

FOREIGN LANGUAGE ANXIETY AND STUDENTS' LEARNING MOTIVATION FOR FILIPINO FOREIGN LANGUAGE (KOREAN) LEARNERS

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ABSTRACT

Anxiety and motivation are indispensable aspects of learning a foreign language (FL). To some extent, students' motivation for Korean language learning can influence their learning outcomes. This quantitative study aimed to look into the relationship between foreign language anxiety and the learning motivation of Filipino students. Through stratified random sampling, 633 college students from Bataan Peninsula State University-Main Campus studying a foreign language (Korean) served as the sample for this study. The sample comprised 58% male and 42% female, mostly belonged at ages 19-24. Data gathered was analyzed using SPSS version 21. Correlation analysis between FL learning anxiety and motivation was implemented. More so, an independent sample T-test and an ANOVA (Tukey-HSD as post hoc) were applied to evaluate FL anxiety and learning motivation differences. The results demonstrated a low-to-moderate significant relationship between language anxiety and learning motivation. Furthermore, there are differences in learning motivation based on sex rather than age. On the other hand, age has no bearing on the two factors in the examination. In conclusion, FL anxiety hinders language acquisition yet students have a positive and motivated outlook toward learning.

Keywords: L2 learning, motivational factors in language learning, second language acquisition

INTRODUCTION

Anxiety over learning a foreign language is widespread not only in English classes but also in Spanish, French, Arabic, Japanese, and Korean. Many aspects of learning a foreign language might lead to anxiety in students.

Thus, language anxiety has captured the interest of language teachers since it has a negative impact on the learning of a second language (Wu, 2010). Students with high anxiety often perform slightly lower than those with lesser anxiety (Cui, 2011). As a result, there has been a growing interest and research into foreign language anxiety. (Ellis, 2008, cited in Elaldi, 2016). Foreign language anxiety is a significant

factor influencing one's ability to learn a foreign language (Dordinejad & Ahmadabad, 2014).

Foreign language anxiety is distinct from general anxiety, as defined by MacIntyre and Gardner (1994) as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning." As a result, learners cannot achieve their objectives and foreign language learners cannot perform successfully in the target language (Hashemi & Abbasi, 2013).

Legault (2017) also pointed out that people attempt to be self-regulatory while they are acquiring new knowledge (FL in this example). However, that autonomy is tested as they alternate between feeling involved and fascinated and

feeling connected and indifferent. Language anxiety is a common occurrence among language learners. Anxiety, as an emotional component of language acquisition, can have a detrimental impact on motivation and attitude toward the language (Male, 2018). It is possible to reduce student anxiety by concentrating on the message rather than the form (Oteir & Al-Otaibi, 2019). The findings of a study conducted by Djafri et al. (2018) revealed that students' perceptions of instructors' behavior raise their anxiety about learning a second language.

Most foreign language students express high speaking anxiety levels, citing their lack of speaking skills as the most significant impediment to foreign language communication (Bilá, 2013). They were frightened of being mocked by their students and losing their credibility. There are three things that have led to their FL anxiety, according to Marwan (2016): a lack of preparation, a lack of confidence, and a fear of failing the class. Also, greater stress and anxiety emerge in formal education than in the informal environment. (Hashemi & Abbasi, 2013).

Learners' unrealistic or incorrect beliefs about language learning are the primary source of anxiety. Because foreign language learners are exposed to the expert language of native speakers through tapes, videos, and instructors, they "set their standards as high as the level of native speakers," causing anxiety due to failure to meet the high standards (Kitano; Zhang and Zhong, 2012, pp. 28). Furthermore, learners' high expectations to communicate and speak in public cause anxiety. The fear of falling short of these expectations can hinder learning (Rajanthran et al., 2013, cited in Elaldi, 2016).

