

THE INTERPLAY OF MOTIVATION AND ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

Foreign language procurement required motivation and it articulated as learners' vision in learning a foreign language. The study investigates the relationship among different domains of motivation and anxiety in English learning as foreign language. Two questionnaires were used for data collection; one for motivation and other for anxiety. The sample of the study was 1851 secondary school students in Punjab, Province. Descriptive and inferential statistics applied for empirical analysis. Statistical techniques of graphical, correlation matrix, regression analysis and granger causality test were used. The study found that total motivation and its dimensions as instrumental motivation, supereminence motivation and foreign culture motivation are more important to reduce anxiety among secondary school student in English learning. The study concluded that improvement in foreign culture motivation, instrumental motivation and supereminence motivation may reduce anxiety including communication anxiety, negative evaluation fear, English classroom anxiety because mentioned dimensions of motivation have significant causal relationship with anxiety and its domains. Improvement in foreign culture motivation, instrumental motivation and supereminence motivation may be a useful strategy to reduce different forms of anxiety at secondary level.

Keywords: Anxiety, Motivation, Learning, Foreign Language

Introduction

In 21st century, youth have craze to learn English as a foreign language in developing countries. Kline (2006) describes the process of learning of a language other than one's native language that it is an uphill task that entails determination, effort and persistence. It is natural phenomena for a learner that he/she feels anxiety when they try to learn a foreign language. In learning, foreign language students feel anxious and confused due to the number of rules for learning English (Ali, Iqbal and Hassan, 2015). Liu and Jackson (2008) mentions the variables of students' unwillingness to communicate and foreign language anxiety are the good forecasters in English learning. It is observed that students' anxiety might be reduced by creating the essence of confidence in them.

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Wong (2012) describes that students' learning English shows a strong relationship between anxiety and motivation in learning a foreign language. The study of Liu and Huang (2011) maintained the idea and said that anxiety and motivation to be highly correlated in learning English as a foreign language at university level. Motivation is one of the significant psychological factors that play an essential role in academic attainment and in learning a foreign language. The psycholinguists escalate the role of motivation in foreign language learning and it also affects the rate of success. Tomoko, Noels, Tetsuhito, Osamu, Shigeru and Kiyomi (2009) illustrates that female students have considerably higher anxiety about not understanding everything taught in English language class. However, motivation offers key stimulus to initiate learning English language and later it provides driving force to sustain the long and monotonous learning process.

Since the inception of learning a foreign language, the linguists are probing into the reasons why a learner failed in learning a language other than his/her own language. According to Ali, Iqbal and Hassan (2015) there is scarcity of expert English teachers and need to provide motivation to students to create interest for English. It is observed that students felt fear in learning English as well as in communication process and social conversation with peers. They have lot of vocabulary, but they would not be able to express their own thoughts or views in 2 or 3 sentences. It is because there is a type of anxiety (fear of negative evaluation) arises from a learners' yearning to make a positive social impression on others (Brown, 2007). Here is a question, whether lacks in motivation become the cause of anxiety among second language learners or anxiety becomes the source of lacking in motivation within an English classroom. The results of the study will describe the causal association of motivation and anxiety among students in language learning. To investigate causal association between motivation and anxiety in learning English language among secondary school students will help to elucidate the nature of anxiety and motivation in language learning.

There is variety of reasons for anxiety among students in learning a foreign language. Within class if a teacher says to a student to express his/her views in English, it would be an alarming situation not only for the specific student whom teacher asked but for all the class. Above mentioned idea is supported by Young (1999) it seems threatening to students' self-image when they are asked to express themselves using a language in which they have limited competence. They make the fullest use of their conscious or subconscious skills to express the said things but to no avail. Brown (2000) associates it with feelings of frustration, uneasiness, fear, apprehension or worry. Further, Gregersen (2005) remarks that students having the feelings of anxiousness and restless may find their study less pleasurable and enjoyable. So, the study will investigate the relationship among different domains of motivation and anxiety in English learning as foreign language at secondary school level.

