An Investigation into the Foreign Language Anxiety and English Learning Motivation of Students in Tertiary Level

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ABSTRACT
Defining the English learning motivation of students and foreign language anxiety in language acquisition has been at the centre of much research and controversy for many years. While motivation has been one of the key factors that influence the success of foreign language, the effects of anxiety on foreign language learning cannot be ignored. More recently researches have attempted to quantify the effects of anxiety and motivation on language learning but these efforts have met with mixed results. This paper examines the relationship between foreign language anxiety and English learning motivation of students in university preparatory classes in language learning. For this purpose, the two questionnaires were used in the study mainly to seek information about the anxiety and motivation levels of foreign language learners. Participants involved 140 students from compulsory and 60 students from optional preparatory classes. The results of the study indicated that there is a significant relationship between anxiety and motivation of the students and some individual variables are also statistically significant for the students’ motivation and anxiety levels.

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1. Introduction
The studies in the field of English language instruction dealing with the psychological aspects of learning, such as motivation and anxiety have developed so far. Many researchers interested in language learning have shown that both motivation and anxiety have a significant effect on second and foreign language acquisition. The literature reviews part of this study intends to show these developments in the field of foreign or second language learning.

2. Review of the Literature
2.1. Anxiety
Tsiplakides and Keramida (2009) aims to provide teachers use some strategies for reducing foreign language speaking anxiety by using a qualitative research which presents a classroom-based case study aiming at examining the characteristics of anxious students with a view to implementing classroom interventions to reduce foreign language speaking anxiety. At the end of the study, they conclude that practitioners should get to know their students, their attitudes toward oral production, and to shed light into the reasons that underlie their low performance and their unwillingness to engage in speaking activities before employing strategies to help students overcome foreign language speaking anxiety, foster motivation, and increase foreign language performance.

Horwitz (2) explained that research on the relationship of anxiety to achievement in a second language has been hampered by the absence of a validated measure of anxiety specific to language learning. The results to date suggest that foreign language anxiety can be reliably and validly measured and that it plays an important role in language learning. Further research with the Foreign Language Classroom Anxiety Scale -FLCAS- could improve our understanding of the effect of anxiety on language learning as well as the impact of different instructional methods or teaching styles on the learner. Clement, Maclntyre, Baker,
and Donovan’s study (2002) found significant negative correlations between language anxiety and perceived competence among grade 8 and 9 students are consistent with the notion that the negative relationship between anxiety and perceived competence is a function of repeated experience. Language anxiety has become the preferred term when discussing communication apprehension in the L2 (Horwitz & young, 1991). The negative effects of language anxiety can be explained by proposing that the arousal of anxiety causes an increase in self-focused attention and distracting; self-deprecating thoughts (Eysenck, 1979; MacIntyre & Gardner, 1994b). This cognitive disruption and its consequences can occur within an individual without a single act of communication behaviour; simply being aware of potential future communication with another person can create distraction and disrupt the language learning process (MacIntyre & Gardner, 1994).

2.2. Motivation

The role of motivation in second language acquisition has been one of the key issues in regarding to learning a new language and the achievement in the second language. Gardner’s view (2007) is that there are four points that are central to understanding a student’s general level of motivation to learn a second language as well as the specific motivation that exists in any language class or other language learning situation. These are: (1) Two motivational constructs: language learning motivation and classroom learning motivation; (2) stages of language acquisition: Elementary, Consolidation, Conscious Expression and Automaticity and Thought; (3) cultural Context (Integrativeness) and educational contexts (Attitudes toward the Learning Situation, and (4) results from Spain (from L1).