As previously stated, both anxiety and motivation significantly impact language learning outcomes. Nonetheless, research on language anxiety and motivation in language learning appears to be limited so far. More research is needed to determine whether and how foreign language anxiety and motivation influence language learning. It is especially true in foreign language learning environments where students typically have limited access to and exposure to the target language. In each of these cases, they study the target language primarily for a specific reason,

such as pursuing an excellent future career or the need for education. When they use the language, they get frustrated, anxious, and sometimes scared because they have no experience. Learning a second language can be a frightening experience. The pressure and stress placed on students to succeed in a second language create anxieties unique to second language classrooms (Conway, 2007).

Studies on encouragement in L2 and FL learning and other related topics have been conducted extensively in Asian contexts. Yu & Watkins (2008) investigated the motivating orientations and learning factors of East Asian language learners. The study found that desire, language use, and an inclusive motivational orientation significantly motivate East Asian language learners. Integrative encouragement has become more critical than instrumental encouragement. Students wanted to learn to speak and listen more than they wanted to learn to read and write, struggling with the latter. Yu and Watkins explored the correlation between motivational influences, cultural similarity, and L2 competence in Western and Asian university students studying Chinese in the People's Republic of China. Their study showed that Chinese culture's degree of integration and optimism was significantly and positively related to Chinese language proficiency. In contrast, language anxiety was significantly and negatively associated with Chinese language proficiency.

Learning a foreign language has long been a top priority in the Philippines, both for academic and recreational purposes. It is clear that measures such as the development of tutorial centers and language study institutions, as well as the establishment of mandatory course requirements in schools and universities, are all part of an overall strategy to promote Filipino cultural and social respect. Filipino students are required to attend foreign language studies, according to CMO 23 of the Commission on Higher Education of the Philippines (CHED, 2010). During the foreign language course that they will be taking, students will have the option of learning Korean.

In the Philippines, Lucas et al. (2010) (as cited in Gonzales, 2010) conducted a study based on intrinsic motivating influences that can help to

determine which specific L2 communicative skills are most valuable for students to learn. The study found that selected first-year college students from various universities in Manila are intrinsically motivated to learn speech and reading skills and that knowledge and achievement are intrinsically motivating. They also stated that Filipino students are inherently motivated to learn a foreign language due to their access. In addition, Gonzales (2006) argued that Filipino learners face difficulties and are not motivated to use language in speech, reading, and listening because of the complexity of these abilities and the measurable benefits that these abilities can provide to the learners. Furthermore, Macayanan (2018) looked at the impact of language learning anxiety on Filipino Engineering students' L2 speech and writing. Apprehension, discomfort, and nervousness continue to be common patterns in second- or foreign-language learning.

In 2019, the Bataan Peninsula State University (BPSU) offered foreign languages (Korean and Spanish) as part of the undergraduate curriculum. The University believes that learning languages and cultures different from its own sharpens the student's attention to the intricacies of language systems, thus, developing one's skills for linguistic analysis. Learning other foreign languages allows students to understand their heritage language better while also developing their cognitive and communicative skills. However, if a student fails Basic Korean, they will be unable to take Advanced Korean. Since this study was conducted during the first year of the pandemic, students have high anxiety levels and low motivation.

OBJECTIVES OF THE STUDY

This study examined the foreign language learning anxiety, and its learning motivation, among students, enrolled in a Korean course at Bataan Peninsula State University-Main Campus. Furthermore, it sought to fulfill the following specific objectives:

1. To determine the profile of the students in terms of:
 - 1.1 sex
 - 1.2 age
2. To ascertain the level of students' foreign language learning anxiety
3. To determine the level of student's learning motivation in terms of:
 - 3.1 desire for career and economic enhancement;
 - 3.2 desire to be a global citizen;
 - 3.3 desire to communicate and affiliate with foreigners;
 - 3.4 desire for self-satisfaction in learning;
 - 3.5 self-efficacy
 - 3.6 desire for cultural integration
4. To determine the relationship between foreign language anxiety and learning motivation
5. To compare the students' foreign language anxiety and the sex of the respondents
6. To compare the students' learning motivation and the sex of the respondents
7. To compare the students' foreign language anxiety and the age of the respondents

METHODOLOGY

The study utilized the method of quantitative research wherein the respondents were 663 second-year college students of Bataan Peninsula State University-Main Campus who learned Korean as a foreign language and accomplished two 3-unit FL courses (Basic Korean & Advanced Korean) for two consecutive semesters. Respondents have very minimal knowledge of the FL, informal exposure such as print materials, movies, music, and no relatives and acquaintances with FL proficiency. They only access the FL when they watch digital media such as Korean telenovelas, movies, and pre-recorded videos of K-pop artists.

