

Anxiety and Motivation of the Learners towards Learning English

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Abstract

There are several aspects that contribute to a student's success in learning a new language, and each of them has the ability to impact the student's motivation, attitude, and anxiety levels (i.e. degrees of apprehension or dread) toward language acquisition. Using Cronbach's alpha, the questionnaire was found to be trustworthy, with a score of 0.87. The questionnaire was translated into Arabic by the researchers in order to eliminate the possibility of misunderstanding of the questions. In the summer of 2018, English instructors used Google Forms to deliver a questionnaire. 15 male and 40 female Saudi EFL students studying English at the University of Chandigarh were included in the research sample. Every participant has a mobile phone, and they all use WhatsApp for both personal and educational reasons. Everyone who took part in the survey was in their last year of college. The study found that 68.4% of the students had moderate levels of language anxiety, while 14.1% had high levels of language anxiety, and the remaining 17.5% had low levels of language anxiety.

Keywords: *English learning, anxiety, motivation, .*

1. INTRODUCTION

Writing on motivation and anxiety in English language acquisition has flourished in recent years, as has literature on other facets of the subject. In second and foreign language learning, both incentive and anxiety have been shown to play a major role. Motivation, attitudes, anxieties, learning successes, aptitudes, IQ, age, self-identities, personalities, and so on all play a role in the acquisition of a second/foreign language. There are several aspects that contribute to a student's success in learning a new language, and each of them has the ability to impact the student's motivation, attitude, and anxiety levels (i.e. degrees of apprehension or dread) toward language acquisition. In the multicultural city of Karachi, Pakistan, what are the attitudes, motives, and classroom anxieties of male and female students about English language learning? Since most previous research has focused on native speakers or immigrant students in western environments, this study is all the more important since it examines attitudes, motives, and anxieties of students of different genders in an eastern multilingual situation. The results of this research will be an important addition to the current body of knowledge since they take a gendered viewpoint.

2. LITERATURE REVIEW

BAYAD JAMAL ALI ET.AL (2021) Education is viewed as an important instrument to help students change their behaviour in conformity with their needs and expectations of society. As a consequence, students' anxiety and attitude have a considerable impact in their ability to learn a second language. It is the primary objective of this study to examine the factors that contribute to students' anxiety while studying a foreign language at Erbil's private institutions. Quantitative research methods were used to examine students' levels of anxiety, including fear of a poor grade, anxiety about speaking out in class, and fear of failing an exam. A survey produced by previous academics was updated and reworked by the researcher in order to acquire the necessary data. It was possible for the researcher to gather 92 completed questionnaires. Multiple regression analysis was utilised to evaluate the many study hypotheses that were put forward. This research found that students' fear of negative anxiety was connected with a greater level of anxiety when it came to learning a new language, whereas students' test anxiety was associated with a lower level of anxiety among other factors.

CHEN JIANG, MOSTAFA PAPI ET.AL (2021) In this study, researchers investigated the association between chronic regulatory attention, L2 self-guides, L2 anxiety, and motivational

behaviour. A total of 161 English language learners in a non-native language setting completed questionnaires. Researchers found that participants' L2 anxiety was highly and adversely predicted by their promotion focus (concerned with successes and achievements), whereas their prevention focus (concerned with safety and duties) had no effect on L2 anxiety. There was also a positive correlation between 'ought' L2 self/own and L2 self/other with a preventative emphasis and negative correlation with 'ideal' self/own. L2 anxiety was not linked to motivated conduct in either promotion or prevention learners. A promotion-focused approach to L2 learning and instruction may help to reduce L2 anxiety, according to the findings of this study.

HUIZHEN WU ET.AL (2020) In rural China, this research focused on the impact of emotional elements on the acquisition of English by LBCs in the seventh grade. The results showed a statistically significant difference between non-LBCs and LBCs in terms of language performance and motivation. A lack of parental involvement, a lack of computer literacy, and test-taking and questions-answering anxiety contributed to the LBCs' academic underperformance and poorer interest in English learning, according to follow-up interviews. For LBCs, pedagogical implications are presented on how to develop English learning motivation and increase learner autonomy and establish communication between diverse stakeholders in education.

S. SAJNA BEEVI, ET.AL (2019) Communication relies heavily on the use of language. It is regarded as one of the greatest achievements in human history and the most efficient means of communication. Currently, the English language plays a vital role in society and serves as a window to the rest of the world. Every country has seen a rise in demand for the English language. The ability to speak in English is a vital aspect of learning the language. Lack of self-assurance, fear, anxiousness, and uncertainty are all common experiences for anyone learning a new language. Language acquisition is profoundly affected by one's own psychological well-being. This article, 'Psychological Elements Affecting English Language Acquisition: A Neurolinguistic Perspective,' tries to highlight the relevance of factors that influence language learning. Psychological factors are the most difficult hurdles to overcome, because they influence the learner's viewpoint. The field of neurolinguistics focuses on the study of the human brain and the connections between languages. Neurolinguistic Programming (NLP) is a method of communication and personal development. It's also considered as a great way to learn a second language since it encourages students to strive for excellence in their performances. Mind methods like visualisation may be used to regulate complex moods and ideas. It helps students overcome their apprehensions regarding the material. There are several aspects that contribute to psychological problems, such as a loss of self-esteem and worry about a certain circumstance. The study's goal is to discover some viable answers to the causes and effects of Neurolinguistic Programming and assist students in overcoming their lack of self-confidence and worry about learning a language.

