

**Relationship between Motivation and Anxiety in the Classroom English Academic
Performance of Tenth Grade Students of Santa Maria High School**

By

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Universidad Nacional Abierta y a Distancia - UNAD

Escuela de Ciencias de la Educación - ECEDU

Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

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2. Description	
<p>This study seeks to know the relationship between motivation and anxiety in the academic performance of a group of high school students. This research aims to determine the incidence of motivation and anxiety in tenth grade students' academic performance in English subject at Santa Maria High School in Barranquilla city. This research was conducted by using a non-probabilistic convenience sampling of 31 students. Convenience samples are made up of available cases to which there is access and proximity. They are used to explore whether or not the hypotheses proposed by the researcher are fulfilled, Fernández et al. (2014, p.390). This research collected data using two instruments: Attitude and Motivation Test Battery (AMTB) and Foreign Language Classroom Anxiety (FLCA). The statistical analysis was performed in the Excel program in</p>	

which a quantitative and correlational analysis of the variables was made. The results show no significant influence of motivation and anxiety on academic performance. According to these results, it is difficult to determine whether these two variables affect academic performance and whether other variables should be included. Vosniadou et al. (2021, p.4) consider other variables, including cognitive and metacognitive strategies as well as classroom intervention and teaching strategies that are effective in improving students' academic performance.

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4. Contents

The document consists of five chapters, the first one describes the introduction to the research study by describing the context in which the study problem is situated, outlines the research question, the objectives, and the reasons why the problem was chosen and the methodologies to be developed to justify the problem. Chapter two refers to the state of the art and study of other investigations that have been developed and related to the same problem and methodology in question. This section describes both the theoretical and conceptual framework that supports the research proposal. The third chapter describes the research design, emphasizing the method and approach that was adopted for this process. The population, the impact of the researcher, the ethical protocols, and the techniques for the collection of information addressed during the process are specified. The fourth chapter focuses on the analysis of the information from the findings found. The study variables, the discussion, and the operationalization of these are explained. The fifth chapter develops the results obtained from the findings and the statistical analysis process. The pedagogical implications and limitations that existed during the execution time, recommendations for future research are described, and the conclusions of the document are established.

5. Methodology

The research was conducted at Santa Maria High School, which is in Barranquilla, Colombia. The participants in this study were 31 students of tenth grade. All students in the course were informed and asked if they wanted to participate voluntarily.

The research design is non-experimental. According to Fernández et al. (2014, p.163), in non-experimental research, only phenomena already existing in their natural environment are observed and analyzed without deliberately manipulating the variables.

The most appropriate method for this research is the cross-sectional or cross-sectional correlational method since according to Fernández et al. (2014, p.154), in a cross-sectional study the data are collected at a single moment, at a single time, and is of the correlational type sample these designs describe the relationships that exist between two or more concepts or variables at a given time.

This research has a quantitative approach. Fernández et al. (2014, p.4), state that this approach uses data collection to test hypotheses based on the numerical measurement and statistical analysis of phenomena, to establish patterns of behavior, and test hypotheses or theories.

The population selected consisted of all the students of a tenth-grade course of both sexes from the Santa María High School. The age range of the participants were between 15 and 17 years old and most of them have a basic level of English (A1). The mega-school is in a vulnerable sector of the city of Barranquilla, Colombia, with a socioeconomic stratum 1 and 2. Two questionnaires were applied to measure the levels of anxiety and motivation. Since that work was done with all the students in a single course (31 students), the sample selection method is non-probabilistic.

Fernández et al. (2014, p.176), state that this type of sample is a subgroup of the population that is selected not by statistical probability but by decision and purposes of the researcher. For this research, the sampling technique used is for convenience due to its ease of access and availability of students to be part of the sample. Convenience samples are made up of available cases to which there is access, proximity and are used to explore whether or not the hypotheses proposed by the researcher are fulfilled, Fernández et al. (2014, p.390).

The data collection technique selected and most appropriate for this quantitative research was the questionnaire. Because the research approach is quantitative, the technique to be used is the sample questionnaire, which is essential in cross-sectional research designs, both descriptive and correlational. Additionally, the importance of using the questionnaire as a collection instrument

lies in the fact that it is the appropriate instrument to obtain information related to the general objective and specific objectives of the research. Mackey & Gass (2015, p.6), state that “Questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities; information that is typically not available from production data alone” (p.92). The two instruments selected to apply to students are Attitude and Motivation Test Battery (AMTB) and Foreign Language Classroom Anxiety (FLCA).

Amtb

The *Attitude and Motivation Test Battery (AMTB)* is an instrument created by Gardner et al. (1985, p.177) for students of English as a second language, which originally measures their motivation through 104 items but for the present research only 14 significant questions were taken according to the variables to be measured.

Flca

The *Foreign Language Classroom Anxiety (FLCA)* is a scale that measures the anxiety students have in a foreign language class. This scale was created by Horwitz et al. (1986, p.127) and originally consists of 33 multiple-choice questions with a single Likert-type answer that, for this research 13 questions adapted to the sociocultural context of the students were selected. Both questionnaires were applied at a single time, after socialization with the directives of the institution and informed consent sent to parents and students. Then the collected data were typed and encoded in an Excel sheet and systematized using descriptive statistical analysis with the student's T-test. With these data, tables and graphs were made for the descriptive analysis of the correlation of dependent variables with academic performance.

6. Results

This section provides the significance, educational and research implications of the results obtained, limitations of the present study, and recommendations for further research. It also answers research questions: How do motivation and anxiety influence the English academic performance of tenth grade students of Santa Maria High School?. The results showed that there is no significant correlation in any of the two dependent variables (motivation and anxiety) with the independent variable (academic performance); hence, the two hypotheses described below are accepted: there is no

significant influence of motivation on the academic performance and there is no significant influence of anxiety on the academic performance.

7. Conclusions

Anxiety and motivation are fundamental factors in the acquisition of a second or foreign language, but not the only ones. However, according to the sociocultural context in which the students are located, the low performance obtained in English in the first term was not significantly correlated with the anxiety and motivation variables. As a result, the two null hypotheses are accepted: there is no significant influence of motivation on the academic performance and there is no significant influence of anxiety on the academic performance. It is difficult to measure academic performance as a direct or indirect correlation of these two variables. We realize that the dynamics of educational processes and outcomes are much more complex and must be approached from different points of view. We cannot simply measure anxiety and motivation as the main factors that influence academic performance. For this type of analysis, teachers must incorporate more aspects to provide a more comprehensive attention to the student. Motivation has several connotations (endogenous and exogenous) and restricting performance to motivation in general is not so adequate. Additional influential factors to be considered are attitude, self-confidence, didactic resources, cognitive and metacognitive strategies, autonomous learning, attitude, skills, and the ability to learn, among others. This research positively impacts on future research in the sense of deepening and expanding much deeper regarding emotional and socio-affective factors affecting academic performance in learning a foreign language.

By:

Lader de Jesus Garcia Cárdenas

Date:

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To God for giving me the strength to move forward despite difficulties.

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Abstract

This study seeks to know the relationship between motivation and anxiety in the academic performance of a group of high school students. This research aims to determine the incidence of motivation and anxiety in tenth grade students' academic performance in English subject at Santa Maria High School in Barranquilla city. This research was conducted by using a non-probabilistic convenience sampling of 31 students. Convenience samples are made up of available cases to which there is access and proximity. They are used to explore whether or not the hypotheses proposed by the researcher are fulfilled, Fernández, et al. (2014, p.390). This research collected data using two instruments: Attitude and Motivation Test Battery (AMTB) and Foreign Language Classroom Anxiety (FLCA). The statistical analysis was performed in the Excel program in which a quantitative and correlational analysis of the variables was made. The results show no significant influence of motivation and anxiety on academic performance. According to these results, it is difficult to determine whether these two variables affect academic performance and whether other variables should be included. Vosniadou et al. (2021, p.4) consider other variables, including cognitive and metacognitive strategies as well as classroom intervention and teaching strategies that are effective in improving students' academic performance.

Keywords: motivation, anxiety, academic performance, second language acquisition, affective filter.

Resumen

Este estudio busca conocer la relación entre motivación y ansiedad en el rendimiento académico de un grupo de estudiantes de bachillerato. El objetivo general de esta investigación es determinar la incidencia de la motivación y la ansiedad en el rendimiento académico en la asignatura de inglés de los alumnos de décimo grado de la Institución Educativa Santa María en la ciudad de Barranquilla. Esta investigación se llevó a cabo mediante el uso de un muestreo no probabilístico por conveniencia de 31 estudiantes. Las muestras por conveniencia están formadas por los casos disponibles a los cuales se tiene acceso, proximidad y se utilizan para explorar si se cumplen o no las hipótesis planteadas por el investigador Fernández, et al. (2014, p.390). Los datos se recopilaron mediante el uso de dos instrumentos: Batería de pruebas de actitud y motivación (AMTB) y Ansiedad en el aula de lenguas extranjeras (FLCA). El análisis estadístico se realizó en el programa Excel en el que se realizó un análisis cuantitativo y correlacional de las variables. Los resultados muestran que no existe una influencia significativa de la motivación y la ansiedad en el rendimiento académico. De acuerdo con estos resultados, es difícil determinar si estas dos variables afectan al rendimiento académico y si deben incluirse otras variables. Vosniadou et al. (2021, p.4) consideran otras variables, incluyendo las estrategias cognitivas y metacognitivas, así como la intervención en el aula y las estrategias de enseñanza, que son efectivas para mejorar el rendimiento académico de los estudiantes.

Palabras clave: motivación, ansiedad, rendimiento académico, adquisición de una segunda lengua, filtro afectivo.

Introduction to the research study

This chapter provides an in-depth examination of the challenges faced by tenth-grade high school students in the context of English language learning at Santa Maria High School, situated in the city of Barranquilla, Colombia. In particular, the study focuses on the intrinsic relationship between motivation, anxiety, and other affective factors and their impact on student's academic performance in English. The chapter describes the problematic situation that prompted this research, clarifies the aims and objectives of the study, and introduces the research question. The primary goal of the study is to identify the relationship between these affective factors in English language learning and to know to what point it affects students' academic performance in this subject.

The Colombian Ministry of Education launched the National Bilingualism Program in 2016 with the aim of strengthening the teaching and learning of foreign languages in Preschool, Basic and Middle Education to guarantee the development of competencies of global citizens and of the 21st century and promote the generation of cultural, academic, social and professional opportunities according to the needs of the Educational Institutions and the regions (PNB, 2016). Nevertheless, although improvements and large investments have been seen in different aspects such as training, didactic materials, books, conversation clubs, multimedia tools, the goals proposed by the MEN are far from being achieved. This is due to external and internal factors, including the lack of economic resources in public schools, lack of interest in learning a foreign language, few opportunities for interaction, use of English in authentic contexts and psychological demotivation (Wang & Guan 2020, p.9).

