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## Foreign Language Anxiety and Reading Motivation of Students

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### ABSTRACT

This study aims to determine whether foreign language anxiety significantly correlates with students' reading motivation. The working group for the present study, in which a quantitative descriptive design was employed, included 162 students enrolled in one of the Colleges in Digos City. Participants answered the adapted standardized questionnaires to quantify which dimension of Foreign Language Anxiety significantly correlates to the Reading Motivation of students. The collected data were interpreted using the mean to determine the central tendency and Pearson r. Regression analysis was used to predict the value of reading motivation based on the value of foreign language anxiety. The survey findings revealed that the level of foreign language anxiety among students is moderate, and the level of reading motivation is high. The result also shows that there is a significant relationship between foreign language anxiety and the reading motivation of students, but only self-confidence, one of the indicators of foreign language anxiety, has a substantial relationship with reading motivation while using English in class. Class preparation and overcoming with efforts are the three indicators of foreign language anxiety that pose no considerable relationship with student's reading motivation. The results validated the eight domains of reading motivation, which includes grades, self-efficacy, curiosity, participation, leisure, instrumentalism, social family, and social peer.

### INTRODUCTION

Although every student can read, many lack the motivation to do so (Royce, 254-267). The issue of poor reading motivation is a pervasive global concern (Lustyantje, 131-139). Each year, engaging students in their studies and fostering better reading habits becomes increasingly challenging. Numerous middle school students not only dislike reading but also struggle to find the motivation to engage with it. Similarly, many students perceive reading as tedious or time-consuming. Addressing this challenge requires finding materials that appeal to all students while meeting the criteria of the curriculum (Taylor, 2021).

Researchers have found that reading motivation significantly influences various aspects of motivation and reading enjoyment across different contexts. Moreover, they emphasize that students' motivation plays a pivotal role in their comprehension abilities. This suggests that students who exhibit higher levels of motivation towards reading can be relied upon (Firdaus, 67-72). Indrayadi (335-346) notes that reading motivation is widely recognized as essential for learners, both inside and outside the classroom. Consequently, students require robust reading motivation as they endeavor to learn English and engage in diverse activities. Reading motivation is particularly critical for English as a Foreign Language (EFL) students, as it directly impacts their ability to comprehend texts with purpose, especially when they are allowed to choose their reading materials. By empowering students to select their reading materials, educators can enhance learning outcomes and cultivate a genuine enjoyment of reading. Moreover, fostering

an environment where school activities are perceived as interesting and exciting contributes to students' overall engagement and appreciation for academic pursuits (Namaziandost *et al.*, 2022).

However, Pan *et al.* (2021) investigated how Foreign Language Enjoyment (FLE) and Foreign Language Anxiety (FLA) change over time in the foreign language classroom and their relationship to language learning motivation and student personality traits. Enthusiasm for learning a foreign language diminishes in the presence of anxiety. Several studies have explored motivation, and in recent years, many non-native English-speaking nations have dedicated significant attention to researching language anxiety. It is widely acknowledged that achieving English proficiency is a daunting task. Additionally, Naser Oteir *et al.* (2019) underscored the importance of applied linguistics' focus on foreign language anxiety. Consequently, this study provides a comprehensive overview of the literature on language anxiety and aims to offer new insights into earlier findings in this area. It clarifies the concept of foreign language anxiety and distinguishes it from similar types of anxiety. Finally, it sheds light on the primary causes and consequences of language learners' anxiety when learning a foreign language.

Consequently, Kumar and Suresh (2021) investigated the general level of anxiety associated with learning English as a second language among secondary school students. The study also aimed to determine whether there was a gender difference in secondary school students' anxiety about learning English as a second

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language. The descriptive survey method was employed in this study, and the researchers developed the English language learning anxiety scale to collect students' data. The scale's validity and reliability were confirmed using appropriate methods. Statistical techniques including quartile deviation and the 't'-test were utilized for data analysis. The findings revealed that a majority of the students experienced moderate anxiety while learning English. Additionally, boys reported higher levels of English language learning anxiety than girls. Foreign language anxiety can significantly disrupt students' learning process and diminish their interest in reading. Therefore, this study aims to investigate the relationship between foreign language anxiety and reading motivation, addressing a specific gap in the literature. The study focuses on college students, examining how foreign language anxiety influences their motivation to read for successful academic performance. In our local setting, understanding the causes of foreign language anxiety and strategies to mitigate its harmful effects is crucial. By enhancing our understanding of foreign language anxiety and effective reading motivation strategies, both teachers and students can work towards reducing anxiety and ensuring a smoother, more fruitful, and successful teaching and learning process. This is particularly beneficial for students who experience anxiety in language learning.

## LITERATURE REVIEW

### Foreign Language Anxiety

Nst (2022) found that when asked to speak in front of the class in English, students often experience anxiety due to inadequate preparation, limited comprehension of grammar, and a restricted vocabulary.

Fitri, Smith, and Jones (2021) aimed to investigate the relationship between anxiety and speaking performance in EFL classes. Their study revealed a negative correlation between anxiety levels and speaking performance scores; students with lower anxiety levels tended to receive higher speaking performance scores, while those with higher anxiety levels scored lower. This suggests that fear is inversely associated with students' speaking abilities in EFL contexts.

