English Language Learners' Self-Esteem, Motivation, and Anxiety:
A Replication Study

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This is a replication study which aims to determine the general level of self-esteem, motivation, and anxiety of university English language learners and their differences according to gender, year, perceived English proficiency level and KSAT level. The respondents of this study were the 309 randomly selected college students enrolled in English classes from two universities in a metropolitan city in South Korea. A survey questionnaire consisting of 43 items was administered to the students. The mean was used to determine the level of students' self-esteem, motivation, and anxiety, followed by t-test, ANOVA, and Pearson's r analysis. The result revealed that the students have a "moderate" level of self-esteem, motivation, and anxiety. No significant differences existed in all three areas according to gender. When grouped according to year, no significant differences were found and according to perceived English proficiency significant differences existed in all areas. When grouped according to KSAT level, significant differences were found in the areas of self-esteem and motivation. It was found that the higher the level of perceived English proficiency of the students, the higher their self-esteem and motivation. There was a positive correlation between self-esteem and motivation but no correlation was found between self-esteem and anxiety as well as between motivation and anxiety.

Keywords: self-esteem, motivation, anxiety, language learners

I. INTRODUCTION

Learning a foreign language is not always easy for most students. If it is just possible not to learn it, many students would not do it. In South Korea, students start to learn English in elementary followed through in middle school then in high school. In college, they have to enrol in ESL 1 and 2 on their first year in the university. Given these years of study of English, it is expected that they have learned much and they are equipped with the skills to communicate in a foreign language.

Contrary to the expectation, many Korean college students have a different reaction when communication is done in English. ESL classes are silent when they are ask to speak in English although there are few who after a lot of prompting and encouragement would at least answer some questions. Still, it can be observed that they are nervous and not confident enough to speak in the foreign language. When ask why, the common answer would be, "English is difficult."

It is frustrating sometimes that no matter how you teach creatively and encourage the students to participate in class, they would rather just sit and look at you. They would just prefer to answer the book or worksheets and would not even ask even if they don't understand what they are supposed to do. As Ortega (2009) state, "Learning and using a foreign language poses a threat to one's ego. It makes people vulnerable – particularly grown-ups who are accustomed to function perfectly well in their own language" (p. 92).

Confidence in using a foreign language is one of the major issues that is evident among the ESL students. Some students would say that they are not sure if their answer is correct so they would rather not raise their hand nor even try. Some would say they are nervous or shy. Still others obviously don't care at all as long as they are present in class. On the other hand, there are still a small percentage of students who are interested to learn, active in class, and willing to take chances to be able to learn.

There are affective factors to be considered in learning a foreign language like English. Knowing these factors could help in dealing with the students and make teaching and learning more productive. There are quite a number of researches done on the affective factors affecting second language learning (Hashimoto 2002; Jang 2003, 2004; Koosha et al. 2011; Liu and Huang 2011; Capan and Karaca 2013; Khodadady and Khajavy 2013; Mamhot et al. 2013; Al-Ghandi 2014; Gopaz et al. 2013; Han 2015).

The present study is a replication of the study made by Basco, L. and Han, S. (2016) in a university located in a countryside city in South Korea. The researchers considered the idea of replicating the study in two universities located in a metropolitan city to find out if there are similarities and differences in the results of the present and previous studies considering the difference in the location of the universities where the respondents belong. It is an assumption that students in a metropolitan city have better performances because of the location and exposure of students in a bigger and more developed city compared to a smaller city located in a countryside.

In this study, the following questions will be answered:
1. What is the general level of the students' self-esteem, motivation, and anxiety?
2. What is the level of students' self-esteem, motivation, and anxiety according to gender, year, perceived English proficiency level, and KSAT level?

3. Are there significant differences in students' level of self-esteem, motivation, and anxiety according to gender, year, perceived English proficiency level, and KSAT level?
4. Is there a relationship between self-esteem, motivation, and anxiety?
5. Are there similarities and differences in the results of the present and previous studies?