Context of the research problem

The historical results obtained in the Saber 11 exam in the Santa María High School have shown that most students are located at the (A-) level. According to the last national report of the results published by (ICFES, 2021), in English performance level, 80% of the students got (A-), 12% (A1) and 4% (A2). This makes necessary to determine which internal factors are causing these low results. In addition to the above, the educational institution does not have sufficient physical resources including teaching materials, updated and appropriate electronic devices, bilingual software, English labs, or financial resources to address this situation. Furthermore, besides external factors, certain affective and emotional factors influence language learning that has not been investigated in schools. Some of the difficulties regarding the use of English inside the classroom are also related to the lack of self-confidence, lack of motivation and anxiety when speaking English; therefore, the affective filter hypothesis proposed by Krashen (1982, p.30) was considered in this research. In his study, he outlined the affective filter hypothesis, which establishes that acquiring a second language is related to affective factors such as motivation, self-confidence, and anxiety. This implies that comprehensible information should be incorporated in the classes and situations that favor the acquisition of the language and provoke low anxiety in the students.

The students at the high school of Santa Maria did not have the opportunity to develop communicative competencies in English classes due to a lack of curriculum organization. Once the institution became public in 2019, a diagnosis process started, and great deficiencies were observed in the language knowledge of the four basic skills. During the last four years

there has been an improvement in the motivational aspect of learning English. Students are not performing positively in the pedagogical activities carried out in the classroom, even though each of the English teachers have been using different strategies. In this sense, it is observed that most students are not motivated, have low self-confidence and certain levels of anxiety, among other internal factors, which impede their learning and mental disposition to learn, reflected in a low English academic performance.

In this research paper, motivation, attitude toward learning English, anxiety, and self-confidence are the elements that will be considered. The choice of motivation and anxiety as focal points in the study is justified by the need to comprehend how these affective factors may be contributing to low academic performance among students of Santa Maria High School in recent years. Specifically, in the classroom environment, it has been observed that most students exhibit disinterest in class activities and lack of compliance with assignments, which ultimately leads to unsatisfactory academic performance. To address these issues, it is imperative to identify and diagnose the internal factors that hinder the development of language competencies in these students. Therefore, this study seeks to investigate the roles of motivation and anxiety in foreign language acquisition and their impact on academic performance.

Research question(s), objective(s) and hypotheses**Research question**

What is the relationship between motivation and anxiety in the English academic performance of tenth grade students at Santa Maria High School?

Research objectives*General objective*

- ✓ To determine the incidence of the motivation and anxiety in English academic performance of tenth grade students at Santa Maria High School.

Specific objectives

- ✓ To identify the correlation between motivation and English academic performance of tenth grade students at Santa Maria High School.
- ✓ To identify the correlation between anxiety and English academic performance of tenth grade students of Santa Maria High School.

Research hypotheses

There is a significant relationship between motivation and anxiety in the English academic performance.

The scope and Limitations

The relationship between motivation and anxiety in English academic performance has been the subject of numerous studies in the field of educational psychology. Research in this area has demonstrated that both motivation and anxiety play a critical role in shaping an individual's academic performance in English. This is how this research focuses on a correlational approach of the previously mentioned variables where the data is taken at a single moment and performs the respective analysis and corroborates the established hypothesis.

The scope of this relationship is extensive and encompasses various dimensions of motivation and anxiety that can impact English academic performance. For instance, intrinsic motivation, which is the inherent drive to participate in a particular activity, has been found to have a positive influence on English academic performance, Deci & Ryan (2013, p.5). On the other hand, anxiety, particularly test anxiety, has been shown to negatively impact English academic performance by causing distractions, reducing confidence, and decreasing attention span, Zeidner & Schleyer (1995, p. 263).

However, it is essential to note that motivation and anxiety are not always independent of each other. In some instances, motivation can lead to anxiety, while in others, anxiety can undermine motivation. For example, students who are highly motivated to perform well in English may become anxious about their performance, leading to decreased motivation, Zeidner & Schleyer (1995, p. 274). Conversely, students who are anxious about their English performance may be less motivated to engage in activities that would improve their performance, Deci & Ryan (2013, p.32).

The limitations of research on the relationship between motivation and anxiety in English academic performance stem from the complexity and multi-dimensional nature of both concepts. It is challenging to isolate the effects of motivation and anxiety on English academic performance, as they are often influenced by a range of individual and situational factors. Additionally, there is a limited amount of research on the relationship between motivation and anxiety in English academic performance among diverse populations, such as non-native English speakers and students with learning disabilities, Zeidner & Schleyer (1995, p. 282).

In conclusion, while the relationship between motivation and anxiety in English academic performance is a complex and multi-faceted issue, it is evident that both concepts play a crucial role in determining an individual's performance in the subject. Further research is necessary to better understand the scope and limitations of this relationship and to develop effective strategies for promoting motivation and reducing anxiety among English learners, Deci & Ryan (2013, p.241)

Rationale for the study

Rationale for the research problem

Different teaching methods and strategies in teaching English as a foreign language have been adapted in order to support the cognitive needs of learners. Some of these theories or strategies are teacher centered. Nevertheless, some trends are focused more on psychological and emotional aspects that greatly affect students' willingness towards learning. According to Goetz (2003), cited by Mustafina, et al. (2020, p.319), it is necessary to consider students'

emotions in the educational area for three main reasons: firstly, the impact they have on the quality of education; secondly, the well-being that it generates in the physical and mental state of the students and finally, the role it plays when socializing between students and teachers. Emotions can be positive or negative and affect academic performance and the predisposition to learn.

The purpose of this research is to analyze the relationship of two variables (anxiety and motivation) in the low performance in English of tenth- grade students at Santa Maria High School. No previous studies about the variables involved in this paper were conducted in the past at the same institution. Therefore, the present research is novel since it reflects the current scenario of the institution and it serves as an initial research point to be replicated in other institutions to identify patterns between schools in the same context, not only in the region but also at the national level.

The study is pertinent since it intends to identify the impact of emotional features in foreign language acquisition and gives relevant information on how to use this knowledge to boost students' confidence and motivation towards using English inside the classroom and the development of their linguistic, pragmatic, and sociolinguistic skills. Both motivation and anxiety in the classroom are influenced by the socioeconomic context in which the school is located and the external and internal circumstances that emotionally affect students in their learning process. For many years, the author has observed economic and social problems in the sector on a daily basis through direct observation; the surroundings of the Santa Maria school have experienced urban, environmental, and socioeconomic problems that have significantly

affected a large part of its population. According to an investigation carried out by Rodríguez et al. (2014, p.126), many neighborhoods in the city of Barranquilla, including Barrio Santa Maria and its nearby areas, have been ignored and neglected in terms of both state and district investment, which It has contributed to the increase in the economic gap and social inequality. In this situation, Rusu (2022, p.2) points outs culture plays a fundamental role in education because students are constantly receiving stimuli from their immediate context, which determines, to a great extent, the effectiveness and efficiency of the educational processes and the student's attitude towards them.

The results obtained in this research paper give a broader picture of the intrinsic factors that are preventing students from performing better in the English classes. In addition to the above, the research has a methodological usefulness because it allows collecting and analyzing data not previously obtained on the connection between the variables of motivation and anxiety in tenth grade students. This allows suggesting ideas or making recommendations that contributed to the improvement of learning processes and how to recognize more deeply the training needs by giving more appropriate management to the intrinsic emotional and motivational factors of the population under study.

One of the greatest difficulties for students both nationally and locally is the development of the four basic skills when learning the language. This occurs due to certain emotional and affective factors. This research is unprecedented in the educational institution, so it is pertinent and innovative to identify the causes that originate the existence of the low levels of motivation and anxiety in English academic performance. Then, it is necessary to identify the affective filter that students have and the influence of the variables in that context. Finally, the results and

information obtained is used to know what these factors are and how to generate alternative solutions.

The study has a great impact on the students because future research to generate effective strategies to reduce anxiety levels and increase motivation in order to improve communicative competencies, not only in the ability to speak but also in the four basic skills. It also has an impact on teachers because, among other things, they are able to design activities and pedagogical sessions that are more adjusted to the socio-affective needs of students in the current context.

Literature Review

Introduction to the literature review

The literature review chapter of this research focuses on previous studies and research that are relevant to this study. After a thorough review of literature, this chapter presents theoretical approaches that are valid and closely related to the research objective as a reference framework. The chapter concludes with a discussion of the conceptual framework and the justification of the study in the context of the state of the art.

State of the Art

Various studies have investigated emotional factors, intrinsic and extrinsic motivation, attitude towards learning, anxiety, and self-confidence in relation to language learning. This section discusses the findings of some of these studies to demonstrate the relevance of the present study.

Wu & Zhou (2020, p. 56) conducted a study on the impact of two affective factors, motivation and anxiety, on English language learning in seventh-grade students in a rural area in China. The study found that most of the students had low levels of motivation, behavior problems, and minimal autonomy in academic duties. The study also reported that linguistic anxiety and motivation had moderate negative correlations with linguistic performance, while motivation and linguistic performance had a very positive correlation.

Jiménez (2017, p. 377) conducted a doctoral thesis at the University of Extremadura, Spain, which analyzed the implementation of components that reduce the affective filter while

designing activities with ICT for English language acquisition. The study concluded that implementing these components enabled students to develop communicative competencies in a natural and spontaneous manner, resulting in better grades in a friendly, cordial, and favorable language acquisition environment.

Uquillas & Córdova (2021, p.104) conducted descriptive-bibliographic research in Ecuador, investigating the influence of the affective filter on the oral production of English. The study concluded that greater affective exposure resulted in better learning and oral production in English, and that the emotional coefficient can be developed regardless of the student's age by channeling, planning, and coordinating the components of emotional intelligence.

Bambirra (2017, p.229) conducted a qualitative study on the motivation of Brazilian secondary school students to learn English. The study found that various internal and external factors affected students' motivation, and that daily participation and results were largely determined by changing internal and external factors.

Adrianzén (2021, p.74) conducted research in Peru to verify the influence of anxiety on English language learning. The study concluded that the evaluation process was the primary factor generating anxiety in students, followed by the fear of negative evaluation among classmates and communicative apprehension. The study also found an inverse relationship between anxiety and foreign language learning.

Arenas (2011, p.103) conducted a study to determine how students' beliefs are related to the existence of the high affective filter in learning English as a foreign language in Colombia. The study found that most students found English difficult due to motivational and contextual

factors that could increase the belief of difficulty. The study also reported that a static curriculum and the role of the teacher in error correction contributed to low motivation. Finally, the study suggested that the relationship between beliefs and the affective filter could lead to a setback in the evolution of English teaching.

In Fernandez et al.'s (2018, p.50) study on the linguistic motivation and anxiety of Spanish as a foreign language in Lycée students in France, the focus was on identifying the variables that predicted motivation and linguistic anxiety. The study utilized multiple linear regression analysis, which revealed that most of the variables did not have a significant correlation with anxiety related to learning Spanish as a foreign language ($P > 0.05$). However, the study found that not enjoying or disliking the subject had a notable influence on increasing linguistic anxiety and decreasing motivation. These effects were reflected in the negative academic results, including attitude and grades obtained by the students.

Similarly, a study by Çetin (2015, p.95) in the United States aimed to determine the factors affecting the academic performance of college students in the Department of Early Childhood Education. The study examined various variables, including study habits, disposition, intelligence, self-regulation, thinking skills, anxiety, attitude, and academic motivation. However, the focus was on analyzing whether academic self-regulated learning and academic motivation predicted students' grades. The results indicated that only academic self-regulated learning, specifically "goal setting," had a positive correlation with GPA, while academic motivation did not have any correlation with GPA.

In contrast, Tanielian's (2014, p.60) study conducted in Thailand analyzed the association between classroom anxiety and academic performance in English and mathematics subjects. Despite having one of the strongest English language teaching systems in ESL/EFL in both public and private schools, the study found moderate and high levels of anxiety in the study groups. The correlation between anxiety and academic performance was weak and negative ($r = -0.163$), indicating that anxiety had an adverse effect on academic performance.