Dörnyei (1998) stated that motivation has been widely acknowledged by both educators and scientists as one of the important issues that stimulus the rate and success of second/foreign language (L2) learning. Without adequate motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. He (1994) attempted to make an outline for a comprehensive motivational construct relevant to L2 classroom motivation. The levels of this construct are the Language level, the Learner level and the Learning Situation Level. These correspond to the three basic constituents of the L2 learning process: L2, L2 learner, and L2 learning environment and reflect the three different aspects of language: the social dimension, the personal dimension and the educational subject matter dimension. He resulted that the main components of the prevailing motivational approaches (expectancy-value theories, goal theories and self-determination theory) have all been validated in certain L2 contexts.

In Clement, MacIntyre, Baker, and Donovan’s study (2002), the effects of language, sex, and grade on willingness to communicate (WTC), anxiety, and perceived communication competence, on frequency of communication in French, and on the attitude and motivation variables are examined globally at each grade level. It was found that students’ L2 WTC, perceived competence, and frequency of communication in French increased from grades 7 to 8 and was maintained between grades 8 and motivation between grades 7 and 8 anxiety across the three grades. In considering the variables facilitating L2 communication, motivational processes clearly have a role to play (Clement & Gardner, 2001), though traditionally they have been more closely tied to L2 learning than to L2 communication per se. According to Gardner’s (1985) socio-educational model, motivation is an internal attribute of the individual that can be influenced by external forces.

Kormos and Csizer (2008) investigated two important issues in the field of L2 motivation: the age-related validity of the two main constructs of Dörnyei’s Motivational Self-System: the Ideal L2-Self and the Ought-to L2 self in a Hungarian context and described the motivation for learning English as a foreign language in three distinct learner populations: secondary school pupils, university students and adult language learners in the study. Questionnaire data were collected from 623 Hungarian students. The results showed considerable variation in the models of motivated behavior and this suggested that theories of L2 motivation had to take into account the setting in which students acquired the language and the age of the learners. The results also indicated that the effort students were willing to invest in language learning was determined by two important factors: attitudes to language learning and Ideal L2 self.

2.3. The Relationship between Anxiety and Motivation

Tsai and Chang (2013) investigated inner motivation and anxiety of English learning as it was experienced by English as Foreign Language (EFL) learners with respect to various majors, differences in genders and language proficiency. Specifically, it studied EFL students at a technical university in Taiwan. It surveyed and analyzed 857 freshmen from a technical university in Taiwan. The study showed that the impact that anxiety has on English learning motivation with regard to gender is undeniable, especially for the male group. However, in both the male and female groups, English learning motivation is prone to instrumental motivation. In terms of their learning anxieties, male and female groups are quite varied. In the male group, English class anxieties are at a higher level than English use and test anxiety. On the contrary, English use and test anxiety of the female group are at a higher level than their English class anxieties.
Khodadady E. and Khajavy G.H. (2012) stated that there were three implications of the study. Motivation was negatively and significantly related to anxiety, showing that by increasing students’ motivation their anxiety decreases. Motivating the language learners by only more self-determined types of motivation could decrease anxiety. Anxiety was negatively related to language achievement. The third implication was that in order to improve students’ English achievement, it was necessary for both language teachers and learners to take action to decrease FL anxiety level. Carreira (2006) investigated the relationship between motivation for learning English and foreign language anxiety among Japanese university students in order to determine which types of motivation best predict the students’ foreign language anxiety. The results of the study showed that students who have practical reasons to study English and intellectual satisfaction tended to have lower levels of foreign language anxiety.

Liu and Huang (2011) examined the relationship between foreign language anxiety, English learning motivation, and performance in English. For this purpose, they investigated 980 undergraduate students from three universities in China who answered a 76-item survey. Analyses of the data revealed three main points related with the relationship:

1. The participants generally did not feel anxious in English and were moderately motivated to learn English.
2. Foreign language anxiety and English learning motivation were significantly negatively correlated with each other.
3. Foreign language anxiety and English learning motivation were significantly correlated with students’ performance in English.

