

Foreign Language Learning Motivation and Anxiety among Iranian Students in the Philippines

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Abstract

Motivation and anxiety can be referred to as two significant affective factors which can influence the process of foreign language learning (Gardner & Lambert, 1959, 1972; Deci & Ryan, 1985, 2000; Gardner, 1985; Dörnyei, 1994, 1998; Noels, 2000, 200; Bailey, 1983; Horwitz, Horwitz & Cope, 1986; Young, 1990; Young, 1991). Employing Noels et al.'s (2000) *Language Learning Orientations Scale - Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA)* and Horwitz et al.'s (1986) *Foreign Language Classroom Anxiety Scale (FLCAS)*, the study sought to determine whether Iranian EFL students in the Philippines are motivated to learn English, whether they experience language learning anxiety, and lastly, whether there is a correlation between their language learning anxiety and motivation. Findings showed that there is insufficient evidence to suggest that Iranian EFL learners in the Philippines are more extrinsically or intrinsically motivated to learn the English language. However, findings suggest that they experienced a moderate level of language learning anxiety. Finally, the computed Pearson correlation coefficient revealed that, in general, there is a significant and negative correlation between language learning motivation and anxiety among Iranian EFL learners in the Philippines.

Keywords: language learning motivation, language learning anxiety, language learning

Background of the Study

Language learning motivation is one of the key factors affecting the rate and success of foreign language learning (Deci & Ryan, 2000; Dörnyei, 1998; Lucas et al., 2010). According to Deci and Ryan's (1985) Self-Determination Theory (SDT), there are two basic types of language learning motivation: intrinsic and extrinsic motivation. Intrinsic motivation "refers to doing something because it

is inherently interesting or enjoyable" (Deci & Ryan, 2000, p. 55) whereas, extrinsic motivation "refers to doing something because it leads to a separable outcome" (p. 55). When a task like language learning is not valued by a learner and not considered as an integral part of his/her life, the result would be the absence of motivation, which is referred to as amotivation (Ryan, 1995). Amotivation is a state in which learners cannot see the relationship between their behavior and the concerned outcome (Deci & Ryan, 1985). Amotivation, however, cannot entirely account for the poor performance of second/foreign language learners because such a behavior can also result from another important affective factor which is language learning anxiety.

Language anxiety is "a complex, multidimensional phenomenon" (Young, 1991, p. 434) which can be differently manifested in students based on their ethnic background, prior language experience, personality, and classroom circumstances. This phenomenon has attracted the attention of several scholars in the past three decades, including Bailey (1983); Campbell and Jose (in Young, 1991); Horwitz, Horwitz and Cope (1986); Horwitz (1988); MacIntyre and Gardner (1991; 1994); Young (1991); and MacIntyre (1995).

The major focus of the current study is based on two points: first, to determine whether Iranian EFL students who are pursuing their studies in the ESL setting in the Philippines are motivated to learn English or whether they are amotivated. The second focus is to investigate whether Iranian EFL students experience language learning anxiety while studying in the Philippines and to identify the possible correlation between anxiety and motivation.

Motivation and anxiety can be referred to as two significant affective factors which can influence the process of language learning. Motivation can be regarded as an important factor which controls human behavior and gives it a direction. As discussed by Gardner (1985), language learning motivation demands the combination of several components which are effort; desire to achieve the goal of learning the language, and favorable attitudes towards learning the language. A considerable number of researchers conducted various studies on motivation and its different types (Gardner & Lambert, 1959, 1972; Lukmani, 1972; Deci & Ryan, 1985, 2000; Gardner, 1985; Dörnyei, 1994, 1998; Deci, Vallerand, Pelletier, 1991; Noels, 2001; Lucas et al., 2010).

The relationship between motivational orientation and language learning performance was investigated by Noels, Clement, and Pelletier (1999, 2001). In the former study, 78 students who enrolled in a summer French immersion course were asked to complete intrinsic, extrinsic, and amotivation questionnaires. No significant relationship was found between intrinsic, extrinsic motivation, amotivation, and final grades. The researchers conducted another study two years later with 59 students enrolled in a summer immersion program at a French-English bilingual university in Ontario, Canada, but this time a significant correlation was found between intrinsic motivation and final course grades. Moreover, amotivation and final course grades were found to be negatively correlated. Noels (2001) also studied 332 native English speaking students enrolled in lower-level Spanish classes. The integrative orientation and intrinsic motivation were found to be consistent predictors of motivational intensity and intention to continue Spanish studies.

These and other studies by Noels et al. (2000) resulted in the design and development of a questionnaire used to investigate the students' motivational orientation. The questionnaire included different items to measure intrinsic and extrinsic motivation, including their subtypes, as well as amotivation. Considering the results of these studies, the questionnaire, called the Language Learning Orientation Scale-Intrinsic, Extrinsic, and Amotivation Subscales (LLOS-IEA), containing 21 items was found to be a valid and reliable instrument to empirically assess students' motivational orientations.

In terms of language learning anxiety, Horwitz et al. (1986) believe that language learning anxiety includes intricate feelings and behaviors which are related to language classroom context, and they originate from the exclusivity of the process of language learning. The strength and type of relationship between language learning motivation and language anxiety vis-à-vis language learning vary according to context and different learner attributes, such as learning strategies employed. Personal and interpersonal anxieties; learner beliefs about language learning; instructor beliefs about language teaching; instructor-learner interactions; classroom procedures; and language testing, can be considered as potential sources of language anxiety (Horwitz et al., 1986; Young, 1990; Young, 1991; Daly, 1991, in Young, 1991).

