Motivation and Anxiety towards Deutsch Learning as a Foreign Language at a German Partner University

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ABSTRACT

The purpose of this study was to explore the motivation and language anxiety and to determine the possible relations between which types of motivation impact the students' Foreign Language (FOLA) anxiety, the present study examined relationship between motivation for learning Deutsch and FOLA anxiety among high school students. The three domains that usually affect students' performance (test anxiety, communication apprehension, and fear of negative feedback anxiety) have been investigated. To attain its purpose of acquiring Foreign Language Classroom Anxiety Scale (FLCAS) and motivation scale were administered to130 participants. The results of the study revealed that there is a negative relation between learner motivations' integrative and instrumentality to foreign language anxiety that both anxiety and motivation showed significantly predict the Deutsch acquisition of the language learners within a Liceo de Cagayan University context. Although this study did not reveal strong correlations between motivation and FOLA anxiety, it could be concluded that motivation and FOLA anxiety has no impact on language acquisition. It also indicates that students who have practical reasons and intellectual satisfaction

tend to have lower levels of FOLA anxiety. To create a low-anxiety classroom environment, it is important for the teacher to repeatedly and clearly express that they are aware of the existence of anxiety in the learners. Despite the well-known facts that motivation and anxiety are significant variables in determining learners' acquisition of Deutsch as a foreign language, further research is needed to explore possible variables that associates between motivation and FOLA anxiety. Teachers' use of affective strategies such as humor, friendly relationship, supportive, and relaxed classroom atmosphere that encourage risk-taking are effective in decreasing foreign language anxiety and facilitating learning.

Keywords: Motivation, anxiety, foreign language, pedagogy, deutsch, Philippines.

INTRODUCTION

Investigation into the distinctive nature of foreign language anxiety could be an evidence for its debilitating effects on foreign language learning. For example, it is a common knowledge that more anxious students in reading tend to recall less passage content, and experience more off-task, interfering thoughts than their less anxious counterparts; on the other hand, high anxiety students in speaking produce longer texts and smaller amounts of continuous speech, have longer mid-clause pauses, make fewer repetitions, and make more false starts. Exploring the relationship between language motivation and language anxiety and their combined effects on language acquisition will help language teachers and researchers clarify the significance of these two variables in language pedagogy. The purpose of the present study is to accomplish such a task and examine the relationship between language anxiety and language motivation, and their effects on language acquisition within a foreign language at a German partner university. Motivational factors and experiences have the potential to influence students' attitudes and anxiety level toward Deutsch language learning. Some of language teachers have been concerned about the possibility that anxiety may prevent learners from achieving a high level of proficiency in foreign languages (Aida, 1994).

MacIntyre (1999) defined foreign language anxiety as "worry and negative emotional reaction aroused when learning or using a second language" (p.27). Horwitz, Horwitz, and Cope (1986) identified three types of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety. Anxiety, which can be described as subjective feelings of tension, apprehension, nervousness and worry associated with an arousal of the automatic

nervous system and is one factor that can affect a students' ability to learn a second language (Spielberger, 1983). Horwitz, Horwitz and Cope (1986) regarded anxiety as a "subjective feeling of tension, apprehension, nervousness, and worry" (p.125). Scholars and researchers such as Brown (2000), Dornyei (2005), Tsai (2012), Cheng, Horwitz and Schallert (1999) and Horwitz (2001), have noted that anxiety is one of the affective factors which plays an important role in foreign language acquisition, and performance. Qaddomi (2013) asserted that language anxiety an emotional state during which a person has "subjective feelings of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (Horwitz *et al.,* 1986: 125). According to Young (1991), one of the most important affective elements in language learning has been explored by many researches (Horwitz, Horwitz, and Cope, 1986) since the 1970s, especially in western countries. As can be seen, (Young, 1991; Tsai, 2012; Tsai and Duxbury, 2010), identified the causes from three aspects which are the aspects of learners, teachers and instructional practice, to which Bailey (1983) findings also complied.