Motivation and anxiety have long been considered two of the most important variables which can, either directly or indirectly, affect language learning process and naturally these two variables have undergone extensive study (Dornyei, 1994; Horwitz, & Young, 1991; Dornyei, & Clement, 2001; MacIntyre, Baker, Clement, & Donovan, 2001; Gardner, R.C., 2007; Gardner, 2007; MacIntyre, 2007, Aydin, 2009; Hismanoğlu, 2013). While the majority of research has dealt with how these variables affect overall performance in English language teaching separately, or how language educators can increase motivation and decrease anxiety in the foreign language learning process, this study attempted to see how and to what extent these two variables are interrelated in Turkish EFL context. In this context, it is safe to argue that the relationship between these two factors should be further studied and attempts should be made to identify the correlation between them and various variables. So, the purpose of the present study is to analyze foreign language anxiety and motivation in reference to certain variables. The following research questions were posed accordingly:

1. What are students’ motivation and anxiety levels in reference to their demographics?
2. Do students’ motivation and anxiety levels differ significantly depending on gender, age, importance of English for them, type of school that they graduated from, the length of time they’re studying English and type of English education as compulsory or optional at preparatory school?
3. How does students’ foreign language anxiety relate to their motivation towards learning English?

3. Methodology

3.1. Participants

As was mentioned above participants (may also be referred to as ‘students’ or ‘learners’) in this research comprised of 141 females and 141 males, totally 293 students (11 of them did not indicate their gender) of preparatory classes studying English for one year in the School of Foreign Languages. They are all freshmen aged from 17 to 41. According to the data gathered from the participants, 100 (38.2%) of them have been learning English for a period of 1 to 5 years; 154 (52.6%) of them have been studying English for a period of 6-10 years and 8 (3.1%) of them have been studying more than 10 years. The research indicates that 209 (71.3%) of the participants are compulsory and 76 (25.9%) of them are optional preparatory school students. In the university where the research was performed English preparatory education is compulsory for the students of Medical Faculty, Electronic Engineering, Molecular Biology and Genetics, Physical Education and Training, and ELL/ELT Departments of Faculties whereas it is optional for the students of Faculty of Administration, Faculty of Dentistry, Faculty of Science and Letters, Faculty of Pharmacy and Faculty of Engineering. As for the number of the students from the different disciplines; it was seen that 26 (8.9%) from English Teacher Training Department, 28 (9.6%) from English Language and Literature Department, 38 (13%) from Faculty of Medicine, 32 (10.9%) from Molecular Biology and Genetics, 120 (41.1%) from Engineering Faculty, 25 (8.6%) from Physical Education and Training, 14 (4.8%) from Faculty of Administration, 20 (7.7%) from Faculty of Pharmacy, 2 (0.7%) from Faculty of Administration and 4 (1.4%) from Faculty of Science and Humanities. The subjects’ responses reveal that 277 (94.5%) of the students think that English is either “very important or important” and 16 (5.5%) reported that it is not important for them at all. Most of the participants 155 (53.4%) graduated from Anatolian High Schools where they get intensive English education, 87(30%) of the students graduated from Regular High Schools, and 29 (10%) of
them graduated from Vocational High Schools, 4 (2%) of the students are graduates of Private High Schools and finally 13 (4.4%) of the students are graduates of Science High Schools. 14 (4.9%) students reported that they attended English preparatory school of their high school and are receiving the second preparatory school education this year but 270 (95.21) of them are receiving an English preparatory school education for the first time. The questionnaire was administered to all the students of the school.

