Language Anxiety and Motivation on Grade 9 English Learning

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ABSTRACT - *The goal of this study was to shed light on the extent of language anxiety experienced by Grade 9 students in an English class. Additionally, it investigated the substantial correlation between anxiety and a gender variable that might hat might have an impact on whether someone learns English successfully or not. A two-part questionnaire that included Park's (2014) modified version of the 33-item Foreign Language Anxiety Scale (FLCAS) was used to collect the data from 40 Grade 9 students. The findings indicated that respondents' levels of language anxiety were neutral. Additionally, a strong correlation between English language anxiety and the respondents' gender was discovered. The desire of language learners to continue their efforts in learning the language is regarded to be positively influenced by a neutral level of anxiety. In addition, the study further explored the students' motivations and feelings in learning English. A thorough content analysis was conducted to examine the students' responses on the free-response questionnaire. Student responses regarding how they felt in English class and the reasons behind those feelings offer insightful information about the "unobservable" aspect of classroom interaction. Lastly, the findings' educational implications are presented in conclusion.*

Introduction

Language anxiety is a recurrent phenomenon among language learners. As an affective factor that influences second language learning, it holds a vital function in the success of language learning or the deficiency of it "includes the unpleasant, fear-related emotions and the sensations of dread related to learning or using a language that is not one's mother tongue" (MacIntyre and Gregersen, 2012, p. 103). On the other hand, motivation is another essential factor that affects language learning. It is a key element influenced by self-beliefs which constantly works against language anxiety. Self-beliefs such as self-concept, self-confidence, anxiety, expectation, and the urge to achieve can have an impact on motivation to learn a language (Bernat, 2006; Dornyei, 1998). Anxiety undermines academic motivation (Geen, 1994). Therefore, motivation gives students a purpose and a path to follow. In other words, it is essential to learning a language. Learners may have various challenges as a result of insufficient motivation. It is exceedingly challenging for learners to acquire effective learning without a desire to study. Anxiety and motivation both have a significant impact on how well people learn languages.

English is regarded as a second important language in the Philippines due to its importance as a worldwide language. Speaking in English in class is still seen as the activity that causes students the most anxiety, despite the fact that the Philippine educational system uses it as the primary language of teaching (Atas, 2015). As a result, various studies throughout the years claimed that high levels of anxiety prevent people from learning languages (Um et al., 2013; Boun, 2017; and Bollinger, 2017). When asked to speak, learners are confined to be quiet and shy (Mwamba, 2005), thus, they feel hesitant to communicate and share their opinions (Faulin&Soefendi, 2013). Furthermore, they show less interest in speaking as they always feel unconfident and uncomfortable (Marzuki et al., 2016). Due to their anxiety, students are afraid to participate in any English classroom activities since they are afraid of speaking with their teachers and peers (Bastida Jr. &Yapo, 2019).

Additionally, the COVID 19 pandemic has brought several changes in the education system commonly known as the New Normal. This drives the learners in making abrupt adjustments in order to cope up with the education shifts. Additionally, since these harsh circumstances put students' mental health and wellbeing at risk, this predicament makes students more anxious (Malolos et al., 2021). Additionally, according to Labicane (2021), even in a remote learning environment, the problem of foreign language anxiety persists despite the new learning setting and is all the more common.

As learners opt to use their native tongue during class recitations and other English-speaking activities, it frequently leads to poor communication skills. They won't have any opportunities to practice and develop their speech abilities if they are afraid to speak up in class. As a result, such situation could have a negative impact on their academic achievement. Students with high anxiety levels performed worse than those with low anxiety levels, according to MacIntyre and Gardner (1991). Additionally, students' concern about the language they are learning might have an impact on their motivation and subsequent learning behavior. In comparison to those who are overcome with nervousness and don't dare to join, those who are confident enough to try and participate in learning activities learn a lot more. In other words, individuals learn better when they have a positive outlook on language learning. Additionally, according to Clément, Dörnyei, and Noels (1994), students who are more motivated to study a second language are typically less apprehensive, have better prior experiences, and have a high opinion of their own competency. In order to successfully learn the target language, learners must be motivated.

