

DOCTORAL SCHOOL OF EDUCATION, UNIVERSITY OF SZEGED

MERIH WELAY WELESILASSIE

**RELATIONSHIPS AMONG L2 MOTIVATION, ANXIETY,
WILLINGNESS TO COMMUNICATE, AND PROFICIENCY AMONG
ETHIOPIAN UNDERGRADUATE STUDENTS**

DOCTORAL DISSERTATION

SUPERVISOR: PROFESSOR MARIANNE NIKOLOV



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ABSTRACT

Research on second or foreign language (L2) learning has revealed that individual differences such as L2 motivation, willingness to communicate, and anxiety play a significant role in language learning outcomes. However, the intricate interplay among these variables remains to be fully explored as these factors are dynamic, context-specific, and can vary across different learners and learning environments. This cross-sectional quantitative dissertation investigated the relationships between L2 motivational self-system (ideal L2 self, ought to L2 self, and L2 learning experience), L2 anxiety (debilitative and facilitative), L2 willingness to communicate (L2WTC) in various settings (in-class, out-of-class, and digital), and English proficiency among Ethiopian Preparatory Highschool adult EFL students.

The dissertation addressed specific research questions in four empirical studies. The first study (Welesilassie & Nikolov, 2022) aimed to validate the adapted instruments of Taguchi et al. (2009) based on Dörnyei's (2005, 2009) by investigating the correlation between L2 motivational self-system (L2MSS) and L2 anxiety. The study used a cross-sectional quantitative design to gather data from 165 undergraduate EFL students in Ethiopia. I employed statistical methods and utilised software tools such as IBM SPSS 25 and AMOS 23 for data analysis.

It confirmed the reliability and validity of L2MSS and FL anxiety instruments in the Ethiopian educational context. The total scale reliability for the L2MSS and FL anxiety instruments surpassed the 0.70 threshold, indicating satisfactory consistency. Construct validity was evaluated through model fit indices, including CFI, TLI, GFI, and RMSEA. All indices surpassed 0.90, with RMSEA falling below 0.05, thus confirming the validity of the models. The descriptive results indicated that the ought to L2 self received the highest scores among the three components of L2MSS, followed by the ideal L2 self, and the L2 learning experience was rated the lowest. The research findings indicated that students exhibited high levels of debilitative anxiety and low levels of facilitative anxiety. Furthermore, the correlational analysis demonstrated a strong positive association between the ideal L2 self and the L2 learning experience. Additionally, a weak, positive, and statistically significant relationship was observed between the ideal L2 self and debilitative anxiety.

Study two (Welesilassie & Nikolov, 2025) investigated the relationships between L2 motivation, anxiety, and English proficiency of Ethiopian students. In a cross-sectional survey, 609 Ethiopian preparatory school students participated. The study employed Structural Equation

Modeling (SEM) to test a proposed model integrating components of Dörnyei's (2005, 2009) L2MSS, anxiety, and English proficiency. The study aimed to analyse how independent variable, such as Dörnyei's (2005, 2009) L2MSS (ideal L2 self, ought to L2 self, L2 learning experience), and English proficiency, predict two dependent variables: facilitative anxiety and debilitating anxiety. The findings indicated that components of the L2MSS significantly positively impacted the participants' English proficiency. Furthermore, the ideal L2 self and learning experiences were found to mitigate debilitating anxiety, whereas the ought to L2 self exacerbated it. Facilitative anxiety was positively predicted by the ought to L2 self but negatively predicted by debilitating anxiety.

Study three (Welesilassie & Nikolov, 2024) focused on exploring the connections between students' L2MSS, L2WTC, and their level of English proficiency. I used structural equation modelling (SEM) to test a proposed model. The components of the L2MSS, including ideal L2 self, ought-to L2 self, and L2 learning experience, were considered independent variables. L2WTC, both inside and outside the classroom, and English proficiency were treated as dependent variables. English proficiency was also used as an independent variable to examine its impact on L2WTC inside and outside the classroom. The findings indicated that while the mean score for the ought-to L2 self scale was above average, the mean scores for the ideal L2 self and L2 learning experiences were below average. Students expressed low levels of L2WTC inside and outside the classroom and self-perceived English proficiency. The components of the L2MSS in the model exhibited a statistically significant positive correlation with each other and with L2WTC both inside and outside the classroom and with their level of English proficiency. More specifically, the L2MSS components demonstrated a statistically significant positive impact on the dependent variables, except for the path from ideal L2 self to L2WTC outside the classroom, which was insignificant. English proficiency exhibited statistically substantial positive predictive effects on L2WTC within and outside the classroom.

Study four (Welesilassie & Nikolov, 2024) examined the interplay between participants' L2 anxiety, L2WTC, and English proficiency. SEM was utilised to test the proposed model encompassing these variables. Debilitating anxiety and facilitative anxiety were treated as independent variables, whereas English proficiency and L2WTC in various settings (classroom, outside of the school, and in the digital setting) were considered dependent variables. Additionally, English proficiency was included as an independent variable to explore its predictive relationship

with L2WTC in the three settings. The findings indicated that Ethiopian students exhibited a low level of L2WTC across diverse settings, with their debilitating anxiety overshadowing the positive aspects of anxiety, and their English proficiency was relatively low. Furthermore, debilitating anxiety demonstrated a negative impact on both L2WTC across the three settings and English proficiency, whereas facilitative anxiety exerted a positive influence on both.

In the dissertation, I presented the four studies separately. Then, I provided an overarching analysis integrating the results. I analysed the findings and placed them within the broader literature framework to establish their significance within the research domain. The implications of these findings for both theoretical frameworks and practical applications were discussed, emphasising their potential impact and contributions to the field.

Finally, the limitations of the studies were critically examined to identify possible biases and gaps in the research, thereby enhancing the findings' transparency, validity, and rigour. This comprehensive analysis has provided insights into areas for further academic explorations, offering avenues for future empirical studies and expanding knowledge on individual differences' role in L2 learning and teaching.

Keywords: L2 Motivation, L2 anxiety, L2 willingness to communicate, L2 proficiency

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In 2020, when I arrived in Szeged, a month later, a horrible war broke out in my region, Tigray in Ethiopia. For over two years, I had no information about my family. All essential services were blocked entirely, and my people were under siege. Amid this unimaginably difficult time, I made the heartbreaking decision to withdraw from my education due to acute stress and the overwhelming challenges of daily life. Throughout this suffering, my supervisor, Prof. Marianne Nikolov, showed exceptional understanding and extended unwavering support, encouraging me to stay strong and continue my education. I owe her an immeasurable debt of gratitude for making this PhD journey possible.

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TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	xii
CHAPTER ONE: INTRODUCTION	1
1.1. Personal and Contextual Introduction	1
1.2. Structure of the dissertation	3
1.3. Theoretical Review	8
1.3.1. Affective variables in second language learning	8
1.3.2. L2 motivation.....	8
1.3.3. L2 anxiety.....	14
1.3.4. L2 willingness to communicate (L2WTC)	16
1.3.5. L2 proficiency.....	18
1.4. The rationale for the study-based approach.....	23
1.5. Significance of the Study	23
1.6. The research context	27
1.6.1. Education in Ethiopia	27
1.6.2. English Language Education in Ethiopia	31
1.6.3. The Role of English in Ethiopia	33
1.6.4. The role of teachers, students, and parents in English language education	35
1.6.5. English Language assessment and evaluation in Ethiopia	36
1.7. Setting and Participants.....	36
1.8. Appendices Overview	38
References.....	40
CHAPTER TWO: RELATIONSHIPS BETWEEN MOTIVATION AND ANXIETY IN ADULT EFL LEARNERS AT AN ETHIOPIAN UNIVERSITY	50
2.2. Abstract	51
2.3. Introduction	52

2.4.	Review of the literature.....	52
2.4.1.	L2 motivation.....	52
2.4.2.	L2 anxiety.....	55
2.4.3.	Studies on the relationship between L2MSS and L2 anxiety	55
2.5.	Method.....	58
2.5.1.	Educational context	58
2.5.2.	Participants.....	58
2.5.3.	Instruments	58
2.5.4.	Reliability and validity	60
2.5.5.	Data collection procuder.....	61
2.5.6.	Procedures of data analysis	62
2.5.7.	Ethical considerations	63
2.6.	Results and Discussion.....	64
2.7.	Conclusion, limitation, and pedagogical implications	68
2.8.	Limitations and and pedagogical implications	69
CHAPTER THREE: EXPLORING THE RELATIONSHIPS BETWEEN L2 MOTIVATION, ANXIETY, AND ENGLISH PROFICIENCY OF ETHIOPIAN PREPARATORY SCHOOL STUDENTS		74
3.1.	Abstract	75
3.2.	Introduction	76
3.3.	Review of the literature.....	77
3.3.1.	L2 Motivational self-system.....	77
3.3.2.	L2 learning anxiety.....	79
3.3.3.	L2 proficiency.....	80
3.3.4.	Studies on the relationships among L2 motivation, anxiety and proficiency	82
3.4.	The study.....	84
3.5.	Research questions.....	84
3.6.	The proposed model.....	84
3.7.	Method.....	85
3.7.1.	Research method.....	85
3.7.2.	Setting and Participants.....	86

3.7.3.	Instrument of data collection	86
3.7.4.	The procedures of data collection and analysis	88
3.8.	Results	89
3.8.1.	Descriptive and correlational analyses	89
3.8.2.	Structural Equation Modelling Analyses	90
3.9.	Discussion	94
3.10.	Conclusion and Pedagogical Implications	100
3.11.	Limitations and future directions	101
CHAPTER FOUR: THE RELATIONSHIPS AMONG EFL LEARNERS' MOTIVATIONAL SELF-SYSTEM, WILLINGNESS TO COMMUNICATE, AND SELF-ASSESSED PROFICIENCY AT AN ETHIOPIAN PREPARATORY HIGH SCHOOL		106
4.1.	Abstract	107
4.2.	Introduction	108
4.3.	Review of the literature	110
4.3.1.	L2 Motivational Self-System (L2MSS)	110
4.3.2.	L2 willingness to communicate	111
4.3.3.	Studies on relationships between L2MSS, L2WTC, and L2 proficiency	112
4.4.	The study	116
4.5.	The proposed model	116
4.6.	Method	119
4.6.1.	Research design	119
4.6.2.	Setting and Participants	119
4.6.3.	Instruments	119
4.6.4.	The procedure of data collection and analysis	122
4.6.5.	Ethical considerations	122
4.7.	Results	123
4.7.1.	Testing the measurement model	123
4.7.2.	Testing the full structural model	124
4.8.	Discussion	129
4.9.	Conclusion	141

4.10.	Limitations and Future Research	143
CHAPTER FIVE: L2 ANXIETY, PROFICIENCY, AND COMMUNICATION IN AND OUTSIDE THE CLASSROOM, AND IN DIGITAL SETTINGS: INSIGHTS FROM ETHIOPIAN PREPARATORY SCHOOLS		148
5.1.	Abstract	149
5.2.	Introduction	151
5.3.	Review of related literature	153
5.3.1.	L2 anxiety	153
5.3.2.	L2 willingness to communicate	155
5.3.3.	L2 willingness to communicate in digital setting	156
5.3.4.	Study on the relationship between L2 anxiety, proficiency, and L2WTC	157
5.4.	The study	161
5.5.	Research questions	161
5.6.	The proposed model	161
5.7.	Method	163
5.7.1.	Research Design	163
5.7.2.	Setting and Participants	163
5.7.3.	Instruments	163
5.7.4.	The procedure of data collection and analysis	165
5.8.	Results	166
5.9.	Discussion	170
5.10.	Conclusion and Pedagogical Implications	176
5.11.	Limitations and Future Research	178
CHAPTER SIX: GENERAL DISCUSSION AND CONCLUSION		184
6.1.	Introduction	184
6.2.	Discussion	184
6.2.1.	The L2 motivational self-system	184
6.2.2.	L2 willingness to communicate (L2WTC)	189
6.2.3.	L2 anxiety	193
6.2.4.	English proficiency	195

6.2.5.	Relationships among the Variables.....	197
6.3.	Conclusion	205
6.3.1.	Key findings	205
6.3.2.	Theoretical and practical perspectives.....	208
a.	Theoretical perspectives.....	208
b.	Implications for L2 teaching.....	210
6.3.3.	Limitations of the Dissertation.....	214
6.4.	Future Directions.....	214
References	216
7.	Appendices	231

LIST OF ACRONYMS

CFA	Confirmative Factor Analysis
CFI	Comparative Fit Index
DF	Degree of Freedom
EFA	Explorative Factor Analysis
EFL	English as a Foreign Language
FDRE MoE	Federal Democratic Republic of Ethiopia, Ministry of Education
GECF	General Education Curriculum Framework
IRB	Institutional review board
ISCED	International Standard Classification of Education
KG	kindergarten
KMO	Kaiser-Meyer-Olkin Test
L2	Second or Foreign Language
L2MSS	L2 Motivational Self-System
L2WTC	L2 Willingness to Communicate
RMSEA	Root Mean Square Error of Approximation
SEM	Structural equation modeling
SLA	Second Language Acquisition

LIST OF TABLES

Chapter 1

Table 1. 1 Research questions, data sources and method of analysis used for the four empirical studies.....	4
--	---

Chapter 2

Table 2. 1 Subscale, number of items, and alpha.	61
Table 2. 2 Fit indexes for the measurement model variables.	63
Table 2. 3 Descriptive Statistics of Learners' L2MSS.	65
Table 2. 4 Descriptive Statistics of Learners' anxiety.	66
Table 2. 5 Correlation Analysis of the ideal L2 self, the ought-to L2 self, learning experience, facilitative and debilitating anxiety.	66

Chapter 3

Table 3. 1 Mean, SD, and correlational analysis among ideal L2 self, ought to L2 self, L2 learning experience, facilitative anxiety, debilitating anxiety, and English proficiency	89
Table 3. 2 Fit indexes for the measurement model of the six variables	91

Chapter 4

Table 4. 1 Fit indexes for the measurement models of the six variables.	124
Table 4. 2 Descriptive analysis of the ideal L2 self, ought to L2 self, L2 learning experience, English proficiency, and L2WTC inside and outside the classroom.....	127
Table 4. 3 Correlational analysis of the components of the L2MSS, English proficiency, and L2WTC.....	127
Table 4. 4 Standardised direct effects for the structural model	131

Chapter 5

Table 5. 1 Descriptive and correlations of participants' L2WTC (inside and outside the classroom and in digital settings), L2 anxiety (facilitative anxiety, debilitating anxiety, and English proficiency.	167
Table 5. 2 Fit indexes for the measurement models of the six variables.....	167

LIST OF FIGURES

Chapter 3

Figure 3. 1 The hypothesised model85

Figure 3. 2 Full structural model.....93

Chapter 4

Figure 4. 1 The hypothesised model.....118

Figure 4. 2 Full structural equation model130

Chapter 5

Figure 5. 1 The hypothesised model162

Figure 5. 2 Full structural equation model169

Chapter 6

Figure 6. 1 Comprehensive model207

CHAPTER ONE: INTRODUCTION

1.1. Personal and Contextual Introduction

I grew up in Ethiopia, where learning English languages was a big part of my education. I still remember the first time I learned English in high school. My friends and I understood that learning English was crucial for passing a class and creating opportunities for our future. However, I observed that while some of us were enthusiastic about practising speaking English whenever possible, others were more introverted, cautious, or even nervous about using the language in real-life situations. This difference piqued my interest: What causes some students to feel more motivated and self-assured in communicating in English while others hesitate? What motivates or discourages this willingness to speak, and how does it impact their proficiency?

This interest motivated me to explore the beliefs about the learning and teaching of foreign languages in my master's thesis. I investigated how the attitudes of both learners and teachers impacted their language learning methods. Expanding on these findings, I have gained a deeper understanding of the complex interplay of psychological elements such as motivation, anxiety, and L2WTC that affect L2 learning. My understanding has been further enhanced during my time teaching English language and literature in Ethiopian higher education institutions since 2007. Throughout these years, I witnessed Ethiopian students' difficulties in learning and using English within and beyond the classroom.

In Ethiopia, English is taught as a foreign language, and its practical application outside educational settings is limited. The classroom serves as the primary environment for students to engage with the English language. Consequently, many students encounter challenges in fostering motivation and confidence in utilising English in authentic, real-world situations. Through my experience as an educator, I have gained valuable insights into the challenges students face and how they impact their English communication and proficiency. I noticed that many students were anxious about making mistakes, which made them less likely to participate. In addition, I observed fluctuations in their motivation stemming from their perceived success or failure in language use. Accordingly, it is crucial to comprehend these dynamics, particularly in Ethiopia, where English is not only a subject but also the language used for teaching and a way to access better education and job opportunities. Recent studies in the field of L2 learning have revealed the interconnected nature of motivation, anxiety, and willingness to communicate as crucial factors influencing

learners' language skills (Alrabai, 2022a; Al-Hoorie & Szabó, 2022; Brauer et al., 2023). However, existing study has largely focused on Western and Asian contexts, creating a knowledge gap regarding the operation of these individual difference factors in African settings, with particular reference to Ethiopia.

This dissertation comprises four studies, each utilising a cross-sectional quantitative design to explore the connections between L2 motivation, anxiety, willingness to communicate, and English proficiency among preparatory high school students in Ethiopia. Using validated questionnaires to gather data from a representative sample of students, each study seeks to measure these connections' strengths and direction and pinpoint the primary predictors of language proficiency and communication across various settings. The analyses offer valuable insights into how these psychological factors interact and influence students' willingness to communicate in English and their overall language abilities.

1.2. Structure of the dissertation

This dissertation adopts the study-based format outlined by Creswell (2012), consisting of multiple studies within a singular research project to address the research questions comprehensively. The structure encompasses six chapters. The first chapter serves as a general introduction, identifying the research questions and outlining the overall structure of the dissertation. It also presents the conceptual framework of the L2 Motivational Self System (L2MSS), language learning anxiety, and willingness to communicate (WTC) both inside the classroom and in digital environments. Additionally, the chapter articulates the rationale for the study-based approach, highlights the significance of the research, and describes the context and participants involved in the study.

Chapters 2 through 5 present four empirical studies within this broader research framework. Chapter 2 focuses on a correlational study examining the relationships between L2MSS and L2 anxiety. This research aimed to validate the instruments developed by Taguchi et al. (2009) and grounded in Dörnyei's theoretical framework while exploring the correlation between L2MSS and language anxiety among adult EFL learners in Ethiopia. The initial pilot phase involved three first-year students and a university instructor, followed by a larger sample of 165 students majoring in English at Mizan-Tepi University. Statistical techniques, including construct validity assessments using IBM SPSS and AMOS, were employed to analyze the data. The significance of this research lies in its provision of validated instruments for evaluating L2MSS and L2 anxiety in the Ethiopian context, establishing foundational tools for future research. The results of this study were published in "Welesilassie, M. W., & Nikolov, M. (2022). Relationships between motivation and anxiety in adult EFL learners at an Ethiopian university. *Ampersand*, 9(August), 100089. <https://doi.org/10.1016/j.amper.2022.100089>." This publication contributes significantly to the literature on motivation and anxiety within English as a Foreign Language (EFL).

Table 1. 1 Research questions, data sources and method of analysis used for the four empirical studies

The four empirical Studies	Research questions	Data sources	Methods of analysis
Study 1 (Welesilassie & Nikolov, 2022)	What are the students' overall motivational orientations in learning English?	L2MSS questionnaire	Descriptive statistics
	How can their types and levels of anxiety in learning English be characterized?	L2 anxiety questionnaire	Descriptive statistics
	What is the relationship between L2 motivation and anxiety in this young adult population?	L2MSS and L2 anxiety questionnaire	Correlational Analysis
Study 2 (Welesilassie & Nikolov, 2025)	What are the relationships among Ethiopian high-school students' L2MSS, L2 anxiety, and English proficiency?	L2MSS, L2 anxiety, English proficiency questionnaire	Correlational Analysis
	To what extent does the L2 motivational self-system impact students' L2 anxiety and English proficiency?		SEM
Study 3 (Welesilassie & Nikolov, 2024a).	How was the Ethiopian students' L2MSS, L2WTC inside and outside the	L2MSS, L2WTC, and English proficiency questionnaire	Descriptive statistics

	classroom, and self-assessed English proficiency characterized?		
	How did the Ethiopian students' L2MSS, L2WTC inside and outside the classroom, and their self-assessed proficiency in English? relate to one another?	L2MSS, L2WTC, and English proficiency questionnaire	Correlational analysis
	What was the predictive effect of students' L2MSS on their self-assessed English proficiency and L2WTC inside and outside the classroom?	L2MSS, L2WTC, and English proficiency questionnaire	SEM
Study 4 (Welesilassie & Nikolov, 2024b).	How did students appraise their L2 anxiety, English proficiency, and L2 willingness to communicate inside and outside the classroom and in digital settings?	L2 anxiety, English proficiency and L2WTC questionnaire	Descriptive statistics
	How were L2 anxiety, English proficiency, and L2 willingness to communicate inside and outside the classroom and in digital settings related?	L2 anxiety, English proficiency and L2WTC questionnaire	Correlational analysis

	To what extent did students' L2 anxiety influence their L2 willingness to communicate inside the classroom, outside the classroom and in digital settings?	L2 anxiety and L2WTC questionnaire	SEM
	How did students' English proficiency impact their L2 willingness to communicate inside, outside, and in digital settings?	English proficiency and L2WTC questionnaire	SEM

Chapters 3, 4, and 5 share commonalities in participant demographics, research settings, and methodological approaches. These studies were conducted during the 2022/23 academic year at Mizan-Aman Preparatory School, which enrolled 652 12th-grade students, among whom 609 participated voluntarily. Data collection involved structured pencil-and-paper questionnaires designed to minimize central tendency bias. This quantitative cross-sectional design was necessitated by the ongoing conflict in Ethiopia, which posed challenges for longitudinal research. Statistical analyses were conducted using SPSS and AMOS, incorporating structural equation modeling to investigate relationships among the variables.

Chapter 3 explores how motivation influences anxiety and English proficiency among Ethiopian EFL students, aiming to address shortcomings identified in study one. This research builds upon prior findings by integrating advanced statistical analysis and English proficiency as an additional dependent variable for analysis. The results provide insights into how different L2MSS components impact anxiety and proficiency, emphasizing the importance of both self-rated and actual proficiency measures. The results of this investigation were later disseminated in a scholarly article titled “Welesilassie, M. W., & Nikolov, M. (2025). Exploring the Relationships Between L2 Motivation, Anxiety, and English Proficiency of Ethiopian Preparatory School Students,” published in the journal *English Teaching & Learning*. <https://doi.org/10.1007/s42321-024-00199-4>

Chapter 4 examines the relationship between L2MSS, self-assessed proficiency, and willingness to communicate, both within and outside the classroom. This study addresses the limitations of previous investigations by including L2WTC as a significant variable, allowing for an analysis of how motivation and communication confidence influence engagement in communicative situations. The findings underscore the predictive significance of English proficiency in influencing L2WTC. This research was published in the following citation: “Welesilassie, M. W., & Nikolov, M. (2024). The relationship among EFL learners’ motivational self-system, willingness to communicate, and self-assessed proficiency at an Ethiopian preparatory high school. *Heliyon*, 10(2), e24171. <https://doi.org/10.1016/j.heliyon.2024.e24171>.”

In chapter 5, the focus shifts to the relationships between L2 anxiety, proficiency, and willingness to communicate across various settings, including digital environments. This study expands the investigation by addressing the growing relevance of digital communication in language learning. The findings elucidate variations in types and levels of anxiety across different contexts and their effects on students' willingness to communicate, emphasizing the importance of assessing communication beyond formal instruction. The findings of the study were disseminated in the scholarly article titled “Welesilassie, M. W., & Nikolov, M. (2025). L2 anxiety, proficiency, and communication across the classroom, non-classroom, and digital settings: Insights from Ethiopian preparatory schools.” This article appears in the journal *Language Teaching Research*, volume 1, issue 1, pages 1 to 24. <https://doi.org/10.1177/13621688241288792>.

The concluding chapter (Chapter 6) synthesizes the findings of the four individual studies, demonstrating how they collectively contribute to the overarching objectives of the dissertation. It includes a comprehensive discussion of the novel insights generated by each study, a comparative analysis with relevant literature, and implications for theory and practice. The interconnected nature of these studies enhances the dissertation's exploration of the intricate relationships among motivation, anxiety, proficiency, and willingness to communicate in English. The foundational work established in study one paves the way for subsequent research on the dual influences of motivation on anxiety and proficiency in study two. Study three introduces the critical variable of L2WTC across various settings, while study four expands the analysis to include digital environments. Together, these studies provide a cohesive perspective on the factors influencing English language acquisition within the Ethiopian educational landscape, addressing theoretical gaps and offering practical implications for language education.

