The Role of Blended Learning on Moderating Self-Motivation to Mitigate Foreign Language Anxiety among EFL Students

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Abstract

The purpose of this study is twofold: (1) it looks at how much foreign language anxiety and self-motivation there are among EFL students, and (2) to determine if learning preferences interact with self-motivation to lessen FLA, i.e., moderate this relationship. To do this, 232 EFL students from the 2020–2021 academic year were randomly chosen to participate in a survey method at three universities in central Saudi Arabia: Qassim University, Majmaah University, and Shaqra University. SPSS was used for descriptive analysis, where Macro Process Hayes Plug-In was used for the moderated regression analysis. The findings showed a moderate level of internal and extrinsic goal orientation, control over learning beliefs, self-efficacy, task value, social engagement, instructor support, as well as anxiety related to learning a foreign language. Additionally, it was determined that participant demographic factors had no statistically significant impact on any of the distinct dimensions of self-motivation or anxiety related to learning a foreign language. More significantly, blended learning was found to have a greater negative impact on foreign language classroom anxiety than face-to-face learning and e-learning, indicating that it has a greater impact on increasing self-motivation to lessen classroom anxiety.

Keywords: self-motivation, anxiety, EFL, blended learning, moderation

1. Introduction

With the advances in the development of information and communication technologies and the trend towards globalization of higher education and the elimination of borders between students, e-learning is becoming the paradigm of modern education. E-learning generally describes the conscious use of networked information and communication technologies in teaching and learning (Sun, 2008). As the letter "e" in e-learning means the word "electronic", e-learning would integrate all educational activities undertaken by individuals or groups working online or offline (Naidu, 2006).

However, e-learning in Saudi Arabia has become an innovative new learning model. In fact, e-learning has grown in Saudi Arabia, as the Kingdom of Saudi Arabia has the highest percentage of digitization in the education sector. Indeed, the frequent use of e-learning at the university level is seen as a long-term strategy in Saudi Arabia. There is clear evidence that most universities in Saudi Arabia are already using e-learning, but mainly in the blended model with face-to-face teaching as well (Ja'ashan, 2020). However, according to Osguthorpe & Graham (2003), blended is the best learning modality compared with online or face-to-face learning.

In fact, the most important reasons for the advancement of e-learning in Saudi universities is that e-learning in Saudi universities is part of the Kingdom's Vision 2030 plan. In addition, Saudi society is moving around electronics, so that students can learn remotely, simply and easily. Eventually, Saudi universities provide all technological and technical capabilities to carry out the distance learning process, not to mention that Saudi universities establish a specialized online learning programs for students to follow advanced international universities (KSA Universities, 2021). Nevertheless, these are not enough to benefit from e-learning, since motivation and language anxiety are pointed out as the two most influential factors that can affect the process of learning a foreign language (Noels, Pelletier, Clement and Vallerand, 2000). The importance of motivation in language learning was first highlighted in the late 1950s, and since then many theories have been developed explaining its relationship to student achievement (Boo, Dörnyei and Ryan, 2015). On the other hand, language anxiety, as another very influential affective factor in language lessons, began to attract research interest in the early 1970s and is still considered one of the variables most negatively associated with success (MacIntyre and Gardner, 1991; Philips, 1992).

Nevertheless, there seem to be some comfort among EFL students because of the different learning preferential, especially about the burden of self-motivation and foreign language anxiety. Therefore, this study seeks to investigate the level of both self-motivation and foreign language anxiety and to test whether the learning preferential interacts with self-motivation to mitigate FLA, i.e. moderate this relationship. In fact, in regression, moderation occurs when the relation between the dependent variable and the independent variables depends on a third variable, which is the learning preferential in this study. This third variable is referred to as the moderating variable or simply the moderator. The effect of the moderating variable is statistically characterized as an interaction (Hayes, 2013).

