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Foreign Language Acquisition: The Interrelationship between Motivation and Anxiety

Treball de Fi de Grau

Grau en Estudis Anglesos

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ABSTRACT

Motivation and anxiety are two of the many Individual Differences which may affect the acquisition of English as a foreign language. While they have been vastly researched on separately, their interrelationship has been but little studied. The aim of this paper was to find a possible correlation between motivation and anxiety, as well as to provide evidence for it. This research was carried out in the light of previous studies by Gardner (1985), Horwitz (1996) and Papi (2010) among others. Two questionnaires of 33 items each were administered to 15 bilingual (Spanish and Catalan) students from a language school in order to analyse their motivation and anxiety levels. The analysis of the results uncovered a mid-negative correlation between the two IDs: if motivation increases, anxiety decreases. Hence, the findings suggest a plausible interrelationship between the two. This data could have teaching implications, as it gives teachers a better view into what motivates students and what triggers their anxiety.

Keywords: Motivation, Anxiety, Foreign Language Acquisition, Correlation, Individual Differences

1. INTRODUCTION

The study of Individual Differences (IDs) is used to identify the learners' individual characteristics and account for their degree of success in acquiring a foreign language. The topic has been extensively studied by researchers (Skehan 1991, Gardner 1980, MacIntyre 1995 and Dörnyei 2009) and evidence has led to the belief that, in a similar learning environment, the learners' rate of acquisition may vary depending on their individual variation.

Motivation and anxiety are two of these Individual Differences which may affect the process of acquisition of a foreign language, along with intelligence, aptitude, attitude, personality, learning preferences, learner beliefs and age of acquisition. Motivation is usually linked to attitude and how the learner approaches the study of the foreign language, and anxiety is classified within personality, along with other personal aspects of the learner such as empathy. On the one hand, they have been vastly researched separately. As for motivation is concerned, Gardner (1985; 2005) and Gardner and MacIntyre (1991) are important examples, while Scovel (1978) and Horwitz, Horwitz and Cope (1986) are significant for anxiety. Results have proved that both may affect the learners' process of acquisition both positively and negatively. On the other hand, their interrelationship has been but little studied. A case in particular is a recent study carried out by Papi (2010), where findings pointed to the conclusion that they might be closely related. More precisely, that highly motivated students are claimed to be less anxious about their performance, although the nature of their motivation can turn the tables on that.

The aim of this paper is to analyze how motivation and anxiety may interrelate during the learners' acquisition of English as a foreign language. In particular, it will seek to answer the following research question:

- ❖ Is there an interrelationship between motivation and anxiety in the process of acquisition of English as a foreign language?

In order to find the answer to this question, this paper first reviews the literature related to motivation and its different types. It then reviews some relevant studies on anxiety and how it may affect the learners. The literature review section finishes with a report of studies related to the presumed interrelationship between motivation and anxiety. The methodology section includes a description of the experiment on which this research is based, detailing its subjects, instruments and procedure. The results of the experiment are then displayed in different figures and tables in the results section. This section is then followed by a discussion of the results, where these will be analyzed in detail, interpreted and linked to previous studies. Finally, a conclusion will be drawn and some further research will be presented.

2. LITERATURE REVIEW

The study of IDs has attracted a lot of attention in foreign language acquisition research since it was observed that learners under the same learning environment had different rates of acquisition, problems and degree of success (Skehan 1989, Ellis 1994 and Dörnyei 2005). In particular, “ID research to date has concentrated on investigating the effects of different ID variables on learner proficiency, achievement, or rate of progress, measured in terms of performance on some kind of language test” (Ellis 1994: 473). Motivation and anxiety are part of this large variety of IDs that have been researched on

and analyzed. By studying these individual variations, teachers would be able to predict the learners' struggles and to give them particular aid.

2.1.Motivation

Motivation has been defined as a feeling of desire or 'want' to reach a goal, accompanied by the actual effort made by the individual in order to accomplish it. "In short, motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favourable attitudes toward the activity in question" (Gardner 1985: 50). Therefore, a motivated individual is "one who desires to achieve a goal, works hard to achieve that goal, and enjoys the activity involved" (Gardner and Lalonde 1985: 7). Motivation is also considered to be one of the four fields "where Individual Differences have been shown to be important" (Skehan 1991: 276) along with language aptitude, learner strategies and learner styles.

The notion of *orientations* (Gardner, 1985) is crucial to understand how motivation is thought to work and influence the learner. Orientations are the reasons each individual has for studying a foreign language and they can give place to different levels and types of motivation. On the one hand, integrative orientations are those in which the learner seems to identify with the community of the target language and approaches the study of it "with the intention of entering that community" (Skehan 1991: 282). These type of orientations have proved to raise more motivation among students because they feel emotionally engaged with the language. On the other hand, instrumental orientations are more pragmatic and the learners see the language as an instrument for beneficial purposes because the learning of the target language enables them to "do useful things, but as having no special significance in itself" (Skehan 1991: 282). Therefore, instrumental orientations have no "social-emotional contact" (Gardner

1985: 11) with the community of the language being learned, which is seen as more of a transactional language and thus, a lower level of motivation is raised.

The basic distinction between integrative and instrumental orientations is still used nowadays but, although “within the paradigm of inquiry established by Gardner it is clear that motivation has a causal influence on language-learning success, that the original distinction between integrative and instrumental motivations is lacking in universal relevance” (Skehan 1991: 284). Much variation has been observed between the two orientations (Clément and Kruidernier, 1985) and, in fact, their nature seems to be dynamic so they may change overtime within the same individual. The connection between affective factors, motivation and the language learning process may be “an unstable nonlinear function that varies greatly across individuals, contexts, and learning tasks” (Oller, 1981, cited in Crookes and Schmidt, 1989: 221). Based on this criticism, new types of orientations such as friendship, travel and knowledge (Clément and Kruidernier, 1985) have emerged in the research.