II. REVIEW OF RELATED LITERATURE

Stern, H.(1983) posits that every person who wants to learn a particular language comes to the learning task with the cognitive and affective skills. Arnold and Brown (cited in Arnold, 1999) in their article, reiterate that the affective and cognitive aspects of learning does not oppose with each other and important consideration given on both aspects strengthens the learning process. They state further that how the person feels about himself and how he assess his potentials influence the learning process. Hurd (2008) cites Oxford's assertion that "the affective side of the learner is probably one of the most influential factors for the success or failure of language learning. Negative feelings can stunt progress while positive emotions and attitudes can make language learning far more effective and enjoyable" (p. 2).

Among the most common affective factors that are often studied in connection with language learning are self-esteem, motivation, and anxiety. Brown (2007) cites Coopersmith's definition of self-esteem as the "evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy" (p. 154). Moreover, Ortega (2009) states that motivation is "usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it" (p. 168). Lastly, Arnold and Brown (cited in Arnold 1999) in their article state that anxiety is an "affective factor associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension, and tension" (p. 8).

To provide a clear understanding of the concepts discussed in this study, it is better to connect it with some theories in second language acquisition. One of the most discussed theories is Krashen's five hypothesis about SLA. This study, however, will only focus on the fifth hypothesis which is the Affective Filter Hypothesis. According to Krashen (1982) this concept of Affective Filter Hypothesis proposed by Dulay and Burt in 1977, explains how affective factors relate to the process of second language acquisition.

Krashen (1982) further clarifies, quoting Stevick's statement that the "Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek

less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter and they will be more open to the input"(p. 31)

Ni (2012) simplifies Krashen's idea of affective filter as a kind of psychological obstacle that impedes language learners to understand fully the target language. The filter refers to affective factors which include certain emotions such as self-confidence, motivation, and anxiety which influence the amount of language input the learner understands and in effect determines the intake the learner acquired. Positive emotions promote the efficiency of this process while negative emotions prevent it. Hence, a language learner with high motivation and self-confidence and low anxiety level, has low filters, therefore, obtains plenty of input. On the contrary, a learner with low motivation and self-confidence and high anxiety level, has high filters, thus obtains little input.

Brown (2007) opines that it is of utmost significance in the theory of second language acquisition to figure out how learners feel, respond and believe in a given situation. Jones (2008) cites Lightbrown and Spada's statement that Affective Filter Hypothesis refers to being incapable of obtaining input due to "affects" of emotions, attitudes, needs, or emotions hence, to acquire a second language, a low affective filter is essential. Oxford (1990) is in agreement that the success or failure of learning a language is remarkably influenced by affective side of the learner.

Moreover, Du (2009) explains that to make use of the affective filter hypothesis in second language teaching, first, the teacher should "analyze students' learning motivation, motivate them, and help them possess a positive attitude" and second, "boost up students' learning confidence and lower their language anxiety" (p.164).

Yang (2012) further states that as research in second language acquisition progresses, the affective filter hypothesis has identified three kinds of affective variables: motivation, self-esteem, and anxiety.

"Self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances" (Rubio, 2007, p. 5). Dornyei (2005, p. 212) posits that "self-esteem has traditionally been seen as having important educational implications." He cited Raffini who argues that "students with high self-esteem are more likely to succeed in learning because they have a clearer sense of direction regarding their priorities and goals. Students with positive views of themselves may strive to "live up to" their self-image and thus be more likely to achieve highly in school on this basis." Krashen (1981,

p.23) cited Brown's view that a person's high self-esteem enables him to reach out freely to others with less inhibitions and his ego strength, committing a mistake while learning a language is less threatening.

Brown (2007) considers self-esteem as an extensive aspect of how a person conducts himself. He claims that successful cognitive or affective activities have always some amount of self-esteem. He further states that self-esteem is acquired from one's experiences as well as from one's assessment of himself and the way others assess him. A study by Koosha, Ketabi, and Kassaian (2011) reveals that there was a significant relationship between self-esteem and speaking skill with fluency exerting the most influence. They concluded that fluency for the person who has a positive view of his worth comes before accuracy, something which can perhaps take care of itself in the process of communication. Somewhat similar result was also found in the study of Maleki and Mohammadi (2009) where more successful learners had higher self-esteem than the less successful ones in performing oral communication tasks.

