ESL LEARNERS' SECOND LANGUAGE ANXIETY AND MOTIVATION TO LEARN ENGLISH AT UNIVERSITY LEVEL IN LAHORE

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ABSTRACT

Learning a second language has diverse opportunities and multiple challenges, and forbearance of these variables yields productive outcomes for the learners. Many studies have been conducted, but more needs to be done to alleviate the anxiety experienced by learners of English as a Second Language. The current study collected data from university students to assess the effects of anxiety and motivation on learners' learning attitudes at university level. We employed FLCAS and MAQ for the collection of data from a sample size of 150 students at the English department of the University of Lahore. The researchers analyzed the relationship between anxiety and motivation by using the Pearson correlation coefficient. Statistical methods were used to investigate 1) the anxiety level among university students, 2) the motivation level of ESL learners, and 3) the link between anxiety and motivation in learning English as a second language. The results of the investigation found that the dominant part of the participants felt higher levels of language anxiety as ESL learners. Second, it was also observed that students in a classroom experience a moderate level of motivation. Third, the Pearson Correlation Coefficient shows that there is a significant link between motivation and anxiety. It is proposed that the anxiety level of students can be reduced by a conducive learning atmosphere and a variety of teaching approaches. The motivation of ESL learners can be increased and anxiety can be alleviated by careful handling and up-to-date pedagogical skills like pedocentric approaches that avoid putting the students' ego at stake.

Keywords: Anxiety, Motivation level, Correlation, Foreign Language Classroom Anxiety Scale (FLCAS), Motivation Attitude Questionnaire (MAQ)

INTRODUCTION

Language is source of communication distinguishing humans from other creatures (Younus et al, 2023). Language learning is an ambition as well as challenge for those aspire to do so. The ambition turns harder when you start learning a second language due to certain linguistic and paralinguistic features. In the process of acquiring English as a second language, there are various aspects that play a vital role. Anxiety and motivation can both promote and impede the effective acquisition of a second language by language learners (Papi 2010). In Pakistan, learning and speaking English holds a prominent position, especially considering the tremendous motivation to do so (Waseem and Jibeen 2013). Motivation is the desire to learn, longing to achieve something, or need to study, as Oxford and Shearin (1994) noted that visual and aural stimulation in the target language play a crucial part in ESL acquisition.

Some prior studies indicate that anxiety has a devastating effect on the process of learning a language, and if the target language is the language of everyday communication, it can cause anxiety in learning a second language (Woodrow 2006). Motivation is an intrinsic component that activates and sustains behavior throughout time, and it plays a vital role in all educational processes, but particularly in the language-learning process.

This study examined the anxiety and motivation of ESL learners and checked how these two factors influence the process of learning a second language. Numerous prior studies endorse the premise that anxiety is a condition or a personality attribute. A person with anxiety as a personality attribute experiences anxiety in a variety of situations like momentary or specific, such as reading or learning a second language from an educational perspective (Woodrow 2011). Consequently, we may assert that language anxiety is context-dependent and occurs in language classes (Horwitz 2001). Anxiety and motivation play a crucial role in second language acquisition and can either facilitate or impede additional language learning (Dörnyei 1998). According to Horwitz (1986), anxiety in language is a wide variety of thoughts, feelings, values, and attitudes around classroom language acquisition.

PROBLEM STATEMENT

In Pakistan, students learn English as a subject for 16 years, but often experience anxiety or lose motivation to speak fluently, which may be an impediment to learning English as a second language (Rehman, Bilal et al. 2014). Kanwar, Malik et al. (2013) asserted that the failure rate of English language learners in Pakistan is increasing, which has a significant impact on their capacity to learn. In contrast to (Hamid 2007), who asserts that the English language is expanding swiftly in Pakistan despite the fact that learners in virtually every location face numerous challenges, the English language is expanding rapidly in Pakistan, according to the author of this article (reading, writing, listening, and speaking). Moreover, there are other factors that impede second language acquisition. It is undermining their opportunities for white-collar employment and depressing those (Waseem and Jibeen 2013).

RESEARCH OBJECTIVES

Accordingly, the present study investigates the degrees of anxiety and motivation for the students learning English as a second language. The data has well contributed to identifying the reasons of anxiety and motivational decline. Therefore, this study would contribute to the identification of difficulties, which could assist ESL institutions in resolving previously reported issues. This study aims to investigate the anxiety and motivation levels of university-level ESL learners. This study sheds insight on the following issues.

