

Investigating the effect of anxiety and motivation on EFL student's speaking : A
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Abstract

The study aimed at investigating the level of effect of Anxiety and Motivation on EFL Student's speaking at the faculty of education of Tripoli university in Libya. In conducting this research, a quantitative method was used as a descriptive analysis. The participants of the study were 55 students who took the speaking course as part of their compulsory course majoring in English language. The data of were collected through two types of questionnaire. The results of the questionnaires revealed that the majority of the students experienced a high level of EFL speaking anxiety. The findings also showed that most students had a high level of motivation to learn English. Finally, depending on the findings of the study, some recommendations & suggestions were emphasized.

.Keywords: Speaking Anxiety; Speaking Motivation; English Foreign Language (EFL)

الملخص:

هدفت هذه الدراسة إلى التعرف على مستوى تأثير القلق والتحفيز على التحدث باللغة الإنجليزية لدى طلاب كلية التربية بجامعة طرابلس في ليبيا. وفي إجراء هذا البحث، تم استخدام المنهج الكمي كتحليل وصفي. كان المشاركون في الدراسة 55 طالبًا ضمن دورة المحادثة كجزء من مقرراتهم الإلزامية في تخصص اللغة الإنجليزية. تم جمع البيانات من خلال نوعين من الاستبيانات. أظهرت نتائج الاستبيانات أن غالبية الطلاب عانوا من مستوى عالٍ من القلق في التحدث باللغة الإنجليزية كلغة أجنبية. كما أظهرت النتائج أن معظم الطلاب لديهم مستوى عالٍ من التحفيز لتعلم اللغة الإنجليزية. وأخيراً وبناءً على نتائج الدراسة فقد تم التأكيد على بعض التوصيات والمقترحات..

1. INTRODUCTION

Learning English as a foreign language can be a challenging task for many learners. Foreign language learners can be affected by a number of extra linguistic factors such as personality, self-esteem, risk-taking, extroversion, motivation and anxiety. Extra-linguistic factors including cultural, psychological, educational, and social factors may significantly influence the speaking abilities of Foreign Language learners. These factors can create problems to EFL learners and negatively affect their ability to communicate in the target language. Anxiety and motivation are among those extra linguistic factors that have been an interesting area of research over the past decade.

Most EFL learners experience difficulties speaking English especially in classroom due to anxiety resulted from fear of making mistakes , judged by their peers, shyness or nervousness, self-consciousness. Despite the fact that those factors may in one way or another affect students' progress in learning and create difficulties in learning the skill of speaking. Research has shown that EFL learners are subject to more anxiety when performing speaking in front of class and on spot performance than when performing other language skills. (Young (1992).

Thus, the fear of making mistakes when speaking may negatively affect the progress of EFL learners. One of the biggest issues affecting EFL learners in speaking English is anxiety.

Anxiety discourages EFL learners from attempting to learn and improve their English skills, especially speaking. This anxiety factor could also affect their motivational level in learning EFL. In other words, anxiety can minimize EFL learners' willingness to improve their speaking skill and diminishes their motivation from being more confident to speak (Horwitz, 2001).

Therefore, anxiety and motivation are two of the most important factors that can affect the ability of students in mastering a foreign language. Speaking anxiety can have a negative impact on a student's language learning progress. In other words, when a learner is anxious, he/she may have a problem getting their ideas across, and their speech production may become limited making them avoid speaking altogether.

Motivation, on the other hand can positively influence a student's success in learning a foreign language. It is a powerful force for EFL learners to learn and achieve goals in language learning (Wang, 2019). That is to say, motivated learners are more likely to mingle in language learning tasks and interactive activities in a more communicative situations. Motivated learners are more

adventurous learners who are willing to take risks and make mistakes which increases their language proficiency over time.

Statement of the problem

Most students join a university with many language problems. One of these problems is speaking anxiety. Speaking is a significant skill in language learning. Therefore, language anxiety can negatively affect learners' English proficiency. This problem exists among many Libyan students as they feel anxious mostly about their speaking skill inside the classroom in particular.

Some of them seem to attend English classes only to accumulate enough credits to graduate. The reason behind this could be that learners feel that the content of the university speaking course is irrelevant to their current study or future job, or is it the fear of making mistakes?. Also, the current views of many Libyan university students seem to be largely unmotivated group who seem tired of studying four years for examination hell in order to get a graduation certificate.