In recent years, new approaches to motivation have taken place and the L2 motivational self-system (Dörnyei, 2005) is one of these new theories. This model pushes the notions of self and identity to the center of a new re-theorization of the concept of motivation on the basis of the psychological theory of *possible selves*. The central concept of his theory is the *ideal self*, the self which represents “personal hopes, aspirations or wishes” (Dörnyei 2009: 4). That is, the self we would like to become, which is a similar idea to Gardner’s integrative orientation since the idealized self is the ultimate goal. “If one wants to be a fluent L2 user who interacts with international friends, for instance, the imaginary picture of one’s *self* as a fluent L2 user might act as a powerful motivator” (Papi 2010: 468). On the other hand, the *ought-to self* represents our obligations, duties or responsibilities. In other words, the self we ought to become in

order to please society, which is also a similar idea to Gardner's instrumental orientation. "If a person wants to learn an L2 in order to live up to the expectation of his/her boss or teacher, the ought-to L2 self can act as the main motivator" (Papi 2010: 469) although the level of motivation might be low because the learner feels a sense of obligation to learn the foreign language. Apart from this, the *L2 learning experience* is also essential to develop motivation. Learners who view the process of learning positively will become more confident and motivated whereas, if the experience is viewed as negatively frustrating and painful, the learners' motivation will drop (Papi, 2010).

In conclusion, there seems to be consensus among researchers about motivation being a key factor in the successful acquisition of a foreign language because several studies have proved its effects on learners. However, it has also been proved that its intensity may vary depending on factors such as the learner's reasons to study the language. This is why notions like orientations are still at debate among researchers nowadays.

2.2. Anxiety

Anxiety has been defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz et al. 1986: 125). Two general types of anxiety can be distinguished: general anxiety and specific anxiety. Inside of general anxiety researchers have found people who are "generally anxious in a variety of situations" (Horwitz et al. 1986: 125). In specific anxiety, however, those who are anxious only in specific situations can be found. In particular, this paper focuses on foreign language anxiety, which is a specific type found only in learning and classroom contexts.

Foreign language anxiety is not simply a combination of fear of failure, negative evaluation and not being understood, but more of a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning” (Horwitz et al. 1986: 128). In other words, anxiety is a mixture of individual factors and fears that rise in a language learning context. Learners seem to have difficulties concentrating, they forget constructions they thought they have already acquired, and they sweat and even have palpitations. Foreign language anxiety is believed to center on listening and speaking, which are basic exercises of foreign language learning. Thus, anxious students report they do not feel prepared to respond to listening activities or to give oral presentations in the target language.

The general assumption regarding anxiety is that students with low anxiety learn better because they feel at ease in the classroom environment (Scovel, 1978). They also accept the teacher as a source of input and thus, they tend to participate more and be more active. Therefore, language anxiety is usually believed to be “negatively and significantly correlated with L2 performance” (Ellis 1994: 481) and it is also hypothesized to affect input, processing and output of the learning process. However, as it happens with motivation, “the relationship between anxiety and achievement is probably not a simple linear one” (Ellis 1994: 482).

When dealing with the negative effect of anxiety, most research is related to three general sources: communication apprehension, tests anxiety and fear of negative evaluation (Horwitz et al., 1986). The first source, communication apprehension, is a “type of shyness characterized by fear of or anxiety about communicating with people” (Horwitz et al. 1986: 127), which is one of the key elements of a language learning class. However, the second and third sources are more related to failure. Test anxiety is

specific to tests results, while fear of negative evaluation includes any kind of evaluation within the classroom.

“Cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students” (MacIntyre 1995: 96). Anxious learners seem to learn at a slower pace thus, they get caught in a double dilemma: they learn less and they may not be able to express the knowledge acquired. This is claimed to create a cyclical relation between foreign language performance and anxiety where, as the learners’ anxiety increases, so does failure.

However, other researchers (Scovel, 1978 and MacIntyre, 1995) have proved anxiety can have a facilitating effect on the learners. Its debilitating effect has been more studied for being the one which affects achievement and performance negatively, but when a given task is “relatively simple, anxiety seems to have little negative effect and may actually improve performance through increased effort” (MacIntyre 1995: 92). That is, if the learner finds the task easy or not as difficult as others, this will elicit motivation within anxiety. This phenomenon is described as a “curvilinear relationship” (MacIntyre 1995: 92) between anxiety and performance; if anxiety is on a high level but the learner’s performance is good, the anxiety will become facilitating. This issue will be further discussed in the next section.

Although researchers have had some difficulty in finding the exact role anxiety plays when learning a foreign language and how it affects the learners, evidence has proved its effect on the learning process. Anxiety is thought to contribute to an affective filter which makes it hard for the learner to receive language input and acquire it (Krashen, 1980) but, as seen before, facilitating anxiety is also plausible.

2.3. Interrelationship between motivation and anxiety

While research on both IDs has been extensive, the interrelationship between motivation and anxiety is still in need of more investigation. Most findings point out to a negative correlation (Arnold and Brown, 1999 and Gardner, 2005). Thus, highly motivated students are likely to be less anxious and highly anxious learners are bound to be less motivated. However, Horwitz, Horwitz and Cope (1986) reported about one female student of Spanish from Mexico who was extremely motivated and studied eight hours a day for her class but she still failed because anxiety stroke her during tests. This case and many others (Horwitz, 1996 and Jackson, 2002) could be seen as discrepancy to the norm.

