

Exploring the Relationship Between Motivation and Fear of Learning English

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Abstract

In Malaysia, children were exposed to official English classes as young as five years old in preschools. Throughout their early childhood and early adulthood, Malaysians have studied English for at least twelve to thirteen years. The Ministry of Education has also started offering science and math subjects in English in an effort to pique students' interest in STEM (science, technology, engineering, and mathematics) disciplines. Despite early exposure to the language for many years in school, there are still some students who claim that they lack motivation and continue to feel anxious when they are learning the language. The goals of this study are to find out how students view their motivation for learning English, how students view their fear of learning English, and whether there are any notable differences between motivation and fear of learning English across disciplines. A quantitative survey was done to pre-university students from INTEC Education College and Pusat Asasi Universiti Teknologi MARA and a total of 122 students responded. Eleven items from Gardner (2001) were used to find out motivation to learn, and 33 items from Horwitz et al. (1986) were used to measure fear of learning English. The main findings from this study is that most respondents are motivated to learn English. In terms of fear of learning English, most students responded that they were self-conscious and felt afraid of being laughed at when speaking in front of others. There was a significant difference in fear of learning English between science and engineering students. From the findings, it is suggested that educators explore different teaching and learning styles for different disciplines to assist students in learning English. Further research could be done to explore various options of assessment designs in assessing oral presentation to reduce students' anxiety in public speaking.

Keywords: Motivation, Fear of Learning, Communication Apprehension, Fear of Negative Evaluation, Test Anxiety

Introduction

Background of Study

One of the most significant human behaviours that influences students to act in different ways to meet their learning objectives in a particular subject area is motivation. There exist two distinct forms of motivation: extrinsic and intrinsic. Extrinsic motivation refers to external influences that drive a person to behave in a manner that aligns with their desired goal. For example, the desire to be perceived as a high achiever or to secure a study sponsorship. In contrast, intrinsic motivation is the internal drive that compels a person to engage in behaviours that contribute to their desired outcome. An example of intrinsic motivation is the desire to play a musical instrument for personal development. According to Ryan and Deci (2000), although the two motivational styles appear to be different from one another, a person or learner would benefit from experiencing both styles while learning a specific matter. In addition, in learning a second language, applying the knowledge learned plays an important role in progressing towards new language proficiency. Gardner (2001) highlighted that there is another strong aspect that helps in learning a second language: the interest in interacting with the specific language community, which is termed integrative motivation. Most of the time, knowledge application helps in improving the knowledge learned.

Fear is a negative emotion that is associated with danger. Psychologically, fear might cause a person to fight or become paralysed in response to the 'danger' (English & Stengel, 2010). Physiologically, fear increases the amount of adrenalin and noradrenalin in the human body (Guy-Evans, 2023). Fear can influence a second language learner to behave in two ways: inhibiting or promoting learning. The uncomfortable feeling of fear could prevent or motivate learning. For some, learning a second language is a 'danger', and they have to protect themselves from the emotion through a form of behaviour. English and Stengel (2010) concluded in their review that in learning, fear is necessary, but with strong support from educators, it can be used as a tool for growth.

Malaysians have been exposed to learning more than one language since preschool. One of the languages being taught at school other than Malay is the English language. Formally, the English language can be considered a second language in Malaysia as it has been part of the national examinations for decades. Malaysians are multiracial, too. Besides the languages taught in school, there are also languages spoken in households that may not be the same as in school. After spending about twelve to thirteen years in school learning English and other subjects, some students would enter universities. The Malaysian Ministry of Education has also introduced the option of teaching science and mathematics subjects in English to secondary school students to encourage learning English in different contexts. Upon university graduation, Malaysians who are selected for jobs are mostly those who are able to converse in English confidently, regardless of their excellent results (Singh and Raja Harun, 2020).

When learning English, motivation would contribute to the healthy development of language proficiency. It is a much-needed influencing factor that contributes to accepting the language and improving it. The learning process has to be voluntary for an individual so that it is easier

to accomplish learning goals. If there is any fear of learning, both the learners and the educators must work to overcome it by offering better ways to facilitate learning.

Statement of Problem

Numerous second-language learners face a certain amount of language anxiety. Due to its detrimental effects on students' involvement and engagement in language acquisition, this is emerging as a new concern (Horwitz, 2001). Learning a second language impacts a language learner's thoughts and behaviour. According to Bao and Liu (2015), affective aspects are highly significant among the many elements that have influenced second language learners over the years. The main affective elements influencing second language acquisition include the learner's motivation, attitude, anxiety, and self-esteem. These elements can encourage or prevent language input.