This paper investigates the perceptions of EFL learners towards the effect of anxiety and motivation on their speaking skill at university level.

2.LITERATURE REVIEW

Over the past decades, there has been much interest to investigate the factors that may affect learners' language learning process specially their speaking anxiety and motivation. Tertiary students in particular experience many difficulties with EFL learning due to some extra linguistic factors, namely anxiety and motivation . Therefore, the aim of this literature is to review the existing body of research particularly on student's speaking anxiety and motivation in EFL learning at the academic tertiary level.

2.1. Speaking Anxiety

Speaking anxiety is a common problem that many students experience when learning a foreign language, especially when performing speaking activities. Research has shown that speaking anxiety can have a negative impact on students' EFL learning process (Al-Saraj, 2017; Li, 2018; Wong & Nunan, 2011). It can discourage learners from performing speaking activities and minimize their motivation to learn the language. Language anxiety can also be defined as a learned emotional response developed during the language learning process (Kilic, 2017). Gardner and MacIntyre (1993) also defined anxiety as tensions, fears, and worries that occur

when a learner is not competent enough in the language being learned. The effect of anxiety on speaking is one of the most common problems experienced by English language learners. Yong (1990) defined language anxiety as a complex, difficult and has a number of several dimension phenomena. Polatcan (2018) defined anxiety as retreating into one's shell due to the feeling of failure. Horwitz et al (1986) defined speaking anxiety as a distinct complex of self-perceived apprehension, tension, or anxiety encountered by language learners when experiencing real or unpredictable communication with others in the target language. This sort of anxiety can negatively affect the learners' ability to function in English.

However, literature has given much attention to the impact of anxiety on foreign language speaking since speaking is known as the most anxiety-provoking skill (Melouah, 2013; Aldarasi, 2020; Zhang & Wu, 2020).

As a consequence, research shown that the fear of speaking in English has been one of the biggest causes of anxiety for EFL learners (MacIntyre & Gardner, 1991). Speaking anxiety has been found to result in physical symptoms such as sweating, trembling, and heart palpitations, which can later turn into anxiety and fear (ibid).

Research has shown that people learning a foreign language have encountered a certain level of anxiety (Altunkaya, 2017). For instance, in a study by Alsharani and Alandal (2015), conducted to study language anxiety standards, and the results revealed a high level of anxiety for most students. Another study by Alrabai (2014) to explore the level of anxiety among students at the university level showed a high level of anxiety among students. Cheng and Wang (2018) pointed out that learners who encounter anxiety are more likely to experience difficulties with their speaking skills because their fear may prevent them from getting their ideas across confidently. In a similar vein, Rachmawati and Jurianto (2020) stated that the higher the foreign language speaking anxiety learners experience, the lower achievement score they get.

Rafada and Madini (2017) carried out their study to investigate the EFL learners' perceptions of speaking anxiety in classroom. The results revealed that speaking was found as the most stressful skill among learners to be learnt. They also felt embarrassed and shy when speaking the target language as a result of their speaking anxiety. Lee and Yoon (2018) conducted a study to investigate the impact of peer feedback on the oral presentation skills of Korean EFL learners found that peer feedback and correction activities positively affected learners' speaking skills.

In a similar study by Al-Saraj (2017) revealed that vocational students at the tertiary level indicated high levels of speaking anxiety in their classes which negatively affected their speaking skill.

2.2. Motivation

Motivation is another extra linguistic factor that could positively affect students' EFL learning process. Motivation, according to Dörnyei and Ottó (1998), can be described as a combination of effort plus desire to achieve the learning goals of the language.

The term motivation for Crookes and Schmidt (1991) refers to the learner's orientation relating to the goal of learning a second language. Motivation according to Elliot and Covington (2001) is one's direction to behavior or what triggers a learner to want to repeat a behavior and gives the reasons for people's actions, desires, and needs. According to Gardner (1985), motivation is a combination of attempts and desire to obtain the goal of learning the language with favorable attitudes toward it. Oxford and Shearin (1994) defined motivation as the desire to obtain an objective in combination with the energy to work towards achieving that objective. Narayanan (2006) states that motivation is the reason behind one's actions or behaviors to achieve a particular goal.