3.2. Instruments
The participants were asked to anonymously fill out a questionnaire involving three parts which respectively investigated their background information, foreign language anxiety and motivation levels. The first part of the questionnaire was a combination of open-ended and multiple-choice items concerning the participant’s age, gender, departments, how important English is for them, and type of school that they graduated from. The second part of the questionnaire (Foreign Language Classroom Anxiety Scale; FLCAS) which aimed to investigate the participants’ anxiety level was originally developed by Horwitz et al. (1986) and was reported to have a Cronbach alpha of 0.93. The Scale itself contains 33 items, scored on a five point Likert scale, ranging from strongly agrees to strongly disagree. The scale involved 24 positively and 9 negatively worded items. The values of negatively worded items (2, 5, 8, 11, 14, 18, 22, and 32) were reversed at data analysis stage. FLCAS evaluated students’ anxiety in four dimensions as communicative apprehension, fear of negative evaluation; test anxiety; language anxiety related to beliefs, perceptions and feelings. The third part of the questionnaire was (AMTB—Attitude and Motivation Test Battery) developed by Gardner (1985). In the Scale, only the foreign language “French” was replaced by “English”. The scale covered 20 multiple-choice items with three options, investigating the motivational aspects of the subjects. The Motivation part of AMTB used in this study was comprised of two subscales: Motivational Intensity (MI) and Desire to Learn the Language (DLL).

3.3. Design
The relationship between foreign language anxiety and motivation level of preparatory school student in university is at the heart of this study. The two questionnaires used in the study mainly sought information about the anxiety and motivation levels of foreign language learners in university and some affecting factors. The researchers explained the purpose of the study to the students and participation in the study was entirely voluntary. The questionnaires were given in the participants’ mother language.

4. Results and Discussions
The first research question posed for the study was: “what are students’ motivation and anxiety levels in reference to their demographics?” Table 1 presents the distribution of the data obtained from frequencies, percentages, arithmetic means, and standard deviation values.

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Options</th>
<th>Inventories (X±S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>141</td>
<td>50</td>
</tr>
<tr>
<td>Male</td>
<td>141</td>
<td>50</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 20</td>
<td>225</td>
<td>77.9</td>
</tr>
<tr>
<td>Between 20-25</td>
<td>57</td>
<td>19.7</td>
</tr>
<tr>
<td>Over 25</td>
<td>7</td>
<td>2.4</td>
</tr>
<tr>
<td>Type of English Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td>76</td>
<td>25.9</td>
</tr>
<tr>
<td>Compulsory</td>
<td>209</td>
<td>71.3</td>
</tr>
<tr>
<td>Time spent for English studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-5 years</td>
<td>100</td>
<td>38.2</td>
</tr>
<tr>
<td>6-10 years</td>
<td>154</td>
<td>52.6</td>
</tr>
<tr>
<td>Importance of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Very) important</td>
<td>277</td>
<td>94.5</td>
</tr>
<tr>
<td>Not important</td>
<td>16</td>
<td>5.5</td>
</tr>
<tr>
<td>Anatolian High School</td>
<td>155</td>
<td>53.4</td>
</tr>
<tr>
<td>Regular High School</td>
<td>87</td>
<td>30</td>
</tr>
<tr>
<td>Vocational High School</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>Private High School</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Science High School</td>
<td>13</td>
<td>4.4</td>
</tr>
</tbody>
</table>

As can be seen in Table 4.1, the female students received lower scores in motivation but higher scores in anxiety when compared to the male students. A similar finding was reported by Mejias et al. (1991) who discovered that female students were more anxious than male students. Likewise, Dörnyei, Csízér, & Németh, 2006; Mori & Gobel, 2006; Carriera, 2006 and Öztürk, 2012 reported that girls were more motivated than boys. The participants who were aged 20 to 25 years old received higher scores than the other age groups both in motivation and anxiety (Table 1). In this respect, it can be argued that age has an influence on motivation and anxiety. Although most of the participants are under 20, the ones experiencing...
the highest anxiety and motivation are between 20-25 years old. Similar findings were reported that the highest level of motivation or anxiety (Donovan & MacIntyre, 2005; Hismanoğlu, 2013; Er, 2015) was experienced by those who were at older ages. As for the type of English education, it is obvious from the table that, students who are taking compulsory English education at the preparatory school of foreign languages received higher scores than those students who are taking English as an optional course in both motivation and anxiety. Similarly, Genç (2009) and Genç and Kaya (2010) concluded from their study on the motivation and anxiety level of compulsory and non-compulsory students that learners studying English as compulsory courses have higher levels of both motivation and anxiety. As for the time students spent studying English, it seems that students who spent time for studying English up to five 5 years has the highest scores in motivation whereas the students who spent over 10 years for studying English had the highest scores in anxiety. In this respect, it can be argued that anxiety increases as years spent for foreign language studies increase. MacIntyre and Gardner (1989, 1991) also suggested that higher level of anxiety or motivation has been the concern of a multitude of research. Among these individual variables various learner characteristics which could be related to differential success in language learning and anxiety or motivation has been the concern of a multitude of research. Among these individual variables.