In summary, these studies demonstrate the importance of understanding affective factors, intrinsic and extrinsic motivation, attitude towards learning, anxiety, and self-confidence in language learning. The findings provide a reference framework for the present study and justify the need for further research in this area. Additionally, these studies emphasize the significance of understanding the variables that affect students' motivation, anxiety, and academic performance. The findings of Fernandez et al. (2018) and Çetin (2015) suggest that negative emotions such as anxiety and dislike for the subject can significantly influence students' motivation and academic performance. On the other hand, Tanielian's (2014) study highlights that even in countries with strong language teaching systems, classroom anxiety can negatively impact academic performance. Therefore, educators and policymakers must recognize these factors and develop strategies to help students manage their emotions and improve their academic outcomes.

Theoretical Framework

This chapter includes some approaches and concepts to be used for the development of the research.

Affective filter hypothesis.

The affective filter was initially proposed by Dulay and Burt in 1977 and on this concept one of the five hypotheses on the acquisition of a second language developed by Krashen (1982, P.4) is created. A filter is an object or system that blocks certain substances that are not desired to be received by the receptor. In this case the receptor is the student. The affective filter hypothesis establishes the relationship between affective factors and the process of acquiring a second language. Krashen (1982, p.20) states that the affective filter is an invisible psychological block that may well facilitate language production when it is low and hinder it when it is high, and that anxiety and lack of self-confidence can inhibit the successful process of language acquisition. Krashen.

(Oxford, 1990) cited in Richards & Renandya (2010, p. 140) states that one of the most important influences on the success or failure of language learning lies in the affective aspect of the learner. These affective factors are motivation, self-esteem, attitude, emotions, empathy, and anxiety. This study focuses on two aspects of the affective filter that are likely to be the ones that affect academic performance the most, motivation and anxiety. Unlike children, adults experience most situations of anxiety or frustration when speaking a foreign language in public due to the fear of making mistakes, being judged, or exposed to ridicule, which generally leads to feelings of failure, discouragement, and demotivation.

In recent decades there has been recurrent research on emotion and its relationship with cognitive processes. The development of the affective component, as expressed by Palmero et al. (2019, p.84) modulates certain cognitive activities such as attention, memory, decision making, learning, adaptation, and cognitive processes. The emotions of happiness, sadness and anxiety are the most predominant variables in these studies and their relationship with academic performance and visual attention.

Self-confidence

Self-confidence is a transcendental factor in the achievement of foreign language acquisition. Accordingly, students with high degrees of self-confidence, with favorable self-belief, can overcome obstacles and tend to be more successful than the rest of their classmates. Perret & Vinasco (2016, p.33) affirms that believing in yourself generate a motivational force that allows you to achieve anything because you act without fear and with a clear mind to give everything to achieve the proposed learning objectives. Belief in yourself and self-acceptance are the triggers of success for motivation. In the same vein, Richards, & Renandya (2010, p.13) argue that success in performing an activity lies in the learner's belief in his or her full ability to do it and that self-esteem is the basis for success at the general level.

Self-confidence is one of the components of Krashen's (1982, p.31) affective filter. Krashen states that "performers with self-confidence and a positive self-image tend to do better in second language acquisition". Self-confidence allows the learner to discover new capabilities in him/herself, become aware of what he/she can achieve, and use his/her full potential for successful second language acquisition. The level of self-confidence determines the opinion or vision we have of ourselves, which allows us to shape our daily activities and performance. The

level of self-confidence is determined, among other factors, by the experiences and lessons learned, the present, and what is expected in the future.

Self-confidence in Foreign language acquisition

Self-confidence in foreign language acquisition has to do with the general belief that someone can communicate efficiently and adaptively in a foreign language. Edwards & Roger (2015, p.2) in their research define self-confidence as a student's own perception of communicative competencies and low levels of anxiety in the use of a foreign language. They also comment that in the eighties the so-called linguistic self-confidence was used, which establishes certain socio-emotional factors in the development of communicative competencies.

Self-confidence is closely related to the concept of self-esteem. Alvarado & Sandoval (2017, p.2) describe self-esteem as confidence in the ability to think and cope with the challenges life offers us. It gives us the right to assert our decisions, desires, and values. Self-esteem, consequently, is a relevant aspect in the development of confidence toward the acquisition of a foreign or second language.

Empathy

In the psychological field, in the nineties the term "empathy" began to be heard and currently its definition is a matter of debate, so it is constantly evolving according to the sociocultural contexts. Accordingly, that is how Ramos (2019, p.1) states that the term empathy consists of the human being's capacity to understand what others feel. Empathy refers to a wide variety of cognitive and affective aspects that involve personality characteristics, emotions, perceptions, behaviors, and social rules.

Empathy in the English classroom

Empathy is one of the affective factors that are related to learning a foreign language. Richards & Renandya (2010, p. 205) argue that the affective side of a student is directly proportional to success or failure in the acquisition and development of a foreign language. Empathy is a behavior that is part of the human component and therefore is an influential factor in the school environment. Perdomo et al. (2018, p.228) affirm that the development of empathy in the classroom allows students to establish social relationships of fellowship, coexistence, and cooperation where the emotional and physical needs between them are recognized.

Conceptual Framework

Motivation

According to Carrillo (2001), cited in Peña et al. (2019, p.5), who states that motivation is that which conditions or determines a person to act in a certain way; it is the cause on which motivation rests and is directed to one or more goals. Perret & Vinasco (2016, p.14), point out that motivation is the engine, energy, force, or fuel that drives and moves a person to achieve an objective or goal. Motivation implies a willingness to achieve something that will bring greater benefits, which are desired consciously or unconsciously.

Types of Motivation

Intrinsic and extrinsic motivation.

Balsells (2018) points out that motivation is an indisputable force that allows us to make decisions and pushes us to define our behavior. In motivation, we look for a stimulus or motive that allows us to believe and carry it out. These motives are different, so it is necessary to classify

them into two types of motivation: intrinsic and extrinsic. Extrinsic motivation is defined as that which comes from external factors that can stimulate and direct behavior, i.e., what motivates us to perform an activity are its unnatural consequences. For example, a student may study to get a high grade, but not because he really wants to learn, but because if he does not, he might be punished or lose benefit from his parents. In contrast, intrinsic motivation is that which is motivated by us and not by external factors or rewards. In this motivation, behavior as a form of gratitude and internal satisfaction is of great importance, i.e., taking the previous example, the student would be motivated to study because it allows him to feel responsible, emotionally comforted by the duty fulfilled, which leads to levels of continuous improvement as a person in an integral way.

Positive and negative motivation.

Another way to classify motivation in psychology is to analyze the reward that we want to obtain from our actions, that is if we obtain something positive, we prevent a negative situation from happening to us. To do this, Gallardo (2018) gives us a definition of each. Positive motivation is the process by which a person seeks a positive reward, that is, he or she stays in that behavior for the pleasure of the activity until obtaining a reward, whether internal or external. Negative motivation is that in which a person's action or behavior is aimed at avoiding a negative stimulus or unpleasant consequence (punishment, pain, humiliation, and failure).

Motivation in EFL

Motivation is one of the components of Krashen's (1982, p.31) affective filter. Krashen states that "Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative")". Integrative motivation refers to learners' desire to be like

native speakers of the target language.

Motivation is one of the psychological factors that influence the development of communicative competencies. Kafryawan (2019, p.613) states that learners' motivation to learn depends on their physical abilities, the environment in which they develop and intelligence to be competent in the acquired language. Additionally, according to the pedagogical approach, cognitive, metacognitive, corrective feedback strategies enhance the processes of motivation and effectiveness in the classroom.

Alshenqeeti (2018, p.1) expresses in his research that motivation is the desire or willingness of the student to learn and take full responsibility for their learning process of English as a foreign language. Motivation has virtues that energize and give direction to human behavior, whether it is given as a habit decided by willpower and discipline, or the feeling of having fulfilled a duty that generates happiness, autonomy to order, direct, coordinate and expand all cognitive processes.

The role of the teacher is essential to influence the self-motivation of students and therefore academic performance. Dörnyei (2001, p.116) cited in Alshenqeeti (2018, p.2) argues that depending on the skills teachers must unlock the mind of students and getting them to self-empower is a challenge. It should be clarified that the above is not an easy process, since demotivation is often due to internal and external factors of the student that have repercussions on the student's decision-making, so nowadays special skills of teachers are required to meet increasingly complex psychological needs of students.

Motivation is a complex and critical process in learning a foreign language, but its

impact on the development of communication skills is essential. As Perez (2015, p.82) states, motivation is the impulse or engine of a positive attitude to start learning a language to develop the four basic skills. Each person develops autonomy and levels of motivation in a different way, this is how the learning that is promoted in this way has the power to generate changes in attitudes and beliefs that make students find a learning activity pleasant and performance satisfactory.

Factors that affect motivation in EFL

The pandemic forced students and teachers to adapt to new forms of interaction that they had not previously experienced. In such virtual classrooms, students also experienced circumstances that affected their motivation in the classroom. Mese & Sevilen (2021, p.16) indicate that the factors that most frequently affect motivation are internal and external factors. Some internal factors are affective reasons, expectations about course content, level of self-determination and communication needs. External factors include teacher motivation, peer motivation, problems of course organization and virtual classes, and situational problems such as connectivity failures, studying from home, and external noise or other distractions.

A study by Sanchez et al. (2021, p.162) indicates emotional factors that could negatively affect students' active participation in class. These factors have to do with frustration, lack of interest, nervousness, stage fright and anxiety. This is how self-confidence and self-esteem are affected and cause a blockage in the students that prevents them from participating and thinking that they might be mocked and that their contributions in a class might not be meaningful. In addition to the above, the role of teachers is fundamental since depending on their pedagogical strategies, their attitude, personality, skills, and level of motivation allows them to

be guides of the process, people who provide support and do not judge the learning process of the students.

Strategies for boosting motivation in the English classes.

Strategies given a few years ago to enhance motivation in the classroom are still valid and relevant. Dörnyei & Csizer (1998, p.215) cited by Alshenqeeti (2018, p.3) mention ten strategies to motivate foreign language learners summarized as follows: teachers must be exemplary in their behavior, promote a relaxed classroom environment, promote student autonomy, present activities clearly, increase students' self-esteem, create strong student-teacher relationships, ensure that language classes are reflective, personalize the learning process, increase students' goals, and promote culture. Although the above strategies place responsibility on the teacher, a balance must be established according to the cognitive needs and socio-cultural dimensions in which the students are immersed.

A recent study analyzing the emotional states and understanding of students' behavior by Hamal et al. (2021, p.131) provides some strategies that can improve the motivation of extrinsically motivated students to satisfy their psychological and self-determination needs; they are the following: first, encourage students' autonomy in making decisions about what they consider appropriate for their knowledge; second, be a mediator and support in learning. Lastly, to generate opportunities to exchange experiences with classmates, demonstrating skills in competitive activities and considering learning styles and rhythms to favor motivation according to the degree of heterogeneity.

