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EFL Learners' Anxiety

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The impact of the COVID-19 pandemic on Hebron University EFL Learners' Anxiety

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Abstract

Due to pandemic the COVID-19 pandemic, the learning situation has moved from traditional to online learning to hold back the further spread of the pandemic. This transformation largely impacted the condition of psychology, specifically anxiety issues. This study examines the impact of COVID-19 on Hebron University (EFL) learners' anxiety in Palestine. The researchers examined the various levels of anxiety triggered by the COVID-19 pandemic among university learners. Additionally, the researchers examined some causes that surge anxiety among learners amidst COVID-19, and the recommendations used by students to lessen the undesirable effects of anxiety on learners amidst COVID-19. The researchers employed both quantitative and qualitative methods to gather data. The researchers collected the data for the study from 70 EFL students at Hebron University. This research demonstrated that COVID-19 triggers high anxiety among the EFL students at Hebron University, Palestine. The researchers concluded with some recommendations.

Keywords: COVID-19; learners; anxiety; Hebron University

Introduction

Learning a foreign language is for sure an unparalleled experience for any learner. Throughout the process of learning a foreign language, there are several challenges that students face and anxiety is one of the most important obstacles that face them. When it comes to speaking and interacting with others in second language students try to avoid such situations due to several reasons such as fear of getting negative comments or making mistakes. Learners are subject to the impact of different levels of anxiety while learning a second language. Anxiety is defined as an emotive feature affecting learning a second language and researchers describe it as an idiosyncratic feeling of pressure, apprehension, distress, and unclear panic. Numerous researchers have observed an adverse relationship between anxiety and academic performance in learning a second language (Chen & Chang, 2004). Many researchers stated that anxiety is a normal feeling for any learner, and it can be vanquished in so many ways. For example, practicing in front of an unfamiliar audience, or joining an active public speaking class would also benefit the students. As a result of COVID-19, many universities were closed worldwide (Farrah & Al-Bakri, 2020). COVID-19, however, has turned everything upside down; it has triggered a massive disruptive shift in the teaching/learning process from the physical to the virtual. Mai and Ghaneshwary (2018) define the Virtual Learning Environment (VLE) as an online configuration for supplying educational

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