In a study set in Asia, Na (2007) examined 115 Chinese high school students' English learning anxiety in EFL classrooms. The students were found to be anxious in English classes, and males exhibited higher anxiety than females. Such high level of anxiety appeared to have a debilitating role in performing the task of language learning. In Iran, Mahmoodzadeh (2012) conducted a study on the influence of gender on learners' foreign language anxiety. The major focus of the study was to determine the level of foreign language anxiety in matched-gender and mixed-gender classrooms. The results of the study showed that mixed-gender classrooms were more likely to be anxiety-provoking, and it was noticed that significant amount of language anxiety among Iranian learners was caused by the presence of the opposite gender in the classes. As suggested by this and other studies in different contexts (e.g., Idri, 2012), motivation is one of the affective factors which can predict language learners' success and can determine L2 achievement and attainment.

In Africa, Idri (2012) found that Algerian students learning English as a Foreign Language experienced foreign language anxiety and mostly felt anxious when they were asked to speak in English and to be assessed doing so. Moreover, in order to reduce language anxiety while performing oral tasks, the students were found to employ some learning strategies. As discussed by Nemati (2012), students are more likely to experience anxiety while being evaluated. This kind of anxiety according to Huberty (2009, in Nemati, 2012) is referred to as test anxiety, which appears to be an apprehension over academic evaluation. Nemati (2012) examined test anxiety among 323 Iranian undergraduate and post graduate university male and female students from different disciplines. No significant relationship was found between age and anxiety, but both males and females were found to be equally affected by test anxiety. Anxiety therefore, comes from different sources for different students learning a foreign language; moreover, it affects students differently, both physically and mentally.

In order to find the possible relationship between foreign language learning anxiety and English learning motivation, Liu and Huang (2011) conducted a study on 980 (617 male and 363 female) first-year non-English majors from various disciplines such as law, engineering, mechanics, and economics and management at three universities in China. It was found that foreign language anxiety and

English learning motivation were significantly negatively correlated with each other, and both of these factors were also found to be significantly correlated with students' performance in English classes. In terms of studying the relationship between motivation, anxiety and language learning, Koizumi (2002) conducted a research on 129 Japanese junior high school students to investigate the extent to which motivation, language anxiety, and test anxiety affect L2 proficiency of such students. The results of the study revealed that motivation had considerable impacts on L2 proficiency; however, the effects of test anxiety and language anxiety were not considerable, and they were also found to be weakly correlated.

Kwan (2004) also examined the relationship between the sources of language anxiety (communication apprehension, fear of negative evaluation, and general anxiety towards English) and motivational intensity of English learning among 117 secondary school students in Hong Kong. The results of the study indicated that students had moderate level of anxiety and motivational intensity, and these two affective factors were found to be moderately and negatively correlated. In a related study, Carreira (2006) studied the relationship between English learning motivation and foreign language anxiety among 91 Japanese, English major university students. The results of the study showed that those students who were studying English for practical reasons and had intellectual satisfaction while learning English were more likely to have lower levels of foreign language anxiety.

Lastly, Lucas et al. (2010) conducted a study on 240 freshmen college students in the Philippines to examine whether students are intrinsically motivated to learn L2 communicative skills, such as writing, reading, speaking, and listening. It was clearly indicated by the results of the study that the students were intrinsically motivated to learn specific language skills, such as speaking and reading, in English, their second language. They were also found to be intrinsically motivated via accomplishment and knowledge.

Language learning motivation is thus an important factor that affects the performance of different students differently. The learning context of students is likewise an important factor that may determine students' type of motivations and may affect their overall performance and level of anxiety.

These studies have demonstrated that language learning motivation is a key factor controlling L2 achievement, while language

learning anxiety is another important factor influencing students' language performance and second/foreign language learning process. These are worth investigating among Iranian EFL learners in the ESL setting of the Philippines, particularly since this has yet to be studied. Notably, only Outadi (2011) has done previous work on Iranian EFL learners in the Philippines, focusing on the sources and manifestations of their English language learning anxiety. No previous work focusing on the English language learning motivation among Iranian EFL students in the Philippines has been done; no study has also explored the correlation of language learning anxiety and motivation for this group of learners.

Research Problem

The present study sought to determine the English language learning motivation and anxiety of Iranian students in the Philippines. The major focus of the study was to answer the following questions:

1. Are the Iranian students motivated intrinsically or extrinsically towards learning English, or are they amotivated?
2. Do the Iranian students studying in the Philippines experience language learning anxiety and, if so, what types of language learning anxiety do they experience?
3. Is there a correlation between the level of English language learning anxiety and motivation of the Iranian students?

Theoretical Framework

Language learning motivation and anxiety are considered important aspects in foreign and second language learning and in the field of second language acquisition (SLA). They have also been referred to as two of the most crucial factors significantly affecting L2 learners' achievement and attainment (Lucas et al., 2010). The existence, strength, and direction of the relationship between these two factors have been established with varying outcomes, depending largely on the learning context (Koizumi, 2002; Kwan, 2004; Carreira, 2006).

Types of Language Learning Motivation

Self-determination theory (SDT) was introduced by Deci and Ryan (1985). They argue that orientations can be further divided into three categories: intrinsic orientation, extrinsic orientation, and amotivation. Intrinsic orientations can be referred to as reasons for learning the target language “that are derived from one’s inherent pleasure and interest in the activity; the activity is undertaken because of the spontaneous satisfaction that is associated with it” (Noels, 2001, p. 45). As Noels (2001) pointed out, there are three types of intrinsic orientations: intrinsic knowledge, intrinsic-accomplishment, and intrinsic stimulation. Intrinsic knowledge refers to the feelings of enjoyment resulting from developing knowledge. Intrinsic-accomplishment refers to enjoyable feeling coming from overcoming the existing barriers and finishing a challenging task. Intrinsic-stimulation refers to “the simple enjoyment of the aesthetic of the experience” (p. 45). Extrinsic orientations refer to those reasons for performing a task not because of the inherent interest in the activity per se, but because of the “rewards extrinsic to the activity itself” (Lucas et al., 2010, p. 6). The third category of motivational orientation is amotivation, which can be considered as the opposite of the previous orientations, in particular, the intrinsic subcategories. Deci and Ryan (2000) refer to it as “the state of lacking the intension to act” (p. 72). They also pointed out that “amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do that (Bandura, 1986) or not expecting it to yield a desired outcome (Seligman, 1975)” (p. 72). Therefore, according to Noels (2001), amotivated learners “feel that what happens to them is independent of how they behave” (p. 48).