Further, the study used stratified random sampling, and the sample was calculated by using the G-Power Analysis Software. The number of samples in the study was estimated at 95% statistical power, alpha (probability error) at 0.05, and small effect size at 0.30. On the other hand, the study used a modified questionnaire. The first one is the Foreign Language Classroom Anxiety Scale-(FLCAS), developed by Horwitz et al. (1986). The instrument is designed to assess the anxiety of foreign language learners while learning



the language in the classroom. The FLCAS employs a 5-point Likert scale with 33 items ranging from strongly agreed (5) to strongly disagreed (1). The second is the Foreign Language Learning Motivation Questionnaire (FLLMQ) developed by Gonzales (2006). This was adopted as the motivation of students to learn. The instrument consists of 40 items and six factors. The FLLMQ employs a 5-point Likert scale with responses ranging from strongly agree (5) to strongly disagree (1). The student profile includes age and sex.

The researcher distributed the questionnaire online to the respondents via Google forms. The objectives of the study were included in the survey form. It was also emphasized that completing the questionnaire was voluntary and had nothing to do with the current enrolled foreign language or with additional incentives.

Various statistical methods were used to evaluate the data. The weighted mean was used to characterize students' level of motivation and anxiety when learning a foreign language. Pearson's *r* correlation coefficient was used to determine whether there is a significant relationship between learning motivation and anxiety. Furthermore, the independent samples *t*-test and analysis of variance (ANOVA) were used to compare the motivation and anxiety of students studying a foreign language based on their profile. Before performing the *t*-test and analysis of variance, the assumptions on normality and homogeneity of variances were verified. SPSS provides significance or probability values for hypothesis testing. As a result, these are simply compared to the 0.05 level, which was established in the study as the acceptable level of significance. If the significance, or *p*-value, is equal to or less than 0.05, the statistical value is significant, and the null hypothesis is rejected.

RESULTS AND DISCUSSION

This section presents the analysis and interpretation of data to determine the relationship between foreign language anxiety and learning motivation.

1. Respondents of the Study

Table 1 presents the profile of the respondents in terms of sex and age.

Table 1
Profile of Respondents

Sex	f	%
Male	388	58
Female	275	42
Total	663	100
Age	f	%
19 – 20 yrs. old.	558	84
21 – 22 yrs. old.	85	13
23 yrs. old. & above	20	3
Total	663	100

As seen in Table 1, 388 are male while 275 are female. In terms of age, 558 of them belonged to ages 19 – 20 while 85 belonged to ages 21-22 years old. Only twenty of them belonged at ages 23 and above. Thus, it represents that majority of respondents who took up a foreign language course were second-year male college students.

2. Level of Foreign Language Learning Anxiety Among FL Learners

The two highest means provided by the students are on the indicators “I am afraid of the consequences of failing my foreign language class.” and “I am frightened when I have to speak without preparation in a language class.” having means of 3.89 and 3.67, respectively. On the other hand, the two lowest means are “I am worried that my language teacher will point out my mistakes.” and “I feel at ease when I speak in a foreign language class.” with means of 2.78 and 2.51, respectively. A composite mean of 3.23 implies that the students have agreed with the foreign language learning anxiety indicators.

Students' major motivation in learning the course was to pass it, and all factors related with that, such as degree of readiness and self-consciousness, were given significant consideration, leading in high levels of anxiety when and if this goal was not attained. A similar finding was made by Kraova and Sorova (2015), who discovered that the most stressful situation contributing to foreign language anxiety is when



individuals in their immediate environment judge their knowledge and ability to execute in a foreign language. They are afraid of making mistakes and getting punished by their colleagues.

