

The Correlation between Motivational Factors and Foreign Language Acquisition Anxiety

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ABSTRACT

This study investigates the interplay between students' learning motivation and anxiety in foreign language acquisition. It examines how motivation affects engagement and persistence, while anxiety, including communication apprehension, test anxiety, and fear of negative evaluation, can hinder language learning progress. The study employs a quantitative survey approach, using a four-section instrument to assess motivation and language learning fear among 77 participants, predominantly from Indonesia, China, and Thailand. Results indicate strong intrinsic motivation driven by personal interests and career prospects. Participants exhibited moderate communication apprehension, showing more confidence in classroom settings but self-consciousness when speaking publicly. Test anxiety persisted even among prepared learners, while fear of negative evaluation was moderate, with less concern about teacher corrections but stress from unexpected questions. The findings emphasize the need for supportive learning environments that promote risk-taking and personal growth. Recommendations include implementing strategies to address test anxiety and reduce stress in unpredictable situations. The study underscores the importance of nurturing intrinsic motivation and mitigating various forms of language anxiety to enhance foreign language learning outcomes.

Keywords: Motivation, fear of learning, foreign language

INTRODUCTION

Background of Study

This topic explores the relationship between students' motivation to learn and their fear or anxiety in learning a foreign language. Understanding this relationship is crucial for developing effective educational strategies to enhance language learning experiences and outcomes. Motivation in the context of learning refers to the processes that initiate, guide, and sustain goal-oriented behaviours (Schunk, Pintrich, & Meece, 2008). In language learning, motivation can significantly impact students' willingness to engage with the language and persist through challenges (Dörnyei, 2001).

Fear or anxiety associated with learning a foreign language, often termed "foreign language anxiety," is a specific type of anxiety that can significantly impede students' language acquisition and performance (Horwitz, Horwitz, & Cope, 1986). This anxiety can stem from communication apprehension, test anxiety, and fear of negative evaluation, all of which can hinder students' willingness to participate and practice the language (MacIntyre & Gardner, 1994).

Research indicates that motivation can play a critical role in mitigating the negative effects of foreign language anxiety. Highly motivated students are more likely to overcome their fears and engage actively in the learning process (Gardner, 1985). Conversely, a lack of motivation can exacerbate anxiety, leading to avoidance behaviours and reduced language learning success (Yan & Horwitz, 2008).

Statement of Problem

Research on English as a foreign language learning among Thailand, Indonesian and Chinese learners have highlighted several gaps in the field. For example, Pariwat (2020) found that English proficiency among Thailand students remains low compared to other Southeast Asian countries, despite various improvement

efforts. While there is some research on Thailand students' motivation and attitudes towards English, more investigation is needed into students' specific challenges to better understand the causes behind the limited success in English language learning in Thailand.

Similarly, Mufidah, Yansyah, and Jumadi (2022) observed that Indonesian students exhibit low motivation towards English, impacting their engagement with autonomous learning. Although there are numerous studies on motivation in the Indonesian context, further research is needed to explore the factors influencing motivation and attitudes towards English learning in Indonesia (Radfar & Lengkanawati, 2020).

In China, a lack of motivation in English learning is a significant concern, despite the recognized importance of English for international communication and career opportunities. Addressing this issue requires innovative teaching methods, increased exposure to English-speaking environments, and curricula that emphasize practical language use and cultural relevance (Dörnyei & Ushioda, 2015; Liu, 2016).

Furthermore, while there is considerable research on foreign language learning anxiety globally, specific studies focusing on Thailand, Indonesian and Chinese students are limited. Comparative studies examining the unique cultural, educational, and psychological factors contributing to this anxiety in these populations are particularly scarce. There is also a need for research into effective strategies to alleviate this fear within these distinct cultural contexts. Addressing these gaps will enhance our understanding of the specific challenges faced by these students and improve their language learning experiences and outcomes.

Objective of the Study and Research Questions

This study is conducted to explore the influence of motivation to learn on the fear of learning a foreign language. Specifically, this study is done to answer the following questions:

1. How do learners express their motivation in the learning of a foreign language?
2. How do learners perceive communication apprehension in the learning of a foreign language?
3. How do learners perceive their fear of negative evaluation in the learning of a foreign language?
4. How do learners perceive their test anxiety in the learning of a foreign language?