In sum, the main focus of SDT is on three needs: the needs for competence, relatedness, and autonomy (or self-determination). Competence includes how to reach different external and internal outcomes and being efficient in performing the required actions; relatedness pertains to developing secure and satisfying connections with others in a specific social milieu; and autonomy involves being self-initiating and self-regulating of one's own actions (Deci, Vallerand, Pelletier, & Ryan, 1991).

Within SDT (Deci & Ryan 1985), there is a subcategory, which is called organismic integration theory (OIT). In this subcategory, the different forms of extrinsic motivation and the related contextual factors, which promote or delay internalization and the integration of the regulation for such behaviors, are included. If we consider it as a

continuum, on the one side there is amotivation and on the other side there is intrinsic motivation. As discussed in Deci and Ryan (2000) and pointed out by Otis, Grouzet, and Pelletier (2005), extrinsic motivation cannot be regarded as only non-autonomous and as antithetical of intrinsic motivation; therefore, in between amotivation and intrinsic motivation, it is postulated that there are the four different forms of extrinsic motivation.

The forms, from the least autonomous to the most, are external regulation, introjected regulation, and identified regulation, and integrated regulation. The behavior of externally regulated individuals is controlled by external sources. Deci and Ryan (2000) posit that “such behaviors are performed to satisfy an external demand or reward contingency” (p. 72). For example, a student studies for the purpose of getting a good grade or not being punished by his/her teacher. It is usually this form of regulation that is referred to as the common definition of extrinsic motivation and “was typically contrasted with intrinsic motivation in early laboratory and field studies” (Deci & Ryan, 2000, p. 72). Individuals with introjected regulation seem to have internalized the previously external source of information even if they have not truly accepted it i.e., “introjection involves taking in a regulation but not fully accepting it as one’s own” (Deci & Ryan, 2000, p. 72). For example, students study because they think that they have to study due to some self-imposed pressures not because they want to. The third form of extrinsic motivation is identified regulation. It refers to “a conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important” (Deci & Ryan, 2000, p. 72). Individuals with an identified regulation choose to do an activity after evaluating its value and considering its importance to them. For example, students are willing and want to study because by so doing they will get some advantages. Finally, the most autonomous form of extrinsic motivation is integrated regulation. Individuals with integrated regulation fully assimilate identified regulation to the self – i.e., identified regulations “have been evaluated and brought into congruence with one’s other values and needs” (Deci & Ryan, 2000, p. 73). They also discussed that actions, which are characterized by this form of external motivation have many qualities in common with intrinsic motivation; however, they are still different since they are done to gain separable outcomes, but not for their inherent enjoyment. Research has shown that the quality of one’s performance

can be greatly influenced by such intrinsic and extrinsic reasons (Deci & Ryan, 2000).

Language Learning Anxiety

Horwitz et al. (1986) referred to anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125). Many scholars have referred to foreign language learning as an anxiety-provoking task, and the anxiety resulting from learning a foreign language can be considered as a sort of major obstacle on the part of language learners, which should be overcome. Horwitz et al. (1986) believe that language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

According to Horwitz et al. (1986) there are four types of performance anxieties. Communication apprehension is the first type, which is referred to as a sort of shyness characterized by fear of communicating with people. Those who have this type of anxiety usually have a difficult time talking to others in groups or in public and even while listening and dealing with spoken messages. Such people in a foreign language class encounter many problems since they have limited control over the communicative situation and their performance is constantly monitored. Moreover, there are other concerns related to the setting since in a foreign language class students are required to communicate through a medium which they are not so competent in order to use to understand others and make themselves understood.

The second type of language anxiety is test anxiety which, as the name implies, is related to taking tests, and it originates from a fear of failure in tests. Test-anxious learners unrealistically expect themselves to get perfect grades in tests and, to their minds, a score below perfect is equal to failure. Such students even experience more difficulty in foreign language classes due to the frequent number of tests and quizzes which can affect the performance of well-prepared students and cause them to make errors.

The third component related to language anxiety is fear of negative evaluation. Watson and Friend (1969, in Horwitz et al., 1986) defined this type of language anxiety as “apprehension about others' evaluations, avoidance of evaluative situations, and the expectation

that others would evaluate one's self negatively" (p. 128). It seems to be similar to test anxiety, but it has broader scope because it may not only be related to test taking situations but also to any social, evaluative situations, such as job interviews and speaking in a foreign language class. The fourth component identified by Horwitz et al. (1986) concerns the student's learning environment. This includes the teaching style and the teacher's personality, as perceived by the learner (Lucas et al., 2010).

Methodology

Research Design

A descriptive research design was used in this study to determine the English language learning motivation and anxiety of Iranian EFL learners in the Philippines. Two survey questionnaires (Noels et al.'s Language Learning Orientation Scales - Intrinsic Motivations, Extrinsic Motivation, and Amotivation Subscales [LLOS-IEA] and Horwitz et al.'s Foreign Language Classroom Anxiety Scale [FLCAS]) was administered to 100 Iranian EFL learners enrolled at four private universities in Manila.

Setting and Participants

The study was conducted in Manila, the capital city of the Philippines, and the subjects were selected from four different private universities in Metro Manila. The primary basis for selecting these schools is the sizable population of Iranian undergraduate students who are pursuing their studies.