Motivation and anxiety are two important variables that impact the foreign language learning in a broader way. Students are motivated in the classroom with different teaching techniques. Anxiety is simply a state of mind in which a student becomes perturbed from the classroom environment. As the research proceeds, Brown, Robson and Rosenkjar (2011) find that learners' motivation and anxiety are negatively correlated, and lack of motivation could cause anxious behavior.

Conceptual Framework and Methodology

The conceptual framework for the study is mention in the diagram below.

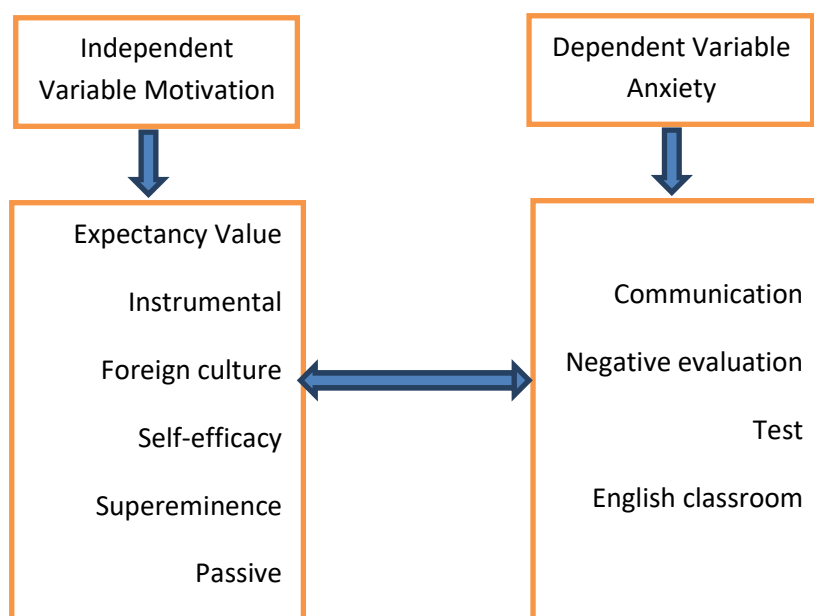


Figure 1: Conceptual Framework

Methodology

The present study has investigated the relationship between motivation and anxiety among the secondary school EFL learners. Motivation has quantified by using six dimensions; expectancy value, instrumental motivation, foreign culture motivation, self-efficacy motivation, supereminence motivation and passive motivation. Whereas anxiety has measured with four domains; communication anxiety, negative evaluation anxiety, test anxiety and English classroom anxiety. The researchers collected primary data from students. A five-point Likert scale is applied to measure motivation and anxiety. Measurements, descriptions and detail about data analysis are given below;

Econometric Models

The study has explored the association between motivation and anxiety. Nine econometric models have been specified. First seven econometric models have estimated the relationship of total motivation and its dimensions with total anxiety. The impact of total motivation on negative evaluation of fear and English classroom

anxiety has been evaluated in last two econometric models. Econometric equations used for this analysis are as follow;

$$TAX = \alpha + \beta_1 TMN_i + U_i$$

$$TAX = \alpha + \beta_1 MCI_i + U_i$$

$$TAX = \alpha + \beta_1 MEV_i + U_i$$

$$TAX = \alpha + \beta_1 MIS_i + U_i$$

$$TAX = \alpha + \beta_1 MP_i + U_i$$

$$TAX = \alpha + \beta_1 MS_i + U_i$$

$$TAX = \alpha + \beta_1 MSE_i + U_i$$

$$FAN = \alpha + \beta_1 TMN_i + U_i$$

$$ECAN = \alpha + \beta_1 TMN_i + U_i$$

TAX = Total Anxiety

TMN = Total Motivation

MCI = Foreign Culture Motivation

MEV = Expectancy Value Motivation

MIS = Instrumental Motivation

MP = Passive Motivation

MS = Supereminence Motivation

MSE = Self-Efficiency Motivation

FAN = Negative Evaluation Fear

ECAN = English Classroom Anxiety

U = Error Term

i = Sections (Individuals)

Measurement and Description of variables

Motivation

Questionnaire items related to each dimension of motivation has been filled by the respondents. Total score of expectancy value, instrumental motivation, foreign cultures motivation, self-efficacy motivation, supereminence motivation, passive motivation has calculated from their specific questions which are collected by using five-point likert scale. Total motivation has been quantified with total score of above mentioned six dimensions of motivation.