The second question posed for the study was: “Do teachers’ motivation and anxiety levels differ significantly depending on gender, age, importance of English for them, type of school that they graduated from, the length of time spent for studying English and type of English education at school as optional and compulsory (p≤0.05).” In order to find answers to this question t-tests and ANOVA were conducted and Table 2 presents the results of the analyses.

Table 4.2: The Results of the t-tests and ANOVA on Identifying Students’ Motivation and Anxiety in Reference to Demographics

| Demographics | Options | MOTIVATION | | | ANXIETY | |
|-------------|---------|------------|---|------------|---|
| Gender      | Female  | df 265 3.55 | t/F Value* 0.000* | P | df 219 -2.81 | 0.005* |
| Male        |         |            |                |   |            |    |
| Age         | Under 20| 2 2.122 | 0.122 | 2 | 1.404 | 0.248 |
| Between 20-25|        | Over 25  |            |   |            |    |
| Type of English Education | Optional | df 268 -2.44 | 0.001* | 223 -3.248 | 0.005* |
| Compulsory  |         |            |                |   |            |    |
| Time spent for English studies | 0-5 years | df 2 2.177 | 0.116 | 2 | 2.367 | 0.096 |
| 6-10 years  | Over 10 years |            |                |   |            |    |
| Importance of English School Type | (Very)-important | df 261 -7.382 | 0.00* | 261 -6.757 | 0.475 |
| Not important | Anatolian High School | df 4 1.647 | 0.163 | 4 | 1.460 | 0.215 |
| Regular High School | Vocational High School | | | | |
| Private High School | Science High School | | | | |

According to the results of the t-tests and ANOVA, students’ motivation and anxiety significantly differed depending on gender and type of English education at school as optional and compulsory (p≤0.05). Furthermore, the importance of learning English also significantly differed in terms of students’ motivation but not anxiety (p≤0.05). The study of anxiety and motivation in foreign language learning began more than three decades ago (Dörnyei, 2005; Horwitz, 1990). Since then, the relationship between specifically various learner characteristics which could be related to differential success at language learning and anxiety or motivation has been the concern of a multitude of research. Among these individual variables
are gender, age, major, year of English study, type of education and school. In the present research, those variables were investigated as well and only gender and type of education were found to be important factors for both motivation and anxiety. The relationship between gender, motivation and anxiety has been yielded contradictory results considering the previous research. In the literature, a vast number of studies conforming to the results of this research exist in terms of anxiety (Dalkılıç, 2001; Abu-Rabia, 2004; Pappamihiel, 2001; Aydin, 2008) and motivation (Dörnyei & Clement, 2001; Csizer & Dörnyei, 2005; Mendi 2009; Xiong (2010); Xiong (2010); Öztürk, 2012). On the other hand, it is possible to see numerous studies contradicting the the results of this research revealing males' higher anxiety (Narayanan, et al., 2008; Capan and Şimşek; 2012) and motivation (Genc & Kaya, 2010) than females. The findings indicating higher anxiety of females were explained in some ways by some researchers (Williams, 1996; Lowe & Ang 2012) suggesting that socio-cultural characteristics of the societies must be considered while interpreting the difference in anxiety levels between two sexes. It has been assumed that especially in male dominant countries such as Turkey, anxiety is perceived as an indicator of weakness and this perception may lead the male participants to hide their feelings. This can be the case in this research as well or the fact that females suffer from foreign language anxiety stems from the psychological features of male and female learners in educational settings. Apart from some inconsistencies about the relationship between two sexes in terms of motivation, it has also been mentioned in the previous literature (Watt, 2008) that motivation levels change in time as individuals get older favoring boys in math and girls in English. The study, clearly shows that female students have higher educational expectations than male students in terms of English language studies due to the cultural changes in the society over the last decades as females have social status as high as or even higher than males today. It seems that females have the belief that English is important for attaining goals like furthering a career in Turkey. This conclusion is related to the results about students' expectations as well. Students perceiving English as either important or very important differed significantly and had higher motivation levels than the ones holding the belief that English is not important for them at all.

