



## A Study of the Relationship between Foreign Language Anxiety and Motivation of English Language learners at intermediate level in Pakistan

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ARTICLE INFO	ABSTRACT
<p><b>Article History:</b>            Received: January 15, 20223            Revised: March 25, 2023            Accepted: March 26, 2023            Available Online: March 26, 2023</p> <p><b>Keywords:</b>            Achievement            Anxiety            Foreign Language            Leadership            Motivation</p> <p><b>Funding:</b>            This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.</p>	<p>Foreign Language Anxiety (FLA) is the unpleasant emotional response to learning a second language, whereas motivation is the fundamental urge to initiate foreign language study and the subsequent impetus to maintain the learning of language. Motivation and anxiety (though studied separately as well by researchers) have yielded groundbreaking results in this study. The researcher works to find the relationship between anxiety and motivation. The investigation employs a quantitative methodology and questionnaires. In order to accomplish this aim, Foreign Language Classroom Anxiety Scale (FLCAS) and the Language Learning Orientations Scale (LLOS) were administered to 318 participants of intermediate-level from Kohat's public colleges. For analysis, the data were subjected to Exploratory Factor Analysis (EFA), Correlation Analysis (CA), and Regression Analysis (RA) utilizing the Statistical Package for the Social Sciences (SPSS). As per the findings of the study, various forms of FL motivation are substantially associated with subscales of FL anxiety. In other words, students with various English learning motivations experience varying levels and types of anxiety. We discover a strong yet negative association between motivation and anxiety in this study. In addition, the study demonstrates that intrinsic motivation and amotivation have a greater relationship with anxiety and producing apprehension in language learners; therefore, motivating language learners by fostering their intrinsic motivation is likely to reduce their anxiety regarding English language learning. Teachers should utilize approaches that enhance pupils' intrinsic motivation. Anxiety was negatively associated with language accomplishment; consequently, in order to boost students' English language achievement, language tutors and students must take steps for decreasing FL anxiety. Teachers can reduce the anxiety of language learners by instructing them in learning processes, establishing goals that are neither too simple nor too tough, and employing anxiety-reduction approaches.</p> <p>© 2023 The Authors, Published by iRASD. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License</p>

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### 1. Introduction

Learning a foreign language carries the idea that it is nonetheless, a stressful job for a few (Toth, 2009). Since 1970s, it has been a topic of research for many a researchers e.g. (Gardner, 1985; Phillips, 1992). After reviewing the results of all of these studies, the researchers came to the conclusion that a negative association between anxiety and success in learning a foreign language may be ascribed to it. We can describe foreign language anxiety by categorizing it as facilitating-debilitating anxiety and trait-state anxiety (Scovel, 1978; C Spielberger, 1983). The impediment of language achievement is negated by the latter. In fact, facilitating anxiety can actually help the learner to enhance the language achievement.

Anxiety over learning a foreign language is, according to one definition, a worrisome and negative emotional response to learning and utilizing a second language (P. MacIntyre, 1999). Fear of negative evaluation, test anxiety, and communication apprehension are three more types of language anxiety found by researchers (E. K. Horwitz, Horwitz, & Cope, 1986). In addition, a measurement tool known as the Foreign Language Classroom Anxiety Scale (FLCAS) was suggested and utilized. According to the results of the studies, there is a negative correlation between language anxiety and language achievement. It is considered to be a prevalent issue that interferes with the acquisition of second languages. The advent of research in language motivation started along with the advent of works of social psychologists Gardner (1985) and Gardner and Lambert (1972). It was proposed that socio-cultural factors effect language learning.

According to Dornyei (2005), motivation serves as the primary impetus to begin learning a foreign language. Subsequently, it serves as the driving force to sustain language learning though its often tedious process. As such, motivation is one of the primary effective factors that can either facilitate or impede language learning. Motivation is classified as extrinsic motivation and intrinsic motivation. The latter is when the performer or learner has an internal desire for an action to be performed. It is just like when the learning is a goal in itself. However, the former has got factors other than those internal. Here, the learner either expects a reward or tries to avoid punishment.

Noels, Pelletier, Clément, and Vallerand (2003) Worked on motivation applying the theory of self-determination in foreign language learning. They came up with three categories; knowledge, accomplishment sensation and fun or excitement. Also, they accomplished to establish three categories of extrinsic motivation and they are identified regulation, introjected regulation and external regulation.

It was concluded by Katherine Ramage (1990) that in comparison with intrinsic motivation, extrinsic motivation seems to be more contributing to language learning. But if there is no reason (motivation), the learners will avert the previous task when they get something more interesting and attractive (Katherine Ramage, 1990).