Several studies have investigated the relationship between motivation and fear in the learning of a foreign language (Alamer & Almulhim, 2021; Daud et al., 2022; Sharifudin et al., 2023; Zainab et al., 2013). Research by Zainab et al (2013) demonstrated that fear and anxiety can delay the production of foreign languages, making it harder for students to adopt a development mindset and lowering their desire to study. In addition, a study by Sharifudin et al. (2023) on the relationship between language anxiety and self-determined motivation showed that language anxiety and autonomous motivation are positively correlated. Alamer & Almulhim (2021) discovered the relationship between language motivation and language anxiety. After looking at the various kinds of language anxiety that students experienced during learning, they evaluated the extent to which self-determination theory-based motivating factors may predict these anxiety categories. A particular study sought to investigate the reasons behind the dread of learning a foreign language, especially when it came to lessons where the language is spoken in English (Daud et al., 2022).

All these studies show how important it is to deal with fear and anxiety when learning a foreign language to improve learners' motivation and language acquisition. Nevertheless, research has only looked at the relationship between motivation and language anxiety. Future studies can incorporate more significant variables to ascertain the interrelationships within the broader set. This can include language acquisition techniques, effort put forth in the classroom, openness to communication, and linguistic success. In addition, further studies should be conducted in many nations and at various levels for comparison purposes.

Objectives of the Study and Research Questions

This study is done to explore learners' perceptions of their use of learning strategies. Specifically, this study is done to answer the following questions:

- How do learners perceive their motivation for learning English?
- How do learners perceive their fear of learning English?
- Is there a significant difference between motivation and fear of learning English across disciplines?

Literature Review

Motivation for learning a foreign language

Nowadays, learning foreign languages is becoming increasingly important to take into account in our education system. The reason is the rapid globalisation in areas such as

economy, finance, trade, and communication, making it essential to engage in effective communication with individuals from diverse countries and cultures. Motivation is a blend of intrinsic and extrinsic energy that can ignite someone's enthusiasm to achieve their goals. It is a crucial factor in acquiring a new foreign language because it determines the student's engagement, responsiveness, and feedback in language learning activities (Irkonvich, 2021). Consequently, motivation significantly influences the success rate of acquiring a new foreign language.

Fear of learning a foreign language

It is widely acknowledged that language proficiency has become increasingly important in the era of globalisation. However, learning a new foreign language can be daunting for some individuals and often leads to anxiety. In the process of acquiring a foreign language, many people experience anxiety, which is essentially a feeling of fear. Generally, there are three types of anxiety: 1) trait anxiety, 2) state anxiety, and 3) situation-specific anxiety. Trait anxiety occurs when an individual is predisposed to being anxious. This form of anxiety tends to remain stable but can impact cognitive functioning and disrupt memories. State anxiety, on the other hand, is an emotional state that can fluctuate over time, depending on how the individual perceives a particular situation. It typically affects emotions, cognition, and behaviour. Lastly, situation-specific anxiety is considered a unique form of anxiety that arises at a specific time due to a particular situation. Language learning anxiety is an example of this situation-specific anxiety. Many language researchers associate the fear or anxiety of learning a foreign language with this anxiety (Oteir & Al-Otaibi, 2019).

Past studies on motivation for learning a foreign language

Many studies have been done to investigate the learning of foreign languages. The ability to communicate in a foreign language has become a valuable economic asset, necessitating not only the relevant abilities but also a comprehensive grasp of knowledge, skills, and attitudes essential for effective comprehension and communication. Selimovic (2021) asserts that an individual's motivation to learn a new language might have an impact on their level of competency in English as a second language, both organically and extrinsically. Motivated learners are inclined to actively participate in language learning, consistently practice, and persevere through challenges, ultimately leading to successful language acquisition and enhanced language proficiency (Seven, 2020).

A quantitative motivational survey comprising 15 questions, adapted from Gardner's Attitude/Motivation Test, was conducted. Furthermore, the data were analysed using frequency, percentage, arithmetic mean, and standard deviation. Based on the obtained data, this study indicates that extrinsic motivation is an important component among this group of English learners. The findings of the current study suggest several relevant and beneficial learning strategies for the improvement and growth of learners' motivation.