1.3. Theoretical Review

1.3.1. Affective variables in second language learning

The role of affective variables is paramount in influencing learners' approach towards L2 learning (Dörnyei, 2005; Gardner & MacIntyre, 1993). These variables impact the learner's emotions and significantly shape their behaviour and success in L2 learning (Maher & King, 2022). Among the most noteworthy affective variables are motivation, anxiety, and L2WTC (Dörnyei & Ryan, 2015). The interactions of these factors are complex and significantly impact a learner's ability to persevere in learning, handle emotional difficulties, and participate in communicative contexts (Hiver et al., 2024; Liu, 2022). This section analyses L2 motivation, L2 anxiety, and L2WTC. It critically evaluates their definitions, functions, and impact on L2.

1.3.2. L2 motivation

Motivation has etymological roots in the Latin verb "*movere*," which signifies moving (Dörnyei & Ushioda, 2013). It pertains to the impetus that drives an individual to make specific choices, partake in active endeavours, and allocate effort while maintaining persistence (Dörnyei & Ushioda, 2013). In L2 learning, motivation represents the drive or inclination that prompts individuals to initiate, persist, and exert effort in learning and utilising a second language (Dörnyei & Ryan, 2015). It determines the effort and perseverance learners dedicate to the learning process and shapes their attitudes towards the language, its native speakers, and the overall learning experience (Dörnyei & Ushioda, 2013).

Several theoretical models have been proposed to clarify the diverse aspects and dynamic nature of L2 motivation. These models explore integrative and instrumental motivation (Gardner, 1985; Gardner & Lambert, 1972), representing the desire to integrate with the target language community versus learning for practical purposes. They also consider intrinsic and extrinsic factors, such as internal satisfaction versus external rewards (Deci & Ryan, 1985, 2000). Moreover, they consider dynamic, self-regulatory elements (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2009) that focus on how learners evolve and manage motivation over time. Together, these aspects highlight motivation's complex and multifaceted nature in L2 learning.

a. Historical background of L2 motivation research

The evolution of L2 motivation research has unfolded across three significant phases: the social-psychological, cognitive-situated, and process-oriented, as outlined by Dörnyei (2005) and Dörnyei and Ushioda (2013). Each period has a unique emphasis, leading to particular criticisms and discussions.

The social psychological period (1959-1990) was characterised by the dominance of Gardner and Lambert's (1972) socio-educational model, which underscored the significance of attitudes, integrativeness, and the influence of social and cultural factors in shaping motivation (Dörnyei, 2005). This model introduced two pivotal concepts: integrative motivation, denoting the aspiration to assimilate with the target language community, and instrumental motivation, which signifies learning the language for utilitarian purposes such as career prospects and academic progression (Dörnyei & Ushioda, 2013).

The socio-educational model has significantly contributed to understanding L2 motivation (Al-Hoorie & MacIntyre, 2020; Dörnyei, 2005). However, it has faced criticism for its limited applicability in diverse cultural contexts and for neglecting individual psychological factors such as personal identity and emotions. One prominent criticism is its limited cultural applicability, particularly concerning integrative motivation, which may not be universally relevant across diverse contexts (Al-Hoorie, 2018; Dörnyei, 2005; My, 2021). Dörnyei (2005) argues that this critique is particularly salient in EFL (English as a Foreign Language) environments, where learners often lack direct exposure to native speakers of the target language, diminishing the relevance of integrative motivation. Furthermore, the model's predominant emphasis on social and cultural influences has led to an oversight of the significance of individual factors, such as personal identity, emotions, and other psychological aspects, which can substantially influence a learner's motivation (Al-Hoorie, 2018; My, 2021).

The cognitive-situated approach in motivation research originated in the 1990s, and two significant trends influenced it (Dörnyei, 2005). Firstly, there was a movement to integrate cognitive theories from educational psychology into studying motivation. Secondly, there was a shift from a broad socio-psychological perspective to a more context-specific focus on L2 motivation, particularly within classroom settings (Dörnyei, 2005).

During the cognitive-situated period, there was a notable shift in research focus within the field of cognitive psychology (My, 2021). According to My (2021), the shift in L2 motivational research acknowledges a significant development in L2 motivation study, which involves recognising the temporal and dynamic nature of the motivational construct. This shift emphasised the exploration of individual learner differences and internal cognitive processes, including but not limited to goal-setting and self-efficacy (Deci & Ryan, 1985; Dörnyei & Ushioda, 2013).

The cognitive-situated approach, which highlights individual cognitive mechanisms like personal goals and self-efficacy, has faced criticism for failing to adequately consider broader social and contextual influences (Dörnyei, 2005; Dörnyei & Ushioda, 2013), particularly in non-Western societies (Heine et al., 2001). In collectivistic cultures, motivation is frequently influenced to a greater extent by external social expectations, family responsibilities, and group dynamics as opposed to individual cognitive factors (Heine et al., 2001). According to research conducted by Heine et al. (2001), it has been observed that growth mindsets and external attributions are more prevalent in collectivistic cultures, particularly in non-Western societies, where cultural values emphasise effort, persistence, and maintaining social harmony (Heine et al., 2001). Conversely, Western cultures, characterised by individualism, prioritise internal ability and autonomy in learning (Heine et al., 2001). As a result, it is suggested that the cognitive-situated framework may not fully account for key motivational drivers in non-Western contexts, where societal norms and collective responsibilities play a significant role.

During the socio-dynamic period (2000-present), there has been a notable shift in the conceptualisation of motivation from a static, individual trait to a dynamic, evolving process influenced by internal and external factors (Dörnyei, 2005; Dörnyei & Ushioda, 2013). According to this perspective, motivation is no longer regarded as merely an individual characteristic but rather as an essential component of complex dynamic systems that progress and mature in a non-linear fashion through the interplay of various personal, social, and contextual elements (Dörnyei, 2009; Ushioda, 2009). This period emphasises the understanding that motivation is subject to change over time, shaped by personal desires and social contexts. The socio-dynamic approach underscores the context-dependent nature of motivation, acknowledging that it is influenced by learners' environments, personal goals, and external pressures (Dörnyei, 2005; Dörnyei & Ushioda, 2013).

Dörnyei's (2005) L2MSS is considered one of the influential theories of the socio-dynamic period. It was developed to overcome the limitations of models introduced during the social-psychological and cognitive-situated periods. Dörnyei's (2005, 2009) L2MSS integrates personal aspirations (ideal L2 Self), social expectations (ought-to L2 Self), and contextual learning experiences (L2 learning experience) (Dörnyei, 2009; Dörnyei & Ushioda, 2009). This integration offers a comprehensive and dynamic understanding of L2 motivation that encompasses cognitive and social dimensions, bridging the gap between these two perspectives (Dörnyei, 2009; Dörnyei & Ushioda, 2009).

b. Development and conceptualisation of the L2MSS

The L2MSS model, introduced in the early 2000s, originated from the research of Dörnyei and Csizér (Csizér, 2019). According to Csizér (2019), the L2MSS was developed based on a comprehensive study conducted in Hungary, which explored L2 motivation using Robert Gardner's integrativeness concept. In contrast to Canada, where visible L2-speaking communities are present, Hungary does not have similar communities (Csizér, 2019). Nonetheless, the research indicates that integrativeness significantly shaped students' motivation to learn a second language. Dörnyei and Csizér (2002) further developed this concept to encompass a more comprehensive identification process within the learner's self-concept to reconcile the concept of integrativeness with the Hungarian context.

The research simultaneously conducted in Asia, such as Yashima's study in Japan (2000) and Lamb's study in Indonesia (2004), has emphasised the significance of global identification in L2 motivation (Csizér, 2019). As a result, Dörnyei and Csizér (2002) suggested that integrativeness not only involves the desire to integrate into an L2 community but also entails embracing the values and benefits linked to attaining proficiency in the L2 (Csizér, 2019; Dörnyei, 2009). According to structural equation modelling, integrativeness was reinforced by the positive effects of instrumentality (pragmatic benefits of L2 knowledge) and attitudes toward L2 speakers (Dörnyei & Csizér, 2002). This led to the development the L2MSS as a framework to elucidate learners' motivation to dedicate effort to L2 learning (Csizér, 2019; Dörnyei, 2009).

c. Theoretical Foundations of the L2MSS

The L2MSS (Dörnyei, 2005) is a significant model in the study of L2 motivation. It integrates psychological theories, particularly the theory of possible selves (Markus & Nurius, 1986) and

self-discrepancy theory (Higgins, 1987), to provide a framework for understanding L2 learning. The concept of possible selves underscores the significance of individuals' perceptions of their future selves, significantly influencing their present actions (Dörnyei, 2005). Within language learning, this concept is manifested in the ideal L2 self, representing the desired future proficient self in the target language, and the ought-to L2 self, influenced by external expectations and responsibilities (Dörnyei, 2009). Moreover, self-discrepancy theory posits that motivation stems from the disparity between one's present and envisioned future selves (Higgins, 1987). A considerable gap between these selves heightens the motivation to minimise this differential (Dörnyei, 2005, 2009).

The third component, the L2 learning experience, emphasises the learner's immediate environment, encompassing classroom dynamics, teacher influence, and peer support, all of which impact motivation (Dörnyei, 2019; Dörnyei & Ushioda, 2009). Although often considered under-theorized in comparison to other dimensions of the L2MSS (Csizér, 2019), empirical research suggests that the L2 learning experience component plays a crucial role (Piniel & Csizér, 2013; Ushioda, 2009), as it is identified as one of the most influential predictors of motivated behaviour (Dörnyei, 2019). The L2 Learning Experience involves the learner's engagement with language learning through interactions with peers, instructors, and the curriculum, contributing to their perceived quality of the experience (Dörnyei & Ushioda, 2009). Motivation is influenced by internal desires and external factors such as the classroom environment (Dörnyei, 2019; Mahmoodi & Yousefi, 2021). Effective engagement with these elements can significantly enhance a learner's motivation.

Dörnyei's L2MSS has significantly contributed to our comprehension of motivation in language learning and has gained widespread acceptance among researchers (e.g., Al-Hoorie, 2018; Papi, 2010; Papi & Teimouri, 2014; Taguchi et al., 2009; Teimouri, 2017) due to its adaptable and dynamic nature (Mahmoodi & Yousefi, 2021). However, it has been criticised for not fully acknowledging the multidimensional nature of engagement that recent research has shown to be necessary. While numerous studies have connected the concept of the ideal L2 self to learner motivation and performance. Al-Hoorie et al. (2020) have raised concerns that this focus may be too theoretical to be practically applied in the classroom. They have criticised the L2MSS for disregarding social, contextual, and environmental factors, emphasising that motivation research often fails to consider the real-world dynamics of the classroom. They advocate for a

more comprehensive approach beyond internal psychological constructs to address student engagement and achievement complexities.

The concept of L2 learning, as discussed by the L2MSS, primarily centres on the learner's ideal self and motivation. However, researchers such as Hiver et al. (2024) argue that motivation frameworks should also incorporate a comprehensive account of how behavioural, cognitive, emotional, and social engagement interact and influence L2 learning. Hiver et al. (2024) emphasised that engagement extends beyond mere motivation. It encompasses active involvement, cognitive exertion, emotional commitment, and social interaction. Neglecting any of these aspects leads to inadequate comprehension of the elements contributing to continuous and successful language learning (Hiver et al., 2024; Liu, 2022).

Moreover, the validity of the ideal L2 self has been questioned, as it may be shaped by external pressures rather than genuinely reflecting the learner's aspirations. Dörnyei and Ushioda (2009) argued that it is difficult to determine whether the ideal self a learner experiences at any given time is not influenced or imposed by others. This ambiguity has prompted researchers, such as Jiang and Papi (2021), to propose a more differentiated conceptualisation of the L2 selves. They introduced distinctions between the ideal L2 self/own (reflecting personal desires) and the ideal L2 self/other (influenced by external expectations), as well as between the ought-to L2 self/own (personal obligations) and ought-to L2 self/other (external pressures).

Despite its limitations, the L2MSS continues to be utilised in various settings within L2 learning. This framework, which encompasses various motivational components such as the ideal L2 self, ought self, and L2 learning experience, has been influential in understanding and addressing the motivational dynamics of language learners. Applying the L2MSS (Dörnyei, 2005) in Ethiopia is justified due to its efficacy in addressing individual and collective motivational factors, making it a preferable choice over alternative L2 motivation theories. Ethiopian society exhibits a blend of individualistic and collectivist elements (Yeshanew et al., 2023), and the L2MSS captures this complexity by acknowledging personal aspirations through the ideal L2 self and communal pressures via the ought-to L2 self. Moreover, the L2 Learning experience component emphasises the influence of classroom dynamics, teacher support, and peer interactions on motivation, highlighting the relevance of these factors in Ethiopia due to the varying educational infrastructure and the significant impact of classroom experiences on motivation.

1.3.3. L2 anxiety

L2 anxiety has been extensively studied as one of the critical emotional factors in L2 learning. It significantly impacts different facets of learning, from cognitive functions to performance in the classroom. L2 anxiety refers to the tension, worry, and apprehension specifically associated with language learning contexts (MacIntyre, 2017). This type of anxiety differs from general anxiety as it is focused on the unique challenges of acquiring and using a new language (Horwitz et al., 1986).

In the early stages of investigating anxiety, the primary focus was to ascertain whether this emotional state contributes positively by enhancing performance or negatively by hindering progress (Papi & Khajavy, 2023). Alpert and Haber (1960) were the first to popularise the differentiation between facilitative and debilitating anxiety (MacIntyre, 2017). Facilitative anxiety improves language performance by stimulating alertness, preparedness, and a sense of challenge, motivating learners to participate more actively in language-related tasks (Alpert & Haber, 1960). It fosters a heightened inclination among learners to exert significant effort, take risks, and perceive anxiety as a constructive prompt for thorough preparation and effective performance (Scovel, 1978; MacIntyre, 2017).

In contrast, debilitating anxiety hinders performance by causing fear, tension, and avoidance behaviours, leading to cognitive interference, such as difficulty processing language, reduced memory recall, and impaired speech or text production (Alpert & Haber, 1960; Scovel, 1978). It negatively affects learning by limiting opportunities for practice due to evaluation avoidance (MacIntyre, 2017). The differentiation between debilitating and facilitative anxiety was particularly significant until the mid-1980s when more specialised instruments, such as those developed by Horwitz et al. (1986), were introduced for measuring L2 anxiety (Scovel, 1978).

MacIntyre (2017) offers a critical perspective on categorising anxiety into facilitative and debilitating types in L2 research. The author argues that this differentiation has been inaccurately applied within the field, highlighting potential misapplications and their implications. According to MacIntyre (2017), the concept of facilitative anxiety, initially proposed by Alpert and Haber (1960), was intended to distinguish between facilitative and debilitating anxiety as distinct dimensions necessitating separate assessments. However, MacIntyre (2017) contends that the distinction in SLA research has frequently been oversimplified, resulting in circular reasoning. Positive correlations are often seen as facilitating anxiety, negative correlations as debilitating, and ambiguous results as a combination of both, which hinders meaningful analysis.

In his work in 1978, Scovel also presented a differentiation between trait and state anxiety. Trait anxiety refers to a stable predisposition to feel anxious across different situations, including language learning (Spielberger, 1983). It reflects a personality trait that makes some individuals more susceptible to anxiety (Scovel, 1978; Spielberger, 1983). In contrast to trait anxiety, state anxiety is a transient emotional response that occurs in specific situations, such as taking an exam or speaking in public (Scovel, 1978; Spielberger, 1983). It fluctuates depending on the immediate context.

Horwitz et al. (1986) introduced the concept of situation-specific anxiety to differentiate language anxiety from general forms of anxiety. This concept describes anxiety that arises in specific situations, particularly in foreign language learning contexts, rather than being a general trait of the individual. The authors argue that foreign language anxiety occurs when learners are compelled to use a second language in particular situations, such as speaking in class or taking language tests. It encompasses characteristics of both trait and state anxiety but is more precisely directed towards particular situations, such as Foreign Language Classroom Anxiety (FLCA) (Horwitz et al., 1986).

Horwitz (1986) created the Foreign Language Classroom Anxiety Scale (FLCAS), comprising thirty-three items that represent the typical anxiety-related thoughts, emotions, symptoms, and behaviours encountered by students in their foreign language classes. The Foreign Language Classroom Anxiety Scale (FLCAS) comprises communication apprehension (fear of speaking or interacting in a foreign language), test anxiety (concern regarding performance in language assessments), and fear of negative evaluation (apprehension about being negatively judged by peers or teachers) (Horwitz et al., 1986).

Following the introduction of Horwitz et al.'s (1986) FLCAS, numerous studies, including those by Teimouri et al. (2019), Zhang (2019), and Botes et al. (2020), have investigated the relationship between L2 anxiety and academic achievement. These studies have reported negative relationships (Papi & Khajavy, 2023). However, the FLCAS has been subject to criticism. Sparks and Patton (2013) have suggested that the FLCAS may reflect students' perceived competence in the L2 rather than accurately measuring language learning anxiety. This raises concerns about the FLCAS's capacity to distinguish between actual anxiety and learners' confidence or proficiency levels.

According to Horwitz et al. (1986), foreign language anxiety was initially suggested to be separate from other forms of anxiety, including communication apprehension, fear of negative evaluation, and trait anxiety. However, subsequent validation studies (e.g., Aida, 1994) revealed limitations in confirming this conceptual framework. Additionally, Piniel and Csizér (2013) emphasised that the FLCAS primarily addresses debilitating anxiety, especially about speaking in the classroom, while overlooking other language skills. They also critiqued the scale for failing to differentiate between facilitative and debilitating anxiety, thus limiting its ability to recognise the positive impacts of anxiety on language learning. Additionally, they noted the absence of established cutoff scores (Piniel & Csizér, 2013).

Finally, Papi and Khajavy (2023) raised concerns regarding the FLCAS, contending that it may exhibit a bias toward oral communication at the expense of other aspects of language anxiety. They have also pointed out its broad scope and lack of a clear theoretical foundation, which makes it challenging to fully understand and interpret anxiety across different language skills and contexts.

The FLCAS has substantially contributed to the study of L2 anxiety by facilitating research in diverse settings. However, its constraints, such as assessing perceived competence rather than actual anxiety, insufficient validation of its component structure, exclusive emphasis on debilitating anxiety associated with speaking, disregard for facilitative anxiety, absence of established cutoff scores, and a bias toward oral communication, prompted researchers to develop more refined and theoretically sound scales to encompass the spectrum of L2 anxiety experiences comprehensively. For example, MacIntyre and Gardner (1994) explored anxiety related to the input, processing, and output stages of L2 learning. Additionally, Cheng (2004, 2017), Saito et al. (1999), Kim (2005), and Woodrow (2006) have devised skill-specific scales to assess anxiety, such as L2 speaking anxiety, L2 listening anxiety, L2 writing anxiety, and L2 reading anxiety.

1.3.4. L2 willingness to communicate (L2WTC)

The concept of L2WTC pertains to the inclination of a learner to initiate communication in the L2 when presented with the option to do so (MacIntyre et al., 1998). Formulated initially within the context of first language (L1) communication, this construct has been adapted to L2 environments to encompass the diverse influences on language usage within authentic contexts. WTC integrates linguistic, psychological, and social elements to comprehensively comprehend the factors that encourage or impede L2 communication MacIntyre et al. (1998).

The notion of WTC was initially proposed by McCroskey and Baer in 1985 to characterise a consistent personality trait in L1 communication. This trait signifies an individual's inclination to converse across diverse contexts. According to McCroskey and Baer (1985), willingness to communicate is a consistent characteristic that influences communication across diverse situations, implying that an individual's inclination to initiate conversations remains constant across various contexts.

However, according to MacIntyre et al. (1998), the process of learning a second language (L2) is more intricate than learning a first language (L1), as communication in L2 is affected by enduring personal characteristics as well as current environmental circumstances. Thus, MacIntyre et al. (1998) presented a dynamic and situational model of WTC in L2 learning. The model of WTC emphasises the interaction between stable characteristics, like individual traits (such as introversion or extraversion), attitudes towards different groups, and confidence in using language, and context-specific factors, such as the atmosphere in the classroom, support from the teacher, and the availability of native speakers. Combining these factors influences a learner's willingness and ability to communicate, forming a dynamic system where broader social and psychological factors intersect with specific learning environments (MacIntyre et al., 2003).

The L2WTC exhibits variations depending on the context of interaction, whether within the confines of a classroom, in real-world settings, or through digital platforms (Lee & Lee, 2019; Macintyre et al., 1998). Inside the classroom, L2 WTC represents the students' preparedness to participate in organised, language-focused interactions, like group discussions, role-plays, or presentations, within a formal academic setting (Macintyre et al., 1998). The participants usually include students, teachers, and sometimes guest speakers, engaging in carefully directed communication. Interactions with individuals such as peers and teachers, the topics discussed, and the tasks undertaken can influence this aspect of student behaviour (Macintyre et al., 1998). Furthermore, communication confidence (e.g., Khajavy et al., 2016; Yashima, 2002; Zhou et al., 2020), motivation (e.g., Lee and Lee, 2019; Peng, 2015; Sadoughi & Hejazi, 2023), and anxiety (e.g., Alrabai, 2022a; Khajavy et al., 2018; Horwitz et al., 1986) may exert a negative impact on it.

In non-classroom settings, the use of language often takes on a more spontaneous and informal character, frequently occurring within authentic real-life contexts such as social gatherings, public spaces, or travel scenarios (Macintyre et al., 1998; Nagy, 2007). These

interactions commonly involve peers, native speakers, or unfamiliar individuals and are characterised by a higher degree of unpredictability and dynamism in communication. According to Macintyre et al. (1998) and Nagy (2007), WTC can be enhanced by social confidence and real-world exposure, while communication confidence (Nagy, 2007; Yashima et al., 2004), motivation (Lee & Lee, 2019; Nagy, 2007; Zhou, 2022), anxiety (Elahi Shirvan et al., 2019; Lee & Chen Hsieh, 2019; Nagy, 2007), and a lack of practice opportunities (Khajavy et al., 2016; Nagy, 2007) may impede it.

In digital contexts, L2WTC refers to students' readiness to communicate via virtual platforms, including social media, video calls, and online forums (Lee & Chen Hsieh, 2019; Lee & Lee, 2019). These settings may involve interactions with familiar connections and individuals from diverse locations. Digital tools offer adaptability, enabling both structured and unstructured forms of communication (Lee & Lee, 2019). In online interactions, anonymity and low-pressure environment often lead to increased L2WTC (Lee & Chen Hsieh, 2019; Lee & Lee, 2019), although technical difficulties can occasionally diminish motivation to engage (Lee & Chen Hsieh, 2019; Lee & Lee, 2019).

1.3.5. L2 proficiency

L2 proficiency is often defined as effectively communicating and comprehending a second language within diverse contexts and situations (Leclercq & Edmonds, 2014; Norris & Ortega, 2003). Measuring proficiency can be approached objectively and subjectively, each providing distinct insights into language learners' abilities.

The objective assessment of L2 proficiency involves an individual's quantifiable and measurable capability to use L2 effectively (Leclercq & Edmonds, 2014; Simard et al., 2023; Zhou & Privitera, 2024). This evaluation is commonly evaluated through standardised tests, structured tasks, or linguistic performance measures (Leclercq & Edmonds, 2014). The assessments focus on measurable performance, typically reflected in grades or test scores across various language skills such as listening, speaking, reading, writing, vocabulary, grammar, and pronunciation (Aydoğan & Akbarov, 2018). Standard evaluation methods include timed exercises, picture-naming tasks, and standardised language proficiency tests like IELTS and TOEFL, widely used in language classrooms to assess learners' proficiency (Simard et al., 2023; Zhou & Privitera, 2024). Objective measures in L2 research are designed to yield reliable, valid, and replicable results by mitigating

personal bias and emphasising observable language performance (Norris & Ortega, 2003; Leclercq & Edmonds, 2014). Such measures are crucial to ensure the strength of L2 research. Especially in high-stakes situations where accuracy is essential, objective measures enable consistent comparisons across different learners and contexts (Zhou & Privitera, 2024).

Subjective L2 proficiency, conversely, pertains to how individuals perceive their language fluency or how others assess their language skills (Simard et al., 2023). This may involve self-evaluations, evaluations by peers or teachers, and judgments by listeners regarding the ease and effectiveness of communication in the L2 (Zhou & Privitera, 2024). The subjective measures encompass individual perceptions of fluency, communicative competence, and ease in utilising the language across diverse contexts. These measures often reflect emotional and cognitive dimensions such as anxiety or confidence, which objective tests may not adequately assess (Simard et al., 2023). Although less precise, subjective assessments offer valuable insights into learners' real-world language use and experience, which makes them particularly relevant in educational settings where individual learner differences in affective factors such as foreign language anxiety are significant (Leclercq & Edmonds, 2014; Simard et al., 2023).