In the study of Basco and Han (2016), university students had moderate level of self-esteem where males had higher level compared with the females. Self-esteem was found to be positively correlated with motivation and negatively correlated with anxiety. It implied that the higher the self-esteem the higher the motivation and the higher the self-esteem the lower the anxiety of students in learning English language.

Dornyei (2001) states that motivation explains "*why* people decide to do something, *how hard* they are going to pursue it and *how long* they are willing to sustain the activity." In the context of language learning, motivation according to Ortega (2009, p. 168) refers to the "desire to initiate L2 learning and the effort employed to sustain it." Arnold and Brown (in Arnold 1999) add that "motivation involves the learner's reasons for attempting to acquire the second language" (p.13).

Moreover, Dornyei (2001) elaborates that language learner's goals fall into two broad categories: first, *integrative orientation*, which is a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. Second, *instrumental orientation*, where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.

Ortega (2009) cited Gardner's belief that the "highest and most facilitative form of motivation is integrative motivation which is attained only when three conditions are met. First, the antecedent of integrativeness itself is high; second, motivation quantity is also high; and third, attitudes towards the learning situation are positive. Thus he asserted that exceptionally successful learners who attain native-like competence are likely to be integratively motivated individuals" (p.171). Further, Root (2013) quoted Ellis' assertion that "motivation affects the

extent to which language learners persevere in learning, what kinds of behavior they exert, and their actual achievement"(p.1).

Al-Ghamdi (2014) presented the three distinct levels of elements in Dornyei's model of L2 motivation. The first is the language level which focuses on reactions and attitudes toward the target language. Second is the learner level which focuses on the individual's reaction to the language and the learning situation where diverse cognitive theories of motivation are included and regard motivation as a function of someone's thoughts, not as an instinct, need, drive, or state. The third element is the learning situation level where an individual interacts with the teachers, the course or classes, and the group of fellow learners.

Similarly, in a study done by Ni (2012), English major students were highly motivated in learning English which implies that they have high enthusiasm and spirit and can concentrate better in English learning. The result of a dissertation by Ahn (2007) reveals that Korean graduate students who were more motivated to learn English and had more favorable feelings toward the target language and culture, and positive attitudes toward the learning situation tended more likely to pursue productive, more interactive opportunities to use the English. Consequently, motivation and length of residence are stronger predictors of Korean ESL learner's English pragmatic abilities.

Further, the study of Li, Suleiman, and Sazalie (2015) on English major students revealed that their overall motivation was medium positively correlated with pragmatic awareness. This indicates that the increase in motivation can lead to more identification of the most appropriate utterances to make speech acts. Accordingly, highly motivated students are superior in their identification of appropriate language use.

Liu and Zhang (2011) administered a study on Chinese students discovered that majority of the participants were moderately or even strongly motivated to learn English. Specifically, they were moderately or strongly instrumentally motivated and moderately intrinsically motivated as well as integratively motivated to learn English.

Brown (2007) quotes Spielberger's definition of anxiety as "subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (p. 161). Dornyei (2005, p. 198) opines that "anxiety is usually not seen as a unitary factor but a complex made up of constituents that have different characteristics. It can be beneficial where in some cases it can actually promote performance or it can be trait anxiety which is a stable predisposition to become anxious in a cross-section of situations".

In her article edited by Arnold (1999), Oxford cites Gardner and Macintyre's statement that "language anxiety is fear or apprehension occurring when a learner is expected to perform in the second or foreign language." She further argues that "language anxiety ranks high among factors influencing language learning,

regardless of whether the setting is informal (learning the language on the streets) or formal (in the language classroom)" (p. 59).

Ortega (2009) postulates that learners with low self-esteem have heightened feelings of weakness when they are learning a second language. Anxiety rises when the learners can't manage these feelings of weaknesses resulting to poor performance as they expect failure when they are being assessed.

In a study of Korean EFL learners, Jang (2004) found that various reasons of learners' anxiety were low self-esteem, competitiveness, personality characteristics, lack of group membership, speaking English in front of the class, little declarative knowledge, lack of preparation, uneven allocation of turns, and overt explicit error corrections.