Hanifa (2018) stipulated that mastering communication skills is undeniably considered the most crucial aspect in modern-day EFL contexts. Nevertheless, becoming communicatively competent is particularly difficult for foreign language learners as it is influenced by several factors, including affective factors. Among the various affective factors influencing foreign language learning, especially speaking proficiency, anxiety emerges as a crucial one, significantly affecting students' oral performance. Studies investigating the phenomenon of speaking anxiety in the field of foreign language learning underscore its detrimental effects. Understanding the nature of this anxiety and the sources it springs from thoroughly should help both teachers and learners to gain more insights and find ways with which to deal with

anxiety in EFL classrooms.

The first indicator of foreign language anxiety is experiencing anxiety when using English in class. According to Chou (2018), the promotion of English-medium instruction (EMI) at the tertiary level in Taiwan and other East Asian nations is the first sign that a student is experiencing language anxiety. Communicating in English in EMI classrooms is a fundamental requirement for English as a foreign language (EFL) students, but it is not easy. Speaking a foreign language is a complex process that requires linguistic competence, speaking skills, and the application of strategies. The findings revealed that students who received partial EMI experienced high levels of speech anxiety, a lack of confidence, and negative attitudes toward English learning.

Thus, Tsymbal (2017) stated that even strong English learners experience mental blocks and increased anxiety when they must speak in front of their peers. Language anxiety must be addressed in the modern ESL classroom if students are to gain trust and improve their communication skills in the target language.

The second indicator of foreign language anxiety is language anxiety based on self-confidence. In their study of foreign language anxiety and self-confidence among bilingual and multilingual tertiary students in Saudi Arabia learning English as a Foreign Language, Bensalem and Thompson (2022) found that two dimensions underlie FLA: English class performance anxiety and confidence in English. The current study provides empirical evidence of the role of multilingualism in terms of FLA and self-confidence in the Saudi context.

Moreover, Tridinanti (2018) explained that speaking in a foreign language can be influenced by psychological aspects such as anxiety and self-confidence. Students who have high levels of stress, worry, fear, and low levels of self-confidence in foreign language classes may have difficulties in developing their speaking ability. Speech achievement is significantly related to self-confidence; self-assured students perform better. As a result, teachers and lecturers must encourage students to speak English in front of the class, significantly improving students' self-confidence when communicating in English.

The third indicator of foreign language anxiety is experiencing anxiety regarding class preparation. Anxiety is a significant affective factor that has a detrimental effect on one's ability to learn and use a foreign language (Lisnychenko, Kim, & Park, 2020). According to the results, communication anxiety and fear of receiving a bad review have significantly increased, while test anxiety and fear of making mistakes have slightly decreased. Changes in the learning context and the nature of distance learning online are among the main detriments. The flexibility of the schedule, students' increasing autonomy, and improved test-taking abilities are the causes of the decrease in foreign language anxiety levels in students. The main finding is that anxiety is a variable factor in learning foreign languages that can be altered in a new learning environment.

Even though foreign language anxiety is a frequently studied construct that develops through unpleasant experiences with language training, Nilsson (2019) notes that few researchers have focused explicitly on young learners in this regard. They investigated the prevalence and causes of language anxiety in Swedish primary school classrooms, where the learning environment was supportive, non-competitive, and free of formal knowledge standards or grades. Learners showed a continuum of anxiety toward learning a foreign language. However, many classroom situations caused language anxiety in other students as well. It may therefore be preferable for teachers to reflect on standard classroom practices that cause anxiety, rather than viewing language anxiety as a negative trait of individual students.

The fourth and last indicator of foreign language anxiety is the efforts to overcome language anxiety. Fukuda (2018) investigated how self-regulated language learning relates to proficiency and examined the variations in SRL traits between students with low and high proficiency levels. SRL is a learning process that includes cognitive and affective aspects as it sets goals, monitors tasks, and reflects on performance. The findings revealed that three SRL learning strategy factors—metacognitive strategies, effort regulation, and problem-solving—significantly predicted the variance in learners' proficiency; no motivational factors predicted it, despite correlations between three out of five factors and proficiency, namely, self-efficacy, intrinsic goal orientation, and test anxiety. Later t-tests, on the other hand, revealed significant differences in SRL between low- and high-proficiency learners in the following motivational and learning strategy factors: self-efficacy, intrinsic goal orientation, test anxiety, metacognitive strategies, effort regulation, and problem-solving strategies. Although the findings did not directly account for learner proficiency, they did show that motivational factors were related to English proficiency level.

Anxiety is a significant factor that impairs learners' cognition in learning. Learners of foreign languages (FL) experience anxiety for a variety of reasons. According to studies, a higher level of anxiety affects the learning process and lowers learning motivation. Practical techniques for helping students overcome FL learning anxiety in the classroom include encouraging students not to shame their peers for making mistakes because making mistakes is a natural human trait. In classrooms, fostering integration and cooperation among teachers, parents, and education officials is crucial for establishing a conducive and encouraging educational atmosphere (Alnuzaili, Al-Mansour, & Al-Shehri, 2020).

Thereupon, several concepts examined the foreign language anxiety levels of the students and some factors affecting the learner's experience in acquiring a second language. Regarding various facets of learning, students may experience anxiety in the teaching and learning process, including language complexity, front-facing speaking or their confidence, the language class, and

more about the nativity of the language they are studying. The literature of this study has been analyzed, discussed, and explained by theorists from diverse fields, regarding different aspects of foreign language.