Language anxiety and motivation are indeed apparent in English language classrooms. Both demonstrate the importance of the success or failure of target language learning. Thus, this study's objectives are to examine the level of language anxiety among secondary school students, particularly those in Grade 9, and their motivation for studying the English language. Furthermore, this study aims to provide valuable insights that will aid English teachers to better understand their learners so as to meet their interests and needs in an English language classroom. Learning how to recognize a student's level of comfort will enable learners and teachers to prevent damaging worry and implement interventions (such as coping mechanisms and customized programs) as needed to maximize learning. As a result, it's crucial to place people's language acquisition within the context of knowing or evaluating their threshold for language anxiety. Studies of this kind would be advantageous to all parties involved since they can help educators create effective treatments that will help Grade 9 students reduce their language anxiety and increase their self-confidence.

Statement of the Problem

This study seeks to answer the following queries:
1.) What is the extent of Language Anxiety among Grade 9 High School Students in Public schools?
2.) Is there a significant relationship between language anxiety and the gender of the respondents?
3.) What are the students' motivations/efforts to improve proficiency in Learning the English Language?
4.) How do students feel in English class and why so?
5.) Based on the findings, what recommendations can be applied to students with high language anxiety in order to decrease their level of anxiety?

Methods and Materials

This study employed the mixed method data gathering where 20 Grade 9 students in Pusok National High School and Puertobello National High School were randomly selected as the key participants. Since quantitative analysis entails measuring the data acquired, it was used to investigate the respondents' level of English language anxiety. In order to gather the necessary information, a 33-item questionnaire that measures students' language anxiety was given to them. This questionnaire was developed from the Foreign Language Anxiety Scale (Horwitz et al., 1986; Horwitz, 1991). Additionally, qualitative analysis is employed to characterize the replies of the participants on how they feel in English class, why they feel that way, and to reveal the participants' motivations/efforts to enhance competency in studying the English language.

The researchers used a two-part survey questionnaire in this investigation as well. The purpose of the first section was to gather information on language anxiety using a 33-item survey questionnaire (Foreign Language Classroom Anxiety Scale). The scale serves as a self-report indicator of the learner's anxiety in response to studying English as a second language in a classroom (Wang, 2010). On a 5-point Likert scale, from strongly agree (5), indicating a high level of anxiety, to strongly disagree (1), indicating a low level of anxiety, participants were asked

to identify their level of agreement with each of the statements (Horwitz, 2008). The range of total anxiety scores is 33 to 165. The FLCAS's overall Cronbach's coefficient alpha was.93, which is quite good (Park, 2014). As a result, the scale is trustworthy and valid, and it has been employed regularly to evaluate anxiety across numerous investigations.

The information obtained by using the questionnaire was coded. Males are coded as 1 and females as 2, respectively, for gender. Moreover, a scale from 1 to 5 is used to code the level of anxiety. For this investigation, the following was the formulation of the null and alternative hypotheses.

Null Hypothesis:

H0= There is no significant correlation between respondents' anxiety over the English language and their gender.

Alternate Hypothesis:

H1= There is a significant correlation between respondents' anxiety over the English language and their gender.

Additionally, the free-response portion of the survey's second part was developed to aid students in their thoughts on their English-language acquisition. The following topics were covered in the questionnaire: (1) how frequently students used the four fundamental language abilities (reading, listening, speaking, and writing); (2) what steps students took to develop their proficiency in each area; and (3) how and why students felt about English class. Three alternatives are available for these types of response descriptions: Most of the time, Occasionally, and Seldom/Only when I have to.

To calculate the respondents' degrees of English language anxiety for the statistical analysis of the data, the mean was employed. The interpretation was based on the following approach once the mean and standard deviation for each statem was were established.