LITERATURE REVIEW

Motivation to Learn a Foreign Language

Motivation in foreign language learning has been recognized as a complex and dynamic construct that significantly influences learners' engagement and success. Recent research, drawing on frameworks such as the L2 Motivational Self System, emphasizes the importance of learners' future self-images and learning experiences in shaping their motivation (Al-Hoorie & MacIntyre, 2020; Dörnyei & Ushioda, 2021). Studies have highlighted the impact of socio-cultural contexts on learners' motivation, including family support and peer attitudes (Lamb et al., 2019). Additionally, the role of technology in enhancing motivation through increased engagement and autonomy has gained attention in recent years (Cheng et al., 2022).

Contemporary research also focuses on the fluctuations in motivation over time and its relationship with other affective factors. Longitudinal studies have revealed how learners' motivation can change throughout their language learning journey, influenced by achievements, setbacks, and shifting personal goals (Papi et al., 2023). Moreover, the interplay between motivation and other psychological constructs, such as anxiety and self-efficacy, has been explored, with findings suggesting that highly motivated learners tend to experience less anxiety and higher self-efficacy in foreign language classrooms (Zhang & Papi, 2022). As the field evolves, researchers are adopting more nuanced, context-sensitive approaches to studying motivation, recognizing the need to account for individual differences and the dynamic interaction between learners and their learning environments (Mercer & Dörnyei, 2020).

Fear of Learning a Foreign Language

Fear of learning English a foreign language is a significant and widespread issue among students from countries such as Thailand, Indonesia, and China, driven by a complex interplay of psychological and sociocultural factors. In Thailand, for instance, the fear of speaking English often stems from deep-seated

concerns about being judged or ridiculed by peers, teachers, or even the broader society. This fear is so pervasive that it frequently manifests as a reluctance to engage in classroom discussions or participate in language learning activities, ultimately hindering students' ability to develop their language skills. Research by Pongpairroj (2012) indicates that Thailand students are particularly sensitive to the possibility of making mistakes in English, which can lead to embarrassment and social stigma, further exacerbating their fear and creating a vicious cycle of avoidance and underperformance.

Similarly, Indonesian students face their own set of challenges when it comes to learning English. Language anxiety in this context is often linked to the high expectations placed on students by their teachers and parents, who may view English proficiency as a crucial marker of academic success and future opportunities. This pressure to perform can be overwhelming, leading to a sense of fear and inadequacy that diminishes students' motivation to learn and, in turn, negatively impacts their language proficiency. Widodo (2018) highlights that Indonesian students may also struggle with the fear of not living up to these expectations, which can manifest as a lack of confidence and a reluctance to practice English, both inside and outside the classroom.

Chinese students, on the other hand, frequently experience anxiety related to the highly competitive academic environment and the intense pressure to excel in English proficiency tests. In China, where educational achievement is often closely tied to social status and future career prospects, students may feel immense pressure to perform well in English, a subject that is often viewed as a critical component of the national curriculum. According to Wang (2020), this anxiety is further amplified by the fear of failure and the potential consequences it might have on their academic and professional futures. The competitive nature of the educational system, combined with the high stakes associated with English proficiency, creates a stressful learning environment that can significantly impair students' ability to acquire and retain language skills.

These fears, whether rooted in the fear of judgment, the pressure to meet expectations, or the anxiety of competition, are deeply embedded in the cultural norms and educational practices of each country. Addressing these issues requires a nuanced understanding of the specific challenges faced by students in different contexts, as well as the development of targeted strategies aimed at reducing language anxiety and creating a more supportive and encouraging learning environment. For instance, implementing pedagogical approaches that emphasize communication over correctness, fostering a classroom culture that values effort and improvement, and providing psychological support for students struggling with anxiety could all contribute to enhancing students' confidence and overall language learning experience.

Past Studies on Motivation to Learn a Foreign Language

Recent research on motivation in foreign language learning has examined various aspects of this complex construct across different contexts and populations. A study by Li et al. (2020) investigated the relationship between motivation and foreign language achievement among 1,092 Chinese university students learning English. Using a mixed methods approach with questionnaires based on the L2 Motivational Self System and follow-up interviews, they found that ideal L2 self and attitudes toward learning English were the strongest predictors of language achievement. In contrast, Busse and Walter (2022) conducted a longitudinal study on 428 German university students learning English over an academic year. They administered motivation questionnaires at three-time points and conducted semi-structured interviews, revealing that while overall motivation remained relatively stable, there were significant individual variations in motivational trajectories influenced by factors such as perceived progress and classroom environment.