RESEARCH QUESTIONS

What is the level of anxiety among Pakistani students towards learning English as a second language?
What is the level of motivation of ESL learners at university level?
What is the relationship between anxiety and motivation in ESL learning at university level in Lahore?

LITERATURE REVIEW

Literature review estimate and understand the previous works linked to the precise topic (Ahmad, Maitlo, & Rao, 2022). It is believed that motivation and anxiety towards learning are two important variables in certain ESL contexts. Halliday (1973) claimed that a child acquires language to satisfy his/her needs and communicate ideas to others and thus their desire to get L1 and understand L2 becomes their inherent motivation. Moreover, Waseem and Jibeen (2013) found motivation and anxiety as substantially linked structures in the sense of learning English language in Pakistani context. The present study focuses on anxiety and motivation as important variables in second language learning. In learning English as second language there are many intrinsic and extrinsic variables that have significant impact on learning a language. The levels of anxiety and motivation among university students was studied and how these two variables have positive significant relationship to each other.

This research was based on the Krashen's affective filter hypothesis (1985), proposed that in second language learning, learners might be diverted by emotional and intrinsic factors which plays the role of filter which permit and sometimes prevent necessary input for acquisition of language. The Affective Filter

theory embodies Krashen's opinion that a variety of 'affective factors' play a facilitative, though non-causal, function in second language learning. These factors include motivation, self-confidence, anxiety and personality traits.

Importance of Language Learning Motivation

Second language motivation is a dynamic construct; indeed, several scholars have used slightly different descriptions of students' motivated behavior. Indeed, there is an overall agreement that the idea of motivation ought to incorporate learners' inclination, responsibility, and perseverance in second language learning Ushioda (2011). Dörnyei (1998) further adds that motivation is a multidimensional concept, explaining that long-term targets can never be attained without sufficient motivation. Even if she/he has specialized knowledge, someone with inadequate incentive may not accomplish his/her long-term goals. Literature shows that motivation increases the effectiveness of English language learning (Gardner 1985). As stated earlier, motivation was recognized as one of the most noteworthy factors in the active learning of second and foreign languages Noels, Clément et al. (1999). Students who do not have adequate motivation will not be persistent in achieving their goals during the lengthy and frequently frustrating language learning process. While the word "motivation" is generally understood as the encouraging force that gets people moving to do things, there are various and varying meanings of the word "motivation," and there is a great deal of debate about the exact essence of motivation (Wolters, Shirley et al. 1996).

Motivation helps learners learn a second or foreign language more easily. Achievement and failure in the process of second language learning depend upon learners' attitude and motivation. These two are psychological factors that influence the way ESL learners perceive and comprehend the second language (Ditual 2012). Fook and Gardner (2007) stated that motivation is a point on which learners strive to learn another language because of their inner desire and motivation that cannot be affected by external factors. Motivation can be instrumental and integrative, according to Ditual. Instrumental motivation has more influence on the language learning process as compared to integrative motivation (Ditual 2012).

Importance of Second Language Anxiety (SLA

Anxiety is the feeling of nervousness and fear Rich and Scovel (1987) defined it as the individuals' state of frustration, uneasiness, apprehension, and self-doubt. ESL learners' anxiety as the form of anxiety that is aroused in ESL learners while they use a second language.

Horwitz (2010) highlighted that incompetence of learners to express their thoughts results in communication apprehension. Negative evaluation arouses anxiety about being judged negatively, which becomes a hindrance in the effective development of ESL. Anxiety also comes from the fear of failure in academic evaluation. Cho and Krashen (1994) defined anxiety as a feeling of uneasiness, distress, nervousness, and indefinite fear that is not related to some specific context or situation (Al-Eiadeh, Al-Sobh et al. 2016). When anxiety is related to a second or foreign language, it is called second language anxiety or foreign language anxiety. Anxiety in the language learning process plays an important role.

Previous research has shown that speaking is the most anxiety-provoking activity in the language classroom, and the primary goal of those previous studies was to identify correlations between language anxiety and student speaking performance, according to (Öztürk and Gürbüz 2013). Among 82 EFL specialized understudies, Cheng, Yang et al. (2009), contemplated language anxiety. The discoveries found that male students had higher test anxiety and dread of unfavorable appraisal than female students, while female understudies had higher nervousness about communication apprehension. A solid negative affiliation was found for both language anxiety and English capability. The language anxiety of participants has been unfavorably connected with their investigation time after class. In correlation, the respondents were discovered to be generally restless about talking with local speakers.