Another study by Jang (2003) revealed that Korean EFL learners show different anxiety scales relative to proficiency. Anxiety scores were significantly different between different proficiency levels with regard to all of the four factors of foreign language anxiety namely: speaking anxiety, low self-confidence on foreign language ability, native speaker anxiety, and foreign language test anxiety, as well as overall anxiety. There is a relationship between Korean EFL learner's proficiency levels and their foreign language anxiety which means that anxiety decreases as proficiency level increases. Similarly, the study of Han (2015) on Korean university students reported that the respondents have lower level of communication anxiety. Respondents with Intermediate and Advanced level of English showed lower anxiety level in all areas which indicates that the higher the level the lower the anxiety level.

A study conducted by Liu and Zhang (2008) on Chinese EFL learners revealed that the students did not experience anxiety in English classrooms. Specifically, they were not fearful of being negatively evaluated or apprehensive about both speaking and tests. Likewise, the result of the study of Javil (2014) showed that Saudi EFL learners have medium level of language anxiety topped by communication apprehension, followed by English classroom anxiety, then, fear of negative of evaluation, and lastly, test anxiety. Moreover, Ni (2007) concluded that students with a low level of anxiety tend to have a comfortable atmosphere in classes, thus they attend class attentively. While students attending classes with a high level of anxiety often worry about their performances in classes.

The study of Rajab, Zakaria, Rahman, Hasni, and Hassani (2012) on Malaysian L2 learners revealed that more than half of the total respondents have low level of reading anxiety and the rest have high reading anxiety. The average mean of L2 reading anxiety among the respondents was categorized as low. The authors cited one possible explanation for the low anxiety level could be because although some students may not be proficient in English language, they are not totally unfamiliar with English reading texts as they are exposed to the language at an early age.

An interesting study by Mamhot, Martin, and Masangya (2013) focused on Filipino ESL learners and Korean EFL learners showed that the respondents'

overall anxiety is neutral. Specifically looking at the three levels of anxiety, first, all ESL learners are neutral with their feeling on communication comprehension while the EFL learners agree that they are confident when they speak, disagree that they are shy, and neutral about their comprehension of what is being said. Second, despite the ESL learners' general feeling of neutral in their fear of negative evaluation, they always compare themselves with their classmates as better than them. On the other hand, EFL learners answered from neutral to strongly disagree. Third, on their general feeling of anxiety, ESL learners strongly agree on their feeling of worrying about failing their English classes, agree that they still feel anxiety despite their preparation. Moreover, EFL learners are excited to have more classes and strongly disagree about being anxious even when they are well prepared.

A replicated study by Manley (2015) on Korean students revealed that the vast majority of students experienced moderate to high levels of FLA in English class situations; the levels of anxiety for the Chinese and Korean students were similar but the causes varied significantly, and speaking in front of the class caused the highest level of anxiety while pair work and longer wait times for responses emerged as viable strategies for reducing reticence.

Similarly, Gopang, Bughio,Umrani, and Lohar (2015) in their study of Pakistani students, discovered that students' level of speaking anxiety as moderate inside and outside the classroom. The level of language anxiety is seen more than moderate when students happen to speak with any native speaker or native friend.

III. METHODOLOGY

Respondents

As shown in Table 1, the participants of this study were the 309 randomly selected college students from two local universities in a metropolitan city in South Korea who were enrolled in ESL classes. They were classified according to gender, year, perceived English proficiency level, and KSAT level specifically shown in the table.

Table 1
Distribution of the Respondents

Category	Respondents	Percentage
A. Entire Group	309	100%
B. Gender		
Male	170	55.02%
Female	139	44.98%
C. Year		
Freshmen	140	45.31%
Sophomores	74	23.95%
Juniors	53	17.15%
Seniors	42	13.59%
D. Perceived English Proficiency Level		
Advanced	4	1.30%
Intermediate	147	47.57%
Basic	158	51.13%
E. KSAT Level		
Level 1	10	3.23%
Level 2	27	8.73%
Level 3	65	21.03%
Level 4	79	25.56%
Level 5	56	18.12%
Level 6	38	12.29%
Level 7	19	6.15%
Level 8	15	4.85%