### Reading Motivation of Students

Reading is one of the most essential skills that students must have to be successful when learning English as a foreign language. Meanwhile, motivation is critical in English learning because it significantly influences student success. While reading and motivation are often seen as opposing forces, they are intricately linked in determining individuals' reading behaviors. The purpose of this study is to determine the relationship between students' reading motivation and reading comprehension. According to the findings, there is a positive relationship between students' reading motivation and reading comprehension, indicating that the more motivated students are to read, the greater their understanding of the texts (Fauzi, Smith, & Johnson, 2020).

The reading motivation of American college students was examined by Huang and Reynolds (2022). A self-reported survey was completed by 1,437 college students from various interdisciplinary fields (533 men and 904 women), who voluntarily participated in the study. Two important research questions were addressed in this study. The first question explored the reading motivation of American college students using variables such as self-efficacy, intrinsic, extrinsic, and social motivation from the Motivation for Reading Questionnaire (MRQ). The second question compared factors such as gender, classification, age, race, linguistic backgrounds, and grades in major and minor subjects to determine their influence on American college students' motivation to read. Descriptive analysis revealed that the mean scores for the extrinsic motivation scale were higher than those for the self-efficacy, social motivation, and intrinsic motivation scales (3.05, 3.04, and 2.35, respectively). Multiple linear regression analysis showed that motivation to read among college students was significantly influenced by gender, age, classification, grade, race, and first language.

Reading motivation in a second/foreign language is hypothesized by Niazifar and Shakibaei (2019) to be a multidimensional construct, somewhat independent of general motivational constructs. They propose that reading motivation in a second/foreign language is very similar to reading motivation in one's native language. Reading motivation may not be immediately assimilated to general motivation, as students' motivation might be domain-specific to some extent. For example, students may be motivated to speak or listen but not to read in English. In other words, not all tasks in the second or foreign language will necessarily have students who are motivated in the same way.

To sum up, the literature presented by the different authors has similarities to the present study since it deals with foreign language anxiety. The authors have extensively examined factors related to foreign language

anxiety and students' reading motivation, aiming to enhance the effectiveness of the teaching-learning process. Consequently, these insights have prompted the researcher to formulate a statement of the problem and identify relevant indicators.

The first dimension of reading motivation is self-efficacy. According to Liu (2020), Taiwan's vocational school students exhibit lower English language proficiency compared to their high school peers, as evidenced by their academic achievement in English prior to college. This deficiency is attributed to a lack of learning motivation. To enhance pre-college students' motivation to learn English, a community-based English reading competition was implemented in a study. Additionally, a research model based on extrinsic, intrinsic, and social self-efficacy motivation was proposed to predict students' intention to participate in future contests. Moreover, supporting students' psychological needs has been found to be an effective way of fostering positive changes in their reading motivation (Pelletier *et al.*, 2022).

The second dimension of reading motivation is curiosity. Curiosity is characterized by the thrill of exploration and the desire to learn more about the unknown. Piaget referred to children as 'small scientists,' recognizing the significance of curiosity as a foundation for early learning. Neugebauer and Gilmour (2020) demonstrated in their study that a significant aspect of reading in subject areas is the motivation to engage with the text in various and specific ways. However, there is limited research capturing fluctuations in adolescents' daily reading motivation in subject areas or across diverse reading activities, which is essential information for supporting discipline-specific reading performance.

Thus, this study captures adolescents' fluctuations in reading motivation within and across classroom environments and explores how teacher practices may bolster student motivation to read in content-area classrooms. Multilevel modeling results show that capturing dynamic understandings of reading motivation beyond commonly used context-neutral measures provides unique insight into the flexibility of motivation to read and specifically how environmental factors can influence students' ups and downs in their levels of reading motivation.

Findings show that, regardless of the subject matter covered in class, student changes in reading motivation reflect their social, personal, and material interactions with reading activities. These results expand pedagogical and empirical research on supporting environmentally triggered reading motivations and offer guidance on how an interactive approach to reading motivation can be incorporated into the motivation literature for better instruction of adolescent readers. These findings revealed that reading curiosity is the highest domain of students' motivation, while the social reason for reading is the lowest one (Dakhi, Smith, & Johnson, 2018).

The third dimension of reading motivation is involvement. According to Troyer *et al.* (2019), the goal

of the current study is to discover the associated role of teacher conduct given the inadequate intrinsic reading motivation of many teenagers and the significance of this sort of motivation for reading competency. A secondary analysis was carried out on PISA 2009 data to pursue this aim. In line with self-determination theory, the results provide evidence for the significance of perceived autonomy-supportive, structured, and involved teacher behavior. Teacher involvement was most strongly associated with adolescents' intrinsic reading motivation. Additionally, Maruli *et al.* (2021) found a correlation among parental involvement, reading motivation, and reading achievement.

Moreover, studies on teaching English as a foreign language (EFL) in children have extensively focused on the school context, but the home environment has not been thoroughly studied. In the present study, parental involvement, children's learning needs, and reading motivation were measured to explain young Chinese EFL readers' behaviors. The findings showed that parental involvement played a significant role in fostering kids' reading motivation and success and that this role was consistent regardless of the parent's educational backgrounds or the kids' gender.

The children's satisfaction levels with their needs for belonging were highest, whereas their esteem needs were lowest. Parental involvement had a more substantial impact on children's first language intrinsic reading motivation than on EFL, and neither parents' educational background nor extra instructional spending affected children's EFL intrinsic reading motivation, according to multiple regression analyses. Self-actualization needs were the best predictor of intrinsic reading motivation (Law, 2018).