Anxiety

Similarly, Composite score of total anxiety has been finalized using the score of its four domains; communication anxiety, negative evaluation anxiety, test anxiety and English classroom anxiety.

Data Collection

The data collected through two questionnaires. The English Learning Motivation Scale (ELMS) was developed by Li, Chuang and Fu (2006) to check motivation in learning English used to collect data from students. The second questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS) used to check anxiety among students. The questionnaire of FLCAS was developed by Horwitz et al. (1986). The researchers visited the respondents and administered the questionnaires. The population of the study comprised all the secondary school EFL

learners in Punjab Province. In Punjab province, there are nine divisions (Bahawalpur, Dera Ghazi Khan, Faisalabad, Gujranwala, Lahore, Multan, Sahiwal, Sargodha, and Rawalpindi). The accessible population for the study was in the three divisions (Bahawalpur, Multan and Sahiwal) of Punjab province. Stratified sampling technique used to collect data from the sample of the study. Data was collected from 1851 respondents.

Data Analysis

Present study has investigated the impact of motivation on anxiety. For this estimation nine econometric models have specified by considering total anxiety and its dimensions as dependent variable and motivation as independent variable in all models. Data has analyzed by using E-views 9. Both descriptive and inferential statistics have applied for this empirical analysis. Relationship among the different dimensions of anxiety and motivation has investigated by applying graphical analysis, regression analysis and correlation matrix. However, causal relationship between anxiety and motivation has explored by utilizing granger causality test. Ordinary least square method has used to investigate the relationship among the variables.

Empirical Results and Discussion

Empirical results have divided in three sections. The first section is related to descriptive statistics including graphical analysis and correlation matrix. Empirical findings relevant to hypotheses testing are reported in second section while estimates of granger causality are discussed in third section.

Graphical and Correlation Analysis

To investigate the relationship of different dimensions of motivation with various domains of anxiety has estimated by applying scatter graph.

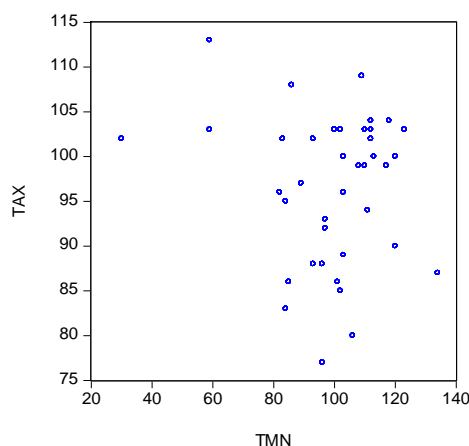


Figure 2: Relationship of total motivation with total anxiety

Figure 2 shows the relationship of total motivation (TMN) with total anxiety (TAX). The trend in the above graph indicates negative association between total motivation and total anxiety reported in figure 2.

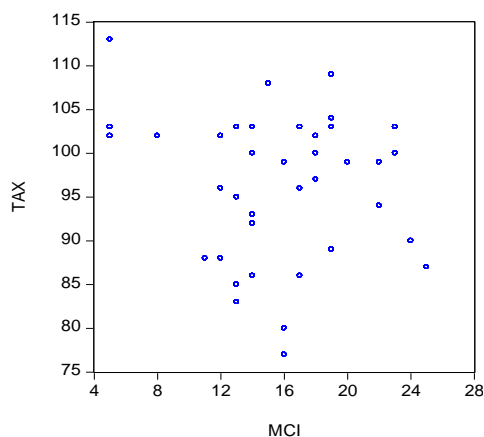


Figure 3: Relationship of total anxiety with foreign culture motivation

Figure 3 shows the relationship of total anxiety (TAX) with foreign culture motivation (MCI). The trend in the above graph indicates negative connection between foreign culture motivation and total anxiety.