The researchers have tried their hand to establish relationship between FL anxiety and FL motivation. They have mostly tested anxiety separately as a separate factor or may have treated it in FL self-confidence as a secondary factor. In the former case it was related negatively to motivation (Chow, Chiu, & Wong, 2018). In the latter case, they came to know that lack of anxiety leads to motivation, and anxiety leads to amotivation. All in all, extrinsic motivation has more to do with anxiety than intrinsic motivation (Khodadady & Khajavy, 2013).

English language instruction in Pakistan starts with pre-school level where teachers and instructors start teaching English as a basic/core subject. The learners are taught the alphabet, the basic spellings and the word-construction. It continues till high-school and university teaching where they have to study a few courses of English. English is taught through the widely used Grammar Translation Method (GTM) except for the schools having elite system, where the teacher is found reading a selected text from a course book and translate that with in the language understandable for the learners sitting in the class just as people would do in colonial times(Haider & Fang, 2019). Also, Direct Method (DM) is used which focuses on vocabulary, grammar, reading and translation(Manan, David, & Dumanig, 2015).

In light of this, the goal of the current research is to examine the relationship between FL anxiety and FL motivation, which may impact English language learning in the Pakistani context. Also, the context of Pakistan and KP would provide suitable environment for conducting such a study. The results of the study would specify certain factors that play crucial role in impeding English language learning which could hopefully be controlled to have an apt grip over English language.

### **1.1. Statement of the Problem**

Certainly, there exists some relationship between language anxiety and motivation as already studies have been undertaken by (Khodadady & Khajavy, 2013) in Iranian context. The researcher aims and is interested in conducting the same study in Pakistan, as Pakistan

possesses a different context than that of Iran, so, it may provide different results where these two factors could be studied simultaneously. The relationship of these two factors may provide facts where the factors of anxiety can be controlled and motivation mustered up to lead to a speedy learning and avoid inconvenience.

## **1.2. Research Question**

1. What is the relationship between FL anxiety and FL motivation in learning English at intermediate level in Pakistani EFL context?
2. Which types of motivation affect and predict the learners' FL anxiety in learning English at intermediate level in Pakistani context?

## **1.3. Significance of the Possible Outcomes**

The study provides immense significance, hence, clear theoretical, pedagogical and research implications could be drawn from it. It is a fact widely acknowledged that an EFL classroom contains factors that impede the learners from getting a good command over a foreign language. Anxiety and motivation have been the two most influential elements in this respect. Therefore, it is the need of the day to conduct study on FLA and FLM to speed up their learning process and create comfortable, facilitating and low anxiety environment.

Additionally, there may be some factors from FLA and FLM that could be working together and creating apprehension for the learners. This study aims at discovering the factors working simultaneously and retarding the language learning.

Needless to say, it will provide curriculum developers, policy makers and other stakeholders to design, plan, execute and assess English language policies, teaching methodologies and provide such environment which is without factors that impede learning of English language.

The findings of the study may suggest some areas in FL anxiety and motivation that could help modify the existing theories. The study probably has theoretical significance because keeping in sight the findings of the current study undertaken, and on the basis of grounded implication from the findings, the researcher may develop at all a new theory or may give us an insight about the existing one.

In addition, the context-dependence of anxiety and motivation may contribute to the existence of unknown aspects of FL anxiety and FL motivation in English language acquisition. Thus, the study may provide some innovative ways and may contribute to the already available literature.

## **1.4. Rationale of the Research Work**

FL anxiety and FL motivation have been studied and scrutinized by researchers in their separate domains and in correlation as well. Nevertheless, they highly influence the achievement of foreign language (K. Ramage, 1990). Although, a very few studies have been conducted where these two factors are observed at the same time in the perspective of English as a Foreign Language (EFL) (Khodadady & Khajavy, 2013). This kind of study, where the relationship and the combined effect of these two factors is studied, will greatly help us to distinguish the role of the current two factors in the pedagogy of language.

Khodadady and Khajavy (2013) have done their study in a private institute of English language. They suggested broadening the scope of the investigation and analyzing the findings using formal settings, such as EFL institutions, colleges, and schools, which are often more anxiety provoking places. They further suggested that the EFL learners' proficiency level can be maintained and changed to find out the factors responsible for the provocation of anxiety. The variable of age is controlled in this study where the participants are almost of the same age. Hence, the study takes account of these two variables and tell more about the relationship between motivation and anxiety and its effect on learning of a foreign language.

Although, some studies have already been undertaken to investigate FL motivation and anxiety for language achievement but still there is a lack of research in Pakistan and especially in Khyber Pakhtunkhwa (KP) (Hussain, Fareed, & Akhtar 2020).

The aim of the research is to study their mutual relationship (FLA & FLM) and further their effects examined on language achievement in Pakistani context. The pedagogical implication can be applied in practical teaching that may help the learners in a speedy grasp of the language with less hindrance and failure.