Evidence supports this assumption: anxious learners tend to avoid homework or even class altogether and they usually look frustrated (Horwitz et al., 1986). These are indications for their motivation being in a low level. Conversely, “motivated learners tend to be successful and perceive language learning as a positive experience, which is bound to decrease anxiety” (Tóth 2007: 126). However, it could be expected that learners with a strong motivation and desire to master a foreign language would invest more effort and therefore, they would be likely to experience more anxiety. That is, their motivation and anxiety levels would be hand in hand, contrary to general belief.

Moreover, as mentioned in the previous section, motivation can rise from facilitating anxiety. When an anxious student who has been failing in his/her foreign language class tasks sees an improvement in achievement, motivation is triggered as a desire to maintain this improvement or even overtake it. Therefore, a kind of interrelationship could be already assumed only from this aspect.

This presumed interrelationship between anxiety and motivation is not a linear one either, and it may vary depending on different elements such as the individual *per se* and the type of motivation and orientations. In other words, “students who have different reasons for learning English are different in their level and type of anxiety” (Khodadady 2012: 280). Therefore, students with a personal interest in learning a foreign language (integrative orientation) seem to feel less anxiety because they are more motivated. They seem to make a bigger effort to learn and to study more and their anxiety, although lower, rises from fear to not being able to integrate in the target community as a native member. Students with external reasons (instrumental orientation) to learn a foreign language seem to be more anxious because of external pressures, such as their parents’ expectations, or because they do not engage with the language and find it too difficult or boring. However, as previously seen, the opposite might also be attested.

One of the recent study which has tried to clarify the connection between motivation and anxiety is the one carried out by Papi (2010). He tested a number of 1011 Iranian senior high school students of English with a six-point Likert scale questionnaire developed by Dörnyei (2003). His conclusion is that “anxiety is closely related to the students’ motivational regulations” (Papi 2010: 476). Within this conclusion, he discusses common beliefs already mentioned such as how a high motivation implies less anxiety. However, he seems to contradict himself when he states anxious learners study more than less anxious ones. This statement points out to those exceptional cases where motivation and anxiety seem to be on the same level. Although Papi’s results may seem ambiguous and in need of further consensus, they clearly highlight an interrelationship between anxiety and motivation, even if its nature is still too vague to be defined.

3. METHODOLOGY

3.1. Subjects

The experiment was based on the data of 15 bilingual (Spanish and Catalan) participants, 8 males and 7 females of eleven and twelve years old. Apart from the English lessons taken at their state school, they are also learning English in a language school in a town near Barcelona as an extracurricular activity after school, two hours a week. Five of the participants are students of the researcher while the other ten are students of another teacher.

A placement test to determine their level was not carried out because they were already assembled by level by the language school teachers. Their level at the time of the experiment was an A1.

3.2. Instruments

Two instruments were used in the design of the experiment. The first instrument was used to measure the learners' motivation (Cit, Grañena and Tragant's Foreign Language Attitudes and Goals Survey (2009)). A translated version was used for the students' better understanding. Moreover, while the original had 60 items with a four-point Likert scale, the version used for the experiment had 33 as it discarded some of the original questions in order to match the length of the other questionnaire (See Appendix A). Questions were directed to four different focuses, which were drawn from the previous studies examined in the Literature Review section and claimed to trigger motivation if they are positive:

- a. The learners' future prospects and how English fits in them as a foreign language.
- b. The learners' perception on English as a foreign language.
- c. The learners' approach to the English lessons they attend.
- d. The actual effort made by the learners.

The second instrument was used to measure their anxiety in the classroom environment (Horwitz, Horwitz and Cope's Foreign Language Anxiety Scale (1986)). A translation was also used for understanding purposes. This questionnaire consists of 33 items and a five-point Likert scale, which was changed to a four-point scale in order to match the other questionnaire's scale (See Appendix B). Questions focused also on four different elements which can be the cause of foreign language anxiety and were also drawn from previously examined studies:

- a. Fear of failure in general, not only tests.
- b. Fear of negative evaluation by the teacher.
- c. Peer pressure and lack of confidence.
- d. Negative class behavior and perception.

3.3. Procedure

The questionnaires were first distributed to three subjects as a pilot test, and some changes and adaptations were implemented (faces on top of the page and an example, for instance).

The questionnaires were distributed in two different days so students did not feel pressured or anxious about them. They were conducted in their own classrooms so as not to create an unfamiliar environment that could affect their answers. The researcher

was present both days and instructions were given in Catalan to make sure they were understood. Each questionnaire took approximately ten minutes to fill in.

4. RESULTS

This section presents the results from the analysis of the questionnaires. In order to analyze the questionnaires results and try to find a correlation between anxiety and motivation, collected data was computer-coded. Keeping in mind the minimum and the maximum that could be obtained (0 – 99), levels between 0 and 50 would be considered low and levels between 50 and 99 would be considered high. As can be seen in Figure 1, which shows the motivation levels of each participant, all of them have a high level above 50. The average level of motivation was found to be 76,86.