FRAMEWORK

Anxiety and motivation in Foreign Language learning are significant factors that have elongated in the limelight of a second language (L2) acquisition researches (Hashwani, 2010). This acquisition of FOLA is induced by various variables like motivation, anxiety, learning achievement, aptitudes, age and self-identities (Gardner, 1960; Lehmann, 2006; Schmidt, Borai and Kassabgy, 1996).While some studies (e.g., Brown, Robson, and Rosenkjar, 2001; Gardner, Masgoret, Tennant, and Mihic, 2004; Hashwani, 2010; Matsuzaki, 2006) have investigated motivation and language anxietyon the direct relationship and impact on the language acquisition of a particular learners (Valkinz, 2012). There has been exceptional growth of literature in the field of FOLA instruction dealing with the psychological aspects of learning, such as motivation and anxiety. According to Watson and Friend (1969), fear of negative evaluation is an "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively" (p. 448). Gardner and MacIntyre (1993) also noted that such apprehension can be characterized by "derogatory self-related cognition, feelings of apprehension, and physiological responses such as increased heart rate" (p. 5).

Motivation, the process whereby goal-directed activity is instigated and

continual(Pintrich and Schunk, 2002), is one of the keys that influence the rate and success of language learning (Dörnyei, 1998).Various researchers have shown that both motivation (Clement *et al.,* 1994; Dornyei, 2001; Gardner and MacIntyre, 1993; Mehrpour and Vojdani, 2012; Tuan, 2012) and anxiety (Horwitz *et al.,* 1986; Liu, 2006; Liu and Jackson, 2008; MacIntyre and Gardner, 1989) are significant factors in second and FOLA acquisition and affectivity. Successful language learning is a multifaceted creation where variables have a complex relationship (Gardner and Lambert, 1972; Boyle and Houndoulesi, 1993; Dornyei, 1994; Norris-Holt, 2001). It has the potential to influence student's motivation (i.e. likes and dislikes) and it could raise or drop their anxiety level (i.e. levels of apprehension or fear) towards language learning (Dornyei, 1990; McIntyre and Gardner, 1991; Dornyei and Otto, 1998; Ramirez, 1995).

Motivation in Learning Foreign Language

According to Gardner and Lambert (1972) and Matsuzaki (2006), there are two kinds of motivation: integrative motivation and instrumental motivation. Integrative motivation refers to a holistic learning approach toward the speech and culture of the target language group. Instrumental motivation refers to language learning for more immediate or practical goals. New terms motivation recently classified have been identified namely; intrinsic and extrinsic motivations. To be specific, intrinsic motivation, like integrative motivation, implies learning a second or foreign language is for the pleasure inherent in doing so. Extrinsic motivation like instrumental motivation refers to the drive of the students to learn an L2 and FOLA that is prompted by some punishment or reward from the social environment (Noels *et al.,* 2001).

Anxiety in Learning Language

Various researches have been conducted to examine various variables of foreign language learning anxiety. In general, these variables are divided into two main categories: situational variables and learners' variables. Situational variables include, for instance, course contents, course level, course activities, teacher behavior and attitudes, and social interaction among peer group learners (Jackson, 2002). Learners' variables include, gender, personality, attitude, motivation, self-belief, culture, ability, and age among others (Brown, Robson, and Rosenkjar, 2001; Campbell, 1999; Gregersen and Horwitz, 2002; Wei, 2007; Young, 1991). The above factors and variables interact in complicated ways that cause learning anxiety for many students. Learners may show different anxiety-related behaviors

and reactions unique to the foreign language classroom setting. Examples of which are: trying to avoid difficult linguistic structures, getting nervous during learning activities, an unwillingness to volunteer answers and participate in oral activities, coming unprepared to class, avoiding speaking the target foreign language in class, and being less willing to communicate and express themselves compared to more relaxed learners. (MacIntyre, 1995; (Wei, 2007; MacIntyre *et al.,* 1997).

In terms of causes of language anxiety, Wei (2007) cited Horwitz *et al.* (1986) who theorized that foreign language anxiety in the classroom can be attributed to three main performance anxieties: communication apprehension, social evaluation, and test anxiety. Besides, Young (1991) identifies six potential interrelated sources of language anxiety, which may be attributed to the foreign language (Tsai, 2012), classroom environment. These are: personal and interpersonal anxieties, which could be related to fear of a real or anticipated act of speaking, learner beliefs toward language learning, teacher beliefs about language instruction, interaction between instructor and learners, classroom procedures, and language exams. Because language learning anxiety is complicated and multidimensional, it manifests itself in learners differently. As shown in table 4 communication apprehension anxiety reveals that students of FOLA.