The age range of participants was 19 to 32 years old, and forty-three of them are between the ages of 21-23 years old. The participants' length of stay widely varied from a mere six months to as long as five and a half years; 13 participants have stayed in the Philippines for 12 months or one year and 10 participants have been in the Philippines for 42 months or 3 and a half years.

Instruments

In order to determine the level and the type of the language learning motivation among Iranian EFL learners in the Philippines, the *Language Learning Orientations Scale - Intrinsic Motivation, Extrinsic*

Motivation, and Amotivation Subscales (LLOS-IEA) developed by Noels et al. (2000) based on Ryan and Deci's (1985) self-determination theory was used. The instrument was deemed reliable by Noels and her colleagues (2000) after conducting exploratory factor analysis and reliability analyses for each motivation sub-type; correlations of subscales were then performed to determine the construct validity of the subscales (Noels et al., 2000). The questionnaire consists of 21 items that measures amotivation (3 items), three types of extrinsic orientations (nine items or three items each), and three types of intrinsic orientations (nine items or three items each). The LLOS-IEA has been used by other scholars to measure English language learning motivation in Japanese Elementary Schools (Carreira, 2006), in Taiwanese Junior High Schools (Hsu, 2004) and private university students (Chu, 2008), and among Taiwanese hospitals nursing staff (Chu, 2006). For this study, respondents were asked to rate each given statement in the LLOS-IEA using a five-point Likert scale, ranging from 'Strongly Disagree' to 'Strongly Agree', of which 1 referred to *Strongly Disagree*, 2 to *Disagree*, 3 to *Neither Agree nor Disagree*, 4 to *Agree*, and 5 to *Strongly Agree*. The phrase "English language" was used instead of "foreign language" or "second language". The version of the LLOS-IEA used for this study is included in the Appendices section.

Secondly, to determine the level and type of language learning anxiety among Iranian EFL learners in the Philippines, the *Foreign Language Classroom Anxiety Scale (FLCAS)* developed by Horwitz et al. (1986) was used. The questionnaire consists of 33 items in total measuring four types of language anxiety: eight items measure Communication Apprehension (item numbers 1, 9, 14, 18, 24, 27, 29 and 32), nine measure Fear of Negative Evaluation (item numbers, 3, 7, 13, 15, 23, 25, 31 and 33), five measure Test Anxiety (item numbers 2, 8, 10, 19 and 21), while 11 measure English Classroom Anxiety (item numbers 4, 5, 6, 11, 12, 16, 17, 22, 26, 28 and 30). In the Philippines, this questionnaire was used by Lucas et al. (2010) in their study of EFL learners in the country. As in the LLOS-IEA, respondents were asked to rate each statement according to the same five-point Likert scale and the phrase "English language" replaced "foreign language". The FLCAS questionnaire is also included in the Appendices section.

Procedure

The research utilized a non-probability sampling method to identify respondents. This was deemed most appropriate for the study due to the difficulty in accessing information about all Iranian EFL learners studying in Manila, Philippines. While most are enrolled in formal courses in recognized universities, some are enrolled in non-formal courses in language learning centers inside and outside recognized universities. For these reasons, convenience sampling was specifically employed by the researcher.

Survey questionnaires were distributed to Iranian EFL learners in Manila, Philippines either in person or via email. In the former case, the researcher visited four selected universities in which Iranian students are studying. After securing the permission of university authorities the researcher distributed the printed questionnaires to selected participants. The researcher also visited Iranian students from the selected universities who reside in the same building in Manila to ask them to answer the questionnaires. While the survey was being answered by the participants themselves, the researcher was on hand to clarify any of the given statements by answering questions or translating the statements into Persian.

The questionnaires were also sent via e-mail to the participants who sent the answered questionnaires back. In order to have more access to the e-mail addresses of potential participants, the researcher sought the assistance of a graduate student from Iran who conducted a study on English language learning anxiety among Iranian EFL learners in the Philippines in 2011 for her MA thesis (Outadi, 2011).

In distributing the questionnaire, the researcher gave verbal and written instructions to the participants prior to answering the questionnaires. The instructions were also indicated on the first page of the questionnaire. The researcher likewise disclosed the intention and purpose of the study.

Methods of Analysis

To measure the English language learning motivation and anxiety of Iranian EFL learners in the Philippines, data from 100 collected questionnaires were coded according to a five-point Likert scale, ranging from 'Strongly Disagree' to 'Strongly Agree'. The scales were coded as 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree. The data were analyzed by means of the Statistical Package for Social Sciences (SPSS). The

responses were carefully encoded and then cleaned to ensure accuracy. Reverse-worded statements in the FLCAS were recoded prior to performing statistical tests.

Descriptive statistics were employed to determine the level and type of English language learning motivation and anxiety among Iranian EFL learners in the Philippines and their relation to each other. After obtaining the frequency and mean for the given items, the weighted mean was computed to describe the overall motivation and anxiety of the participants. The Standard Deviation (SD) was then computed to measure the dispersion of the responses. To test the significance of the difference between respondents' extrinsic versus intrinsic motivation scores, a paired samples or dependent samples *t*-test was done. This test is used to determine differences between two scores from the same group or sample (Bryman & Cramer, 1994, p. 145). Finally, to evaluate the correlation between the students' English language learning motivation and anxiety, the Pearson's *r* Product-Moment Correlation Coefficient was calculated. The strength of the correlation was determined using Cohen's (1988, p. 83) criteria: a correlation of 0.50 is large, 0.30 is medium, and 0.10 is small. Accordingly, it can be interpreted that the correlation coefficient which is greater than 0.5 is large, 0.5-0.3 is moderate, 0.3-0.1 is small, and smaller than 0.1 is trivial.