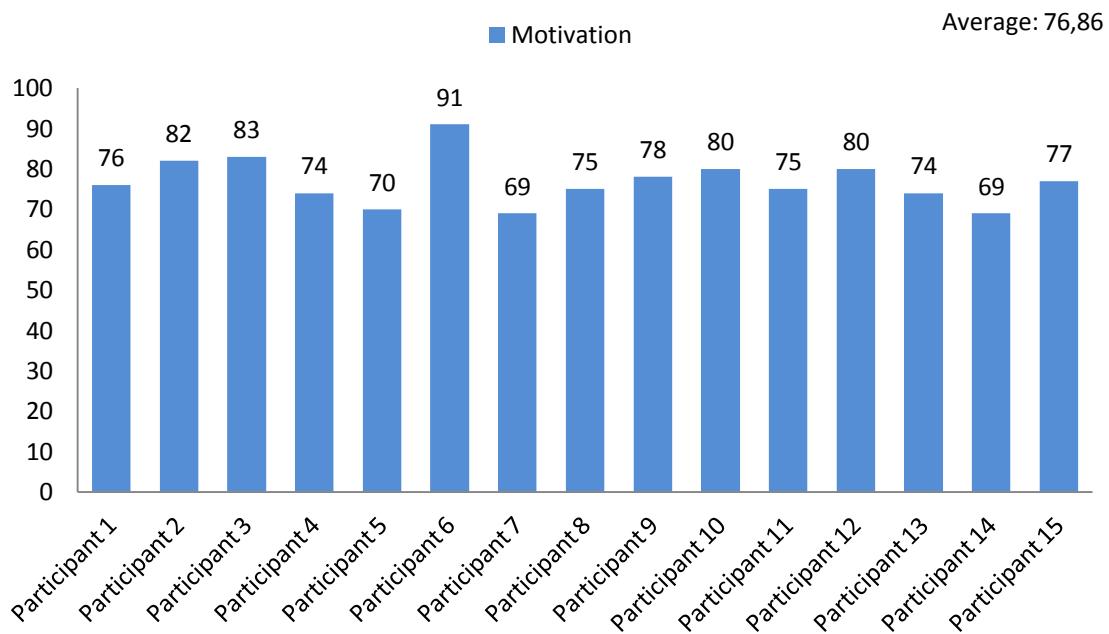


Figure 1: Columns of the motivation level of participants

Figure 2 represents the four main aspects tested in relation to motivation in order to establish which one triggers motivation the most. As can be seen below, the learners'

future prospects related to English is the aspect given more importance by 28% of subjects. However, the answers were fairly distributed.

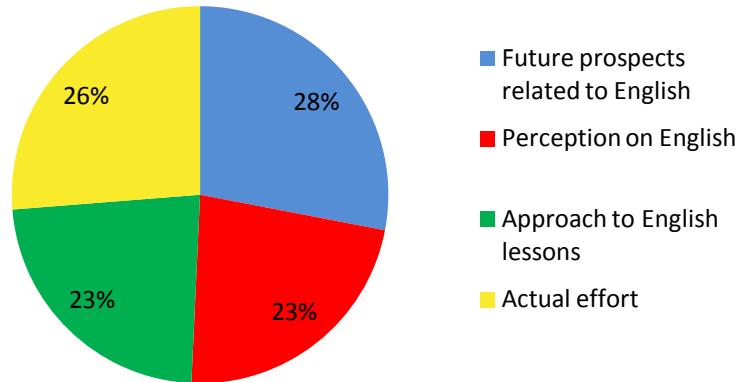


Figure 2: Circle graph of the four main motivation aspects tested among participants

Next figure, Figure 3 below, shows all the participants' levels for anxiety, which can be mostly labeled low because they are beneath 50, except for participants 9 and 11. The average level found for anxiety was 38,8.

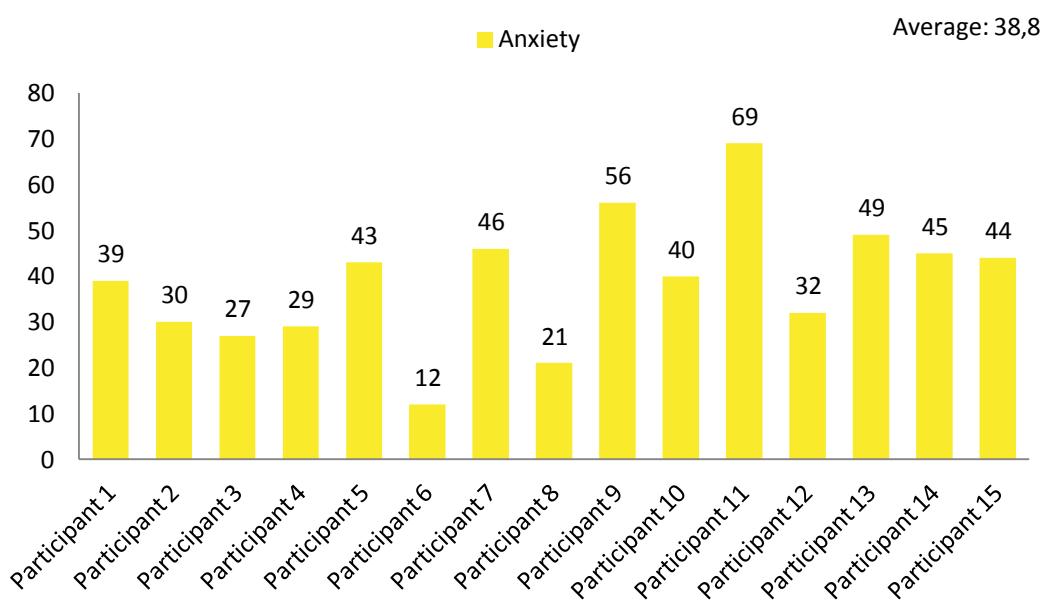


Figure 3: Columns of the anxiety level of participants

Figure 4 represents the four aspects tested which are considered to trigger anxiety. Although answers were fairly distributed too, fear of failure and fear of negative evaluation slightly stand out with a 29% and a 28% respectively.