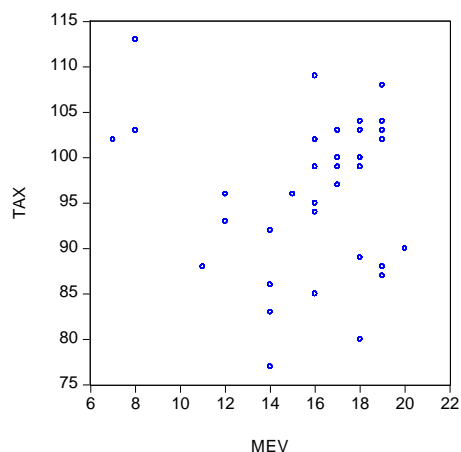


Figure 4: Relationship of expectancy value motivation with total anxiety

Figure 4 states that Expectancy value motivation (MEV) has positive relationship with total anxiety (TAX).

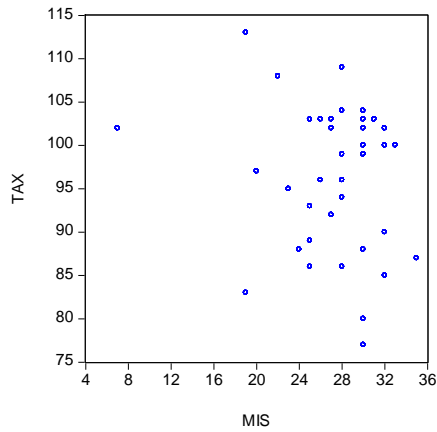


Figure 5: Relationship of instrumental motivation with total anxiety

Figure 5 states that instrumental motivation (MIS) has negative association with total anxiety (TAX).

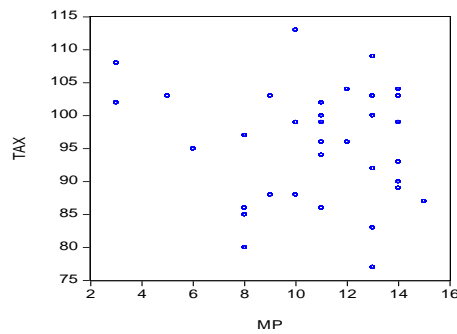


Figure 6: Relationship of passive motivation with total anxiety

Figure 6 states that passive motivation (MP) is negatively associated with total anxiety (TAX).

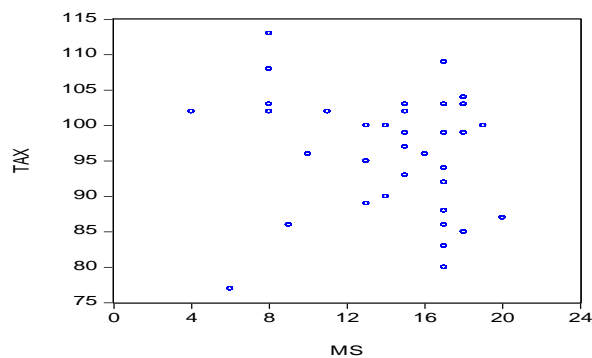


Figure 7: Relationship of supereminence motivation with total anxiety

Figure 7 describes that supereminence motivation (MS) is negatively associated with total anxiety (TAX).