Results

Language Learning Motivation

Table 1

Language Learning Motivation Scores of Respondents

Type of Motivation	<i>M</i>	<i>SD</i>
Extrinsic Motivation	3.68	0.632
External Regulation	4.00	0.515
Identified Regulation	3.45	0.717
Introjected Regulation	3.59	0.664
Intrinsic Motivation	3.42	0.772
Accomplishment	3.12	0.876
Knowledge	3.32	0.867
Stimulation	3.83	0.591

Amotivation	2.61	0.931
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The results of the descriptive analysis based on the LLOS-IEA survey suggested that, in general, Iranian EFL learners in the Philippines are motivated to study the English language. Table 1 shows that, of the three types of extrinsic motivation, they are most motivated via External Regulation ($M=4.00$), followed by Introjected Regulation ($M=3.59$) and Identified Regulation ($M=3.45$). It can be also noted that these learners are generally not amotivated learners ($M=2.61$)

Table 2

Language Learning Motivation Scores (Extrinsic Orientation)

Item	Statement	Mean	SD
External Regulation		4.00	0.515
6	In order to get a more prestigious job later on.	4.11	0.513
11	In order to have a better salary later on.	3.94	0.485
19	Because I have the impression that it is expected of me.	3.96	0.549
Introjected Regulation		3.59	0.614
3	Because I would feel guilty if I didn't know the English language.	3.45	0.669
13	Because I would feel ashamed if I couldn't speak to my friends from the English community in their native tongue.	3.69	0.654
21	To show myself that I am a good citizen because I can speak the English language.	3.59	0.519
Identified Regulation		3.45	0.717
1	Because I choose to be the kind of person who can speak the English language.	3.42	0.664
10	Because I choose to the kind of person who can speak more than one language.	3.34	0.714
20	Because I think it is good for my personal development.	3.58	0.774

Table 2 suggests that the three statements under External Regulation also obtained the highest level of agreement among respondents. Respondents agreed most with the following answers: *In order to get a more prestigious job later on* ($M=4.20$); *Because I have the*

impression that it is expected of me (M=3.96); and In order to have a better salary later on (M=3.94).

However, to determine whether Iranian EFL learners in the Philippines are indeed more extrinsically rather than intrinsically motivated to learn the English language, a paired samples *t*-test was performed. This test was applied to determine whether there is a statistically significant difference between the mean scores of extrinsic motivation items and intrinsic motivation items.

Table 3
Paired Samples T-Test for Iranian EFL learners

Extrinsic & Intrinsic Motivation		Mean	SD	Std. Error Mean	90% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	EX T-IN T	0.25667	0.57064	0.32946	-0.70535	1.21869	0.779	98	0.517

Table 3 presents the results of the paired samples *t*-test performed on the extrinsic and intrinsic motivation scores of the respondents. The possible range on the motivation measure was 1 to 5, where higher scores indicated higher levels of motivation. The mean score of respondents for extrinsic motivation was 3.68 ($SD=0.632$), whereas the mean score of respondents for intrinsic motivation was 3.42 ($SD=0.772$). There was no significant difference between the respondents' type of motivation for learning the English language in terms of mean scores for extrinsic and intrinsic motivation ($t(98) = 0.779$ $p = .517$).

Given these results, the researcher failed to confirm that Iranian EFL learners in the Philippines are, in general, less intrinsically motivated or more extrinsically motivated to learn the English language. In other words, with this data, there is insufficient evidence to suggest that Iranian EFL learners in the Philippines are more extrinsically rather than intrinsically motivated to learn the English language.

Language Learning Anxiety

Table 4

Language Learning Anxiety Mean Scores

Source of Anxiety	<i>M</i>	<i>SD</i>
Test Anxiety	3.90	0.479
Communication Apprehension	3.61	0.523
English Language Classroom Anxiety	3.53	0.589
Fear of Negative Evaluation	3.41	0.640
FLCAS Overall Mean	3.61	0.558

The results in Table 4 show that respondents generally experienced language learning anxiety ($M=3.61$). Furthermore, it shows that they experience *Test Anxiety* ($M=3.90$) and *Communication Apprehension* ($M=3.61$).

Table 5

Language Learning Anxiety Mean Scores (Test Anxiety)

Item	Statement	<i>M</i>	<i>SD</i>
Test Anxiety		3.90	0.479
2	I don't worry about making mistakes in English language class. (<i>recoded</i>)	3.77	0.503
8	I am usually at ease during tests in my English language class. (<i>recoded</i>)	3.97	0.401
10	I worry about the consequences of failing my English language class.	4.20	0.396
19	I am afraid that my English language teacher is ready to correct every mistake I make.	3.90	0.498
21	The more I study for an English language test, the more confused I get.	3.66	0.598

The feeling of *Test Anxiety* among Iranian EFL learners in the Philippines is confirmed by the results presented in Table 5. It shows that the statement which obtained the highest level of agreement among respondents ($M=4.20$) was *I worry about the consequences of*

failing my English language class. Two reverse-worded statements related to *Test Anxiety* that obtained high mean scores were recoded. The statements *I am usually at ease during tests in my English language class* ($M=3.97$) and *I don't worry about making mistakes in English language class* ($M=3.77$) actually yielded a high level of disagreement among Iranians but for data analysis purposes they were positively recoded to allow comparison with other statements.

Correlation between Language Learning Motivation and Anxiety

Finally, to evaluate the relationship between Iranian EFL learners' language learning motivation and anxiety in general, the Pearson correlation coefficient was computed using the overall mean scores for motivation and anxiety of respondents. The possible range on both motivation and anxiety measure was 1-5, where higher scores indicated higher levels of motivation and anxiety towards learning the English language. The obtained range for both measures was 2-4. There was a significant negative correlation between respondents' overall mean scores for motivation and anxiety toward learning the English language ($r(98) = -.366$; $p < .01$).