Rochelle *et al.* (2011) investigated the causes of anxiety in a language learning of FOLA in the Philippines. The different language strategies utilized by these students who may be experiencing anxieties in learning the Deutsch language. Findings suggested that this type of learners used vocabulary strategy to efficiently learn the language and to cope with their language (Deutsch) class anxiety. It has been found that the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.

OBJECTIVES OF THE STUDY

This study aimed to: (1) determine the extent the students of the German Partner University are instrumentally or integratively motivated towards Deutsch language learning; (2) investigate the relationship between motivation and FOLA in German Partner University; (3) assist the level of anxiety of the language learning of FOLA; and (4) determine the types of motivation that predict the students' FOLA in the German Partner University.

METHODOLOGY

Data Collection Procedure

In this study 130 third and fourth year Deutsch class, high school students (43 male and 87 female) were selected as participants. Since the structure of sectioning in FOLA class was identified with four (4) sections only the proponent decided to take all the number of students in this section as the respondents. All participants completed the questionnaire during the class time during the final period for the school year 2013-2014. The survey questionnaires took around 30 minutes to complete. A survey method, which consists of a 25-item Foreign Language Learning Motivation Scale, a 33-item Foreign Language Classroom Anxiety and demographic information questionnaires, was applied to this study. A 5-point Likert scale, ranging from "strongly disagree" to "strongly agree" contained all items. The 25-item Foreign Language Learning Motivation Scale was directly adopted and developed from the Motivation Test Battery (Gardner and Lambert, 1972) and designed to measure two dimensions of motivation: Integrativeness (INT) in this scale, had 12 items (items 1-12, see Appendix A) that would show their Integrativeness towards the target language. Instrumentality (INS), had 13 items, and the respondents were asked to measure their utilitarian reason for learning Deutsch.

Originally, the Foreign Language Classroom Anxiety Scale was directly adopted from Horwitz *et al.* (1986). There were 33 questions which were divided into three broad categories of Foreign Language Classroom Anxiety Scale: communication anxiety, test anxiety, and fear of negative evaluation. The Cronbach's alpha was .897 referring to the final version of the 24-item questionnaires as being reasonably reliable for the formal final version. During data processing, the scores of items 2, 5, 8, 11, 14, 18, 22, 28, and 32 were key-reversed, so that higher scores on the FLCAS always indicated higher levels of anxiety. With possible scores ranging from 33 to 165, the criteria for establishing language anxiety was made possible. According to the FLCAS: less than 76 points demonstrates as low anxiety, while 76-119 points as moderate anxiety. More than 119 points as high anxiety respectively.

Data Analyses

In order to derive a distinctive and reliable subscale for each motivational and anxiety subtype, the data were subjected to statistical analysis. It also employed descriptive statistics (mean and standard deviation) using SPSS for all items involved in this study. The quantitative findings of the data will be analyzed

using SPSS 20.0 (Statistical Package of Social Sciences) and interpreted using descriptive and inferential statistics. Bivariate correlations between the subject variables was used and to test at .05 as the significance level.

RESULTS AND DISCUSSION

Contrasting between the mean of the questions in integrative part explained that students were strongly motivated by question 3, 2, 4, 5 and 6. The other question (8, 10, 11, 12 and 9) showed the students' moderate motivation among these 12 questions (Table 1). In comparison to other questions, Q6 and Q7 showed a low level of motivation (The more I get to know native Deutsch speakers, the more I like them, M = 3.26 & 3.51 respectively). With an overall mean score of 3.83, respondents have high integrative motivation. And because of this, most students agree that learning Deutsch as FOLA can allow them to interact with other Deutsch speakers and they can meet various people with different cultures. Integrative motivation refers to a constellation of attributes. For question 3 which gives a high regard mean of 4.32, "Studying Deutsch can be important for me because it will enable me to better understand and appreciate Deutsch art and literature" obviously, it is not something that some people have and others don't. What our research has indicated clearly, it is that if an individual is highly motivated to learn another language, has an open and accepting approach to other in learning the language/cultural manifestation and/or a strong emotional interest in the target language, and has a positive evaluation of the learning situation, then we might describe that person as being integratively motivated to learn the language. This suggests that motivation on acquisition of a foreign language does exist among the subject surveyed in this study. As Sheibani (2012) and Young, (1991), drawn statement that integrative goals, especially future career development, meeting more varied people and learning the language to use for the Deutsch learners to interact with others. We would probably also find that the person is very successful in learning and using the language.