Motivation and academic performance in learning English

Studies on motivation and its correlation with academic performance show positive results. For example, Yu (2022, p.6) confirms the hypothesis that motivation to learn a foreign language directly affects academic performance in the classroom. The authors state that the higher the self-efficacy, goals, and objectives, the higher the participation in academic activities in the classroom and therefore the higher the academic performance. As for social factors. Pascoe (2018, p.29) in their study emphasize that intrinsic motivation causes better results in academic performance, achievement, and language learning. The study examined the association between intrinsic motivation with children's memorizing abilities at early ages and its effects on academic performance. The results suggest raising intrinsic motivation for learning in the classroom and academic performance.

Anxiety

Anxiety is an affective variable that has been studied from different points of view. For Virues (2005), anxiety is an emotional response that occurs in the person before situations that he/she interprets or perceives as dangerous or threatening, although it cannot be valued as such, the way of reacting makes anxiety harmful and more so when it is frequent and excessive. Palmero et al. (2019, p.102), argue that anxiety is an unpleasant affective variable that is triggered by the perception of threat or danger in normally ambiguous situations, in which the stimulus that provokes it is not known exactly, unlike what happens with fear, in which the stimulus is known. The authors point out that anxiety is not an emotion in itself but a state, variable or emotional reaction that occurs in situations in which neither the exact stimulus nor the consequences of facing it are known.

Anxiety is one of the components of the affective filter hypothesis exposed by Krashen (1982, p.31). Krashen states that "A low level of anxiety seems to favor second language acquisition, whether measured as personal or classroom anxiety". The author states that teachers' insistence on demanding grammatical accuracy at very early stages, the grammatical focus of the course, and the use of error correction can provoke anxiety and a high affective filter for students. However, each teacher, according to the training needs of his or her students, can vary the way of correcting errors and not force students to produce in the second language until they feel ready.

Foreign language anxiety

Foreign language anxiety (FLA) is defined by Gardner and MacIntyre (1993) cited in He (2018, p 3) as the fear or apprehensiveness produced when a student is expected to communicate or perform in all four basic skills in a foreign language or second language. In this way, when students are exposed to other foreign language situations, feel tension, nervousness, and fear that affect their academic performance. Horwitz et al. (1986, p.127) mention that three performance anxieties are related to FLA and are: anxiety about exams, anxiety about communication with people and anxiety to be negatively evaluated.

Factors that increase language learning anxiety

The factors that increase anxiety are related to the situations that produce it. Král'ová & Sorádová (2015, p.93) mention that insufficient or low language proficiency generates negative effects common to any type of anxiety. But concerning linguistic anxiety the factors are associated with cognition related to classroom activities and other related to the student himself, which causes inefficient academic performance. Therefore, there are three main factors that

according to Horwitz (1986, p.128) produce and increase anxiety: fear of communication, test anxiety and fear of being evaluated negatively.

Students' anxiety can increase or decrease based on the teaching practices. According to Atas (2015, p. 654), teachers are more successful when they focus more on increasing learners' enjoyment than on reducing their classroom anxiety, as the former are more relevant teacher-related variables and practices than the latter. Hashemi and Abbasi (2013), cited in Král'ová (2015, p. 96), compiled some useful suggestions for teachers to reduce student anxiety: emphasize formative evaluation and constructive feedback over summative evaluation.

Strategies to reduce language learning anxiety

One of the strategies to be used by the teacher is to highlight the importance of learning English today, mentioning the influence of English on globalization, international business, science, technology, education, and although this strategy can reduce anxiety, could also generate the opposite effect, since some students could see this as a pressure to learn the foreign language Král'ová & Sorádová (2015, p.93). In some countries, students show great anxiety about making mistakes in the classroom in front of their peers, hence Oxford (1999) cited in Richards & Renandya (2010, p.44) suggests several strategies to reduce anxiety, including a dialogue between teacher - student to reduce the conditions or situations that increase anxiety, recommends playful activities that involve laughter and music as an antidote.

Teachers need to help anxious learners deal with the situations that cause them anxiety and make the learning environment more stimulating. Anxiety-provoking situations and attempts to reduce stress in the learning environment. Creating a low-anxiety atmosphere in the

classroom is undoubtedly an important prerequisite for successful language learning. According to Burden (2004, p.14) teachers can reduce this embarrassment by using model correction methods in which students are not given attention during the feedback process. The teacher first acknowledges that the learner communicated meaningful information, and then repeats the student's utterance using grammatically correct form. This encourages students to spot differences without warning. When teachers reward successful communication, they are sending a message to students that language learning is more than grammatical rules and forms.

In general, students who have appropriate study habits and know their learning styles have less mental effort and anxiety in foreign language learning. Urrutia and Vega (2010) cited in Leong & Ahmadi (2017, p.39) showed that students' oral performance was affected by their lack of vocabulary, lack of self-confidence and fear of being watched. It was also found that students' cooperation, self-confidence, vocabulary knowledge and classroom environment motivate them to improve their speaking skills.

Previous studies show the effectiveness of technology-based teaching (Hamzaoglu and Koçoğlu, 2016; Hirata, 2018; Peeters, 2018; Peeters and Ludwig, 2017; Ataiefar and Sadighi, 2017). For example, Bashori et al. (2020) cited by Yentürk and dağdeviren (2020, p.197) found that tertiary L2 learners preferred educational websites and found that their anxiety was reduced by them. Therefore, effective integration of technology should be ensured to alleviate speaking anxiety.

Vallejo (2018, p.182) states that gamification encourages active participation because it creates a positive group dynamic and reduces anxiety related to using a foreign language. Given

that these negative emotions can hinder effective learning for these types of students, playfulness must be considered when designing effective academic programs. In addition, play appears to help reduce anxiety, improve perceived competence, and promote positive relationships in a way that fulfills the need for autonomy, competence, and closeness necessary for intrinsic motivation, a precursor to academic engagement.

Whether an experienced teacher or a novice teacher interacts with students in the classroom can have a positive or negative effect on their anxiety levels. So, according to Moeller & Catalano (2015, p. 330), the role of class teacher was transferred to the role of architect. Teacher creates meaningful, interactive, and collaborative learning tasks that aim to actively engage the learner in negotiating the meaning of language in co-constructed authentic contexts.

New technologies and media can facilitate language learning in some ways; including reducing anxiety, facilitating communication, promoting social or cooperative learning, increasing student motivation, and promoting intercultural awareness. A study by Hegarty (2004) cited in Alemi (2015, p. 524) showed that the introduction of new technology may not improve learning, especially if the learning content delivered through the media is not at the appropriate learning level for students. For the media to improve the learning process, it must be appropriate for the level of the students.

Academic performance

In a book published by Escorza & Díaz (2017, p.7), which contains several investigations on academic performance, they conclude that this refers to the demonstration of knowledge and skills acquired in a specific academic activity. Academic status is measured by the scores, or

grades obtained by students through learning measurement instruments and can be affected by personal, family, and school factors.

Another definition is given by Jiménez (2000) cited in Castellanos et al. (2017, p. 50), where he states that academic performance is the level of skills acquired in school in a specific subject or area that is expressed through an evaluation process that measures the exhibition of such knowledge on a qualitative or quantitative scale.

Academic performance in language learning

Some correlational studies analyze the effect of two or three variables in academic performance. In this regard, a study conducted by Solak & Cakir (2015, p. 67) implies a significant positive correlation between academic achievement and motivation to use Augmented Reality (AR) in language teaching classrooms. Another study done by Zheng & Warschauer (2015, p.80) had the purpose of examining the participation of fifth grade students and interaction activities in an online environment and the correlation between academic achievement, reading and writing. The findings suggest that well-developed online discussions among linguistically diverse elementary school students can increase interaction, thereby promoting language and literacy development.

The evaluative practices for students are based on standardized tests and the in-class evaluations are based on basic competency standards given by the Ministry of National Education. However, Mendoza & Arandia (2009, p.58) argue that, because not all students learn in the same way, alternative assessments are proposed to address different learning styles in each period. The most used assessment tools are portfolios, class projects, journals, and interviews.

Based on their research results, they stated that classroom assessment in English language teaching in Colombia is generally more summative than formative.

In the current century it is essential to integrate learning strategies that favor communicative and digital competencies Fandiño (2013, p. 191) states that classrooms should provide students with activities focused on stimulating creativity, autonomy, creative thinking, sociocultural skills, self-direction, and other skills for life and performance of future professionals. In his research, Fandiño motivates English teachers not only to teach the subject as such, but to make use of all the means at their disposal to work creatively and stimulate students in a meaningful way.

Research Design

Introduction to the research design

This chapter describes the type of research design, the research method and approach, the target population and its demographic context, the type of study to be conducted, the ethical protocol, the instruments, and techniques to be used for data collection, the processes to be carried out, as well as the procedures for its future application.

Methodological design

The research design is non-experimental. According to Fernández et al. (2014, p.163), in non-experimental research, only phenomena already existing in their natural environment are observed and analyzed without deliberately manipulating the variables.

Research method

The most appropriate method for this research is the cross-sectional or cross-sectional correlational method since according to Fernández et al. (2014, p.154), in a cross-sectional study the data are collected at a single moment, at a single time, and is of the correlational type since these designs describe the relationships that exist between two or more concepts or variables at a given time. In the case of this research, it is required to know if there is a positive or negative relationship between the variables: motivation, anxiety, and English academic performance.

Research approach

This research has a quantitative approach. Fernández et al. (2014, p.4), state that this approach uses data collection to test hypotheses based on the numerical measurement and statistical analysis of phenomena, to establish patterns of behaviors, and to test hypotheses or

theories. This approach is sequential, has a set of processes, and is evidential. From the questions, hypotheses are established, and variables are determined; a methodological design is made to measure the variables in a specific context; the results obtained are analyzed through statistical methods, and conclusions are presented.

Context of the research

The purpose of this chapter is to explain the methodological process used to determine the influence of motivation and anxiety on students' academic performance. This section describes the population participating in the study, the sample selection process, as well as the description and validation of the instruments to be used and their application phases.

Population and sampling procedures

The population selected consisted of all the students of a tenth-grade course of both gender from the Santa María High School. The participants were between 15 and 17 years old and most had a basic English level (A1). The mega-school is in a vulnerable sector of Barranquilla, Colombia, with a socioeconomic status of 1 and 2. Two questionnaires were applied to measure the levels of anxiety and motivation. The research included all the students of a course (31 students), the sample selection method is non-probabilistic. Fernández et al. (2014, p.176), state that this type of sample is a subgroup of the population that is selected not by statistical probability but by decision and purposes of the researcher. For this research, the sampling technique is for convenience due to its ease of access and availability of students to be part of the sample. As a result, the questionnaires were applied to all thirty-one students. Convenience samples are made up of available cases to which there is access, proximity and are used to explore whether or not the hypotheses proposed by the researcher are fulfilled, Fernández

et al. (2014, p.390).

Ethical Protocol

This research was guided by the six principles established found in the Economic & Social Research Council (ESRC, 2010), emphasizing on the following: honesty, integrity, objectivity: carefulness, respect for Intellectual property, confidentiality, non-discrimination, and knowing and obeying relevant laws and institutional and governmental policies.

This section is supported through ethical protocols the methodological process, how the population is approached, the risks and benefits of the participants, and how the protection of the data and identity of the participants is guaranteed at the time of collecting, analyzing, and disclosing the results of the information collected. There are a series of moments or steps to be followed: first, informed consents are elaborated and signed, which include the title and objectives of the research, and how the research benefits the students. The consent contains the confidentiality of the information provided and the ethical principles in the treatment of the information. In the second step, the instruments are applied and finally the data are entered, tabulated, and analyzed objectively.