Table 6

Pearson Product-Moment Correlations of Motivation with Overall Anxiety

Item	Type of Motivation	Statement	R
18	Amotivation	I cannot come to see why I study the English language, and frankly, I don't give a damn.	.673*
2	Amotivation	Honestly, I don't know, I truly have the impression of wasting my time in studying the English language.	.534**
15	Amotivation	I don't know; I can't come to understand what I am doing studying the English language.	.424**
19	External Regulation	Because I have the impression that it is expected of me.	-.293**

<i>Cont. Table 6</i>			
11	External Regulation	In order to have a better salary later on.	.179
6	External Regulation	In order to get a more prestigious job later on.	.116
1	Identified Regulation	Because I choose to be the kind of person who can speak the English language.	-.516**
10	Identified Regulation	Because I choose to be the kind of person who can speak more than one language.	-.460**
20	Identified Regulation	Because I think it is good for my personal development.	-.328**
3	Introjected Regulation	Because I would feel guilty if I didn't know the English language.	-.484**
13	Introjected Regulation	Because I would feel ashamed if I couldn't speak to my friends from the English community in their native tongue.	-.314**
21	Introjected Regulation	To show myself that I am a good citizen because I can speak the English language.	-.166
7	Accomplishment	For the enjoyment I experience when I grasp a difficult construct in the English language.	-.525**
8	Accomplishment	For the pleasure I experience when surpassing myself in my English language studies.	-.451**
17	Accomplishment	For the satisfaction I feel when I am in the process of accomplishing difficult exercises in the English language.	-.443**
4	Knowledge	For the pleasure that I experience in knowing more about the literature of the English group.	-.327**

<i>Cont. Table 6</i>			
5	Knowledge	Because I enjoy the feeling of acquiring knowledge about the English language community and their way of life.	-.254*
12	Knowledge	For the satisfied feeling I get in finding out new things.	-.247*
16	Stimulation	For the "high" feeling that I experience while speaking in English.	-.283**
9	Stimulation	For the "high" I feel when hearing the English language spoken.	-.244*
14	Stimulation	For the pleasure I get from hearing the English language spoken by native English speakers.	-.164

** $p < .01$. * $p < .05$.

Based on Cohen's (1988) classification of strength of Pearson correlation values, the correlation between the language learning motivation and anxiety of Iranian EFL learners in the Philippines is considered moderate ($r = .30 - .49$). In general, therefore, as the level of language learning motivation of a student increases, it is moderately likely for his or her language learning anxiety to decrease, or vice-versa.

To further evaluate the correlation of the type of motivation (Extrinsic, Intrinsic, and Amotivation) with the overall anxiety, the Pearson Correlation Coefficient for each statement was computed. Table 6 shows the Pearson Product-Moment Correlations of the different types of EFL learning motivations with the overall level of anxiety of respondents.

The data indicate that there was a significant positive correlation between the three statements pertaining to Amotivation with the overall anxiety ($r(98) = .673, .534, .424; p < .01$). This would suggest that the more amotivated a learner is, the more likely that he/she will experience language learning anxiety. This finding reflects Deci and Ryan's (1985) discussion on amotivation: they point out that while amotivation may be a factor of poor foreign language

performance it can also be a result of language learning anxiety. The two factors are thus closely intertwined.

The three statements pertaining to Intrinsic Motivation-Accomplishment were found to have a significant negative correlation the overall anxiety ($p > .01$). This suggests that learners who are more motivated to learn the English language because of the pleasure associated with overcoming barriers and achieving goals in their English language studies tend to have a lower overall level of anxiety. Comparatively, both Intrinsic Motivation-Knowledge and Intrinsic Motivation-Stimulation are only weakly to moderately negatively correlated to overall anxiety.

Discussion

The findings revealed that Iranian EFL learners in the Philippines are generally not amotivated learners. However, there is insufficient evidence to suggest that they are more motivated intrinsically or extrinsically to study the English language. In other words, although it would appear that Iranian EFL learners are motivated more by the potential or immediate rewards separate or “extrinsic to the activity itself” (Lucas et al., 2010, p. 6) based on the mean scores for extrinsic orientation, the t-test confirms that this is not the case.

According to Deci and Ryan (2000), external regulation is the least autonomous among the different kinds of extrinsic motivation. EFL learners bearing this motivation study “to satisfy an external demand or reward contingency”, such as the promise of a higher salary or a better job, getting high grades, avoiding punishment, or meeting personal, professional or social expectations (Deci & Ryan, 2000, p. 72). They tend to view English skills as something they need to advance their professional or personal standings in the future and less likely as something they want to acquire for the sake of it. Without these promised benefits, it is unlikely for them to continue learning the English language.

Based on the research of Dörnyei (1994), Noels, Clement, and Pelletier (1999; 2001), Noels et al., (2000), Noels (2001), and Lucas et al., (2010), learners who are motivated intrinsically or integratively tend to perform better in foreign or second language classes compared to those who are extrinsically or instrumentally motivated or especially to those who are amotivated. While this current study

did not correlate motivation with students' performance in their English language class, it is important to take note of this finding in light of its possible ramifications on the performance of Iranian EFL learners in the Philippines who may be largely extrinsically motivated to study the English language.

In view of all these, Vaezi (2008) cited an important consideration in analyzing Iranian EFL learners' motivation. According to her, Iranian EFL learners may, consciously or otherwise, tailor-fit their English language learning motivations to suit the prevailing socio-cultural climate in Iran, one that is at present, suspicious of Western – and thus, English – culture and values. This may result in students, knowingly or unknowingly, rejecting their actual intrinsic motivations and highlighting their extrinsic motivations in order to appear to be a loyal citizen (Vaezi, 2008). If this will ever be the case, it is difficult to underestimate the potential impact this can have on studies such as this, which focus on the language learning motivation and anxiety of Iranian EFL learners in the Philippines. If indeed language learning motivation is affected by a learner's desire to achieve goals and attitudes towards the language, as Gardner (1985) stressed, then it is reasonable to posit that the unique socio-cultural context of Iran has both direct and indirect impacts on the English language learning motivation and performance of Iranian EFL learners in the Philippines.