In L2 research, selecting an optimal L2 proficiency measurement is a topic of ongoing debate (Tavakoli et al., 2016). The most suitable approach is often contingent upon many factors, such as the assessment's objectives, the learning environment, and the particular language competencies under scrutiny. Numerous researchers (i.e., Al-Hoorie, 2018; Aydoğan Akbarov, 2018; Leclercq & Edmonds, 2014) have examined the correlation between objective and subjective evaluations of L2 proficiency to gain insights into their contributions to evaluating language learners' abilities. These studies examine how standardised, objective metrics align with subjective self-perceptions or evaluations from educators and peers. While some research underscores strong correlations between the two types of assessments, others underscore the disparities, particularly in capturing emotional and cognitive factors such as motivation and anxiety that impact L2 learning and usage.

Dörnyei and Chan (2013) conducted a study on the impact of learners' future self-images on their motivation to learn a second language. The study focused on both subjective self-perceptions and objective performance metrics. The findings revealed that while subjective self-guides enhanced motivation, the relationship with objective outcomes, such as actual grades, was complex. The authors proposed that subjective and objective measures play distinct roles and

should be complementary. They suggested that future research should explore the use of subjective perspectives to supplement objective findings.

In Leclercq and Edmonds' (2014) study, a critical examination of L2 proficiency assessments was conducted, emphasising the challenges associated with accurately measuring proficiency. The authors contrasted objective assessments, such as standardised tests, with subjective measures, such as self-assessments or teacher evaluations. The authors contend that while objective tests like timed tasks and standardised exams offer precision, they frequently fall short in capturing language learners' communicative effectiveness and strategic competence. Subjective assessments excel in this area (Leclercq & Edmonds, 2014). Learner self-assessments provide valuable insights into real-world language use, although they have the potential for inconsistency and bias. These subjective measures are also likely to have reliability and validity issues, as learners may not accurately assess their abilities (Leclercq & Edmonds, 2014). As noted by Leclercq and Edmonds (2014), the connection between these measures is intricate. While they may coincide regarding linguistic performance, they frequently differ in evaluating a learner's communicative skills and emotional responses. The authors advocate for a balanced approach, proposing that objective assessments should be supplemented with subjective evaluations to guarantee a more comprehensive understanding of L2 proficiency, particularly when analysing learners' pragmatic language use and strategic competencies.

Al-Hoorie (2018) examined the L2MSS, revealing a disparity between subjective self-assessments and objective outcomes in language learning. The study found that subjective factors, such as intended effort, strongly correlated with language learning, whereas objective measures, like test scores, exhibited weaker correlations. The discrepancy between learners' self-perceived proficiency and performance suggests that subjective assessments may inflate ability levels compared to objective results. Al-Hoorie (2018) recommends further research to explore the connection between these two assessment approaches, potentially utilising both to gain a more comprehensive understanding of L2 proficiency.

Aydoğan Akbarov (2018) directly compared subjective and objective measures of English proficiency among Turkish students. The subjective measures encompassed self-reported estimates of overall proficiency, vocabulary, and grammar knowledge, while the objective measures comprised exam grades and short vocabulary and grammar tests. The research findings indicate a robust positive correlation between the two assessment forms, indicating substantial

overlap. Nevertheless, disparities are evident, particularly in vocabulary and grammar. Subjective self-assessments of vocabulary surpassed objectively measured knowledge, suggesting a potential for learners to overestimate their abilities. This underscores the influence of factors such as over- or underestimation of skills on subjective measures, thus emphasising the constraints of self-assessments compared to standardised tests. The author suggested that future research should continue to utilise both measures while emphasising the importance of refining subjective assessments to align with objective results more closely. This underscores the need to improve the calibration of self-assessment tools to ensure that learners' perceptions accurately mirror their abilities.

In their 2018 systematic review, Brown et al. scrutinised the practice of using course grades as a measure of L2 proficiency. The review highlights that course grades frequently encompass various components, including effort and participation, which do not directly indicate proficiency. The authors contend that course grades often lack construct validity because they are a composite of factors unrelated to linguistic ability. The study recognises that grades have the potential to improve ecological validity because of their widespread use. However, it cautions that they bring in significant variability and may not consistently gauge L2 proficiency.

In their study, Simard et al. (2023) investigated the interplay between objective and subjective measures within L2 oral fluency. They focused on examining the influence of foreign language anxiety (FLA) and attention-shifting on these evaluations. The subjective measure of fluency was centred on self-perceptions, while the objective measure involved comprehensive linguistic analyses of oral tasks. Despite their divergence in captured content, the research findings demonstrated robust positive correlations between the two measures. Objective measures exhibited a more direct association with actual fluency performance, whereas subjective measures were more responsive to psychological elements such as anxiety and attention. Hence, the authors propose using subjective evaluations to explore cognitive and emotional aspects influencing language production, with objective metrics retaining their utility in measuring specific task performance. Incorporating both approaches is advised to yield a holistic understanding of fluency.

In their study, Zhou and Privitera (2024) examined the correlation between subjective and objective evaluations of language proficiency and their influence on cognitive control in bilingual individuals. Their analysis involved a comparison of self-reported subjective assessments with objective measures, including picture-naming tasks. The study revealed no substantial disparities

in outcomes, irrespective of the assessment method employed. The findings suggest that subjective and objective measures hold equal weight in assessing cognitive control, a departure from prior research (i.e., Al-Hoorie, 2018; Dörnyei & Chan, 2013) that has underscored incongruities between subjective self-assessments and objective evaluations. The researchers' conclusion suggests that subjective and objective measures can be utilised interchangeably in specific scenarios, although they may capture distinct proficiency aspects based on the research emphasis.

The review of L2 proficiency emphasises the crucial differentiation between objective and subjective assessments in evaluating language abilities. Objective measures, such as standardised tests, effectively provide reliable and quantifiable data on specific competencies such as vocabulary and grammar. However, they cannot often capture emotional and communicative aspects of language proficiency. On the other hand, subjective measures, such as self-assessments and teacher evaluations, offer valuable insights into learners' motivations and real-world language use. Nevertheless, they can also introduce biases and inaccuracies into the assessment process. The existing body of literature indicates that both measures fulfil distinct yet complementary functions, and it is imperative to integrate them to obtain a comprehensive grasp of L2 proficiency and facilitate effective language instruction.

1.4. The rationale for the study-based approach

A study-based dissertation, as outlined by scholars like Creswell (2012) and Gustavii (2012), is commonly defined as a dissertation structured around several empirical studies addressing a central research question or theme. A study-based design was selected to comprehensively examine the intricate interconnections between L2 motivation, anxiety, L2WTC, and proficiency within the context of Ethiopian high school students. This methodological choice presents numerous significant benefits.

First, the complexity of these interrelated variables necessitates exploration from multiple perspectives, which a single study may not fully address Creswell (2012). A multi-study design enables a more comprehensive understanding of these dynamics. Second, this method provides versatility, allowing for gradually modifying research inquiries in response to emerging discoveries Creswell (2012). The adjustments made at various stages of the process guarantee that each subsequent phase capitalises on previous insights, thereby strengthening the thoroughness and comprehensiveness of the research (Gustavii, 2012). Finally, by breaking the investigation into distinct studies, each study can effectively concentrate on specific aspects of the overarching research question (Creswell, 2012; Gustavii, 2012). This method facilitates a comprehensive examination of individual constructs, ultimately enabling the integration of findings for a more holistic understanding of the correlations between motivation, anxiety, L2WTC, and proficiency.

1.5. Significance of the Study

In this dissertation, I aimed to explore the connections between various aspects of L2MSS (ideal L2 self, ought-to L2 self, and L2 learning experience), L2WTC in diverse settings (in-class, out-of-class, and in digital environments), anxiety (facilitative and debilitative), and self-assessed English proficiency in cohorts of high-school students in Ethiopia. I conducted four empirical studies to address specific research questions to accomplish this. This section explains how the findings contribute to theories, empirical studies, practical teaching, learning, and policy making.

The dissertation provides theoretical backing for the extensive relevance of the L2MSS framework in various cultural and linguistic environments, such as the Ethiopian EFL context. Applying Dörnyei's (2005) framework, this study investigates the dynamic interaction among its elements and their impact on L2WTC, anxiety, and English language proficiency in the Ethiopian

context. The research significantly advances our comprehension of how the L2MSS framework can be flexibly tailored and efficiently utilised in diverse educational settings.

The extension of the theoretical framework of L2WTC in the dissertation represents a notable advancement in language education. By incorporating face-to-face communication inside and outside the classroom and communication in digital settings, the research expands the scope of L2WTC. Studying how comfortable people communicate in L2 in digital and physical environments, as highlighted by Lee and Chen Hsieh (2019), is essential because it can improve L2 learning and interaction. This research can help us understand the details of communication in different settings. This expansion is particularly significant as it offers valuable insights into the changing landscape of language education in the digital era. Moreover, it provides new opportunities for theoretical exploration and practical application in language teaching and learning.

In L2 research, the ongoing debate revolves around selecting an optimal L2 proficiency measurement (Simard et al., 2023; Tavakoli et al., 2016; Zhou & Privitera, 2024). Objective measures, such as standardised tests, provide reliable and quantifiable data on specific linguistic abilities, such as vocabulary and grammar (Leclercq & Edmonds, 2014; Simard et al., 2023; Zhou & Privitera, 2024). However, they often fall short of capturing language use's emotional and communicative aspects (Leclercq & Edmonds, 2014). On the other hand, subjective measures like self-assessments and teacher evaluations offer insights into learners' motivation and real-world language use (Simard et al., 2023), but they can also introduce biases (Al-Hoorie, 2018; Leclercq & Edmonds, 2014).

The literature presents differing perspectives on the interchangeability of measures in L2 proficiency assessment. While some researchers (Aydoğan Akbarov, 2018; Zhou & Privitera, 2024) argue for their interchangeability, others, such as Al-Hoorie (2018), caution against it, suggesting distinct purposes for each measure. Dörnyei and Chan (2013) advocate for further investigation into the complementarity of these measures, highlighting the potential for a more holistic understanding of L2 proficiency. The integration of both measures is recommended by Dörnyei & Chan (2013), Leclercq & Edmonds (2014), and Simard et al. (2023) for its potential to enhance language instruction and assessment. Given the ongoing debates, an integrated approach has been adopted in this study to provide a comprehensive understanding of L2 proficiency and its potential impact on the existing literature.

The proposed self-assessed English proficiency tool is significant in the study due to its solid theoretical underpinnings in self-determination theory (SDT). By providing students with the means to assess their language abilities, the tool effectively promotes autonomy and intrinsic motivation, aligning with the principles outlined by Ryan and Deci (2000). My dissertation aims to highlight the importance of fostering self-reflection, personal ownership, and agency among students, which, in turn, facilitates the identification of strengths and weaknesses while promoting critical thinking and self-regulation—essential skills for lifelong learning (Ryan & Deci, 2000). Furthermore, the tool's ability to monitor students' progress will likely lead to increased motivation, thus stressing the value of autonomy in education.

The development of a self-assessed English proficiency instrument aligned with the Common European Framework of Reference for Languages (*CEFR*) holds substantial importance in the context of my dissertation. This endeavour can potentially yield notable advantages for language education in Ethiopia. The CEFR offers a standardised framework for evaluating language proficiency. It aims to ensure consistency in assessments across different educational institutions and to promote fairness in the evaluation process (Council of Europe, 2020). The framework allows for the international recognition of students' self-assessed proficiency levels, facilitating academic mobility and access to global opportunities (Little, 2007). This alignment not only aids educators in customising instruction but also assists policymakers in refining curricula and encourages the modernisation of assessment practices. As a result, it contributes to improved language learning outcomes in Ethiopia.

Using Dörnyei's (2005, 2009) L2MSS framework to examine its impact on L2WTC, anxiety, and proficiency in Ethiopian preparatory high school students is of great significance to researchers. Being the first Ethiopian study to apply Dörnyei's (2005, 2009) framework, it introduces a new perspective to the field, bringing diversity to existing research and highlighting the global relevance of the L2MSS theory. This dissertation contributes to a better understanding of language motivation and communication dynamics in the Ethiopian context. It also establishes a foundation for future research exploring how Dörnyei's (2005, 2009) framework applies in different cultural and linguistic settings. By connecting theory with practical research, this dissertation offers valuable insights for researchers interested in understanding the complex

relationships between motivation, L2WTC, and anxiety in educational environments and their impact on language learning outcomes.

Expanding the scope of L2WTC to include digital communication reflects the current landscape of language usage, especially amid the widespread transition to online communication platforms. Lee and Chen Hsieh (2019) and Lee and Lee (2019) argue that the rapid spread of digital tools has highlighted the need to investigate communication via digital devices and resources. Accordingly, this expansion makes a thorough and timely contribution to L2 learning. It also helps fill a gap in the L2WTC construct, primarily focused on oral communication in prior research. By broadening the scope to encompass all language skills, this study aims to offer a more comprehensive comprehension of WTC, incorporating speaking, listening, reading, and writing as essential components of communicative competence.

Prior research in the field of L2 anxiety research predominantly focused on examining only one type of anxiety, overlooking the distinct influence that facilitative and debilitative anxiety can exert on L2 learning and communication (Papi, 2010; Pinieel & Csizér, 2013; Strack & Esteves, 2015; Welesilassie & Nikolov, 2022). The differentiation of anxiety into facilitative and debilitating forms is expected to bring clarity to the inconsistencies in L2 anxiety research. This, in turn, will enable researchers to gain a more comprehensive understanding of the complexities inherent in language learning within diverse sociocultural contexts.

The research has important practical implications, providing valuable insights informing pedagogical practices and shaping policy decisions in language education. It offers guidance for educators, students, and policymakers on how to foster effective language learning strategies, enhance student engagement, and improve proficiency in English.

Teachers can gain valuable insights into their students' language learning journeys by examining the connections between different aspects of language learning, learning environments, types of anxiety, and self-assessed English proficiency. This understanding can help teachers develop effective instructional strategies and interventions that address the diverse needs of their students. This comprehension allows educators to tailor learning experiences to each student's unique abilities and difficulties, nurturing an inclusive and supportive atmosphere that boosts student involvement and mastery of the English language.

The findings presented in the dissertation offer new insights that policymakers can utilise to inform the advancement of effective educational policies supporting language learning initiatives

in Ethiopia. By advocating for evidence-based strategies, policymakers can promote the enhancement of language education programs and the cultivation of students' practical communication skills. This could significantly improve the overall quality of education and better equip students with the necessary skills to succeed in an increasingly interconnected world.

1.6. The research context

Ethiopia, located in the horn of Africa, is a fascinating and culturally rich country known for its diverse linguistic landscape. With over 80 languages spoken, Ethiopia is a melting pot of linguistic diversity, representing the Semitic, Cushitic, Omotic, and Nilo-Saharan language families (Meyer & Yigezu, 2023). This vibrant tapestry of languages reflects the country's rich history and the unique heritage of its people.

Ethiopia is comprised of ethnolinguistically based regional states and city administrations, including Afar, Amhara, Benishangul-Gumuz, Gambela, Harari, Oromia, Sidama, Somali, South Ethiopia Region, Central Ethiopia, Southwest Ethiopia Peoples' Region, Tigray, Addis Ababa, and Dire Dawa (Welesilassie & Gerencheal, 2024). These administrative bodies are structured to acknowledge and support their respective populations' unique identities, languages, and cultures. This approach strengthens the country's rich cultural heritage and diversity and fosters pride among the Ethiopian people (FDRE Constitution, 1995). Unlike many other African countries, Ethiopia was never colonised by any foreign power, except for a five-year occupation by Italy from 1936 to 1941. As a result, English arrived relatively late to the country, as it was not a colony of the British or any other English-speaking nation (Gopal, 2013).

1.6.1. Education in Ethiopia

The history of education in Ethiopia dates back to when religious institutions and missionaries were the primary providers of religious education (Girma & Sarangi, 2019). Menelik II (1889-1913) established the first state-supported educational institution in Addis Ababa in 1908, the Menelik II School. This marked the beginning of the recognition and adoption of modern educational practices in Ethiopia (Girma & Sarangi, 2019). This marked a significant shift from the previous reliance on religious education.

Before the reign of Haile Selassie (pre-1930), Ethiopia did not have an official written language policy (Ado, 2023; Yohannes, 2021). Notable scholars, such as Yohannes (2021), have conducted comprehensive analyses of language policy and planning in Ethiopia, dividing it into

two distinct periods: pre-1991 and post-1991. Additionally, Ado (2023) has contributed to this discourse by proposing a tripartite categorisation of language policy and planning in Ethiopia, encompassing three significant epochs. These epochs are identified as follows: (1) the *Ge'ez* era, spanning until the nineteenth century; (2) the Amharic era, extending from the nineteenth century to 1991; and (3) the post-1991 era.

From ancient times until the nineteenth century, the era of Geez was prominent as the first period, serving as the primary language of communication and cultural expression within the Ethiopian context (Ado, 2023). The Ethiopian education system historically prioritised moral and religious teachings (Girma & Sarangi, 2019). Traditional education was upheld by the Orthodox Christian Church and Quran Schools, which aimed to propagate their respective religious beliefs (Bayih et al., 2022; Girma & Sarangi, 2019). The traditional education in Ethiopia, primarily provided by the Ethiopian Orthodox Church, aimed to train individuals for roles within the church and civil service. This included preparing priests, monks, debaters, judges, governors, treasurers, and administrators (Bayih et al., 2022; Girma & Sarangi, 2019).

The Ethiopian Orthodox Church used *Ge'ez*, a traditional written language with no native speakers (Ado, 2023). The Church School system originated from the Axumite Empire in the fourth century, promoting learning in ancient *Ge'ez* and later in Amharic (Getachew & Derib, 2008). Interestingly, Ethiopia is the only African country that developed the *Ge'ez* alphabet (Ado, 2023). Developing a written language and the efforts of the Orthodox Church and Muslim schools in promoting literacy laid strong groundwork for the contemporary school system (Ado, 2023; Yohannes, 2021). Although the Church had a significant influence on the education system, it fell short in meeting the needs of the modern era by not incorporating foreign languages such as English (Bayih et al., 2022).

The second period, from the nineteenth century until 1991, is known as the Amharic era, marking the beginning of modern education in Ethiopia (Ado, 2023). Amharic has emerged as a prominent language, assuming a central role in various domains such as governance, education, and literature. During this period, Ethiopia witnessed the widespread adoption and utilisation of Amharic as the primary means of communication and the official language (Ado, 2023; Yohannes, 2021). With the introduction of modern education in Ethiopia in 1908 (Welesilassie, 2022), foreign languages such as Italian, French, Arabic, and English were also incorporated as subjects and

mediums of instruction (Ado, 2023; Yohannes, 2021). However, these efforts were disrupted by the Italian invasion in 1936.

Even though the history of English language teaching in the country dates back to the introduction of modern education during Menelik II's reign, English education began after the liberation from Italy in 1941 during Emperor Haile Selassie's era (1930-1974) (Yohannes, 2021). During that period, the Emperor introduced English as a medium of instruction to promote unity among Ethiopia's linguistically diverse groups as part of a nation-building strategy to modernise the education system (Girma & Sarangi, 2019). Ethiopia had a well-established English language curriculum during the Emperor's reign (Yohannes, 2021). Subsequently, English was incorporated into the modern education system across all Ethiopian schools as a mandatory subject and as the medium of instruction from the elementary levels onward.

However, the adoption of English as a medium of instruction is viewed by some Ethiopians as a form of self-colonization, especially in the absence of significant past colonial influence, apart from the five-year (1936-1941) attempt by Italy (Ado, 2023; Girma & Sarangi, 2019; Yohannes, 2021). In 1958, Ethiopian authorities implemented a policy to localise the teaching staff and curriculum in order to reduce the learning burden on children, promote national unity, preserve the country's history and culture, and facilitate free expression in a national language (Ado, 2023; Girma & Sarangi, 2019; Yohannes, 2021). In 1962, after a fourteen-year tenure as the primary language of instruction, English was supplanted by Amharic as the medium of instruction for primary classes up to Grade six (Yohannes, 2021). This change also prohibited vernacular languages other than Amharic from being included in the primary curriculum. Consequently, English remained a subject of study from the earliest grade level, with the transition to using it as a medium of instruction in the initial year of junior secondary school (Girma & Sarangi, 2019).

During that period, the education system followed a 6+2+4 structure, comprising six years of primary education, two years of junior secondary education, and four years of senior secondary education. Amharic was predominantly used as the language of instruction, including for teaching English and other subjects. It is widely believed that students' English language difficulties have increased since the introduction of Amharic as a medium of instruction in elementary schools (Girma & Sarangi, 2019). Until 1991, the Ethiopian language policy remained unchanged, with Amharic retaining its position as the official language and the primary medium of education

(Welesilassie, 2022). Additionally, English continued to be taught as a subject starting from grade 3 and served as a medium of instruction in junior secondary school (Ado, 2023).

Finally, the period following 1991 shows a significant change in Ethiopia's language policy, as it adopts a more inclusive approach that supports a wide range of Ethiopian languages (Ado, 2023). After reviewing the previous education policy, Ethiopia implemented a New Education and Training Policy (NETP) in 1994 to improve its educational system. With its active encouragement of using local languages for official, administrative, judicial, and educational purposes (FDRE MoE, 1994), this policy brings optimism for the future of Ethiopian education.

The new policy was widely regarded as distinct from the old education system and outlined the approved method of instruction for primary, secondary, and tertiary education in Ethiopia. The policy mandates that primary education (grades 1-8) be delivered in the languages of the respective nationalities, with English being taught as a subject (Yohannes, 2021; Welesilassie, 2022). This decision was based on the pedagogical advantages of acquiring knowledge in one's mother tongue and the necessity of upholding the rights of diverse nationalities to promote the use of their languages. English is introduced as a subject from the first grade and serves as the primary language for secondary and higher education instruction (Welesilassie, 2022).

The new educational policy entails eight years of primary education, divided into two cycles: grades 1-4 (ISCED 1) and grades 5-8. (ISCED 2) Secondary education also follows a similar pattern with two cycles of two years each (FDRE MoE, 1994). The first cycle, encompassing grades 9-10 (ISCED 3), allows students to explore their interests and gain valuable academic knowledge, preparing them for vocational training or preparatory programs. The second cycle, covering grades 11-12 (ISCED 4), empowers students to select subjects that will equip them for higher education. Tertiary education, focusing on research at diploma, undergraduate, and graduate levels, equips students to become adept problem-solving professionals in their respective fields of study (FDRE MoE, 1994).

The 1994 New Education and Training Policy emphasised the importance of the English language in the education system. It also highlighted the necessity of enhancing students' English language skills at the primary level to help them transition smoothly to English-medium instruction at the secondary and tertiary levels, replacing their native language (FDRE MoE, 1994).

1.6.2. English Language Education in Ethiopia

In December 2020, the Ethiopian Ministry of Education introduced the General Education Curriculum Framework (GECF) to modernise the education system and enhance its competitiveness in the global market. This curriculum framework, focusing on cultivating innovative, inventive, and self-directed citizens who actively contribute to national development, reassures the audience about the competitiveness of Ethiopian education (Belina, 2021). It aims to instil 21st-century competencies in learners, fostering their capacity for creativity, critical thinking, decision-making, and problem-solving (Yeseraw et al., 2023). Emphasising quality and equitable education for all, the framework serves as a guide for developing the general education curriculum in Ethiopia, aiming to propel the society forward (FDRE MoE, 2020).

The GECF consists of four levels: pre-primary (comprising a two-year program - KG1 and KG2), primary (Grades one to six), middle (Grades seven to eight), and secondary (Grades nine to twelve) (FDRE MoE, 2020; Yeseraw et al., 2023). The pre-primary level spans two years and is dedicated to nurturing children holistically, equipping them with the knowledge, attitudes, and skills necessary for success in primary school (Belina, 2021; FDRE MoE, 2020). The primary level, covering grades one through six, aims to cultivate essential knowledge and skills for life and prepare students for middle school learning (FDRE MoE, 2020).

The middle level, comprising grades seven and eight, focuses on enabling learners to acquire knowledge, attitudes, and skills essential for life and further education in secondary schools (FDRE MoE, 2020). This level represents the conclusion of compulsory education and lays the foundation for future employment or self-employment for individuals who leave the formal education system (Yeseraw et al., 2023). The upper-secondary education level encompasses grades nine through twelve and represents the end of general education. It expands students' knowledge, attitudes, and skills, preparing them for further academic pursuits and the transition into young adulthood (FDRE MoE, 2020).