Table 1. Descriptive Statistics of Integrative Motivation (n=130)

Statements	Mean	SD	QS
Q3. Studying Deutsch can beimportant for me because it will enable me to better understand and appreciate Deutsch art and literature.	4.32	.661	High Motivation
Q2. Studying Deutsch can beimportan for me because it will allow me to meet and converse with more and varied people.	4.16	.755	High Motivation
Q4. Studying Deutsch can be important for me because I will be able to participate more freely in the activities of other cultural groups.	4.03	.693	High Motivation
Q5.It is important for me to know Deutsch in order to know the life of the Deutsch-speaking nations.	3.98	.731	High Motivation
Q6. Studying Deutsch can be important to me because it will allow me to be more at ease with other people.	3.96	.918	High Motivation
Q11. The Deutsch speaking people are kind and friendly.	3.91	.821	High Motivation
Q8. Studying Deutsch is important to me.	3.75	.810	High Motivation
Q10. I would like to know more about native Deutsch speakers.	3.71	1.00	High Motivation
Q12. The Deutsch-speaking nations are kind and cheerful.	3.69	.826	High Motivation
Q9. Studying Deutsch is important to me so that I can keep in touch with foreign friends and acquaintances.	3.62	.838	High Motivation
Q7. The more I get to know native Deutsch speakers, the more I like them.	3.51	.865	High Motivation
Q6. Studying Deutsch is important to me so that I can understand Deutsch pop music.	3.26	1.05	Moderate Motivation
Overall Mean Score	3.83		High Motivation

A handy analysis of the mean scores of the instrumental items, indicates that questions 13, 14, 15, 19, 20, 24, 22 show the students very high motivation (Table 2). The study of Shelbani, 2012, Hashwani, 2010; Matsuzaki (2006), asserted that their knowledge about acquiring the highest target language integratively orientation may be harder to foster as an important driving force for learning Deutsch. With the overall mean score of 3.50 we can conclude that most of the university students have high instrumental motivation toward learning Deutsch. But Q21 and Q25, have the lowest (M =2.50) in this category. The question that has the highest mean score (Q14) concerns about the importance of the knowledgeable person. Moreover, Q15 with the Mean of 3.98 shows the students' concerns future job. Students being asked to use the language in a meaningful way that should be both interesting and logical would seem to

be legitmate requirements for a mean of judging oral proficiency. Most likely, student's task may also encompass a psychological dimension withc acan affect students' ability to successfully learned the target foreign language.

Table 2. Descriptive Statistics of Instrumental Motivation (n=130)

Statements	Mean	SD	QS
Q14. Studying Deutsch can be important for me because it will make me a more knowledgeable person.	4.15	.738	High Motivation
Q15. Studying Deutsch can be important for me because it will someday be useful in getting a good job.	3.98	.910	High Motivation
Q19. Studying Deutsch can be important for me because language learning often gives me a feeling of success.	3.78	.829	High Motivation
Q20. Studying Deutsch can be important for me because language learning often makes me happy.	3.77	.894	High Motivation
Q24. Studying Deutsch can be important for me because it will enable me to know new people from different parts of the world.	3.72	.907	High Motivation
Q22. Studying Deutsch is important to me so that I can understand Deutsch-speaking films, videos, TV or radio.	3.65	.946	High Motivation
Q13. Studying Deutsch can be important for me because I'll need it for my future career.	3.54	1.09	High Motivation
Q17. Studying Deutsch can be important for me because I will be able to search for information and materials in Deutsch on the Internet.	3.49	.909	High Motivation
Q23. Studying Deutsch is important to me so that I can read Deutsch book.	3.48	1.01	High Motivation
Q18. Studying Deutsch can be important for me because I will learn more about what's happening in the world.	3.41	.869	High Motivation
Q16. Studying Deutsch can be important for me because other people will respect me more if I know Deutsch as a language.	3.13	.951	Moderate Motivation
Q21. Studying Deutsch is important to me because an educated person is supposed to be able to speak Deutsch.	2.94	1.02	Moderate Motivation
Q25. Studying Deutsch is important to me because without it one cannot be successful in any field.	2.50	1.04	Moderate Motivation
Overall Mean Score	**3.50**		**High Motivation**

As manifested here, students tended to be motivated more integratively than instrumentally in terms of learning a second or foreign language, because of their desire to obtain the language. Despite that fact that both types of motivation are factors vital to success in learning a second language or FOLA, the focus deviates on which kind of motivation is more significant L2 for learners (Dornyei, 2001). Researchers have different perspectives for language learning outcomes toward the two types of motivation. For example, integrative motivation was viewed as superior to instrumental motivation for predicting the success of L2 learning as

(Gass and Selinker, 2001) affirmed to this findings, and it is claimed that intrinsic motivation plays an important part in learning a second/foreign language (Noels *et al.,* 2001). If learners respect the target culture, they might practice the language and improve their language skills (Cook, 2001).