The confidentiality of the data provided is very important. One of the six ethical principles given by the Economic & Social Research Council (ESRC, 2010), has to do with the confidentiality of the information provided by the research participants and the anonymity of the respondents. Therefore, all information collected in the research is confidential and is only used for research purposes. The questionnaires to be applied are anonymous so there is no identifying information. The information obtained from the questionnaires is entered into a coded database,

which allows for establishing the general characteristics of the grade, therefore the results are not particular or individual. The information is only handled by the researcher in charge and the data is not altered or manipulated.

Data collection techniques

In the following paragraphs, a methodology for the collection of information is established, with a brief description of the techniques and instruments to be applied.

Description and rationale of the instruments

The questionnaire data collection technique selected and most appropriate for this quantitative research. Because the research approach is quantitative, the technique to be used is the sample questionnaire, which is essential in cross-sectional and correlational research designs. Further, the importance of using the questionnaire as a collection instrument lies in the fact that it is the appropriate instrument to obtain information related to the research's general objective and specific objectives. According to Mackey & Gass (2015, p.6), "Questionnaires allow researchers to gather the information that learners can report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities; information that is typically not available from production data alone" (p,92). The instruments selected to apply to students are Attitude and Motivation Test Battery (AMTB) and Foreign Language Classroom Anxiety (FLCA)

Closed-ended questionnaires

Brown (2001), cited in (Mackey & Gass, 2015, p.6), defined questionnaires as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers”. The questions contained in the questionnaires can be of two types: open and closed. Closed questions are used in this research and (Fernández et al., 2014, p. 220), define them as “those that contain previously delimited response options. They are easier to code and analyze”. For this research, two instruments tested and validated internationally in several countries are used: an instrument to measure motivation called Attitude and Motivation Test Battery (AMTB) and another instrument to measure anxiety called Foreign Language Classroom Anxiety (FLCA). Below is a brief description of the instruments mentioned above. due to the complexity of the instruments, to apply a battery of questions with the totality of the items (148 questions), might compromise the ability of tenth-grade students to provide conscientious responses with accurate information, as they may be inclined to rush through the questionnaire and provide incomplete or inaccurate answers, thus introducing potential biases in the data. An additional rationale for reducing the number of items is that the remaining questions pertained to variables that were not pertinent to the focus of the study. The selection criteria of the questions in both questionnaires were based on research objectives, theoretical constructs, previous validation, relevance, clarity, and simplicity, and avoiding bias in question formulation.

Amtb

The *Attitude and Motivation Test Battery (AMTB)* is an instrument created by Gardner et al. (1985, p.177) for students of French as a second language, which originally measures their motivation through 115 items but for the present research, only 14 significant questions were

taken according to the variables to be measured. The original questionnaire evaluates, among others, the following dimensions: attitudes toward learning French degree of integration, motivational Intensity, parental stimulus, instrumental orientation and, desire to learn English.

The original AMTB questions were written and focused on the French culture and language, so they were adjusted to the English language and the culture of the sociocultural context of the school under study. The items that were omitted in each dimension according to the following reasons:

- *Attitudes toward French Canadians* (all 10 items were omitted because they were out of context of the research).

- *Interest in Foreign languages* (all 10 items were omitted as they dealt with visits to Canada and interacting with native speakers).

- *Attitudes toward European French people* (all 10 items were omitted as they were about European culture and opinions on experiences interacting with them).

- *Attitudes toward learning French* (5 items that were worded negatively were omitted).

- *Integrative orientation* (all 4 items were omitted as they refer to the specific use of English in other countries which is not the subject of the research).

- *Instrumental orientation* (all 4 items were omitted as they referred to the use of English in jobs and higher education contexts which are not the subject of the research).

- *French Class anxiety* (all 5 items were omitted since we already have another specific instrument to measure anxiety).

- *Parental encouragement* (all 10 items were omitted because they deal with questions for students studying ESL, they do not measure questions for students but parents' opinions)

- *Motivational Intensity* (2 of the 10 items were omitted as they did not respond to the local context)

- *Desire to learn French* (5 of the 10 items were omitted as they did not respond to the local context).

- *Semantic differential assessment of my teacher* (all 50 items were omitted because they were more focused on the personality and attitudes of the teacher than on the students and on an intensive language course that does not fit the reality of the students in the school under study).

Flca

The *Foreign Language Classroom Anxiety* (FLCA) is a scale that measures the anxiety students have in a foreign language class. This scale was created by Horwitz et al. (1986, p.127) and originally consists of 33 multiple-choice questions with a single Likert-type answer that, for this research 13 questions adapted to the sociocultural context of the students were selected. The remaining inquiries were excluded as they solely centered on oral proficiency and other factors that lay beyond the scope of the study's objectives. The questionnaire evaluates, among others, the following dimensions: communicative apprehension, test anxiety, and learning anxiety.

Data Analysis and Findings

Introduction to data analysis and findings

This chapter presents an analysis of the quantitative data collected in coherence with the research problem, and proposed objectives, as well as with the current literature related. The data management procedures are described with the respective discussions of the variables. Finally, the reliability of the analyses and findings are presented.

Data management procedures

For the analysis of the data collected from this quantitative research, it was necessary to apply two instruments to a group of tenth-grade students who presented a very low performance in English. The instruments applied with the Likert scale were the questionnaires Attitude and Motivation Test Battery (AMTB) (see appendix A) and Foreign Language Classroom Anxiety (FLCA) (see appendix B) in contrast to the scores obtained in the first academic term (academic performance). The criteria used to measure statements range from 1 to 6: Strongly Agree, Moderately Agree, Slightly Agree, Slightly Disagree, Moderately Disagree, and Strongly Disagree. Additionally, it is worth mentioning that some statements are written positively way and others negatively.

Both questionnaires were applied at a single time, after socialization with the directives of the institution, and informed consent sent to parents and students. Then the collected data were typed and encoded in an Excel sheet and systematized using descriptive statistical analysis with the student's T-test. With these data, tables and graphs were made for the descriptive analysis of the correlation of dependent variables with academic performance.

Categories

This section shows the categories to analyze the influence of motivation and anxiety on students' academic performance. The categories and subcategories can be seen in Table No. 1. The subcategories that are part of the instrument (AMTB) are Attitudes toward learning English. The motivational intensity and Desire to learn English. Conversely, the subcategories that are part of the instrument (FLCA) are Attention, Self-confidence, and Anxiety.

Table 1.

Variables

Research Question	How do motivation and anxiety influence the English academic performance of tenth-grade students of Santa Maria High School?		
Variables	Motivation	Anxiety	Academic Performance

Discussion of categories

Motivation

The first emerging category to analyze is motivation. The statements are taken from the attitude and motivation test battery (AMTB) presented by Gardner et al. (1985, p.177) of a total of 104 items that originally contained this battery of questions, only 14 questions were taken and translated into Spanish, these were of great relevance in the sociocultural context of

the student's object to this study. The following table (see table No.2) shows the statements selected from the instrument to analyze the variable motivation.

Table 2:

AMTB - Variable and statements of the instrument

Variable	Statements
Motivation	<ol style="list-style-type: none"> 1. enjoy learning English very much. 2. English is an important part of the school program. 3. If English were not taught at school, I would try to get English lessons somewhere else. 4. When I have trouble understanding something we are learning in English class, I just look for help right before the test. 5. When it comes to English homework, I do it carefully, making sure I understand everything. 6. Considering how I study English; I can honestly say that I will pass by pure luck because I do very little work. 7. If my teacher wanted someone to do extra English homework, I would volunteer. 8. After my English assignments are checked by the teacher, I try to correct the mistakes. 9. When I am in English class, I actively participate. 10. When I listen to a song in English, I try to understand what it says. 11. During English class, I would like to speak as much English as I can. 12. Compared to my other subjects, English is my favorite one. 13. If there was an English club at my school, I would be more interested in joining. 14. I find studying English interesting.

Descriptive Analysis of Motivation

Initially, the average of the evaluations of the data obtained through the Likert scale in each of the questions of the questionnaire was obtained to obtain the report of results of the descriptive statistics, (see table 3).

Table 3*Results Report – Motivation Descriptive Statistics*

	Motivation Mean
N Valid:	31,000
Mean:	3,501
Std. Dev.:	0,861

As can be seen in the table above, there is a sample of 31 students with a motivation level with an average score of 3.5. with the above, it can be inferred that students have a weak level of motivation that affects academic performance. The data also show a standard deviation of 0.86, which indicates that there is very little variation between the data obtained, that is, the group's ratings are uniform.

Inferential statistical analysis of Motivation

Correlation analysis requires the use of Pearson correlation coefficient (r) to measure the linear relationship between two variables. According to Fernández et al. (2014, p.304), when testing correlational hypotheses, such as "the higher X, the higher Y", "the higher X, the lower Y", "high X values are associated with high Y values", "high X values are associated with low Y values". In those cases, the research hypothesis indicates that the correlation is significant. Pearson's correlation coefficient is calculated from the scores obtained in a sample on two variables. The scores collected on one variable are related to the scores obtained on the other variable. Fernandez et al. (2014, p.305), state that Pearson's r coefficient can vary from -1.00 to +1.00, where: -1.00 = perfect negative correlation. ("The higher X, the lower Y"), proportionally. That is, every time X increases by one unit, Y always decreases by a constant amount) and +1.00

= Perfect positive correlation ("The higher X, the higher Y" or "the lower X, the lower Y", proportionally). Proportional. Every time X increases, Y always increases by a constant amount). This also applies to "the lower X, the higher Y". Following the above, the hypothesis to be tested in this research is: there is a significant influence of motivation on the academic performance. For better understanding, Fernandez et al. (2014, p.305) present this on table 3, where the sign indicates the direction of the correlation (positive or negative); and the numerical value, the magnitude of the correlation:

Table 4

Interpretation of Pearson's r coefficient

Score	Correlation
-1.00 =	perfect negative correlation.
- 0.90 =	Very strong negative correlation.
- 0.75 =	Significant negative correlation.
-0.50 =	Medium negative correlation.
-0.25 =	Weak negative correlation.
-0.10 =	Very weak negative correlation.
0.00 =	No correlation between the variables.
+0.10 =	Very weak positive correlation.
+0.25 =	Weak positive correlation.
+0.50 =	Medium positive correlation.
+0.75 =	Significant positive correlation.
+0.90 =	Very strong positive correlation.
+1.00 =	Perfect positive correlation.

Pearson's correlation analysis between motivation and academic performance was performed using EZAnalyze of the Excel program (see Table 5), the Pearson coefficient obtained was 0.137, which results in a very weak and positive correlation between motivation and academic performance. The "P" indicates whether the coefficient is significant or not as follows:

If P is ≤ 0.05 , the coefficient is said to be significant at the 0.05 level (95% confidence that the correlation is true and 5% probability of error). If it is ≤ 0.01 , the coefficient is significant at the 0.01 level (99% confidence that the correlation is true and 1% probability of error). As a result, for this analysis, a score of 0.464 was obtained, which indicates that the coefficient is not significant: 0.464 is greater than 0.05; there is a very high margin of error of 46%. Consequently, the null hypothesis of there is a significant influence of motivation on the academic performance is accepted.

Table 5.