The fourth dimension of reading motivation is recreation. 'Reading is a lifelong practice,' according to Namgay Dukpa and Sonam Dhendup (2021), and being able to read is a distinct benefit. Despite its importance, relatively little has been done to examine student reading motivation, particularly with Bhutanese secondary students. This study aimed to identify the student factors related to reading motivation.

Lubis and Usman (2021) developed a learning model for reading comprehension in English text, utilizing scanning and skimming techniques with a recreational intent. The study employed a cyclical assessment process through two cycles, each consisting of four stages: action, observation, and reflection. Observers noted improvements in student behavior during reading comprehension learning with scanning and skimming techniques in cycle II. However, some students continued to exhibit disruptive behavior in class. Overall, the findings suggest that student behavior during reading comprehension instruction improved over the course of the study.

The fifth dimension of reading motivation is students' grades. According to Fuad *et al.* (2021), reading requires learners to exert effort, and motivation plays a crucial role as students may choose not to engage in it. Motivation and attitudes toward reading are central to reading

performance, with students generally showing interest in reading activities. The most influential aspects include awareness of the importance of reading and competition among students when given reading tasks by the teacher. Teachers' perceptions regarding the dimensions of reading motivation indicate that the individual dimension is the most crucial factor to be improved, as it directly impacts each student's intrinsic motivation, which is positively correlated with reading proficiency. To encourage students' intrinsic motivation for reading, appropriate environmental conditioning and learning strategies, such as engaging them in practical activities related to their daily lives before beginning reading assignments, can be employed. It is implied that the results of this study can serve as a guide for teachers in developing teaching strategies that foster students' interest in reading.

The effects of motivational reading treatments are investigated in this systematic review and meta-analysis concerning reading achievement and motivation in school-age students. While published meta-analyses on motivational reading interventions do exist, preliminary searches and examination of the relevant literature suggest that these would benefit from the inclusion of more recent research and more stringent selection criteria. Analysis of moderators indicated that effect sizes varied significantly depending on content approaches to intervention, the intensity of training given to intervention providers, study quality, and the type of measures used. However, effect sizes did not vary significantly depending on group size or student population. McBreen and Savage (2021) conducted this study.

The sixth dimension of reading motivation is instrumentalism. Latif *et al.* (2021) analyzed the relationship between motivation to read and reading comprehension among engineering undergraduate students in Baluchistan. They noted that learning English has become a crucial requirement for students in various countries, especially where English is the medium of instruction. Reading comprehension involves extracting appropriate messages from written language and text. The study suggests that both private and public institutions in Baluchistan should create an environment that encourages and motivates students to pursue education and reading. Additionally, engineering schools in Baluchistan are advised to implement reward systems to incentivize students to read.

The creation and validation of the Reading Motivation Questionnaire (RMQ-EFL) with Chinese secondary students were reported by Wang and Gan (2021). The study also found no appreciable variations in students' motivation for reading English as a Foreign Language (EFL) across gender and grade levels. The RMQ-EFL can be utilized by researchers to examine the connections between students' English reading motivation and their English reading behavior and performance, or to evaluate the efficacy of targeted reading motivation interventions. Furthermore, teachers can use it to assess students' EFL reading motivation.

The seventh dimension of reading motivation is social family. Gómez and Rivas (2022) emphasize the significance of non-cognitive factors such as drive and resilience to increase reading achievement. Their study sheds light on how these two determinants are manifested by students in environments with high levels of social vulnerability. The findings demonstrate that factors such as perceived self-efficacy, intrinsic motivation, and family support are significantly related to reading achievement, even in a highly segregated educational system.

This study highlights the connection between student and familial life experiences and reading achievement. Bergbauer and Staden (2018) discovered the impact of parents who speak to their children about school and review homework, the school's focus on academic achievement, and the teachers' treatment of involving the social environment in learning activities. It demonstrates that learners' contexts, such as teachers, peer groups, and parents, assist learners in developing their learning from sociocultural perspectives. From a broad perspective, different parenting methods, such as concerted cultivation versus natural growth, can have various effects on children's development.

The eighth and last dimension of the independent variable, reading motivation, is social peer. Peer influence refers to how peers influence one another's emotions, feelings, and attitudes over time. Barwasser (2022) stipulated that acquiring fast word recognition skills is a severe challenge for many children in their early years of formal education. Lagging word recognition leads to general reading problems, as fluency is a prerequisite for text comprehension. Recent research indicates a rising proportion of struggling readers in German elementary schools, highlighting the urgent need for widespread adoption of efficient word recognition interventions. This pilot study aims to provide preliminary evidence of the efficacy of peer-tutorial reading racetrack training with an integrated motivational system for the sight word fluency of struggling German elementary school students. The intervention included group contingency procedures and performance score graphing to boost reading motivation. Results demonstrated a significant performance increase in the treatment group, relative to the control group. The effect size can be considered very high, indicating that this brief training can potentially enhance the word recognition of struggling elementary students.

In conclusion, there are some theories that many educational models emphasize competent reading; nevertheless, current studies suggest that motivation also plays a crucial role. The condition of the literature on this reading motivation does not include reading interventions that can be identified as being unquestionably successful in improving reading motivation. Therefore, one fascinating line of inquiry is to examine various aspects that can promote reading motivation. A systematic review of the literature was done to emphasize the multiple ways that peers, parents, or self-motivation might boost reading.