During grades nine and ten, students engage in a comprehensive curriculum comprising ten mandatory subjects and the option to select two elective subjects from a pool of five (FDRE MoE, 2020). As students progress to grades eleven and twelve, they must specialise in one of the eight career and technical education areas of study, further categorised into natural science and social science streams. The natural science stream encompasses five fields of study, each offering seven general subjects and up to five field-specific subjects. Conversely, the social science stream

includes three fields of study, featuring six general subjects and a maximum of five field-specific subjects (FDRE MoE, 2020). Additionally, provisions are made for establishing special schools tailored to meet the needs of talented individuals.

The GECF outlines nine distinct learning areas for implementation across various educational levels, from pre-primary to grade twelve. These learning areas progress from broader subjects at lower levels to more specialised subjects at higher levels. Among these learning areas is language education. The framework proposes a three-language policy, advocating for the inclusion of the mother tongue as a subject and as the medium of instruction from pre-primary grades onwards. Additionally, it recommends the introduction of English as a subject from grade one, with its use as both a medium of instruction and a subject from grades nine through twelve.

Considering the persistent challenges educators and students face in its application and recognising its role as a medium of instruction essential for learning other subjects, the instruction and learning of the English language receive heightened emphasis in middle schools (FDRE MoE, 2020). Additionally, one of the country's official languages will be designated for learning to facilitate communication and interaction among the diverse populace (Yohannes, 2021). The curriculum encompasses other essential subjects such as mathematics, natural science, social science, performing and visual arts, moral and citizenship education, health and physical education, information-communication technology, and career and technical education (FDRE MoE, 2020).

The GECF introduces English as a grade one subject and a mandatory instruction medium from grade nine. At the primary level, English classes will consist of four periods per week, totalling two hours and 40 minutes, amounting to 104 hours per year (FDRE MoE, 2020). During this stage, students will focus on developing oral and literacy skills in a well-balanced manner. Similarly, at the middle level, English classes will also consist of four periods per week, totalling two hours and 40 minutes, amounting to 104 hours per year.

As students progress to the middle level, they develop a more substantial base for using language skills in their daily lives and further education (FDRE MoE, 2020; Yeseraw et al., 2023). One of the ongoing challenges in the Ethiopian general education system is the inability to effectively use the English language as a medium of instruction and communication for teachers and students (FDRE MoE, 2020). Beyond being a subject for fluency in speech and writing, English also serves as a tool for understanding and learning other subjects (Ado, 2023; Yohannes,

2021). This role becomes even more significant as English becomes the medium of instruction from grade nine onwards (Bayih et al., 2022; Yohannes, 2021), underscoring the importance of students being well-prepared for this transition during middle school.

The middle school English curriculum introduces students to various language skills, including listening, speaking, reading, writing, grammar, and vocabulary (FDRE MoE, 2020). This encompasses oral tasks that help students communicate fluently and accurately. Students use controlled listening and speaking activities to improve pronunciation, focusing on specific English stress and intonation patterns. The subject also exposes students to authentic recorded materials and reading comprehension exercises that involve extracting information from authentic and semi-authentic sources (FDRE MoE, 2020). The curriculum includes various writing activities, such as sentence-level writing, controlled, guided, and free writing, and exercises integrating grammar and vocabulary in context.

In the context of secondary education (grades 9-12), the curriculum strongly emphasises the advanced development of the four language skills, with particular attention given to enhancing reading and writing abilities (FDRE MoE, 2020). Beginning in grades 9 and 10, students can study a foreign language as an elective course (Yohannes, 2021; FDRE MoE, 2020). Including a foreign language as an elective is designed to cater to the diverse needs of students, including those aspiring to pursue careers as translators, tourist guides, or individuals seeking employment abroad. The selection of the specific language to be offered as an elective is determined by carefully considering the learners' needs in conjunction with input from relevant federal and regional educational authorities and assessing available human and material resources (FDRE MoE, 2020).

At the secondary level (Grades 9 and 10), English instruction entails three periods per week, totalling 2 hours per week and 78 hours of instruction per year (FDRE MoE, 2020).. Furthermore, English continues to be integrated as a core subject in grades 11 and 12, with instruction at the secondary level (Grades 11 and 12) comprising 4 periods per week, totalling 3 hours per week, and 117 hours per year (FDRE MoE, 2020).

1.6.3. The Role of English in Ethiopia

Ethiopia, a nation devoid of English colonial influence, has incorporated English into its higher education system for nearly seven decades (Bogale, 2009; Girma & Sarangi, 2019; Negash, 2011). It has played a diverse role in Ethiopia, influencing education, business, healthcare, entertainment,

media, tourism, and diplomacy (Girma & Sarangi, 2019). This contributes to the country's development and helps establish connections with the global community (Bachore, 2015; Gerencheal & Mishra, 2019; Negash, 2011)

The English language holds a pivotal role in the realm of education and professional advancement (Girma & Sarangi, 2019). English is introduced as a subject from the onset of grade one and persists as the medium of instruction from grade nine to institutions of higher learning countrywide (Arega et al., 2024; FDRE MoE, 2020). All universities within the nation must adopt English as their operational language, encompassing the production of documentation, facilitating meetings, and drafting minutes and reports (Arega et al., 2024; Girma & Sarangi, 2019). A plethora of academic resources, research papers, and scholarly publications are predominantly accessible in English, thereby rendering a solid command of the language indispensable for Ethiopian students and scholars (Azubuike et al., 2018). Proficiency in English unlocks opportunities for pursuing higher education abroad, scholarships, and academic exchange programs (Azubuike et al., 2018). It also enables Ethiopian students and academics to broaden their intellectual horizons, gain exposure to diverse perspectives, and contribute to the global academic discourse. Moreover, proficiency in English supplements employment prospects for individuals seeking career progression, as many professional certifications, specialised training programs, and skill-building workshops are conducted in English (Azubuike et al., 2018).

The importance of English extends beyond education and holds a pivotal position in Ethiopia's business and commerce sector (Bachore, 2015; Girma & Sarangi, 2019). Given the increasing globalisation of markets and the expansion of international trade, English is the primary language for communication in business circles (Girma & Sarangi, 2019). This is especially pertinent as numerous multinational companies and foreign investors have established operations within Ethiopia, necessitating English proficiency among local business professionals to effectively negotiate, formalise contracts, and collaborate with international partners.

Moreover, within the healthcare realm, English is an indispensable tool for medical professionals, researchers, and public health practitioners (Gerencheal & Mishra, 2019; Girma & Sarangi, 2019). Proficiency in English is essential for accessing medical literature, international best practices, and the latest advancements in healthcare technologies (Girma & Sarangi, 2019).

In entertainment and media, English exerts a significant influence on Ethiopian society. English-language movies, music, football, television programming, and social media platforms

such as Facebook play a pivotal role in disseminating and adopting English (Bachore, 2015). The pervasive presence of English in various facets of Ethiopian life underscores its function as a channel to the global arena, enabling communication, entertainment, and the exchange of knowledge in a rapidly evolving society (Azubuike et al., 2018).

Ethiopia's tourism sector benefits significantly from using English as a lingua franca (Azubuike et al., 2018; Girma & Sarangi, 2019). This language is crucial in improving accessibility, facilitating meaningful interactions, and promoting cross-cultural understanding between tourists and the local community (Azubuike et al., 2018; Bachore, 2015; Girma & Sarangi, 2019). English is a vital medium for tourists to engage with the local population, gather information, and navigate various attractions and destinations. Its presence in signage, tour guides, and communication with hospitality professionals enhances the overall travel experience, ensuring visitors feel welcomed and supported during their country exploration (Azubuike et al., 2018; Girma & Sarangi, 2019). Furthermore, the proficiency of tourism professionals in English enables them to meet the diverse needs of international visitors effectively. By communicating in English, these professionals can offer valuable insights, historical context, and personalised assistance, thus creating memorable and enriching travel experiences (Azubuike et al., 2018; Girma & Sarangi, 2019).

1.6.4. The role of teachers, students, and parents in English language education

The GECF underscores the vital role teachers, students, and parents play in enriching the instruction and learning of the English language. Teachers are tasked with the crucial responsibility of identifying the capacities of learners and utilising data to strategise effective teaching methodologies (FDRE MoE, 2020). They are expected to establish learning objectives based on competencies and develop activities to facilitate the attainment of these competencies, taking into account individual variations. Furthermore, teachers are expected to cultivate an enabling learning environment, integrate suitable technologies, incorporate Indigenous knowledge, evaluate learners' advancement, furnish prompt feedback, and localise content to reflect specific contextual realities (FDRE MoE, 2020).

Learners are urged to take responsibility for their educational development, participate in cooperative learning processes, and adhere to individual and group learning norms to enhance their language proficiency (FDRE MoE, 2020; Girma & Sarangi, 2019). Moreover, they are expected

to consistently assess and refine their learning approaches, conduct independent research, and efficiently strategise using educational resources (FDRE MoE, 2020; Girma & Sarangi (2019)).

In the meantime, parents and guardians supervise their children's learning and academic achievements and maintain open communication with educators and educational institutions to discuss students' progress and personal growth (FDRE, MoE, 2020). They work with all relevant parties to support students' active and successful participation and encourage their active engagement and development at home and in the broader community (FDRE MoE, 2020).

1.6.5. English Language assessment and evaluation in Ethiopia

In the context of students' English development, assessment is a formative (an ongoing process) rather than a summative (one-time event) (FDRE MoE, 2020; Wondim & Dessie, 2024). Teachers engage in continuous assessment throughout the teaching and learning period, primarily collecting, documenting, and analysing data and information regarding student learning (Wondim & Dessie, 2024). This continual assessment identifies areas needing improvement in teaching and learning and facilitates the implementation of necessary remedial measures (FDRE MoE, 2020).

Additionally, educators administer evaluations at the culmination of an instructional unit or course, called summative assessment (Wondim & Dessie, 2024). Summative assessments are typically conducted after a unit, midway through the academic year, or following the school year to evaluate students' comprehensive understanding and achievement based on the curriculum covered during the teaching and learning process (FDRE MoE, 2020; Wondim & Dessie, 2024)).

1.7. Setting and Participants

This research project gathered data in two phases: the pilot and the main studies. The pilot study involved collecting data from Mizan-Tepi University (MTU). For the main study, data was obtained from Mizan-Aman Preparatory School, both in the southwestern region of Ethiopia.

The process of selecting participants and settings for both the pilot and main study was conducted meticulously to ensure their relevance and applicability to the research objectives. Within the Ethiopian educational context, Grade 12 preparatory schools are comparable to freshman university programs, serving as a transitional phase to higher education (Wariyo & Asgedom, 2021). According to Wariyo and Asgedom (2021), the Grades 11 and 12 preparatory programs were carefully designed to closely align with the university-level curriculum, making the content of these grades equivalent to freshman-year university courses. This alignment is intended

to better prepare students with the necessary knowledge and skills for higher education, facilitating a seamless transition from secondary to tertiary education.

Having recently transitioned from preparatory schools, first-year university students encounter similar challenges and learning environments. Thus, the decision to conduct the initial study with first-year university students was apt, as their experiences closely mirror those of 12th-grade preparatory students. This approach ensured that the research tools were tested on a cohort with comparable academic backgrounds, making the results pertinent and applicable to the main study's emphasis on 12th-grade preparatory students.

The pilot study collected data from undergraduate students at Mizan-Tepi University in Ethiopia. Initially, the research was intended to focus on high school students in the Tigray region of Northern Ethiopia. However, due to the conflict that emerged in Tigray in November 2020 and persisted until 2023, adjustments were made to the research plans. Owing to the ongoing conflict and the researcher's inability to return to Ethiopia due to their Tigrayan ethnicity, the setting was shifted to Mizan-Tepi University, where the researcher had previous experience. Despite the challenges posed by the conflict, data collection was successfully carried out online with the valuable assistance of colleagues and experts from the university's Department, thus ensuring the integrity of the research.

In the initial stage of the small-scale pilot study, an expert and 65 students (aged 19 to 23; mean = 21.55, standard deviation = 1.28) evaluated the questionnaire's appropriateness, simplicity, and usefulness. Data collection and analysis for this phase commenced on November 5, 2021, and concluded on November 25, 2021. After completing the first pilot, a second and final pilot study involving 165 students was conducted in late November 2021. The primary aim of this second pilot was to gauge the validity and reliability of the adapted L2MSS and FL anxiety items within the EFL context.

The main study was conducted at Mizan-Aman Preparatory School, situated in the southwestern region of Ethiopia, during the initial semester of the 2022–2023 academic year. The school comprised a total of 652 students, with 314 females and 338 males in the 12th grade (ISCED 4) studying in English as the language of instruction and the subject of learning. The study employed a purposive sampling technique (Creswell, 2012) involving all students in the school to obtain comprehensive insights into the phenomena under investigation. This method facilitated the generation of generalisations about the target population, thereby reducing the likelihood of

overlooking potential data points (Creswell, 2012; Dörnyei & Taguchi, 2009). Out of the total population, 609 students (352 males and 257 females) willingly consented to participate in the investigation and completed the questionnaire within the allocated time. The participants' age ranged from 18 to 23 ($M = 20.6$, $SD = 0.72$). The provided data was utilised to implement three empirical studies (study two, study three, and study four) as integral components of my dissertation.

1.8. Appendices Overview

This dissertation includes five appendices that provide essential supplementary information relevant to the research conducted. Each appendix serves a specific purpose, enhancing the overall coherence and integrity of the study. Below is a detailed overview of the appendices and their significance.

Appendix A: Student Questionnaire (English Version)

Appendix A contains the English version of the student questionnaire, a critical instrument for data collection. It comprises five sections: Section I gathers demographic data; Section II explores motivational factors affecting students' desire to learn English; Section III addresses anxiety's impact on learning; Section IV examines students' willingness to communicate in English; and Section V assesses students' self-evaluation of their English proficiency. Together, these sections provide comprehensive insights into the factors influencing language learning.

Appendix B: Student Questionnaire (Amharic Version)

Appendix B presents the Amharic version of the student questionnaire, ensuring accessibility for participants who prefer their native language. This appendix is crucial for preventing language barriers from compromising data quality and reliability. By including the questionnaire in Amharic, the study demonstrates a commitment to inclusivity and cultural respect, thereby enhancing participant engagement and the credibility of the findings.

Appendix C: Ethical Approval

Appendix C details the ethical approval granted by the University of Szeged's Institutional Review Board. This approval is vital, confirming adherence to ethical guidelines and prioritizing participant rights and well-being. It reinforces the study's validity and offers transparency

regarding the ethical implications of data collection, thereby enhancing the research's overall integrity.

Appendix D: Consent Statements

Appendix D includes consent statements from educational institutions and participants, evidencing that data collection was authorised and that informed consent was obtained. This appendix is essential for demonstrating compliance with ethical standards and fostering trust between the researcher and the participants. By securing consent, the researcher respects participant autonomy and privacy, contributing to the ethical rigor of the study.

Appendix E: Translation Approval

Finally, Appendix E comprises a letter of approval from professional translators regarding the accuracy of the Amharic translation of the questionnaire. This appendix is significant as it confirms the fidelity of the translation process, ensuring that the nuances of the original language are preserved. This attention to detail is critical for participant comprehension, ultimately contributing to the validity of the research findings.

In summary, these five appendices are integral to the dissertation, providing necessary context and information that support the research methodology and ethical considerations. Each appendix serves a distinct purpose while reinforcing the study's commitment to thoroughness, ethical integrity, and inclusivity, ensuring that the research results are both credible and applicable.

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CHAPTER TWO: RELATIONSHIPS BETWEEN MOTIVATION AND ANXIETY IN ADULT EFL LEARNERS AT AN ETHIOPIAN UNIVERSITY

2.2. Abstract

Studies in many educational settings show that motivation and anxiety are related to learning foreign languages (FL). Acknowledging the relevance and multifaceted complexity of motivation and anxiety, the present study aims to examine the relationships in the Ethiopian context where such research has not been conducted. To do so, first, we needed to validate the L2 motivational self-system (L2MSS, Dornyei, " 2009) and a new FL anxiety scale, based on hypothesized relationships between the L2MSS (i.e., the ideal L2 self, ought to L2 self, and L2 learning experience) and FL anxiety (both facilitative and debilitative). A total of 65 university students participated in the research at an Ethiopian university. Questionnaires on L2MSS and facilitative/debilitative anxiety were used to gather data. The data were analyzed using descriptive statistics, correlational analyses, and t-tests using SPSS software Version 25. Total scale reliability for the L2MSS and FL anxiety instruments was 0.90 and 0.70, respectively, higher than 0.6, suggesting adequate consistency for both constructs. The validity of the construct was evaluated by several model fit indices including the comparative fit index (CFI), Tucker-Lewis's index (TLI), the goodness of fit index (GFI), and root mean square error of approximation (RMSEA). All fit indexes were above 0.90, except for RMSEA; RMSEA was below 0.05 revealing that the models were valid. The preliminary analysis observed significant variability across different aspects of L2MSS. The number of students driven by the ideal L2 self appeared moderate, whereas the L2 learning experience was notably low. Surprisingly, the mean score for students' ought-to L2 self was remarkably high. Furthermore, the findings revealed that participants encountered higher levels of debilitative anxiety, which is concerning, as opposed to facilitative anxiety, which is typically seen as advantageous. The strongest significant relationship was found between students' ideal L2 self and their L2 learning experiences, whereas a weak but significant relationship was found between the latter and debilitative anxiety. The paper discusses these outcomes and their implications for classrooms and further research.

Keywords: L2 motivational self-system; Facilitative anxiety; Debilitative anxiety

2.3. Introduction

Several individual variables have been widely researched in the field of foreign language learning (FLL), as many key factors must be present to allow students to learn a foreign language (FL) successfully. These include long-term motivation and a high level of engagement as well as low anxiety. Successful language learning is a complicated process in which various elements interact in complex relationships and impact students' motivation and, conversely, increase or lower their level of language learning anxiety. As a result, these constructs are essential emotional aspects and critical variables in FLL as they are substantially connected with FL performance (Dörnyei, 2005).

So far, research has looked at the function of these two constructs at the same time in contexts where English is a foreign language (EFL). In the L2 motivational self-system framework, however, little research has explored the relationship between different facets of the L2 self (ideal L2 self, ought to L2 self, and learning experience) and L2 anxiety (facilitative and debilitative). We hope that by investigating the link between the components of L2MSS and FL anxiety, language teachers and researchers would be able to better understand the function of these two factors in the classroom. Such an inquiry may also provide credence to Dörnyei's (2009, 2019) theory of the applicability of L2MSS in a new multicultural setting where no previous study examined the link between L2 motivation and anxiety. The study employed a quantitative research design to answer three research questions.

1. What are the students' overall motivational orientations in learning English?
2. How can their types and levels of anxiety in learning English be characterized?
3. What is the relationship between L2 motivation and anxiety in this young adult population?

2.4. Review of the literature

2.4.1. L2 motivation

Learners' motivation is one of the most elusive concepts in FLL research, and its complexity and multi-faceted nature have often resulted in conflicting findings in past studies (Dörnyei and Ushioda, 2013). Motivation is an internal drive that allows people to achieve specific goals. As a result, FL motivation refers to a "primary push to commence FL learning, and subsequently, the driving force to sustain the long, sometimes tedious learning process; indeed, all other components involved in SLA require motivation to some extent" (Dörnyei and Ryan, 2015, p. 72). Dörnyei (2005), a leading second language acquisition (SLA) scholar, divided L2 motivational research

into three periods: the socio-psychological period (1959-1990), the cognitive-situated period (the 1990s), and the socio-dynamic period (from 2000 to the present).

In the socio-psychological period, Robert Gardner and his associates conducted most of the significant studies. Their socio-educational approach paved the way for L2 motivation research. Gardner (1985) defined motivation as a behavior that is oriented toward achieving a certain objective. Motivation determines why people work to reach certain goals, how long they keep doing something, and how hard they try (Gardner & Lambert, 1959 as cited in Dörnyei and Ryan, 2015, p.75). Gardner and Lambert (1959) identified two distinct orientations: integrative and instrumental orientations. Integrativeness refers to learners' desire to become fully integrated members of the target language community and culture, whereas instrumentality refers to the functional significance of learning the target language.

The second phase, during the 1990s, was marked by works that drew on cognitive theories in educational psychology, with Self Determination Theory (SDT), the early work of Deci and Ryan (1985), being a significant approach in this period. SDT's core concept is that individuals have natural impulses toward personal growth and vitality; these are either fulfilled or dissatisfied by their surrounding environment. SDT targets three kinds of motivation: intrinsic motivation, extrinsic motivation, and amotivation. These define the direction of behavior and the reasons for a person's engagement in action to reach a goal. (1) Intrinsic motivation is concerned with the satisfaction in doing a task itself rather than depending on any external pushing or pulling pressure. (2) Extrinsic motivation is classified into four regulations: external, introjection, identification, and integrated. (a) External regulation, which is the least autonomous form of extrinsic drive, is motivated by external pressures, such as rewards or punishments; (b) introjected regulation refers to individuals' motivation to engage in tasks because of internal pressure (i.e., tension, guilt); (c) identified regulation involves identifying a goal or regulation as personally important, that one values so that one will perform it; (d) integrative regulation, the most autonomous extrinsic motivation, includes behavior that is completely integrated with the individual's behavior, aspirations, interests, and personality. Finally, (3) amotivation exists when an individual lacks innate or extrinsic motivation or intention to accomplish a certain goal (Deci and Ryan, 2000).

The third period characterized by Dörnyei (2005), the current socio-dynamic period, is marked by a focus on motivational change, self-regulation, imagined (possible) selves, and the emergence of individual motivation in sociocultural contexts (Mahmoodi and Yousefi, 2021; My,

2021). Most importantly, this period of motivational research centered on motivational transformation, i.e., how self-identity and motivation are linked. It is widely accepted that the theories of motivation, particularly Gardner's model, made significant contributions to the development of L2 motivation research; however, it has since been challenged by many researchers (for example, Dörnyei, 2005, 2009) who believe that the emphasis on integrativeness leads to a neglect of the effects of the language learning environment (i.e., EFL contexts) and learner differences. Dörnyei (2005, 2009) proposed the L2 Motivational Self System (L2MSS) to fill the shortcomings. The L2MSS aims to examine self-specific motivation in L2 learning (Dörnyei and Ryan, 2015) and it is viewed as a reinterpretation of Gardner's integrative motive notion.

L2MSS comprises two major components: self and context (Dörnyei, 2009). The selves are subdivided further into two parts: (a) the ideal L2 self represents all the attributes that a person would like to possess; and (b) the ought-to L2 self consists of traits that people ought to possess to avoid negative outcomes (Dörnyei, 2009). According to Dörnyei and Ryan (2015), the L2MSS selves component was conceived using two main theories: possible selves (Markus and Nurius, 1986) and self-discrepancy theory (Higgins, 1987). As Markus and Nurius (1986) saw it, people might become three types of selves: something they hope to become (the possibility that they might become their future self), something they dream of becoming (positive images of their future self), and something they fear to become (negative images of their future selves).

However, Higgins (1987) claimed that learners can have either a promotional orientation or a prevention orientation. A person with promotion-focused orientation cares about progress, growth, and accomplishment and is aware of when good things happen. On the other hand, a person with prevention-focused orientation cares about safety and security and is aware of bad things happening. Based on this model, students who have a stronger ideal L2 self will have a promotional regulatory focus, as well as enjoy working towards positive outcomes. Those with a greater ought-to L2 self tend to show a prevention regulatory orientation and feel obliged to avoid negative repercussions of not coming up to expectations or not doing their duties (Dörnyei, 2009).

Markus and Nurius (1986) and Higgins (1987) made valuable contributions to the conceptualization of self in the L2MSS; Dörnyei modeled his "ideal" and "ought" selves after Higgins' concept of self-discrepancy. Another key component of L2MSS comprises L2 learning experience. Language learning experiences, which combine past and current language learning

experiences, are the basis for analyzing how context, including the L2 teacher, the curriculum, peers, the group, and the experience of success, affect the development of the self (Dörnyei, 2019).

Dörnyei and Ushioda (2013) concluded that three primary factors are responsible for motivating L2 learners: the learner's self-perception of being an L2 expert, external social pressure, and positive learning experiences. L2 motivation research has been influenced by this theory, which has changed the learner's identification with an external reference group to identify with their self-concept. As a result, numerous researchers in EFL environments (e.g., Papi, 2010; Papi and Teimouri, 2014; Taguchi et al., 2009; Teimouri, 2017) have accepted this theory as their theoretical framework within which empirical investigations have been undertaken. The present study aims to do so in a new context.