However, despite the positive impact of motivation for learning the target language, learners can also be affected by other challenges such as their job aspirations, interests, and perceived importance of English (Chen & Hsu, 2012).

Research studies have shown that motivated learners are more likely to engage in the learning process, work hard in the face of challenges, and achieve better learning results (Dörnyei, 2014). For instance, Wang and Wen (2016) conducted a study to find out the effect of motivation among school students in Taiwan indicated that students had higher levels of motivation when they perceived the relevance of English language to their future job careers.

Research has also shown that there is a positive correlation between motivation and success in language learning. Dörnyei, (2009) argued that learners who are highly motivated to learn are more likely to engage in language learning activities, make use of opportunities, and exert their efforts continuously to improve their skills.

For example, in a study by Hedge (2000) to investigate the motivation of Japanese learners who were studying English indicated that the most important motivation for learning English language was for communicating purposes, finding a job career and for understanding other cultures, etc.

Another study by Siriluck and Sirithip (2004) about the correlation between motivation and language learning proficiency indicated that learners with high English proficiency students were more interactively motivated than learners with low English proficiency levels.

In a nutshell, literature suggests that speaking anxiety and motivation are two separate extra linguistic factors that could influence the EFL learning process. learners' speaking anxiety can negatively affect their speaking skills, while their motivation can positively affect their engagement and persistence in the learning process. Thus, it is worth investigating these two factors and provide appropriate support to help EFL learners overcome their speaking anxiety and enhance their motivation to learn English. This research intends to shed light on the effect of these extra linguistic factors, more specifically, the impact of anxiety and motivation on speaking skill to investigate the perceptions of tertiary-level learners in Libya, where many universities use English as the language of instruction. This investigation will help understand the deep impact of such extra-linguistic factors on learners' English proficiency at the tertiary level as more students still experience difficulties with their English speaking abilities. Therefore, the present study investigates the following research question:

- 1: To what extent do English students feel anxious about foreign language speaking?.
- 2: To what extent do English students feel motivated about foreign language speaking?

3. Methodology

3.1. Participants

The study involved 55 students majoring in English from the faculty of education. The participants were aged between 20 and 22 years and had been studying English as a foreign language for at least 4 years.

3.2 Data Analysis

A Likert five-point scale ranges from "strongly disagree" to "strongly agree" was used to examine participants' responses to questionnaire statements. Calculations of means, standard deviations, ranks and levels of effect were obtained to determine the perceptions of the respondents according to each item on the questionnaire. Therefore, the results of the descriptive analysis of the study will be presented as in the following table. In other words, if the computational average mean falls between (1 – 1.79) then it is considered to be within the low level. If the average mean ranges between (4.20-5) then it is considered to be at a very high level of importance and so on and so forth.

Table (1). Tables (1): shows the weighted averages of means, standard deviations, ranks and levels according to the five-point Likert scale:

Level of agreement	Strongly disagree	disagree	Neutral	agree	Strongly agree
Points	1	2	3	4	5
Weighted average of the five points Likert scale	1 – 1.79	1.80-2.59	2.60-3.39	3.40-4.19	4.20-5
Level of effect	Very low	Low	Medium	High	Very high

3.3 Instruments

The study used two main instruments to assess the students' speaking anxiety and motivation for EFL learning:

1. Foreign Language Classroom Anxiety Scale (FLCAS)

The questionnaire used in this study was adapted from Horwitz et al. (1986) with some modifications and the items used were 22. The selected 22 items were checked and discussed with some content language instructors at the English Department majoring in phonetics, sociolinguistics, speaking and other skills. The literature also proved that those items were directly related to EFL speaking anxiety (Öztürk & Gürbüz, 2014). The items of the questionnaire were translated by the researcher into the students' L1 (Arabic) to avoid any misinterpretations of items and to guarantee accurate and reliable data.

2. Motivation in learning English- Attitude/Motivation Test Battery (AMTB)

This scale is a self-report questionnaire that assesses the students' motivation and learning strategies in academic settings. The questionnaire consists of 15 items that target different aspects of motivation, such as integrative motivation, instrumental motivation, attitudes towards learning, attitudes towards English speakers and self-rated English ability. Participants were required to rate each item on a 5-point Likert scale, ranging from Sa=Strongly Agree to Sd=Strongly Disagree.