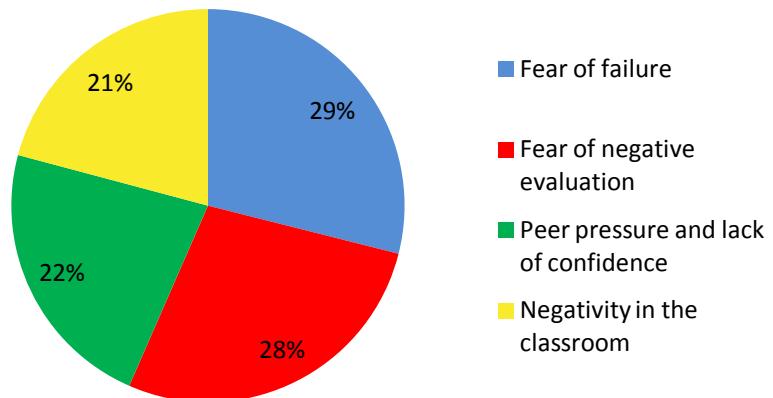


Figure 4: Circle graph of the four main anxiety aspects tested among participants

Figure 5 includes both values for each participant. As can be seen below, anxiety levels are mainly lower than motivation levels in all 15 cases.

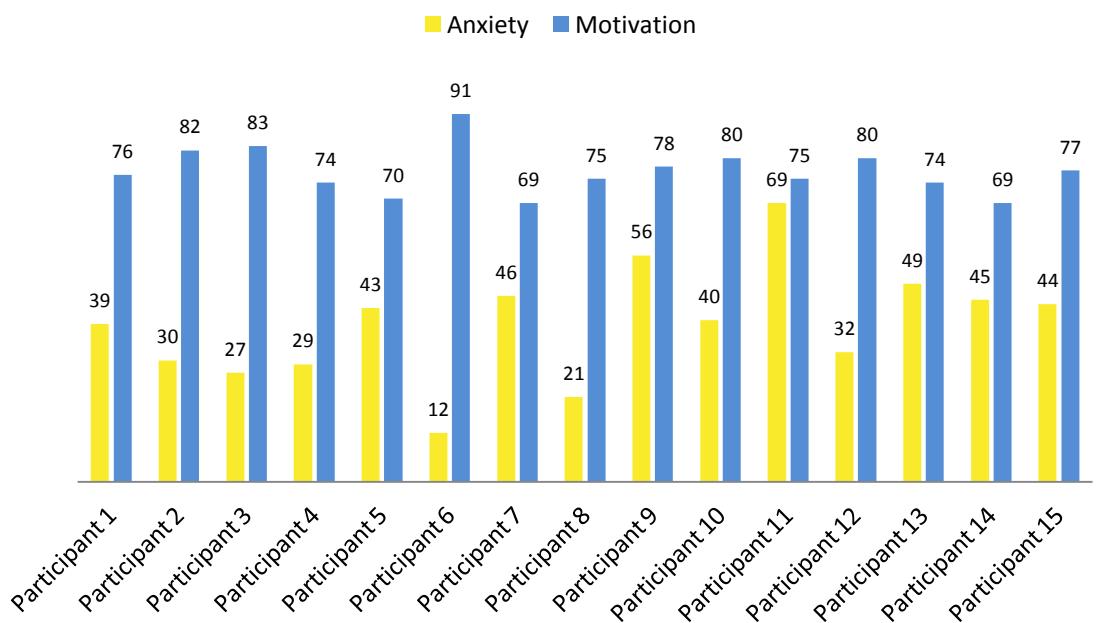


Figure 5: Columns of both motivation and anxiety levels of participants

Figure 6 offers a lineal representation of the same results in which the cases of participants 6 and 11 can be better appreciated. They visibly stand out for being opposite to each other.

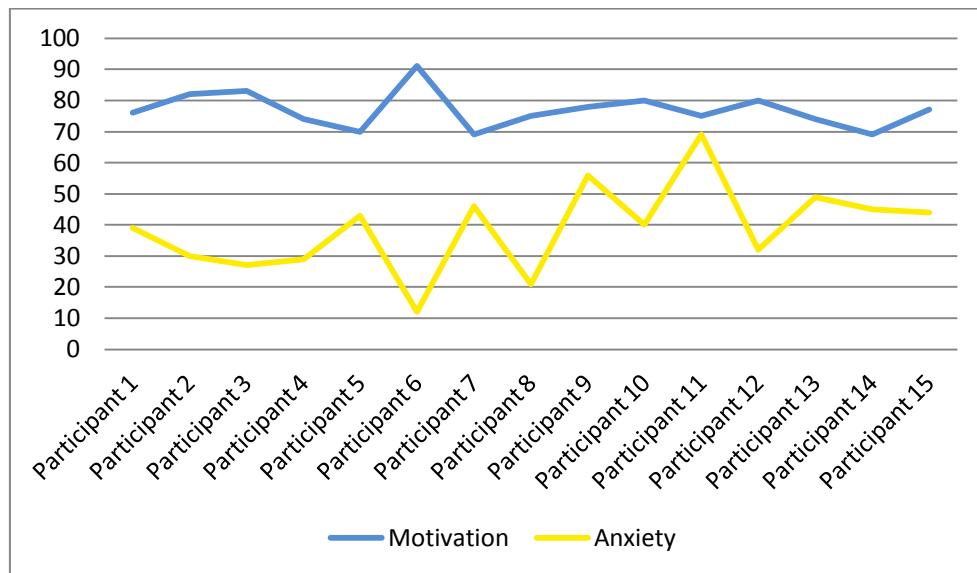


Figure 6: Lineal representation of both motivation and anxiety levels of participants

With the aim of testing the interrelationship between both values, a Pearson correlation was analyzed with Excel to determine the existence of a correlation –positive or negative-. The correlation coefficient is summarized in Table 1 below.