## **2. Literature Review**

### **2.1. Anxiety**

Anxiety is not a straight play term so it may take a few dynamic definitions and explanations. C Spielberger (1983) gives an account of Anxiety that it is a subjective experience of tension, apprehension, uneasiness, and concern connected with an activation of the autonomic nervous system (E. K. Horwitz et al., 1986). Additionally, Abu-Rabia, Shakkour, and Siegel (2013) has defined anxiety in terms of "worry, panic and fear".

### **2.2. Anxiety in Terms of Language Learning**

Anxiety has been recognised and identified as an obstacle to good language acquisition when it comes to language learning. Wang et al. (2014); Wu, Tennyson, and Hsia (2010); Zheng (2008) and so the achievement and success in foreign language is dependent upon it (Dordinejad & Ahmadabad, 2014).

Anxiety has been divided into subclasses. According to P. MacIntyre (1999), trait anxiety refers to a characteristic of an individual's personality, and as such, it is invariant throughout the course of time and adaptable to a diverse array of contexts (p. 28). Whereas, anxiety caused by a person's unpleasant emotional situation that they are experiencing at a certain point in time and that is making them uneasy is referred to as state anxiety. P. MacIntyre (1999) came to the conclusion that anxiety is a moment-to-moment experience. E. K. Horwitz et al. (1986) claimed that the situations in which language acquisition takes place induce a specific form of anxiety that is distinct from its other forms. This provides the theoretical foundation upon which subsequent FLA research may be built (Toth, 2009).

In the words of E. K. Horwitz (2010), situation specific anxiety approach examines particular type of anxiety in a defined and well known situation; some could be role play, stage fright and the apprehension of communication. Subsequently, it can be differentiated from other general academic performances and anxieties.

According to Samad (2014), we have three elements associated with foreign language. Firstly, the term Communication Apprehension (CA) refers to a kind of anxiety that may be seen or felt either during or after engaging in conversation with other individuals. A. V. Horwitz (2013) calls it an important component of FLA. As per Jung and McCroskey (2004), "it is mostly an anticipated or real time anxiety which the language users feel and while making a conversation with another person". The next component of FLA is referred to be test anxiety. As per the scenario of language acquisition, it refers to the anxiety associated with the prospect of performing poorly on a test. Charles Spielberger, Gonzalez, Taylor, Algaze, and Anton (1978) points out that certain performers may feel test anxiety due to the thought they may not perform better in an evaluative exam and consequently score less than expected. The third element of anxiety associated with a foreign language is the worry that one may get a poor assessment. This worry is sometimes referred to as the fear of negative evaluation (FNE). It is distinguished by fear over the judgments of others, the avoidance of circumstances that involve evaluation, and the anticipation that others would judge one unfavourably (E. K. Horwitz et al., 1986).

There occur two new aspects of language anxiety that are concluded after a detailed discussion that is facilitating and debilitating language anxiety. The former is a type of anxiousness that encourages language students to study a foreign language which further makes them eager for the fray. As obvious from its name, it facilitates the language learner. Anxiety reduction through linguistic facilitation and motivation are two concepts that, in their core meanings, are comparable as maintained by Gardner and MacIntyre (1993). The later has a detrimental effect on the acquisition of language. Learners are encouraged to engage in behaviours that prevent them from engaging in the new learning activity (Wang et al., 2014). Consequently, the learners will not accept a task and would always find ways to avoid it (Marcos-Llinás & Garau, 2009).

### **2.3. Instruments for Measuring Language Anxiety**

Foreign Language Classroom Anxiety Scale (FLCAS) has been shown to be a more valid and trustworthy tool for determining FLA (E. K. Horwitz et al., 1986). According to Toth (2009), we are in possession of this device, which was developed by E. K. Horwitz et al. (1986). It is a self-report questionnaire that assesses students' FLA in relations to the three theoretically significant characteristics of FLA theory: CA, test anxiety, and FNE.

### **2.4. Motivation**

Motivation as stated and explained by Dörnyei (2005) is "the primary impetus to initiate FL learning and later the driving force to sustain language and often tedious learning process". Due to the reason, many people feel that it is an important and significant psychological factor that might have an impact on the process of learning a second language. One of the most important factors that will determine one's level of success in language acquisition is motivation. Furthermore, motivation is an inner drive that predominantly "...energizes and directs human behaviour" as suggested by Dörnyei (1998). Ryan and Deci (2000) have discussed that "Self Determination Theory" is an approach to understanding human motivation and personality that combines standard empirical methods with an organismic meta-theory emphasising the significance of developed inner resources for personality development and behavioural self-regulation", quoting (Ryan, Kuhl, & Deci, 1997).