In addition, Papi et al. (2019) examined the motivational impact of task-based language teaching (TBLT) on 129 English as a Second Language (ESL) learners in the United States. Using a quasi-experimental design with pre and post-test questionnaires, they found that TBLT significantly enhanced learners' motivational self-guides and reduced their language anxiety. Meanwhile, Lamb and Arisandy (2020) explored the motivation of 8,428 Indonesian adolescents learning English through a large-scale survey. Their findings highlighted the importance of social influences, particularly from peers and pop culture, in shaping learners' motivation and engagement with English.

Moreover, Chen et al. (2023) investigated the impact of a gamified mobile app on the motivation of 156 Taiwanese university students learning English. Through a mixed-methods approach involving app usage data, motivation questionnaires, and interviews, they found that gamification elements significantly increased

learners' intrinsic motivation and engagement. In a different context, Alamer (2021) examined the interplay between cultural identity and motivation among 382 Saudi Arabian learners of English. Using structural equation modelling based on questionnaire data, the study revealed complex relationships between learners' national and religious identities and their motivation to learn English, highlighting the need for culturally sensitive approaches to language teaching and motivation research.

Past Studies Fear of Learning a Foreign Language

Many studies have been conducted to investigate the fear of learning English among Chinese, Thai, and Indonesian students, focusing on issues such as language anxiety and self-efficacy. The study by Wang and Li (2017) explored the impact of language anxiety on English language learning among Chinese students. This research involved 200 university students majoring in English. The researchers used a combination of surveys and interviews to assess levels of anxiety and its effects on learning outcomes. The findings revealed that high levels of anxiety were associated with lower language proficiency and reduced motivation, emphasizing the need for strategies to manage anxiety and enhance learning experiences for Chinese students.

Next, the study by Phonpetch and Yeo (2019) investigated the effects of language anxiety on English language learning among Thai students. This research involved 150 high school students in Thailand and utilized questionnaires and classroom observations as instruments. The study found that language anxiety significantly impacted students' speaking and listening skills, leading to lower overall performance. The implications of this study underscore the importance of creating supportive learning environments and providing psychological support to help Thai students overcome their language anxiety and improve their language skills.

Lastly, the study by Arifin and Idris (2020) examined the fear of learning English among Indonesian students, focusing on both anxiety and self-efficacy. The research involved 180 university students in Indonesia and employed surveys and interviews to collect data. The results showed that high levels of anxiety were negatively correlated with students' self-efficacy and language performance. This study highlights the need for interventions to boost students' confidence and reduce anxiety, thereby enhancing their overall English language learning experience.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. This study is rooted in Gardner (2021) for motivation and Horwitz, et.al. (1986) for fear of learning a foreign language.