2.4.2. L2 anxiety

Anxiety is seen as the most common emotional element impeding L2 learning. Anxiety is a multi-faceted term; psychologists distinguished trait anxiety and state anxiety, and depending on its impact, facilitative vs. debilitating anxiety. Unsurprisingly, early research on anxiety and achievement, as well as motivation yielded varied and perplexing findings; scholars found that anxiety is not a simple, unitary entity that can be readily defined into high or low levels (Horwitz, 2010). The trait versus state anxiety category addresses the sustaining feature of anxiety: a constant or occasional worry. Trait anxiety is a constant sense of being nervous, whereas state anxiety is a transitory emotion that changes in strength throughout time. The concept of facilitative vs. debilitating anxiety refers to the degree to which anxiety impacts learning favorably or unfavorably. Debilitating anxiety has been shown to have a detrimental effect on performance, whilst facilitating anxiety has been shown to improve learners' performance (Dörnyei, 2005).

2.4.3. Studies on the relationship between L2MSS and L2 anxiety

Since the development of the L2MSS by Dörnyei, (2005, 2009), research on L2 selves has received a great deal of interest in the field of L2 motivation. Researchers (Al-Shehri, 2009; Dörnyei and Ushioda, 2009; Ryan, 2008; Taguchi et al., 2009) have attempted to validate the approach in different learning scenarios and reported accepted Cronbach alphas value. Many scholars (e.g., Dörnyei, 2010; Dörnyei and Ryan, 2015; Papi, 2010; Papi & Teimouri; Taguchi et al., 2009) believe the L2MSS framework may explain additional emotional variables such as L2 anxiety,

beliefs, willingness to communicate, and achievement in a new language. As a result, the system might be used to explain the interaction of many affective variables.

Several studies have shown a link between L2 anxiety and student motivation (e.g., Papi, 2010; Papi and Teimouri, 2014; Teimouri, 2017). Papi (2010) studied 1,011 (473 female and 538 male) Iranian high school students to test a theoretical model that included Dörnyei's (2009) L2MSS, English anxiety, and intended effort to learn English. Papi (2010) found that although the ideal L2 self and L2 learning experience reduced students' English anxiety, the ought-to L2-self increased it. Because the ideal L2 self is linked to instrumentality-promotion such as optimism and success, and the ought-to L2 self is linked to instrumentality prevention such as fear about undesirable consequences, this may increase students' anxiety.

Papi and Teimouri (2014) explored the link between anxiety's facilitative and debilitative aspects to language learners' motivational orientations—prevention and promotion systems. The participants were 1,278 (623 females, 655 males) Iranian secondary school students. The questionnaire scales were derived from Dörnyei, (2005) research in Hungary and Taguchi et al. (2009) in Japan and China. Papi and Teimouri (2014) claimed that anxiety motivates prevention-focused learners to work harder to avoid undesirable consequences. However, according to Higgins (1987) self-discrepancy theory, an individual with a promotion-focused attitude is concerned about making progress, growing as an individual, accomplishing goals, and being aware of whether or not positive things occur. Therefore, the central idea is that in case a learner's real self does not correspond to their ideal self, then they are more likely to feel ashamed and anxious about themselves hence it is destructive to their drive.

Teimouri (2017) investigated the emotional experiences of L2 future self-guides in Iran. The researcher used self-developed L2MSS items to link students' emotions to their L2 selves. Five hundred and four EFL learners in Iran took part in the research by filling out a questionnaire. L2 anxiety was shown to be linked to learners' ought-to L2 selves, but not to their ideal L2 selves. L2 anxiety matched the motivational orientation of learners with a predominant prevention emphasis and provided a facilitative function by keeping them sensitive to the existence of probable negative consequences

Jiang and Papi (2021) looked at how chronic regulatory focus, L2 self-guides, L2 anxiety, and motivated behavior were linked in 161 EFL students at a central university in China who filled out questionnaires. The results showed that participants' promotion focus (which was concerned

with successes and achievements) was significantly and negatively associated with their L2 anxiety, but their prevention focus (which was concerned with safety and duties) was unrelated to their L2 anxiety.

In conclusion, researchers have been unable to come to a consensus on the precise nature of the link between anxiety and motivation in learning a foreign language, even though studies tended to find positive and negative correlations. Therefore, the results of the empirical investigations indicated that more research is needed to clarify the interplay between facilitative anxiety and debilitating anxiety. In addition, the temporal, dynamic, and domain-specific characteristics of motivation may account for the disparate outcomes. The present research used the constructs of anxiety known as facilitating anxiety and debilitating anxiety, and it utilized the three L2MMS known as ideal L2 self, ought-to L2 self, and learning experience in a context where no previous study has been conducted.

2.5. Method

This research sought to better understand the relationship between students' L2MSS and anxiety in learning English. To answer this question, the current study employed quantitative method research design (Creswell, 2012; Mackey and Gass, 2016) to examine the connections among these variables.

2.5.1. Educational context

The context is Ethiopia, one of the world's oldest nations; it has never been conquered by any English-speaking or another country, hence English arrived late. Ethiopians were first introduced to foreign language teaching in 1908. Since then, significant curricular and methodological improvements have been implemented. Until 1945, most English instructors were foreigners from Europe, America, and Asia. Early on, only a few schools taught French, Italian, and English (Gopal, 2013). Students begin formal education at the age of seven. After eight years of primary school (first and second cycles), students go on to regular secondary school for two years, followed by a preparatory secondary school for two more years. They begin learning English in the first year of primary school, at age 7, and continue in 4–5 h per week until they complete preparatory high school. After preparatory secondary school, students compete for admission to public universities, where English is a major and common course. Therefore, the participants in this study were undergraduate English major students.

2.5.2. Participants

Participants in this study were undergraduate students majoring in English. All undergraduates at a university were targeted for this research. According to the information provided by the Department of English language and literature, the total number of students enrolled in the fall of 2021 was 97. They were all invited to complete a questionnaire. Out of 97 students, 32 refused to take part, while 65 others (males 18 and females 47) volunteered to do so. Their ages ranged from 19 to 23 ($M = 21.55$, $SD = 1.28$).

2.5.3. Instruments

The questionnaire used in the survey was designed and administered along the standards established by Taguchi et al. (2009). Three sections make up the questionnaire. In the first section, participants provided their background information on their gender, age, semester, and year of

their studies. The second section comprised L2MSS items adapted from Taguchi et al. (2009) to identify the participants' perceived type and level of motivation. The third part encompassed a self-developed FL learning anxiety section.

The L2 motivational self-system (L2MSS) comprises three components: ideal L2 self, ought to L2 self, and Language Learning Experience (Dörnyei, 2009). However, the original scale consisted of two sub-scales (i.e., ideal L2 self and ought to L2 self). For the present study, an additional subscale for learning experience was added to measure students' situation-specific motives and learning experiences in learning EFL. Accordingly, items in the "ideal L2 self" and "ought to L2 self" were adapted from the original Taguchi et al. (2009) scale. As for Learning Experiences (LE), since Taguchi et al. (2009) did not specifically have items on them, but they mixed them with other categories, we adapted five items (1–5) from the work of Taguchi et al. (2009) related to learners' situation-specific motives and developed five additional items (6–10) on immediate classroom experiences, English classes, English learning, classroom activities, classmates, and learning materials.

The ideal L2 self is defined as the sign of the attributes that one would ideally like to possess (Dörnyei, 2009). To investigate the measure, we adapted ten items (e.g., "I can imagine myself living abroad and communicating well with the locals in English"). The ought-to-L2 self represents the imagined quality that an L2 learner should possess when doing various tasks and commitments to avoid possible negative outcomes. Ten items were adapted to measure the ought-to-L2-self construct (e.g., "Studying English is important to me because an educated person should speak English"). The L2 learning experience concerns "situation-specific motives related to the immediate learning environment and experiences" (Dörnyei, 2009, p. 29). Dörnyei (2019) further explained that the L2 Learning Experience is "the perceived quality of the learner's engagement with various aspects of the learning process (i.e., the L2 teacher, the curriculum, the peer group, and the experience of success)" (p. 20). Twelve items were used to assess learning experience and situation (e.g., "The atmosphere of my English classes is interesting").

The third part of the questionnaire comprises items on facilitative and debilitating anxiety. Three items were developed for tapping into the debilitating anxiety construct to measure debilitating experiences of FL anxiety (e.g., "When I'm nervous I'm less good at English"). Likewise, three items were designed to measure the facilitative anxiety construct to measure the facilitative experiences of foreign language classroom anxiety (e.g., "When I'm a bit nervous my

English is better”). Data were collected using self-administered pencil-and-paper questionnaires. The students rated the degree to which they agreed or disagreed with the given statement on a six-point Likert scale (strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree).

2.5.4. Reliability and validity

To check to what extent the adapted items from Dörnyei’s (2009, 2019) L2MSS and the self-developed FL anxiety constructs elicited valid and reliable data in this EFL context, internal consistency reliability and confirmatory factor analysis analyses were conducted.

First, the KMO index was employed to guarantee a big enough sample. The L2MSS and anxiety scales had KMO values of 0.90 and 0.66, respectively, which were higher than the cut-off value of 0.6, indicating that the dataset was eligible for factor analysis (Hair et al., 2006; Field, 2013; as cited in Huensch and Thompson, 2017, p. 426). Furthermore, DeVellis (2003, as cited in Dörnyei, 2010, p.56) suggested that the normal sample size for factor analysis should be approximately 100 (± 20). The pilot study’s sample size is 165, therefore, it is sufficient for factor analysis. Next, the Cronbach Alpha was then calculated, and the internal consistency of the L2MSS and FL anxiety items was assessed. Generally, researchers (i.e., Dörnyei, 2010; Taguchi et al., 2009) suggest that a test’s Alpha must be at least 0.6 for it to be considered reliable. The study used Cronbach’s alpha to construct two reliability analyses: one for the scale and one for the subscale. As a result, the overall scale reliability for the L2MSS and FL anxiety scales was determined to be 0.9 and 0.7, respectively, which were greater than 0.6, suggesting that the items in both constructs had adequate consistency. Table 2.1 shows the number of items as well as the Cronbach’s Alpha for the subscales.

The validity of the construct was evaluated by several criteria. Factor loadings between 0.4 and 1 remained in the model, whereas factors that loaded below 0.4 were discarded. From the ought to L2 variable, items 4 (0.11) and 6 (0.00) were deleted. From the ideal L2-self variable, the item

Table 2. 1 Subscale, number of items, and alpha.

Subscales	Number of Items	Cronbach's Alpha (α)
L2 Experience	12	.95
Ideal L2 Self	10	.89
Out to L2 Self	10	.71
Facilitative anxiety	3	.63
Debilitative anxiety	3	.80

number 17 (0.14), and from the Learning experience variable, item number 27 (0.20) were also deleted for the same reason. The Chi-square value was calculated by the formula X^2/df , which is according to D'ornyei (2010) expected to be less than 3 to be acceptable. Accordingly, the L2MSS scale's Chi-square (667.118/461) was 1.45, and the FL anxiety scale's Chi-square (7.589/8) was 0.95. Taguchi et al. (2009) selected an additional index below from among the variety of overall model fit indices: comparative fit index (CFI), Tucker-Lewis's index (TLI), the goodness of fit index (GFI), and root mean square error of approximation (RMSEA). For all except for the last one of these indices, a value of >0.90 is usually indicative of high fitness; for the last measure, RMSEA, a value less than 0.05 is good (Taguchi et al., 2009). Accordingly, the GFI, TLI, CFI, and RMSEA scores of the L2MSS and FL anxiety models, as shown in Table 2.2, revealed that the models were valid.

2.5.5. Data collection procedure

First, three first-year English language and literature students (ages 20–23) and one university instructor (with 9 years of English teaching experience) completed a small-scale pilot version of the questionnaire to assess its appropriateness, simplicity, and usefulness. Due to the civil war in the country, all data collection took place online. Data collection and analysis for the first pilot research started on November 5, 2021 and were completed on November 25, 2021. After collecting data from these respondents, we considered what improvements the participants suggested to the instruments. For example, translations of the items into their native language, and items were replaced, removed, and modified. For instance, the item "Studying English is important to me to gain the approval of my peers, instructors, and family" is broken down into three items, since each

of the three factors — peers, teachers, and parents — has a unique influence and need to be dealt with independently. In addition, because this study was conducted in a foreign language learning setting, terms such as “second language” were replaced with “foreign language” (i.e., English). Finally, complex phrases and words were paraphrased for clarity. After completing the first pilot study, the second pilot study was undertaken with 165 students towards the end of November 2022. The main purpose of the second pilot study was to check to what extent the adapted items from Dörnyei’s (2009, 2019) L2MSS and the self-developed FL anxiety constructs elicit valid and reliable data in the EFL context. Data collection for the main study began on December 2 and ended on December 10, 2021. Sixty-five students were participated in the main study. The department head and an English teacher helped recruit participants after getting detailed information on the purpose of the study and how they could help collect data. Participation in the survey was fully voluntary, and participants could opt out at any moment. Volunteer students were requested to read the information page, which emphasized the study’s aims, confidentiality, and anonymity. After data collection, a thank-you letter was sent to all students, the department head, and the teacher.

2.5.6. Procedures of data analysis

Data were organized and analyzed quantitatively (Creswell, 2012). The statistical analyses were carried out with the help of a statistical package for social sciences (SPSS) version 25. Descriptive (mean,

Table 2. 2 Fit indexes for the measurement model variables.

Constructs	GFI	TLI	CFI	RMSEA
Ideal L2 Self	.86	.88	.90	.11
Ought to L2 Self	.91	.89	.96	.02
Learning Experience	.97	.96	.90	.07
Facilitative anxiety	.96	.90	.91	.04
Debilitative anxiety	.90	.91	.89	.05

Standard Deviation) and inferential (Pearson Correlation Coefficient, one-sample t-test) statistics were used to analyze the data. The validity and reliability of the instruments were analyzed using AMOS software. Participants were assigned a code and all names referenced in the data were substituted with pseudonyms for specific purposes and ethical issues.

2.5.7. Ethical considerations

Considering the current study's use of human subjects, several ethical issues were considered. The study was conducted following the requirements of the University's IRB Ethics Committee, which was approved, and written permission was obtained to proceed (see Appendix A). Furthermore, at the university where the study was conducted, the participants were informed about the purpose and that participation in the study was completely voluntary, and that they could leave at any time (see appendix B). All the information gathered was treated confidentially and anonymously.

2.6. Results and Discussion

The data were first checked for missing data before statistical analyses were conducted. Two data elements were missing. The first was a student who failed to include her semester grade in the demographic data. Second, a student marked "3" (slightly disagree) on all the items. As a result, both surveys were deleted, leaving a total of 65 participants' datasets for further analysis. In the next sections, we present the findings and discuss them along the three research questions (RQ).

RQ 1: What are the students' overall motivational orientations in learning English?

To answer the first research question, descriptive statistics were used to determine the students' perceived levels and type of L2MSS. As demonstrated in Table 2.3, the cumulative mean of all three components of the L2MSS was moderate ($M = 3.75$, $SD 0.68$). On the ideal L2-self measure, students' mean was modest ($M = 3.69$). One of the most potent motivational elements, according to Dörnyei (2005), is the ideal L2 self. The ideal L2 self was then utilized to evaluate a student's future self-image as a successful future L2 learner. It may be inferred that students had a moderate level of motivation for seeing their future self-images as capable of speaking English as native speakers. In the study context, English is taught as a foreign language. Accordingly, students typically do not believe that they would meet target language speakers or have a native-like accent.

Students' accounts based on the items related to their L2 learning experience were ranked the lowest ($M = 2.41$) among the three components of L2MSS. This contradicted the conclusions drawn by Subekti (2018). According to Subekti (2018), the L2 learning experience was rated first ($M = 35.75$) among the three components of L2MSS. Researchers (e.g., Piniel and Csiz'er, 2013) contended that motivated students must have had better learning experiences. Ushioda (2009) likewise put the L2 learning experience front and center, stating that learning experiences play a significant role in creating L2 motivation. To put it another way, the more motivated a student is, the more favorably they will perceive the learning experience. The learning experience focused on how students felt about their current learning situation and

Table 2. 3 Descriptive Statistics of Learners' L2MSS.

Variables	Minimum	Maximum	Mean	Std. Deviation
Ideal L2 self	1.80	5.80	3.69	1,09
Ought to L2 self	4.50	5.90	5.16	.26
L2 learning experience	1.33	5.50	2.41	1.17

the extent to which they were satisfied with their L2 learning experiences. An unpleasant classroom environment, insufficient teaching, and learning facilities, time constraints for practicing pair and group works, a high student-to-teacher ratio, classroom size, classroom activities, inadequate school support, poor teaching methodology, negative attitudes, and limited (or almost no) access to English users outside the classroom could all contribute to this outcome, among other factors.

Among the three components of L2MSS, learners' ought-to L2 self ($M = 5.16$ $SD = 0.26$) was scored the highest. Ought-to L2 self refers to the obligations or requirements that an individual should have to prevent undesirable outcomes (Dörnyei, 2009). The result was not consistent with the findings reported by Subekti (2018) in Indonesia. In that study, students who were motivated by the ought-to L2 self were the least from the other components of L2MSS. The author concluded that students did not see either their teachers' or their peers' acknowledgment as a driving force to learn English. However, in the present study, students acknowledged the importance of learning English to get approval from the people surrounding them. This could be because students see their teachers and peers as important factors in the teaching and learning process and they care more about how they view them.

RQ 2: How can their types and levels of anxiety in learning English be characterized?

Descriptive statistics were employed to identify the students' observed intensity and type of FL anxiety. According to Table 2.4, on average, students reported experiencing a moderate level of anxiety ($M = 3.58$, $SD.71$). The mean of debilitating anxiety ($M = 4.16$, $SD = 1.37$) was higher than the Mean of facilitative anxiety ($M = 3.00$, $SD = 0.42$), which suggested that most of the students suffered from anxiety that prevented them from learning. This may be because of their socio-cultural background (i.e., ethnicity, gender, religion, geographical location). It is widely believed that students' socio-cultural background affects their affective factors like anxiety, motivation, and attitudes (Dörnyei, 2005; Taguchi et al., 2009). Accordingly, students' low self-

confidence, classroom participation, and lack of English practice outside the classroom (Haile and Tilahun, 2019) could contribute to this outcome. The finding of the present study that students tended to experience debilitating anxiety is consistent with previous findings. For example, Gerencheal (2016) reported that Ethiopian university students were most anxious when learning English. He also reported that anxiety had a debilitating effect on students' achievement. Using the Hungarian FLCAS (HFLCAS), which measures debilitating effects, Toth (2009) also observed Hungarian university students as a group felt somewhat nervous, although at a low level.

RQ 3: What is the relationship between L2 motivation and anxiety in this young adult population?

Pearson correlation was performed to address the third research question concerning the relationships between L2MSS (the ideal L2 self, the ought-to L2 self, learning experience), anxiety (facilitative and debilitating). The results are summarized in Table 2.5. As can be seen in Table 2.5, the correlation analysis indicated a significant relationship between the ideal L2 self and the L2 learning experience ($r = 0.616$, $p < 0.001$). Of all the correlations in Table 2. 5, this one is the strongest one. This outcome matches Papi's (2010) results.

Table 2. 4 Descriptive Statistics of Learners' anxiety.

Variables	Minimum	Maximum	Mean	Std. Deviation
Facilitative anxiety	2.33	4.33	3.00	.42
Debilitative anxiety	1.00	5.67	4.16	1.37

Table 2. 5 Correlation Analysis of the ideal L2 self, the ought-to L2 self, learning experience, facilitative and debilitating anxiety.

	Ideal self	L2L2 experience	learningOught to L2self	facilitative anxiety
L2 Learning experience	.616**	1		
Ought to L2 self	.023	-.018	1	
facilitative anxiety	-.007	.005	-.039	1
Debilitative anxiety	.125**	.178**	-.100	-.031

$p < 0.05$

According to Papi's (2010) research, the Ideal L2 Self has a positive relationship with the L2 learning experience of students. The result of the present study implies that students who have a bright future self-image as language users value their learning experiences more than those who have a feeling of low ideal L2 self because they are unable to see the value or purpose of their learning environment. To put it another way, students with a strong ideal L2 self can see the importance of what they accomplish in class, as they are aware that it will assist them in achieving their future vision. Additionally, the impression students have of themselves is greatly influenced by their prior educational experiences. Students' self-esteem and motivation can be significantly boosted by experiences they perceive as pleasant or successful.

Moderate positive and statistically significant relationship was found between the ideal L2 self and debilitating anxiety ($r = 0.125$, $p < 0.05$). This finding lends empirical support to the hypothesis put forward by Papi and Teimouri (2014) about the debilitating role of anxiety on students' motivation. Learners with a strong ideal L2-self have a predominant promotional focus and are sensitive to the presence of positive outcomes, the emotional state of joy best fits their motivational orientation, and anxiety represents a misfit, having a debilitating effect on their motivation (Papi and Teimouri, 2014). Nonetheless, there was no significant relationship between ideal L2 self and facilitative anxiety ($r = -0.007$, $p > 0.05$). The result might be due to promotion-focused (ideal L2 self) students who are concerned with advancement and progress, and sensitive to the presence of positive outcomes, anxiety represents a misfit and thus is harmful to their motivation

Although students' learning experiences did not have a significant relationship with facilitative anxiety ($r = 0.005$, $p > 0.05$), they did have a significant positive relationship with debilitating anxiety ($r = 0.178$, $p < 0.05$). The result indicated that as students' learning experiences increased, so did their debilitating anxiety. This outcome is not in line with a previous study (i.e., Papi, 2010) that reported L2 learning experiences to be negatively correlated with anxiety. The outcome was surprising, as one would expect that learning experiences (e.g., the atmosphere of English class, watching English movies and TV, or engaging in classroom activities) could have a positive relationship with facilitative anxiety, and a negative relationship with debilitating anxiety. Culturally, Ethiopian students are shy and do not interact much, according to my learning and teaching experiences in tertiary education. Having such cultural experiences might lead students to experience worry even in a suitable learning environment.

The ought-to L2-self had no significant relationship with either facilitative anxiety ($r = -0.039$, $p > 0.05$) or debilitating anxiety ($r = -0.10$, $p > 0.05$). The ought to L2 incorporates motivational behavior initiated by expectations, obligation, and avoidance of negative feelings. The results matched Jiang and Papi's (2021) argument that preventative focus (ought to L2 self) is unrelated to L2 anxiety. However, they contradicted the results reported by Papi (2010) and Teimouri (2017) who claimed that the ought-to L2 self positively related to a higher level of anxiety. The authors concluded that ought-to L2 self is linked to instrumentality prevention, such as fear about undesirable consequences, which may cause anxiety in students. This result is not confirmed in the Ethiopian context. This could be explained by the research context and age differences, as the former study was conducted with Iranian high school students, while the present study was conducted at a university. Unlike in some other countries, there seems to be no external pressure for students to use English. They, however, might feel embarrassed when they must use English. Accordingly, the fact that there was no relationship might be driven by such an experience.

2.7. Conclusion, limitation, and pedagogical implications

The results of this study, which focused on the relationship between the L2MSS and L2 anxiety, revealed several interesting and unexpected results. More specifically, the study aimed to characterize Ethiopian student types and levels of anxiety and to investigate the relationships among L2MSS and L2 anxiety.

First, students' perceived levels of L2MSS were moderate ($M = 3.75$, $SD = 0.68$). However, there was a significant variation in each component of the L2MSS. The proportion of students who were motivated by the learning experience was very low ($M = 2.41$, $SD = 1.17$). This gives the impression that the students were unhappy with both the method of instruction and the environment in which it was delivered. In contrast, students who were motivated by the ought to L2 were very high ($M = 5.16$, $SD = 0.26$), implying that students were driven to learn English for practical reasons. The ideal L2-self, one of the most effective motivating factors, was perceived at a moderate level ($M = 3.69$, $SD = 1.09$). It is possible to deduce from the responses of the students that they had a modest degree of motivation for picturing their future selves as being capable of speaking English as fluently as native speakers.

Second, students reported experiencing a moderate level of anxiety ($M = 3.58$, $SD = 0.71$). However, the mean of debilitating anxiety ($M = 4.16$, $SD = 1.37$) was higher than the mean of facilitative anxiety ($M = 3.00$, $SD = 0.42$), which suggested that students were suffering from anxiety that prevented them from learning more efficiently. This outcome makes it evident that these university students had a high level of anxiety which most probably negatively affected their English language learning.