Qassim University, Majmaah University and Shaqra University are all governmental and located in central Saudi Arabia. They are all

under the supervision of the Ministry of Education. All university have many colleges in various disciplines including English language. Due to COVID-19, pandemic, traditional classroom learning was shifted to e-learning, where they currently use mixed method: face-to-face learning, e-learning and blended learning. However, since motivation and language anxiety are pointed out as the two most influential factors that can affect the process of learning a foreign language in traditional learning setting, this study aims to investigate the role of blended learning on moderating self-motivation to mitigate foreign language anxiety among EFL students. However, though, most of literature discuss the power of self-motivation to lessen language anxiety and the advantageous of e-learning, none of these studies discussed and investigated how learning preferential may maximize self-motivation and mitigate language anxiety specially in the blended learning format, which would be the main focus of this study, as this study hypothesizes a positive interaction between self-motivation and e-learning preferential to mitigate language anxiety.

2. Literature Review

The advantages of online learning lie in providing the appropriate place for the learner in which he feels comfortable without interference from anyone, the possibility of benefiting from many influential factors such as sound, text, color, video, presentation method and others, so the learner uses most of his senses in this educational process. In addition, online learning is not concerned with the learner's chronological age, as it is suitable for adult education, employees and children whose circumstances do not allow them to attend schools and universities at specific times. According to Al-Omari and Al-Anzi (2020), online learning has disadvantages that limit its effectiveness or hinder its use, as it does not focus on all the senses, but rather on the senses of hearing and sight only. More importantly, online learning needs to establish an infrastructure of devices, laboratories, and internet connection lines and requires extensive training of teachers and students on the use of modern technologies before its implementation. In any case, although e-learning is not different from traditional education in terms of Language anxiety, there is a little significant difference between them (Nugroho, Miftakh and Wahyuna, 2021). In fact, feeling of tension, apprehension, fearfulness, and worry in language class, which had been pointed to greatly influence e-learner's progress in mastering the target language, are all critical factors that limit the usefulness of e-learning (Tuti, 2018)

Linguistic anxiety can be defined as a cognitive state that occurs during the use of a second language, resulting in a deficit in linguistic communication. This state of anxiety involves three related states that become evident during performance, which are perceptual communicative anxiety, experimental anxiety and fear of negative evaluation (Toyama and Yamazaki, 2022). Communication Perception Anxiety is a type of shyness, which is accompanied by fear or anxiety about communicating with people, and it manifests itself in several manifestations, including difficulty speaking in groups or difficulty making a speech, or difficulty listening to or learning a verbal message (Chen, 2019).Experimental anxiety is a type of cognitive anxiety that arises from a fear of failure, such as becoming apprehensive about the consequences of insufficient performance during a particular test or assessment (Zuardi, Crippa, Hallak and Gorayeb, 2013). Fear of negative evaluation is worrying about others' evaluation, avoiding evaluation completely, or expecting negative evaluation from others (Aslam, 2012).

Similarly, motivation has also been extensively studied and is acknowledged as a significant affective factor impacting SL/FL learning. (Dörnyei and Skehan, 2003; Liu, 2007; Wang and Zhang, 2005; Wen, 2001 and Ehrman, 1996). Numerous empirical research have demonstrated that motivation directly influences anxiety, self-efficacy, self-confidence, and proficiency in a second language (Liu and Hu, 2009; and Ehrman, 1996). The learner's internal and external psychological states that drive his behavior, point him in the direction of a certain goal, and sustain those states until that goal is attained are referred to as motivation to learn. Since there can be no behavior without motivation, motivation is a necessary condition. It helps the learner focus their attention, maintains their attention, and increases their interest and vitality. It also reduces the likelihood of distraction and liberation, builds their readiness to learn, and intensifies their mental and physical activity (Zayed, 2003). Intrinsic motivations are the main driving force behind a person's spontaneous self-activity and are the foundation of any academic or general professional accomplishments. Individual internal motivations have a greater impact on one's degree of performance and accomplishment than do societal external motivations (Bahi and Shalaby, 1998). Social extrinsic motivations are sophisticated drives that manifest in a variety of social contexts. They are external because they are influenced by factors like incentives and motives that exist outside of the individual. They are social because they have absorbed and learned them from the wider world. Students occasionally exhibit the effect of intrinsic motivation, in which their drive and focus come from their own desire to participate in a particular activity (Ibid).