Participants who significantly differed from their counterparts are the ones taking compulsory English education. They are both more motivated and have higher anxiety. Since compulsory students in preparatory school are expected to complete one year English education successfully to be able to continue their departments in the faculties they may have higher anxiety than the ones taking optional English courses. This obligation seems to provoke anxiety and raise their motivation. As indicated by a number of researchers (Scovel, 1991; Zhanibeck, 2001; Bekleyen 2004) in different contexts, anxiety to some extent may help learning and influence the learner in a positive and motivating way. Since both motivation and anxiety levels of students were higher in compulsory students, it can be thought that anxiety has a facilitating role for participants of this research and helps them to be motivated. However, as MacIntyre (1985) suggested, it is worth noting that moderate levels of anxiety increase motivation whereas excessive levels decrease motivation and hinder learning.

Correlational analyses revealed the relationships between the students’ foreign language anxiety and English learning motivation (Table 4.3). According to the table, the overall motivation score of the students was significantly and positively correlated with FLCAS and its four dimensions with coefficients ranging from 0.237 to 0.360 (P<.01). Namely, a more motivated student seems to be more likely to be anxious. Considering the strength of the relationship between the motivation and the anxiety subscales, the strongest relationship is found between motivation and language anxiety subscale related to beliefs, perceptions and feelings which recommends a linear and moderate level relation (r=0.360; P =0.000). It is followed by communicative apprehension (r=0.237; P=0.001); fear of negative evaluation (r=0.236; P=0.001) and test anxiety (r=0.225; P=0.000).

When the coefficients are evaluated it can be said that there is statistically significant, but weak relationship between motivation and the three subscales as communicative apprehension, fear of negative evaluation and test anxiety. This result is not consistent with the findings of Gardner’s et al. (2004) which demonstrated an inverse relationship between motivation and anxiety whereas it is in line with McIntyre (2007) who stated that “an experienced learner who is unwilling to communicate might show both high motivations for learning and high anxiety about communicating” (p. 564) and Sanadgol (2015). According to Gardner et al., (2004), as motivation decreases, anxiety increases. This could be attributed to the effect that poor grades have on the self-esteem, or self-confidence of the learner. The conflict and tension that arise from their perceived or actual failure in language learning result in an anxious reaction. However, in the present research, it appears that the positive relationship between anxiety and motivation is related to learners’ feelings of competitiveness, self-esteem, or self-confidence, which has been cited by a number of researchers as an important contributor to anxiety and overall language proficiency (Gardner, 1985; Young, 1991). It has been stated that competitiveness may cause anxiety if language learners compare themselves to their peers (Young, 1991). Similarly, although it is beyond the scope of this research, low self-confidence
can also lead to higher anxiety when the learner views his or herself as inadequate, or unable to reach the goals in his foreign language studies despite the high motivation level they have.