Table 3. Communication Apprehension (Anxiety)

Statements	Mean	SD	QS
Q9. I start to panic when I have to speak without preparation in Deutsch class.	3.96	1.067	Anxious
Q4. It frightens me when I don`t understand what the teacher is saying in the Deutsch language.	3.82	1.045	Anxious
Q24. I feel very self-conscious about speaking Deutsch in front of other students.	3.82	0.93	Anxious
Q14. I would not be nervous speaking Deutsch with native speakers.	3.75	1.177	Anxious
Q29. I get nervous when I don`t understand every word the Deutsch teacher says.	3.57	1.041	Anxious
Q27. I get nervous and confused when I am speaking in my Deutsch class.	3.55	0.981	Anxious
Q30. I feel overwhelmed by the number of rules you have to learn to speak Deutsch.	3.52	0.990	Anxious
Q1. I never feel quite sure of myself when I am speaking in my Deutsch language class.	3.50	0.883	Mildly Anxious
Q32. I would probably feel comfortable around native speakers of Deutsch.	3.49	1.087	Mildly Anxious
Q15. I get upset when I don`t understand what the teacher is correcting.	3.26	1.016	Mildly Anxious
Q18. I feel confident when I speak in Deutsch class.	3.23	1.031	Mildly Anxious
Overall Mean Score	**3.59**		**Anxious**

The findings indicate that students usually have communication anxiety, but this anxiety is moderate in all items except one item "I often feel like confident when I speak in Deutsch class" in which the anxiety is low. This shows that even students have anxiety, they are not willing to miss classes and again this emphasizes the degree of importance students give to the Deutsch class. To reduce language learning anxiety, Horwitz, Young *et al.* (1991) noted that educators should help anxious students to deal with existing anxiety-provoking situations and endeavor to make the learning context-less stressful. Creating a low-anxiety classroom atmosphere (Burden, 2005), is clearly a vital prerequisite to language learning success. Language classrooms are an "inherently face-threatening environment" as learners are expected to communicate using a "severely restricted language code" (p.91). Therefore, instructors should encourage students to recognize their language anxieties and fears and offer some strategies to overcome them. Facilitators to the language acquisition should give intervention to the learners to cope with the anxieties. In the long run, teachers can help students by reducing negativity in learning Deutsch, raising students' self-belief and assisting them in alleviating the anxiety caused by expectations of failure.

Table 4. Fear of Negative Evaluation

Statements	Mean	SD	QS
Q33. I get nervous when the Deutsch teacher asks questions which I haven`t prepared in advance.	3.98	1.089	Mildly Anxious
Q23. I always feel that the other students speak Deutsch better than I do.	3.42	1.091	Mildly Anxious
Q2. I don`t worry about making mistakes in language class.	3.33	1.164	Mildly Anxious
Q7 . I keep thinking that the other students are better at languages than I am.	3.23	1.172	Mildly Anxious
Q19. I am afraid that the other students will laugh at me when I speak Deutsch.	3.23	1.267	Mildly Anxious
Q13. It embarrasses me to volunteer answers in my Deutsch class.	3.19	1.258	Mildly Anxious
Q28. When I`m on my way to Deutsch class, I feel very sure and relaxed.	3.19	0.872	Mildly Anxious
Q19. I am afraid that my Deutsch teacher is ready to correct every mistake I make.	2.99	1.089	Mildly Anxious
Overall Mean Score	**3.32**		**Mildly Anxious**

The findings indicate that students usually have fear of negative feedback anxiety, but this anxiety is moderate in all items except one item "I am afraid that my Deutsch teacher is ready to correct every mistake I make." in which the anxiety is low. In situations where audience members are present, anxious students may become self-conscious about their oral and aural ability in the acquisition of the language. Fear of negative feedback is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that other would evaluate oneself negatively" (Horwitz *et al.,* 1986, p.128). In other words, fear of negative feedback is likely to be obvious by a student's over concern and worries with others' judgments or concern about his or her performance in the foreign language classroom. Horwitz *et al.* (1986) suggested that the students' fear of negative evaluation could be triggered in any social evaluative contexts, especially in a foreign language classroom where students' performances were continually evaluated by the teacher.