Apart from motivation, however, foreign language learning is also affected by a student's level of anxiety (Horwitz et al., 1986). This includes Iranian EFL students in the Philippines (Outadi, 2011). The results of the FLCAS survey showed that Iranian EFL learners in the Philippines generally experience anxiety while learning the English language. The level of anxiety, however, was moderate compared to Outadi's (2011) study which found Iranian EFL learners in the Philippines to have a high level of anxiety based on the results of the FLCAS survey ($M=3.90$). The primary source of anxiety for Iranian EFL learners in this study is *Test Anxiety*. This is followed, respectively, by Communication Apprehension, English Classroom Anxiety, and Fear of Negative Evaluation. This finding presents another interesting contrast to Outadi's (2011) study which determined Fear of Negative Evaluation to be the leading source of language learning anxiety among Iranian EFL students in the Philippines; moreover, Test Anxiety was found to be the last source of anxiety among her respondents. To discuss these contrasting results

at length, it pays to consider Vaezi (2008) and Outadi's (2011) observations and other possible factors that may have influenced the results of the FLCAS survey.

Outadi (2011) zeroed in on the English education background of Iranian EFL learners in the Philippines in analyzing the sources of their language learning anxiety. Coming from the unique EFL setting of the Islamic Republic of Iran, Iranian students in the Philippines face similarly unique challenges. Apart from the cultural, mental, physical, and for some, spiritual adjustments that accompany moving to a new country, Iranian EFL learners must also adjust to the ESL climate of the Philippines, where English albeit widely spoken and understood is not the language spoken on the streets. This is compounded by the fact that, as Outadi (2011) noted, most Iranian students who come to the Philippines to study are not required to meet an IELTS or TOEFL score prior to enrolment and, as Vaezi (2008) discussed, they already had to contend with the limited basic and secondary English education opportunities in Iran. Consequently, Iranian EFL learners in the Philippines may not possess the required English language competency to perform well in an English class in the Philippines. They thus become perfect candidates for language learning anxiety - be it in terms of Test Anxiety, Communication Apprehension, Classroom Anxiety, and/or Fear of Negative Evaluation (Horwitz, 1986; Young, 1986; Lucas et al., 2010).

Arguably, the lack of English competency for students may manifest the strongest as test anxiety since it is during an exam that they are faced with an inescapable situation from which their performance will be measured (Horwitz et al., 1986). This may be especially true for students, such as Iranian EFL learners in the Philippines, who may possibly be largely extrinsically motivated or who study the English language in order to improve their status in the future. The fact is: poor test scores and failing course grades pose as a hindrance towards meeting these specific personal and professional goals (Deci & Ryan, 2000). Accordingly, Iranian EFL learners in the Philippines feel pressure to perform extremely well in English language tests in order for them to be able to use their background in English language studies as a stepping stone towards a more secured and prosperous future for themselves. In other words, the pressure and anxiety may in fact emanate from their primary motivation in learning the English language in the first place - not for

the sheer pleasure and enjoyment of English language learning itself but for what it can do for them and their careers in the future.

In this scenario, a self-fulfilling prophecy may take place: Iranian EFL students travel to the Philippines, a foreign country, determined to learn the English language in order to secure a better future for them and their families, but are sorely unequipped with the necessary skills and competencies to help them meet these objectives. The immediate result is anxiety in the English classroom (Young, 1991; Na, 2007) – one that originates from a fear of the potentially ill consequences of failing their English language course and one that relates to their unrealistic expectations of performing extremely well despite the crucial limitations and handicaps that they have as young Iranian EFL learners. The caveat, of course, is that the intensity of their language learning motivation should be enough to propel them past their initial fears and language learning anxieties. However, given that the correlation between Extrinsic Motivation and overall anxiety is only weak, according to Cohen's (1988) classification, it may not necessarily follow that these Iranian EFL learners who are motivated are likely to be less anxious.

Overall, among Iranian EFL learners in the Philippines, the correlation between language learning motivation and anxiety was found to be significant. When analyzed according to the types of motivation, however, students face additional challenges to overcome their anxiety. In particular, possessing a high level of extrinsic motivation via external regulation may not be enough to lower overall language learning anxiety and ultimately guarantee a good performance in English language courses.

Furthermore, the correlation between English language learning motivation and anxiety among Iranian EFL learners in the Philippines was generally found to be negative and moderate (similar to Koizumi [2002] and Kwan [2004]), based again on Cohen's (1988) classification. This would suggest that increasing English language learning motivation may potentially decrease language learning anxiety for this set of learners. However, given the multi-dimensionality of English language learning motivation, it is important to determine the specific type of motivation that must be generally addressed among Iranian EFL learners in the Philippines in order to address high levels of English language learning anxiety. Based on the results of this study, Amotivation, Intrinsic Motivation-Accomplishment, and Identified Regulation are important areas to

consider owing to their strong to moderate correlation to overall anxiety.

Firstly, for Iranian EFL learners in the Philippines, amotivation may lead to anxiety, and vice-versa. In other words, while it is likely for an amotivated learner to feel anxiety it may also be likely for an anxious learner to feel amotivated towards learning the English language. As Deci and Ryan (1985) noted, amotivation and anxiety are inexorably linked in the language learning process and must be jointly addressed by learners and teachers alike.