Naeeni and Aminlari (2021) reported on the investigation of Attitudes towards Learning English and the Motivation Type (Integrative vs. Instrumental) in Iranian Students at Universiti Kebangsaan Malaysia. This study comprises Iranian postgraduate students who were studying at Universiti Kebangsaan, Malaysia (UKM), doing either their master's or PhD in a variety of majors. The aim is to identify the relationship between their attitudes towards learning English as a second language and the comparative nature of their motivation in terms of being

instrumentally or integratively oriented. In conclusion, students with highly positive attitudes exhibited high levels of both integrative and instrumental motivations. Additionally, Rahmat (2018) reported the influence of motivation and fear of learning foreign languages among Malaysian students. The research was conducted using a quantitative survey data form for 163 UiTM Melaka students from various faculties. Also, the instrument used in five Likert-scale surveys is rooted in Gardner (2001) and Horwitz, Horwitz, and Cope (1986). The results of this study show that the majority of language learners exhibited a tendency towards instrumental motivation rather than integrative motivation in the context of acquiring foreign languages.

Past studies on fear of learning a foreign language

Many studies have explored the causes and effects of fear and anxiety in foreign languages. This anxiety feeling among second language learners when studying a foreign language is unavoidable, as they are required to unlearn the grammar of their native language and, at the same time, re-learn a new language. Almaher & Almulhim (2021) have highlighted various factors contributing to language anxiety, such as communication apprehension, fear of negative evaluation, and test anxiety. Furthermore, Sadighi and Dastpak (2017) highlighted three important causes of anxiety among second language learners, such as fear of making mistakes, fear of negative evaluation, and limited knowledge of vocabulary. Other studies suggested that understanding the psychological factors that influence the fear of foreign language learning can assist in overcoming hurdles and increasing motivation to learn a new language (Daud et al., 2022; Ma, 2000).

Furthermore, there have been numerous previous studies exploring the causes and effects of fear and anxiety among individuals who use English as their second language. The study by Al-Khasawneh (2016) looks into the extent and causes of English language learning anxiety among university students because they don't use it much in their daily lives. The study on 97 English-major Saudi students from different levels also aims to examine the differences between the level of language anxiety and the students' study level. The Foreign Language Classroom Anxiety Scales (FLCAS), created by Horwitz et al (1986), served as the research tool for this study. The results reported that the students' anxiety levels were moderate. The students' concern over language came from a variety of sources, including test anxiety, anxiety about speaking in front of others, fear of failing English lessons, and communication anxiety. Furthermore, there were no statistically significant differences observed between the anxiety level and the academic performance of the students. The findings indicate that an inspiring and supportive environment should be present in the classroom. Teachers play a crucial role in alleviating students' fears during the classes where they are most actively engaged in this process.

Next, the study by Daud et al (2022) also explores the causes of fear in foreign languages concerning the English-speaking class. This quantitative study aimed to investigate how the three components mentioned hinder learners' ability to learn foreign languages. Participants were purposely chosen from a public university in Malaysia and a higher tertiary institution in China. The instrument used is a FLACS survey, which was modified by (Horwitz et al., 1986). The findings from this study suggested that students' performance in English-speaking classes has been negatively impacted by the fear of English-speaking classes, which has prevented them from communicating effectively, worried about receiving unfavourable comments, and

Afraid of assessments. The results of this study will greatly aid future researchers in learning more about how students' native languages affect their performance in language lessons, especially in classrooms where many students speak English.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. Learning a foreign language can be challenging for learners. According to Rahmat (2020), fear of learning a foreign language causes other problems for learners. These problems can snowball to affect other performance and achievement in other language-related areas. This study is rooted in Gardner's (2001) motivation for learning and fear of learning a foreign language by (Howritz et al., 1986).

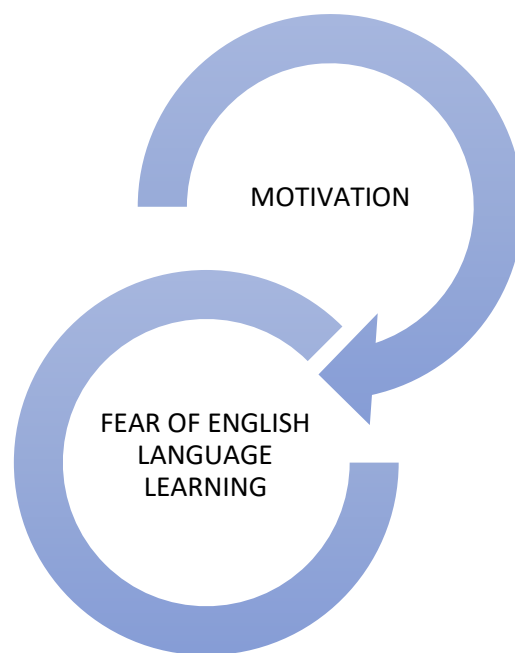


Figure 1: Conceptual Framework of the Study.
Motivation and Fear of Learning English Language