The results of previous research of Sheibani (2012) showed that fear of negative evaluation is a strong source of foreign language anxiety. Moreover, this usually leads to the fear of being called on in class; test anxiety; fear of making mistakes while speaking; and negative attitudes towards language learning. What is more, it makes learners anxious when their teachers asks questions and makes corrections. For a scenario experience by the learners, language teachers must be able to understand the nature of their students language anxieties. For example, while they are not unengaged or inattentive, they simply do not tend to ask questions and are not eager to answer questions unless asked by the teachers. Thus, only when the teachers ask individual students directly, would they get a response and yet students get nervous by being called to respond to questions. It may vary from one learner to another so it is that teachers should be made

aware of what language anxieties their students suffer from. As such, they may be able to design lessons and prepare activities and learning materials that will best address the strategies that can be effectively utilized by these types of learners to cope with their respective language anxieties.

Table 5. Test Anxiety

Statements	Mean	SD	QS
Q10. I worry about the consequences of failing my Deutsch class.	4.18	1.010	Anxious
Q20. I can feel my heart pounding when I`m going to be called on in Deutsch class.	3.78	1.122	Anxious
Q25. Deutsch class moves so quickly I worry about getting left behind.	3.74	1.008	Anxious
Q12. In Deutsch class, I can get so nervous I forget things I know.	3.67	1.116	Anxious
Q3. I tremble when I know that I`m going to be called on in language class.	3.65	1.160	Anxious
Q16. Even if I am well prepared for Deutsch class, I feel anxious about it.	3.52	1.013	Anxious
Q22. I don`t feel pressure to prepare very well for Deutsch class.	3.48	1.073	Mildly Anxious
Q26. I feel more tense and nervous in my Deutsch class than in my other classes.	3.47	1.108	Mildly Anxious
Q5. It wouldn`t bother me at all to take more Deutsch language classes.	3.34	1.008	Mildly Anxious
Q8. I am usually at ease during tests in my Deutsch class.	3.10	1.092	Mildly Anxious
Q11. I don`t understand why some people get so upset over foreign Deutsch classes.	2.81	.997	Mildly Anxious
Q21. The more I study for a Deutsch test, the more confused I get.	2.76	1.244	Mildly Anxious
Q6. During Deutschclasses, I find myself thinking about things that have nothing to do with the course.	2.56	1.100	Mildly Anxious
Q17. I often feel like not going to my Deutsch class.	2.17	1.115	Mildly Anxious
Overall Mean Score	**3.30**		**Mildly Anxious**

Table 6. Distribution According to Level of Language Anxiety

Language Anxiety Level	Range of scores	n	Percentage
Low Anxiety	58 - 76	4	3.1
Moderate Anxiety	77 - 118	82	63.1
High Anxiety	119 - 165	44	33.8

Relationships between Motivation and Anxiety for Learning FOLA

Much of the clear evidence pointed out that both kinds of motivation are important elements of success in learning the foreign language. Much debate and controversy among researchers and educators have been taking place about which, kind of motivation is more essential to second language learners. For some years now, integrative motivation was too regarded as superior to the instrumental motivation for predicting the success of second language learning (Gass, 2001). As Cook (2001) stressed, if students respect the target culture, they

may read literature or practice the language and thereby be able to improve their language skills. From another perspective, instrumental motivation is meaningful for the learner who has had limited access to the second language culture, or foreign language settings.

As shown in Table 7 that for the students who are subject to the present study reveals that the Test Anxiety (M = 3.30, SD = .526) and Comprehension Apprehension (M = 3.59, SD = .517) were strongly and significantly correlated, r(130) = .756, p = .000. This study also shows that Fear of negative anxiety and test anxiety are related to each other. It means that the students with high language anxiety tend to have high test anxiety too and vice versa. It implies that trying to reduce one type of anxiety will automatically reduce the other type to some extent. Considering the debilitative role of language anxiety and test anxiety in a Deutsch language classes, we should take measures to reduce both types of anxiety. As the students display high anxiety evidently the motivation is low. In the present study anxiety and motivation results a negative correlation found and statistically not significant. A high level of motivation to learn the language were found integratively which got a (M=3.83) compare to the Instrumental Motivation but these two traditionally distinct constructs were found to be almost indistinguishable.