Nevertheless, scholars and researchers have widely investigated important affective variable influencing EFL students in traditional environment. However, only a few studies were concerned to investigate such variables in e-learning environment, especially the interrelation of E-Learning, self-motivation and foreign language anxiety among EFL students. Among these studies, that of Alamer and Almulhim (2021) conducted a qualitative analysis of the types of language anxiety students experience while learning a language and then evaluated how motivational factors based on self-determination theory can predict these identified types of anxiety. The findings demonstrated that specific types of anxiety were adversely predicted by sense of competence and relatedness, whereas only general language anxiety was positively predicted by controlled motivation. However, whereas sense of relatedness strongly predicted psychological anxiety, perception of autonomy and autonomous drive did not predict any subtypes of language anxiety Additionally, Bećirović (2020) examined how motivation to speak English as a foreign language varied by gender and proficiency level, as well as how it affected students' English performance. The findings revealed that perceptions of communication in foreign language classrooms as a stressor were negatively related to student performance, although overall motivation to experience stimulation was an important predictor of student success in EFL.

To better understand the relationship between two affective learner variables: language anxiety and motivation, Liu and Cheng (2014) used a sample of university freshmen who were studying English as a foreign language and were divided into different proficiency levels for their required English classes Results revealed that anxiety levels were substantially lower when students were more motivated. Moreover, there was found to be a stronger link between motivation and anxiety than between motivation and language proficiency. However, the highest correlation between motivation and anxiety was found among advanced-level students. In their study, Shirvan, Khajavy, Nazifi, and Taherian (2018) examined the relationship between anxiety and self-efficacy in adult English as foreign language (EFL) learners, as well as the function of the ideal self as a predictor of this relationship. In a general English course over the course of four weeks throughout a semester, information was gathered from 367 undergraduate students. The results showed that while adult students' levels of anxiety dropped during the semester, their self-efficacy grew noticeably. Additionally, while there was a substantial negative link between anxiety and adult students' self-efficacy at the beginning of the semester, it increased throughout the course of the semester. The ideal self of adult students was also only able to predict the rate of development in their self-efficacy and anxiety over time, not their initial levels. Moreover, Djafri and Wimbarti (2018) looked into the relationship between students' motivation and their perceptions of teachers' behavior and the anxiety associated with learning a foreign language among Indonesian undergraduates enrolled in English, French, Japanese, Korean, and Arabic language programs. This study involved 182 undergraduate students majoring in five foreign languages at an Indonesian public university. Findings showed that when compared to other foreign language learners, Japanese learners experience the most anxiety. Additionally, it revealed that Latin language learners have lower levels of foreign language anxiety than do non-Latin language learners (of Japanese, Korean, and Arabic) (English and French). The results also showed that learners' motivation does not influence foreign language anxiety.

Additionally, Huang and Hwang (2013) looked into the connection between multimedia learning settings and language learning anxiety in Taiwanese EFL students. The outcomes demonstrated that multimedia settings could lessen students' anxiety and foster a less stressful learning environment. Majid, Sharil, Luaran and Nadzri (2012) also set out to investigate the anxiety that certain students who are learning a language online suffer. The findings indicated that the students had little desire to learn the language online and that there is a significant relationship between student s' experience, readiness quality and motivation and confidence.

More crucially, Kaid and Rashad (2019) looked at how WhatsApp affected Saudi Arabian EFL learners' language skills as well as their attitudes, motivations, and anxiety towards learning English.

In addition, the results showed that WhatsApp helps EFL students learn English by lowering their anxiety levels and boosting their motivation. Nonetheless, in survey using role in fighting anxiety questionnaire, which was applied on 56 high school students with blended learning strategies, Sarkar and Sharma (2020) showed that 73% student supported the fact that blended learning is helpful in reduction of anxiety of achievement tests. The goal of Bai, X. Wang, J. Wang, Tian, and Ding's (2020) study was to examine how college students engaged in blended learning autonomously. Results indicate that academic self-efficacy and learning motivation are good predictors of independent learning behavior in college students. Additionally, learning motivation is positively connected with academic self-efficacy, whereas learning anxiety is adversely correlated with it.