3. Level of Foreign Language Learning Motivation of the Students

3.1. In terms of Desire for a Career and Economic Enhancement

Table 2
Mean Score of Learning Motivation in terms of Desire for Career and Economic Enhancement

Indicator	Mean	Descriptive Equivalent
I want to increase my chances of getting a good job	3.70	Agree
I want to get a high-paying job	3.67	Agree
I want to have more job opportunities after graduation	3.89	Agree
FL is another way of enriching my future career	3.86	Agree
Composite Mean	3.78	Agree

Table 2 presents the different indicators with their corresponding mean score. The indicator "I want to have more job opportunities after graduation" gained the highest mean of 3.89, while the indicator "I want to get a high-paying job" had the lowest mean score of 3.67. A composite mean of 3.78 indicates that the students have agreed on the indicators of foreign language learning motivation in their desire for career and economic enhancement.

The result reflects that learning Korean as a foreign language was prospected to increase employability, competitiveness, and versatility. Smith (2017) found that student access to foreign language education opens doors. Success in language learning requires a strong and positive learning desire. (Liu, 2015)

3.2. In terms of Desire to be a Global Citizen

It can be seen in Table 3 that "FL is one way of learning another culture" has the highest mean of 4.21 while "FL gives me the confidence to learn

other cultures" has the lowest with 4.01. Overall, the mean of 4.10 denotes that the students "Agree" with the foreign language learning motivation indicators in their desire to be global citizens.

Table 3
Mean Score of Learning Motivation in terms of desire to be a Global Citizen

Indicator	Mean	Descriptive Equivalent
It broadens my view to understand other cultures	4.19	Agree
FL is one way of learning another culture	4.21	Strongly Agree
It helps me appreciate foreign people	4.12	Agree
FL gives me the confidence to learn about other cultures	4.01	Agree
Composite Mean	4.10	Agree

The finding exemplifies the students' high interest in increasing their awareness of FL and a better understanding of intercultural communities by taking language-learning courses. Based on the characteristics of the respondents (see *Methodology*), informal learning environments help out FL students by providing common grounds for the exchange of intercultural dialogue (Chen, 2011). FL students were expected to develop intercultural skills, even if cultural discrepancies exist (i.e., disparate values and cross-cultural interaction). When students are attempting to communicate in a language that is not their native tongue, they are bound to make mistakes. Teachers should be compassionate of minor errors made by students that do not impede the communication process, reducing the pressure and enhancing students' self-esteem (He, 2017).

These students may have gained a higher desire to learn the FL and the time and effort required to achieve that objective (Dewaele et al., 2017).

3.3. In terms of Desire to Communicate and Affiliate with Foreigners

As observed in Table 4, the highest mean of 4.06 is on "It is helpful when I travel abroad." The lowest mean of 3.77 is on "I am delighted when I hear a foreigner speaking." In general, a 3.93-



mean signifies that the students "Agree" with the indicators of foreign language learning motivation in their desire to communicate and affiliate with foreigners.

Table 4
Mean Score of Learning Motivation in terms of Desire to Communicate and Affiliate with Foreigners

Indicator	Mean	Descriptive Equivalent
I want to communicate with foreigners in their native language	3.98	Agree
I am delighted when I hear a foreigner speaking	3.77	Agree
I want to go to the country where it is spoken	3.90	Agree
It is helpful when I travel abroad	4.06	Agree
Composite Mean	3.93	Agree

Results reflect that respondents value effective and efficient communication among other races. They find the need to avoid language barriers when conversing with people with various and varying means of intercourse. Tran et al. (2012) believed that learners recognize the convenience of a common language in exchanging relations, especially in the global market, i.e., in business, education, and even science and technology.

