Research Article

MUZUKASHISA: A STUDY ON XENOGLOSSOPHOBIA AND CHALLENGES

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ABSTRACT

Foreign language anxiety is a type of realization experienced by language learners which is characterized by discomfort, distress, unease, and trepidation in functioning in the second or target foreign language. The main objective of this study was to determine and understand the factors that contribute to foreign language learner anxiety and motivation, as well as the influence of teacher behavior to foreign language anxiety. This research study was conducted using quantitative method using multiple research design. An adapted questionnaire was used to gather data from 145 learner respondents enrolled in foreign language classes during the 1st semester of AY 2022-2023. Findings revealed that more unfavorable the behavior of the foreign language teachers, the more that the students are anxious in foreign language class. The more unmotivated the students are, the more that they are anxious in foreign language class. Conversely, favorable the behavior of the foreign language teachers is, the more that the students are motivated in learning foreign language. With these findings, an in-service training program was made focusing on the factors that trigger foreign language anxiety either through lack of motivation of learners or perceived teacher behavior. This in-service training program focuses on how teachers can reduce levels of anxiety in the foreign language classroom as well as increasing their learning motivation.

Keywords: Xenoglossophobia, Foreign Language Anxiety, Foreign Language Motivation, Teacher Behavior.

INTRODUCTION

Foreign language anxietyis a type of realization experienced by language learners which is characterized by discomfort, distress, unease, and trepidation in functioning in the second or target foreign language. Such realization is brought about by a variety of factors, either from the productive or receptive skills of the language learner (MacIntyre and Gregersen, 2012). Anxiety is a significant variable directly influencing the attainment of language learning goals. It includes perceptions on distress, negativity, and fear-related feelings in connection to using a language that is not an individual's native language (MacIntyre and Gregersen, 2012). Research has emphasized that learners experiencing anxiety in their process of learning the foreign language yield unenjoyable effects, which adversely affect their performance, motivation, and eventually achievement. Teachers of foreign languages also highlight that their learners experience FL anxiety which adversely affects their achievement and performance (Riasati, 2011). There are many aspects of foreign language learning that could provoke anxiety in students (Djafiri and Wimbarti, 2018).

High levels of language anxiety impede the transfer of information to the cognitive processing system of the learner, thus, adversely affecting the language acquisition process. Language anxiety stresses a negative influence on learner attitudes, self-confidence, and personality by making them exhibit behaviors such as misery, worry, and forgetfulness (Oteir and Al-Otaibi, 2019).

With the revision of the curriculum of Higher Education institutions in the Philippines as part of the K12 program's overhaul of the basic education curriculum, certain subjects were moved down to the basic education department. This gave free space in the curriculum of the higher education which made them introduce new subjects such as Foreign Language. This study aimed to look into the areas of anxiety, motivation, and teacher behavior and how they shape the success of foreign language acquisition. It aims to come up with an intervention program to address foreign language anxiety, teacher behavior, and its consequent perceived effects to motivation in then foreign language classroom.

Objectives of the study

This study aimed to determine the foreign language learning anxiety of learners enrolled in foreign language classes in St. Michael's College during the 1st semester of AY 2022-2023. Specifically, it sought to answer the following questions: (1) What are the perceived factors that contribute to the respondent's anxiety in foreign language learning? (2) What is the level of the respondents' foreign language anxiety in terms of the perceived contributory factors? (3) What is the extent of the foreign language teachers' behavior as perceived by the respondents? (4) Is there a significant relationship between the respondents' anxiety in the foreign language and the foreign language teachers' behavior? (5) What are the perceived factors that contribute to the respondents' foreign language learning motivation? (6) What is the level of the respondents' foreign language learning motivation in terms of the perceived contributory factors? (7) Is there a significant relationship between the respondents' foreign language anxiety and learning motivation? and (8) What in-service for Teachers of Foreign Languages can be devised and implemented to address such learner challenges for the improvement of the Foreign Language instruction in the institution?

METHODS

This research study was conducted using quantitative method using multiple research design. Descriptive correlational research design focuses on the identification of the language anxiety associated with foreign language learning in the context of St. Michael's College.