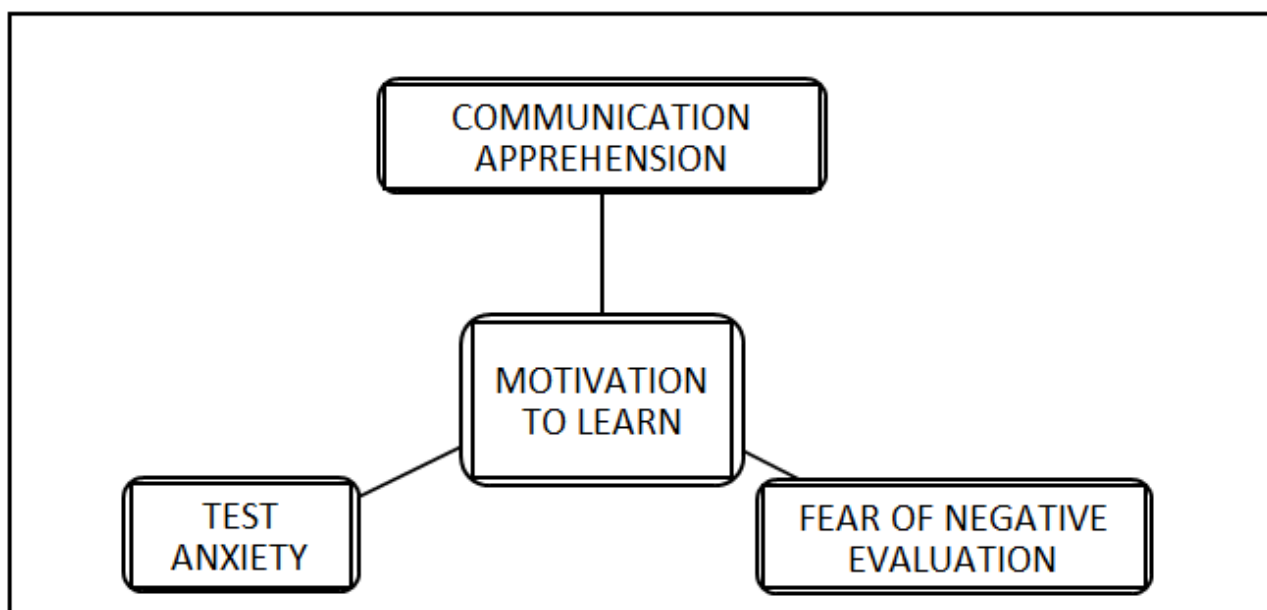


Figure 1- Conceptual Framework of the Study- The Influence of Motivation to Learn on Fear of Learning a Foreign Language

Motivation is a complex concept with various definitions across scientific disciplines. Kleinginna and Kleinginna (1981) compiled 102 statements on the concept. Keller's (1983) definition, cited by Crookes and Schmidt, states: "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in this respect" (p.389). Motivated individuals exhibit effort, persistence, and focus in pursuing goals. They possess intrinsic motivation, expectations of success or failure, and self-efficacy. These individuals have underlying motives for their behaviour, encompassing cognitive, affective, and behavioural dimensions, indicating motivation's multifaceted nature.

According to Horwitz, et al. (1986), foreign language anxiety involves performance evaluation in academic and social contexts, paralleling three related anxieties: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension, crucial to understanding foreign language anxiety, is the fear of communicating with others. It manifests as difficulties in dyads or groups, stage fright, and receiver anxiety (difficulty with spoken messages).

Test anxiety is highly relevant in foreign language classes due to ongoing performance evaluation. It stems from fear of failure, with test-anxious students setting unrealistic expectations. Frequent tests in foreign language classes challenge these students, while oral tests can provoke both test and oral communication anxiety.

Fear of negative evaluation is defined as apprehension about others' evaluations, avoidance of evaluation situations, and expectation of negative evaluations. Broader than test anxiety, it can occur in any social or evaluation situation, including class participation. It may be triggered by the teacher's presence as the only fluent speaker, or by real or imagined peer evaluations.

All in all, students' motivation to learn a foreign language can be significantly undermined by communication apprehension, test anxiety, and fear of negative evaluation. These psychological barriers often impede the active engagement necessary for effective language acquisition.

METHODOLOGY

This quantitative study explores motivation factors for learning a foreign language. It also explores factors that cause fear of learning a foreign language. A purposive sample of 77 participants responded to the survey. The instrument used is a 5 Likert-scale survey rooted in Gardner (2021) and Horwitz et.al (1986) to reveal the variables in Table 1 below. The survey has 4 sections. Section A has items on the demographic profile. Section B has 11 items on motivation to learn. Section C has 33 items on the fear of learning a foreign language.

Table 1- Distribution of Items in the Survey

SECTION	VARIABLE	SUB-CATEGORY	NO OF ITEMS
B	MOTIVATION TO LEARN		11
C	FEAR OF LEARNING A FOREIGN LANGUAGE	COMMUNICATION APPREHENSION	11
		FEAR OF NEGATIVE EVALUATION	7
		TEST ANXIETY	15
			33
			44

Table 2- Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.903	46

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .903, thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

FINDINGS

Findings for Demographic Profile

Q1. Gender

1	Male	26%
2	Female	74%

Figure 2- Percentage for Gender

The study, which surveyed a total of 77 respondents, revealed a significant gender imbalance among participants. Female respondents made up nearly three-quarters of the sample, accounting for 74% or approximately 57 individuals. In contrast, male participants represented only about one-quarter of the total, comprising 26% or roughly 20 individuals.

Q2. Cluster

1	Sciences and Technology	43%
2	Social Sciences and Humanities	44%
3	Business and Administration	13%

Figure 3- Percentage for Cluster

The 77 respondents in the study were distributed across three main academic clusters. Social Sciences and Humanities represented the largest group, comprising 44% of the participants, or approximately 34 individuals. Sciences and Technology followed closely, accounting for 43% of the respondents, or about 33 individuals. The smallest cluster was Business and Administration, which made up 13% of the sample, or roughly 10 participants. This distribution indicates a fairly balanced representation between Social Sciences and Humanities and Sciences and Technology, with a notably smaller presence from the Business and Administration field.