Instrument

A modified researcher-made questionnaire was used in the study. The questionnaire is composed of 43 items covering the areas of self-esteem (13 items), motivation (17 items), and anxiety (13 items). The items in the area of self-esteem were based on Rosenberg Self-Esteem Scale; the items in the area of motivation were based on Gardner's Attitude/Motivation Test Battery; the items in the area of anxiety were based on the Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz, and Cope. Items in the three areas were modified and adapted by the researchers. Students were asked to rate each item with SA for strongly agree, A for agree, D for disagree, and SD for strongly disagree. For the interpretation of results in the areas of self-esteem, motivation, and anxiety the following scale and description were used:

Scale	Description
3.00 – 4.00	low self-esteem/motivation/anxiety
2.00 – 2.99	moderate self-esteem/motivation/anxiety
1.00 – 1.99	high self-esteem/motivation/anxiety

The questionnaire was submitted for validation to three professors who are experts in the fields of linguistics and research. After confirming the validity, the questionnaire was pilot tested to a group of university students who were not the

respondents of the study. The reliability of the questionnaire was tested using Cronbach's alpha with the result of .879 for which means that the questionnaire has a *good* internal consistency.

Data Collection and Analysis

The modified researcher-made questionnaire was administered to the students from two universities in a metropolitan city with the help of ESL professors. Upon retrieval of the questionnaires, the answers were encoded, tabulated, and interpreted.

In this study the Mean was used to determine the respondents' overall level of self-esteem, motivation, and anxiety and according to gender, year, perceived English proficiency level, and KSAT level. The t-test and ANOVA were used to determine differences and Pearson's r was used to determine the relationship between self-esteem, motivation, and anxiety.

IV. RESULTS AND DISCUSSION

1. Overall Level of Self-Esteem, Motivation, and Anxiety

Table 2
Students' Level of Self-Esteem, Motivation, and Anxiety

Category	Mean
Self-Esteem	2.09
Motivation	2.15
Anxiety	2.55

The students have a "moderate" level of self-esteem (M=2.09); motivation (M=2.15); and anxiety (M=2.55). Specifically, the result shows that in all three areas of affective factors in language learning, the students had a "high moderate" level of self-esteem and motivation and a "middle moderate" level of anxiety. It should be noted that in the area of anxiety, the scale interpretation is the opposite which means that the lower the level of anxiety the better. While in the areas of self-esteem and motivation, the higher the level the better. In this study, the result indicates that the students are just consistently in the middle level however there can be a chance for the areas of self-esteem and motivation to be higher and the area of anxiety to be lower.

Moreover, considering the mean scores for each item in the questionnaire, the top three items (10, 9, 8) in the area of self-esteem rated higher by the students show that "*they feel good when praised by a good performance*"; "*they believe that learning English language is important*"; and "*they believe that they will learn more if they push themselves*". In the area of motivation, the top three items (7, 8, 9) with high ratings show that "*the students are motivated to develop their speaking, reading, writing, and listening skills*". Lastly, in the area of Anxiety,

items (12, 2, 3) reveal that "*the students are most anxious when their grade in English is low*"; *when they are worried that they will make mistakes in their English class*; and *they feel nervous when their professor asks them to speak in English*.

This result corroborates with the study of Liu and Huang (2011) which showed that the first year university students enrolled in compulsory English course were moderately motivated to learn English. They credited this result to the students' increasing awareness of the importance of English in the globalization trend. On the other hand, the participants had below midpoint anxiety level which indicates that they did not experience anxiety in English classrooms. This was attributed to the fact that the learners had been studying English since the primary school and even kindergarten.

2. Self-Esteem, Motivation, and Anxiety According to Gender

Table 3
Students' Level Self-Esteem, Motivation, and Anxiety
According to Gender

	Self-Esteem	Motivation	Anxiety
Respondents = 309	2.09	2.15	2.55
Male = 170	2.08	1.99	2.55
Female = 139	2.12	1.96	2.50

The result shows that when the students were grouped according to gender, both male and female students had a "moderate" level of self-esteem and anxiety and "high" level of motivation. However, considering the mean scores, male students have higher self-esteem compared with the female students which according to the items in the questionnaire means that *the males welcome corrections for their mistakes so they will learn more*; *they always expect more from themselves*; *they are able to do things even the difficult ones*; and *they do their best in everything that they do*.

In the area of motivation, both male and female students had a "high" level. Female students are just a little more motivated than the male students and both are *motivated to develop their English speaking, reading, listening, writing, and grammar skills*.