	Motivation	Anxiety
Motivation	1	
Anxiety	-0,558690655	1

Table 1: Correlation coefficient

The correlation coefficient between motivation and anxiety is of -0,558 and therefore, their correlation is mid-negative. That is, a high value (in this case, motivation) correlates negatively with a low value (anxiety) and, when the high value increases, the

low value decreases. This is shown in Figure 7 below, which presents a scatterplot where the negative correlation between values can be appreciated.

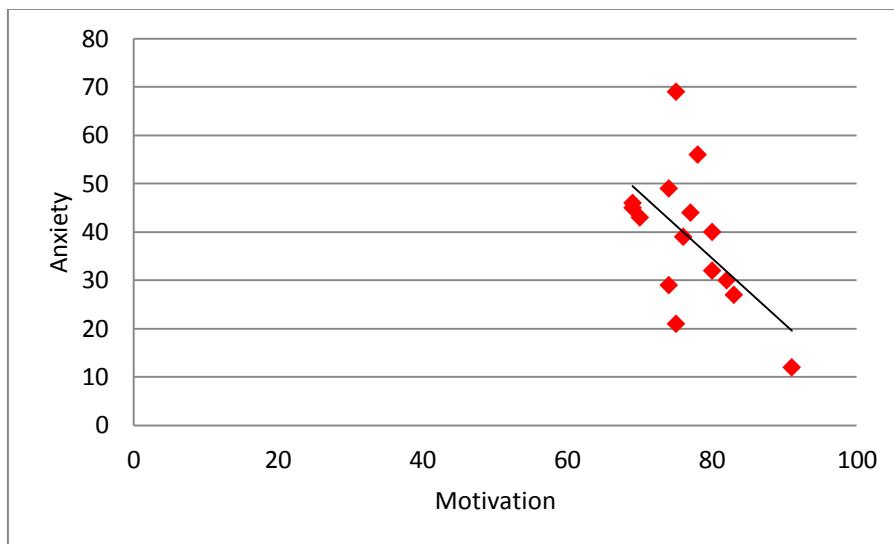


Figure 7: Scatterplot of the correlation between motivation and anxiety levels

5. DISCUSSION

The aim of this paper was to find an answer to the research question ‘is there an interrelationship between motivation and anxiety in the process of acquisition of English as a foreign language?’. Results show a mid-negative correlation between motivation and anxiety of -0,558 in a Pearson scale. Therefore, in the case of the participants tested for this paper, their motivation and anxiety can be claimed to interrelate. These findings mirror, and provide further evidence for, previous research carried out by Tóth (2007), Papi (2010) and Khodadady (2012), as presented in section 2.3. These previous studies also found a negative correlation between motivation and anxiety in which high levels of motivation imply low levels of anxiety. In our case in point, all 15 participants show a high level of motivation above 50 and 13 out of 15 show a lower level of anxiety below 50. These levels prove their mid-negative

correlation and how, when motivation is high, anxiety is usually lower. Therefore, motivated learners would show almost no signs of anxiety during the process of learning English as a foreign language.

General answers by the 15 participants can be helpful in order to understand what triggers their motivation or their anxiety. Since all the participants have a high level of motivation, they make up a motivated class and it is worth analyzing the reasons why. These results could have teaching implications.

The questions in the motivation questionnaire were divided into four different focuses (previously explained in section 3.2) and their results can be seen in Figure 2 in the previous section. Future prospects related to English are generally positive. 100% of the participants want to speak English fluently and believe it is important to learn it for their future. Therefore, also the 100% of the participants are interested in learning English in order to speak it as fluently as Catalan and Spanish. Also the 100% of them believe they improve little by little although only 60% are sure they will achieve a proficient level. It is interesting to see how all the participants believe languages are important for the future nowadays for reasons such as work, travelling, making friends from all over the world and even watching movies.

As for their perception on English, it is also mostly positive, which helps raise their motivation (Tóth, 2007). 100% of the participants see English as an interesting and fun language to learn. A 60% think English rules are difficult but they are not discouraged by this fact. They seem to engage with English as it is the favorite subject of 60% of the participants. Only 5 out of 15 admit to prefer other foreign languages over English.

Their approach to English lessons is also positive, which is another important factor to raise their motivation because positive learning experience lowers anxiety (Papi, 2010). An 86% of the participants like their teacher to speak to them in English and think the lessons are fun. However, a 46% find their homework difficult and only 7 out of 15 admit to review the lesson at home every day. All of them claim to do their best and that is also important for motivation.

The anxiety levels of the 15 participants are mostly low but, by analyzing their answers to the anxiety questionnaire, it is possible to see what aspects of the learning process trigger more anxiety in them (See Figure 4 in section 4). They are mostly worried about negative evaluation and not being understood when speaking English. An 80% of the participants worry about failing the subject in general but only 2 out 15 are specifically worried about exams. 60% of the participants worry about mistakes and the same number of participants feel frustrated when they cannot understand what the teacher is saying.

An average of 4 participants does not want to participate in class if they do not feel prepared enough. Peer pressure and lack of confidence seems to be the key factor to their anxiety, although it is low, and this goes in line with Papi's findings about the importance students give to what their classmates think about them (2010). Almost a 50% of the participants believe their classmates are better at English than they are and thus, they worry about their abilities, specially the speaking skills. 3 out of 15 even claim they feel embarrassed to speak in front of the others because they are afraid of being laughed at. However, 100% of the participants like to volunteer in class.