Correlation between motivation and academic performance

		Academic Performance (Scores)	Motivation Mean
Academic Performance (Scores)	Pearson Correlation	.	0,137
	N		31,000
	P		0,464
Motivation Mean	Pearson Correlation	0,137	.
	N	31,000	
	P	0,464	

Figure 1 clearly shows that the dispersion diagram has no trend. The data obtained are dispersed significantly and do not follow a clearly defined linear pattern since the variables of motivation and academic performance are not correlated, in this case: $r = 0.137$ (very weak) and the Pearson coefficient is not significant: 0.464 is greater than 0.05.

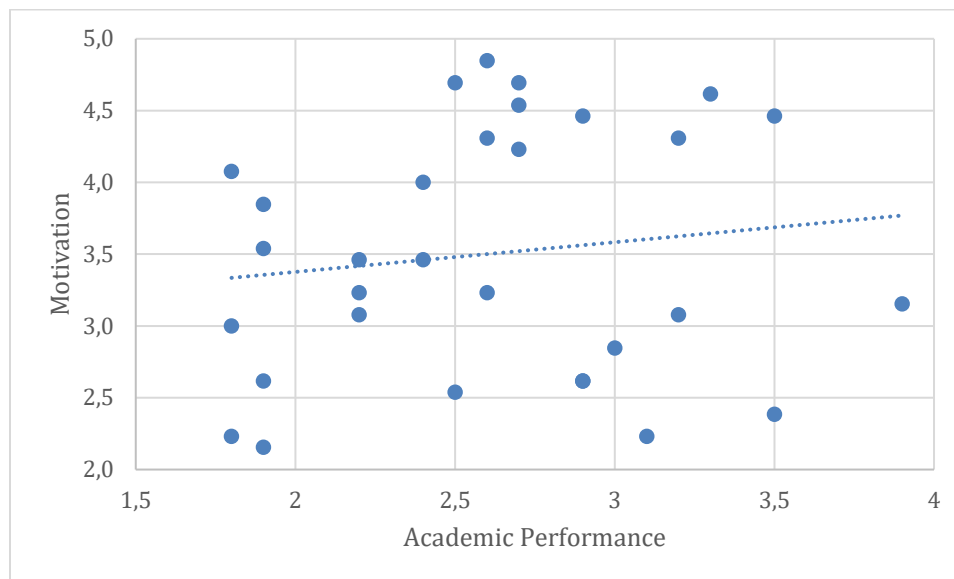


Figure 1. Motivation Vs academic performance

Anxiety

Anxiety is the second emerging category. The statements are taken from Foreign Language Classroom Anxiety (FLCA). Usually, anxiety contains some indicators such as anxiety of English classes, fear of negative evaluation, communicative apprehension, and test anxiety. But for the purposes of the present study, the anxiety in the classroom is analyzed in a general way. The following table (see Table 6) shows the thirteen statements selected from the instrument to analyze the anxiety variable:

Table 6.

FLCA - Variable and statements of the instrument.

Variable	Statements
Anxiety	<p>During English class, I start thinking about things that have nothing to do with the subject.</p> <p>I keep thinking that other students are better at English than me.</p> <p>In English class, I get so nervous that I forget things I know.</p> <p>I get upset when I don't understand what the teacher corrects.</p> <p>Even if I am very prepared for English class, I get anxious.</p> <p>I often feel like not going to English class.</p> <p>I am afraid that the English teacher is willing to correct all the mistakes I make.</p> <p>I feel like my heart is pounding when I am going to be asked questions in English class.</p> <p>I always have the feeling that other students speak English better than me.</p> <p>I feel more tense and nervous in English class than in any other classes.</p> <p>When I go to English class, I feel very confident and relaxed.</p> <p>I get nervous when I don't understand all the words the teacher says.</p> <p>I am afraid that other students will laugh at me when I speak English.</p>

Descriptive Analysis of Anxiety

In Table 4, you can see the statistical data report for the anxiety variable for a sample for 31 students. An average of the data obtained is made to perform the descriptive statistical analysis. The average score was 4.32. With the above, it can be inferred that students have a moderate level of anxiety that affects academic performance. The data also reveal a standard deviation of 0.76, which indicates that there is little variation between the data obtained, that is, there is some degree of uniformity in the data obtained.

Table 7.*Results Report – Anxiety Descriptive Statistics*

	Anxiety
N Valid:	31,000
Mean:	4,316
Standard. Deviation.:	0,760

Inferential statistical analysis of Anxiety

Table 8 shows the correlation between anxiety and academic performance. The Pearson correlation coefficient of 0,124 is obtained and according with the classification on table 4, results in a very weak and positive correlation between anxiety and academic performance. That means every time X increases, Y always increases or vice versa. Thus, for the correlation to be consistent, the Pearson coefficient should be negative, and this did not occur. In accordance with the above, the hypothesis to be tested in this research is: “There is a significant influence of anxiety in the academic performance”.

Table 8.*Correlation of Anxiety with Academic Performance (Scores)*

		Anxiety	Academic Performance (Scores)
Anxiety	Pearson Correlation	.	0,124
	N		31,000
	P		0,51
Academic Performance (Scores)	Pearson Correlation	0,124	.
	N	31,000	
	P	0,51	

The symbol "P" indicates whether the coefficient is significant or not as follows: If P is ≤ 0.05 , the coefficient is said to be significant at the 0.05 level (95% confidence that the correlation is true and 5% probability of error). If it is ≤ 0.01 , the coefficient is significant at the 0.01 level (99% confidence that the correlation is true and 1% probability of error). As a result, for this analysis, a score of 0,51 was obtained, which indicates that the coefficient is not significant: 0.51 is greater than 0.05. Consequently, the null hypothesis there is no significant influence of anxiety on the academic performance is accepted.

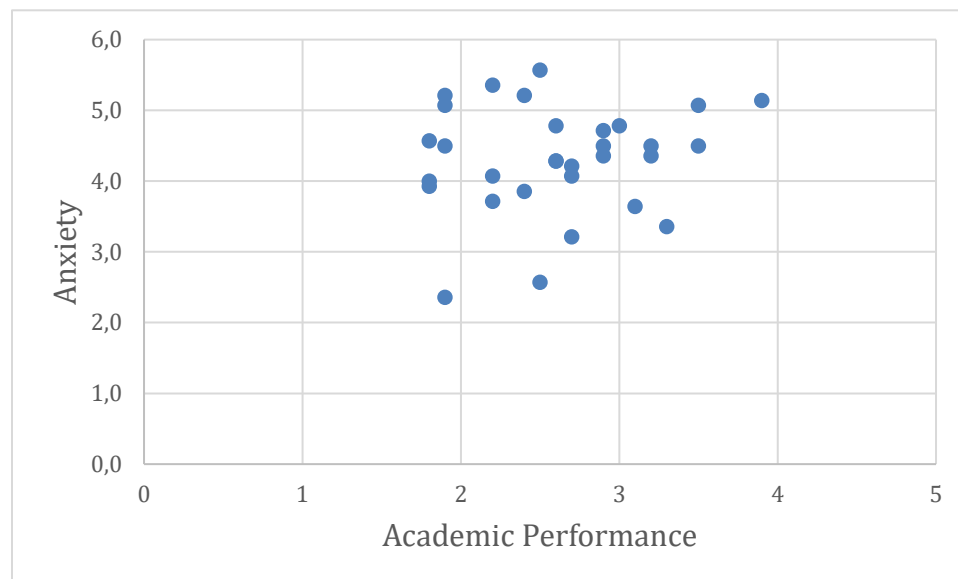


Figure 2. Anxiety Vs academic performance

Looking at the dispersion diagram in Figure 2, it is noted that has no trend. The data obtained are very dispersed and do not follow a clearly defined linear pattern since the variables of anxiety and academic performance are not negatively correlated. In this case: $r = 0.124$ (very weak) and the Pearson coefficient is not significant: 0.51 is greater than 0.05. As a result, the hypothesis could not be tested, and the null hypothesis that There is no significant

influence of anxiety on the academic performance is accepted.

Academic performance

Academic performance is the independent variable and is represented by the grades obtained at the end of the first term. Therefore, this study describes how motivation and anxiety are related to academic performance. Next, in table 8 you can see the rating scale used at the Santa Maria High School. The institutional educational project (PEI) establishes the grading scale. In table 10 you can see that 90% of the students obtained a low score in the accumulated evaluative activities in the whole first academic term. Therefore, the relevance of understanding how independent variables influence academic performance positively or negatively.

Table 9.

Performance Scales

PERFORMANCE	GRADES SCALE
SUPERIOR	4.6 - 5
HIGH	4 - 4.59
BASIC	3.5 - 3.99
LOW	1 - 3.49

Table 10.*First term grades*

Student code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Academic Performance	2,4	3,2	2,9	2,2	2,4	3,5	3,3	1,9	1,9	1,9	2,6	3	2,6	1,8	1,8	1,9	2,9	2,9	2,2	1,8	3,2	2,7	2,7	2,5	2,2	3,9	2,5	2,6	3,5	2,7	3,1

Descriptive Analysis of Academic Performance

As seen in Table 11, there is an average score of 2.6 students' grades and a standard deviation of 0.568. We see that this result is not far from its arithmetic mean. with such low scores, the aim is to understand, through two hypotheses, whether anxiety and motivation play a predominant role in the results obtained.

Table 11.*Results Report – Academic performance Descriptive Statistics*

	Academic Performance (Scores)
N Valid:	31,000
Mean:	2,603
Standard. Deviation:	0,568

Hypothesis testing and operationalization of variables**Hypothesis testing**

The data on the motivation and anxiety variables were obtained from the application of two questionnaires of the Attitude and Motivation Test Battery (AMTB) and Foreign Language Classroom Anxiety (FLCA) instruments. The items of each questionnaire were

translated into Spanish so that the students could understand the questions due to their low levels of English and some questions from the original versions were adjusted to the Likert scale and according to the student's sociocultural context. The application of the questionnaires was done in a single moment and all the data was obtained due to its ease of access.

Subsequently, the data were coded and tabulated for their respective quantitative analysis. There were no emerging subcategories since the study only focused on the analysis of the motivation and anxiety variables and their correlation with academic performance.

The following hypotheses were proposed:

H1: There is a significant relationship of motivation on the academic performance.

Ho1: There is no significant relationship of motivation on the academic performance.

H2: There is a significant relationship of anxiety on the academic performance.

Ho2: There is no significant relationship of anxiety on the academic performance.

Pearson's r coefficient can vary from -1.00 to +1.00, where: -1.00 = perfect negative correlation. ("The higher X, the lower Y", proportionally and +1.00 = Perfect positive correlation ("The higher X, the higher Y" or "the lower X, the lower Y" Fernandez et al. (2014, p.305). As a result, for this analysis, a score of 0.137 was obtained in the motivation variable and 0.124 in the

anxiety variable, which results in a very weak and positive correlation between both variables and academic performance.

Now, to know if the correlation is significant or not, the “P” value studied in the previous section shows that "P" indicates whether the coefficient is significant or not as follows:

If (**P is ≤ 0.05**) the coefficient is significant.

If (**P is > 0.05**) the coefficient is not significant.

Decision making:

Motivation. (**P = 0.464**) the coefficient is not significant: Reject H1 and Ho1 is accepted.

Anxiety. (**P = 0.51**) the coefficient is not significant: Reject H2 and Ho2 is accepted.