Third, regarding the relationship among the variables, when compared to the correlational findings of the present study, the correlation analysis revealed that the most significant link existed between the ideal L2 self and the L2 learning experience. It shows that students who have a strong ideal L2 self participate in class more because they are cognizant of themselves and the attitudes they reflect. Moderate positive and statistically significant relationship was found between the ideal L2 self and debilitating anxiety. There was no significant relationship between ideal L2 self and facilitative anxiety. The ought-to L2-self had no significant relationship with either facilitative or debilitating anxiety. Although the learning experience did not have a significant relationship with facilitative anxiety, it did have a significant positive relationship with debilitating anxiety.

2.8. Limitations and pedagogical implications

Among the three components of L2MSS, the students who were motivated by the L2 learning experience were ranked the lowest ($M = 2.41$, $SD = 1.17$). The learning experience centered on how students felt about their current learning setting and how satisfied they were with their L2 experience. However, the research design did not allow us to collect data on what the students' learning experiences were like, as this study used a questionnaire with no open items. An additional limitation concerns the fact that we gathered data from participants at a single university. Therefore, the findings are limited to these participants and cannot be generalized to other students. Further research should involve more students at other institutions. The study used a questionnaire but did collect data on students' proficiency in English; therefore, it was not possible to examine how students' motivation and anxiety are related to what level of English they can achieve over the years. Further research should use data on English language proficiency and a longitudinal design would be necessary to examine how these variables interact over time.

As for the pedagogical implications, teachers should make the classroom activities more motivating and engaging by integrating contemporary teaching methods (i.e., ICT, games). The government should also equip universities with the infrastructural equipment necessary for

teaching and learning. A good relationship and cooperation among teachers, students, and parents are also important. The ideal L2 self is a fundamental feature of the L2MSS. The ideal L2 self was found to moderately motivate participants. Accordingly, it is important to develop students' visions about themselves as future language users by, for example, designing scripted imagery (Magid, 2014) using imagery training strategies, and creating a motivational training program (Mackay, 2014). The relationship between the ideal L2 self and the L2 learning experience has also provided insight into how to concentrate in EFL sessions. Ideal L2 self represents an individual's internalized desire to acquire L2 proficiency. This desire is most often heightened by successful or pleasurable learning experiences. Hence, teachers may work to make the classroom more interesting and entertaining and help students develop and sustain an ideal L2 self by providing clear teaching and learning goals and involving students in decision-making.

In terms of anxiety, it is crucial to highlight that although it is generally perceived as a barrier to learning, it may help students learn by positively affecting their behavior (Horwitz, 2010). Anxiety was reported to be debilitating among the students in this research. This is because most students fear their teachers and worry about what others think about their performance (Gerencsai, 2016). Accordingly, enhancing the learning experience by making the learning process more relevant, rewarding, and enjoyable for students will most probably increase their self-efficacy, which will reduce debilitating anxiety and increase motivation. Alternatively, anxiety-reducing training would help students increase the amount of energy they invest into learning and that will make the process more enjoyable and their experiences more rewarding. Moreover, lowering the levels of students' FL anxiety is crucial to improving their motivation in learning English and then enhancing achievement. Students' anxiety can be reduced if their teachers create a supportive and relaxing learning environment. Several additional techniques to handle anxiety can be used by setting clear and measurable goals, encouraging moderate responsibilities, allowing learners to practice the language with less than perfect performance, encouraging students to incorporate music and games into their learning, encouraging self and peer evaluation, providing rewards that facilitate language use, giving activities that address diverse learning outcomes, using communicative language teaching and information and communication technology, and encouraging learners to acknowledge symptoms of anxiety (Dewaele and MacIntyre, 2014).

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CHAPTER THREE: EXPLORING THE RELATIONSHIPS BETWEEN L2 MOTIVATION, ANXIETY, AND ENGLISH PROFICIENCY OF ETHIOPIAN PREPARATORY SCHOOL STUDENTS

3.1. Abstract

Motivation is crucial in understanding the driving forces underlying second or foreign language learning among learners. This study examined how motivation contributes to Ethiopian students' anxiety and English proficiency. We expanded and tested the L2 motivational self-system (L2MSS) model to understand how various factors interact in learning English in an underresearched context. A cross-sectional survey involving 609 Ethiopian preparatory school students tested a proposed model integrating components of L2MSS, anxiety, and English proficiency using Structural Equation Modelling (SEM). The study analysed how independent variables, including ideal L2 self, ought to L2 self, L2 learning experience, and English proficiency, predict two dependent variables: facilitative and debilitating anxiety. The study showed that elements of the L2MSS significantly positively impacted participants' English proficiency. The ideal L2 self and L2 learning experiences helped counteract debilitating anxiety, whereas the ought to L2 self-amplified it. Facilitative anxiety was positively predicted by the ought to L2 self but negatively predicted by debilitating anxiety. The paper compares findings with previous studies, discusses implications for pedagogy, and discusses limitations and future research directions

Keywords: L2MSS, facilitative anxiety, debilitating anxiety, English proficiency.

3.2. Introduction

Researchers have conducted thorough investigations into the impact of individual differences on L2 learning, explicitly examining environmental, social, and psychological factors. Among them, motivation, a psychological factor, is notably complex and multifaceted, often posing challenges in its definition (Papi, 2010). Dörnyei (2005) proposed L2MSS, a theoretical framework for modelling the complex dynamics of L2 learning motivation. It emphasises the pivotal role of the learner's self-concept in shaping their motivation to learn L2. The role of emotions, including anxiety, in language learning cannot be overstated, as conflicts in one's self-concept can lead to the emergence of emotional states (Markus & Nurius, 1986). Attainment or failure directly impacts learners' self-perception, both positively and negatively. This is particularly true for L2 learning, where discrepancies between self-concept and actual performance can trigger anxiety, affecting motivation and learning outcomes (Horwitz et al., 1986).

Studies (e.g. Al-Hoorie, 2018; Dörnyei & Chan, 2013; Moskovsky et al., 2016; Papi, 2010; Papi & Khajavy, 2021; Shih & Chang, 2018; Taguchi et al., 2009; Tahmouresi & Papi, 2021) have been conducted to investigate the relationships between L2MSS, L2 anxiety, and achievement in L2. Despite the plethora of research, inconsistencies in the outcomes have highlighted gaps in the findings.

Despite the collective efforts to enhance students' English language proficiency, many learners still face difficulty in achieving the required level of proficiency in English, the most widely learnt lingua franca. This challenge is particularly pronounced in contexts where limited exposure to English outside the classroom and a lack of interaction with other L2 speakers hinder successful language learning. Ethiopian students exposed to English for extended periods have been observed to achieve suboptimal proficiency (Geberew et al., 2018). This discrepancy between the importance of English in Ethiopia and the observed low level of students' motivation and communicative competence in English (Welesilassie & Gerencheal, 2024; Welesilassie & Nikolov, 2022, 2024a, 2024b) and high level of anxiety (Gerencheal, 2016) poses a challenge for educators and policymakers seeking to enhance English programmes in the country.

Therefore, this study used SEM to test a motivational model that proposes connections between (a) Dörnyei's (2005) tripartite model comprising the ideal L2 self, ought to L2 self, and L2 learning experience, (b) facilitative and debilitative anxiety, the most perplexing affective

variable (Papi, 2010), and (c) learners' perceived proficiency in English, which usually serves as a mediator between motivation and success (Csizér & Dörnyei, 2005; Papi, 2010).

This study is critical both theoretically and practically. Theoretically, it uses Dörnyei's (2005) L2MSS to examine the link between its components and to test its effect on anxiety and self-perceived English language proficiency in an Ethiopian context. Thus, it aims to contribute to previous research by testing the framework's effectiveness in Ethiopian multicultural and multilingual settings. Practically, the study holds the potential to help students and their teachers identify the sources of their learning-related anxiety, leading to better academic performance by overcoming challenges, boosting self-assurance, and mitigating anxiety during the L2 learning process.

3.3. Review of the literature

In this section, we overview the theoretical frameworks that underpin the study and review empirical research on the interplay between L2 motivation, English proficiency, and anxiety. After critically analysing the conceptual frameworks and relevant studies, we present the research questions and introduce the proposed model we aim to test.

3.3.1. L2 Motivational self-system

Motivation drives behaviour and can stem from different reasons or motives. L2 motivation research has been conducted for over four decades (Boo et al., 2015). In 1972, Canadian scholars Gardner and Lambert established the groundwork for Gardner's social-educational model, as outlined in Gardner's 1985 work. This model encompasses integrative orientation and instrumentality. This model dominated L2 motivation research before the cognitive revolution. Integrative orientation refers to a desire to learn the language to integrate with the L2 community, whereas instrumentality refers to the functional significance of learning the target language (Dörnyei, 2005; Dörnyei & Ushioda, 2013; Gardner, 1985). Gardner's model introduced integrative motives and emphasised attitudes in L2 motivation research. Criticism of its applicability was raised in foreign learning contexts: Dörnyei et al. (2006) conducted a longitudinal study on L2 motivation with over 13,000 language learners, which revealed a decrease in the strength of the integrative motive in Hungarian learners. The findings generated dissatisfaction with the model and paved the way for new developments in the field (Dörnyei & Ushioda, 2013; Shih & Chang, 2018). Dörnyei's (2005) model proposal is a redefinition of integrativeness in

response to a globalised world (Dörnyei, 2010). This L2MSS model integrated elements of self-discrepancy theory (Higgins, 1987) and possible self-theory (Markus & Nurius, 1986).

Dörnyei's (2005) L2MSS proposed a new approach to L2 motivation, focusing on the learner's self-concept of effective language learning. Based on Higgins' (1987) self-discrepancy theory, L2MSS departed from previous motivational theories and led to the socio-dynamic period (Taguchi et al., 2009). It links self-beliefs to emotional and motivational predispositions. The self has three domains (Higgins, 1987): (1) the actual self, one's attributes as perceived by oneself or others; (2) the ideal L2 self, one's desired attributes; and (3) the ought to L2 self, the attributes one believes one should possess based on duties, responsibilities, or obligations (Higgins, 1987).

Dörnyei (2005) suggested that learners are motivated to learn a new language when they perceive a gap between their present and future selves and want to bridge it. According to Dörnyei (2005, 2019), L2 learners have three primary components: (1) their ideal L2 self, (2) their ought to L2 self, and (3) their L2 learning experience. The ideal L2 self is the desirable image that L2 learners aspire to achieve, which is vivid and tangible and often represents a nativelike speaker of the target language (Dörnyei, 2019). Dörnyei (2005) argued that the ideal L2 self is a positive and inspiring image that encourages L2 learners to strive for excellence.

According to Dörnyei (2005, 2019), the ought to L2 self is an essential dimension in an individual's personality. It involves the properties an individual believes they ought to possess to meet specific standards, often set by significant others, and to avoid potential adverse outcomes (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2013). This dimension is based on a self-imposed pressure that drives individuals to strive towards excellence in their language learning journey. By feeling a sense of duty to achieve high standards, individuals are likelier to stay motivated and persist in their language learning (Dörnyei, 2019). Dörnyei (2019) highlighted that the L2 learning experience is distinct from future-oriented self-guides and involves aspects such as classroom atmosphere, group dynamics, learning context, curriculum, teaching materials, instructors, and peers.

As Dörnyei and Ushioda (2013) pointed out, motivation to acquire L2 stems from various factors, including the learner's self-perception as a competent L2 speaker, external social influences, and favourable learning encounters. The L2MSS provides a theoretical foundation for understanding these dynamics. It considers cognitive factors, such as self-image, which refers to how learners perceive themselves as language users, and social and contextual factors, such as

social pressure, the learning environment, and cultural context. This comprehensive view of L2 motivation of L2MSS contributes to the depth of our understanding regarding how individual perceptions and external influences shape a learner's motivation to learn a new language (Dörnyei & Ushioda, 2013).

3.3.2. L2 learning anxiety

Emotions prepare us for rapid responses to situations; success leads to happiness, whereas failure causes disappointment. Similarly, feeling safe brings calmness, whereas sensing risks triggers fear or anxiety. Anxiety, as defined by Spielberger (1983), refers to one's sense of unease that arises from being aware of the reactions of one's nervous system. He classified two types: trait anxiety and state anxiety. The first is an inherent feeling of being anxious all the time. In contrast, the second is a passing emotion that may change in intensity over time and is triggered by environmental factors (Spielberger (1983).

The early discussions of anxiety related to language learning focused on its potential to either help or hinder the process (Papi & Khajavy, 2023). The contrast between debilitating and facilitative aspects was widely regarded as significant until the mid-1980s when more refined measurement tools, such as those developed by Horwitz et al. (1986), emerged to assess L2 anxiety (Papi & Khajavy, 2023). Facilitative anxiety was a positive force that motivated learners to confront challenges and overcome obstacles. In contrast, debilitating anxiety was viewed as a negative influence that made learners avoid unfamiliar experiences and withdraw from language-related activities (Scovel, 1978). Dörnyei (2005) also highlighted this dual nature of anxiety, emphasising its potential to both support and undermine learning and the critical importance of recognising these distinct functions.

The dichotomy between facilitative and debilitating anxiety, as pointed out by MacIntyre (2017), is often oversimplified in the context of language education research. MacIntyre argued that Alpert and Haber's (1960) initial proposition regarding these anxieties suggested that they should be regarded as distinct yet interrelated dimensions rather than opposing extremes on a single spectrum. Their research findings indicated that individuals could experience differing levels of both anxieties independently. Therefore, MacIntyre (2017) underscored the necessity of measuring these anxieties separately to understand their intricate interplay. He pointed out that failing to make this distinction can lead to ineffective research and teaching practices. In research,

a lack of differentiation can result in flawed study designs and incorrect conclusions about anxiety about learning. In teaching, it can lead to strategies that either overlook the advantages of helpful anxiety or ignore the detrimental effects of debilitating anxiety. If teachers and researchers see anxiety as a simple binary, they might overlook the advantages of moderate anxiety or fail to address its detrimental effects (MacIntyre, 2017). This could imply that putting too much emphasis on reducing anxiety could diminish the potential motivating aspect of beneficial anxiety, whereas ignoring the debilitating impact of anxiety may lead to a stressful learning environment that impedes learning progress.

The interaction between anxiety and various factors, such as motivation, self-efficacy, and classroom dynamics, has been discussed by Papi and Khajavy (2023). They also highlighted the influence of cultural norms on how learners perceive and respond to anxiety in educational settings. Dörnyei (2005) emphasised the importance of recognising anxiety's complexity and cultural dimensions, as it allows educators and researchers to develop more customised, culturally sensitive teaching methods that cater to learners' needs and facilitate their advancement.

Foreign language classroom anxiety (FLCA) is a well-known concept in the field of SLA. It refers to the anxiety experienced by learners in their L2 classes. FLCA is a situation-specific type of anxiety that can arise from a variety of factors, such as fear of being judged by others, pressure to perform well, or difficulty understanding the L2 (Horwitz et al., 1986). According to Horwitz et al. (1986), L2 anxiety is a complex manifestation of self-perception, beliefs, emotions, and behaviours that arise during the language-learning journey. They identified three factors that lead to L2 anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the unease or nervousness when conversing with others; test anxiety is the fear of performing poorly on language assessments. Fear of negative evaluation concerns a range of situations that may trigger anxiety related to receiving critical feedback.

3.3.3. L2 proficiency

Proficiency in L2 pertains to an individual's capacity to comprehend, speak, read, and write in a second language effectively and accurately (Norris & Ortega, 2003; Leclercq & Edmonds, 2014). This encompasses a command of grammar, vocabulary, and pronunciation and the ability to utilise the language in diverse communication contexts appropriately.

In applied linguistic studies, outcome variables used for indicating proficiency can be objective (e.g., validated exams) and subjective (e.g., self-assessments). L2 proficiency is typically measured objectively through academic achievement, such as grades or test scores. Subjective proficiency measures, including self-assessed proficiency, intended effort, and self-efficacy, are based on self-ratings. Researchers have used different measures to assess L2 proficiency: objective data such as course grades or standardised tests (Al-Hoorie, 2018; Dörnyei & Chan, 2013) as well as subjective measures such as intended effort, self-efficacy and perceived proficiency (Al-Hoorie, 2018; Papi, 2010; Shih & Chang, 2018; Taguchi et al., 2009). The disparity in the use of tools can cause variations in the results, affecting the accuracy of the findings.

In the field of L2 research, there is an ongoing discussion about choosing the best way to measure L2 proficiency (Tavakoli et al., 2016). Several studies investigated the relationship between objective and subjective proficiency measures. For instance, Al-Hoorie (2018) identified weak correlations between school grades and intended efforts, suggesting that these outcomes should not be used interchangeably, while some researchers (Aydoğan Akbarov, 2018; Zhou & Privitera, 2024) argue for their interchangeability. Li and Zhang (2021, as cited in Butler, 2024, p. 2) reported moderate correlations between self-assessment and external assessments, such as teachers' evaluations and objective language measures.

Given the intricate relationship between objective and subjective language proficiency assessments, it has been suggested by various researchers, such as Dörnyei & Chan (2013) and Leclercq & Edmonds (2014), that integrating both measures is preferable for a comprehensive understanding of a learner's language abilities. However, educators and researchers must exercise caution when interpreting these measures due to the potential discrepancies that might arise. Butler (2024) identifies three variables that can impact self-assessment accuracy. The first type relates to item construction and administration, including item wording and response formats. Specific descriptions that align with learners' experiences are more accurate than general or holistic descriptions. The second type of variable is learner-related, encompassing factors such as L2 proficiency, age, attitudes, self-esteem, and learning experience. Third, external or environmental factors, such as cultural environments and heritage or nonheritage learning contexts, can also play a role.

3.3.4. Studies on the relationships among L2 motivation, anxiety and proficiency

Studies have investigated the association between L2 motivation and learning outcomes, but findings have been mixed. For instance, a study by Taguchi et al. (2009) analysed nearly 5000 participants from Japan, China, and Iran and found that high levels of ideal L2 self and ought to L2 self positively predicted intended effort in L2 learning. Dörnyei and Chan (2013) studied 172 English and Mandarin-speaking students. They discovered that a positive vision of one's future self (ideal L2 self) was linked to better academic grades and higher intended effort in both languages. However, external pressures (ought to L2 self) influenced the students' intended effort but did not significantly impact their academic performance. Moskovsky et al. (2016) claimed that L2MSS components accurately predicted learners' intended efforts. However, these components did not correspond to L2 achievements

In a meta-analysis conducted by Al-Hoorie (2018), the findings revealed a significant positive correlation between the components of L2MSS and the construct of intended effort. However, the correlation was weaker when associated with achievement. A study by Martinović and Burić (2021) on first-year students found positive connections between students' ideal L2 self, ought to L2 selves, and intended effort. Finally, a study by Welesilassie and Nikolov (2024) found that the three components of the L2MSS positively and significantly impacted participants' self-assessed English proficiency.

As for the relationships between L2 motivation and L2 outcomes, studies have found inconsistent results due to the reliance on outcome measures focusing on students' intended effort and course grades. However, intended effort may lead to overestimating or underestimating abilities (Al-Hoorie, 2018), and it may lack direct relevance to the present (Papi et al., 2018). Moreover, course grades, which are often used as outcome measures, are influenced by various factors beyond motivation, such as the difficulty level of the course, the quality of instruction, and the learners' prior knowledge of the L2 (Dörnyei & Chan, 2013; Papi & Teimouri, 2014). Hence, using course grades to measure L2 motivation can result in misleading conclusions about the relationship between motivation and L2 learning outcomes. To address this issue, incorporating English proficiency alongside actual grades as a criterion measure can bridge the gap between intended effort and actual competence, providing a more precise assessment of the learner's current L2 competence.

Several other studies examined the relationships among L2MSS, L2 anxiety, and L2 outcomes; their findings are inconsistent. Papi's (2010) research of 1,011 Iranian EFL high school students revealed that all three L2MSS variables significantly contributed to their intended effort. However, their ideal L2 self and L2 learning experiences had a significant negative impact on students' anxiety related to learning English. In contrast, their ought to L2 self had a significant positive effect on their anxiety. This finding was corroborated by Papi and Teimouri (2014). They reported that students with prevention-focused goals (ought to L2 self) may benefit from anxiety. Shih and Chang (2018) studied high school students in Taiwan and found that self-guides predicted learners' self-efficacy well. Additionally, their ideal L2 self and L2 learning experiences decreased anxiety related to learning English, whereas their ought to L2 self increased anxiety.

Similar findings were reported by Papi and Khajavy (2021) and Tahmouresi and Papi (2021). Papi and Khajavy (2021) examined university students in Iran, and their ideal self/own positively predicted enjoyment and negatively predicted anxiety. However, ought to self/other and ideal self/other positively predicted anxiety. Tahmouresi and Papi (2021) also explored the influence of motivation and emotions on university EFL students' L2 writing achievement in Iran. Their findings indicated that the ideal L2 self decreased L2 anxiety while enhancing L2 achievement. Conversely, the ought to L2 self has been found to positively influence L2 writing anxiety, which subsequently negatively affects L2 writing achievement.

Alrabai's (2022) study investigated the impact of motivation and anxiety on the proficiency of English learners in Saudi Arabia. The research revealed that motivation and anxiety significantly influenced the learners' L2 proficiency directly and indirectly: motivation positively impacted learners' proficiency and self-confidence and mitigated their anxiety. In contrast, anxiety had a slight negative direct impact on self-confidence, primarily due to its negative emotional nature.

Additionally, a study conducted in Hungary by Piniel and Csizér (2013) found that self-efficacy was positively correlated with facilitating anxiety and negatively correlated with debilitating anxiety. The study suggested that having higher confidence in one's abilities can lead to more beneficial and less harmful anxiety. In the context of Ethiopia, Welesilassie and Nikolov (2024a) conducted a study revealing that debilitative anxiety significantly hindered English language proficiency, whereas facilitative anxiety was found to have a beneficial effect on language learning. In contrast, Rochmawati et al. (2023) conducted a study focusing on Indonesian

aviation cadets acquiring Aviation English. Their research findings indicated a positive correlation among the factors of motivation, anxiety, and self-efficacy. Specifically, the study revealed that an increase in any of these variables tends to be associated with an increase in the others, suggesting an interconnected relationship among these psychological factors in the context of language learning.

The reviewed literature has explored the relationship between L2 motivation and anxiety, but the results have been inconclusive. This can be attributed to the simplistic conceptualisation of anxiety as a dichotomous construct that only measures inhibitory anxiety levels but disregards the potential positive effects of anxiety. Anxiety lies on a spectrum and has varied intensities and forms. Therefore, using a single measure to assess anxiety may not capture the complexity of the construct. Scovel (1978) posited that using different measures could explain the incongruent correlations between anxiety and L2 proficiency. Thus, research should consider the multidimensionality of anxiety and its facilitative and debilitative impact.

3.4. The study

Studies on the interactions among L2 learning motivation, anxiety, and L2 proficiency have resulted in inconclusive outcomes; therefore, this study aims to discover how they work in a new context. More specifically, it examines how L2MSS (ideal L2 self, ought to L2 self, and L2 learning experiences), anxiety (facilitative and debilitative), and perceived English proficiency interact in an unexplored context in Ethiopia.

3.5. Research questions

To bridge the gaps identified in the literature, we want to answer these research questions:

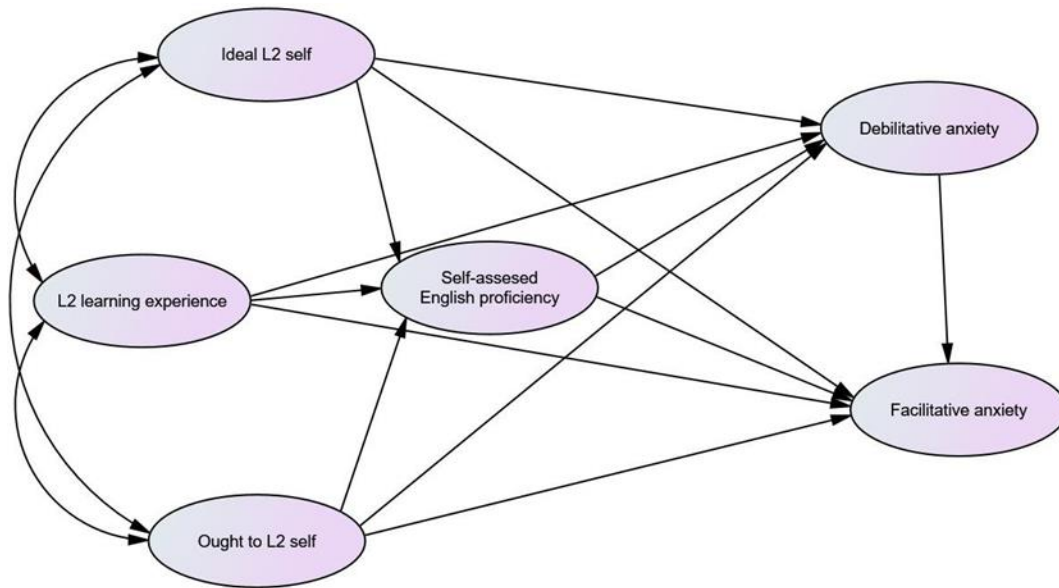
1. What are the relationships among Ethiopian high-school students' L2MSS, L2 anxiety and English proficiency?
2. To what extent does the L2MSS impact students' L2 anxiety and English proficiency?