Q3. Education Level

1	Pre-University/ Foundation	30%
2	Undergraduate	57%
3	Postgraduate	13%

Figure 4- Percentage for Education Level

The educational background of the 77 respondents in the study spanned three levels. The majority of participants were at the undergraduate level, accounting for 57% of the sample or approximately 44 individuals. The second largest group consisted of those in pre-university or foundation programs, making up 30% of the respondents or about 23 individuals. Postgraduate students formed the smallest cohort, representing 13% of the sample or roughly 10 participants. This distribution suggests that the study's findings may be more reflective of undergraduate perspectives, with a significant representation from pre-university students and a smaller input from postgraduate learners.

Q4. Age

1	Under 18 years old	0
2	18 - 21 years old	61%
3	22 - 25 years old	23%
4	Above 25 years old	16%

Figure 5- Percentage for Age

The age distribution of the 77 respondents in the study was concentrated primarily among young adults. The majority of participants, 61% or about 47 individuals, fell within the 18–21-year-old bracket, representing a significant portion of the sample. The second largest group consisted of those aged 22–25 years old, comprising 23% or approximately 18 respondents. Participants above 25 years old made up 16% of the sample, or roughly 12 individuals. Notably, there were no respondents under 18 years old. This age distribution indicates that the study's findings predominantly reflect the perspectives of college-aged individuals, with a smaller representation of older participants.

Q5. Country

1	Indonesia	70%
2	China	21%
3	Thailand	9%

Figure 6- Percentage for Country

The study's 77 respondents represented three Asian countries, with a clear majority hailing from Indonesia. Indonesian participants accounted for 70% of the sample, or approximately 54 individuals, forming the largest national group. The second most represented country was China, with 21% of respondents or about 16 individuals. Thai participants made up the smallest group, comprising 9% of the sample or roughly 7 respondents. This distribution indicates that the study's findings are predominantly influenced by Indonesian perspectives, with significant input from Chinese respondents and a smaller representation from Thailand.

Q6. Perceived English Language Performance

1	Weak	17%
2	Intermediate	57%
3	Good	26%

Figure 7- Percentage for Perceived English Language Performance

The study assessed the perceived English language performance of the 77 respondents, revealing a range of self-reported proficiency levels. The majority of participants, 57% or about 44 individuals, identified their English skills as "Intermediate," suggesting a moderate level of comfort with the language. A smaller portion, 26% or approximately 20 respondents, rated their English ability as "Good," indicating higher confidence in their language skills. The smallest group, comprising 17% or roughly 13 participants, perceived their English performance as "Weak."

Findings for Motivation to Learn a Foreign Language

The data collected to answer research question 1, "How do learners perceive their motivation in the learning of a foreign language?", reveals generally positive motivation levels among the respondents.

STATEMENT/ QUESTION	Mean
MTLQ1- I make sure I attend all the classes without fail	4.2
MTLQ2- I make sure I am prepared for my English language classes	4.1
MTLQ3- I understand what is taught by the teacher	3.9
MTLQ4- If I do not understand, I will ask my teacher	3.8
MTLQ5- If I do not understand, I will ask my friends	4.3
MTLQ6- I also make my own effort to learn English language online	4
MTLQ7- I am interested to learn English language. No one asks/ forces me to do so	4.4
MTLQ8- My parents ask me to learn English language	3
MTLQ9- My friends ask me to learn English language	2.5
MTLQ10- I am interested to learn English language because of its popularity	3.5
MTLQ11- I am interested to learn English language so i can travel to foreign countries	4.4
MTLQ12- I am interested to learn English language so i can work in foreign countries	4.1
MTLQ13- I enjoy participating in activities in class	4.1
MTLQ14- I enjoy learning English language with my classmates	4.2
MTLQ15- I enjoy group interaction during class	3.9
MTLQ16- I enjoy speech practices during class	3.8
MTLQ17- I enjoy participating in the dialogue drill during class	3.9

Figure 8 - Mean for Motivation to learn

The data reveals that learners generally exhibit strong intrinsic motivation to learn English, primarily driven by personal interest and the perceived benefits of language proficiency for travel and career opportunities. This is evidenced by the highest mean scores (4.4) for statements relating to self-motivated learning and interest in using English for international travel. Learners also show high motivation in class attendance, preparation, and participation, with mean scores above 4.0 for these aspects. Additionally, they demonstrate a proactive approach to learning, often seeking help from peers and utilizing online resources to supplement their language education. External influences, such as parental or peer pressure, appear to have less impact on learners' motivation, with relatively low mean scores of 3.0 and 2.5 respectively. This further underscores the intrinsic nature of their motivation. While learners generally enjoy various classroom activities, there is a slight preference for group interactions and dialogue drills over individual speech practices. Overall, the findings suggest that learners' motivation to learn English is largely self-driven and tied to personal goals and interests, with a positive attitude towards both formal classroom learning and independent study methods.