Al-Essa and Shabana (2021), which aimed to identify the influence of online learning on the teaching of reading in the English language from the point of view of supervisors and teachers in the city of Jerusalem. The results revealed that there were no statistically significant differences in the teaching of reading in English due to the variable gender, age, level of education, nature of work, years of experience and course of study. Additionally, Dhamayanti (2021) looked into how EFL students perceived and were motivated by quizzes as an online learning tool in an online English class. The outcome demonstrates that the majority of EFL students had a favorable impression of and motivation for quizzes. Lengkanawati, Wirza, and Alicia (2020) looked at the opinions of Indonesian EFL undergraduate students on the use of e-learning during Covid-19 outbreaks. They discovered that EFL undergraduate students in Indonesia are consciously understanding that studying online is the best option during Covid-19 outbreaks and that the use of e-learning makes a bigger difference in the students' ability to control their own learning. Additionally, they mentioned that during the epidemic, they ran into a number of obstacles to online learning, including a lack of knowledge and skills in the area, inconsistent internet connections, and teachers with no experience in the field. A similar research was conducted in Saudi Arabia by Ja'ashan (2020) to determine whether online learning is advantageous for students and what difficulties they encounter when learning English as a foreign language while using Bisha University's online learning system. The study's findings indicated that there were no appreciable variations in the e-learning activities undertaken by male and female EFL students, and that the primary difficulties faced by e-learning at the university were those related to academic, administrative, and technical issues. The outcomes demonstrated that students are conscious of the advantages of e-learning. The findings, however, show that online English learning is seen with great favor.

3. Method

A survey approach was conducted at three different universities in central Saudi Arabia, which are Qassim University, Majmaah University and Shaqra University. 232 EFL students during the 2020/2021 academic year were randomly selected, where all participants have signed the informed consent. A questionnaire with three instruments, in addition to a section for the demographic variables. The first instrument is designed to measure e-learning preferences and characteristics. The second instrument is designed to measure self-motivation level and the third one is designed to measure foreign language anxiety level, as shown in appendix (1). A group of specialists from the three universities validated all items of all the instruments. In addition, a pilot study was carried out with a sample of 30 participants to check for the reliability of self-motivation and foreign language anxiety instruments, where the alpha Chronbach

coeffiecients for both instruments were 0.78 and 0.81 respectively. The questionnaire was designed by Google Forms and distributed with a consent letter via a link through WhatsApp, Facebook, Twitter and Emails applications. The measurement scale consists of a nominal scale and a Likert scale (1= strongly disagree to 5 = strongly agree). SPSS was used for descriptive analysis, where Macro Process Hayes Plug-In was used for the moderated regression analysis.

4. Results

4.1 Demographic Characteristics

The following table (Table 1) summarizes the descriptive statistics of the demographic variables for all the students who participated in this study

Table 1. demographic characteristics

Variables	Categories	Frequency	Percentage
Gender	Male	89	38.4%
	Female	143	61.6%
Age	Less than 20 years	165	71.1%
	20-25 years	58	25.0%
	More than 25 years	9	3.9%
Study Level	1st year	42	18.1%
	2nd year	52	22.4%
	3rd year	48	20.7%
	4th year and above	90	38.8%
GPAA	Less than 3.15	40	17.24%
	3.15-3.99	78	33.62%
	4.00-5	98	42.24%

Table (1) shows the sample of the study which is consisted of 89(38.4%) males and 143(61.6%) females, who are at different Study Level, where participants from the study level of 4th year and above 90(38.8%) dominated the sample, followed by the 2nd year level 52(22.4%) then 3rd year 48 (20.7%) and last the 1st year level 42(18.1%). Most of the participants 98(42.24%) have a GPAA between 4.00-5, where participants of 3.15-3.99 GPAA formed 33.62% (78) while 40(17.24%) were with Less than 3.15 GPAA. In addition, participant came from different learning environments, as shown in table (2).