The results indicate the coefficient is not significant: 0.464 is greater than 0.05; there is a very high margin of error of 46% in motivation variable. Consequently, the null hypothesis of there is a no significant influence of motivation on the academic performance is accepted. The same occurs with the anxiety variable with a value of P =0.51 is greater than 0.05. As a result, the hypothesis could not be tested, and the null hypothesis is accepted.

Operationalization of variables

Independent variable: Academic performance

Conceptual definition: academic performance refers to the demonstration of knowledge and skills acquired in a specific academic activity. Academic status is measured by the scores, or

grades obtained by students through learning measurement instruments and can be affected by personal, family, and school factors. Escorza & Díaz (2017, p.7),

Operational definition: the variable is analyzed by means of the grades obtained by tenth grade students from the evaluations obtained in English classes at the Santa Maria High School. Therefore, the instrument used is the first term's report card.

Dependent variable: Motivation

Conceptual definition: motivation is the engine, energy, force, or fuel that drives and moves a person to achieve an objective or goal. Motivation implies a willingness to achieve something that will bring greater benefits, which are desired consciously or unconsciously. Perret & Vinasco (2016, p.14).

Operational definition: The variable is analyzed through a questionnaire The Attitude and Motivation Test Battery (Likert scale) carried out to tenth grade students on 16/06/2022, which will allow determining the correlation between motivation and academic performance.

Dependent variable: Anxiety

Conceptual definition: anxiety is an unpleasant affective variable that is triggered by the perception of threat or danger in normally ambiguous situations, in which the stimulus that provokes it is not known exactly, unlike what happens with fear, in which the stimulus is known. The authors point out that anxiety is not an emotion in itself but a state, variable or emotional reaction that occurs in situations in which neither the exact stimulus nor the consequences of facing it are known. Palmero et al. (2019, p.102).

Operational definition: the variable is examined through a Foreign Language Classroom Anxiety questionnaire (Likert scale) performed to tenth grade students on 16/06/2022, which allows us to determine the correlation between anxiety and academic performance.

Reliability and validity of analysis and findings

For the treatment of the information obtained and according to the quantitative approach of the study, a statistical program for data analysis was required. The Excel program called EZanalyze (<https://www.ezanalyze.com>) was used, which is an add-in for Microsoft Excel to analyze data, with an interface that creates graphs in a simple way, you simply type the data of the variables in columns and the tool outputs tables and graphs with statistical data similar to other common statistical packages such as SPSS.

An inferential statistical analysis was performed, which required the use of dispersion graphs and the implementation of Pearson correlation coefficients to interpret the independent and dependent variables of each hypothesis, determining if the correlations are positive or negative and if they have degree of acceptance or significance.

Discussions and Conclusions

Introduction to discussions and conclusions

The analysis of the results obtained showed the correlation between motivation, anxiety, and academic performance. This study focuses on the influence of motivation and anxiety on academic performance in English. The most relevant contribution is determining how these two variables influence the low grades obtained in the first academic term.

The results show that there is no significant correlation in any of the two dependent variables (motivation and anxiety) with the independent variable (academic performance); hence, the two hypotheses described below are accepted: there is no significant influence of motivation on the academic performance and there is no significant influence of anxiety on the academic performance.

The results show that the academic performance of most of the students is not related to motivation anxiety, which coincides with other studies such as Fernández et al. (2018, p.50). They sought to establish which variables help to predict both motivation and linguistic anxiety using the statistical treatment of multiple linear regression in which most of the variables did not present a significant correlation of anxiety linked to the learning of a foreign language ($P > 0.05$). Moreover, it coincides with Çetin's (2015, p.102) study where there was no correlation between grade point average (GPA) and academic motivation. In other words, autonomous learning and academic motivation did not predict their Grade Point Average (GPA).

In another study conducted in Thailand by Tanielian (2014, p.74) that analyzed the association between classroom anxiety and its correlation with academic performance in English and mathematics subjects, moderate and high levels of anxiety were found in the study groups

with a weak and negative correlation ($r = -0.163$) between anxiety and academic performance. Coincidentally, a low and negative correlation was found between anxiety and academic performance in English, and no significant relationship was found between anxiety and mathematics performance either.

Significance of the results

This study examined the effects of motivation and anxiety on the academic performance of tenth grade students. The statistical results obtained did not show a significant statistical correlation between the independent and dependent variables, and contrary to what was generally believed at the beginning of the study, anxiety and motivation were not determinants of low academic performance. A positive aspect of the study is that students are motivated to learn English and do not have high levels of anxiety that impede better academic performance. Therefore, other variables should be investigated in future studies.

Pedagogical and research implications for the field of study

Recent studies increasingly show that their research are focused on intrinsic factors that are related to learners' language performance or skills. Leong & Ahmadi (2017, p.37) in their study state that innumerable emotional variables have been associated with second language acquisition, and the three main types studied by numerous researchers were motivation, anxiety, and self-confidence. However, it is also pertinent to widely investigate those variables that, according to each student context, have a greater weight in the development of communication skills.

It should be noted that in the literature review, these related studies can be worked in a

mixed quantitative and qualitative way to obtain more findings that allow to categorize and subcategorize more variables by conducting interviews with open-ended questions to know exactly what students think about their learning processes, to know their learning styles and to know for sure their special learning needs.

Research limitations on the present study

The socioeconomic context of the Santa Maria High School 'students present situations of vulnerability, consumption of drugs, gangs, and other social problems observed by the author. The pandemic affected the formative process that was being carried out with the students. This was a limitation in the sense that students did not attend instructions, class rules and expectations and, they were easily distracted in class, exhibiting emotional and affective situations that affect their academic performance in the first term.

Another limitation was the time dedicated to the present research since it was necessary to change the topic and methodology and start a new thesis. As a result, the time was relatively short to cover more study variables and to follow up on them in different academic periods. Thus, the thesis advisor suggested not to work on more than two variables in order to comply with the times established in the academic calendar.

Recommendations for further research

For future research, it can be suggested that it is more pertinent to focus this type of study on action research in which the variables can be manipulating throughout the process and dialoguing with the students so that certain dynamics can be identified, changes in the variables, motivation may vary at certain times or depending on the strategies that the teacher begins to

adapt to measure these changes in a broader way and in a qualitative and quantitative manner. It is also suggested that the collection of data and evidence be of a mixed type.

Conclusions

Anxiety and motivation are fundamental factors in the acquisition of a second or foreign language, but not the only ones. However, according to the sociocultural context in which the students are located, the low performance obtained in English in the first term was not significantly correlated with the anxiety and motivation variables. As a result, the two null hypotheses are accepted: there is no significant influence of motivation on the academic performance and there is no significant influence of anxiety on the academic performance. It is difficult to measure academic performance as a direct or indirect correlation of these two variables. The dynamics of educational processes and outcomes are much more complex and must be approached from different points of view. We cannot simply measure anxiety and motivation as the main factors that influence academic performance. For this type of analysis, teachers must incorporate more aspects to fully focus on students' attention. Motivation has diverse connotations (endogenous and exogenous) and restricting performance to motivation in general is not pertinent. Additional influential factors to be considered are attitude, self-confidence, didactic resources, cognitive and metacognitive strategies, autonomous learning, attitude, skills, and the ability to learn, among others.

This research positively impacts on future research in the sense of deepening and expanding much deeper regarding emotional and socio-affective factors affecting academic performance in learning a foreign language.

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Appendices

Appendix A

Instrument to measure student motivation

INSTITUCION EDUCATIVA DISTRITAL SANTA MARIA

Nombre y apellidos: _____ Fecha: _____ Curso: ____

Instrucción:

Responde el siguiente cuestionario que contiene una serie de afirmaciones con las que puedes estar de acuerdo o en desacuerdo. Lee atentamente y señala solo una de las alternativas que tienes debajo de cada una de las afirmaciones, en función de tu acuerdo o desacuerdo.

Batería de prueba de actitud y motivación

Attitude and Motivation Test Battery (AMTB)

AFIRMACIÓN	SELECCIONA UNA RESPUESTA					
	Totalmente en desacuerdo	Bastante en desacuerdo	Algo en desacuerdo	Algo de acuerdo	Bastante de acuerdo	Totalmente de acuerdo
1. Disfruto mucho aprendiendo inglés.						
2. El inglés es una parte importante del programa escolar.						
3. Si no se enseñara inglés en la escuela, yo trataría de obtener lecciones de inglés en otro lugar.						

4. Cuando tengo problemas para entender algo que estamos aprendiendo en la clase de inglés, yo solo busco ayuda justo antes del examen.						
5. Cuando se trata de la tarea de inglés, yo la realizo cuidadosamente, asegurándome que entiendo todo.						
6. Teniendo en cuenta cómo estudio inglés, puedo decir honestamente que ganaré por pura suerte porque hago muy poco trabajo.						
7. Si mi maestro quisiera que alguien hiciera una tarea extra de inglés, yo sería voluntario.						
8. Después que mis tareas de inglés son revisadas por el profesor, trato de corregir los errores.						
9. Cuando estoy en clase de inglés, participo activamente.						
10. Cuando escucho una canción en inglés, trato de entender lo que dice.						
11. Durante la clase de inglés, me gustaría hablar tanto inglés como pueda.						

12. En comparación con mis otras asignaturas, el inglés es mi favorita.						
13. Si hubiera un club de inglés en mi colegio, yo estaría más interesado(a) en unirme.						
14. Estudiar inglés me parece interesante.						

Appendix B

Instrument to measure student anxiety

INSTITUCION EDUCATIVA DISTRITAL SANTA MARIA

Nombre y apellidos: _____ Fecha: _____ Curso: _____

Instrucción:

Responde el siguiente cuestionario que contiene una serie de afirmaciones con las que puedes estar de acuerdo o en desacuerdo. Lee atentamente y señala solo una de las alternativas que tienes debajo de cada una de las afirmaciones, en función de tu acuerdo o desacuerdo.

Ansiedad en el aula de idioma extranjero

Foreign Language Classroom Anxiety (FLCA)

AFIRMACIÓN	SELECCIONA UNA RESPUESTA
------------	--------------------------

	Totalmente en desacuerdo	Bastante en desacuerdo	Algo en desacuerdo	Algo de acuerdo	Bastante de acuerdo	Totalmente de acuerdo
1– Durante la clase de inglés, me pongo a pensar en cosas que no tienen nada que ver con la asignatura.						
2– Sigo pensando que los otros estudiantes son mejores en inglés que yo.						
3 – En la clase de inglés, me pongo tan nervioso/a que se me olvidan cosas que sé.						
4 – Me altero cuando no entiendo lo que corrige el profesor.						
5 – Aunque esté muy preparado(a) para la clase de inglés, me genera ansiedad.						
6 – A menudo tengo ganas de no ir a la clase de inglés.						

7 – Me da miedo que el profesor de inglés está dispuesto a corregirme todos los errores que haga.						
8 – Siento que me late el corazón con fuerza cuando me van a preguntar en la clase de inglés.						
9 – Siempre tengo la sensación de que los demás estudiantes hablan inglés mejor que yo.						
10 – Me siento más tenso(a) y nervioso(a) en la clase de inglés que en cualquier otra de las clases.						
11 – Cuando voy hacia la clase de inglés, me siento muy seguro(a) y relajado(a).						
12 – Me pongo nervioso(a) cuando no entiendo todas las palabras que dice el profesor.						