3.6. The proposed model

We used SEM to test a model comprising all variables in line with the reviewed literature and theoretical principles. As shown in Figure 3.1, the hypothetical model suggests that a more developed ideal L2 self, positive L2 learning experiences, and a high sense of obligation to learn

L2 (ought to L2 self) all contribute to a higher level of proficiency in English (Al-Hoorie, 2018; Dörnyei & Chan, 2013; Moskovsky

Figure 3. 1 The hypothesised model



et al., 2016; Papi, 2010; Taguchi et al., 2009); (Welesilassie & Nikolov, 2024). We also assume that a positive ideal L2 self-image and learning experiences may be positively associated with facilitative anxiety and negatively related to debilitative anxiety, whereas feeling an obligation to learn L2 (ought to L2 self) may have the opposite effect (Papi, 2010; Papi & Khajavy, 2021; Shih & Chang, 2018). Finally, we propose that when students rate their abilities, a low score would result in more debilitative anxiety, and a high score would lead to more facilitative anxiety, in line with Piniel and Csizér's (2013) research. Additionally, experiencing debilitative anxiety could decrease the chances of feeling facilitative anxiety.

3.7. Method

In this segment, we present the investigation design and introduce the context and the participants, the data collection instrument, and the steps taken for data collection and analysis.

3.7.1. Research method

We used a cross-sectional survey research design to test a model comprising different variables based on the literature and their relationships and predictive effects. We chose a quantitative

research approach to enable the transformation of abstract constructs into more concrete and measurable ones (Creswell, 2012). SEM was used to analyse the extent of associations among the factors and to provide insights into the direction of their effects on one another.

3.7.2. Setting and Participants

The research was conducted at Mizan-Aman Preparatory School in Southwest Ethiopia during the first semester of the 2022-2023 academic year. It involved high school seniors transitioning to university education. The school had 652 students: 314 females and 338 males. We used purposive sampling to include all willing students to ensure the findings were generalisable and to minimise the risk of missing data points. As a result, 609 volunteers aged 18 to 23 ($M = 20.6$, $SD = 0.72$) participated in the study.

3.7.3. Instrument of data collection

In developing and implementing the research instrument, We followed the procedures recommended by Dörnyei and Taguchi (2009). The questionnaire comprised four sections. The initial section encompasses personal demographic data: age, gender, and academic grade. The second section comprises three components of the L2MSS: the ideal L2 self, the ought to L2 self and L2 learning experiences. It was based on a validation study by Welesilassie and Nikolov (2022) based on Taguchi et al. (2009). The third section aimed to measure facilitative and debilitating anxiety, which pertain to the extent to which anxiety impacts L2 learning outcomes. The items in this section were adapted from prior studies, including Alpert and Haber (1960), Horwitz et al. (1986), Papi (2010), Piniel and Csizér (2013), and Welesilassie and Nikolov (2022).

In the fourth section, the primary emphasis was placed on assessing students' English proficiency. There are two main reasons why self-assessment was used in the study. First, there is no valid and reliable dataset on the participants' level of English proficiency. The Ethiopian education system faces challenges in objectively assessing English language proficiency due to the lack of comprehensive standardised measures. Classroom tests and national exams emphasise grammar and reading excessively, neglecting other essential language skills (Gashaye, 2020). Second, the evidence underpinning the validity and reliability of self-assessment in studies on L2 learning supports the use of reliance on participants' perceptions of their abilities. Most importantly, Csizér and Dörnyei (2005) and Papi (2010) argue that motivation is a precursor to action rather than a measure of success. Given the recognised influence of contextual factors on

objective measures (Dörnyei & Chan, 2013) and the impact of individual learner characteristics on subjective measures (Al-Hoorie, 2018), we decided to develop a self-reported English proficiency assessment tool grounded in the Council of Europe (2020).

In response to this deficiency, a self-assessment scale was formulated through the identification of fundamental competencies within preparatory textbooks, evaluation of final and national exams, and their harmonisation with the Council of Europe (2020) framework. This process was informed by insights gained from 13 years of pedagogical practice of the first author. In light of the potential for cultural influences to impact self-assessment accuracy, particularly in cases where students might downplay their abilities to avoid appearing overly confident or boastful, we conducted a triangulation of self-assessment data with actual grades. This approach aimed to enhance the precision of our proficiency assessment by cross-referencing self-reported data against objective academic performance measures.

Finally, we designed eleven items to allow students to self-assess their reception, interaction, and production skills in English, following Butler's (2024) recommendations. Butler (2024) identified three key variables that influence self-assessment accuracy: first, the construction and administration of items, where specific wording and response formats that align with learners' experiences yield more accurate assessments; second, learner-related factors such as L2 proficiency, age, attitudes, self-esteem, and prior learning experiences; and third, external factors, including cultural environments (Butler, 2024).

Before conducting a pilot study, we carefully tailored the questionnaire to suit the Ethiopian context. The first author consulted esteemed professors in Ethiopia to translate the instrument into Amharic. we made additional adjustments during the pilot study to address challenges with clarity or ambiguity in wording. Ultimately, the questionnaire comprised seven items for ideal L2 self (e.g., I can imagine a situation where I am speaking English with foreigners), ought to L2 self (e.g., English will be helpful to get a good-paying job), L2 learning experience (e., I enjoy my English teacher's fun English class), and English proficiency (e.g., I can ask about things and make simple transactions in shops, post offices, or banks), respectively. Four items concerned facilitative (e.g., I am more productive under pressure) and debilitating anxiety (In my English class, I often get so nervous that I forget things I know), respectively.

3.7.4. The procedures of data collection and analysis

After receiving approval from the Doctoral School of Education, University of Szeged's IRB, we informed prospective participants in November 2022 about the study's goals, procedures, advantages, and risks. Students who signed consent forms were invited to complete the survey using pencil-and-paper questionnaires. Respondents rated their level of agreement or disagreement by marking statements on a six-point Likert scale ranging from "strongly disagree" to "strongly agree". The debate over using an even or odd number of options in a scale is still ongoing. Some researchers prefer using an even number of response options to avoid respondents choosing the middle category ("neither agree nor disagree," "not sure," or "neutral") and thus not making a natural choice (Dörnyei & Taguchi, 2009). Responses often require much thinking, so people not motivated to do so tend to use such a strategy (Dörnyei & Taguchi, 2009).

In the Ethiopian context, using a Likert scale with even numbers can be justified by encouraging transparent decision-making and reducing central tendency bias. In my experience, students may choose a neutral option to avoid confrontation or express modesty due to cultural norms. The scale using even number options prompted participants to give decisive answers, thus reducing social desirability bias and ensuring authentic responses.

The questionnaire took about 30 minutes to fill in. We used IBM SPSS 25 to analyse the dataset and conduct descriptive statistics and correlation analysis. To analyse the structural model and forecast the effects of the variables, we used AMOS 23 (Byrne, 2013; Kline, 2016).

3.8. Results

We conducted descriptive and correlational analyses in the results section to provide an overview of the data relationships. We then utilised SEM to assess the measurement and structural models. The results encompass the model fit and the coefficients of the specified models

3.8.1. Descriptive and correlational analyses

RQ1: What are the relationships among Ethiopian high-school students' L2MSS, L2 anxiety and English proficiency?

Table 3. 1 Mean, SD, and correlational analysis among ideal L2 self, ought to L2 self, L2 learning experience, facilitative anxiety, debilitative anxiety, and English proficiency

Variables	M	SD	1	2	3	4	5
1. Ideal L2 self	2.87	1.06					
2.L2 learning experience	2.30	.84	.42**				
3. Ought to L2 self	4.03	1.48	.34*	.39**			
4. Debilitative anxiety	3.93	1.08	-.20**	-.31**	-.008		
5. Facilitative anxiety	2.58	.92	.31**	.36**	.50**	-.21**	
6. Self-assessment proficiency	2.84	.94	.38**	.58**	.50**	-.32**	.39**

p < 0.01. M = Mean, SD = Standard Deviation, W = Shapiro-Wilk Statistic, p = p-value

We used descriptive and correlational analyses to answer the first research question on the relationships among components of L2MSS, two types of anxiety, and English proficiency. As displayed in Table 3.1, the mean scores of the L2MSS components ranged from 2.30 to 4.03. The lowest means related to L2 learning experience (M=2.30, SD=.84) and ideal L2 self (M=2.56, SD=1.06). The highest mean was related to ought to L2 (M=4.03, SD =1.48). The mean for debilitative anxiety was higher (M=3.93, SD=1.08) than the mean for facilitative anxiety (M=2.58, SD=.92). Students assessed their proficiency as low (M=2.84, SD=.94).

According to the Spearman correlations outlined in Table 3.1, descriptive statistics—including means and standard deviations—were provided for the principal variables associated with participants' L2 motivation, as well as their levels of anxiety and proficiency. The study's results indicated that the ideal L2 self demonstrated significant positive correlations with various variables within the L2 learning framework. Notable correlations were observed with the L2 learning experience ($r = .40$, $p < .01$), the ought-to L2 self ($r = .32$, $p < .05$), facilitative anxiety ($r = .28$, $p < .01$), and self-assessment proficiency ($r = .36$, $p < .01$). These findings suggested that a

stronger ideal L2 self was associated with more favourable learning experiences, higher perceived proficiency, and constructive levels of anxiety that facilitated language learning. The study revealed a significant positive correlation between the L2 learning experience and both the ought-to L2 self ($r = .37, p < .01$) and facilitative anxiety ($r = .34, p < .01$). These results indicated that a more engaging learning environment was associated with heightened motivation and beneficial forms of anxiety that facilitated language learning. Interestingly, debilitating anxiety exhibited negative correlations with both the ideal L2 self ($r = -.22, p < .01$) and the L2 learning experience ($r = -.29, p < .01$). In contrast, self-assessment of proficiency was negatively correlated with debilitating anxiety ($r = -.30, p < .01$) and positively correlated with all other motivational variables. This highlights the differing impacts of facilitative and debilitating anxiety on learners' experiences and their self-perceived proficiency.

3.8.2. Structural Equation Modelling Analyses

RQ2: To what extent does the L2 motivational self-system impact students' L2 anxiety and English proficiency?

To answer the second research question on how the three components of L2MSS impact anxiety and English proficiency, we used SEM. The independent variables were ideal L2 self, ought to L2 self, and L2 learning experiences, whereas the dependent variables included facilitative anxiety, debilitating anxiety, and English proficiency. The SEM model comprises two parts: the measurement model and the structural model (Kunnan, 1998). The measurement model explains how we measured hidden concepts using observable variables. In contrast, the structural model shows how these hidden concepts interact, indicating the relationships and effects between them in the model.

a. Measurement model

We employed the maximum likelihood method, a common approach for deriving estimates in SEM, to estimate parameters (Byrne, 2013; Kline, 2016). CFA, a part of the SEM process, was conducted to verify the validity of the proposed model. Based on the hypotheses, CFA examines how well the data fits the expected model (Byrne, 2013; Kline, 2016). As a step in this process, we subjected all latent (unobserved) variables to CFA to ensure that they accurately represent the constructs they were intended to measure. This step was crucial in establishing the soundness of

the research approach. We referred to Taguchi et al., 2009 and Tseng et al. (2006) to select specific overall model fit indices, such as the RMSEA, GFI, TLI, and CFI. To determine whether a model has adequate goodness of fit, We assessed whether the GFI, TLI, and CFI were all greater than .90, and the RMSEA was in the range of .05 to .08 (Tseng et al., 2006).

Certain items were excluded from the measurement models to adhere to the necessary standards. These items had factor loadings that exceeded 1.00 or were below .40. Specifically, items 3, 4, and 9 were

Table 3. 2 Fit indexes for the measurement model of the six variables

Variable Scales	X2/df	CFI	TLI	GFI	RMSEA	α .
Ideal L2 self	2.47	.95	.96	.97	.049	.87
L2 Learning experience	2.36	.97	.98	.99	.047	.83
Ought to L2 self	3.21	.95	.96	.97	.060	.91
Debilitative anxiety	1.71	.95	.95	.96	.034	.79
Facilitative anxiety	1.69	.96	.97	.97	.036	.83
English proficiency	1.92	.98	.99	.99	.039	.83

removed from the ideal L2 self; items 11, 12, and 18 were excluded from the ought to L2 self; items 21, 22, and 23 were removed from L2 learning experiences; items 38, 39, and 41 were removed from the self-assessment English proficiency scales. These eliminations were crucial to ensure the model satisfied the fundamental validity requirements. As shown in Table 3.2, the fit indices and reliability for the final measurement model were all within an acceptable range.

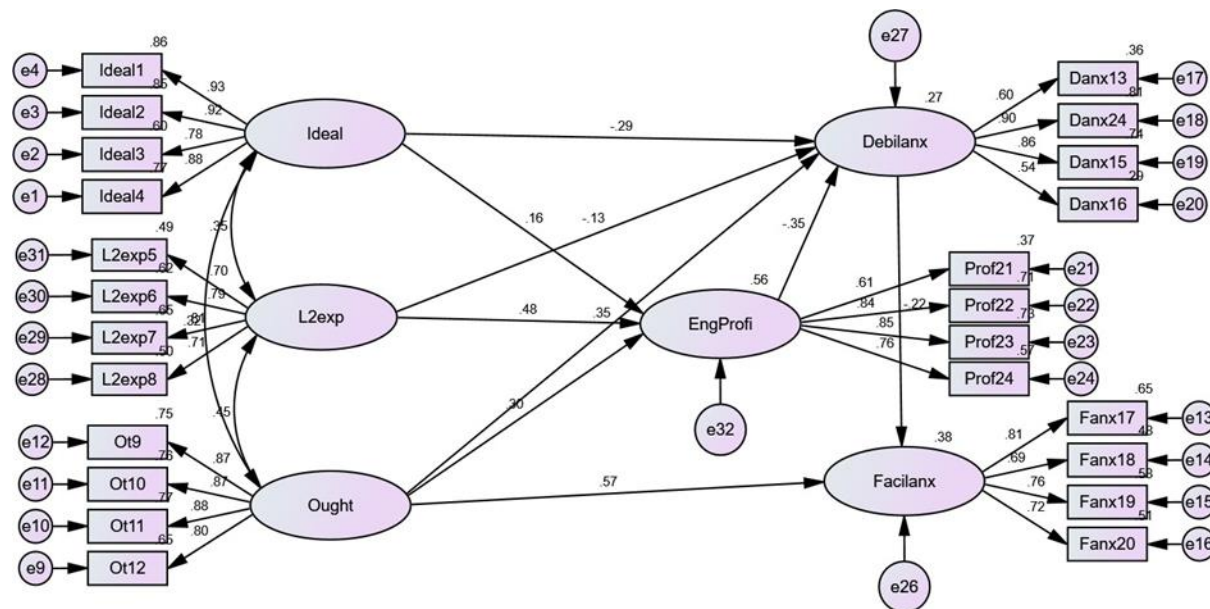
b. Structural model

As the second step in SEM, we developed a complete structural model by integrating the measurement models. In constructing the structural model, we followed previously tested L2MSS models, as discussed in the hypothesised model section of this paper. According to the preliminary analysis, the proposed model provided an acceptable explanation for the observations. However, the final model's three routes from the ideal L2 self, L2 learning experiences, and proficiency to facilitative anxiety were insignificant. Therefore, these pathways were removed from the final model to improve accuracy and fit with the data. Finally, the model matched the data reasonably well (i.e., $\chi^2 = 557.328$; $df = 240$; $\chi^2 / df = 2.32$; $GFI = .93$, $TLI = .95$, $CFI = .96$, and $RMSEA = .04$). The models with standardised path coefficients are shown in Figure 3.2.

c. The coefficients of the models

After evaluating the overall model, we assessed the effect size and significance of the path coefficients. The study presented an analysis of the predictive impact of various factors on debilitating and facilitative anxiety, as well as on English proficiency. According to the model presented in Figure 3.2, it was noted that the ideal L2 self ($\beta = -.29$, $t = -6.10$, $p < .001$), L2 learning experiences ($\beta = -.13$, $t = -1.98$, $p < .001$), and self-perceived proficiency ($\beta = -.35$, $t = -4.68$, $p < .001$) had a

Figure 3. 2 Full structural model



significant and negative impact on debilitating anxiety. In contrast, the ought to L2 self had a positive impact on debilitating anxiety ($\beta=.35$, $t= 6.20$ $p<.001$). The R^2 value of .271 indicates that the ideal L2 self, L2 learning experiences, self-perceived proficiency, and ought to L2 self account for 27.1% of the variation in debilitating anxiety. Furthermore, the ideal L2 self ($\beta=.16$, $t=4.14$, $p<.001$), L2 learning experiences ($\beta=.48$, $t= 9.00$, $p<.001$), and ought to L2 self ($\beta=.30$, $t=6.90$, $p<.001$) displayed a statistically significant and positive predictive impact on self-perceived proficiency, with an R^2 value of .563 indicating that these factors account for 56.3% of the variance in English proficiency. Finally, facilitative anxiety was positively predicted by ought to L2 self ($\beta=.57$, $t=12.62$, $p<.001$) but negatively predicted by debilitating anxiety ($\beta= -.22$, $t=-5.32$, $p<.001$) with an R^2 value of .378 indicating that 37.8% of the variance in facilitative anxiety can be attributed to ought to L2 self and debilitating anxiety.

3.9. Discussion

This study examined the causal relationships among L2MSS, anxiety, and English proficiency in preparatory school students in Ethiopia. This section discusses the findings by critically comparing them to relevant theoretical and empirical studies.

The findings revealed that the three components of the L2MSS contributed to debilitating anxiety but in a different direction. We found that learners' L2 learning experiences had a detrimental impact on their debilitating anxiety. This suggests that negative L2 learning experiences worsen debilitating anxiety, which is consistent with previous studies (e.g., Papi, 2010; Shih & Chang, 2018). When learners face difficulties due to ineffective teaching methods, lack of support, or harsh teacher-peer feedback, these negative experiences can intensify their stress and self-doubt, increase their anxiety, and hamper their L2 learning and performance (Horwitz et al., 1986; MacIntyre, 1994; Woodrow, 2006). In contrast, positive L2 experiences, shaped by supportive teachers, engaging classroom environments, and constructive peer interactions, can cultivate a sense of achievement and confidence, thereby reducing debilitating anxiety (Dörnyei, 2009, 2019; Woodrow, 2006). These insights highlight the importance of creating a positive learning environment to improve learners' emotional well-being and success in learning a new language.

The ideal L2 self significantly and negatively impacted debilitating anxiety, whereas the ought to L2 self had a positive impact on debilitating anxiety and facilitative anxiety. These results show that the influence of L2 selves on anxiety is varied: Students with a clear and well-defined sense of self as proficient L2 users are less likely to experience debilitating anxiety in their language learning pursuits. Conversely, students who perceive language learning as an obligatory or duty-bound task tend to be more susceptible to debilitating than facilitative anxiety.

The ought to L2 self, which encompasses the perceived obligations and expectations experienced by language learners (Dörnyei, 2005), is a critical factor in shaping anxiety. The pressure to meet perceived obligations initially generates facilitative anxiety, propelling students to exert more effort and enhance their language proficiency. However, under specific circumstances, pressure can induce debilitating anxiety, characterised by heightened self-doubt and stress that impairs performance. Therefore, the ought to L2 self assumes a multifaceted role in

influencing students' experiences, contributing to both types of anxiety in a context-dependent manner.

The results align with the findings of Chang (2018), Papi (2010), Papi and Teimouri (2014), Papi and Khajavy (2021), as well as Tahmouresi and Papi (2021), who found that students' ideal L2 self and their L2 learning experiences significantly decreased their anxiety. In contrast, the ought to L2 self significantly induced anxiety. However, these findings seem to contradict Rochmawati et al.'s (2023) findings, which claimed that heightened motivation leads to increased anxiety. The variation in results could stem from different interpretations of motivation and anxiety. This study explored the impact of three motivational factors on two types of anxiety. Rochmawati et al. (2023) must have taken a broader approach to motivation, where heightened motivation resulted in increased pressure, expectations, or fear of failure, elevating anxiety levels.

Higgins's (1987) self-discrepancy theory also explains the link between self and emotions. It proposed that individuals experience specific emotional outcomes depending on the alignment or clash between their perceived and actual selves. His theory posited that two types of self-discrepancies elicit distinct emotions. First, the ideal self-discrepancy, indicating the gap between an individual's desired or ideal self and their actual self, can elicit emotions such as joy or disappointment (Higgins, 1987). For example, if someone aspires to achieve fluency in English but struggles with speaking, they may feel disappointed. Alternatively, if they are advancing towards their ideal self, they may experience joy. Second, the ought to L2 self-discrepancy refers to the gap between an individual's sense of duty and their actual self. This type of discrepancy can generate emotions such as calmness or anxiety, depending on the degree of alignment or discrepancy (Higgins, 1987). For instance, if someone feels expected to communicate effectively in English but lacks the necessary language skills, they may feel anxious. Conversely, they may experience a sense of satisfaction if they can meet expectations.

The influence of the ideal L2 self and ought to L2 self on debilitating anxiety is likely to have been impacted by Ethiopia's collectivist culture. While the L2MSS questionnaire did not explicitly address collectivism or individualism, as noted by Taguchi et al. (2009) and expounded upon by Dörnyei (2019), it did examine the impact of significant others (e.g., parents, peers, and teachers). These individuals are crucial in a collectivist society where social expectations and group affiliations shape individual behaviour (Yeshanew et al., 2023).

Social expectations and interpersonal relationships significantly shape the motivation to learn a language in a collectivist society like Ethiopia. This phenomenon closely aligns with Vygotsky's (1978) sociocultural theory and the interactive model of motivation introduced by Williams and Burden (1997).

Vygotsky's sociocultural theory articulates that learning is fundamentally a social endeavour, fundamentally intertwined with the interactions shaped by cultural and community contexts. In the Ethiopian context, communal values play a pivotal role in constructing the ideal L2 self, wherein individuals perceive their language proficiency not merely as a personal milestone but as a crucial instrument for advancing community welfare. This communal orientation imbues the process of language acquisition with a profound sense of responsibility, positioning the pursuit of linguistic skills as intrinsically linked to the aspirations of collective enhancement.

Consequently, Ethiopian learners' motivations are not solely individualistic but intricately intertwined with a broader cultural narrative prioritising collective objectives. This framework underscores the importance of enhancing communal well-being through language mastery, suggesting that language acquisition in Ethiopia transcends personal domains and functions as a transformative medium for fostering social cohesion and collective advancement within communities. These insights necessitate a critical examination of existing language learning paradigms, urging educators and policymakers to recognise the role of sociocultural dynamics in shaping language proficiency and its implications for communal development.

As articulated by Williams and Burden (1997), the interactive model of motivation underscores the critical influence of significant others—such as family members, educators, and peers—in shaping a learner's motivation. Within the Ethiopian context, this framework elucidates the emergence of an “ought-to L2 self,” primarily shaped by perceived social and familial expectations. This dynamic suggests that the endeavour of learning a language, mainly English, transcends individual aspirations, evolving into a mechanism for contributing to the collective success of one's family and community.

Analysing language acquisition through the lens of Ethiopia's socio-cultural context illustrates that linguistic proficiency is not merely an individual achievement but a crucial element of the community's collective identity. This perspective necessitates a comprehensive investigation of the motivations underlying language learning, emphasising the interconnectedness of personal aspirations with community values and demonstrating the impact of social expectations on

language learning outcomes. This approach expands our understanding of motivation by moving beyond the frequently individualistic frameworks prevalent in Western academia. It emphasises the necessity for educational practices that honour and incorporate communal values into learning experiences. This sociocultural perspective fosters a deeper and more meaningful engagement with the language by aligning language learning with learners' social contexts and cultural responsibilities. It highlights the significance of balancing individual agency with collective identity, urging educators to create learning environments that recognize and nurture the communal aspects of language acquisition. Such an understanding enhances learner motivation and enriches the educational experience, paving the way for further exploration of how collective aspirations can either bolster or hinder motivation across diverse educational contexts.