3.4 Procedure

The students completed the two types of the self-report questionnaires in their English classes about anxiety & motivation. Each questionnaire took approximately 25 minutes to finish. Prior to completing the questionnaires, students were given an explanation of the study aims and procedures they should follow and were assured of the anonymity of their names. The questionnaires were administered in Arabic language to ensure that all participants understood

the questions clearly. Finally, the participants were instructed to answer the question honestly and to the best of their ability.

4. Results and discussion

There were two kinds of questionnaires that administered to the students. First a questionnaire was adapted form of a FLCAS (Foreign Language Classroom Anxiety Scale) proposed by Horwitz et al. (1986). The second questionnaire was adapted from Attitude/Motivation Test Battery (AMTB) questionnaire suggested by Gardner, (1985) in order to meet the purpose of this research which is to investigate the extent of the effect of anxiety and motivation on speaking skill.

1. The extent of the anxiety effect on students' speaking skill.

Tables (3). Shows Descriptive Statistics (means and Standard Deviation) about the extent of the anxiety effect in students' speaking skill.

No	Anxiety effects	Means	St. Deviation	level	Rank
1	I never feel quite sure of myself when I am speaking in English.	4.33	1.278	Very High	2
2	I start to panic when I have to speak without preparation in English class	4.38	1.172	Very High	1
3	I tremble when I know that I'm going to be called on in English class.	2.88	1.212	Medium	22
4	It frightens me when I don't understand what the teacher is saying in English.	3.01	1.236	Medium	19
5	I am afraid that my English teacher is ready to correct every mistake I make	3.48	1.370	High	10
6	I keep thinking that the other students are better at English than I am.	3.17	1.114	Medium	17
7	I am not usually at ease during speaking tests in my English class.	3.23	1.277	Medium	16
8	I don't worry about making mistakes in English class.	3.31	1.268	Medium	14
9	I worry about the consequences of failing my English class.	2.93	1.248	Medium	21
10	It embarrasses me to volunteer answers in my English class.	3.29	1.269	Medium	15
11	I get upset when I don't understand what the teacher is correcting.	3.51	1.228	High	9
12	Even if I am well prepared for English class, I feel anxious about it.	3.39	1.221	High	12
13	I often feel like not going to my English class.	3.42	1.227	High	11
14	I do not feel confident when I speak in English class.	2.99	1.301	Medium	20

15	During English class, I find myself thinking about things that have nothing to do with the course.	3.09	1.261	Medium	18
16	I can feel my heart pounding when I'm going to be called on in English class.	3.78	1.209	High	6
17	I always feel that the other students speak English language better than I do.	3.55	1.174	High	8
18	I feel very self-conscious about speaking English in front of other students.	3.33	1.266	Medium	13
19	I get nervous and confused when I am speaking in my English class.	4.00	1.168	High	5
20	I get nervous when I don't understand every word the English teacher says.	4.05	1.263	High	4
21	I am afraid that the other students will laugh at me when I speak English.	3.66	1.123	High	7
22	I get nervous when the English teacher asks questions which I haven't prepared in advance.	4.15	1.161	High	3
Total		3.50	1.194	High	

To answer the first research question, which is to what extent do English students feel anxious about foreign language speaking?. It is, therefore, important to clarify that only the highest average means and standard deviations representing students' responses would be considered to represent the highest levels of the anxiety effect on students' speaking skill.

The questionnaire was administered to 55 students who were asked to indicate, on a 1-to-5-point Likert type scale, their views about the effect of 22 statements regarding anxiety. The results listed in table 2 above are ranked to reflect the highest level of anxiety in speaking according to the students' perceptions.

It is clear from (table 2) that the overall mean of the responses was (3.50) and a standard deviation of (1.194) which ranged between (agree to strongly agree) with the weighted average of the five points Likert scale that ranged between (>3.40-4.19) with a high level of an anxiety effect revealed. It is obvious from (table 2) that the average sample responses of the students towards the effect of anxiety in speaking skill varied conspicuously among students since the highest mean was (4.38) and a standard deviation of (1.172) which ranked the statement number two " I start to panic when I have to speak without preparation in English class " as the highest level of anxiety effect on students' speaking skill. Then came statement number one " I never feel quite sure of myself when I am speaking in English" in the second place with an average mean of (4.33) and a standard deviation of (1.278) as the second highest anxiety level of effect on students' speaking skill .However, in the last place, the results revealed statement number three " I tremble when I know that I'm going to be called on in English class." which occupied

the last rank as the lowest level of anxiety effect on students' speaking skill with an average mean of (2.88) and a standard deviation of (1.212) falling within a medium level of effect.