Methodology

This quantitative study is done to explore motivational factors for learning English among undergraduates. A purposive sample of 122 participants responded to the survey. The instrument used is a 5-point Likert-scale survey and is rooted in (Gardner, 2001; Horwitz et al., 1986). The variables are listed in Table 1 below. The survey has three sections. Section A consists of items on the demographic profile. Section B has 11 items on motivation to learn. Section C has a total of 33 items on fear of learning the English language that is broken down into three sub-categories: communication apprehension (11 items), fear of negative evaluation (7 items), and test anxiety (15 items).

Table 1

Distribution of Items in the Survey

SECTION	VARIABLE	SUB-CATEGORY	NO OF ITEMS		Cronbach Alpha
B	MOTIVATION TO LEARN (Gardner, 2001)			1 1	.859
C	FEAR OF LEARNING A FOREIGN LANGUAGE (Horwitz, et al., 1986)	COMMUNICATION APPREHENSION	11		
		FEAR OF NEGATIVE EVALUATION	7		
		TEST ANXIETY	15		
				3 3	.869
				4 4	.837

Table 1 also shows the reliability of the survey. The analysis shows a Cronbach alpha of .859 for section B and .869 for section C. This thus reveals the good reliability of the instrument chosen or used. Further analysis using SPSS is done to present findings and answer research questions for this study.

Findings

Findings for Demographic Profile

Table 2

Percentage for Demographic Profile

Q1	Gender	Male	Female
		46.7%	53.3%
Q2	Discipline	Science	Engineering
		66.4%	33.6%
Q3	Place of Study	Pusat Asasi UiTM	INTEC Education College
		59.0%	41.0%

The demographic profile of the study is presented in the table above, with respondents consisting of 46.7% males and 53.3% females. All participants are from Pusat Asasi UiTM and Intec Education College, with 59% and 41%, respectively, enrolled in science and engineering courses. The distribution of courses among the participants is 66.4% for science and 33.6% for engineering.

Findings for Motivation

This section presents data to answer research question 1: How do learners perceive their motivation for learning a foreign language?

Table 3

Mean for Motivation to Learn a Foreign Language (Gardner, 2001).

STATEMENT/ QUESTION	Mean
MTLQ1: I make sure I attend all English classes without fail.	4.9
MTLQ2: I make sure I am prepared for my English classes.	4.3
MTLQ3: I understand what is taught by the teacher.	4.5
MTLQ4: If I do not understand, I will ask my teacher.	4.1
MTLQ5: If I do not understand, I will ask my friends.	4.6
MTLQ6: I also make my own effort to learn the English language online (or using an app).	4.0
MTLQ7: I enjoy participating in activities in English language class.	4.4
MTLQ8: I enjoy learning the English language with my classmates.	4.6
MTLQ9: I enjoy group interactions during English class.	4.5
MTLQ10: I enjoy speech practices during English class.	4.1
MTLQ11: I enjoy role plays during English classes.	4.1

Table 3 represents the means for motivation to learn a foreign language (Gardner 2001). Most respondents indicated that they "make sure to attend all English classes without fail," with a mean of 4.9. Furthermore, they expressed enjoyment in learning the English language with their classmates and indicated a willingness to seek help by stating, "If I do not understand, I will ask my friends," both with a mean of 4.6. Additional responses with a mean of 4.5 included ones that indicated enjoying group discussions in English class and understanding what the teacher was teaching. However, despite their overall motivation, the lowest mean of 4.0 was recorded for the statement "I also make my own effort to learn the English language online (or using an app).