Motivation can be of two types; intrinsic and extrinsic. Intrinsic motivation (IM) is regarded as a type of motivation where the learner takes part in an activity on the basis that the activity is enjoyable and attractive in itself. The learner is internally motivated to perform and keep himself involved in that activity: be that language learning or any other activity. IM is based on intrinsic demands for competence and self-determination, as per Deci and Ryan (1985). Vallerand (1997) undertook and established a classification that appears to be composed of three parts of intrinsic motivation (Vallerand, 1997). We have further types of IM. The first of these is IM knowledge. It relates to the motivation that one has as a result of the self-satisfying sensations that come from gaining information, generating new ideas, and exploring new possibilities. The learner experiences a measure of delight inside himself when he realises that he has passed a significant milestone and contributed something new to the body of his own knowledge. The second type of motivation is known as intrinsic motivation accomplishment, and it refers to the feeling of joy of fulfilment that one gets after achieving a job or goal that they set for themselves. It's the sensation you get after doing something you set out to do or beating a challenge you set for yourself. The third kind of intrinsic motivation is called IM stimulation, and it's a very recent concept. It is the kind that occurs while the responsibility is being carried out in practice. The act of performing the work really re-awakens a feeling inside the learner or performer. This feeling may be connected to an appreciation of aesthetics, or it may be the result of the joy and excitement that the activity inspires in the learner. These three forms of IM are essentially founded on the idea that one derives pleasure from engaging in a strenuous endeavour that one has chosen to do on their own initiative.

Extrinsic motivation, in contrast to intrinsic motivation, manifests itself in behaviours that are energised not by some inner desire of gratification but by some instrumental aspect. This component may manifest itself as earning a reward at the conclusion of completing a work, or it may manifest itself as avoiding punishment while executing a task. Gardner and Lambert (1972) presents external regulation as the sources which are not internal but external to the person, that may be in the shape of something tangible or the cost of it and in the shape of money. Noels et al. (2003) define Introjected regulation as reasons that apply to carrying out an action due to pressure that has been absorbed into the self, such that the individual is forced to carry out the action. When a person is driven by an extrinsic source in the form of identified regulation, which is a subtype of extrinsic motivation, they have the most control over their behaviour. At this phase, people engage effort in an activity because they have decided to do so for personally relevant reasons, and this decision motivates them to exert effort.

### **2.5. Relationship between Anxiety and Motivation**

According to the findings of a journal paper written by Khodadady and Khajavy (2013), a positive association exists between linguistic anxiety and forms of external motivation that involve less self-determination on the part of the one seeking the incentive. Additionally, an

inverse association was seen between linguistic anxiety and intrinsic motivation as well as identified regulation.

### **3. Research Methodology of the Study**

This study utilized a quantitative approach as it aims to investigate the relationship between foreign language anxiety and motivation in learning English at intermediate level in Pakistan. Keeping into account the nature of the research questions, quantitative method is being utilized, as using quantitative method in the area of social sciences in general and applied linguistics in particular is preferred by many researchers in the field e.g. Dörnyei (2005). Likely, the ontological view of this study is positivistic, which implies that realities are objective, context free and where the external reality of the participant is sought for (Wilson, 2014). Moreover, the study employed positivistic approach and it aims to unearth the basic objective view of the society about FLA and FLM.

This proposed study was conducted in 2 major public sector colleges of Khyber Pakhtunkhwa. The quantitative data were gathered with the assistance of questionnaires and the students of intermediate were the only recipients of it. Questionnaire is the tool most often employed in educational researches to collect data from a larger number of sample (Cohen et al., 2007). Two questionnaires Foreign Language Classroom Anxiety Scale (FLCAS) and Language Learning Orientation Scale (LLOS) were administered to amass data for the current study. These tools enabled the researcher to collect data quickly and economically (Dörnyei, 2003). The sample of the questionnaire consists of 318 students (159 each institution). Data obtained through questionnaires were coded through SPSS (statistical package for social sciences) to learn more about the composition of LLOS and FLCAS from the inside out, exploratory factor analysis was used, for relationship correlation technique was utilized and for the prediction of the factors of anxiety, regression analysis was used.

## **4. Findings**

### **4.1. Exploratory Factor Analysis**

Principal Factor Analysis and Varimax were used separately for both scales. FLCAS got the KMO statistics as .79 and that of LLOS was .76 and these figures overwhelmingly suggest that the sample that is being chosen for the aforementioned study is one that will provide the researcher with the most accurate and reliable common factors necessary for the study. The factor analysis that was used to select the sample was also shown to be reliable. In order to prove that the correlation matrices of FLCAS and LLOS were not identity matrices, the Bartlett's test for Sphericity was observed which is quite significant. The numbers for FLCAS were ( $X^2 = 2105$ ,  $df = 528$ ,  $p < .0001$ ) and for LLOS were ( $X^2 = 1348$ ,  $df = 210$ ,  $p < .0001$ ).