**Table 4.3: Correlations between Anxiety Subscales and Overall Motivation**

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Pearson Correlation</th>
<th>FLCAS1</th>
<th>FLCAS2</th>
<th>FLCAS3</th>
<th>FLCAS4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>1</td>
<td>0.237**</td>
<td>0.236**</td>
<td>0.225**</td>
<td>0.360**</td>
</tr>
<tr>
<td>N</td>
<td>277</td>
<td>246</td>
<td>263</td>
<td>271</td>
<td>251</td>
</tr>
</tbody>
</table>

The analyses so far clearly support the conclusion that foreign language anxiety and English learning motivation is related to each other in some ways. However, the results of the correlational analyses show numerous bivariate relationships, which could not indicate the influence of one variable on another. To get better clues about the effects of the dimensions of anxiety on overall motivation, multiple regression analysis was conducted. A stepwise method was employed in forming regression models to determine if anxiety predicts motivation. Findings from the stepwise regression analysis are summarized in Table 4.4. It was determined that foreign language classroom anxiety is a significant predictor of foreign language learners' motivation.

**Table 4.4: Summary for Stepwise Regression Analysis of English Learning Motivation**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>R² adj</th>
<th>SE</th>
<th>R² adj F</th>
<th>Df</th>
<th>F adj</th>
<th>β</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.386 a</td>
<td>0.149</td>
<td>0.145</td>
<td>0.303</td>
<td>0.149</td>
<td>37.89</td>
<td>1/216</td>
<td>0.000</td>
<td>0.574</td>
</tr>
<tr>
<td>2</td>
<td>0.421 b</td>
<td>0.169</td>
<td>0.169</td>
<td>0.299</td>
<td>0.028</td>
<td>7.226</td>
<td>1/215</td>
<td>0.008</td>
<td>-0.251</td>
</tr>
</tbody>
</table>

Four subscales of FLCAS (FLCAS1-communicative apprehension; FLCAS2-fear of negative evaluation; FLCAS3-test anxiety; FLCAS4-language anxiety related to beliefs, perceptions and feelings) were involved in the analysis in terms of motivation. After the first step of the analysis, fear of negative evaluation (t=1.641; P=0.102) and test anxiety (t=0.930; P=0.271) were excluded from the model as they were not significant statistically. Two subscales, communicative apprehension (t=-2.688; P=0.008) and language anxiety related to beliefs, perceptions and feelings (t=6.150; P=0.000) were found to be significant predictors of students’ motivation towards learning English as supported by correlational analysis (Table 3). Two models were generated and both were resulted with the change in R² being significant (Table 4). Among these two significant variables, “language anxiety related to beliefs, perceptions and feelings” was found to be the most significant predictor of students’ motivation (β=0.574) and it alone explained 14.9% of the variance. According to the Table 4.2, 17.7% of the variance is explained by “language anxiety related to beliefs, perceptions and feelings” and “communicative apprehension” together (β=-0.251). In model 2, “language anxiety related to beliefs, perceptions and feelings” and “communicative apprehension” were negative predictors of motivation whereas in model 1, “language anxiety related to beliefs, perceptions and feelings” was positive alone.