Findings for Communication Apprehension

This section presents data to answer research question 2- How do learners perceive communication apprehension in the learning of a foreign language?

Communication Apprehension

STATEMENT/QUESTION	Mean
CAQ1I never feel quite sure of myself when I am speaking in my English language class.	3.1
CAQ2It frightens me when I do not understand what the teacher is saying in English.	2.9
CAQ3I feel confident when I speak English in my English class.	3.4
CAQ4I would not be nervous speaking the English language with native speakers.	3.1
CAQ5I get upset when I don't understand what the teacher is correcting.	2.6
CAQ6I feel confident when I speak in English language class.	3.6
CAQ7I feel very self-conscious about speaking the English language in front of other students.	3.4
CAQ8I get nervous and confused when I am speaking in my English language class.	2.9
CAQ9I get nervous when I don't understand every word the English language teacher says.	2.8
CAQ10I feel overwhelmed by the number of rules you have to learn to speak the English language.	2.9
CAQ11I would probably feel comfortable around native speakers of the English language.	3.4

Figure 9- Mean for Communication Apprehension

The data on communication apprehension in learning a foreign language reveals a mixed picture of learners' perceptions. On the positive side, learners report relatively high confidence when speaking English in class (CAQ6, mean 3.6) and feel somewhat comfortable around native speakers (CAQ11, mean 3.4). They also express moderate confidence in speaking English in class (CAQ3, mean 3.4). However, learners indicate some level of self-consciousness when speaking English in front of peers (CAQ7, mean 3.4). Notably, learners seem less affected by not understanding every word the teacher says (CAQ9, mean 2.8) or by the teacher's corrections (CAQ5, mean 2.6), suggesting a degree of resilience in face of challenges. The moderate scores for feeling frightened when not understanding the teacher (CAQ2, mean 2.9), getting nervous and confused when speaking (CAQ8, mean 2.9), and feeling overwhelmed by language rules (CAQ10, mean 2.9) indicate that while these issues exist, they are not severely impacting most learners. Overall, the data suggests that while some communication apprehension exists, particularly in public speaking situations, learners generally maintain a moderate level of confidence in their English language use.

Findings for Fear of Negative Evaluation

This section presents data to answer research question 3- How do learners perceive their fear of negative evaluation in the learning of a foreign language?

Fear of Negative Evaluation

STATEMENT/ QUESTION	Mean
FNEQ1I do not worry about making mistakes in English language class.	3.3
FNEQ2I keep thinking that the other students are better at English language than I am.	3.3
FNEQ3It embarrasses me to volunteer answers in my English language class.	2.7
FNEQ 4I am afraid that my English language teacher is ready to correct every mistake I make.	2.5
FNEQ 5I always feel that the other students speak the English language better than I do.	3.2
FNEQ6I am afraid that the other students will laugh at me when I speak the English language.	2.6
FNEQ7I get nervous when the English language teacher asks questions which I haven't prepared in advance.	3.2

Figure 10- Mean for Fear of Negative Evaluation

The data reveal a complex understanding of fear of negative evaluation among foreign language learners. On average, learners express moderate concern about their language proficiency relative to their peers, as indicated by a mean score of 3.3 for worries about making mistakes and perceptions of others being better. However, they report less discomfort when volunteering answers or fear of being corrected by their teacher, with means of 2.7 and 2.5, respectively. The fear of being laughed at by peers is also relatively low, with a mean of 2.6. Notably, learners experience significant anxiety when faced with unprepared questions from the teacher, as shown by a mean score of 3.2. Overall, while learners exhibit some degree of fear and anxiety, especially regarding peer comparison and unexpected questions, they generally do not perceive their language class environment as overly judgmental.

Findings for Test Anxiety

This section presents data to answer research question 4- How do learners perceive their test anxiety in the learning of a foreign language?