Secondly, Iranian EFL learners who study the English language because of how much they enjoy mastering this language or other foreign languages in general (IM-Accomplishment) may be less likely to feel anxiety. This is a potentially important finding since it underscores the importance of a healthy and positive attitude towards the English language in improving one's EFL performance. Often times, students are made to believe that forming good and rigorous study habits, along with clearly defined goals, are enough to learn a foreign language. But this is not the case: favorable attitudes toward learning the language are as essential as students' desire to reach specific language learning goals and as important as the physical and mental effort they exert towards reaching these goals. As Gardner (1985) explained, motivation is a combination of effort plus desire to achieve specific goals plus favorable attitudes towards the language. Unfortunately, the last component is often forgotten in formal educational settings, especially in Iran (Vaezi, 2008).

Thirdly, Iranian EFL learners who study the English language because of self-imposed goals of personal development (Identified Regulation) may also be likely to experience less overall anxiety. While the previous finding highlights the importance of favorable attitudes towards learning the English language, this result underscores the significance of a learner's self-determination, maturity, and optimism about his or her personal and professional future. According to Noels and other (2000), students who are motivated in this manner are willing to endure tedious tasks related to foreign language learning precisely because they are greatly invested in the outcome of the process. It is therefore important to encourage Iranian EFL learners in the Philippines to envision themselves three to five years into the future, after they have finished their English language courses, to allow them to articulate how they

personally value learning the English language and how this may relate to their personal development.

It is interesting to note that based on the results of the LLOS-IEA survey, IM-Accomplishment and Identified Regulation obtained relatively low mean scores among Iranian EFL learners in the Philippines. Thus, in general, they neither agreed nor disagreed that they were studying the English language because of the enjoyment of surpassing one's expectations (IM-Accomplishment) or because of the need to fulfill personal development goals (Identified Regulation); on the other hand, they mostly disagreed that they did not know or care why they were studying the English language (Amotivation).

Iranian EFL learners in the Philippines most agreed that they study the English language for the promise of a better job or a higher salary (External Regulation) and for the pleasant feelings they associate with speaking and hearing the English language (IM-Stimulation). However, the correlations between External Regulation and overall anxiety and IM-Stimulation and overall anxiety were not statistically significant, or if significant, can be classified as weak. This may mean that although Iranian EFL learners in the Philippines are mostly motivated via External Regulation, this could have no correlation on their language learning anxiety – that is to say, just because a student is highly motivated to study the English language because of its future personal benefits or due to the pleasure from speaking or hearing it, does not necessarily mean that he or she does not feel anxiety.

In view of the significant correlations between the three types of language learning motivation and overall anxiety, it can be posited that although in general, the correlation between language learning motivation and language learning anxiety among Iranian EFL learners in the Philippines is significant and negative, this is not the case for all types of motivation.

In view of the significant correlations between these three types of language learning motivation and overall anxiety, it can be posited that although in general, language learning motivation is significantly moderately and negatively correlated to language learning anxiety among Iranian EFL learners in the Philippines, this is not the case for all types of motivation.

Conclusions

The first part of this study showed that Iranian EFL learning in the Philippines may not be motivated to learn English as a foreign language. In terms of orientation, there is insufficient evidence to suggest that they are more motivated extrinsically rather than intrinsically towards learning the English language. The second part confirmed that Iranian EFL learners in the Philippines experience a moderate level of language learning anxiety based on the results of the FLCAS survey. Specifically, Iranian EFL learners in the Philippines experience *Test Anxiety*.

Overall, there was found to be a significant negative correlation between language learning motivation and level of anxiety among Iranian EFL learners in the Philippines. More specifically, this correlation appears stronger for learners who are motivated to study the English language because of (1) their desire to master it or to surpass their own English language expectations or (2) their desire to meet their personal development goals, such as speaking more than one foreign language. Meanwhile, there was a significant positive correlation between amotivation and overall anxiety confirming Deci and Ryan's (1985) observation that the two factors affecting language learning are inexorably linked in that one may directly affect the other. Notably, the negative correlation, although significant, is weaker for Iranian EFL learners who are motivated to study the English language because of the promise of a better job and higher salary or because of the pleasure they derive from hearing or speaking the English language.

Implications and Recommendations

The results of this study would assist EFL teachers in terms of adjusting their teaching styles in their EFL classes involving Iranian leaders.

Firstly, teachers must be cognizant of reducing the overall level of anxiety among Iranian EFL learners, specifically Test Anxiety or anxiety towards formal assessment of performance, stemming from a fear of failure, if they aim to improve their learning outcomes. Prior to this however, as Lucas et al., (2010) recommend, teachers must first accept that EFL learners do in fact experience anxiety in their classes.

Throughout the process, teachers must maintain focus on the goal of lowering anxiety to improve their students' overall EFL performance.

In addition to these preliminary steps, schools and teachers must also make sure that tests and examinations given in English language classes are valid measures of performance based on the actual lessons taken up in class, as Deci and Ryan (1985) recommend. Other specific strategy EFL teachers, schools, and curriculum designers may consider adopting includes the use of a more mixed criteria for evaluating Iranian EFL students' performance - one that is not heavily reliant on test scores.

In terms of increasing language learning motivation among Iranian EFL learners in the Philippines, teachers and students may do well to focus on encouraging the formation of favorable or positive attitudes towards learning the English language. As Vaezi (2008) noted, Iranian EFL learners may have in the course of their English language education in Iran downplayed, if not rejected, their enthusiasm towards learning the English language. This might be based on the misconception that being avid to learn the English language automatically means being enamored by the entire culture and values system of the native English speaking community. Therefore, there may be a need to make students appreciate the English language not simply as an instrument towards achieving their future professional goals or meeting social expectations but as an interesting, challenging, and fulfilling area of study. This may be done by exploring the use of alternative and authentic materials for English language teaching, such as human interest stories, important current events, games, and popular films and literature.

Overall, it is clear that for Iranian EFL learners in the Philippines to improve their EFL performance in terms of possessing ample motivation and having low levels of anxiety, their educational background and the socio-cultural context from which they come from, the environment in their English language classroom in the Philippines, and the strategies employed by their teacher to measure their performance must all be jointly accounted for.

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