In the literature, it is possible to encounter studies suggesting both positive (Gardner, et al., 2004; Liu & Chen, 2014) and negative (McIntyre, 2007; Snadgol, 2015) relationship between motivation and anxiety. Results which are thought to be gratifying in terms of education in the School of Foreign Languages show that “fear of negative evaluation” and “test anxiety” are not predictors of students’ motivation contrary to some research conducted in Turkish EFL context (Aydin, 2009). Thus, it can be said that compared with aforementioned anxiety types, the strongest predictor of learners’ motivation is “beliefs, perceptions and feelings” related anxiety. The research focusing on the relationship between learners' beliefs and anxiety revealed that certain beliefs about language learning contribute to the student's tension and frustration depending on the value students attribute (Meece, Wigfield, & Eccles, 1990; Pajares & Valiante, 1997; Pekrun, 1992). As Horwitz (1989) identified, anxious learners, who judged language learning to be relatively difficult, possess relatively low levels of foreign language aptitude are supposed to put much effort for language studies to cope with the disturbance caused by some of their faulty beliefs and motivated for language studies indirectly. On the other hand, Palacios (1998) also outlined faulty beliefs such as learning another language at an early age is easier, using translation facilitates learning and
studying another language is an overwhelming task may cause the learners to experience anxiety in the language learning process and may cause a motivation. Thus, the relation between “beliefs and perceptions” rooted anxiety and motivation may take for granted as a double-edged sword which can produce various results. It is worth reminding Ellis (1994) who stated that learners display attitudes towards the target language and develop feelings that either promote or hinder learning. Considering the results of the present study, participants may have beliefs that may provoke anxiety and improve motivation for language studies directly or indirectly. In the second model (Table 4) as can be seen “communicative apprehension” was added into the analysis and its contribution to explain the variance is 4% alone. As indicated in Table 4, this is not a strong predictor but indicates a significant and negative relationship which means as the anxiety caused by the pressure of communication failure increases, motivation decreases and vice versa. At this point, it is striking that anxiety of communication does not provoke motivation; on the contrary it seems to hinder the process.

5. Conclusions
The relationship between foreign language anxiety and motivation is at the heart of this study. In addition, the study attempted to investigate the effects of six variables (gender, age, importance of English for them, type of school that they graduated from, the length of time spent for studying English and type of English education), on foreign language anxiety and motivation which were thought to be two interacting and crucial factors of foreign language studies. According to the research, foreign language anxiety and English learning motivation were seen to be two interacting factors. The presence of one does not exclude the existence of another. The strongest relationship was respectively between motivation and language anxiety subscale related to beliefs, perceptions and feelings; communicative apprehension; fear of negative evaluation and test anxiety. Similarly, the stepwise regression analysis supported the relationship by demonstrating that “language anxiety related to beliefs, perceptions and feelings” was found to be the most significant predictor of students’ motivation. On the other hand, as predictors of motivation, “beliefs, perceptions and feelings” related anxiety and “communicative apprehension” together seemed to have an inverse relationship with motivation. Above all, in the present study, students’ motivation and anxiety significantly differed in terms of gender and type of English education at the school as optional and compulsory. Moreover, the importance of learning English also significantly differed in terms of students’ motivation but not anxiety. Participants who are taking compulsory English education are both more motivated and have higher anxiety. As for gender, the female students seemed to be less motivated but more anxious than male students. In addition, those participants who are 20 to 25 years have higher level of anxiety and motivation. Likewise, students who spent time for studying English up to five years seemed to be more motivated while the students who spent over 10 years for studying English seemed to be more anxious. Therefore, it was concluded that anxiety increases as years spent for foreign language studies increase. It has also been concluded that students perceiving English as “very important” and “important” were more motivated and less anxious in their foreign language studies. Finally, the students who graduated from private high schools were more motivated and anxious than the others. The present study revealed important issues concerning motivation for learning EFL and foreign language anxiety among Turkish university students, but a few more limitations of the study and suggestions for future study need to be addressed. Firstly, since this study was designed to probe the relationship between motivation and type of anxiety for only one population of students, it is necessary to consider the generalizability of the present findings to other types of language students. Secondly, this study mainly indicated that students’ having “language anxiety related to beliefs, perceptions and feelings” and “communicative apprehension” tended to have lower levels of motivation. Therefore, ESL instructors need to be aware of the negative effects of their students’ beliefs about language learning on anxiety and motivation and should help anxious students to deal with anxiety-provoking beliefs to make the learning context less stressful as recommended by Horwitz, et, al (1991). Thirdly, ESL instructors should also be instructed about how to change their students’ beliefs on ESL learning and strategies to overcome language anxieties and fears since creating a low-anxiety classroom atmosphere is clearly a vital prerequisite to language learning success. In the long run, instructors will be able to contribute to the learning process by reducing the negative effects of students’ beliefs. Finally, future studies should explore the possible link between motivation and anxiety from different perspectives.

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