Test Anxiety

STATEMENT/QUESTION	Mean
TAQ1 I tremble when I know that I'm going to be called on in English language class.	2.8
TAQ2 It wouldn't bother me at all to take more English language classes	3.7
TAQ3 During English language class, I find myself thinking about things that have nothing to do with the course.	2.9
TAQ4 I am usually at ease during my tests in the English language class.	3.1

TAQ5 I worry about the consequences of failing my English language class	3.4
TAQ6 I don't understand why some people get so upset over English language class.	2.9
TAQ7 In English language class, I can get so nervous I forget things I know.	3.1
TAQ8 Even if I am well prepared for English language class, I feel anxious about it	3.2
TAQ9 I often feel like not going to my English language class.	2.1
TAQ10 I can feel my heart pounding when I'm going to be called on in the English language class.	3
TAQ11 The more I study for English language test, the more confused I get.	2.6

Figure 11- Mean for Test Anxiety

The data show that learners experience a moderate level of anxiety related to their English language classes. For instance, the average score of 2.8 for "I tremble when I know that I'm going to be called on" and 3.0 for "I can feel my heart pounding" indicate noticeable anxiety and physical reactions. Despite these symptoms, learners are generally comfortable with their additional class sessions, as reflected by a mean score of 3.7 for "It wouldn't bother me at all to take more classes". The data also indicate that preparation does not fully eliminate feelings of anxiety. The mean score of 3.2 for "Even if I am well prepared for English language class, I feel anxious about it" shows that anxiety persists despite adequate preparation. However, learners' concerns about failing the class are moderately significant, with an average score of 3.4 for "I worry about the consequences of failing my English language class." Overall, while learners experience some degree of anxiety related to their English language learning, they generally maintain a positive attitude towards their classes and feel relatively comfortable in most aspects.

CONCLUSION

Summary of Findings and Discussions

In addressing the research question on learners' perceived motivation in foreign language learning, data indicates a strong intrinsic drive, primarily fueled by personal interest and perceived benefits for travel and career opportunities (Gardner & Lambert, 1972). High mean scores for self-motivated learning and class engagement demonstrate learners' commitment to formal and proactive learning approaches (Oxford & Shearin, 1994). External influences like parental or peer pressure have limited impact, emphasizing the intrinsic nature of motivation (Ryan & Deci, 2000). While learners enjoy various classroom activities, they show a slight preference for group interactions and dialogue drills, aligning with Krashen's (1982) Input Hypothesis.

Addressing the research question "How do learners perceive communication apprehension in the learning of a foreign language?", the data reveals a nuanced picture. Learners exhibit moderate confidence when speaking English in class and around native speakers, yet some self-consciousness persists when speaking before peers. They show resilience to challenges like not understanding every word or teacher corrections. While issues such as feeling frightened when not understanding, getting nervous when speaking, and feeling overwhelmed by language rules exist, they don't severely impact most learners. This aligns with Horwitz et al.'s (1986) findings on foreign language anxiety, which identified speaking in the target language as a primary source of anxiety. MacIntyre and Gardner (1994) also noted that language anxiety can fluctuate depending on the context. The moderate levels of apprehension observed here support Gregersen and Horwitz's (2002) assertion that some anxiety may be beneficial for language learning, as it can motivate learners to improve their skills.

In response to the research question "How do learners perceive their fear of negative evaluation in the learning of a foreign language?", the data indicates a nuanced perspective. Learners demonstrate moderate concern about their language proficiency compared to peers, but express less discomfort when volunteering answers or being corrected by teachers. The fear of peer ridicule is relatively low, suggesting a generally supportive classroom environment. However, significant anxiety arises when faced with unexpected questions from teachers. This aligns with Horwitz et al.'s (1986) findings on foreign language anxiety, particularly the fear of negative evaluation component. The moderate levels of peer comparison anxiety support MacIntyre and Gardner's (1991) assertion that social comparison plays a role in language learning anxiety. The lower fear of teacher correction corroborates with Young's (1990) findings that instructor-learner interactions can mitigate

anxiety. The heightened stress from unprepared questions echoes Kitano's (2001) observation that perceived unpreparedness significantly contributes to language anxiety.