How Anxiety and Motivation Interrelated?

There has been a lot of research done on ESL/EFL anxiety and motivation and how it affects English language learning. Most of the studies indicated that levels of anxiety and motivation have a significant relationship to the effective development of English as a second language. Some studies revealed that only anxiety can affect ESL and EFL learning motivation, which means it plays a minimum role. Some of them

indicated that motivation can enhance or decrease the efficiency of English as a second and foreign language learning. Several studies show how these two variables (anxiety and motivation) can vary from individual to individual, gender to gender, and in various environments. Previous research was mentioned below in an organized way.

Language anxiety is environment-centered and closely related to learning a language, although other types of anxiety do not have that close relationship to the language learning process. This study acknowledged that the acquisition and production of a second language exhibit communicative anxiety. The outcomes of this investigation demonstrated that language and state anxiety are related to performance and they developed a model for foreign language anxiety improvement. Woodrow (2006) featured the connection between anxiety and second language execution. A total of 275 students of EAP were selected for this study, and a second language speaking anxiety scale was developed. This scale was accurate for the classroom and also for outside language learning processes. Results revealed that anxiety is an interpreter for oral achievement and the causes were investigated through interviews. They highlighted that the most significant means of anxiety is interaction with native speakers.

Binti and Rashid (2018) researched the connection between language motivation and anxiety in language learning. It is stated that proficient students are mixed with students who do not know English well. This can be a great reason for language anxiety. Participants were 96 randomly selected from the Civil Engineering department. FLCAS was used to collect data, which was then analyzed using SPSS software. The results revealed that students experienced a modest level of anxiety in language learning when they were highly motivated. It is stated that test anxiety has a significant relationship to language proficiency and efficiency. It is suggested that students should be encouraged to avoid mistakes; do not humiliate learners; it can create a high level of anxiety among them. A study on FLA among counseling students highlighted students in language training programs. This research identified that less attention to ESL/EFL anxiety among counseling students becomes the administration issue in programs of counseling. Self-efficacy and other motivational factors are significantly affected by language anxiety.

Studies Indicate No Significant Relation Among Anxiety and Motivation

There is previous research that indicates a significant relationship between anxiety and motivation that has been discussed earlier, but some studies concluded that anxiety and motivation have no significant relationship. Weems, Hammond-Laurence et al. (1997) investigated the relationship between anxiety in communication, motivation in learning, and L2 proficiency level in Chinese-speaking immigrant ESL students. The evaluation of students in grades 7, 8, and 9 was assessed on measures of ESL learning motivation, anxiety in communication, and proficiency in ESL speaking. This study indicated that motivational factors and communicative anxiety were not associated with students' second language learning. It was stated that if students have many years of learning English, it will result in better proficiency.

Latif, Fadzil et al. (2011). Each variable is researched to inculcate significance in English learning performance. A questionnaire was designed and filled out by 757 students of the Open University of Malaysia. Findings from the study indicated that the performance of learners is significantly affected by these variables. Saito, Dewaele et al. (2018) conducted a longitudinal and cross-sectional study of ESL/EFL learners' comprehensibility while keeping motivation and emotions in mind. It was found that the emotional state of learners has a significant influence on their performance and proficiency level.

In second language learning, it has been suggested that levels of anxiety and motivation are directly proportional. Domingo (2018) discussed students' language exposure, level of motivation, and anxiety level towards English language learning. Research instruments to collect data were adapted from previous studies related to these three variables. According to the findings, anxiety and exposure to language are moderate when it comes to learning English, whereas motivation is high and most students experience high anxiety levels. Cheng, Yang et al. (2009) researched the role of social anxiety in L2 based on model analyses. This study said that students' performance in learning English as a second language (ESL) is mostly affected by how the classroom is set up, not just by their motivation and feelings.

How to Overcome Anxiety and Enhance Motivation
While giving suggestions to overcome anxiety in his Popsi study on public speaking anxiety in college ESL learners, he emphasizes assisting students who are experiencing public speaking anxiety, which can be a hindrance in oral communication. There were 28 students from f Camerrines Sur Polythecnic College. To assess their level of communication, then same statistical tool was used before and after the intercession. This study resulted in the conclusion that Popsi Speaksk is of great significance in helping students overcome their public speaking anxiety and uplift their oral communication.