83% of the participants feel relaxed in class, which is important to achieve a low level of anxiety (Horwitz et al., 1986). Almost a 50% want to attend even more lessons

a week. However, 7 out 15 participants admit to feel pressured to do well by external influences, which could be their parents. This external demand is thought to be the reason for an increase in anxiety because students motivated through instrumental orientation (Gardner, 1985) or their *ought-to self* (Dörnyei, 2009) tend to be more anxious (Papi, 2010). Therefore, they are likely to be afraid to get behind if they do not make an effort.

Detailed analysis of each participant shows two cases worth mentioning. The first is the case of participant 6, whose results are a clear exemplification of the negative correlation between motivation and anxiety. The participant's level of motivation is the highest among the 15 participants (91) and it is almost reaching the maximum of 99 while her anxiety is the lowest (12) and almost nonexistent. By analyzing the participant's answers in the questionnaires, a positive perception to English as a foreign language and to the process of learning can be appreciated. This finding is in line with Tóth's (2007) about how high motivation raises mostly from a positive perception of the language. The participant likes English and all the English lessons she attends, in fact, English is one of her favorite subjects at school. Although she finds some of the rules difficult and sometimes she has difficulties with listening tasks, she finds the language easy overall. Moreover, she is very confident about her abilities and she makes a big effort. This confidence is thought to rise thanks to her positive perception of the process of learning (Tóth, 2007). She does not worry about mistakes although she cares a lot about tests and does not want to fail them. However, she does not mind being called in class by the teacher and volunteers regularly because she feels relaxed and not pressured to do well. She also seems to have a personal interest in achieving a proficient level, notion that would support Gardner's integrative orientation (1985) and Dörnyei's concept of the

ideal self (2009). Because she wants to become proficient, this future image of herself raises her motivation.

The case of participant 11 is also interesting for being completely opposite to participant 6 and for not following the norm found in the results of the paper. Her levels of motivation and anxiety seem to go hand in hand, being 75 for motivation and 69 for anxiety, which could be considered a mid-high level. The participant seems to like English and the lessons she attends but it is not one of her favorite subjects at school. She thinks it is a difficult language overall so her perception about English is not positive. However, her main problem seems to be lack of confidence. Although she expresses her wish to improve and get to a proficient level, she worries a lot about mistakes and failure in general. She does not want to be called by the teacher in class because she fears her classmates would laugh at her. She believes they are better than she is at English, not only in speaking but in general and thus, she does not feel like going to class sometimes. This fear mirrors the findings of Horwitz, Horwitz and Cope (1986) about communication being the area where anxious students show more anxiety. However, she is also afraid of getting behind in the lessons, which is contradictory, and she makes an effort to study everyday and review the lessons at home whenever she can. She even tries to volunteer regularly despite her fear of not being understood. This leads to the conclusion of participant 11 being an example of MacIntyre's notion of a curvilinear relationship between motivation and anxiety (1995). This relationship rises from facilitating anxiety: although the participant feels anxious, whenever she achieves a good mark or a pleasant result, her motivation is triggered and thus, her motivation and anxiety go hand in hand. She mirrors the already mentioned case found in Horwitz, Horwitz and Cope (1986) about a student who was highly motivated but still failed her tests because of anxiety (see section 2.2). In addition, the participant admits to feel

external pressure to do well, as well as having personal interests in getting better. This external pressure could be meeting her parents' expectations, which could be different from her own and therefore, be the reason for her anxiety along with lack of confidence.

6. CONCLUSION

This paper aimed to find an interrelationship between motivation and anxiety. Results have proved that their correlation is significant and mid-negative. Therefore, if motivation increases, anxiety may be claimed to decrease as well. However, evidence has also been found to prove this interrelationship is not constant in every individual as one of the participants has shown high levels of both at the same time.

The main contributors found for the participants' high levels of motivation are the following: perceiving English positively and as an important tool to achieve their future prospects, and approaching lessons with a confident attitude and draw a positive experience of the learning process. The actual effort made by the learners also seems to be as important in order to trigger motivation.

As for anxiety, the participants had, overall, a low level and the main reasons for this are that, although they worry about failure, they feel relaxed in class and enjoy the lessons. They volunteer and feel mostly confident when performing in front of the other classmates.

Although this paper has found a mid-negative correlation between motivation and anxiety following the path of previous studies (Arnold and Brown, 1999 and Gardner, 2005), it was limited in terms of participants and context. It could be interesting to further research this matter with a higher number of participants in different contexts such as students studying abroad or of different ages.

It would also have been interesting to analyse these findings along with the school marks of the participants to try to establish another relationship between the levels found in this paper and the learners' actual results. This could have teaching implications as teaching strategies could be drawn from the results in order to help students individually and in a more personal way.

Trying to establish connections between other individual differences would also be helpful to develop learning and teaching strategies based on these connections. Both teachers and students could benefit from an extensive study of how individual differences interrelate since they are crucial for the learners and their learning and acquisition processes.

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APPENDICES

❖ Appendix A: Motivation questionnaire

CUESTIONARIO SOBRE MOTIVACIÓN

Lee las frases siguientes y subraya o rodea tu opinión sobre ellas. Marca solo una opción. Mira el siguiente ejemplo antes. A la persona que ha contestado, le encanta ir al cine, así que ha subrayado *muy de acuerdo*.

Me gusta ir al cine.