Table 2. characteristics of learning environments

Variables	Categories	Frequency	Percentage
learning format:	Group project	20	8.6%
	Discussion	136	58.6%
	Combination	76	32.8%
Learning Preferential	E-learning	55	23.7
	Face-to-face classroom	77	33.2
	Blended	100	43.1
Learning Platforms	Blackboard	208	89.7%
	Others	24	10.3%
Learning Facilities and Infrastructures	Internet connection	191	82.3%
	Device	29	12.5%
	Financial support	12	5.2%
Psychological Aspects	Interest in distance learning platform	74	31.9%
	Convinced of maximum achievement of learning outcomes	22	9.5%
	Worry about learning outcome achievement	61	26.3%
	Lack of interaction between students	60	25.9%
	Inspired to get a way of learning	15	6.5%

Table (2) shows that learning formats were dominated by Discussion groups with 58.6% (136) of the participants. Learning Preferential was dominated by blended learning with 100(43.1%). Learning Platforms were dominated by Blackboard with 208(89.7%). Learning Facilities and Infrastructures were dominated by Internet connection 191 (82.3%) and Psychological Aspects were dominated by Lack of interaction between students 60 (25.9%) and the Worry about learning outcome achievement 61 (26.3%)

4.1 Respondent's Estimations

Respondent's estimations varied on the different aspects of self-motivation as well as on foreign language anxiety. Table (3) shows the means and Std. Deviation of their estimations.

Table 3. respondent's estimations

variables	Mean	Std. Deviation
Instructor Support	4.1262	.68427
Task Value	4.1042	.55140
Extrinsic Goal Orientation	4.0711	.62705
Self-Efficacy	3.9844	.49246
Control of Learning Beliefs	3.9170	.67849
Social Engagement	3.8560	.51720
Intrinsic Goal Orientation	3.6444	.58448
Total scale of Self-motivation	3.9172	.51973
Foreign Language Classroom Anxiety	3.3002	.63249

Table (3) shows the estimation of the respondents about the different aspects of self-motivation as well as foreign language anxiety. Intrinsic goal orientation came with moderate degree as it scored a mean of 3.64 and a standard deviation of 0.58448. Extrinsic goal orientation came with moderate degree as it scored a mean of 4.07 and a standard deviation of 0.62705. Control of learning beliefs came with moderate degree as it scored a mean of 3.92 and a standard deviation of 0.62705. Self-efficacy came with moderate degree as it scored a mean of 3.98 and a standard deviation of 0.49246. Task value came with moderate degree as it scored a mean of 4.10 and a standard deviation of 0.55140. Social engagement came with moderate degree as it scored a mean of 3.8560 and a standard deviation of 0.51720. Instructor support came with moderate degree as it scored a mean of 4.1262 and a standard deviation of 0.68427. However, the total scale of self-motivation came with moderate degree, as well, as it scored a mean of 3.92 and a standard deviation of 0.51973. On the other hand, foreign language anxiety came with moderate degree as it scored a mean of 3.30 and a standard deviation of 0.63249.

Table 4. differences in self-motivation and language anxiety according to learning preferential

Learning Preferential	Intrinsic Goal Or.	Extrinsic Goal Or.	Control of Learning	Self-Efficacy	Task Value	Social Engagement	Instructor Support	Classroom Anxiety	Motivation
Blended	3.7182	4.1273	3.9909	4.0182	4.1667	3.8727	4.1065	3.3240	3.9359
Face-to-face classroom	3.5519	4.1039	3.9156	4.0097	4.1082	3.8416	4.1280	3.2554	3.9525
E-learning	3.6750	4.0150	3.8775	3.9463	4.0667	3.8580	4.1357	3.3215	3.8797
Total	3.6444	4.0711	3.9170	3.9844	4.1042	3.8560	4.1262	3.3002	3.9172

Nevertheless, there seem to be statistical differences in the different aspects of self-motivation as well as foreign language anxiety that are attributed to gender, age, study level and GPAA of the participants. In fact, what concerns this study is the differences attributed to learning preferential, which are shown in Fig (1), Fig (2) and table (4)
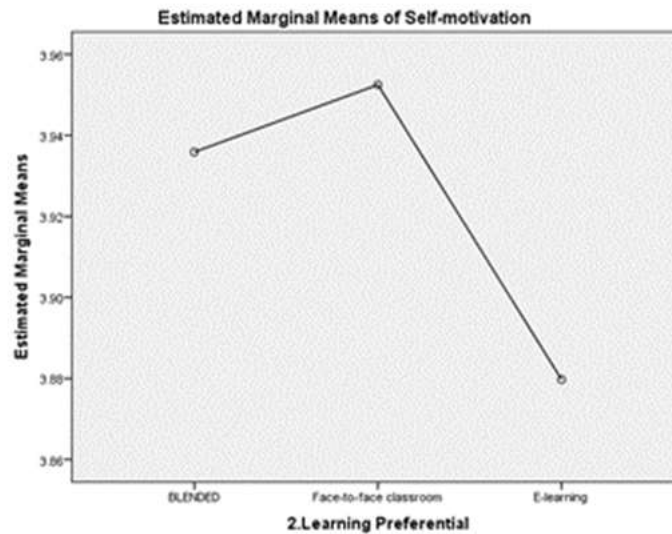

