

Anxiety and Motivation in Foreign Language Learning- A Case Study

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Abstract

The study is an aim to explore the relationship between anxiety and motivation in foreign language learning. A total of 140 freshmen at a national university in south Taiwan served as subjects. The research instrument is a series of questionnaire dealing with subjects' motivation, attitude, motivational intensity (Gardner, 1985), and anxiety about foreign language learning (Horwitz, Horwitz, & Cope, 1986). Findings show that students' anxiety is negatively related to their attitude, motivational intensity, and English achievement. It's expected that teachers can help students to build self-confidence, develop positive attitude, study harder for better achievement to reduce anxiety, and vice versa.