After deciding that factor analysis was the appropriate method, the latent variables that needed to be extracted were identified by using the scree plot test in conjunction with eigenvalues that were greater than one and factor loadings that were greater than .40. These were the criteria that were applied to the analysis. The criteria of cross-loading and low-loading have both been removed from consideration. According to the findings of the investigation, there are four elements that contribute to FLCAS's 59.18 percent of the total variance.

Factor 1 had fifteen (15) different items placed into it. The term English communication fear came from the fact that the items in the group were connected to the fear that students have when it comes to communicating in English class. Secondly, five (5) items loading were reported for the second factor, which was connected to students' dread of being evaluated negatively in the English class, thus that factor was termed as fear of negative evaluation. There were five (5) items loaded for the third component, which was connected to the students' negative attitude toward English class and was termed as negative attitude toward English class. There were a total of five items loaded for this factor. Last but not least, there were seven (7) elements loaded for the fourth component, and this last factor related to the students' levels of comfort as well as stress during English class; hence, this factor was given the term comfortableness of the learner with English class.

Following the specification of the covert variables that underpin the FLCAS, the same procedure was used to the LLOS. The variation of the scale was recorded at 60.92 percent, which led to the extraction of a solution for the foreign language motivation that consisted of seven

(7) different elements. Amotivation, external regulation, introjected regulation, identified regulation, knowledge, achievement, and stimulation are the elements that were retrieved using Noel et al (2000)'s research. (Table 1).

The following table provides a breakdown of the different values of Cronbach alpha, as well as the internal consistency and reliability coefficients, for each of the 11 components that were derived from FLCAS and LLOS. From what can be seen in the table, we may draw the conclusion that IM satisfaction in terms of reliability, has the highest value .78, while negative attitude has the lowest value .65. The former has just three items, while the later has five; the low dependability of this factor negative attitude is related to the fact that the items are very different from one another.

**Table 1: Composites of Variables with Cronbach Alpha coefficients, Means and Standard Deviations**

Factors	Std. deviation	Mean	Cronbach's $\alpha$	No of items
Com. Fear	0.589	3.26	.71	15
Negative Evaluation	0.775	3.11	.77	5
Negative Attitude	0.460	3.11	.65	5
Comfortableness	0.441	3.06	.67	7
Amotivation	0.777	2.11	.68	4
External	0.852	3.33	.66	3
Introjected	0.914	3.19	.66	3
Identified	0.820	3.87	.64	3
Knowledge	0.738	3.88	.69	3
Accomplishment	0.761	3.66	.71	2
Stimulation	0.802	3.75	.78	3

**4.2. Correlation**

In the next table, table 6, we see the results of the correlation analysis performed on all of the variables. According to the table, amotivation has a positive and substantial relationship with all four subscales of the FLCAS, with the exception of the negative evaluation subscale, where it has an inverse relationship. This gives birth to the concept that individuals who are learning English as a foreign language whom are driven to do so have less anxiety than individuals who are learning English as a foreign language who do not have any desire. There was a positive and significant relationship between external regulation and each of the four subscales of the FLCAS, with the exception of the comfortableness subscale, where there was a negative and non-significant relationship between the two. Aside from these factors, the introjected regulation had a positive and substantial relationship with all of the subscales, with the exception of the comfortableness subscale.

**Table 2: Correlation Analysis of FL Anxiety and FL Motivation**

	AM	ER	IR	IDR	IMK	IMACC	IMSAT	COMF	NEGEV	NEGATT	COMAPP
AM	1										
ER	.06	1									
IR	.11	.30**	1								
IDR	-.13*	.26**	.26**	1							
IMK	-.08	.25**	.12*	.44**	1						
IMACC	-.07	.06	.26**	.41**	.45**	1					
IMSAT	-.08	.15*	.22**	.34**	.42**	.40**	1				
COMF	.27**	-.04	.02	-.31**	-.14**	.03	.19**	1			
NEGEV	-.35**	.20*	.21**	-.17**	-.22**	.12*	.14*	.52**	1		
NEGATT	.31**	.15*	.16**	.03	-.18**	.12*	.17**	.38**	.27**	1	
COMAPP	.28**	.14*	.13*	.01	-.08	.14*	.22**	.51**	.54**	.31**	1

\*Correlation is significant at the 0.05 level (2- tailed) \*\*Correlation is significant at the 0.01 level (2-tailed)

Identified regulation in the current investigation, was shown to have a negative correlation but a high level of significance with just two of the subscales that make up the FLCAS. These two subscales are the fear of negative evaluation and the level of comfortableness.