Teimouri, Goetze et al. (2019) explored second language anxiety and achievement. It is stated that there are numerous investigations which reveal the critical association between second language achievement and anxiety. In this study, 97 reports were collected from various countries and contained 105 samples. This study revealed proof that L2 anxiety played a negative role in learning a second language, and this study also provided direction for further research. It is also concluded that it is the most affective variable being researched in SLA. It also sheds light on relations between anxiety and linguistic and non-linguistic variables.

Investigating the association between language anxiety and motivation among Taiwan middle school understudies, Liu (2011) highlighted that when anticipating the language objective, participants with more English learning experience were less inclined to feel anxious. In spite of the fact that these participants had all the earmarks of being on edge about their friends' troublesome judgment and had helpless trust in their own capacities, student uneasiness didn't seem to affect the learning inspiration and language achievement of these understudies. For additional examination, a forthcoming report on unknown dialect nervousness was proposed among the EFL understudies. Liu (2011) discovered that inspiration and uneasiness were moderately related in a previous study; inspiration can be thought of as a powerful predictor of language tension. The capacity to become familiar with a language and persuasive strength, two inspiration segments, prompted the expectation of language uneasiness. She likewise saw that apprehensive understudies seemed, by all accounts, to be "more inclined to bring down inspiration."

Djafri and Wimbarti (2018) investigated FLA among learners of various foreign languages in association with motivation and behavior among Indonesian undergraduate students of language programs. Participants were 182 undergraduate students in language programs. Data was analyzed through ANOVA, in which it is found that Japanese learners have higher anxiety as compared to other countries. A T-test was used, which revealed that the Latin language groups (French and English) have less anxiety than non-Latin language groups (Japanese, Korean, and Arabic). Multiple methods were used to observe the role of motivation. After analysis, it is found that motivation has no effect on foreign language anxiety and, on the other hand, teachers' behavior perception has a significant effect on foreign language anxiety. This study suggests that teachers should create a more conducive environment to decrease anxiety in foreign language learning classrooms.

METHODOLOGY AND DESIGN
Research methodology comprises the research design, research population, research sampling, research instruments, data collection processes and data analysis process. In this research, quantitative analysis took place using survey research. assert that quantitative analysis is a type of research that uses observational evidence to analyze and investigate activities using methods focused on mathematical processes. This study discussed material using a quantitative approach to expose authentic findings and conclusions, according to the above-mentioned descriptions. So, for this analysis, the quantitative method was the best way to look at anxiety and motivation levels and how they affect ESL learning.

Population and Sampling
The present study employed a random sampling of 150 students of B.S. Hons. English from the private university in district Lahore. For ethical consideration university name was not mentioned, as, Rao, et al, (2023) stated that ethical problems are essentially acknowledged rules. They had 49 percent male students and 51 percent female students. All of them were between 16 to 23 years old. English was their major subject, and their level of confidence in speaking and writing English was approximately the same. Students were chosen from the English department and

informed about the research objectives, which included analyzing anxiety and motivation levels among ESL and EFL learners. In order to collect data, 150 students, 54% were female and 46% were male, and that is an appropriate strength. An introductory session was regulated in order to familiarize samples with the research topic and its nature. This study was conducted at UOL Punjab, Pakistan. There are 14 departments, yet participants for this study were selected from the English department.

RESEARCH INSTRUMENTS
Research instruments are the sources that are used to collect data. The students completed two parts of a survey questionnaire for this study, containing a 15-item foreign language classroom anxiety section and a 15-item English learning motivation scale. Questionnaire items were put on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree".

Data Collection and Analysis
The data gathering process took place in the form of a questionnaire; 150 students of UOL were selected from the English department. Due to Semester break universities were closed and researchers were unable to gather data in direct classrooms. The questionnaire was designed on Google Forms and the link was shared through WhatsApp by the researcher. A questionnaire was sent to selected participants through WhatsApp groups with the help of the head of department. They filled out the questionnaire and the researcher received responses. In collecting data, some learners were unable to respond timely because of various challenges, such as poor internet connection and load shedding. This process was time-consuming, hence they filled out the questionnaire within a week and some of the students took two weeks.