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Descriptive design was used to explore the perceived factors that contribute to foreign language learning anxiety. The correlational design was used to determine the degree of association of the foreign language anxiety and teacher behavior to foreign language learning motivation. The respondents of the study are 145 students from various courses in St. Michael's College currently enrolled in any foreign language class. St. Michael's College offers four foreign language subjects: Spanish, French, Mandarin Chinese, Japanese to students of different courses. At the time of writing, only Spanish and Japanese are available. These languages were chosen by their respective deans for their courses.

An overwhelming majority of the respondents spoke Cebuano language at home (79.3%) with a significant fraction speaking Maranao language (11.1%). This mirrors the demographic realities of the locality wherein Cebuano speakers comprise the bulk majority (City Government of Iligan, 2022). The present study utilized three adapted questionnaires merged into one single instrument. First, the Foreign Language Classroom Anxiety Scale (FLCAS) from Horwitz *et al.,* (1986) Second, the Language acquisition Orientation Scale-Intrinsic Motivation, Extrinsic Motivation, and Amotivation subscale (LLOS-IEA), developed by Noels *et al.,* (2000) by examining multiple types of L2 motivation, comprises 21 items to help establish the amount and type of motivation in language acquisition. Third, for learner perception on teacher behavior, the instrument was developed based on earlier studies by Pelletier and Valler (1996), who used a behavioral confirmation analysis to examine the relationship between teachers' behaviors and students' intrinsic motivation, and Noels *et al.,* (1999), who examined how students perceive teachers' communication styles.

Table D Reliability of the Instruments Used

Instruments	Number of Items	Cronbach Alpha	Interpretation
Foreign Language Anxiety	20	.887	Good Reliability
Foreign Language Learning Motivation	22	.896	Good Reliability
Perception of Teachers' Behaviors	7	.840	Good Reliability

The research instrument used in this study is adapted. This implies that there were revisions done on the original instrument to better suit the locale of the study. The present study adapted Foreign Language Classroom Anxiety Scale (FLCAS) from Horwitz *et al.,* (1986), which was used to assess students' anxiety in Spanish class and has been derived to fit the present context. 33 statements make up the original questionnaire, of which 8 measure conversation anxiety, 9 measure dread of a negative evaluation, 5 measure examination-related anxiety, and 11 measure anxiety in a foreign language lesson. Applying Cronbach's Alpha with 0.887 interpreted as "good reliability", items 1, 2, 5, 6, 9, 12, 14, 18, 19, 20, and 26 from the original were deleted in the final instrument to attain the indicated internal consistency. Consequently, under the category of Foreign Language anxiety, it is now divided into five main factors with a total of 20 statements: Fear of Negative Evaluation (7 statements), Test Anxiety (4 statements), Confidence in Speaking the Foreign Language (5 statements), Understanding the Foreign Language (3 statements), and Readiness in Attending the Foreign Language Class (2 statements).

In terms of foreign language learner motivation, the present study utilized Language acquisition Orientation Scale-Intrinsic Motivation, Extrinsic Motivation, and Amotivation subscale (LLOS-IEA),

developed by Noels *u00-* (2000). 21 items comprised the original instrument categorized into four main factors: amotivation, obligation/avoidance, personal/professional, and intrinsic motivation. Applying Cronbach Alpha with 0.896 value interpreted as good reliability, items 3, 16, 18, 26, 27, and 28 are deleted in the final instrument to attain the indicated internal consistency. The statements are now classified into five factors: Amotivation (5 statements), Obligation/Avoidance (9 statements), Personal/Professional (3 statements), Intrinsic Motivation (3 statements), and Extrinsic Motivation (2 statements).

For teacher behavior, the instrument was developed by Wimbarti and Djafiri (2018) based on earlier studies by Pelletier and Valler (1996), who used a behavioral confirmation analysis to examine the relationship between teachers' behaviors and students' intrinsic motivation, and Noels *et al.,* (1999), who examined how students perceive teachers' communication styles. Applying Cronbach Alpha with 0.840 interpreted as having good reliability, items 3 and 4 are deleted in the final instrument to attain the indicated internal consistency.