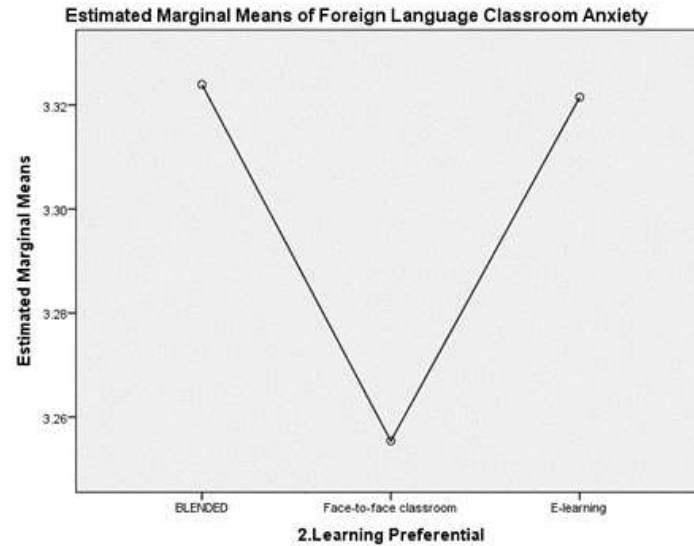Figure 1. Self-motivation according to learning preferential

Figure 2. Foreign language anxiety according to learning preferential

Testing differences in self-motivation (left) and foreign language anxiety (right) according to learning preferential using multi-analysis of variance (MANOVA) are shown in table (5).

Table 5. Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Learning Preferential	Intrinsic Goal Orientation	1.051	2	.526	1.546	.215
	Extrinsic Goal Orientation	.571	2	.286	.724	.486
	Control of Learning Beliefs	.457	2	.228	.494	.611
	Self-Efficacy	.258	2	.129	.529	.590
	Task Value	.357	2	.178	.585	.558
	Social Engagement	.032	2	.016	.059	.943
	Instructor Support	.031	2	.015	.032	.968
	Self-motivation	.255	2	.128	.471	.625
	Foreign Language Classroom Anxiety	.231	2	.115	.287	.751

MANOVA test show no significant statistical differences attributed to learning preferential, as sig value is ≤.05. For this reason, a linear regression analysis was used to investigate how much self-motivation affects foreign language classroom anxiety and in what mechanism. Simple linear regression revealed a reciprocal impact of self-motivation on foreign language classroom anxiety, as shown in table (6)

Table 6. Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.742	.115		67.295	.000
	Self-motivation	-1.134	.029	-.932	-38.947	.000

a. Dependent Variable: Foreign Language Classroom Anxiety

4.2 Moderating Impact

In regression, moderation occurs when the relation between the dependent variable and the independent variables depends on a third variable (learning preferential). This third variable is referred to as the moderating variable or simply the moderator. The effect of the moderating variable is statistically characterized as an interaction (Hayes, 2013).

To reveal the role of learning preferential on the relationship, Macro-process Heyse plug-in software was used to test for moderation of learning preferential. In this model, learning preferential was used as a moderator for self-motivation. the results are shown in the outcome of foreign language classroom anxiety tables (7-10).