Table 1

Mean Interpretation

Mean	Interpretation
4.20-5.0	Very High
3.40-4.19	High
2.60-3.39	Neutral
1.80-2.59	Low
1.0-1.79	Very Low

Additionally, Pearson r correlation was used to establish the gender difference in linguistic anxiety as a significant link.

Ethical Considerations

To ensure the integrity of the study, ethical standards were strictly practiced which was based on the 1974 Belmont Report that outlines three basic ethical criteria for research involving humans as subjects: respect for persons, beneficence, and fairness. Prior to the actual data collection, the respondents were sent a letter of consent informing the nature and the purpose of the study. Also, the survey was conducted voluntarily and the confidentiality of the participants' information and responses were strictly observed. Moreover, participants were informed of the benefits they can get from participating in the study and that they can access any information regarding the study's findings and results.

Results and Discussions

A.　English Language Anxiety Among Respondents

The average degree of English anxiety as shown in the table below is 3.197, and the standard deviation is 0.934788, suggesting that these Grade 9 students have a moderate level of anxiety about using the English language.

Table 2

Levels of English Anxiety Among Respondents

Item No.	Item	Mean	Standard Deviation	Description
1	I never feel quite sure of myself when I am speaking in my English class.	3.55	0.749	High
2	I don't worry about making mistakes in English class.	3.50	0.784	High
3	I tremble when I know that I'm going to be called on in English class.	3.50	1.155	High
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	3.20	0.966	Neutral
5	It wouldn't bother me at all to take more foreign language classes.	3.45	1.061	High
6	During language class, I find myself thinking about things that have nothing to do with the course.	3.22	0.891	Neutral
7	I keep thinking that the other students are better at English than I am.	3.40	1.057	High
8	I am usually at ease during tests in my English class.	3.48	0.679	High
9	I start to panic when I have to speak without preparation in English class.	3.73	0.905	High
10	I worry about the consequences of failing my English class.	4.10	0.81	Very High
11	I don't understand why some people get so upset over foreign language classes.	3.38	0.774	Neutral
12	In language class, I can get so nervous when I forget things I know.	3.87	0.822	High
13	It embarrasses me to volunteer answers in my English class.	3.50	1.198	High
14	I would not be nervous speaking English with native speakers.	2.80	1.043	Neutral
15	I get upset when I don't understand what the teacher is correcting.	2.80	1.091	Neutral
16	Even if I am well prepared for language class, I feel anxious about it.	3.52	1.062	High
17	I often feel like not going to my language class.	1.80	0.939	Low
18	I feel confident when I speak in English class.	2.98	0.891	Neutral
19	I am afraid that my English teacher is ready to correct every mistake I make.	2.93	1.023	Neutral
20	I can feel my heart pounding when I am going to be called on in English class.	3.52	0.987	High
21	The more I study for an English test, the more	2.98	1.143	Neutral

	confused I get.			
22	I don't feel pressure to prepare very well for language class.	3.15	0.736	Neutral
23	I always feel that the other students speak English better than I do.	3.00	0.877	Neutral
24	I feel very self-conscious about speaking English in front of other students.	3.37	0.74	Neutral
25	English class moves so quickly, I worry about getting left behind.	2.80	0.992	Neutral
26	I feel more tense and nervous in my language class than in my other classes.	2.30	1.203	Low
27	I get nervous and confused when I am speaking in my English class.	3.35	0.864	Neutral
28	When I'm on my way to language class, I feel very sure and relaxed.	3.15	0.834	Neutral
29	I get nervous when I don't understand every word the English teacher says.	2.75	0.981	Neutral
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2.88	0.757	Neutral
31	I am afraid that the other students will laugh at me when I speak English.	3.58	0.903	High
32	I would probably feel comfortable around native speakers of English.	2.65	1.167	Neutral
33	I get nervous when the English teacher asks questions which I haven't prepared in advance	3.32	0.764	Neutral
OVERALL		**3.197**	**0.934788**	**Neutral**