Table 7. Bivariate Correlations between Three Anxieties
and Motivation Variables (n=130)

Measure	M	SD	1	2	3	4
1. Comprehension Apprehension	3.59	.517	---			
2. Test Anxiety	3.30	.526	.756**	---		
3. Fear of Negative Evaluation	3.32	.686	.712**	.780**	---	
4. Integrative Motivation	3.83	.509	-.112	-.117	-.050	---
5. Instrumentality Motivation	3.50	.558	.006	-.086	-.003	.742**

Correlation is significant at the *p<.05   **p<.01   ***p<.001 level(2-tailed)

Some studies regarding the relationship between language motivation and anxiety in language learning have drawn the interest of several researchers. For example, Gardner, Day, and MacIntyre (1992); Wei (2007), mentioned that integratively motivated learners "are less anxious in second language contexts" (p.212) than learners who are instrumentally motivated. Their findings indicate that anxiety and motivation are "two separate dimensions with overlapping behavioral consequences" (p.212). Noels *et al.* (1999) stated "the more students

feel motivated, the less effort they will expend and the more anxiety they will feel" (p.31). In the view of Brown, Robson, and Rosenkjar, (2001), learners' motivation and anxiety were negatively correlated, and a lack of motivation could cause anxious behaviors. Studies also addressed an interesting negative correlation between second and foreign language learning anxiety and achievement. (Horwitz, 2001; Aida, 1994).

As can be seen, language-learning outcomes appear to be particularly prone to the complex effect of motivation and anxiety. This, as suggested by existing literature, might be related to each other to some degree (Liu and Huang, 2012). However, the effect of motivation and anxiety on the process of foreign language acquisition has been somewhat ignored (Wei, 2007), in the Deutsch teaching and learning environments of the University students; little empirical data are available for researchers to explore the affective domains of Deutsch learners. The present study attempts to provide some instructional implications to Deutsch classrooms especially at a German Partner University and enhance language-learning effectiveness in foreign language learning.

CONCLUSIONS

In light of the findings of this study, it can be concluded that there is indication supporting the existence of a positive relationship between attitude towards learning Deutsch, personal motivation and instrumental orientation with foreign language (Deutsch) acquisition but a negative relationship between anxiety and performance. It also indicates that students who have practical reasons and intellectual satisfaction tend to have lower levels of FOLA anxiety. To create a low-anxiety classroom environment, it is important for the teacher to repeatedly and clearly express that they are aware of the existence of anxiety in the learners. Although this study did not reveal strong correlations between motivation and FOLA anxiety, it would be unwise to conclude that motivation and FOLA anxiety do not interact with the learning of the language. Further research is recommended to explore possible links between motivation and FOLA anxiety among Deutsch learners.

In short, Deutsch language instruction in a German Partner University tends to depend primarily on teacher-centered practice rather than student-centered approach. The authors of this study observed that Deutsch class instruction portrays an air of decorum. In most Deutsch classes, students remain quiet most of time throughout the class session. Because of this, some students are under much pressure and anxious of their experiences, which contribute to the lack

of learning Deutsch during class. Learning Deutsch is a terrible nightmare for most of them especially making mistakes in front of the class. When this scenario occurs teachers and language moderators should give intervention to learners in minimizing and preventing this anxiety to happen during the language acquisition. Student also must take turns of their responsibility to consciously prepare and review previous lessons or advancing some topics just to lessen this anxiety.

In terms of impact, the highest was due to anxiety, even though it is negative, while integrative and instrumentality motivation exerts positive impacts on Deutsch language learning. Despite the well-known facts that motivation and anxiety are significant variables in determining learners' acquisition of Deutsch as a foreign language, future studies need to focus on exploring the interrelations among some other FOLA learning variables. This is to identify plausible dependence relationships or causality. Students' anxiety can be reduced greatly if instructors have a relaxed and positive error-correction attitude (Young, 1999). Teachers' uses of affective strategies such as humor, friendly relationship, supportive, and relaxed classroom atmosphere that encourage risk-taking are effective in decreasing foreign language anxiety and facilitating learning.

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