Pilot testing of the instrument was also conducted to the respondents of the study to ascertain its reliability. The researcher employed a quantitative method of treating the data for analyses suited according to the research problem mentioned in Chapter 1. These are basic and inferential statistical tools appropriate to the nature of the data sets gathered. These are the following:

The Exploratory Factor Analysis (EFA) was used to determine the reduced factors that contribute to the respondents' anxiety and learning motivationin the foreign language as stated in research problem number one (1) and problem number five (5). Mean and Standard Deviation were used to describe and measure the central location and variation of the respondents' self-report assessment on their foreign language anxiety, foreign language teachers' behavior, and foreign language learning motivation. These descriptive statistics are appropriate to answer and analyze the research problems stated in number two (2), number three (3), and number six (6) since these variables are measurable quantitatively through a Likert scaled instrument with an appropriate scoring system. To solve and analyze research problem number (4), number seven (7), and number eight (8) this non-parametric statistical treatment for bivariate relationship Spearman (rho) Rank Correlation was used. This tool is more suited because it does not require the distribution of data sets with few tied ranks to be normal. This is due to the non-normal distributional shape of the data sets of foreign language anxiety, foreign language teachers' behavior, and foreign language learning motivation. Hence, Spearman rank correlation was utilized.

RESULTS AND DISCUSSION

Results and findings of the study are presented chronologically based on the objectives of the study as presented therein.

Table 2.6 Level of the Respondents' Foreign Language Anxiety

Factors (Subscale)	Minimum	Maximum	Mean	SD	Qualitative Interpretation
Fear of Negative Evaluation	1.17	4.50	3.23	.716	Moderate
Test Anxiety	1.25	5.00	3.53	.724	High
Confidence in Speaking the Foreign Language	1.00	5.00	2.95	.684	Moderate

Understanding the Foreign Language	1.00	5.00	3.56	.761	High
Readiness in attending the Foreign Language class	1.00	5.00	3.01	.781	Moderate
Foreign Language Anxiety (Total)	1.50	4.40	3.25	.563	Moderate

Table 2.6 presents the level of the respondents' foreign language anxiety. Results revealed that Fear of Negative Evaluation has a mean score of 3.23, Confidence in Speaking the Foreign Language has a mean score of 2.95, and Readiness in attending the Foreign Language has a mean score of 3.01, indicating a moderate level of foreign language anxiety among the respondents. Further, Test Anxiety and Anxiety about understanding the Foreign Language has a mean score of 3.53 and 3.56, respectively, implying a high level of foreign language anxiety among the respondents. Generally, the level of respondents' foreign language anxiety is moderate with a mean score of 3.25. This indicates that Test Anxiety and Anxiety about understanding the Foreign Language highly contributes to the level of foreign language anxiety among the respondents. Hence, despite being comfortable and confident in their foreign language class, students still get anxious even though they have prepared for the class and when they do not understand what is being said and taught by their lecturer.

Noor, Rafek, Mohammad, and Khalid (2015) asserts that communication apprehension is a type of anxiety evidenced by fears on communicating with other people. It is generally manifested by challenges in oral, auditory, as well as visual communication through reading. Furthermore, communication apprehension occurs from pre-existing knowledge when learners stumble upon difficulties in receiving and producing the target foreign language.

Table 3.2 Extent of the Foreign Language Teachers' Behavior as Perceived by the Respondents

Scoring Scale	Frequency	Percent	Mean	SD	Qualitative Description
4.20 – 5.00	3	2.8	4.43	.143	Excellent
3.40 – 4.19	26	24.1	3.57	.198	Very Good
2.60 – 3.39	74	68.5	3.07	.171	Good
1.80 – 2.59	5	4.6	2.34	.329	Fair
Total	**108**	**100.0**	**3.20**	**.394**	**Good**

Table 3.2 presents the extent of the foreign language teachers' behavior as perceived by the respondents. Results revealed that majority of the respondents (n=74) perceived the foreign language teachers' behavior as good with a mean score of 3.07. Results also showed that 26 out of the 108 respondents perceived the foreign language teachers' behavior as very good, while 5 out of 108 respondents perceived the foreign language teachers' behavior as fair, and lastly, 3 out of 108 respondents perceived the foreign language teachers' behavior as excellent. Generally, the extent of the foreign language teachers' behavior as perceived by the respondents is good with a mean score of 3.20. This implies that the foreign language teachers' behavior was perceived as good which indicates an effective foreign language teaching. Bensalem (2017) asserts that, in the context of teaching English as a foreign language in trilingual Tunisia, the third form of anxiety is that learners being anxious not understanding their instructor and not being able to interact with them.