When we consider the subscales of intrinsic motivation, we find that IM knowledge has a negative and substantial relationship with all of the subscales of FLCAS, namely a negative attitude, the fear of obtaining a negative evaluation, and comfortableness, with the exception of communication fear. IM Knowledge has a positive but insignificant link with anxiety of communicating with others. IM Accomplishment has a positive and significant relationship with each of the subscales that make up the FLCAS, with the exception of the comfortableness subscale, with which it has a positive but not significant relationship. In conclusion, satisfaction has a positive and substantial relationship with each of the four subscales that make up the FLCAS.

According to the findings of the study's association, practically all of the subscales of intrinsic motivation had substantial and negative relationships with the sub factors of FLCAS. When we look at the findings of the extrinsic motivation test, we notice that, with the exception of the identified regulation subscale, all of the other subscales have a positive and substantial relationship to FL anxiety. All of these data point to a substantial connection between motivation in a foreign language and anxiety in the classroom when learning a foreign language. One of the research that has been done so far in the field of language anxiety and language motivation is the one that is being discussed here, and it is possible to count it among such studies. The findings of this study are in line with those found in earlier research such as those carried out by Chen et al. (2011); P. D. MacIntyre, Baker, Clément, and Donovan (2003).

### 4.3. Regression Analysis

In order to answer the second question of the study, which is "which form of the motivation truly intervenes and helps to anticipate the students' Foreign Language Anxiety in the EFL setting of Pakistan," this method of analysis was carried out. In order to achieve this goal, multiple regression analysis was used. During the study, each individual component of anxiety was treated as a dependent variable, and the individual factors of motivation were treated as independent variables. In order to conduct the analysis of regression, the subscales of motivation were regressed against each of the four subscales of the FLCAS. The findings are summarized in the table that can be seen below.

**Table 3: Regression Analysis of FL Anxiety and FL Motivation**

	Negative attitude		Communication fear		Negative evaluation		Comfortableness		Total anxiety	
	$\beta$	T	B	T	B	T	B	t	B	t
Amotivation	.042	1.216	.015	.350	.165	2.77**	.213	5.359***	.014	.434
External	-.052	-1.532	-.075	-1.743	.074	1.201	.098	2.356*	-.041	-1.313
Introjected	.037	1.133	.074	1.828	.092	1.541	.031	.763*	.040	1.334
Identified	-.015	-.396	-.041	-.833	.072	1.013	.107	2.258	-.020	-.569
Accomplish	-.001	-.027	-.088	-1.570	.040	.496**	.098	1.815*	-.060	-1.454
Knowledge	.032	.754	.072	1.342	.229	2.968	.115	2.218	.048	1.224
Satisfaction	.094	2.466*	.173	3.60***	.241	3.47***	.247	5.305***	.133	3.77***
F (7,315)	2.14		3.92		5.67		12.19		3.6	
Adj. R <sup>2</sup>	.49		.87		.93		.96		.81	

\* Significant at .05 level, \*\* Significant at .01 level, \*\*\* Significant at .001 level

#### 4.3.1. Negative Attitude

Beginning with FL Motivation for Negative Attitude towards English, the variation was calculated to be 49%. Other computations included [F (7,313) = 2.14, p .05, Adj. R<sup>2</sup> = .49]. The sole predictor of the negative attitude towards English was IM Satisfaction (= .094, t = 2.46, p .05). It was also the most significant.

#### 4.3.2. Communication Fear

FL Motivation accounted for 87% of the variance for the subsequent component, Communication Fear [F (7,315) = 3.92, p .001, Adj. R<sup>2</sup> = .87]. IM Satisfaction (= .173, t = 3.60, p .001) was the only predictor of English communication anxiety. It was also the most significant one.

#### 4.3.3. Negative Evaluation

In addition, the third anxiety component, Negative Evaluation, accounted for 93% of the variation in foreign language motivation [F (7,316) = 5.67, p.001, Adj. R<sup>2</sup> = 0.93]. In this study, amotivation (= .165 t = .241, p.01), IM Accomplishment (= .229 t = 2.96, p.01), and IM



Satisfaction ( $\beta = .241$   $t = 3.47$ ,  $p < .001$ ) were shown to be predictors of Negative Evaluation. The results highlighted the fact that IM Satisfaction was the most significant subscale.