From the data above, it can be concluded that most students were highly anxious about speaking and that most of the students at the faculty of education experienced a high level of anxiety in speaking English.

These findings are consistent with previous research on speaking anxiety and motivation in EFL learning (Zhu, 2020; Abdu-Raheem, 2017). The findings of this study indicated that speaking anxiety was a real dilemma among EFL learners, and that it could have a negative effect on motivation and learning outcomes.

2.The extent of the motivation effect on students' speaking skill.

Tables (3). Shows Descriptive Statistics (means and Standard Deviation) about the extent of the motivation effect in students' speaking skill.

	motivation effects	Mean	SD	level	Rank
1	I have high motivation to learn English in order to communicate with English speaking people.	4.26	0.922	Very high	2
2	I have a positive attitude toward English speaking people.	3.66	1.002	High	5
3	I have a very high interest in English language.	3.74	0.777	High	3
4	I have a strong desire to learn English.	3.50	1.111	High	7
5	I like my English class so much, I look forward to studying more English in the future	4.48	0.677	Very high	1
6	Studying English is important because it will make me more educated.	3.34	1.099	Medium	12
7	I enjoy the activities of our English class much more than those of my other classes.	3.44	1.215	High	11
8	I keep up to date with English by working on it almost every day.	3.50	1.129	High	8
9	I plan to learn as much English as possible.	3.46	1.164	High	9
10	My English teacher is a great source of inspiration to me.	3.46	1.249	High	10
11	Studying English is important because it will be useful in getting a good job.	3.66	1.154	High	6

12	I wish I were fluent in English.	3.74	1.103	High	4
Total		3.69	1.004	High	

To answer the second research question which is to what extent do English students feel motivated about foreign language speaking? It is, therefore, important to clarify that only the highest average means and standard deviations of students' representing students' responses would be considered to represent the highest levels of motivation effect on students' speaking skill.

The questionnaire was administered to 55 students who were asked to indicate, on a 1-to-5-point Likert type scale, their views about the effect of 22 statements regarding motivation. The results listed in table 2 above are ranked to reflect the highest level of motivation effect on speaking according to the students' perceptions.

It is clear from (table 3) that the overall mean of the responses was **(3.69)** and a standard deviation of **(1.004)** which ranged between (agree to strongly agree) with the weighted average of the five points Likert scale that ranged between (>3.40-4.19) with a high level of motivation. It is obvious from (table 3) that the average sample responses of the students towards the effect of motivation in speaking skill varied conspicuously among students since the highest mean was **(4.48)** and a standard deviation of **(0.677)** which ranked the statement number five "I like my English class so much, I look forward to studying more English in the future" which came first as the highest level of motivation effect on students' speaking skill with a very high level of effect. Then came statement number (one) in the second-place which states " I have high motivation to learn English in order to communicate with English speaking people." with an average mean of **(4.26)** and a standard deviation of **(0.922)** falling within a very high level of effect. However, statement number (six) achieved the last place, which states that " Studying English is important because it will make me more educated." with an average mean of **(3.34)**, and a standard deviation of **(1.099)** falling within a medium level of effect.

On the whole, students had a high level of motivation to learn English and their motivations in the class to study were clearly seen from their responsive participation and their ability to go further achieve better speaking proficiency. Therefore, the results of this study are in line with the results of Wang and Wen (2016).

5. Suggestions and recommendations

Anxiety would bring negative influence to students especially when speaking English. Greenberg,(2017) pointed out that anxiety is feelings of discomfort that people experience before, during, and after speaking in public. Therefore, this view was supported by the finding of this study when the students feel anxious, student discomfort and were not confident to speak in front of the class and anxiety makes the EFL students nervous and afraid, which could be attributed to students' poor oral performance .