Note: 1.0-1.79 = Very Low; 1.80-2.59 = Low; 2.60-3.39 = Neutral; 3.40-4.19 = High; 4.20-5.00 = Very High

Table 2 makes it quite clear that the responders to this survey experience some level of anxiety. Although there are variances, the respondents seem to have a moderate level of English language anxiety based on the aggregate mean results. The findings differ dramatically from earlier studies' findings, which either indicated a high or low level of linguistic anxiety (Horwitz et al., 1986; Aida, 1994; Cheng et al,1999; Kitano, 2001; Na, 2007). Instead, the findings appear to support Mamhot et al.'s (2013) observation that Filipino ESL students often neither accept nor deny feeling some level of stress about learning English. Additionally, Berowa (2018) found comparable results that showed Davao Del Norte-based Filipino ESL students have a moderate amount of anxiousness as well as sufficient self-confidence and balanced emotions when learning English. Furthermore, still in the context of language anxiety, the study conducted by (Wong 2009) revealed that 68.4 percent of foreign language learners (Chinese, Malays, Bumiputra) in Malaysia experience neutral English anxiety. Similar to how the responders to this study appear to have a high amount of anxiety that is neither too high nor too low. Given that fear is thought to spur language development, this would be a fairly excellent signal (Alpert and Haber, 1960). In agreement with this assertion, Na (2007) claimed that the real problem for English teachers is to provide students with just the correct amount of anxiety as they learn the language. Maintaining students' enthusiasm and commitment to studying the target language requires a suitable level of anxiousness. Rahmah (2022), even stated that experiencing anxiety is a sign that a learner has the confidence to succeed in language learning. Thus, teachers should not try to completely eradicate students' English language anxiety but make sure it is within the normal level (Berowa, 2018).

There are numerous reasons why these Grade 9 students experience anxiousness. The main causes of foreign language anxiety, according to Horwitz et al. (1986), are communication anxiety, which results from learners' inability to maturely express their thoughts and ideas, fear of negative evaluation, which is rooted in

learners' need to make a good impression on others, and test anxiety, which is an anxiety about academic evaluation. In this study, table 2 demonstrates that statements 1, 7, and 9—which speak to the FLCAS's element of communication anxiety—are reported as high. As perceived in statement 1, it is likely that some junior high school students struggle in using the English language, especially when engaging in oral activities. Moreover, statement 7 suggests that most likely, they still lack the self-confidence necessary to speak the language, which accounts for their propensity to assume others are superior to them. Lastly, statement 9 implies that individuals frequently experience severe anxiety if they are required to use speaking abilities without prior preparation.

Additionally, it was hypothesized that worry of earning a low mark is supposed to cause anxiety to happen during language tests. According to Horwitz et al. (1986), test anxiety arises from students' fears of receiving a failing grade or of falling short of their high expectations. Considering the results, it could be seen that statement 2 and 8 which pertain to test anxiety in the FLCAS are reported as high. This indicates that the respondents of the study generally feel comfortable to learn the target language. They have positive disposition regarding committing mistakes because they see that as an integral component of language learning. Furthermore, given that they have grown up speaking the language, it is reasonable to infer that these students are not overly concerned. They have likely engaged in a variety of communication activities while learning English, which has enabled them to feel impartial toward circumstances in which English is being learned (Mamhot et al., 2013). The only thing that solely concerns them is the potential failure in the language course. This argument is evident in statementwhich is reported as very high. Such emotions can motivate them to put in more effort in order to improve their language results.