Lastly, in the area of anxiety, both students had a "moderate" level. However, female students are more anxious than the males. This means that *they are very sad when their English grade is low*; *they find it difficult to express their ideas in English*; and *they are not sure if they are correct whenever they speak in class*.

Table 4
t-test Results in the Students' Level of Self-Esteem, Motivation, and Anxiety when Grouped According to Gender

Category	t-value	Df	Sig.
Self-Esteem	-1.15	630	0.53
Motivation	63	730	0.53
Anxiety	1.24	530	0.21

The t-test result shows that when the students were grouped according to gender, there are no significant differences in the level of self-esteem, motivation, and anxiety. This means that the students' self-esteem, motivation, and anxiety is not affected by their gender in their pursuit to learn the English language.

3. Self-Esteem, Motivation, and Anxiety According to Year

Table 5
Students' Level of Self-Esteem, Motivation, and Anxiety According to Year

	Self-Esteem	Motivation	Anxiety
Respondents = 309	2.09	2.15	2.55
Freshmen = 140	2.11	1.99	2.56
Sophomores = 74	2.08	1.92	2.45
Juniors = 53	2.10	2.06	2.56
Seniors = 42	2.07	1.95	2.49

The result shows that when the students were grouped according to Year, all have "moderate" level of self-esteem and anxiety and "high" level of motivation except for the Juniors who are moderately motivated. Considering the mean scores from highest to lowest, the order are as follows: self-esteem – seniors, sophomores, juniors, freshmen; motivation – sophomores, seniors, freshmen, juniors; and anxiety – sophomores, seniors, juniors and freshmen have the same mean score. This means that the seniors have the highest self-esteem and the sophomores have the highest level of motivation and anxiety. The juniors and freshmen belong to either third or fourth in rank among the three areas.

Similarly, the study of Capan and Karaca (2012) revealed that there was no significant difference in the mean scores of the participants' foreign language listening anxiety level which means that their year did not affect their levels of FLLA. However, it was found that there was a significant difference in the mean scores of the participants' foreign language reading anxiety. There was a moderately significant difference between FLRA levels of sophomore and junior students where the participants in the second year in ELT department had higher levels of FLRA than those in the third year.

Table 6
**ANOVA Results in the Students' Level of Self-Esteem, Motivation, and
Anxiety when Grouped According to Year**

Sources of Variation	F	Sig.	Critical F
Self-Esteem	0.17	0.92	2.63
Motivation	1.48	0.22	2.63
Anxiety	1.75	0.16	2.63

ANOVA results show that when the students were grouped according to Year, no significant statistical differences were found in their level of self-esteem, motivation, and anxiety. This means that whether the students are freshmen, sophomores, juniors, or seniors, their level of self-esteem, motivation, and anxiety do not differ significantly.

4. Self-Esteem, Motivation, and Anxiety According to Perceived English Proficiency Level

Table 7
**Students' Level of Self-Esteem, Motivation, and Anxiety
According to Perceived English Proficiency Level**

	Self-Esteem	Motivation	Anxiety
Respondents = 309	2.09	2.15	2.55
Advanced = 4	1.58	1.64	2.37
Intermediate = 147	2.03	1.90	2.60
Basic = 158	2.17	2.06	2.46

The result shows that when the students were grouped according to their level of perceived English proficiency the students in the advanced level have "high" level of self-esteem and motivation and "moderate" level of anxiety; the students in the intermediate level have "moderate" level of self-esteem and anxiety and "high" level of motivation; and the students in the basic level have "moderate" level in all three areas. It obviously follows that the higher the level of perceived English proficiency the higher the level of self-esteem and motivation. However, in the area of anxiety, students in the advanced level have the highest mean score which means that they are the most anxious in learning the English language which is the opposite of what is expected. This anxiety experience might be because the students have to cope with and maintain of what is expected of them considering their proficiency level.