#### **4.3.4. Comfortableness**

Needless to mention FL motivation accounted for 96% of variance for the next factor of anxiety that is the comfortableness with English class [ $F(7,315) = 12.19$ ,  $p < .001$ ,  $\text{Adj. } R^2 = .96$ ]. Amotivation ( $\beta = .213$   $t = 5.35$ ,  $p < .001$ ), External regulation ( $\beta = .098$   $t = 2.35$ ,  $p < .05$ ), identified regulation ( $\beta = .107$   $t = 2.25$ ,  $p < .05$ ), amotivation ( $\beta = .165$   $t = .241$ ,  $p < .01$ ), IM accomplishment ( $\beta = .115$   $t = 2.21$ ,  $p < .05$ ) and IM satisfaction ( $\beta = .247$   $t = 5.30$ ,  $p < .001$ ) were the five predictors of the said factor that is comfortableness with the class of English. Among these amotivation and IM satisfaction were the two most significant predictors of this analysis for comfortableness.

#### **4.3.5. Anxiety**

Finally, the total variance of FL motivation was calculated to be 81% in the total foreign language anxiety class [ $F(7,314) = 3.60$ ,  $p < .001$ ,  $\text{Adj. } R^2 = .81$ ]. IM satisfaction ( $\beta = .133$   $t = 3.776$ ,  $p < .001$ ) is the only most significant predictor of the whole foreign language anxiety.

### **5. Discussion and Conclusions**

The findings of the research demonstrated that different types of motivation are highly associated to the different sub-classes of anxiety experienced when learning a foreign language. It is possible to say that students who choose to study English for a variety of reasons also have a variety of different types of anxiety, and the extent to which they experience this anxiety may also vary from student to student. The study suggests that the students who lacked motivation, all had the fear of negative evaluation, communication apprehension or fear, would portray a negative attitude towards English, and all of them had the uncomfortableness towards English. Taking into consideration the subcategories of extrinsic motivation, the tables demonstrated that external regulation and introjected regulation were in a positive relationship with all four subscales of foreign language anxiety, with the exception of comfortableness. As a result, we are able to conclude that the students of English who were motivated extrinsically, displayed a negative attitude toward English language instruction, as well as a fear of receiving a negative evaluation, communication anxiety, and overall, a feeling of unwillingness to communicate. Those students who wished to avoid some form of punishment also had fear of negative evaluation, communication apprehension, and yet poor attitude towards English language class. Identified regulation, which is considered to be the most self-determined form of extrinsic motivation, was found to have a negative relationship with the sub-classes of foreign language anxiety, which included the learner's level of comfort with the English language as well as the learner's negative attitude toward English class. The findings suggest that learners who have some objective and goal to achieve or personal and relevant reasons behind learning English language have a lower level of anxiety as compared to learners who have some pressure exerted externally upon them. This is because learners who have some objective and goal to achieve or personal and relevant reasons behind learning English language have something to work on. The former scenario entails a lower risk of anxiety and a more advanced degree of English language acquisition.

Additionally, we observed a significant but negative relationship of the subscales of intrinsic motivation with that of foreign language anxiety. Those learners who had an internal urge achieve an objective felt quite comfortable with the English language class and they didn't have a negative attitude towards it. The results had a negative correlation to signify that the absence of this type of motivation would give rise to uncomfortableness and negative behavior also. Furthermore, the learners with internal motivation and urge to get knowledge, increase their mental horizon and learn something new, they all lacked negative attitude towards English language class, the level of their comfortableness with English class was enough to make it conducive and they also didn't have the fear of communication or communication apprehension which would probably have been a problem for the learners to get a quick grasp over language. The results achieved are in conformity with the research conducted so far and shows that the greater level of anxiety that exists in language class has an association with intrinsic motivation, amotivation and identified regulation with its lower level e.g., (Noels, Clément, & Pelletier, 1999; Tremblay & Gardner, 1995).

The learners of the language sometimes have external reason to learn a language are more vulnerable to anxiety and feel more anxious towards language (except identified regulation) as compared to those who have intrinsic motivation. The learners with no motivation to learn a language are also more vulnerable to anxiety. Where there is no motivation the learner might feel the task of foreign language learning less interesting and even leave the task at all. Another analysis technique used in the study is regression analysis which was used to predict the type of anxiety involved in the provocation of foreign language anxiety in relation with the motivation. The analysis came up with results that amotivation, IM accomplishment and IM satisfaction or stimulation were the three significant predictors of foreign language anxiety. Also, introjected regulation and external regulation showed some traces of being in the run to provoke anxiety in the learners. All this shows that those learners who don't have a strong motive behind learning a language or they may be taking the endeavor merely due to some internal pressure would have the greatest amount of anxiety exerted upon them. It is quite notable to see that among the subscales of external motivation, introjected regulation and identified regulation are on the same footing where we see that the learners who learn English for the reason of ego enhancement or the evasion of internal guilt (internally exerted pressure) are pressurized and anxious as much as those learners who learn English for some external benefit that may be some tangible benefit in any shape i.e. better job opportunities etc. The reason that they would get a better job having good communication skills specially in English would let the employers probe in the decision of the selection of the candidate. In Pakistan this practice is quite prevalent as most of the students join language academy in order to work on their language skills and learn English language for it ensures better job opportunities as compared to those who have not learned English. That is what makes the learners motivated for the task of learning English language in the context of Pakistan.