3.4. Desire for Self-Satisfaction in Learning

Table 5
Mean Score of Learning Motivation in terms of Desire for Self-Satisfaction in Learning

Indicator	Mean	Descriptive Equivalent
I enjoy learning an FL when my friend gives me some books on FL	3.54	Agree
I enjoy browsing websites that deal with FL on the Internet	3.58	Agree
I have friends who have enjoyed studying it	3.56	Agree
I enjoy watching foreign movies on TV and Youtube	3.75	Agree
My classmates are comfortable learning with me	3.51	Agree
I am learning an FL to pass an examination	3.58	Agree
Composite Mean	3.58	Agree

As shown in Table 5, the indicator with the highest mean, 3.75, is "I enjoy watching movies on

TVs and Youtube." while "...My classmates are comfortable learning with me." has the lowest mean of 3.51. A mean of 3.58 shows that the students "Agree" with the indicators of foreign language learning motivation in their desire for self-satisfaction in learning.

These imply that respondents relatively see the course as means to develop personal convenience in leisure activities. The respondents are transparent with their intentions in learning the language. It is similar to the findings of Yu (2010), who explains that attitude toward foreign language learning can influence language acquisition. In addition, students who had a positive attitude toward the Korean language and learning it developed or maintained such attitude (Jee, 2014).

3.5. In terms of Desire for Self-Efficacy

Table 6
Mean Score of Learning Motivation in terms of Desire for Self-Efficacy

Indicator	Mean	Descriptive Equivalent
I can relate well in my FL class	3.46	Agree
I enjoy learning an FL because I believe I am good at it	3.21	Neither Agree/Disagree
I feel at ease speaking in my FL classes	3.18	Neither Agree/Disagree
I enjoy learning an FL, even if it is difficult	3.64	Agree
I feel inspired when my teacher notices how I am progressing in my FL class	3.76	Agree
I believe I am capable of learning it	3.80	Agree
Composite Mean	3.50	Agree

As observed in Table 6, the indicator "I believe I am capable of learning it." has the highest mean of 3.80, and the lowest mean of 3.18 is "I feel at ease speaking in my FL classes." In addition, a composite mean of 3.50 reflects that the students "Agree" with the indicators of the foreign language learning motivation in terms of their desire for self-efficacy.

Results denote the eagerness of the respondents to pursue the course primarily because they have the chance and the ability to do so. Through this manner, perhaps, they will realize



the extent of their potential as learners. Similar findings were seen in the study of Vaiciuniene & Gedvilas (2015). They found that self-development was among the highest motives for learning a foreign language.

3.6. Desire for Cultural Integration

Table 7
Mean Score of Learning Motivation in terms of Desire for Cultural Integration

Indicator	Mean	Descriptive Equivalent
I want to live in a foreign country	3.32	Neither Agree/Disagree
I can compare my culture with them	3.85	Agree
I am interested in foreign cultures	3.73	Agree
I can socialize with foreigners	3.87	Agree
Composite Mean	3.63	Agree

From Table 7, the highest mean is "I can socialize with foreigners." with 3.87, and the lowest mean is "I want to live in a foreign country," with a mean of 3.32. A composite average of 3.63 means that the students "Agree" with the indicators of foreign language learning motivation in their desire for cultural integration.

It could be drawn from the results that there is a growing interest among the respondents to expand their understanding of foreign culture, not necessarily to adopt their ways but to at least appreciate what they have in a more critical sense. Fenoll & Kuehn (2014) inferred that acquiring language skills from another country may have eased learners' integration, but it does not directly imply that foreign language learning fosters migration.

4. Summary of Level of Foreign Language Learning Motivation of the Students

As reflected in Table 8, among the students' language motivation factors, "Desire to be a Global Citizen" has the highest mean with 4.12, followed by "Desire to Communicate and Affiliate with Foreigners" with an average of 3.93. On the contrary, the indicator with the lowest mean is the "Desire for Self-Efficacy" with 3.50.

Moreover, the overall mean of 3.78 suggests that the students "Agree" with foreign language learning motivation indicators.