Table 4 Relationship Between the Respondents' Anxiety in the Foreign Language and the Foreign Language Teachers' Behavior

Foreign Language Anxiety	Correlation Coefficient (Spearman rho)	p-value
Fear of Negative Evaluation	-.375**	<.001
Text Anxiety	-.074	.445
Confidence in Speaking the Foreign Language	-.211*	.028
Understanding the Foreign Language	-.077	108
Readiness in attending the Foreign Language Class	-.080	.412
Foreign Language Anxiety (Total)	-.228*	.017

** Correlation is significant at 0.01 level (Highly Significant)
* Correlation is significant at 0.05 level

Table 4 presents the relationship between the respondents' anxiety in the foreign language and the foreign language teachers' behavior. Results revealed that there is a highly significant relationship between the respondents' anxiety in the foreign language in terms of Fear of Negative Evaluation and the foreign language teachers' behavior since the p-value is less than the 0.01 level of significance. Further, results also revealed a significant relationship between the respondents' anxiety in the foreign language in terms of the lack of Confidence in Speaking the Foreign Language and the foreign language teachers' behavior as the p-value is less than the 0.05 level of significance. Overall, results indicate a significant relationship between the respondents' anxiety in the foreign language and the foreign language teachers' behavior with the p-value of 0.017 which is less than the 0.05 level of significance. Moreover, it can be noted that the correlation coefficients are negative, which suggests that the more unfavorable the behavior of the foreign language teachers, the more that the students are anxious in foreign language class. Hasan (2013) states that teachers are a key factor in the foreign language classroom anxiety. Communication apprehension, including the anxiety about not understanding everything taught, emerges if the teacher presents activities that mandate learners to use the target language in front of others without adequate preparation. Fear of negative evaluation is brought about by frustrations over the teacher's correction methods such as correcting learners before they formulate responses which may lead to them getting embarrassed in front of others.

Problem 5: What are the perceived factors that contribute to the respondents' foreign language learning motivation?

Table 6.6 Level of the Respondents' Foreign Language Learning Motivation

Factors (Subscale)	Minimum	Maximum	Mean	SD	Qualitative Interpretation
Amotivation	1.17	4.50	3.23	.716	Moderate
Personal/Professional	1.25	5.00	3.53	.724	High
Intrinsic Motivation	1.00	5.00	2.95	.684	Moderate
Obligation/Avoidance	1.00	5.00	3.56	.761	High
Extrinsic Motivation	1.00	5.00	3.01	.781	Moderate
Foreign Language Learning Motivation (Total)	1.50	4.40	3.25	.563	Moderate

Table 6.6 presents the level of the respondents' foreign language learning motivation. Results revealed that Attitudes has a mean score of 3.23, Goals has a mean score of 2.95, and Environmental has a mean score of 3.01, indicating a moderate level of foreign language learning motivation among the respondents. Further,

Personal/Professional and Obligation/Avoidance has a mean score of 3.53 and 3.56, respectively, implying a high level of foreign language learning motivation among the respondents. Generally, the level of respondents' foreign language learning motivation is moderate with a mean score of 3.25. This indicates that Personal/Professional and Obligation/Avoidance highly contributes to the level of foreign language learning motivation among the respondents. Hence, the student's learning motivation is to be able to acquire knowledge about the language speaking community and their way of life and understand difficult structures of a foreign language.

Problem 7: Is there a significant relationship between the respondents' foreign language anxiety and learning motivation?