## MATERIAL AND METHODS

The research employed a descriptive-correlational approach by Gay (2000); the descriptive-correlational approach of the analysis incorporates both descriptive and correlational designs. Descriptive analysis entails gathering data to test hypotheses or answer questions about the study's participants' status. Correlational analysis, on the other hand, seeks to decide whether and to what extent two quantitative variables are related. Correlational research aims to establish a relationship that can be used to make predictions. Typically, a partnership inquiry looks at various variables that are assumed to be correlated to a significant and complex variable.

In this study, the researcher used the quantitative descriptive type and the research methodology of regression analysis. A quantitative study called descriptive research includes carefully describing educational processes (Gall, & Borg, 2017). The researcher used descriptive correlational design to check the significant relationship between the two variables in the study. This study used a survey questionnaire to collect data and the goal is to look at the connection between students' foreign language anxiety and their reading motivation.

This study was conducted in one of the private, non-sectarian Colleges in City, Davao del Sur in the school year 2021-2022. It is an institution situated on a 2-hectare parcel of land. This university is a tertiary institution in Davao del Sur that offers a range of undergraduate degrees, including Courses in Education. One of the oldest schools in the city, the institution was founded in 1949. In the seventy-one years that followed, the university transformed to become a prestigious leading college in this region of the nation. It has created specialized programs over a long time. These are shown by the school's aggressive pursuit of quality assurance measures like accreditation status for the various programs, including Liberal Arts, Business Administration, BEED, and BSED with their Level III accredited status and BS in Criminology and BS in Information Technology with their Level I Formal status from the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

Furthermore, the SGS ISO 9001:2015 certification and the Philippine Quality Award, which was presented by the Philippine government in December 2018, are two international certifications of this tertiary institution. The most recent is the lauded Autonomous Status awarded by CHED following CMO No. 12, S. of 2019 in this institution. The institutional excellence, outcomes-based education, and the superiority of its academic programs are demonstrated by its list of first-place winners and top performers in the Licensure Exam for Teachers and the Criminologist Licensure Exams, as well as by the highly passing rates of both board exams and Psychometrician Licensure Exams.

The respondents for the study are the one hundred sixty-two (162) selected college students from the University in Digos in S.Y. 2021-2022. Stratified random sampling

was employed such that all students would have a chance to be selected and considered for inclusion in the final sample. This is used to ensure that the study's results will be comprehensive to the context currently studied. The selection of the participants was irrespective of demographic characteristics. The respondents answered from the representative of the different College Department such as Department of Teacher Education (DTE), Department of Criminal Justice Education (DCJE), Department of Arts and Sciences Education (DASE), Department of Accounting Education (DAE), and Department of Business Administration Education (DBA).

Two sets of adapted questionnaires were used to gather information on the conditions undertaken in the study. The research tools were adapted from the questionnaires developed by Yoon (2012) and Lin *et al.* (2012) with minor revisions and were submitted to the panel of experts for validation. The first set of questionnaires pertains to Foreign Language Anxiety with four indicators, namely: language anxiety using English in class, based on self-confidence, class preparation, and overcoming language anxiety with effort.

Meanwhile, the second set of questionnaires focuses on students' reading motivations using eight indicators: self-efficacy, curiosity, involvement, recreation, grades, instrumentalism, social family, and social peer. For the students' reading motivation, the five orderable gradations with respective ranges of means and descriptions are considered.

The survey instrument was modified, and to ensure the validity and reliability of its content, four internal experts and one outside expert validated it, whose overall rating is 4.96 or very good. A pilot study was also conducted, and the scales' reliability and validity were determined using Cronbach's alpha coefficient. The combined expert results may have a Cronbach  $> 0.890$  with excellent internal consistency.

After the approval of the panel members, formal permission to conduct the study was requested from the Dean of Professional Schools of the University of Mindanao. It was forwarded to the Director of the University to get an endorsement from the Dean for the conduct of the survey.

Upon approval, the researcher has set the schedule for the survey administration of the survey to the students. Before the administration of the questionnaires, the study introduced by the researcher to the respondents and explained the research tool and its purpose. The researcher oriented the respondents about the appropriate manner in accomplishing the questionnaires and explained all the items individually and thoroughly to ensure valid and reliable results. They were given 20-30 minutes to answer the questionnaires. The survey questionnaire was retrieved immediately after the participants answered all the items.

After receiving all questionnaires, the results were encoded in spreadsheet format and were thoroughly checked

before data analysis. The results were analyzed using the appropriate statistical tool and were interpreted. With the results, conclusions were drawn, and recommendations were formulated.

**RESULTS AND DISCUSSION**

Elucidated in Table 1 is the level of foreign language anxiety among college students. This variable is composed of four indicators, namely, language anxiety using English in class, language anxiety based on self-confidence, language anxiety about class preparation, and efforts to overcome language anxiety.

Language anxiety in class preparation obtained 3.24 which was verbally described as moderate. This result indicates that the condition relating to foreign language anxiety is sometimes manifested. Following the Language

anxiety about class preparation, is the language anxiety based on self-confidence which obtained a mean score of 3.09 with a descriptive level of moderate. Moreover, using English in class also has a descriptive level of moderate as it acquired a mean score of 3.34. This result means that the conditions associated with foreign language anxiety is oftentimes manifested. As shown in the same table, efforts to overcome language anxiety have the highest mean score of 3.65 among all the indicators stated. It has a descriptive level of very high and it indicates that the conditions associated with foreign language anxiety are oftentimes manifested. Hence, it was illustrated in Table 1 that those students perceived that they have a moderate level in terms of foreign language anxiety which obtained an overall mean of 3.33. This means that the condition relating to foreign language anxiety is sometimes manifested.