Table 8
ANOVA Results in the Students' Level of Self-Esteem, Motivation, and Anxiety when Grouped According to Perceived English Proficiency

Sources of Variation	F	Sig.	Critical F
Self-Esteem	13.58	0.00*	3.03
Motivation	8.15	0.00*	3.03
Anxiety	5.79	0.00*	3.03

ANOVA result shows that when the students were grouped according to perceived English proficiency level, significant statistical differences existed in the level of self-esteem, motivation, and anxiety. This means that the students' level of perceived English proficiency influence their level of self-esteem, motivation, and anxiety. As evident, the higher the level of perceived English proficiency the higher the level of self-esteem and motivation. On the other hand, in the area of anxiety, even if the students in the advanced level have the highest level of anxiety, the difference is still statistically significant.

5. Students' Level of Self-Esteem, Motivation, and Anxiety According to KSAT Level

Table 9
Students' Level of Self-Esteem, Motivation, and Anxiety According to KSAT Level

	Self-Esteem	Motivation	Anxiety
Respondents = 309	2.09	2.15	2.55
Level 1 = 10	1.56	1.42	2.33
Level 2 = 27	2.02	1.88	2.55
Level 3 = 65	1.97	1.81	2.58
Level 4 = 79	2.15	2.02	2.55
Level 5 = 56	2.18	2.06	2.55
Level 6 = 38	2.19	2.11	2.48
Level 7 = 19	2.13	2.17	2.44
Level 8 = 15	2.07	1.86	2.41

The result shows that when the students were grouped according to KSAT level the students in level 1 have "high" level of self-esteem and motivation and "moderate" level of anxiety and have the highest mean scores in all three areas. The students in levels 2 to 8 have mixed "high" and "moderate" levels of self-esteem, motivation, and anxiety and the mean score rank does not follow the students' KSAT level.

Table 10
ANOVA Results in the Students' Level of Self-Esteem, Motivation, and Anxiety
when Grouped According to KSAT Level

Sources of Variation	F	Sig.	Critical F
Self-Esteem	3.76	0.00*	2.05
Motivation	4.26	0.00*	2.05
Anxiety	0.66	0.70*	2.05

ANOVA result shows that when the students were grouped according to KSAT level, significant statistical differences existed in the level of self-esteem and motivation. No significant statistical difference existed in the area of anxiety. This means that the students' KSAT level influence their level of self-esteem and motivation significantly but not their level of anxiety.

6. Correlations Between Self-Esteem, Motivation, and Anxiety

Table 11
Correlations of Self-Esteem, Motivation, and Anxiety

		Self-Esteem	Motivation	Anxiety
Self-Esteem	Pearson Correlation	1	.594**	-.172**
	Sig (2 tailed)		.000	.002
	N	309	309	309
Motivation	Pearson Correlation	.594**	1	0.089
	Sig (2-tailed)	.000	.0117	
	N	309	309	309
Anxiety	Pearson Correlation	-.172**	0.089	1
	Sig (2-tailed)	.002	.117	
	N	309	309	309

** Correlation is significant at the 0.01 level (2-tailed)

The relationships between self-esteem and motivation, self-esteem and anxiety, and motivation and anxiety were investigated using Pearson's product-moment correlation coefficient. The result shows that there was a "positive correlation" between self-esteem and motivation [r=.594, n-309, p=.000], which means that high level of self-esteem is associated with high level of motivation. However, there was no correlation between self-esteem and anxiety [r=-.172, n=309, p=.002] as well as between motivation and anxiety [r=.089, n=309, p=.0117]. This means that the students' self-esteem as well as their motivation are not associated with their anxiety. These results further imply that when the students have high self-esteem they are also highly motivated. However, the students' high self-esteem and motivation do not result in a low anxiety.

This result contradicts the study of Khodadamy and Khajavy (2013) on EFL learners which revealed a strong relation between foreign language motivation and foreign language classroom anxiety. The results indicated that different types of foreign language motivation are significantly correlated to foreign language anxiety subscales. Hence, students who lacked motivation to learn English had fear of English communication and negative evaluation, had negative attitude toward English class, and were not comfortable in their classes. In other words, motivated students feel less anxiety, and subsequently are more proficient in English. Similarly, Ni (2007) concluded in her study that the excellent students usually have high motivation, much self-confidence and a low level of anxiety, and they receive and take in plenty of language input.