Data was collected through Google forms and was imported into the Excel spreadsheet. The obtained data were calculated using an excel spread sheet to answer the first two research questions. And to investigate the correlation between anxiety and motivation, the Pearson correlation technique was employed. SPSS software was used to measure the relationship in this regard.

RESULTS
Foreign language classroom anxiety scale was used to collect data about anxiety level among students. Both detrimental declarations of anxiety products were reversely coded before any statistical experiments were done. The items ranged between 15-75, the learners who scored higher than 60 are encountering high level of anxiety in learning English as a subsequent language class. The members who scored between 45-59 are confronting moderate degree of anxiety in learning English as second language. Additionally, participants who scored under 45 are encountering low degree of nervousness.

Table: 01
Foreign Language Classroom Anxiety Scale (adapted from Cayli, 2020)

Anxiety Level	Participants' Percentage
Low level of Anxiety	12%
Moderate level of anxiety	37%
High anxiety Level	51%

Table 01 shows that mostly participants had high level of anxiety in learning English as second language in University of Lahore, Punjab. It is concluded that 37% of participants were found to have developed a moderate level of anxiety. The results of FLCAS revealed that 51% of students reported high level of anxiety. However, as a second language, there were a few students who were less anxious about language Learning.

The motivation Attitude questionnaire (MAQ) was used to collect data for motivation level among students. Questionnaire was 5-graded Likert's scale consisted of 15-items; items were ranging between 15-75. The students who scored higher than 60 are experiencing high level of motivation among ESL classrooms. The participants who scored between 45-59 are facing moderate motivation level in learning English as second language similarly, students who scored less than 45 experience low level of motivation in learning English.

Table 02
Motivation Attitude Questionnaire (adapted from Öztürk (2012)

Motivation Level	Participants' Percentage
Low level of Motivation	11%
Moderate level of Motivation	50%
High Motivation Level	39%

Table 02 describes that maximum students have moderate level of motivation in learning English as second language. Fifty percent students experienced moderate level of motivation in language learning, 39% students experience high level of motivation and 11% participants have low level of motivation. It is concluded that 50% out of 150 participants were strongly motivated to learn English. The results indicate that out of 150 participants most of the students experience moderate level of motivation at university level.

The correlation coefficient for Pearson is the test measurements that computes the factual connection between two ceaseless factors, or communication. Since it depends on the co-fluctuation rule, it is known as the best strategy for computing the connection between factors of revenue. It remembers data for the degree or closeness of the relationship, just as the course of the affiliation. A Pearson correlation coefficient was processed to survey the connection between factors connected to language learning inspiration and nervousness.

The analysis presented in Table 4.3 indicates that there was a positive correlation between the two variables r = .721, n =156, p = .000.

Table 03
Pearson Correlation Coefficient

		Anxiety	Motivation
Anxiety	Pearson Correlation sig. (2-tailed)	1	.721** .000
	N	156	156
Motivation	Pearson Correlation sig. (2-tailed)	.721** .000	1
	N	156	156
**. Correlation is significant at the 0.01 level (2-tailed).			

In Table 03, correlation of variables remained the same with itself that's why it is equal in both columns of anxiety and motivation. Pearson correlation coefficient of anxiety and motivation is .721 which is huge (p<.001 for a two followed test) in view of 156 complete perceptions. Uneasiness and inspiration have a genuinely critical direct relationship (r=.721, p < .001). The bearing of the relationship is positive (for example anxiety and motivation are emphatically connected), implying that these factors will in general growth together (for example high motivation is related with high anxiety). In other words, increases in anxiety were correlated with increases in motivation. A scatterplot summarizes the results (Figure 01).

Figure 01
Relationships between Anxiety and Motivation
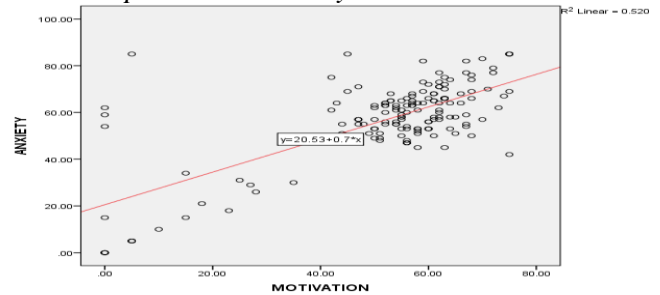
DISCUSSION

The first research question investigated the levels of anxiety in university ESL learners. The results indicated that ESL learners' anxiety levels are high, which leads to anxiety while learning, reading, and speaking a second language. FLCAS was used to measure anxiety among ESL university students at three levels; high, moderate, and low. It was observed that a large number of students experienced high levels of anxiety. In contrast, there were few participants who experienced low levels of anxiety. On the other hand, some of the students reported moderate levels of anxiety in ESL learning.