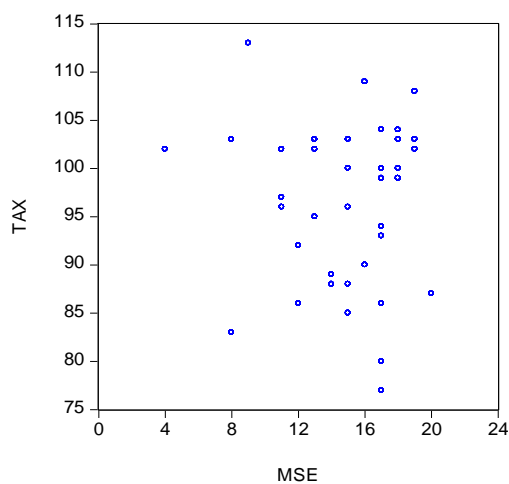


Figure 8: Relationship of self-efficacy motivation with total anxiety

Regarding the relationship of Self-Efficacy Motivation (MSE) with TAX concludes negative relationship driven in Figure 8.

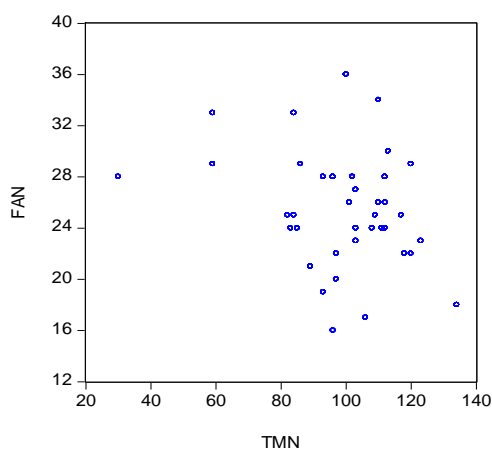


Figure 9: Relationship of total motivation with negative evaluation fear

Relationship of total motivation with specific domains of anxiety has reported in figure 9 that shows negative association of total motivation (TMN) with negative evaluation fear (FAN).

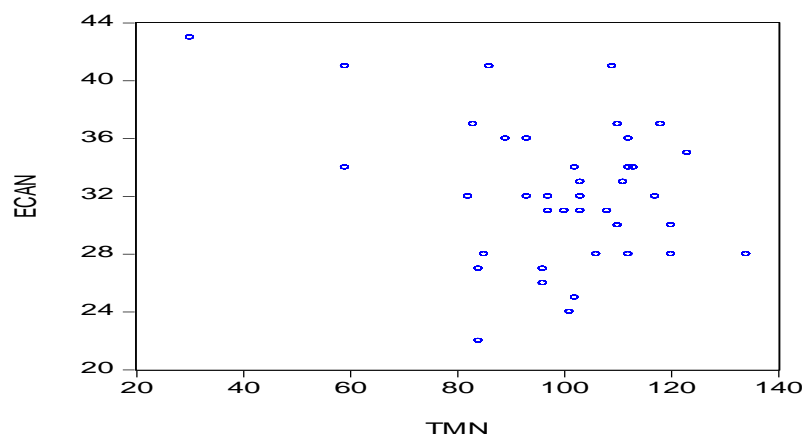


Figure 10: Relationship of total motivation with English classroom anxiety

Relationship of total motivation (TMN) with specific domains of anxiety has reported in figure 10 that also shows negative association of total motivation with English classroom anxiety (ECAN).