Table 8
Summary of Level of Students' FL Learning Motivation

Indicator	Mean	Descriptive Equivalent
Desire for Career and Economic Enhancement	3.78	Agree
Desire to be a Global Citizen	4.12	Agree
Desire to Communicate and Affiliate with Foreigners	3.93	Agree
Desire for Self-Satisfaction in Learning	3.58	Agree
Desire for Self-Efficacy	3.50	Agree
Desire for Cultural Integration	3.63	Agree
Composite Mean	3.78	Agree

The first three indicators are extrinsic learning motivations and are relatively easier for students to acquire. They are motivated by the external environment, particularly when an individual wants to accomplish a specific purpose, such as fulfilling a requirement or feeling a desire to do so to obtain a reward in return. In contrast, the second three indicators are intrinsic learning motivations that may take time and is crucial for development. It happens when a student feels real enjoyment and satisfaction over the learning process. The study results were parallel to Khan & Takkac's (2021) study, where the desire for career and economic advancement and the desire to interact and affiliate with foreigners are the primary motivators for FL learners.

It is evident in the results that the respondents were rather extrinsically motivated and needed further engagement in the course. Ryan & Deci (2000) claimed that the inner drive required to be strengthened by satisfying the basic needs of having a sense of identity, competence, and autonomy.

5. Relationship between Students' Foreign Language Learning Anxiety and Learning Motivation

Table 9 shows that language anxiety generally has a significant relationship to all parameters of learning motivation, as indicated by their corresponding r-value greater than .05. The



“desire for self-efficacy” mainly obtained a moderate correlation, greater than all other indicators with a lower relationship.

Table 9
Correlation Matrix of Students’ Foreign Language Anxiety and Learning Motivation

Learning Motivation Factor	Foreign Language Learning Anxiety				Remarks
	r	R ²	Sig.	Degree of Correlation	
Desire for Career and Economic Enhancement	-.297	.088	.015	Low Correlation	Significant
Desire to be a Global Citizen	-.292	.085	.034	Low Correlation	Significant
Desire to Communicate and Affiliate with Foreigners	-.231	.053	.028	Low Correlation	Significant
Desire for Self-Satisfaction in Learning	-.382	.146	.042	Low Correlation	Significant
Desire for Self-Efficacy	-.407	.165	.013	Moderate Correlation	Significant
Desire for Cultural Integration	-.251	.063	.023	Low Correlation	Significant
Overall	-.355	.126	.041	Low Correlation	Significant

*level of significance at 0.05.

Data reflect a direct correspondence of two variables, meaning a higher level of motivating factors considerably has a more visible effect on the anxiety level of the students. It is evident in the level analysis that in pursuit of the different desires for learning, students tend to manifest a growing concern over their performance in classes. The more they value the goals they set for themselves to be achieved, the higher their chances are to exhibit consciousness over language literacy. This result supports the earlier findings of Ushioda (2008) that various variables influence FL learning, i.e., attitude towards FL learning and perceived ability to learn a foreign language. In addition, it is believed that attitude and desire to interact are contextualized in learning a foreign language.

Furthermore, ANOVA does not indicate where the significant difference lies; the Tukey–HSD was used as a post-comparison tool.

6. Difference in the Level of Foreign Language Anxiety of Male and Female Respondents

Table 10
Difference in the Level of Foreign Language Anxiety of Male and Female Respondents

Factor	Group	N	Mean	Independent Samples t-Test		Remarks
				Test statistic value	Sig. Value (2-tailed)	
Foreign Language Learning Anxiety	Female	275	3.18	-1.69	.567	Not Significant
	Male	388	3.17			

*level of significance at 0.05.

As reflected in Table 10, there is no significant difference between the students’ foreign language learning anxiety when grouped according to sex, as indicated by the t-value of -1.69 and the Sig. Value of 0.567.

Razak et al. (2017) revealed supporting results, stating that there is no significant difference between the foreign language anxiety exhibited by males and females. It means that sexual orientation is not a discriminating factor in the acquisition of a foreign language. They are all burdened with the same expectations, and they all have the same prior experience when it comes to learning a foreign language. Many research has been undertaken to discover if females have greater language anxiety than males, however there have also been studies that contradict this notion and indicate that both sexes experience language anxiety. (Alsowat, 2016)

Nonetheless, learning FL puts greater weight on the students’ level of familiarity with the language rather than their sexual orientation. With a more significant amount of exposure, engagement, practice, and reception, FL anxiety would be relatively reduced and, on the latter, diminished.