Findings for Fear of Learning English Language

This section presents data to answer Research Question 2: How do learners perceive their fear of learning English language? In the context of this study, communication apprehension, fear of negative evaluation, and test anxiety all serve as measures of language learning fear.

i) Communication apprehension

Table 4

Mean for Communication Apprehension

STATEMENT	Mean
CAQ1: I never feel quite sure of myself when I am speaking in my English language class.	3.1
CAQ2: It frightens me when I do not understand what the teacher is saying in the English language.	2.9
CAQ3: I feel confident when I speak in my English language class.	3.6
CAQ4: I would not be nervous speaking the English language with native speakers.	3.4
CAQ5: I get upset when I don't understand what the teacher is correcting.	2.9
CAQ6: I feel comfortable when I speak in an English language class.	3.6
CAQ7: I feel very self-conscious about speaking English in front of other students.	3.3
CAQ8: I get nervous and confused when I am speaking in my English language class.	2.9
CAQ9: I get nervous when I don't understand every word the English language teacher says.	2.8
CAQ10: I feel overwhelmed by the number of rules I have to learn to speak the English language.	2.8
CAQ11: I would probably feel comfortable around native speakers of the English language.	3.6

The mean scores for communication apprehension can be seen in Table 4. Most of the respondents reported "I feel confident when I speak in my English language class" and "I feel comfortable when I speak in my English language class" with a 3.6 score. Furthermore, they felt "I would not be nervous speaking the English language with native speakers" (3.4), and with a 3.3 score, they reported, "I feel very self-conscious about speaking the English language in front of other students."

(ii) Fear of negative evaluation

Table 5

Mean for Fear of Negative Evaluation Statements.

STATEMENT	Mean
FNEQ1: I do not worry about making mistakes in English language class.	3.6
FNEQ2: I keep thinking that the other students are better at the English language than I am.	3.6
FNEQ3: It embarrasses me to volunteer answers in my English language class.	2.8
FNEQ4: I am afraid that my English language teacher is ready to correct every mistake I make.	2.7
FNEQ5: I always feel that the other students speak the English language better than I do.	3.5
FNEQ6: I am afraid that the other students will laugh at me when I speak English.	2.7
FNEQ7: I get nervous when my English language teacher asks questions that I haven't prepared in advance.	3.4

Table 5 represents the mean scores for fear of negative evaluation. The majority of the respondents reported “I do not worry about making mistakes in English language class” and “I keep thinking that the other students are better at the English language than I am” with a 3.6 score. Furthermore, they also felt, “I always feel that the other students speak English better than I do,” with a mean score of 3.5. The lowest scores recorded for fear of negative evaluation are “I am afraid that my English language teacher is ready to correct every mistake I make” and “I am afraid that the other students will laugh at me when I speak English” with a 2.8 score.

(iii) Test Anxiety

Table 6

Mean for Test Anxiety

STATEMENT	Mean
TAQ1: I tremble when I know that I'm going to be called on in the English language class.	2.7
TAQ2: It wouldn't bother me at all to take more English language classes.	3.4
TAQ3: During English language class, I find myself thinking about things that have nothing to do with the course.	2.8
TAQ4: I am usually at ease during my tests in English language class.	3.6
TAQ5: I worry about the consequences of failing my English language class.	3.4
TAQ6: I don't understand why some people get so upset over English language class.	3.1
TAQ7: In English language class, I can get so nervous I forget things I know.	2.8
TAQ8: Even if I am well prepared for English language class, I feel anxious about it.	3.0
TAQ9: I often feel like not going to my English language class.	2.0
TAQ10: I can feel my heart pounding when I'm going to be called on in the English language class.	2.8
TAQ11: The more I study for an English language test, the more confused I get.	2.3
TAQ12: I don't feel pressured to prepare very well for the English language class.	3.4
TAQ13: English language class moves so quickly that I worry about getting left behind.	2.4
TAQ14: I feel more tense and nervous in my English language class than in my other classes.	2.2
TAQ15: Before my English language class, I was very sure and relaxed.	3.8

The results of the mean scores for test anxiety are presented in Table 6. The highest mean score for test anxiety is “Before my English language class, I feel very sure and relaxed,” with a 3.8 score. The respondents also responded, “I am usually at ease during my tests in the English language class,” with a 3.6 score. Meanwhile, the lowest mean score for test anxiety is “I often feel like not going to my language class,” with a 2.0 score.

Findings for Significant Differences Between Motivation and Fear of Learning English Language Across Disciplines

This section presents data to answer Research Question 3: Is there a significant difference between motivation and fear of learning the English language across disciplines? To determine if there is a significant association in the mean scores between motivation and fear of learning the English language, the data is analysed using SPSS for correlations. Results are presented separately in Tables 7, 8, and 9 below.