13 – Me da miedo que los otros estudiantes se rían de mí cuando hablo en inglés.						
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Appendix C

INSTITUCION EDUCATIVA DISTRITAL SANTAMARIA CONSENTIMIENTO INFORMADO DE PARTICIPACIÓN EN PROYECTO DE INVESTIGACIÓN

Apreciado(a) padre de familia o acudiente.

El propósito de este documento es permitirle tomar una decisión informada para que su hijo(a) o acudido(a) pueda participar en el estudio llamado: **“INFLUENCIA DE LA MOTIVACIÓN Y LA ANSIEDAD EN EL RENDIMIENTO ACADÉMICO DE INGLÉS DE LOS ESTUDIANTES DE DÉCIMO GRADO DE LA INSTITUCIÓN EDUCATIVA SANTAMARIA EN EL AÑO 2022.** El objetivo general de la investigación es: determinar la incidencia de la motivación y ansiedad en el rendimiento académico en inglés de los estudiantes de grado décimo de la Institución Educativa Santamaría.

Para su realización requiero de su colaboración, motivo por el cual solicito su permiso y la aceptación para su hijo(a) o acudido(a) pueda participar de este importante estudio.

Beneficios: este estudio busca generar conocimiento científico sobre factores motivacionales y de ansiedad en el aula de clases de inglés que influyen en el desempeño académico, y los resultados de este estudio serán usados para dar un informe final y un artículo con propósitos educativos que permitan que los estudiantes puedan tener mejores desempeños al comunicarse en inglés en el corto, mediano y largo plazo.

Confidencialidad

Toda la información recopilada será confidencial y solo se utilizará con fines de investigación. La información obtenida de las encuestas será confidencial y será ingresada en una base de datos codificados, la cual permitirá establecer las características generales del grado por lo tanto los resultados no serán particulares o individuales. La información solo será manejada por el investigador a cargo.

Participación

La participación es voluntaria y los estudiantes pueden participar o bien retirarse cuando lo estimen conveniente sin dar razones o justificaciones. Participar en esta investigación, no reviste riesgos ni consecuencias para los estudiantes. Solo implica la aplicación de una encuesta con opciones de respuesta cerradas. Es necesario indicar que no existen propósitos evaluativos, ni riesgos al participar.

Lugar y tiempo requeridos:

Su participación en el proyecto incluirá las siguientes etapas:

Encuesta sobre actitud y motivación: Será aplicada en la sesión de clases el día _____

Encuesta para medir ansiedad en el aula de clases: Será aplicada en una sesión de clase de inglés el día _____

El tiempo requerido para realizar ambas encuestas será de 30 minutos aproximadamente.

Si tiene alguna pregunta sobre la investigación, puede contactar por teléfono al 3017884273, por correo electrónico a teacherlader@gmail.com, o personalmente en la institución educativa de 8 am a 9 am.

He leído la información proporcionada en este Formulario de Consentimiento Informado. Todas mis preguntas fueron respondidas a mi entera satisfacción. Estoy de acuerdo para participar en este estudio voluntariamente.

Nombre del participante: _____

Firma del padre o acudiente: _____

Fecha: 2 de mayo de 2022

Appendix D

INSTITUCION EDUCATIVA DISTRITAL SANTAMARIA CONSENTIMIENTO INFORMADO DE PARTICIPACIÓN EN PROYECTO DE INVESTIGACIÓN

Apreciado(a) estudiante.

El propósito de este documento es permitirle tomar una decisión informada para que pueda participar en el estudio llamado: **“INFLUENCIA DE LA MOTIVACIÓN Y LA ANSIEDAD EN EL RENDIMIENTO ACADÉMICO DE INGLÉS DE LOS ESTUDIANTES DE DÉCIMO GRADO DE LA INSTITUCIÓN EDUCATIVA SANTAMARIA EN EL AÑO 2022.** El objetivo general de la investigación es: determinar la incidencia de la motivación y ansiedad en el rendimiento académico en inglés de los estudiantes de grado décimo de la Institución Educativa Santamaría.

Para su realización requiero de su colaboración, motivo por el cual solicito su aceptación para que pueda participar de este importante estudio.

Beneficios: este estudio busca generar conocimiento científico sobre factores motivacionales y de ansiedad en el aula de clases de inglés que influyen en el desempeño académico, y los resultados de este estudio serán usados para dar un informe final y un artículo con propósitos educativos que permitan que los estudiantes puedan tener mejores desempeños al comunicarse en inglés en el corto, mediano y largo plazo.

Confidencialidad

Toda la información recopilada será confidencial y solo se utilizará con fines de investigación. La información obtenida de las encuestas será confidencial y será ingresada en una base de datos codificados, la cual permitirá establecer las características generales del grado por lo tanto los resultados no serán particulares o individuales. La información solo será manejada por el investigador a cargo.

Participación

La participación es voluntaria y los estudiantes pueden participar o bien retirarse cuando lo estimen conveniente sin dar razones o justificaciones. Participar en esta investigación, no reviste riesgos ni consecuencias para los estudiantes. Solo implica la aplicación de una encuesta con opciones de respuesta cerradas. Es necesario indicar que no existen propósitos evaluativos, ni riesgos al participar.

Lugar y tiempo requeridos:

Su participación en el proyecto incluirá las siguientes etapas:

Encuesta sobre actitud y motivación: Será aplicada en la sesión de clases el día _____

Encuesta para medir ansiedad en el aula de clases: Será aplicada en una sesión de clase de inglés el día _____

El tiempo requerido para realizar ambas encuestas será de 30 minutos aproximadamente.

Si tiene alguna pregunta sobre la investigación, puede contactar por teléfono al 3017884273, por correo electrónico a teacherlader@gmail.com, o personalmente en la institución educativa de 8 am a 9 am.

He leído la información proporcionada en este Formulario de Consentimiento Informado. Todas mis preguntas fueron respondidas a mi entera satisfacción. Estoy de acuerdo para participar en este estudio voluntariamente.

Nombre del estudiante: _____

Firma del estudiante: _____

Fecha: _____

Appendix E

Data collection and analysis format

Cod Estudiante	Attitude and Motivation Test Battery (AMTB)														Foreign Language Classroom Anxiety (FLCA)												
	item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10	item 11	item 12	item 13	item 14	item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10	item 11	item 12	item 13
1	4	5	4	4	4	4	3	4	4	4	3	4	3	4	3	4	3	3	3	4	4	3	3	3	4	4	4
2	3	6	5	4	6	4	4	4	4	5	5	3	4	4	3	2	2	4	3	3	4	3	1	4	3	4	4
3	5	6	4	5	5	4	4	6	5	6	5	2	2	4	3	3	5	5	5	5	5	6	4	4	1	6	6
4	4	5	1	2	6	4	1	6	6	4	6	3	1	3	1	2	2	3	3	6	1	5	1	6	5	4	1
5	6	6	6	6	6	1	5	6	6	5	4	4	6	6	6	6	2	4	1	6	6	1	6	6	1	1	6
6	6	6	6	6	6	1	6	1	6	6	6	3	6	6	6	6	3	4	1	6	6	3	6	6	4	1	6
7	4	5	2	4	5	3	2	3	5	4	2	1	3	4	4	5	2	6	4	5	6	2	6	5	4	5	6
8	5	6	5	6	6	4	5	6	5	5	5	3	4	6	3	3	3	4	3	4	3	6	6	5	3	4	3
9	6	6	6	6	6	1	5	6	6	5	4	4	6	6	1	1	3	4	4	5	3	5	6	6	1	1	6
10	1	6	1	6	1	6	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	1	6	1	6
11	6	5	4	6	5	3	4	4	6	3	3	3	4	4	2	5	2	4	4	6	6	6	6	5	5	6	6
12	5	6	4	4	6	1	4	4	6	6	6	4	5	6	3	5	1	1	2	6	2	1	3	2	3	3	5
13	5	6	5	3	6	3	3	5	5	5	6	3	6	6	2	5	1	2	3	5	6	2	5	4	4	2	1
14	5	4	4	6	1	5	5	6	1	5	4	3	2	5	5	2	1	6	4	3	1	4	3	5	2	1	2
15	6	6	5	4	4	2	2	2	3	2	5	3	5	6	2	1	5	2	1	4	6	6	5	5	6	5	5
16	3	6	5	4	5	3	4	4	6	6	5	3	3	6	6	3	3	3	2	5	1	1	1	4	2	2	1
17	5	5	5	6	4	2	4	6	6	6	4	3	4	6	4	3	1	2	1	5	3	2	3	3	3	3	1
18	5	6	6	5	4	2	3	3	4	4	4	4	5	6	2	1	1	1	1	4	3	4	3	3	4	4	3
19	2	5	6	5	4	6	4	4	6	5	3	3	2	2	4	4	3	1	4	4	3	3	4	2	5	4	1
20	6	6	3	6	6	3	3	6	6	3	6	2	2	6	5	1	1	1	5	5	1	1	5	1	1	1	1
21	4	6	6	4	3	3	1	2	6	6	6	4	6	6	3	6	1	5	4	5	5	5	6	5	1	5	5
22	5	6	5	3	1	2	1	2	1	1	6	3	6	3	6	5	3	6	5	4	4	4	5	4	6	5	4
23	5	6	5	3	3	1	3	2	6	6	5	3	5	6	5	6	5	4	5	5	5	3	5	6	1	3	6
24	4	2	2	2	4	4	3	2	1	2	4	1	1	4	3	5	5	6	4	4	6	6	5	6	4	4	3
25	6	6	4	6	6	1	5	6	6	6	6	6	5	6	3	6	2	3	3	6	6	1	5	6	1	1	2
26	5	6	4	6	4	6	4	6	6	5	6	4	6	4	2	6	5	1	2	3	1	3	6	6	1	2	3
27	5	6	6	3	6	6	6	6	6	6	6	4	6	6	3	2	1	1	3	6	1	1	1	6	6	1	1
28	5	6	2	5	6	4	3	4	4	5	4	2	4	6	6	2	4	5	6	6	3	5	4	5	2	3	5
29	4	6	3	6	4	6	3	6	6	6	3	3	4	3	3	3	2	3	3	2	4	1	3	1	4	1	1
30	4	5	5	4	4	3	3	4	4	5	5	3	4	4	3	5	3	5	4	5	5	4	5	4	3	4	5
31	5	6	4	2	2	5	5	4	5	5	2	2	2	2	2	2	2	5	5	1	1	1	1	5	2	1	1

Appendix F

Averages of data digitized on anxiety and motivation.

Anxiety	Motivation Mean	Academic Performance (Grades)
3,9	3,5	2,4
4,4	3,1	3,2
4,5	4,5	2,9
3,7	3,1	2,2
5,2	4,0	2,4
5,1	4,5	3,5
3,4	4,6	3,3
5,1	3,8	1,9
5,2	3,5	1,9
2,4	2,2	1,9
4,3	4,8	2,6
4,8	2,8	3
4,8	3,2	2,6
4,0	3,0	1,8
3,9	4,1	1,8
4,5	2,6	1,9
4,7	2,6	2,9
4,4	2,6	2,9
4,1	3,2	2,2
4,6	2,2	1,8
4,5	4,3	3,2
3,2	4,7	2,7
4,2	4,5	2,7
2,6	4,7	2,5
5,4	3,5	2,2
5,1	3,2	3,9
5,6	2,5	2,5
4,3	4,3	2,6
4,5	2,4	3,5
4,1	4,2	2,7
3,6	2,2	3,1