Table 7 Relationship Between the Respondent's Foreign Language Anxiety and Learning Motivation

Foreign Language Anxiety	Learning Motivation	Correlation Coefficient (r-value)	p-value
Fear of Negative Evaluation	Personal/Professional	-.220*	.022
Confidence in Speaking the Foreign Language	Obligation/Avoidance	-.197*	.041
Understanding the Foreign Language	Obligation/Avoidance	.197*	.041

*. Correlation is significant at the 0.05 level

Table 7 presents the relationship between the respondents' foreign language anxiety and learning motivation. Results revealed that there is a significant relationship between the respondents' foreign language anxiety in terms of Fear of Negative Evaluation and the foreign language learning motivation in terms of Personal/Professional since the p-value is less than the 0.05 level of significance. This implies that Fear of Negative Evaluation significantly impacts the Personal/Professional aspect of the respondents. Wardhani, *et al.,* (2019) claims that fear of negative evaluation has to do with pupils' belief that they will not succeed in making a good social impression. Students in foreign language classes often avoid engaging in activities like giving speeches that include public speaking because they are afraid of receiving a bad grade. The teacher should be more cognizant of learner anxiety and their lack of motivation to participate in the foreign language class. Students will feel more comfortable in a classroom where there is no anxiety, which will improve their performance in the foreign language class. Further, results also revealed a significant relationship between the respondents' foreign language anxiety in terms of Anxiety in understanding the foreign language and learning motivation in terms of Obligation/Avoidance since the p-value is less than the 0.05 level of significance. This implies that Anxiety About Understanding the Foreign Language significantly affects the Obligation/Avoidance of the respondents in learning the foreign language. Consequently, communication apprehension greatly affects integrative motivation. Öz, Demirezen, and Pourfeiz (2015) cites Baghaei, Dourakhshan, and Salavati (2012) in stating that some foreign language or L2 learners despite being linguistically competence remain reticent while others with limited competence can speak without inhibitions. Further, many people reject the idea of communicating in the target language despite their competence in it. Whatever the motivation for learning the language is, this fact defeats the primary purpose of language learning which is to be able to use the language to communicate.

Willingness to communicate was a concept proposed by McCroskey and Baer (1985) in an attempt to clarify "why one individual will communicate and another will not under identical or almost equal situational limitations". Communication apprehension, or the lack of

willingness to communicate, as claimed by Zarrinabadi's (2014) research with Iranian students, is attributed to teacher and classroom conditions similar to the claim by Mojerloo (2018) stating that such apprehension results from existing codes on acceptable behavior inside the learning space. In addition, results also revealed a significant relationship between the respondents' foreign language anxiety in terms of Confidence in Speaking the Foreign Language and the foreign language learning motivation in terms of Obligation/Avoidance since the p-value is less than the 0.05 level of significance. This implies that FConfidence in Speaking the Foreign Language influences the Obligation/Avoidance of the respondents. These findings point out the influence of self-confidence to integrative motivation foreign language learning. Aoyama and Takahashi (2020) cite Gardner and Lambert's socio-educational model which categorizes learners' motivation either as integrative or instrumental. Integrative motivation includes a learner's direct interest in the language, its culture and people and is a better predictor of second language acquisition. Lastly, it can be noted that the correlation coefficients are negative, which suggests that the more unmotivated the students are, the more that they are anxious in foreign language class. This echoes the findings of Liu and Chen (2015) which claims a significant relationship between motivation and language anxiety. The lesser the motivation, the higher the tendency to experience anxiety and vice versa.

Table 8 Relationship Between the Respondent's Foreign Language Teachers' Behavior and Learning Motivation

Learning Motivation	Correlation Coefficient (r-value)	p-value
Personal/Professional	.223*	.020
Intrinsic Motivation	.312*	.001

*. Correlation is significant at the 0.05 level

Table 8 presents the relationship between the respondents' foreign language teachers' behavior and learning motivation. Results revealed that there is a significant relationship between the respondents' foreign language learning motivation in terms of Personal/Professional and the foreign language teachers' behavior since the p-value is less than the 0.05 level of significance. This implies that the foreign language teachers' behavior impacts the foreign language learning motivation in terms of Personal/Professional mindset of students.

