

## Leverage Of English Language Learning On Students' Mental Well-Being, Motivation, And Confidence: A Systematic Literature Review

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### ABSTRACT

ABSTRACT Learning the English language has become a crucial component of curriculum across the globe in the age of globalization. Students' motivation, self-confidence, and mental well-being are all significantly impacted by learning a second language, particularly English. Although knowing English has social and professional advantages, if it is not well managed, it can also lead to stress and anxiety. On the other hand, acquiring a language successfully can boost motivation, self-confidence, and mental well-being. However, little is known about how studying English affects students' motivation, self-confidence, and mental well-being. The purpose of this study is to investigate how studying English affects students' mental well-being, specifically in terms of increased motivation and self-confidence. This study employs a methodical literature review approach to investigate the potential effects of learning English on students' motivation, self-confidence, and mental well-being. The study's findings suggest that learning English can improve students' mental health, particularly by boosting their motivation and self-confidence. They also suggest that learning English well can be one of the things that help students feel better mentally.

**Keywords:** English language learning, mental well-being, motivation, self-confidence

## 15 Introduction

English has a significant place among the languages studied worldwide because it is a global lingua franca, which is necessary for social, professional, and academic mobility (Crystal, 2012). English is seen as a vital language for improving access to foreign information and professional prospects, in addition to being an international language. However, learning English as a second or foreign language involves more than just language acquisition; psychological aspects like stress, anxiety, and depression are also strongly linked to the process.

Students' mental well-being is currently one of the top problems in contemporary education. When attempting to become fluent in English, many students face a great deal of mental stress, which can result in language anxiety, low self-confidence, and in certain cases, depressive symptoms (Dewaele & MacIntyre, 2014). Learning English can boost students' enthusiasm and self-confidence, but if done incorrectly, it can also lead to tension and worry, according to multiple studies.

Therefore, in addition to their linguistic proficiency—which is still not fully understood—learning English also affects students' motivation, self-confidence, and mental well-being. Speaking English fluently allows students to access a wide range of resources and information, which can improve their motivation and self-confidence while also expanding their knowledge and understanding.

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The setting of instruction and learning can have an impact on motivation. One of the main reasons why some students struggle to contribute to class activities is that they lack motivation. Motivation can compel students to participate in the teaching and learning process, learners with varying levels of motivation will achieve varied learning outcomes about their objectives. Odera (2011), p. 283. According to Dornyei (2001:61), motivation is the work that students put in to become fluent in a foreign language. Stronger social bonds between students and teachers and increased motivation are indicators of good mental health (Reinke et al., 2011; McNeely & Falci, 2004).

Self-confidence has an impact on learning English in addition to the motivational component. A person's ability to learn and connect with others, as well as their surroundings, is influenced by their level of self-confidence, which is a crucial aspect of personality development. In social interactions, self-confidence is crucial because without it, people may find it challenging to interact well with friends and the environment.

Self-confidence can be understood as a personality trait that manifests as the conviction that one is capable of acting independently of others and that one is capable of being cheerful, joyful, tolerant, and responsible. Self-confidence is the conviction that one can overcome a situation by acting morally and producing something that will satisfy others, according to Willis (1985) (Risnawati, 2017).

This study aims to investigate and conduct a comprehensive analysis of the body of literature on the impact of English language learning on students' motivation, self-confidence, and mental well-being. The study aimed to answer the following questions:

1. What potential effects might learn English have on students' mental well-being?
2. What potential effects might learn English have on students' motivation?
3. What effect does studying English have on students' confidence?

## **16 Research Methods**

This study gathered and examined data from the body of current literature using a systematic review methodology. This study approach gives a thorough picture of the advantages of learning English for students' motivation, self-confidence, and mental well-being by summarizing earlier research findings on the positive effects of English language instruction on psychological well-being.

## **17 Result and Discussion**

The study's findings suggest that learning English can benefit students' motivation, self-confidence, and mental well-being. Students' ability to communicate and interact with people can be enhanced and motivated by learning English under favorable mental well-being settings. This can boost students' self-confidence as they feel proud of their improved and fluent English language skills. Students can increase their educational and career options by learning English, which also helps them communicate more effectively both in writing and verbally, particularly in social and professional contexts.

However, if not handled appropriately, learning English can also lead to tension and worry. Stress and anxiety can impact students' self-confidence and motivation, which in turn can impact how well they learn English. For kids to successfully absorb material in this situation, the teacher must have a positive attitude. Fundamental abilities and creative teaching are required to inspire and support students in a sound mental state so they may actively and successfully follow the lessons, become fearless and self-confidence example while speaking English, and eventually become proficient in the language.

Implications of Learning English for Mental Well-Being Learning the English language can benefit students' mental well-being, according to research. Learning English can help students communicate and connect with people more effectively, which boosts their confidence, claims Brown (2014). If not appropriately managed, learning English can lead to tension and anxiety, according to study (Horwitz et al., 1986). Learning English can help students manage their stress and anxiety, particularly those who are hesitant to socialize or take on new challenges. Proficiency in English can boost self-confidence and lower anxiety, which promotes mental wellness.

### **English Learning's Effect on Motivation**

Opportunities to practice speaking English, teacher assistance, and student engagement are some of the elements that can affect a student's motivation to learn the language. Using learning strategies based on student interest can boost students' motivation to learn English, claim Gardner and Lambert (1972). Additionally, studies have demonstrated the impact of teacher support on students' motivation to study English (Oxford, 1990). Because they understand how many chances English can present in the future, students are inspired to keep learning and developing. Students who believe they are learning English for a reason and will gain from it are typically more driven and self-confidence.

### **Learning English's Effect on Self-Confidence**

Students' confidence in their ability to learn English can be affected by a number of things, including their interpersonal and communication skills. Giving students the chance to practice speaking English might boost their confidence in their ability to master the language, claims Krashen (1982). Students' performance in learning English can also be influenced by their level of confidence in their ability to acquire the language, according to research (MacIntyre & Gardner, 1991).

## **18 Conclusion**

Learning English can improve students' self-confidence, motivation, and mental wellness. The results of a thorough literature review showed that studying English boosts students' confidence in both academic and professional spheres, lowers stress levels, and enhances self-confidence. Also, studies indicate that motivation is important for language learning, with motivated students more likely to work hard for their language skills.

Effective management of English language instruction can benefit students' motivation, self-confidence, and mental well-being. But if not handled properly, learning English can also lead to tension and anxiety. In order to boost students' motivation and self-confidence, teachers must employ effective learning practices and pay attention to the aspects that affect how studying English affects students.

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**CITATION:**

Berliana Meliyani Hastuti (2025). Leverage Of English Language Learning On Students' Mental Well-Being, Motivation, And Confidence: A Systematic Literature Review. *OASE*, 7(4), 660–663.