended learning environments with caution. They should consider the influence of language anxiety to ensure learners with higher anxiety levels are adequately supported and their concerns addressed, particularly regarding online learning and technology integration. Finally, educators must consider learners' preferences when designing blended learning environments. Some learners with high anxiety levels may find online learning and technology integration more appealing and less anxiety-inducing. By addressing these implications, educators can create more effective and supportive blended learning environments.

## 6. Conclusion and Limitations

This study's results provide insights into EFL learners' attitudes toward blended learning in higher education and shed light on the relationship between attitudes toward blended learning and foreign language anxiety. The findings revealed that learners displayed favorable attitudes toward blended learning while exhibiting moderate levels of anxiety, which did not exert a significant impact on their overall attitudes toward blended learning. Nonetheless, notable differences in attitudes toward online learning and technology were observed between high-anxiety and low-anxiety groups. This indicates a need for further investigation into the interplay between anxiety and specific components of blended learning.

However, this study has certain limitations that should be addressed in future research. First, the data collection relied on a self-reported questionnaire, which may have been subject to potential biases. Future researchers could consider employing additional methods, such as interviews or classroom observations, to triangulate the findings. Moreover, the study focused primarily on foreign language anxiety influencing attitudes toward blended learning. Future researchers could consider a broader range of individual variables, such as motivation, self-efficacy, and proficiency, for a more comprehensive analysis. Incorporating a broader range of variables will contribute to a more comprehensive understanding of learners' experiences and facilitate the development of practical pedagogical approaches in blended learning environments.

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