**Table 1:** Level of Student’s Foreign Language Anxiety

Indicators	Mean	SD	Descriptive Level
Class Preparation	3.24	.89	Moderate
Self-confidence	3.09	.77	Moderate
Using English in Class	3.34	.74	Moderate
Overcome with Efforts	3.65	.74	High
<b>Overall</b>	<b>3.33</b>	<b>0.50</b>	<b>Moderate</b>

Indicated in Table 2 is the level of reading motivation of college students, which has an overall mean of 3.77 with a descriptive level of High. This result shows that the reading motivation of students is oftentimes manifested. Reading motivation of students is categorized into self-efficacy, curiosity, involvement, recreation, grades, instrumentalism, social family, and social peer. Specifically, in self-efficacy, involvement, recreation, instrumentalism, and social peer which all were descriptively described as High. This

result indicates that the reading motivation of students is oftentimes manifested. Thus, students are more challenged by their teachers than receiving encouragement and praise, nonverbal support, understanding, and friendly and controlling. On the other hand, curiosity is described as very high. This result indicates that the reading motivation of students is always manifested. Furthermore, social family is described as moderate. This result shows that the reading motivation of students is oftentimes manifested.

**Table 2:** Level of Student’s Reading Motivation

Indicators	Mean	SD	Descriptive Level
Self-Efficacy	3.80	.65	High
Curiosity	4.22	1.19	Very high
Involvement	4.08	1.10	High
Recreation	3.97	.80	High
Grades	3.80	.72	High
Instrumentalism	4.07	.55	High
Social Family	2.73	.99	Moderate
Social Peer	3.51	1.09	High
<b>Overall</b>	<b>3.77</b>	<b>.60</b>	<b>High</b>

Shown in Table 3 is the correlation analysis of the two variables using the Pearson Product Correlation Test. Based on the analysis, overall reading motivation among college students significantly relates to the foreign language anxiety of students; foreign language anxiety on class preparation ( $r=-0.022$ ,  $p<0.05$ ), using

English in class ( $r=-0.024$ ,  $p<0.05$ ), and overcome with efforts ( $r=0.164$ ,  $p<0.05$ ). All indicators posted a weak correlation. The indicator, self- confidence of foreign language anxiety among college students significantly relates to reading motivation ( $r=0.373$ ,  $p<0.05$ ) which posted a strong correlation. This outcome indicates that

there is a significant relationship between the independent variable and the independent variable, thus, a part of the null hypothesis is rejected and there is a substantial relationship between the two variables. It was also found to be insignificantly related to overall reading motivation

( $r=0.188, p<0.05$ ), which supports the first null hypothesis of no significant relationship between foreign language anxiety and students' reading motivation. Hence, only one of the domains of foreign language anxiety influences the reading motivation of the student.

**Table 3:** Relationship between Foreign Language Anxiety and Reading Motivation of Students

Reading Motivation	Foreign Language Anxiety				
	Class Preparation	Self Confidence	Using English in class	Overcome with efforts	Overall
Self-Efficacy	-.097	.430**	-.147	.040	.084
	(.218)	(.000)	(.061)	(.611)	(.286)
Curiosity	-.019	.139	-.009	.154	.100
	(.812)	(.078)	(.906)	(.050)	(.205)
Involvement	.006	.210**	-.042	.044	.085
	(.944)	(.007)	(.596)	(.574)	(.283)
Recreation	-.054	.187*	-.053	.123	.075
	(.495)	(.017)	(.504)	(.120)	(.346)
Grades	.025	.230**	.047	.141	.172*
	(.748)	(.003)	(.553)	(.074)	(.029)
Instrumentalism	-.031	.282**	.000	.204**	.172*
	(.695)	(.000)	(.998)	(.009)	(.028)
Social Family	.060	.370**	.080	.006	.203**
	(.450)	(.000)	(.309)	(.945)	(.010)
Social Peer	-.038	.242**	-.033	.188*	.134
	<b>(.628)</b>	<b>(.002)</b>	<b>(.676)</b>	<b>(.017)</b>	<b>(.089)</b>
<b>Overall</b>	<b>-.022</b>	<b>.373**</b>	<b>-.024</b>	<b>.164*</b>	<b>.188*</b>
	<b>(.786)</b>	<b>(.000)</b>	<b>(.758)</b>	<b>(.037)</b>	<b>(.017)</b>

Displayed in Table 4 is the result of multiple linear regression analysis showing the predictive ability of the indicators of foreign language anxiety on the overall reading motivation of college students. The computed R2 value of 0.155 and adjusted R2 of 0.133 means that 155 to 0.13% of the variance of reading motivation of students can be attributed to the entry of the four indicators of foreign language anxiety. This further means that 87% of the remaining variance can be attributed to other variables not covered in the study. In addition, the F-measure of the regression analysis is 7.184,  $p<0.000b$ . The result has significant influence on the linear association between foreign language anxiety and students' reading motivation. Furthermore, within the four indicators of foreign language anxiety, only

self-confidence was a significant predictor of overall reading motivation among students: ( $\beta=0.359, t=4.744, p<0.000$ ). Class preparation was found to pose a non-significant influence, such that the beta value of 0.063 posed a t-statistics of 0.493 with a p-value greater than 0.05. In addition, using English in class was also found to pose a non-significant influence, such that the beta value of -0.059, a t-statistics of -0.451 with a p-value more significant than 0.05. Likewise, overcome with efforts has a beta value of 0.125, t-statistics of 1.589 with a p-value more significant than 0.05. To this effect, it is conclusive that self-confidence is the domain that best influences the reading motivation among college students of the private tertiary institution of Digos.