Elaldi (2016) made it clear that anxiety stems from having high expectations and standards, which are developed as learners communicate and speak in public, when it comes to the dread of receiving a bad review. The students' anxiety over not meeting these standards is likely impeding their language acquisition. It is clear from the current study that the respondents are worried about being poorly perceived by those around them. This argument is supported by statements 3, 13, 20 and 31 which are all reported as high. This implies that the activities, learning environment, and language assessment are all considered to be important variables that in some way affect how students feel about learning the English language. It is crucial to create a welcoming learning environment in a language class where peers and teachers encourage one another, language evaluations are positive, and activities are motivating in order to prevent high or low anxiety. In other words, anxiety is less likely to occur in a welcoming and relaxed language classroom environment (Na, 2007).

The gender variable may be utilized to predict the level of anxiety among ESL learners, according to prior studies on English anxiety. Tables 4 and 5 present the language anxiety experience by both male and female respondents of this study.

Table 3
English Anxiety Level of Male Respondents

No.	Mean	Standard Deviation	Interpretation
1	2.70	0.585	Neutral
2	3.52	1.278	High
3	3.82	1.31	High
4	3.55	1.003	High
5	3.00	1.146	Neutral
6	3.39	0.966	Neutral
7	3.33	0.692	Neutral
8	3.45	1.003	High
9	3.58	1.251	High
10	3.24	0.902	Neutral
11	3.06	0.899	Neutral

12	3.58	0.936	High
13	3.03	1.104	Neutral
14	3.42	0.83	High
15	2.97	0.951	Neutral
16	3.55	1.301	High
17	3.21	1.111	Neutral
18	3.52	1.202	High
19	3.24	0.902	Neutral
20	3.30	1.159	Neutral
OVERALL	**3.32**	**1.02655**	**NEUTRAL**

Table 4

English Anxiety Level of Female Respondents

No.	Mean	Standard Deviation	Interpretation
1	3.00	0.791	Neutral
2	2.97	1.132	Neutral
3	2.45	1.034	Neutral
4	3.18	0.917	Neutral
5	2.42	1.119	Low
6	2.91	0.843	Neutral
7	2.64	0.994	Neutral
8	2.85	0.834	Neutral
9	3.12	0.927	Neutral
10	3.58	0.936	High
11	3.21	0.927	Neutral
12	3.12	0.992	Neutral
13	3.12	0.96	Neutral
14	3.24	1.119	Neutral
15	3.58	1.091	High
16	2.97	0.684	Neutral
17	3.00	1.061	Neutral
18	3.67	0.479	High
19	3.15	0.972	Neutral
20	3.24	1.062	Neutral
OVERALL	**3.07**	**0.9437**	**Neutral**

It can be seen from the presentation of Tables 3 and 4 above that male students have a mean score of 3.32 for language anxiety, with a standard deviation of 1.02655. As for the female respondents, the mean score is 3.07 with a standard deviation of 0.9347. Results from both gender groups are considered as Neutral, despite the fact that males appear to have higher mean scores than females. However, as presented in the above tables, it can be perceived that males have higher mean scores than females. Table 3 reveals that 9 out of 20 male respondents have high levels of anxiety, whereas table 4 shows that there are only 3 out of 20 female respondents who are reported

with such level. This is consistent with earlier studies that claimed men experience more anxiety when speaking English than women do (Kitano, 2001; Matsuda &Gobel, 2004; Na, 2007; Zhao et al., 2013; Elaldi, 2016). Additionally, it is thought that male students are more likely to stutter when speaking than female students because they think their communication is less competent. On the other side, females have traditionally been thought to be better at learning languages than males due to the fact that they have been discovered to receive higher scores in English tests, according to (Cui, 2011Additionally, women are more self-assured and adept at handling worry and uneasiness (Awan et al., 2010). It is believed that women are more self-assured and better suited to face difficult situations related to learning a foreign language as a result of this rise in English language proficiency. In other words, girls are less anxious than boys.

B.   Significant Relation Between English Anxiety and Gender

The Pearson bivariate correlation analysis was used in this study to see whether there is a significant relationship between English anxiety and gender. Table 4 provides an illustration of the correlation analysis's findings.