Table 7. Regression Model Summary

R	R-sq.	MSE	F	df1	df2	p
0.9418	0.8869	0.0458	596.1065	3	228	0

Table 8. Model

	coeff	se	t	p	LLCI	ULCI
constant	9.823	0.3609	27.2213	0	9.112	10.5341
self- motivation	-1.6465	0.0912	-18.056	0	-1.8262	-1.4668
learning preferential	-0.8744	0.145	-6.0318	0	-1.1601	-0.5888
Int_1	0.2152	0.0367	5.8589	0	0.1428	0.2876

Product terms key ：Int_1: self-motivation x Learning Preferential

Table 9. Test(s) of highest order unconditional interaction(s)：

	2-chng	F	df1	df2	p
X*W	0.017	34.3262	1	228	0

──────── Focal predict: self-motivation (X)， Mod var: learning preferential (W)

Table 10. Conditional effects of the focal predictor at values of the moderator(s)

learning preferential	Effect	se	t	p	LLCI	ULCI
1	-1.4313	0.0572	-25.034	0	-1.5439	-1.3186
2	-1.216	0.0303	-40.0697	0	-1.2758	-1.1562
3	-1.0008	0.0357	-28.0621	0	-1.0711	-0.9306

The first thing to look at is the Int_1. As we see in table (8), int_1 is significant as p is less than 0.005, where the range of LLCI and ULCI does not include zero, which means that there is a moderation effect. However, table (7) shows R-square as 0.8869 while table (9) the R square change, which is 0.0170 and significant. This change shows what exactly the contribution of the said interaction is. In fact, this means that there is 1.7% significant change on the impact of self-motivation on foreign language classroom anxiety because of the presence of the moderator. However, the conditional effect shows that as learning preferential value increases, beta value (the regression coefficient) increases. This means that blended learning (1) would have more negative effect on foreign language classroom anxiety than face to face learning (2) and e-learning (3), i.e., blended learning plays more role on making self-motivation reducing foreign language classroom anxiety.

5. Discussion

The findings revealed that EFL learners in central Saudi Arabia are motivated learners. However, even though instructor support, task value, extrinsic goal orientation, self-efficacy, control of learning beliefs and social engagement are all high, intrinsic goal orientation seems to be very low, where foreign language classroom anxiety is moderate. Though this is a good sign but yet, Noels et al., (2000) indicated that learners who are motivated intrinsically or interactively tend to perform better in foreign or second language classes.

On the other hand, the level of anxiety was moderate compared to self-motivation. However, many studies has found foreign language anxiety to be one of the best predictors of success in the second/foreign language learning. In addition, these studies showed that the pressure and anxiety might in fact emanate from their primary motivation in learning the English language in the first place. However, these studies have generally reported a consistent moderate negative relationship between language anxiety and self-motivation (Horwitz, Fallon and Luo, 2010). This means that low self-motivation produces high FLA.

Nonetheless, the only way to overcome this issue is either by reducing FLA or increasing self- motivation. In fact, this study has part of the solution, as it found that learning preferential could work as a good moderator to enhance and maximize self-motivation and therefore reducing FLA. However, although all learning preferential shows such good impact, blended learning showed the strongest impact on self-motivation to reduce FLA. These results can be supported by the findings of (Sarkar and Sharma, 2020) who recommended that teacher should use blended learning in English learning-teaching process, especially when self-motivation is low. This means that the teacher can teach using the textbook and technology device. It means that, besides the teachers explain the material using the textbook, they can combine that by using different technological device and applications.

6. Conclusions

Several conclusions can be made from the current study of the relationship between students' foreign language anxiety, English language motivation, and learning preferential. First, the results revealed that students generally had moderate anxiety in English, fear of negative evaluation, and anxiety about speaking and tests. The majority of participants were also found to have moderate or strong motivation to learn English, reporting moderate intrinsic and extrinsic goal orientation, control over learning beliefs, self-efficacy, task value, social engagement, and teacher support. Third, blended learning was found to play a major role in maximizing the effect of intrinsic motivation on reducing language anxiety in English．Indeed, this may be explained by the fact that face-to-face learning process may compensate for the weaknesses of the online learning.

7. Recommendation

As such, for the purpose of student improvement, it is necessary for language teachers as well as learners to take measures to increase blended learning as it has been shown to increase the effect of self-stimulation on reducing and alleviating language anxiety in English. Finally, the findings and implications can be generalized to other similar contexts, although more investigations are urgently needed in a variety of students with different backgrounds to better understand the relationship between anxiety, motivation and blended learning.

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