Further, results also revealed that there is a significant relationship between the respondents' foreign language learning motivation in terms of Intrinsic motivation and the foreign language teachers' behavior since the p-value is less than the 0.05 level of significance. This implies that the foreign language teachers' behavior influences the foreign language learning motivation in terms of the intrinsic motivation of students. Lastly, it is noted that the correlation coefficients are positive, which suggests that the favorable the behavior of the foreign language teachers are, the more that the students are motivated in learning foreign language. These findings echo Dewaele, Saito, and Halimi (2022), which claim that teacher behavior exert a delayed cumulative effect on their learners. Teachers' behavior plays a crucial role in generating an emotionally enriching learning environment where learners can flourish.

IN-SERVICE TRAINING FOR TEACHERS OF FOREIGN LANGUAGES

Rationale: Based from the findings of the current study, the following In-Service Training is devised for teachers with the primary aim of minimizing classroom anxiety by addressing learner issues, thereby increasing their motivation for learning foreign languages.

This in-service training is intended to provide teachers with an insight as to the notion of Foreign Language Anxiety as well as strategies to control anxiety in the foreign language classroom. It is designed for teachers to look into the main causes of foreign language anxiety as well as some suggestions on how to control them inside the classroom.

This in-service training is built around the existing parameters of the foreign language curriculum. It provides strategies as well as suggested activities inside the classroom aimed at addressing anxiety. It is primarily based from the study of FakiehAlrabai (2014) entitled "Reducing Language Anxiety & Promoting Learner Motivation A Practical Guide for Teachers of English as a Foreign Language", as well as the study of Michiko Toyama and Yoshitaka Yamazaki (2021) entitled "Classroom Interventions and Foreign Language Anxiety: A Systematic Review With Narrative Approach"

Objectives

- To introduce to teachers the concept of foreign language anxiety and motivation and how it detrimentally affects learner acquisition of the target foreign language
- To present strategies that may help in controlling FLA inside the classroom
- To provide suggested strategies which may help boost learning confidence and reduce communication apprehension inside the FL classroom
- To help stimulate learners to be active in their FL classes
- To create an independent learner who values and is able to use the target FL in real life contexts

AREAS OF CONCERN	SESSION	OBJECTIVES	EVALUATION	SUGGESTED ACTIVITIES FOR LEARNERS	TIME FRAME	SUCCESS INDICATOR
Foreign Language Anxiety and Motivation	Session 1: What is Foreign Language Anxiety a. Primary Sources of FLA b. Major causes of demotivation c. Warning signs of FLA and unmotivated students	This session aims to introduce to the foreign language teacher the concept of FLA and Motivation and its detrimental role in foreign language acquisition	Teachers will be asked to brainstorm and present some common manifestations of demotivation and FLA inside their classrooms Teachers will choose one suggested activity and demonstrate its use in class	Affective self-talk, self-regulated strategies	Half-day	Teachers integrate strategies and monitoring of their low-performing learners for signs and symptoms of FLA and low FL motivation
Strategies to Minimize Foreign Language Anxiety and Increase Motivation	Session 2: Controlling learner FLA a. Motivating learners b. Reducing communication apprehension c. Reducing fear of negative evaluation d. How to introduce testing methods to learners e. Reinforcing and Acknowledging learner performance	This session aims to present common strategies in response to the different forms of FLA and their root causes inside the FL classroom	Teachers will be asked to demonstrate a particular lesson using motivating and anxiety-free methods while showcasing how their correct errors and encourage learners to participate	Brainstorming, Use of Visual, Auditory, and Tactile Tasks, Collaborative Tasks such as projects, Role Playing, Demonstrations, Drills, Problem Solving, Translation, Computer-aided instruction	1 day	Teachers integrate in their lessons the orientation of evaluation methods to learners, incorporate meaningful texts, and establish a reward system
Session 3: Building learner confidence and stimulating learners	Session 3: Building learner confidence and stimulating learners a. Helping learners recognize their abilities b. Set high expectations for learners c. Explaining the origin of difficulty as the lack of experience in the task d. Providing Positive feedback and rewards system e. Involve students in role-playing f. Devising simulative questions g. Devise problem-solving activities that stimulate self-exploration	This session aims to present strategies that may help learners build confidence in using the foreign language as well as stimulating them to participate in class	Teachers will demonstrate the process of error correction and giving of rewards	pair work, group work, role playing, assigned reading tasks,	Half-day	Teachers implement activities designed at learners using the target language in a variety of tasks which enable learners to manipulate the language and the teacher gives appropriate feedback
Session 4: Enhancing learner autonomy and integrating outside-world relevance	Session 4: Enhancing learner autonomy and integrating outside-world relevance	This session aims to give strategies to teachers to help make learners become independent as well as help them integrate their foreign language skills into the outside classroom context	Teachers will present the practical use of the foreign language they are learning and create situations inside the classroom where they can use the language	Journal writing Movie clip viewing	Half-day	The learner is able to narrate or used the target foreign language to describe his/her daily tasks and real-world situations