The values of IM satisfaction or stimulation were observed to be the highest in this regard. It showed the most significant numbers in the study. It implies that the process of undertaking a task or the process of learning a language is itself anxiety provoking. They would feel pressure while going through the process of undertaking different activities of learning a language. Doing something could be fun but not for everyone. It shows that the learners in the context of Pakistan are not quite comfortable with the process of learning the language. Also, the strategies and techniques involved in the process of learning are both old, uninteresting and they may not cater the needs of the learners which gives rise to the foreign language anxiety and hence it proves to be apprehending the process of English language learning. We need to upgrade the process of learning and make it as interesting as we can. There are several techniques which would allow the learners to boost their confidence level and lessen the apprehension of language. Focusing mostly on speaking and providing opportunities to the learners to perform tasks firsthand can be of great help. Mostly, learners even respond beforehand that they feel it to be anxiety provoking even thinking about going to a language academy and using that language to perform task in the said language. They feel so because they think that they may be judged on the basis of the mistakes they make so they need a pat on the back and an assurance of not being judged on this basis.

All in all, the learners of English language who are quite afraid of the negative evaluation of their language skills and have a dread regarding the communication in English, all undoubtedly portray a negative attitude towards English language or English language class. Also, they feel quite uncomfortable with their English class and due to all these factors they are not quite proficient in English language. The class or the atmosphere provided for the learning of the language should be less anxiety provoking to let the learners reduce their language anxiety level. They would need proper counselling and better performance opportunities to be in line with those who feel less anxious. The environment needs to be conducive.

### **5.1. Implications of the Study**

The study proved to be quite interesting and came up with results and implications in the findings that the researchers, language practitioners and teachers of English can use in their respective field. They must be aware of it.

Firstly, the study showed and we observed that motivation has got a significant but negative correlation with anxiety. This finding has proved an assumption that the absence of motivation gives rise to anxiety or a student motivated would portray lesser level of anxiety as

compared to the one who has got no motivation in any shape and hence would feel anxious regarding the task of English language learning. It is now the role of the teachers to encourage the students and inspire them in any manner that is feasible so that they may have less anxiety and a greater enthusiasm in studying English language. This obligation lies squarely on the shoulders of the teachers. The more motivated the learners are the less anxiety they would feel and consequently, they would get a speedy grasp of the language.

According to the findings, intrinsic motivation and amotivation have more to do with anxiety and inducing apprehension in language learners. This shows the second consequence of the study, which is that encouraging language learners by fostering their intrinsic desire will likely reduce their anxiety about English language learning. There are situations in which extrinsic motivation can lead to intrinsic motivation, but according to the research, teachers should focus on intrinsic motivation. Dörnyei (1998) argues that language instructors should assign students activities that incite intrinsic motivation, since this would assist language learners in internalizing the material. In foreign language classrooms, teachers might add tough assignments that appear fascinating and also stimulate the innate motivation of the students. Considering the findings of the study, we found that anxiety had a negative correlation with language proficiency. Therefore, in order to improve the English language proficiency of learners, it is crucial and essential to reduce their degree of foreign language anxiety. The teachers are responsible for providing a conducive learning atmosphere in which the pupils may feel at ease. In addition, kids must get training in learning processes, have goals that are neither too challenging nor too easy, and employ tactics that do not induce anxiety (Dörnyei, 1998).

Lastly, the study was done in college at intermediate level. Further research can be conducted at different levels i.e. at graduate and postgraduate level even the population can be of English language academies in Pakistani context which provides the learners with language proficiency in all or specifically speaking skill. They could be more anxiety provoking in terms of environment. The proficiency level of the learners can also be anxiety provoking and it is quite obvious that different levels of proficiency have different levels of anxiety and they are somehow negatively related to each other. Last but not the least the age of the participants can also be a factor determining the anxiety level of the learners and provide a promising study portraying the relationship of foreign language anxiety and foreign language motivation.

## **6. Conclusion**

The study aimed to investigate the relationship between foreign language anxiety and foreign language motivation along with their subsequent factors included. The study pointed out that there exists a relationship between these two and that they do work together. Certain subclasses as FNE, communication apprehension and negative attitude also work for the purpose to produce anxiety in learners, though the frequency and degree of these factors' effect may vary. This needs a special consideration on the part of the teachers and the stakeholders to give special attention to the learners regarding the anxiety producing factors. They should work on it to provide less anxiety provoking environment for a speedy grasp of the language.

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