Table 1

Degree of Correlation among different dimensions of motivation and anxiety

	TAX	TMN	MCI	MEV	MS	MP	MIS	MSE	FAN	ECAN
TAX	1	-0.0689	-0.0751	0.0140	-0.0862	-0.0287	-0.0905	-0.0312	0.5379	0.7562
TMN	-0.068	1	0.8861	0.8088	0.7740	0.7138	0.8115	0.8221	-0.2072	-0.2686
MCI	-0.0751	0.8861	1	0.7129	0.6468	0.6079	0.5825	0.6808	-0.2323	-0.1788
MEV	0.0140	0.8088	0.7129	1	0.5759	0.3973	0.5530	0.7134	-0.0272	-0.1985
MS	-0.0862	0.7740	0.6468	0.5759	1	0.5077	0.4875	0.5163	-0.0491	-0.3520
MP	-0.02870	0.7138	0.4677	0.3973	0.5077	1	0.5717	0.4282	-0.2707	-0.1491
MIS	-0.0905	0.8115	0.5825	0.5530	0.4875	0.5717	1	0.6466	-0.1422	-0.2777
MSE	-0.0312	0.8221	0.6808	0.7134	0.5163	0.4282	0.6466	1	-0.2846	-0.1120
FAN	0.5379	-0.2072	-0.2323	-0.0272	-0.0491	-0.2707	-0.1422	-0.2846	1	0.0725
ECAN	0.7562	-0.2686	-0.1788	-0.1985	-0.3520	-0.1491	-0.2777	-0.1120	0.0725	1

Table 1 shows the results of correlation among the variables. Total motivation and its dimensions have different degree of correlation with total anxiety. TMN, MCI, MS, MP, MIS, MSC have -0.0689, -0.0751, -0.0862, -0.0287, -0.0905, -0.0312 degrees of correlation with TAX respectively. All correlation coefficients show negative correlation of total motivation and its dimensions with total anxiety. However, correlation coefficient of MEV shows positive sign with TAX. Regarding the correlation of total motivation with specific domains of anxiety, it is observed that TMN has -0.2072 & -0.2686 degree of correlation with FAN and ECAN respectively. Total motivation is more helpful to reduce FAN & ECAN as compared to other domain of anxiety among secondary school students. On the other hand, MIS, MS, MCI and TMN as well are more important to reduce anxiety among the secondary school students. Mentioned dimensions have higher degree correlation as compared to others.

Empirical Estimates of Regression

we have estimated nine econometric models by considering TAX, FAN, ECAN as dependent variables and TMN, MSI, MEV, MS, MP, MIS, MSC as explanatory variables. Empirical estimates have reported in table 2 and 3.

Table 2

Coefficient value of dependent variable and independent variable

Dependent Variable	Independent Variable						
	TMN	MCI	MEV	MIS	MP	MS	MSE
TAX	-0.0298 (0.0444) **	-0.1236 (0.0283) **	0.0367 (0.6821)	-0.1529 (0.0082) *	-0.0792 (0.4030)	-0.1785 (0.0118) *	-0.0733 (0.3626)

Note: *, ** indicated significance at 1% and 5% level respectively

Coefficients of independent variables have given in columns with probability value of each coefficient is reported in parenthesis. Empirical findings indicate that TMN, MCI, MIS and MS have negative and significant association with TAX. MIS and MS are significant at 1% level of significance and TMN and MCI are significant at 5% level of significance. MSE and MP both are connected negatively with TAX but have insignificant probability value. Similarly, MEV has insignificant relationship with TAX. TMN, MCI, MIS and MS are important to reduce anxiety among the secondary school students. It can be observed from the coefficient values from table 2. One-unit increase of TMN, MCI, MIS and MS will reduce -0.0298, -0.1236, -0.1529 and -0.1785 unit of TAX

Table 3

Association of motivation and anxiety

Dependent Variable	Independent Variable (TMN)		
	Coefficient	t-statistics	Prob.
TAX	-0.029820**	-2.013463	0.0444
FAN	-0.050645*	-6.172259	0.0000
ECAN	-0.067554*	-8.125563	0.0000

Note: *, ** indicated significance at 1% and 5% level respectively

Table 3 depicts the association of total motivation (TMN) with negative evaluation fear (FAN) and English classroom anxiety (ECAN). TMN has negative and significant association with FAN and ECAN having degree of coefficients values -0.0506 and -0.0675 respectively. One-unit increase in total motivation will cause -0.0506 and -0.0675 units in FAN and ECAN.