Moreover, the study of Hashimoto (2002) disclosed that there was a significant negative correlation between communication anxiety and perceived competence and between communication anxiety and motivation suggesting that lower L2 anxiety is associated with higher L2 perceived competence and higher motivation. Motivation was positively correlated with willingness to communicate and perceived competence indicating that higher motivation is related to higher willingness to communicate and higher perceived competence. These indicate that students who have greater motivation for language learning and who are more willing to communicate are using the language more frequently in the classroom.

Likewise, Liu and Huang (2011) found out in their study that the students' fear of English class is related to their motivation to learn English. The more a student worried about the English language class, the worse he performed in English. By contrast, the more motivated a student was intrinsically, integratively and/or by interest in foreign languages and cultures, the better he performed in English. However, if a respondent was more motivated by language requirement, he tended to perform worse in English or vice versa. The authors concluded that foreign language anxiety and English learning motivation were closely related to each other and the students' performance in English.

V. CONCLUSION AND RECOMMENDATION

Conclusions

The respondents' moderate level in affective factors self-esteem, motivation, and anxiety implies that learning English is achievable for them. Their gender, year, perceived English proficiency level, and KSAT level are not even an issue in their learning. However, it is important to note that the higher the level of students' perceived English proficiency, the higher the level of self-esteem and motivation and the lower their anxiety. This means that the students who perceived that they are proficient in English have the tendency to perform better in ESL classes compared to those students who perceived that they have low proficiency in English. These students who perform better have the chances of

getting A grades as they are the most active and participative students in class. They are the students who are confident enough to ask questions, express their ideas and accomplish their tasks. Nevertheless, there is still a tendency for these students to have a certain anxiety in their learning of language.

This is a replication study, but the results are not perfectly similar for both studies. However, there are more major similarities and minor differences. Students in both studies have moderate level of self-esteem, motivation, and anxiety as well as when they were grouped according to gender, year, perceived English proficiency, and KSAT level; no significant differences existed in the three areas when the students were grouped according to year; there are significant differences in the three areas when the students were grouped according to perceived English proficiency; and there was a positive correlation between self-esteem and motivation.

On the other hand, the following are the differences in the results of the two studies: in the present study there are no significant differences in the students' level of self-esteem, motivation, and anxiety when grouped according to gender while in the previous study, there were significant differences in the students' level of self-esteem and motivation but none in their level of anxiety; there are significant differences in the students' level of self-esteem and motivation but no significant difference in their level of anxiety when grouped according to KSAT level while in the previous study, significant differences existed in all three areas; in the present study no correlations were found between self-esteem and anxiety and between motivation and anxiety while in the previous study correlations existed between these areas.

To conclude, affective factors like self-esteem, motivation, and anxiety are important considerations in the student's learning as well as in the teaching of a foreign language like English. The role and responsibility of both the students and teachers are to maintain moderate to high levels of self-esteem and motivation and low level of anxiety in order to achieve the desired performance in EFL or ESL classes.

Recommendations

Based on the results, the following suggestions are made:

The result of this study should be considered in a thorough planning of the curriculum. People in charge of curriculum planning should emphasize the necessity of increasing the students' self-esteem, motivating them, and decreasing their anxiety. One way to do these is to have a more friendly classroom environment where the students interact and support each other to finish the tasks. Be in touch with the students by having informal talks during break time and ask their opinions on how they can learn better in class. Professors should themselves be motivated and committed to implementing such plans in their interactions with the students.

Since the professors are the ones who have regular contacts with the students, they could offer "off class" sessions with the students to give them feedback about their performances in class. They can also check on the students' concerns or problems in their ESL classes, thus they can give suggestions and specific advice for improvement. Professors can encourage the students to visit during office hours individually or by group and just have free talking sessions to make the students more at ease with the language.

Apparently, affective factors play an important part in the students' learning. It would be better that this topic should be a part of the professors' orientation at the beginning of the semester. This way, they could think of ideas of making their classroom a conducive, stimulating, and non-threatening environment where students would be encouraged and motivated to learn.

Limitations of the Study

This study focused on the quantitative aspect of research only. Further study on this topic of affective factors that affect learning could be done and should include the qualitative aspect of research to have a deeper analysis of the students' answers. It is also the limitation of this study to have not included the final grades of the students to further validate the results and to give a stronger evidence on the significance of the present study.

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