Based on the findings of this study, one could argue that the effect of anxiety on students' speaking skill was clearly revealed at a high level perhaps due to the incapability of the students to engage well in speaking class. Further to that, students normally feel they lag behind in understanding the speaking materials. Moreover, students seem to experience difficulties with speaking in English, such as mispronunciation, and selecting the right collocations in order to get the meaning across. Based on the results of this study, students anxiety in speaking could be due to lack of preparation, fear of making mistakes, afraid of being laughed by his/her friends, unconfident to pronounce and use the right words in the right context. As a consequence, it is recommended that to minimize students anxiety in speaking, students should be encouraged to engage in more communicative activities where they can practice speaking to develop their pronunciation skill. Students should be offered more opportunities record their speech or speak with their classmates to build their self-confidence. More time must be assigned to the teaching of collocations to improve students' vocabulary knowledge to make them more aware of the appropriateness in speaking. Teachers should provide students with more peer-correction work activities and to give presentations to increase students motivation. Language teachers should select speaking teaching materials that are easy, practical, enjoyable and communicative. In the end, it is suggested that classroom activities should be tailored to involve both genders to minimize students' fear and shyness and maximize students collaboration for more interactive activities.

6. Limitations of the study

This study has a number of limitations that could lead to more future research opportunities for academics and students alike in the area of language anxiety and motivation. One of the limitations of this study is that it is a small scale research. Secondly, this study was quantitative in nature and there were no observation nor interview as data collecting methods which could have supported the findings of this study. Thirdly, although the findings of this study were

generally found to be consistent with other previous studies, therefore, the results of this study cannot be overgeneralized. Therefore, these limitations should be taken into consideration when conducting research study on language anxiety and motivation for future research.

7. Conclusion

This study aimed at investigating the level of effect of Anxiety and Motivation on EFL Student's speaking at the faculty of education of Tripoli university in Libya . The findings of this study provided evidence that the majority of students of English at the Faculty of education of Tripoli University experienced a high level of speaking anxiety during their intensive language learning program. The findings also revealed that most students had a high level of motivation to learn English and their motivations in the class to study were clearly seen from their responsive participation and their ability to go further achieve better speaking proficiency. These findings were obtained via two types of questionnaire. Fifty five students participated to responded to the questionnaire in order to answer the two research questions regarding the level of speaking anxiety & motivation among participants. Finally, some suggestions and recommendations were made to minimize the level of anxiety in speaking among EFL learners and more motivational work should be devoted to maximize the students' desire to learn and develop their speaking skill.

To sum up, It is suggested that classroom activities should be tailored to involve both genders to minimize students' fear and shyness and maximize students collaboration for more interactive activities.

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Appendix A

Anxiety effect	Strongly disagree	disagree	Neutral	agree	Strongly agree
I never feel quite sure of myself when I am speaking in English.					
I start to panic when I have to speak without preparation in English class					
I tremble when I know that I'm going to be called on in English class.					
It frightens me when I don't understand what the teacher is saying in English.					
I am afraid that my English teacher is ready to correct every mistake I make					
I keep thinking that the other students are better at English than I am.					
I am not usually at ease during speaking tests in my English class.					
I don't worry about making mistakes in English class.					
I worry about the consequences of failing my English class.					
It embarrasses me to volunteer answers in my English class.					
I get upset when I don't understand what the teacher is correcting.					
Even if I am well prepared for English class, I feel anxious about it.					
I often feel like not going to my English class.					
I do not feel confident when I speak in English class.					
During English class, I find myself thinking about things that have nothing to do with the course.					
I can feel my heart pounding when I'm going to be called on in English class.					
I always feel that the other students speak English language better than I do.					
I feel very self-conscious about speaking English in front of other students.					
I get nervous and confused when I am speaking in my English class.					
I get nervous when I don't understand every word the English teacher says.					
I am afraid that the other students will laugh at me when I speak English.					
I get nervous when the English teacher asks questions which I haven't prepared in advance					

Appendix B

Table 3:					
Motivation effect	Strongly disagree	disagree	Neutral	agree	Strongly agree
1-I have high motivation to learn English in order to communicate with English speaking people.					
2-I have a positive attitude toward English speaking people.					
3-I have a very high interest in English language.					
4-I have a strong desire to learn English.					
5-I like my English class so much, I look forward to studying more English in the future					
6-Studying English is important because it will make me more educated.					
7-I enjoy the activities of our English class much more than those of my other classes.					
8-I keep up to date with English by working on it almost every day.					
9-I plan to learn as much English as possible.					
10-My English teacher is a great source of inspiration to me.					
11-Studying English is important because it will be useful in getting a good job.					
12-I wish I were fluent in English.					