Muy de acuerdo

De acuerdo

No de acuerdo

Muy en desacuerdo



1. Me gusta aprender inglés.

Muy de acuerdo

De acuerdo

No de acuerdo

Muy en desacuerdo

2. En general, siempre me ha parecido que las clases de inglés son algo pesadas.

Muy de acuerdo

De acuerdo

No de acuerdo

Muy en desacuerdo

3. Pienso que el inglés es un idioma interesante que aprender.

Muy de acuerdo

De acuerdo

No de acuerdo

Muy en desacuerdo

4. Creo que mi inglés nunca será lo suficientemente bueno como para entender películas sin subtítulos.

Muy de acuerdo

De acuerdo

No de acuerdo

Muy en desacuerdo

5. Presto menos atención en clase de inglés que en otras clases.

Muy de acuerdo

De acuerdo

No de acuerdo

Muy en desacuerdo

6. Cuando sea mayor, quiero poder hablar inglés.

Muy de acuerdo

De acuerdo

No de acuerdo

Muy en desacuerdo

7. Me gusta que el profesor nos hable en inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

8. No me gusta cómo suena el inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

9. Si no me enseñan inglés en el colegio, me apuntaría a clases en otro sitio.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

10. Me gusta cómo me enseñan inglés en el colegio.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

11. En casa suelo repasar lo que hemos hecho en clase de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

12. Hago lo mínimo para aprobar la clase de inglés, no me esfuerzo.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

13. En general, pienso que aprender inglés es divertido.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

14. No creo que haga falta aprender inglés porque hoy en día todo está traducido a español.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

15. Me gustaría poder hablar inglés tan bien como hablo español y/o catalán.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

16. No me interesa aprender inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

17. En general, pienso que voy bien en inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

18. Me cuesta entender los CDs que nos pone el profesor.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

19. Si tengo que escoger mis asignaturas favoritas, inglés no es una de ellas.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

20. No creo que necesite el inglés cuando sea mayor.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

21. Creo que el inglés es un idioma fácil.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

22. Me cuesta entender al profesor cuando nos habla en inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

23. No es importante para mí saber hablar más lenguas de las que ya sé (español y/o catalán).

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

24. A veces no entiendo mis deberes de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

25. Cuando acabe la secundaria, no quiero seguir aprendiendo inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

26. Me gustan las clases de inglés porque son más entretenidas que otras.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

27. Noto que mi inglés va mejorando poco a poco.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

28. La mayoría de normas del inglés son difíciles.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

29. Siempre estoy atento en clase de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

30. No me gusta que mi profesor use CDs o videos en clase de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

31. Me gustan más otros idiomas extranjeros que el inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

32. Cuando veo algo en inglés, intento entenderlo.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

33. Quiero aprender mucho más inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

Adapted from Cid E., Grañena G. & Tragant, E. (2009).

❖ Appendix B: Anxiety questionnaire

CUESTIONARIO SOBRE ANSIEDAD

Lee las frases siguientes y subraya o rodea tu opinión sobre ellas. Marca solo una opción. Mira el siguiente ejemplo antes. A la persona que ha contestado, le encanta ir al cine, así que ha subrayado *muy de acuerdo*.

Me gusta ir al cine.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo



1. Nunca estoy completamente seguro de mí mismo cuando hablo inglés en clase.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

2. No me preocupa cometer errores en clase de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

3. Me pongo nervioso cuando pienso que el profesor puede decir mi nombre en clase de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

4. Me da miedo no entender lo que el profesor está diciendo en inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

5. No me importaría hacer más clases de inglés a la semana.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

6. En clase de inglés, suelo pensar en otras cosas que no tienen nada que ver con la asignatura.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

7. Creo que a los demás compañeros de clase se les da mejor que a mí el inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

8. No me pongo nervioso cuando tengo examen de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

9. Me da pánico hablar inglés en clase sin habérmelo preparado antes.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

10. Me preocupa suspender inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

11. No entiendo porque algunas personas se preocupan tanto por aprender inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

12. En clase de inglés me pongo tan nervioso que se me olvidan cosas que ya había aprendido.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

13. Me da vergüenza ofrecerme voluntario para contestar las preguntas del profesor en inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

14. No me pondría nervioso hablar inglés con gente inglesa.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

15. Me molesta no entender lo que el profesor de inglés me corrige.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

16. Aunque me prepare bien para la clase de inglés, me pongo nervioso.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

17. Muchas veces no me apetece ir a clase de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

18. Me siento seguro de mí mismo cuando hablo en clase de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

19. Me da miedo pensar que mi profesor de inglés está preparado para corregir cualquier error que cometo.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

20. Cuando el profesor de inglés dice mi nombre, se me acelera el pulso.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

21. Cuánto más estudio para los exámenes de inglés, más confuso me siento.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

22. No me siento presionado a prepararme bien las clases de inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

23. Siempre siento que otros compañeros de clase hablan inglés mejor que yo.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

24. Me da vergüenza hablar inglés en frente de mis compañeros de clase.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

25. Las clases pasan tan rápido que me preocupa quedarme atrás.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

26. Me siento más tenso y nervioso en mi clase de inglés que en cualquiera de las otras asignaturas.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

27. Me pongo nervioso y me siento confuso cuando me toca hablar inglés en clase.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

28. Cuando voy hacia clase de inglés, me siento bien y relajado.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

29. Me pongo nervioso cuando no entiendo todo lo que dice el profesor en inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

30. Me agobian todas las normas que tengo que aprender para poder usar el inglés.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

31. Me da miedo que mis compañeros se rían de mi cuando hablo inglés en clase.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

32. Creo que me sentiría cómodo entre personas inglesas.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

33. Me pongo nervioso cuando el profesor de inglés me pregunta algo que no me había preparado de antemano.

Muy de acuerdo De acuerdo No de acuerdo Muy en desacuerdo

Adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).