CONCLUSIONS

The findings of the study indicate that foreign language learners in St. Michael's College demonstrate a general fear of being negatively evaluated by their teachers and that teacher behavior play a significant role in such anxiety. The fear of negative evaluation is generally attributed to the lack of adequate preparation in the foreign language class as well as fears of negative appraisal by the peers and teachers. Such lack of adequate preparation is attributed to the fact that there is but almost non-existent opportunities to use and practice the target foreign language inside and outside the classroom context. Learners also reported fear of inadequate performance, that is, lack of confidence which is very much related to the fear of negative feedback.

This study indicates the importance of the role of the teacher, not only in maintaining a conducive, anxiety-free classroom, but also in motivating the learners to practice and use the language in class to boost their confidence in the command of the language. Once anxiety is addressed, students will experience comfort which helps them flourish in their performance inside the classroom. Since teacher behavior and foreign language anxiety exhibit a negative correlation, the more unfavorable the behavior of the foreign language teachers, the more that the students are anxious in foreign language class.

Foreign language anxiety and motivation are also negatively correlated. This implies that the more the learners are not motivated, the more they are likely to be anxious. The results of the study indicate that learners may attain command of the target language but refuse to participate in communication and that mostly they have integrative motivation. This implies that teachers should bring in more cultural input in the teaching of foreign languages as learners are more interested to learn about the countries, cultures, and way of life of the people speaking these languages which fuel their integrative motivation. Teacher behavior is positively correlated to motivation. Thus, teachers should maintain a warm and positive atmosphere in the foreign language classroom to ease anxiety while providing materials relevant to their motivation as well as opportunities to practice the target foreign language.

RECOMMENDATIONS

With the conclusions drawn, the researchers made the following recommendations:

School Administrators. Academic administrators of schools are recommended to look into the foreign language programs they implement in relation to the findings of the study. While the teaching of foreign language may seem novel and eccentric, it is still governed by basic principles and issues related to teaching found in the teaching of English and Filipino. Such examination may lead to improvements and standardization of the FL curriculum to make it more responsive to learner needs and market demands.

Language Teachers. Language teachers of English and Filipino are recommended to conduct a similar survey of their classes to determine the presence and level of language anxiety as well as the types of motivation and the perceived teacher behavior of their learners in an attempt to improve their classes by maximizing student performance which is a key to solidifying language acquisition.

Foreign Language Teachers. Foreign language teachers are recommended to devise activities that will enable learners to actively participate and enjoy the classes while practicing their command of the target foreign language. Furthermore, it is also recommended that teachers revisit their correction and evaluation methods as well as orient their learners to prevent anxiety. They should also give ample time for learners to practice and provide good cultural inputs on the target language.

Foreign Language Learners. Learners are recommended to participate in classes as well as be active in delivering feedback to their teachers on their motivations, anxieties, and issues pertaining to the foreign language classes in order that teachers may know them and address them appropriately.

Future Researchers. Future researchers are recommended to conduct further studies on foreign language anxiety, motivation, as well as the role of teacher behavior in the success of the learner in acquiring the target foreign languages.

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