Table 4

Correlation Between English Language Anxiety and Gender

Variables	Pearson's Coefficient	*p*-value	Interpretation
English Language Anxiety and Gender	-.393	.012	Significant

Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis's findings showed that the p-value is 0.12. Thus, the decision is to reject the Null Hypothesis. This implies that there is a strong correlation between respondents' gender and English anxiety.

This conclusion backs up Na's (2007) analysis of high school students' perceptions of second language learning anxiety. The study investigated the level of anxiety felt by Chinese high school students learning English as a second language. The participants were shown to have some level of worry about learning English, with the males having the most anxiety about taking English classes. The researcher concluded that the learners' high levels of anxiety in some way prevented them from learning the language. Similar to this, Tsai (2013) looked into the gender differences in language anxiety among 256 Taiwanese high school students. Additionally, it was discovered that male students had higher levels of exam anxiety and anxiety in foreign language classes than female students.

University students were also asked about their perceptions of second language learning anxiety in addition to high school students. In 212 students from two U.S. institutions taking Japanese classes, Kitano (2001) investigated the connection between gender and language anxiety. Male students reportedly experience more anxiety when studying a second language than female students because they are less self-assured and often think that they speak less fluently than women. Similar findings were made by Awan, Azher, Anwar, and Naz (2010) in their study of 149 undergraduates at the University of Sargodha in Pakistan. They discovered that women are more self-assured, better able to pick up new languages, and able to deal with feelings of worry and anxiousness. Elaldi (2016) also made the same discovery among Turkish students studying a foreign language using the FLCAS questionnaire. It was discovered that the respondents displayed a moderate amount of anxiety, and it was demonstrated that as students' step up to higher level their anxiety levels rose as well. Male participants were found to have more language anxiety than female ones, particularly.

In the context of this study, the gender variable proves to be significantly correlated with English language anxiety. Even if all students may have the same amount of exposure to and knowledge of the English language, it's possible that anxiety levels differ depending on the gender of the students.

C.   Students' Efforts and Motivations to Improve Proficiency in English

This study also attempted to learn more about how students raise their level of English proficiency. Questions were given to the students to help them reflect on their learning and efforts to improve various English-language skills.

No.	Category of Responses	No. of Responses		
		LLA (Low Language Anxiety) *n =1*	NLA (Neutral Language Anxiety) *n =27*	HLA (High Language Anxiety) *n =12*
1	*Frequency of conversing in English.* - Most of the time - Occasionally - Seldom/only when I have to	1	5 17 5	1 2 9
	Steps taken to improve speaking skill: - Make an effort to communicate in English with friends/family members -Try to mimic proper English pronunciation of words through listening to audio dictionary - Do nothing	1	9 15 3	3 5 4
2	*Frequency of writing in English.* - Most of the time - Occasionally - Seldom/only when I have to	1	9 11 7	2 3 7
	Steps taken to improve writing skill: - Practice writing like essays or journal using English - Search some difficult words in the internet or dictionary to enhance vocabulary - Familiarize oneself with different text types - Do nothing	1	8 10 6 3	1 4 2 5
3	*Frequency of listening skill* - Most of the time - Occasionally - Seldom/only when I have to	1	8 11 8	2 4 6
	Steps taken to improve English listening skill: - Listen to English songs/watch English movies - Listen to teacher carefully for intonation and proper pronunciation and check correct pronunciation of English words through the internet - Do nothing	1	11 13 3	3 5 4

	Frequency of reading English materials. - Most of the time - Occasionally - Seldom/only when I have to	1	9 11 7	1 3 8
4	*Steps taken to enhance reading comprehension:* - Spend more time reading in English novels/ short stories/ books/magazines /Journals. - Watch an English Video with English subtitles - Do nothing	1	7 17 3	1 5 6