In addressing the research question "How do learners perceive their test anxiety in the learning of a foreign language?", the data reveals a moderate level of anxiety among learners. Physical symptoms of anxiety, such as trembling and increased heart rate, are noticeable when anticipating being called upon. Interestingly, anxiety persists even when learners feel well-prepared, suggesting that test anxiety is not solely linked to perceived lack of preparation. This aligns with Horwitz et al.'s (1986) conceptualization of foreign language anxiety as a distinct complex of self-perceptions, beliefs, and behaviors. The moderate concern about failing the class supports Aida's (1994) findings on the impact of evaluation apprehension. Despite these anxieties, learners maintain a positive attitude towards additional language classes, echoing MacIntyre and Gardner's (1991) observation that language anxiety doesn't necessarily deter learners from pursuing language study. The persistence of anxiety despite preparation corroborates with Young's (1991) assertion that language testing is inherently anxiety-provoking, regardless of preparation level.

These findings align with previous research on language learning motivation. Gardner and Lambert (1972) emphasized the importance of intrinsic motivation in second language acquisition, while Dörnyei (1994) highlighted the role of personal goals and interests in sustaining language learning motivation. The proactive approach to learning observed in this study echoes findings by Oxford and Shearin (1994), who noted that successful language learners often employ various strategies to enhance their learning. The limited impact of external pressures aligns with Ryan and Deci's (2000) Self-Determination Theory, which posits that intrinsic motivation leads to more effective learning outcomes compared to extrinsic factors. Additionally, the preference for interactive learning activities is consistent with Krashen's (1982) Input Hypothesis, which emphasizes the importance of meaningful interaction in language acquisition.

The findings on learners' motivation in foreign language learning align with several past studies. The strong intrinsic motivation observed among the predominantly young, undergraduate population echoes the work of Dörnyei (2005), who emphasized the importance of internal factors in language learning motivation. The high motivation for class participation and preparation reflects Gardner's (2001) socio-educational model, which highlights the role of integrative motivation in language learning. The preference for group interactions over individual speech practices aligns with Peng's (2019) study on collaborative learning in Asian contexts. The proactive approach to learning, including the use of online resources, supports the findings of Lai et al. (2018) on the positive impact of technology on language learning motivation. The varied levels of perceived English proficiency influencing motivation corroborates with Dweck's (2006) research on growth mindset in language learning. These findings collectively support the complex, multifaceted nature of language learning motivation as described in Dörnyei and Ushioda's (2011) L2 Motivational Self System.

The data on communication apprehension in foreign language learning resonates with several previous studies. The relatively high confidence in classroom settings, coupled with self-consciousness when speaking in front of peers, aligns with MacIntyre and Gardner's (1994) research on situational anxiety in language learning. The resilience in face of challenges, such as not understanding every word, supports Horwitz et al.'s (1986) findings on foreign language anxiety and coping mechanisms. The moderate levels of apprehension across various situations reflect Gregersen and Horwitz's (2002) work on the complex nature of language anxiety. The influence of perceived proficiency levels on communication apprehension aligns with Liu and Jackson's (2008) study on the relationship between language proficiency and willingness to communicate. The cultural aspects of communication apprehension, particularly in the Asian context of this study, echo the findings of Woodrow (2006) on cultural influences on language anxiety.

Pedagogical Implications and Suggestions for Future Research

The findings highlight the predominance of intrinsic motivation in foreign language learning, driven by personal interests and career benefits. High engagement levels show strong commitment, while external pressures like parental or peer influence are minimal. Learners' preference for group activities and dialogue drills aligns with interactive learning theories like Krashen's Input Hypothesis. Future research could examine specific classroom activities that boost intrinsic motivation across different learner profiles.

Regarding communication apprehension, learners show moderate confidence in speaking English, though self-consciousness persists. Resilience to not understanding every word and handling teacher corrections points to a complex interplay between confidence and anxiety. The data supports Horwitz et al.'s findings that speaking is a primary anxiety source, suggesting the need for research into context-specific interventions to reduce speaking-related anxiety.

Learners exhibit moderate concern about peer comparison but less anxiety about teacher correction, indicating a supportive classroom environment. Significant stress arises from unexpected questions from teachers. Future studies could explore strategies to reduce anxiety in unanticipated situations and the role of supportive interactions in fostering a less anxious learning environment.

Test anxiety remains moderately high, with physical symptoms present even among well-prepared learners, indicating that it extends beyond preparation issues. Research could focus on interventions addressing the emotional and psychological aspects of test anxiety, such as mindfulness and stress management techniques. Understanding the long-term impacts of test anxiety on language learning persistence and success could also provide valuable insights for educators.

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