**Table 4:** Influence of Foreign Language Anxiety and Reading Motivation of Student

Independent Variable (Indicators)	Dependent Variable			
	B	$\beta$	t	p-value
Class Preparation	.042	.063	.493	.622
Self Confidence	.276	.359	*4.744	.000
Using English in class	-.047	.059	-.451	.653
Overcome with efforts	.101	.125	1.589	.114

$R^2 0.155$  $*p < 0.05$ Adjusted  $R^2 0.133$  $F 7.184$  $p\text{-value } 0.000^b$ 

The overall foreign language anxiety was found to be moderate which indicates that the condition relating to foreign language anxiety is sometimes manifested. Likewise, class preparation, self-confidence, and using English in class appeared to be at a moderate level which means that these dimensions are also sometimes displayed by college students. Among the four indicators, efforts to overcome language anxiety garnered the highest score which indicates that college students' conditions associated with foreign language anxiety is oftentimes manifested compared to three other indicators of foreign language anxiety.

These findings are in line with Fitri *et al.* (2021) claim that anxiety and speaking ability are related. Students' capacity for free and fluid speech is negatively impacted. This study examined senior high school students in the tenth grade to see how speaking performance and anxiety related. Additionally, a six-point oral exam was given, which was graded on grammar, vocabulary, fluency, pronunciation, comprehension, and performance. The findings demonstrated that students with lower anxiety levels performed better in speaking tasks, and vice versa. It revealed that fear negatively affects how well students say in EFL classes.

Additionally, teachers should advise students that making mistakes is a typical human characteristic and not to shame their fellow students for them. To create a suitable and supportive learning environment, it is crucial that teachers, parents, and education officials work together in some capacity in the classroom (Alnuzaili *et al.* 2020). Moreover, teachers should have positive experiences and a friendly atmosphere during the class because students may have foreign language anxiety and worst not join classes using foreign language because they do not have the confidence for it.

The overall level of reading motivation as perceived by college students was found to be high. This conclusion suggests that the reading motivation of college students is oftentimes manifested.

A closer examination of the data reveals that these several indicators of reading motivation have mostly similar ratings. Most of the indicators show a high descriptive level among students which means that college students are aware of the motivations that they have within themselves. These results support a study by Troyer *et al.* (2019) that found that given the low intrinsic motivation for reading among many adolescents and the significance of this type of motivation for reading proficiency, the goal of the present study is to pinpoint the behavior of teachers in this context. In line with self-determination theory, the results provide evidence

for the significance of perceived autonomy-supportive, structured, and involved teacher behavior. The teacher involvement was most strongly associated with adolescents' intrinsic reading motivation. Furthermore, students' perception of teachers' autonomy support was related to girls' inherent reading motivation. Thus, the correlations between parental involvement, reading motivation, and reading achievement were discovered by Maruli *et al.* in 2021. Given that the correlation between parental involvement, reading motivation, and reading achievement was significant, it meant that there was a meaningful relationship between these three variables. Conclusion: Parental involvement and reading motivation toward reading achievement are highly correlated.

This study found that overall foreign language anxiety as perceived by college students was found to correlates positively and significantly with their reading motivation. The null hypothesis stating no significant relationship, thus the variables' independence from one another, is rejected. This outcome indicates that, to some extent, foreign language anxiety is related to reading motivation. Despite their statistical interdependence, the relationship suggests that there is an extent to which foreign language anxiety could have an impact on any favorable development or outcome towards reading motivation among students in college. The relationship between each domain of foreign language anxiety on overall reading motivation among college students is parallel to the assertion of several authors, which include Chou's (2018) statement that, according to the study, Taiwan and other East Asian countries have begun to promote English-medium instruction (EMI) at the tertiary level, which is the first indicator of foreign language anxiety is English communication in the classrooms. Still, it can be difficult to speak a foreign language since it is a complex process that requires linguistic competence, speaking skills, and the application of strategies.

In addition, the reading motivation of American college students was examined by Huang and Reynolds (2022). A self-reported survey was completed by 1,437 college students from various interdisciplinary fields (533 men and 904 women), who voluntarily took part in the study. Two important research questions were answered in this study. The first question investigated the reading motivation of American college students using the self-efficacy, intrinsic, extrinsic, and social motivation variables from the Motivation for Reading Questionnaire (MRQ). The second question compared gender, classification, age, race, linguistic backgrounds, grades in major subjects, and grades in minor subjects to determine what factors affect American college students' motivation to read. According to descriptive analysis, the mean scores for the extrinsic motivation scale were higher than those for the scales measuring self-efficacy, social motivation, and intrinsic motivation (3.05, 3.04, and 2.35, respectively). A statistical analysis using multiple linear regression found that the motivation to read among college students was significantly influenced by gender, age, classification,

grade, race, and first language.

The findings revealed that students who received partial English-medium instruction experienced high levels of speech anxiety, a lack of confidence, and negative attitudes toward English learning. Furthermore, students in the partial English-medium instruction context used rehearsal and paraphrasing strategies less frequently than those in the full English-medium instruction context. Moreover, a link was discovered between the English-medium instruction context and reported speaking difficulties by students.