Based on the results in the table above, it can be seen which categories of answers were provided by the 12 HLA students who scored the most on language anxiety, the 27 NLA students who scored neutrally on language anxiety, and the 1 LLA student who scored the lowest on language anxiety. Overall, the results indicate that more students are making an effort to increase their English ability. Students with high levels of language anxiety reported more instances of doing nothing or not knowing how to advance their English ability. The results indicate that there was a noticeable variation in the reported frequency of English-language conversation among LLA, NLA, and HLA students. Only one HLA student reported using English as their primary language while 17 out of 27 NLA students said they occasionally did. Furthermore, just one LLA student was identified as the respondent who consistently made more efforts to develop this skill. When it came to how often students wrote in English, a similar pattern was seen; LLA students reported doing so most of the time, while 11 out of 27 NLA students wrote in English sporadically and 2 out of 12 HLA students frequently did so. The results indicate that most students (one respondent in LLA, eight out of twenty-seven NLA students, and two out of twelve) employed listening skills frequently. It is clear from the results that the majority of students pay close attention to the teacher's intonation and accurate pronunciation, and they also use the internet to research the exact pronunciation of English words. Again, there was a clear distinction between the two groups of students in terms of their ability to read English-language materials. Since only one student tends to be the LLA as a result, low language anxiety pupils read English materials the majority of the time. While only three out of twelve HLA students did, only nine out of 27 NLA students did. Six HLA admitted that when they could not understand what they were reading, they did nothing.

The aforementioned results are consistent with those of other researchers who have studied language learning motivation (Clement, Dornyei, and Noel, 1994), the influence of self-beliefs on learning motivation (Benson, 2001; Geen, 1994; Oxford, 1992), and the impact of language anxiety on learning efforts (Horwitz et al., 1986; MacIntyre, 1995). Anxiety about the language that they are learning can have an impact on a learner's motivation and subsequent behavior. It's probable that this effect is reflected in HLA students' reports of doing little to advance their four macro skills in language.

D.   Qualitative Results on Students' Feelings Towards English

This study's section aims to analyze qualitatively how the respondents' linguistic anxiety manifests itself while they learn English. The qualitative results are extracted which then arrived in two main types of manifestations – advantageous and drawback manifestations.

1. Advantageous manifestationof anxiety in English language learning is the first extracted result. It mainly refers to the feeling of being motivated in learning the English language. In this first category, it has two sub-manifestations – external and internal.

External motivation. This pertains to the outer factor of the respondents' motivation. Internal motivation, on the other hand, stems from the respondents' inner urge to pursue English language study. Some participants admitted that they enjoy learning because English is an understandable language. In fact, one respondent claims that his language teacher is the reason he feels joyful, saying, "I feel I prefer to learn more words in English since English is really easy to grasp." "I feel good when learning English, because our English teacher is very good." Learning English is also useful during class presentations. "Learning English is fun because I learn new language. I also get to use it in conversing with others especially in role plays, drama and other English Presentations." Additionally, other people remarked that learning English is important if you want to travel the world and communicate with people, particularly if you want to work abroad. Because it allows me to widen my horizons, learning English is something I enjoy doing. By learning English, it can allow us to communicate with other people with different language." "It is a nice feeling mam that you can learn to speak in English because English is common used in communicating foreign people. And why I feel this way mam is because I want to learn English so that I can work abroad and I can use my learning for the job in order to help my parents."

Internal motivation. It suggests that the respondents' inner response and desire to learn a language. Being motivated internally made the respondents share what they desire to improve and be reinforced. One of the respondents said that learning the English language is vital in our life "I feel very happy about learning English because it is so crucial to our lives," the student said. Some people expressed their happiness, confidence, and excitement about learning new things in English despite their mistakes (mispronunciations and poor word choice, whether oral or written), since those may be reinforced and corrected, and there is always opportunity for progress. "It's good, because if we learn more we know how we used our pronunciation." "I want to learn English so that I can practice my talking and writing skills and also to know if my grammar is correct." "I feel confident because nobody is perfect. If ever I make mistakes/error, I learn as well." "For me, learning new English words and sentence structure is enjoyable, and I find that as time goes on, my English speaking and word pronunciation both improve." Some also revealed that they get excited as they like to learn the language. As the speaker remarked, "I'm excited because I want to learn new things and word pronunciation.