7. Difference in the Level of Learning Motivation of Male and Female Respondents

Among the indicators of students' learning motivation, it is presented in the table that only the "desire for career and economic enhancement" has no significant difference. In contrast, other indicators showed significant differences when grouped according to sex.

As shown, the means of the female group were significantly higher than the corresponding means of the male group.



Table 11
Difference in the Level of Learning Motivation of Male and Female Respondents.

Learning Motivation	Sex		Descriptive		Independent Samples t-Test		Remarks
	Group	N	Mean	Test statistic value	Sig. Value (2-tailed)		
Desire for Career and Economic Enhancement	Female	275	3.57	1.81	.071	Not Significant	
	Male	388	3.49				
Desire to be a Global Citizen	Female	275	4.31	6.36	.000	Significant	
	Male	388	4.00				
Desire to Communicate and Affiliate with Foreigners	Female	275	4.09	5.61	.000	Significant	
	Male	388	3.81				
Desire for Self-Satisfaction in Learning	Female	275	3.69	3.68	.000	Significant	
	Male	388	3.51				
Desire for Self-Efficacy	Female	275	3.63	2.78	.006	Significant	
	Male	388	3.48				
Desire for Cultural Integration	Female	275	3.77	4.52	.000	Significant	
	Male	388	3.52				
Overall	Female	275	3.84	5.46	.000	Significant	
	Male	388	3.64				

* level of significance at 0.05.

Likewise, the overall mean of 3.84 for the female group is significantly higher than that of the male group of 3.64.

Among the indicators of students' learning motivation, it is presented in the table that only the "desire for career and economic enhancement" has no significant difference. In contrast, other indicators showed significant differences when grouped according to sex. As shown, the means of the female group were significantly higher than the corresponding means of the male group. Likewise, the overall mean of 3.84 for the female group is significantly higher than that of the male group of 3.64. Several research on motivational factors found that women are more driven than men in L2 acquisition and that women had more favorable attitudes about learning a foreign language and a higher interest in the target culture than male language learners (Van der Slik et al., 2015)

The study supports the research study of Glynn et al. (2007), whereby female students are "more likely to attend class on time, sit in the front of the class, take notes, study the textbook, and study in an organized manner—all behaviors associated with a relatively high motivation to learn. "While girls generally displayed higher language learning motivation than boys in both studies, they did not differ from the boys in all respects," says Heinzmann (2009). Students may also respond differently to foreign language

8. Difference in the Level of Foreign Language Learning Anxiety of Students in Various Age Groups

Based on Table 12, there is no significant difference between the students' foreign language learning anxiety when grouped according to age, as indicated by the t-value of .204 and Sig. Value of .815.

Table 12
Difference in the Level of Foreign Language Learning Anxiety of Students in Various Age Groups

Factor	Age		Descriptive		ANOVA		Remarks
	Group	N	Mean	Test statistic value	Sig. Value		
Foreign Language Learning Anxiety	19 – 20	558	3.17 ^a	.204	.815	Not Significant	
	21 – 22	85	3.18 ^a				
	23 & above	20	3.14 ^a				

*level of significance at 0.05.

**similar letters in the mean implies no difference between each category after Tukey-HSD as post hoc analysis

On the contrary, Aydin et al. (2017) concluded that age contributes significantly to the learning anxiety of children. It was observed that younger age groups suffer greater from worries and adjustments in speaking the newly introduced language. When students are expected to perform in foreign language classes, they may have state anxiety, but this subsides as their foreign language skills and levels of learning improve (Ay, 2010)

This contradiction perhaps comes from the differences in the age ranges of the participants in the study. In this paper, the respondents' ages were not significantly deviated from each other. So it is expected that lesser variation in an effect would take place.