PING-HUANG SHEU (2017) For primary school kids, this research explores the link between English learning motivation, attitude, fear, and success. 269 5th graders from nine primary schools in Taoyuan, Northern Taiwan, were surveyed using a standardised questionnaire and then analysed using Pearson correlation and multiple regression. The findings of route analysis demonstrated a substantial correlation between motivation and attitude and anxiety and accomplishment, respectively. After that, educational implications for improving English learning and teaching as well as teaching ideas for future study were discussed.

3. METHODOLOGY

Instrument

A closed-ended questionnaire was devised by the researchers to gather data from the sample. Forms used in survey design that study participants fill and return to the researcher are known as questionnaires (Creswell, 2012, p. 626). There were 16 questions on the survey, each on a Likert scale of 1 to 5, with 1 being "strongly disagree" and 5 being "strongly agree." The questions in the survey were divided into four main categories: English proficiency, attitudes, motivation, and anxiety. Both the instrument's validity and reliability were tested thoroughly. Applied linguistics specialists assessed the validity, then changed it, and then tested it on 10 students to make sure it was clear before giving to the students. Using Cronbach's alpha, the questionnaire was found to be trustworthy, with a score of 0.87. The questionnaire was translated into Arabic by the researchers in order to eliminate the possibility of misunderstanding of the questions. In the summer of 2018, English instructors used

Google Forms to deliver a questionnaire. A link was provided to a teachers' telegram group for English major students after authorization had been granted by the English Department Chairman.

Participants

15 male and 40 female Saudi EFL students studying English at the University of Bisha were included in the study's sample of participants. All of the participants have smartphones and use WhatsApp for both personal and educational reasons on a regular basis. Students in their last year of college made up the whole sample size. It's important to note that the English faculty members are well-versed with Blackboard, having used it for all of their blended and supported learning courses on campus. Accordingly, their opinions on e-learning are at least somewhat trustworthy. It was conducted in Chandigarh by focussing on private institutions. Students in the English Department at private institutions in Chandigarh and Erbil were the subjects of this research, which had 92 participants. Third and fourth graders made up the majority of those in attendance. The students ranged in age from 18 to 30. Gender was also considered to see whether there were any changes in the amount of anxiety experienced by different students.

4. DATA ANALYSIS

Description of the variables

Data for the most important research variables are shown in Table 1. If Cronbach's alpha is more than 0.70, a scale is regarded appropriate. In the present investigation, the total Cronbach's alpha was found to be 0.87. You should keep in mind the Likert scale used in this survey varied from 1=Strongly Disapprove to 5=Strongly Agree, therefore a number over 3 denotes a good attitude and below 3 indicates a negative one.

Table 1 Descriptive Statistics for the Study Variables (N=55)

Variable	Item n	Range	Mean	SD
Overall	16	2.17–4.83	3.90	0.57
English Language Learning	6	2.17–2.83	3.90	0.58
Attitude	3	1.33–3.67	3.49	0.78
Motivation	3	2.00–5.00	3.65	0.76
Anxiety	4	2.00–5.00	3.82	0.69

On the research variables, male and female respondents differed. T-tests shown in Table 2 show that there were no significant differences between men and females in their evaluations of WhatsApp on any of the four measures. The overall scale and each of the four subscales showed the same trend. Observe that both men and females received favourable ratings on the overall scale and on all four subscales (greater than 3).

Table 2 Differences between Male and Female on the Main Study Variables (t-test, N=55)

Variable	Home	n	Mean	Variance	T	P
Overall	Female	40	3.93	0.77	0.36	0.72
	Male	15	3.83	0.92		
English Skills	Female	40	3.91	0.31	0.23	0.82
	Male	15	3.87	0.39		

Attitude	Female	40	3.51	0.53	0.27	0.79
	Male	15	3.44	0.85		
Motivation	Female	40	3.62	0.56	-	0.70
	Male	15	3.71	0.54	0.39	
Anxiety	Female	40	3.88	0.33	0.93	0.36
	Male	15	3.68	0.86		

Extent of Language Anxiety of Students

It was the goal of this research to determine the level of linguistic anxiety among students in Form 4. Following the reverse scoring of the items on the Language Anxiety Scale, students' language anxiety scores were calculated by totaling up their values. Students' scores were then classified into one of three anxiety levels: low language anxiety (LLA), moderate language anxiety (MLA), or high language anxiety (HLA). The students with low language anxiety were those who scored more than one standard deviation below the mean (Mean = 36.23, SD = 8.81). A score of one standard deviation above or below the mean indicates moderate language anxiety, whereas a score of one standard deviation above or below indicates high language anxiety. Table 3 shows that, based on these three ranges of results, 17.5% of students were in the LLA level, 68.4% in the MLA level, and the remaining 14.1% in the HLA level.

Table 3 Distribution of Students According to Level of Language Anxiety

Anxiety Level	Range of Scores	n	Percentage
Low Language Anxiety	16-27	31	17.5
Moderate Language Anxiety	28-45	121	68.4
High Language Anxiety	46-60	25	14.1

5. CONCLUSION

This shows that EFL students believe WhatsApp is a useful tool for learning a new language. As a result of the students' overwhelmingly favourable opinions of mobile learning, the researchers urge that English language instructors use it in their own classrooms. Results suggest that 68.4% of students had moderate worry about learning a new language, while 14.1% had severe anxiety, and the remaining 17.5% had low language anxiety. There was no discernible difference in linguistic anxiety between men and women. Girls, on the other hand, were more concerned about 'volunteering answers', 'speaking in English', and 'fearing being laughed at' than guys. LLA students, on the whole, devote more time and effort to developing their listening, reading, speaking, and writing abilities than other students. Students at HLA reported feeling apprehensive in English lessons, which is in line with the results of the Language Anxiety Scale.

6. REFERENCE

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