The study reveals that of the four indicators of foreign language anxiety, self-confidence is the variable that best influences the reading motivation of college students. The relationship between the two and their direct impact on reading motivation and self-confidence, as found in this study, supports the findings of other researchers, including MacIntyre (2017), who claimed that language anxiety is influenced by internal physiological processes, cognitive and emotional states, as well as the demands of the setting and the presence of other people, among other things, over a range of timescales. Anxiety comprises both internal and external components.

Additionally, Bensalem *et al.* (2022) investigated the self-confidence and foreign language anxiety (FLA) that bilingual and multilingual tertiary students in Saudi Arabia who are learning English as a Foreign Language (EFL) experienced. The results of the exploratory factor analysis (EFA) revealed that two dimensions of FLA underlie FLA: “English class performance anxiety” and “confidence with English.” The current study offers empirical proof of the importance of multilingualism in Saudi Arabia in terms of FLA and self-confidence.

Moreover, Tridinanti (2018) explained that speaking in a foreign language can be influenced by such psychological aspects as anxiety and self-confidence. Students who have high levels of stress, worry, fear, and low levels of self-confidence in foreign language classes may have difficulties in developing their speaking ability. This finding revealed no significant relationship between speaking anxiety and speaking achievement. There is a strong correlation between speech achievement and self-confidence. In other words, confident learners do better. Because of this, teachers and lecturers must encourage students to speak in front of the class in English, which will greatly boost their confidence while speaking the language.

## CONCLUSION

This academic undertaking revealed a moderate level of foreign language anxiety in four indicators: class preparation, self-confidence, use of English in Class, and overcome with effort. On the other hand, the level of reading motivation among students is assessed to be high based on the overall result.

In testing the first hypothesis, there exists a significant relationship between foreign language anxiety and reading motivation, which justified the theoretical connection of

these variables as proposed by Namaziandost, *et al.* (2022) who investigated the effect of using authentic materials on English as a foreign language (EFL) learners’ reading comprehension, reading motivation, and reading anxiety. The results indicated that accurate materials enhanced Iranian learners’ reading motivation and comprehension ability. In addition, the findings suggested that using original texts significantly improved English as a foreign language learner anxiety in the experimental group.

Furthermore, the findings support the study of Horwitz and Cope (1986), which recognized the unique characteristics of foreign language anxiety and developed the Foreign Language Classroom Anxiety Scale (FLCAS) as a tool to assess anxiety levels and that anxiety is likely to function as both a cause and a consequence of linguistic difficulties. On the contrary, the theory that supports the study is the self-determination theory (SDT) by Reeve (2002), which distinguishes between motivation that is autonomous and controlled and the theory of B.F Skinner (Gordon, 2022), which emphasizes how human behavior results might serve as a motivating factor, such as praise, gratitude, a good grade, a trophy, money, a promotion, or any other reward has nothing to do mainly with the overall reading motivation comprised in this research.

## RECOMMENDATIONS

These recommendations are made considering the findings:

The research found that numerous college students experience mild to moderate levels of anxiety when learning a new language. Language anxiety in class preparation and language anxiety based on self-confidence which verbally described as moderate. Thus, the researcher humbly recommends that the Commission on Higher Education use this data to design programs and interventions to alleviate their fears when using a second language to boost students’ performance in English classes specifically their self-confidence. Consequently, training, seminars, and workshops like “An Intervention to Reduce Anxiety in Speaking the English Language” may be delivered to the tertiary instructors. Programs that are appropriate to and designed specifically for students and teachers.

Similarly, students need to boost their confidence. Learners must learn ways to deal with their anxiety and engage in speaking exercises to improve foreign language acquisition. It is recommended for the students to look for any strategies that can make their learning experience at ease. With this, foreign language anxiety will be alleviated. Moreover, college students’ level of motivation in reading here in one of the private tertiary institutions of Digos City is generally described as high. This can serve as a foundation for maintaining and developing appropriate programs aimed at enhancing students’ reading motivation and ensuring that they consistently meet the highest reading standards. Training, seminars, and workshops like “Motivations for Reading, Motivating Students to Read and An Intervention Program to

Increase Reading Motivation” can be conducted for educators and learners. This is also applicable to primary and secondary educators since there is also a lot of news about reading problems within their field.

On the other hand, only social family, one of the domains in reading motivation found to be moderate. Hence, it is suggested that parents or guardians should regularly monitor their children or students. By continuously facilitating the importance of reading, parents should provide reading materials, support, and encouragement for the learners and attend to their individual needs.

It’s important to consider students’ perceptions of their ability to learn and succeed, their interest in reading, their enjoyment of reading, their academic performance, their focus on grades and test scores, their reliance on external rewards for their efforts, and the support they receive from their families and friends all play a vital role in determining how successful they are in school.

Findings from this study also show a correlation between fear of speaking a foreign language and a lack of interest in reading. In addition, students’ sense of competence has been identified as the most significant factor in determining their level of interest in reading at the university level. Therefore, it is suggested that administrators and teachers in higher education who are responsible for the English course or subject may enhance their students’ motivation to learn a foreign language, particularly English, by providing them with a variety of enjoyable learning activities that will get them involved in class and reading on their own.

Finally, more study is needed to confirm the findings and determine if they hold in a different setting, a larger geographical area, or a different era.

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