Overall, the findings indicated that a large number of students at university level experience high levels of anxiety, and there can be multiple reasons for that. Djafri and Wimbarti (2018)found that if teachers' actions remain incomprehensible by students, it can become a major cause of anxiety. Waninge, Dörnyei et al. (2014) on the other hand, identified that students' negative attitudes toward language learning become the source of anxiety. Moreover, the background of learners may have a great influence on language competency. As Öztürk and Gürbüz (2013)found, students with illiterate backgrounds had higher anxiety levels than literate backgrounds. Moreover, the level of competence did not influence the reduction of the anxiety levels of the language learners. Similarly, the unpleasant past encounters experienced by students in their foreign language classes, according to Mohanti and Kaur (2015), can become the cause of anxiety among EFL learners.

The second research question examined the motivation levels of ESL learners at university level. The MAQ score ranges from high, moderate, to low levels. Overall, the majority of the participants were identified as having a moderate level of motivation as compared to the other two levels. The study of Ditual (2012)

partially contradicts with the present study, which found that the majority of the students at university level had a high level of motivation to get strong financial support and to meet their interest in learning various languages.

The results of Piniel (2013) are also in line with the present study. The first study analyzed the role and level of motivation. The importance of motivation and a positive attitude towards learning a second language was investigated. The results showed that the motivational process is intricate and has the influence of individual variables. It was concluded that ESL learners experienced a moderate level of motivation that proved to be helpful in learning English. It can be inferred from the students' responses to these things that intrinsic factors make their learning more successful.

The third research question considers the relationship between motivation and anxiety of ESL learners. The point of this inquiry was to determine if there was a huge relationship between language learning anxiety and motivation. The Pearson correlation coefficient found that anxiety showed a significant association to language learning motivation of students that is dependent on intrinsic and extrinsic factors. This suggests that the higher the test anxiety, the higher the language motivation and capacity. The lower the test anxiety, the lower the motivation.

The correlational analysis indicated a positive relationship between anxiety and motivation. It showed that there is a significant relationship between motivation and anxiety. If your motivation level increases, the level of anxiety also goes up. Compared to what Öztürk and Gürbüz (2013) found, students with higher anxiety levels had higher motivation levels; the variations were not large. Similarly, Bektaş-Çetinkaya and Oruç (2010)found that students attending private colleges had higher levels of motivation at university level, which resulted in higher anxiety levels that proved to be helpful in learning English as a second language.

The results of the study support those other studies which show that anxiety and motivation have a positively significant relationship. In fact, the findings partly testify to the studies of Djafri and Wimbarti (2018), who independently carried out their studies but published the same results. They mentioned the optimistic relationship between these two variables in the language classroom. Students with high motivation have a high level of anxiety.

Conclusion and Recommendations

The essence of the entire discussion regarding the analysis of ESL learners' levels of anxiety and their motivation, and the relationship between these two variables to learning English at the University of Lahore revealed that the majority of university-level students had a high level of anxiety. The majority of the participants were motivated to a moderate degree. Students with a high level of motivation also have a high level of anxiety, and both are significant variables in second language acquisition. Furthermore, it is proposed that the anxiety level of students can be reduced by a conducive learning atmosphere and a variety of teaching approaches. With simple suggestions, they can increase their motivation and decrease their anxiety. Teachers must be sensitive and creative in order to address their pupils' errors in the classroom without insulting them. In addition, pupils reported a moderate level of language learning anxiety, according to the findings of this study. Therefore, a specific and practical step should be taken to reduce their degree of anxiety. The most essential thing professors should do is to create a less intimidating classroom environment and encourage students to enjoy learning English. Students must be comfortable during class in order to comprehend more material. Teachers can also be inventive and modify their instructional methods to meet the expectations and requirements of their students. This is supported by Ji, Park et al. (2022) who underlined that a stress-free and comfortable learning environment is crucial for reducing students' anxiety levels. Therefore, there is a statistically significant link between anxiety and motivation.

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