2.   **Drawback manifestation of language anxiety** is the last core manifestation of anxiety of the respondents in learning English. This main core refers to the negative feelings brought by language learning of the respondents. This comes in four sub-manifestations.

Grammatical error. The respondents felt nervous and shy due to the belief of getting grammatical errors. "Shy, because my grammar was not perfect." "I feel that it's hard (English), but I want to learn so that I can easily comprehend other classes and not too become scared or confused when answering or reading. I became so nervous because of my poor grammar."   *Fear of making mistakes or being concerned about others' opinions.* The respondents made this disclosure because they were aware of it and felt like they were being judged. "I feel anxious because I frequently believe that my pronunciation will be scrutinized and since there are some words that I do not know," said the speaker. Then, other respondents added, "I feel nervous when I go to the front and ask to speak English." "I feel and hear my heart every time I speak English in front of many people. I only feel like this because of social anxiety."

Self-perceptions. This sub-manifestation directly refers to the respondent's own judgment of himself/herself as he/she uses English. "I feel that my heart is very nervous if my teacher is looking me." One respondent expressed his lack of interest in English, saying, "I feel worried because I'm not interested in English," adding, "I feel nervous that way I'm generating more phrases or I think I'm using incorrect grammar."

Proficiency and pronunciation. The responders' anxiety over pronouncing the words correctly became apparent as they dealt with their apprehensive sentiments. "Most of the time, I worry that people will judge my pronunciation and the fact that I don't know some words makes me anxious. The majority of the time, especially during oral recitations, I become scared, but I always try my hardest to study since I know how important it is.

These findings thus seem to imply that language teachers are capable of identifying the root causes of student behavior manifestations in language classes and addressing them properly. Additionally, it can be argued that the benefits and drawbacks of language learning will help or hinder students' acquisition of the language.

Conclusions

The purpose of this study was to determine how much linguistic anxiety there was among Grade 9 pupils. The findings revealed that all FLCAS questionnaire statements indicated a moderate level of language anxiety among the respondents. Although the mean scores for both genders are considered as neutral, it was further discovered that more male respondents than female respondents experience significant levels of anxiety. The second question sought to determine whether there was a connection between respondents' gender and their level of linguistic anxiety. The findings indicated a significant correlation between the two factors of gender and language anxiety. This implies that gender may be a sign of language learning concern. The results of this study also provide credence to the contention that there is a complex relationship between gender and linguistic anxiety that varies depending on the circumstance.

Recommendations

The conclusion suggests that educators may be more inventive in their teaching and learning processes, putting a greater emphasis on student-centered learning. Additionally, it is strongly advised that teachers include more enjoyable and pleasant teaching and learning activities to lessen the level of tension associated with language learning. Teachers must openly address the topic with their students and incorporate anxiety-relieving techniques into their lesson plans, like those suggested by Alrabai (2015), in order to help students, overcome their language anxiety. By doing this, students can reduce their anxiety and improve their academic performance. The results of the study on students' aims and attempts to improve their English language competence show that some HLA students need guidance on how to improve their speaking and writing abilities because it was shown that they were unsure of how to do so. A large-scale study should be kept up for future research in order to be better and develop more. These children might need extra advice from their English teachers during learning activities on how to speak or write about themselves, their families, their interests, and their culture. In order to encourage HLA students to take risks and learn from their mistakes without fear of embarrassment or negative outcomes, teachers should work to create a welcoming, easygoing learning environment. This will make studying English as a second language enjoyable and worthwhile.

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