Empirical Findings of Causality

Table 4

Causal association between motivation and anxiety

Null Hypotheses	Prob.	Null Hypotheses	Prob.
MIS does not Granger Cause CAN	0.0004	MCI does not Granger Cause CAN	0.0152
CAN does not Granger Cause MIS	8.E-06	CAN does not Granger Cause MCI	7.E-19
MSE does not Granger Cause CAN	0.0019	MCI does not Granger Cause ECAN	0.0279
CAN does not Granger Cause MSE	8.E-27	ECAN does not Granger Cause MCI	1.E-07
MEV does not Granger Cause ECAN	0.0053	MS does not Granger Cause ECAN	0.0317
ECAN does not Granger Cause MEV	2.E-05	ECAN does not Granger Cause MS	0.5781
MCI does not Granger Cause FAN	0.0202	MEV does not Granger Cause FAN	0.0084
FAN does not Granger Cause MCI	1.E-15	FAN does not Granger Cause MEV	3.E-12
MIS does not Granger Cause FAN	0.0052	MS does not Granger Cause FAN	0.0007
FAN does not Granger Cause MIS	2.E-24	FAN does not Granger Cause MS	0.0295
MSE does not Granger Cause TAN	0.0365	MS does not Granger Cause TAN	0.0098
TAN does not Granger Cause MSE	2.E-10	TAN does not Granger Cause MS	8.E-20
MIS does not Granger Cause TAN	0.0001	MEV does not Granger Cause TAN	0.0044
TAN does not Granger Cause MIS	0.4358	TAN does not Granger Cause MEV	2.E-09
TMN does not Granger Cause TAX	0.0515		
TAX does not Granger Cause TMN	1.E-06		

Empirical findings of Granger causality test are discussed in table 4. Null hypotheses postulate that instrumental motivation (MIS), Self-Efficacy Motivation (MSE), Foreign Culture Motivation (MCI) and Communication Anxiety (CAN) have unidirectional causality from MIS, MSE and MCI to CAN. Expectancy Value (MEV), MCI, Supereminence Motivation (MS) and English Classroom Anxiety (ECAN) have unidirectional causality from MEV, MCI, MS to ECAN. Similarly, MCI, MIS, MEV, MS and Negative Evaluation Fear (FAN) have also unidirectional causality from MCI, MIS, MEV, and MS to FAN. Unidirectional causality is observed from MSE, MIS, MS, and MEV to Test Anxiety (TAN). Total Motivation (TMN) and Total Anxiety (TAX) both also have unidirectional causality from TMN to TAX.

Conclusion and Pedagogical Implication

Present study has been investigated the causal relationship between motivation and anxiety. Composite measures of motivation and anxiety were developed with the help of different aspects of motivation and anxiety. Expectancy value, instrumental motivation, foreign culture motivation, self-efficacy motivation, supereminence motivation and passive motivation were considered to calculate total score of motivation among secondary school students. Similarly, score of total anxiety was calculated by utilizing communication anxiety, negative evaluation fear, test anxiety and English classroom anxiety. Empirical findings showed negative association of total motivation with total anxiety. Among the mentioned dimensions of motivation; foreign culture motivation, instrumental motivation and supereminence motivation had negative and significant association with total anxiety. Results evaluated that total motivation was also significantly connected with some specific domains of anxiety. Negative evaluation fear and English classroom anxiety were important in this regard. On the other hand, casual estimates indicated unidirectional causality from total motivation to total anxiety. Foreign culture motivation, instrumental motivation and supereminence motivation had causal relationship with negative evaluation fear, communication anxiety, and English classroom anxiety. In the meanwhile, instrumental motivation and supereminence motivation have causal association with test anxiety.

Improvement in Foreign culture motivation, instrumental motivation and supereminence motivation may reduce anxiety including communication anxiety, negative evaluation fear, English classroom anxiety because mentioned dimensions of motivation have significant causal relationship with anxiety and its domains; communication anxiety, negative evaluation fear, English classroom anxiety and test anxiety. It is suggested that foreign culture motivation, instrumental motivation and supereminence motivation should be promoted at secondary level to reduce different forms of anxiety.

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