9. Difference in the Level of Learning Motivation of Students in Various Age Groups

As seen in Table 13, the results show that the most significant (Sig) values exceed 0.05, rejecting null hypotheses except one. It denotes no significant differences in various areas of students' motivation when grouped according to age. Moreover, a significant difference is found only in



the "desire for self-efficacy," as reflected by Sig. value, .028.

Table. 13
Difference in the Level of Learning Motivation of Students in Various Age Groups

Learning Motivation	Age	Descriptive		ANOVA		
		Group	N	Mean	Test statistic value	Sig.
Desire for Career and Economic Enhancement	19 – 20	558	3.50a	1.86	.156	Not Significant
	21 – 22	85	3.63a			
	23 & above	20	3.56a			
Desire to be a Global Citizen	19 – 20	558	4.11a	.520	.595	Not Significant
	21 – 22	85	4.17a			
	23 & above	20	4.22a			
Desire to Communicate and Affiliate with Foreigners	19 – 20	558	3.90a	2.77	.063	Not Significant
	21 – 22	85	4.05a			
	23 & above	20	4.12a			
Desire for Self-Satisfaction in Learning	19 – 20	558	3.57a	2.72	.067	Not Significant
	21 – 22	85	3.73a			
	23 & above	20	3.56a			
Desire for Self-Efficacy	19 – 20	558	3.51a	3.58	.028	Significant
	21 – 22	85	3.71b			
	23 & above	20	3.65ab			
Desire for Cultural Integration	19 – 20	558	3.61a	.765	.466	Not Significant
	21 – 22	85	3.69a			
	23 & above	20	3.75a			
Overall	19 – 20	558	3.70a	2.85	.058	Not Significant
	21 – 22	85	3.83a			
	23 & above	20	3.81a			

*level of significance at 0.05.

**similar letters in the mean implies no difference between each category after Tukey-HSD as post hoc analysis

These imply that age 21 to 22 (3.71) has greater learning motivation than younger age groups. In addition, the result of Tukey-HSD implies that age groups 21 to 22 and 23 & above are not significantly different in terms of learning motivation.

Results denote that age is not a contributing factor to motivating the students to learn a foreign language. Considering that most of them are in the same year level, it could be deduced that ages do not vary effectively. According to Larson-Hall (2008), age has a non-negligible effect on second language learning when language learners receive adequate feedback. Although age can play a role in improving second language acquisition, educators must provide sufficient exposure to students with the target language during their learning process.

CONCLUSION

After the exploratory investigation of respondents' foreign language anxiety and learning motivation, the researcher hoped to enrich the literature with findings specific to this context.

FL anxiety hinders language acquisition. Students experienced worrying events and stressful learning conditions. They tend to exhibit consciousness over language literacy as they put greater value on the goals they hold. Despite this, students are generally positive and motivated in learning a foreign language. The research concluded that learning a foreign language is essential for employment opportunities, effective communication, and exploring the foreign culture. Increasing the level of motivating factors corresponds to a growing level of anxiety among students.

Additionally, age does not affect foreign language learning anxiety and does not show statistically significant differences in academic performance and learning motivation. Female students tend to have a more proactive and receptive behavior in learning than males, thus exemplifying the greater interest and motivation in foreign language acquisition. Contrarily, sex did not present a varying effect on anxiety and self-consciousness.

RECOMMENDATION

Based on the study's conclusions drawn, the following recommendations were given:

First, promoting a learner-centered environment in teaching FL should be boosted as it deepens students' engagement, creates positive culture inside the class, and overcomes situational factors causing learning anxiety.

Second, the utilization of instruments that primarily examines language anxiety and motivating factors should be devised or adapted. The instrument must possess more specific indicators (extrinsic and intrinsic) and could assess motivation in a clustered manner and investigate the level of learning anxiety. It ensures that the student's motivation is carefully determined based on leading theories in the two variables under study.



Lastly, the researcher recommends further studies related to the research topic involving respondents with heterogeneous and diverse characteristics to explore the extent of foreign language learning experiences.

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