Table 7
Correlations between Motivation and Fear of Learning English

Correlations

		MOTIVATION	FEAROFLEARN INGFOREIG NLANGUAGE
MOTIVATION	Pearson Correlation	1	-.177
	Sig. (2-tailed)		.051
	N	122	122
FEAROFLEARN INGFOREIG NLANGUAGE	Pearson Correlation	-.177	1
	Sig. (2-tailed)	.051	
	N	122	122

A Pearson correlation was performed (Table 7) to find out the correlation between motivation and fear of learning English. The correlation is found to be -.177. There was a weak negative linear correlation between motivation and fear in learning the English language, according to Dancy & Ridey (2007), which Akoglu (2018) cited.

Table 8
T-Test for Motivation across Disciplines

Group Statistics

	Q2Cluster	N	Mean	Std. Deviation	Std. Error Mean
MOTIVATION	Science	81	4.3580	.52191	.05799
	Engineering	41	4.3880	.49628	.07751

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference			
		F	Sig.	t	df	Significance One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
MOTIVATION	Equal variances assumed	.733	.394	-.305	120	.381	.761	-.03000	.09842	-.22487	.16487
	Equal variances not assumed			-.310	84.136	.379	.757	-.03000	.09680	-.22249	.16249

A t-test was performed (refer to Table 8 above) to compare motivation across disciplines. There was no significant difference in motivation for those in the science discipline (M = 4.3580, SD =.52191) and motivation for those in the engineering discipline (M = 4.3880, SD =.49628); t (122) =.305, p =.761.

Table 9

T-Test for Fear of Learning English across Disciplines

Group Statistics										
	Q2Cluster	N	Mean	Std. Deviation	Std. Error Mean					
FEAROFLEARNINGAFORE	Science	81	2.9746	.47326	.05258					
IGNLANGUAGE	Engineering	41	3.2180	.58077	.09070					

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
FEAROFLEARNINGAFORE	Equal variances assumed	2.633	.107	-2.483	120	.007	.014	-.24347	.09806	-.43762	-.04932
IGNLANGUAGE	Equal variances not assumed			-2.322	67.591	.012	.023	-.24347	.10484	-.45270	-.03424

A t-test was performed (refer to Table 9 above) to compare the fear of learning a foreign language across disciplines. There was a significant difference in fear of learning English for those in the science discipline ($M = 2.9746$, $SD = .47326$) and fear of learning English for those in the engineering discipline ($M = 3.2180$, $SD = .58077$); $t(122) = .2483$, $p = .014$.

Conclusion

Summary of Findings and Discussions

From this study, it was discovered that most respondents are motivated to learn English. They made sure to attend classes, experienced joy in the class, discussed with peers to enhance their learning, and enjoyed participating in class and group activities. In past studies, it was found that motivated students would endure the challenges with the help of peers, instructors, and apps to achieve their goals of being proficient in English. This can be seen from the results of this study on motivation to learn the language.

It was also discovered that most students felt less anxious and were more comfortable when speaking English in class. They also claimed that they would be nervous when conversing with native speakers but felt self-conscious while speaking in front of other students. This means that the students felt less fear while speaking in various situations. This study has also found that students were not worried about making mistakes, but they felt that their peers were much better in English than they were and worried that they might be made fun of whenever they spoke in English. This study has also discovered that the students were not quite anxious during their English test. There were some negative perceptions from the respondents in terms of fear of learning English, but it was not highly impactful that these perceptions would affect students' motivation to learn the language. Psychological factors influencing fear have to be understood, and a supportive environment would help in reducing the anxiety of speaking up in front of others.

From the correlation done using SPSS, it was found that there was a weak negative correlation between motivation and fear of learning English. Additionally, this research has also found that there was no significant difference in motivation between science students and engineering students. This finding is a positive one, as the students were found to be motivated to learn English. From a different angle, it was discovered that there was a significant difference between the science and engineering students in terms of fear of learning English.

Pedagogical Implications and Suggestions for Future Research

An individual student has unique learning styles, even in the way they learn a second language. The level and types of motivation in every student are also different. A person's motivation must be 'recharged' from time to time. Some who are highly motivated to reach a particular achievement would work their way to reaching the goal by utilising the resources available. Sometimes fear of learning a second language hampers students' motivation. Positive support from peers and instructors is much needed during the learning process and when students are anxious. This would reduce fear and improve motivation in students. A future study could investigate the effectiveness of speaking English on social media platforms, which instructors could use as a part of course assessment. There is less eye contact involved, but students still need to show their skills and creativity in their presentations. This probably could reduce anxiety when speaking in front of others.

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