In Ethiopia, group identity and communal well-being are prioritized over individualism (Yeshanew et al., 2023). In such collectivist societies, harmony and conformity typically take precedence over individual achievements (Mesquita, 2001). The ideal L2 self is an individual's perception of themselves as proficient L2 users, which varies from learner to learner. However, in societies where group harmony and conformity are prioritised over individualism, there may be less emphasis and opportunity for personal goals and self-expression. This can challenge learners wishing to pursue their ideal L2 self. When students lack a clearly defined ideal L2 self, they may not feel motivated to narrow the gap between their ideal and their actual self. Dörnyei (2005) suggested that striving to close this gap can increase motivation. Higgins (1987) argued that when the ideal and actual selves match, it can decrease negative emotions, whereas a mismatch can increase negative emotions.

Furthermore, In Ethiopia, success and failure is often viewed as a group concern rather than an individual responsibility, and it is measured based on the standards set by the community (Bulcha, 1997; Woldemariam & Lanza, 2014). A decrease in personal pressure and responsibility for their English language learning journey, coupled with a perception of English language proficiency comparable to or better than the standard set by the community, is likely to reduce anxiety. The phenomenon can be attributed to group members' perceived similarity in language skills, which creates an illusory sense of comfort and reduces students' apprehension of failure and negative assessment.

The ought to L2 self tended to impact facilitative and debilitating anxiety positively. The dual impact of the ought to L2 self on both facilitative and debilitating anxiety underscores the

intricate influence of external motivations on language learning. In the Ethiopian EFL context, where English proficiency is frequently perceived as pivotal for academic and professional advancement (Andualem, 2019; Gerencheal & Mishra, 2019; Girma & Sarangi, 2019), students may encounter intensified pressure to fulfil these standards (Bulcha, 1997; Woldemariam & Lanza, 2014). The positive influence of the ought-to L2 self on facilitative anxiety suggests that external factors, such as meeting societal norms and attaining career advancement, play a significant role in directing students' attention towards their L2 learning, subsequently leading to improved language proficiency. Within this framework, students may experience a sense of obligation to excel to fulfil these external demands, ultimately leading to increased dedication and advancement in their language learning journey. When the ought-to L2 self contributes to debilitating anxiety, it suggests that external pressures can induce excessive stress, resulting in self-doubt and performance impairments. The apprehension of not meeting these external expectations, such as failing to meet familial or societal demands, can elevate stress levels that impede, rather than facilitate, language acquisition (Higgins, 1987).

The findings indicated that the ideal L2 self, L2 learning experiences, and ought to L2 self significantly and positively enhanced students' self-perceived proficiency in English. This suggests that learners who have a clear and well-defined representation of their future selves as skilled English speakers (ideal L2 self), who feel a strong sense of obligation to fulfil the expectations of significant others (ought to L2 self), and who have experienced positive language learning experiences, are more likely to evaluate their English proficiency as high.

These results were consistent with the findings of Dörnyei and Chan (2013), Taguchi et al. (2009), Martinović and Burić (2021), Al-Hoorie (2018), Moskovsky et al. (2016), and Papi (2010). However, they are not aligned with some other previous findings. Taguchi et al. (2009) and Martinović and Burić (2021) found that high levels of ideal L2 self and ought to L2 self positively predicted intended effort in L2 learning. Dörnyei and Chan (2013) claimed that the ideal L2 self was associated with better academic grades and higher intended effort, whereas ought to L2 self had no significant impact on academic performance and students' intended effort. Similarly, Al-Hoorie (2018), Moskovsky et al. (2016), and Papi (2010) reported that the components of the L2MSS accurately predicted learners' intended efforts. However, these components did not correspond to L2 achievements.

The different outcomes in various studies most probably resulted from how they assessed learners' L2 proficiency. Some publications used students' grades and test results, whereas others have relied on subjective measures, e.g., intended effort. The distinction is crucial as objective L2 proficiency assessments yield dependable data on competencies such as vocabulary and grammar yet frequently overlook emotional and communicative dimensions (Aydoğan Akbarov, 2018; Leclercq & Edmonds, 2014). On the other hand, subjective assessments offer valuable perspectives on motivation and practical language application (Dörnyei & Chan, 2013), albeit potentially introducing bias and inaccuracies (Al-Hoorie, 2018; Aydoğan Akbarov, 2018; Leclercq & Edmonds, 2014).

The study's findings indicated that debilitating anxiety has a significant inhibitory impact on the positive effects of facilitative anxiety in language learning. Debilitating anxiety, defined by an overwhelming sense of fear and worry (Piniel & Csizér, 2013; Scovel, 1978), hinders learners from harnessing the potential benefits of a facilitative learning environment, which, under normal circumstances, can contribute to increased motivation and improved performance (Piniel & Csizér, 2013; Scovel, 1978).

The negative interaction is essential to consider. When debilitating anxiety takes precedence, it not only interferes with cognitive abilities, such as concentration and recollection but also reduces the potential advantages of facilitative anxiety, which usually directs nervous energy towards constructive endeavours (Horwitz, 2001; MacIntyre, 2017; Papi & Khajavy, 2023). Learners affected by overwhelming anxiety frequently choose to evade linguistic difficulties, which may result in withdrawal or disengagement (Horwitz et al., 1986; Papi & Khajavy, 2023). Consequently, they fail to benefit from the positive effects of facilitative anxiety, such as heightened concentration and motivation, which are crucial for adequate L2 learning (Scovel, 1978). The avoidance behaviour described initiates a self-reinforcing cycle wherein heightened anxiety results in diminished performance and decreased chances for positive emotional experiences. Consequently, this exacerbates the adverse impact of anxiety on learning outcomes (Piniel & Csizér, 2013).

Finally, we found that debilitating anxiety is negatively affected by a student's English proficiency. This suggests that students who perceive themselves as having higher English proficiency tend to experience less debilitating anxiety. In other words, the more proficient a student perceives themselves to be in English, the lower their levels of debilitating anxiety may

be. These findings are consistent with those reported by Piniel and Csizér (2013) and Welesilassie & Nikolov, 2024a in the Hungarian and Ethiopian contexts, respectively. In both studies, it was reported that self-efficacy was positively correlated with facilitating anxiety and negatively associated with debilitating anxiety. Thus, these outcomes advocate that higher confidence in one's abilities can lead to more beneficial and less harmful anxiety.

3.10. Conclusion and Pedagogical Implications

This cross-sectional study investigated how the L2MSS impacts EFL anxiety and English proficiency in Ethiopian students. The findings revealed that participants' ideal L2 self, ought to L2 self, and their L2 learning experiences all motivated language learners to put more effort into learning English. Their ideal L2 self, learning experiences, and proficiency in English had a significant and negative impact on their debilitating anxiety. However, the ought to L2 self, reflecting significant others' expectations, had a positive effect on debilitating anxiety.

The findings have implications for SLA research and EFL teaching. First, it is imperative for researchers to critically appraise the role of students' L2 learning experiences, a component of the L2MSS that tends to be neglected and under-theorised (Dörnyei, 2019). We agree with Dörnyei (2019) that language learning experiences are critical predictors of motivated behaviour. Specifically, in Ethiopia, where English is mainly limited to the classroom, improving students' learning experiences can lead to better L2 outcomes.

Second, the study provides valuable insights for teachers and students on various aspects of L2 motivation that can support the learning process. Teachers can leverage the most powerful motivating factors to facilitate effective L2 use, help learners build strong self-perceived English proficiency, and reduce debilitating anxiety. They should encourage learners to strive towards their ideal L2 self and provide a supportive learning environment. Teachers can boost their confidence by identifying and adapting teaching to students' motives and needs. Engaging and stimulating tasks, constructive feedback, and opportunities for meaningful practice can boost and maintain learners' motivation, leading to positive experiences related to learning English.

In Ethiopia, where collectivism is the norm, groups' needs, goals, and interests are considered more important than individuals (Yeshanew et al., 2023). Consequently, when an Ethiopian EFL student fails to achieve their learning objectives, the failure is viewed as a group

issue, not an individual one. Due to the emphasis on conformity, individual aspirations, vital for developing an ideal L2 self (Dörnyei, 2005), tend to be stifled in favour of collective goals. The pressure to conform to societal expectations can be so high that students may experience debilitating anxiety and low self-confidence.

To cultivate an ideal L2 self in collectivist contexts, motivating language learners to establish personal and collective language learning objectives is crucial. Striking a balance between individual interests and societal norms is crucial for success. Teachers should adopt learner-centred teaching techniques to promote autonomy, engagement, and personal investment. Furthermore, creating a nurturing and non-judgmental learning atmosphere is essential to counteract conformity pressures. Finally, involving parents and the community and educating them about balancing individual and collective learning goals can foster a more nuanced view of L2 learning.

3.11. Limitations and future directions

Although the study shed light on the characteristics and relationships between L2 motivation, anxiety, and English proficiency, limitations still need to be addressed. First, although this study involved a large sample of EFL students in Southwest Ethiopia, the results cannot be generalised to other contexts. Second, this quantitative cross-sectional study could not offer insights into how individual differences changed or into participants' emic perspectives. For these reasons, an explanatory sequential mixed-method study should be implemented, and longitudinal data would be needed to monitor changes over time. This could help identify how motivation and anxiety evolve and comprehensively impact students' L2 learning. Finally, future researchers should investigate the influence of other variables, including willingness to communicate in various contexts, gender, and cultural background. These factors can provide deeper insights into the correlation and effects on English language proficiency, especially in relation to motivation.

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**CHAPTER FOUR: THE RELATIONSHIPS AMONG EFL LEARNERS'
MOTIVATIONAL SELF-SYSTEM, WILLINGNESS TO
COMMUNICATE, AND SELF-ASSESSED PROFICIENCY AT AN
ETHIOPIAN PREPARATORY HIGH SCHOOL**

4.1. Abstract

This study investigated relationships between EFL students' L2MSS, and L2WTC inside and outside the classroom and their English proficiency at an Ethiopian preparatory high school. Data was collected using validated instruments from 609 12th-grade preparatory school students in Ethiopia. A hypothesised model was generated and tested using SEM. The components of the L2MSS were considered independent variables, while L2WTC within and outside of the classroom and English proficiency were treated as dependent variables. English proficiency was also used as an independent variable to test if it predicted scores on the two L2WTC subscales. The results revealed that, although the mean on the ought to L2 self scale was above average, the means of ideal L2 self and L2 learning experiences were below average. Students reported low levels of L2WTC in both settings and self-perceived proficiency in English. The components of the L2MSS in the model demonstrated a statistically significant positive association with each other, as well as with L2WTC in and outside the classroom and English proficiency. To be more specific, the L2MSS parts had a statistically significant positive effect on the dependent variables. The only one that was insignificant was the path from the ideal L2 self to L2WTC outside of the classroom. English proficiency showed statistically significant positive predictive effects on L2WTC within and outside the classroom. The results and implications are critically discussed to inform English educators, students, parents, curriculum designers, and researchers about these interrelationships.

Keywords: L2 motivational self-system, L2 willingness to communicate, English proficiency

4.2. Introduction

According to Dörnyei and Ryan (2015), L2 motivation is the “primary impetus to initiate learning, and later, the driving force to maintain the long, often tedious learning process; indeed, all the other factors involved in L2 learning presuppose motivation to some extent” (p. 72). The importance of motivation and how it relates to other aspects of the SLA process has been of interest for decades. Extensive research on motivation for language learning has led to new theories and models, including L2WTC. L2WTC refers to the willingness to participate in a conversation in L2 with a particular person or group at a specific time (Macintyre et al., 1998). To reveal what factors contribute to L2WTC, Macintyre et al. (1998) developed a model. Several linguistic, communicative, psychological, and social aspects are hypothesised to affect L2WTC in the model. A prominent trait attributed to L2WTC is motivation. (Dörnyei, 2005).

Many empirical studies have investigated the association between L2MSS and a variety of learning characteristics, including anxiety (Peng, 2015; Welesilassie & Nikolov, 2022) and L2WTC (Lee & Lee, 2019; Nagy, 2007; Zhou, 2022). Others have examined relationships between L2MSS and L2 achievement. (Shih & Chang, 2018; Subekti, 2018). Most of these studies examined how L2MSS and L2WTC were related to objective achievement measures (i.e., school grades and proficiency test scores). However, as Csizér and Dörnyei (2005) pointed out, the relationship between motivation and test results or performance is only indirect since motivation is an antecedent of action rather than achievement. Studies that examine the association between motivation and L2 achievement measures (e.g., course grades) show a misleading linear connection between motivation and learning outcomes because they overlook the intermediary link called motivational drive. (Csizér & Dörnyei, 2005). Despite calls for more studies, there is a lack of evidence in the literature connecting motivation and L2WTC to subjective self-rated proficiency, indicating a gap in the literature.

In the context of the present study, English is a compulsory subject taught in Ethiopian primary schools from grades one to eight. Furthermore, English is used as the medium of instruction (MOI) in secondary schools (grades nine through twelve) and postsecondary education (universities) (Arega et al., 2024; FDRE MoE, 2020).. Therefore, students' English proficiency substantially influences their academic

experience in the Ethiopian educational environment. However, many English students are unsuccessful and reluctant to use the L2 inside or outside the classroom. Although the critical roles of motivation and talking to learn are now acknowledged in contemporary L2 instruction (MacIntyre et al., 2003), drawing from my personal experience as an English teacher spanning over 12 years, coupled with existing empirical study by Welesilassie and Nikolov (2022), it becomes evident that many learners are unmotivated and reluctant to speak in English, despite their awareness of the necessity to do so. Furthermore, since L2MSS and L2WTC are both dynamic and context-specific, their applicability in the multicultural setting of Ethiopia requires empirical support. As teachers and decision-makers try to improve English programs, it is essential to discover why English teaching in public education is not as successful as expected. Therefore, it is necessary to collect data on the role of motivation in the L2 learning process and to examine why Ethiopian students are reluctant to speak in English. In line with these educational needs, this study examines the relationships between L2MSS, L2WTC within and outside the classroom, and English proficiency in the Ethiopian educational context, where no previous research has been conducted on these constructs. The findings are expected to shed light on how L2 instructors can offer context-specific pedagogical assistance based on the experiences of their students and help increase their motivation and willingness to communicate and practice within and outside the classroom.

4.3. Review of the literature

In this overview, we offer a critical analysis of some of the most prominent L2 motivation theories and empirical investigations in EFL contexts. Our aim was to discuss the constructs of L2 motivation and L2WTC in various contexts and their relationships.

4.3.1. L2 Motivational Self-System (L2MSS)

Although motivation has been a focus in psychology and education for decades, it has only recently become a key area of study in SLA. As the driving force underlying the process of learning a new language (Dörnyei, 2005), motivation is an essential factor in L2 learning (Dörnyei, 2005, 2009; Dörnyei & Ryan, 2015). Motivation determines how individuals approach their goals, persist in their efforts, and make decisions. Various theoretical frameworks have been proposed over the past five decades to better understand the nature of L2 motivation. One of the most noteworthy theories regarding L2 motivation is the L2MSS theory, developed by Dörnyei (2005). This theory incorporates concepts such as motivational transformation, self-regulation, imagined (ideal) selves, and the cultivation of individual motivation within sociocultural contexts.

L2MSS has two main parts: self and context. The self part is split into two sections: the ideal L2 self embodies all the qualities one desires to possess, and the ought-to L2 self encompasses the traits that one should have to meet obligations and expectations as well as to avoid unfavourable consequences (Dörnyei, 2005, 2009). These two selves were formulated based on two leading theories: possible selves and self-discrepancy theory.

The theory of Possible Selves, first proposed by Markus and Nurius (1986), posits that everyone has a vision of their potential future selves, encompassing both desirable and undesirable versions. The desired selves represent the ideal future identity, while the undesirable selves represent aversive future identities (Markus & Nurius, 1986). This theory suggests that people are driven to pursue their desired selves and avoid their feared selves, influencing their choices, actions, and aspirations. Furthermore, the theory proposes that a person's self-concept comprises their present and future self.

According to the Self-Discrepancy theory, developed by Higgins (1987), individuals possess multiple self-representations, consisting of the actual self, which refers to how they perceive themselves, the ideal self, which reflects the person they ideally wish to become, and the

ought self, representing the person they believe they ought to be based on external expectations (Higgins, 1987). The existence of a divergence between these various self-representations, such as a discrepancy between the actual self and the ideal self or ought self, may produce emotional discomfort and motivate individuals to lessen the gap. This theory proposes that individuals are inspired to align their actual self with their ideal and ought selves, and the degree of incongruity may impact their emotional well-being and motivation. The two theories, possible selves and self-discrepancy theory, offer valuable insights into comprehending motivation and self-perception. They have been widely used in various fields such as psychology, education, and organizational behavior. By understanding the concept of L2MSS and how these theories shape the two selves, individuals can gain a better understanding of their motivations.

In the realm of L2 learning, the concept of "context" refers to the learning experiences that are related to the current situations and circumstances in which the learners find themselves. This component is crucial to understanding how the learning experience can be influenced by various factors such as the teaching methods employed in the classroom, the curriculum, and the presence of significant others such as peers and parents (Dörnyei, 2019). The context provides a framework through which the learners can understand the relevance and importance of the L2 to their lives and the world around them. It can also help motivate students and enhance their desire to learn the L2, which in turn can lead to better learning outcomes. Thus, it is important to consider the role of context in L2 learning and to create an environment that is conducive to effective learning.

4.3.2. L2 willingness to communicate

Talking to learn (MacIntyre et al., 2003) is a theory that has garnered much support in L2 learning research. Current language teaching pedagogies are shifting toward a conversational approach, encouraging students to participate in meaningful conversations to practice their L2 and gain confidence (MacIntyre et al., 2003; Dörnyei, 2009). The construct of WTC in L2 was first characterised as a consistent personality trait in L1. When seen through the lens of L2, WTC is distinctive because, in L2 contexts, the level of learning of L2 skills and their motivation can vary substantially; these can impact how well they can and want to communicate effectively (Macintyre et al., 1998). Thus, L2WTC weighs the merits and effects of the state (situational-based factor) and trait (personality-based factor) (Macintyre et al., 1998). Accordingly, Macintyre et al. (1998) adapted WTC to L2 settings and conceived L2WTC as ready-to-join an L2 conversation at a given moment with

specific individuals. They provided a model comprising what leads to L2WTC so that it can be in-depth comprehended. Therefore, they proposed that L2WTC results from a combination of proximal and distant factors, including linguistic, psychological, communicative, social, and environmental aspects (Macintyre et al., 1998).

4.3.3. Studies on relationships between L2MSS, L2WTC, and L2 proficiency

Understanding the complex interplay between L2MSS, L2WTC, and self-perceived English proficiency is an area of great significance in the field of language learning research. Over the years, there have been several studies that have delved deeper into the relationships between these variables in diverse contexts around the world. From Japan to Ethiopia, Hungary to Indonesia, Iran to China, and Korea to many other countries, researchers have explored the intricate dynamics that govern these factors, shedding light on their impact on language learning and acquisition.

Numerous studies have been conducted on the correlation between components of L2MSS, including the ideal L2 self, ought-to L2 self, L2 learning experience and L2WTC within and outside the classroom. For example, a study by Sadoughi and Hejazi (2023) explored how the L2MSS components and L2 anxiety contribute to the prediction of L2WTC among Iranian EFL learners in the classroom. The results of the correlation study showed that the WTC in the classroom was significantly and positively related to the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self was positively correlated with the ought-to L2 self and L2 learning experience. Similarly, the L2 learning experience positively correlated with the ought-to L2 self. Both the L2 learning experience and the ideal self directly and positively influenced L2WTC in the classroom. The ideal self and learning experience had a negative impact on L2 anxiety, while the ought-to self exerted a positive effect. L2 anxiety, in turn, was found to have a negative impact on WTC. Furthermore, in a study conducted by Peng (2015) in China, the author reported high levels of L2WTC in students inside and outside the classroom and the three elements of L2MSS. The study found statistically significant positive relationships between the three variables of L2MSS. Additionally, the study found that L2WTC in the classroom had a positive but weak association with the ideal L2 self and L2 learning experience. In contrast, L2WTC outside the classroom had a positive but barely

significant link with the ideal L2 self and L2 learning experience. However, the ought to L2 self had no statistically significant relationship with L2WTC in or outside the classroom. The relationship between L2WTC in both contexts was positive but weak. The study also found that the L2 learning experience directly influenced the ideal L2 self and ought to L2 self and that the L2 learning experience directly predicted L2WTC inside the classroom. These research findings provide compelling evidence of the complex links among L2 anxiety, the L2MSS elements (such as the ideal L2 self, ought-to L2 self, and L2 learning experience), and L2WTC, both inside and outside the classroom. The ideal L2 self and L2 learning experience consistently displayed favourable associations with L2WTC, underscoring its significance in fostering communicative actions. In addition, the adverse impact of L2 anxiety on L2WTC underscores the need to address and alleviate language-related anxieties to enable successful communication.

In a study conducted in the Korean EFL context, Lee and Lee (2019) investigated how the L2MSS impacts L2WTC. Their findings indicated a moderate ideal L2 self, a low ought to L2 self, and low levels of L2WTC both in and out of the classroom. They also discovered significant positive relationships between the ideal L2 and the ought to L2 self and L2WTC in both settings. Regarding ought to L2 self, it was positively and significantly related to L2WTC in both settings, with the most vital relationship being between L2WTC in and out of the classroom. The study also revealed that the ideal L2 self significantly and positively predicted L2WTC in both settings and the ought to L2 self. According to a study by Zhou (2022) in Southwest China, the participants' ideal L2 self had the highest mean value in L2MSS, with the ought-to self having the lowest. The mean value of L2WTC fell in the upper-middle range. Furthermore, the results revealed significant positive correlations between the three factors in L2MSS, with all three elements positively related to L2WTC both in and out of the classroom. However, only the ideal self and L2 learning experience significantly impacted L2WTC. The findings of these two studies provide comprehensive evidence of the relationships between L2MSS and L2WTC. The ideal L2 self and L2 learning experience consistently demonstrated positive associations with WTC inside and outside the classroom, highlighting their critical predictive effects. However, the ought-to L2 self had limited predictive effects on WTC.

Two studies, one by Yashima et al. (2004) focusing on Japanese high school students and the other by Nagy (2007) on advanced Hungarian English learners, found a

strong correlation between perceived communication skills and L2WTC, both inside and outside the classroom. The Japanese study revealed that self-perceived communication competence was the best predictor of L2WTC inside and outside the classroom. According to the findings of the Hungarian study, a notable relationship exists between students' perceived communication competence and their L2WTC outside the classroom. The study further highlights that students' perception of their communication skills plays a vital role in boosting their L2WTC outside the classroom settings. Both studies highlighted the significant role of self-perceived competence in influencing the L2WTC inside and outside the classroom.

Another study conducted by Subekti (2018) examined the connection between L2MSS and academic achievement in undergraduate students from Indonesia. The participants displayed a high level of motivation for L2 learning, with their ideal L2 self-rating the highest among the three components of L2MSS. The correlation between the three components of L2MSS and EFL achievement was insignificant. The author concluded that despite the experts' claims that L2MSS predicts L2 achievement, participants' L2MSS did not significantly predict EFL achievement. On the other hand, Roshandel et al. (2018) explored the relationship between motivation and self-efficacy among Iranian EFL students. After conducting correlation and regression analyses, the results showed modest to moderate positive associations between self-efficacy and the two selves: ideal L2 self and ought-to L2 self. Similarly, Shih and Chang (2018) also reported that the ideal L2 self and L2 learning experience significantly impacted self-efficacy among Taiwanese high school students. The results showed positive associations between self-efficacy and various factors, including ideal L2 self, ought-to L2 self, and learning experience. These findings indicate that motivation is a precursor to action rather than achievement, showing an indirect relationship between motivation and achievement.

Finally, in the Ethiopian EFL context, Welesilassie and Nikolov (2022) explored the perceived L2MSS and its relationship to L2 anxiety among university students. The study found that students rated their L2 learning experience and the ideal L2 self as low, while their perception of the ought to L2 self was high. The most substantial relationship was found between the ideal L2 self and the L2 learning experience. There was also a weak

but statistically significant link between debilitating anxiety and the two components of L2MSS, which were the ideal L2 self and L2 learning experience.

In conclusion, the findings of these studies have revealed various associations between students' language learning achievement, L2MSS, and L2WTC. The observed disparities may be ascribed to the utilisation of diverse evaluation instruments that emphasised objective indicators of L2 competence. It is imperative to acknowledge that the association between motivation and objective test scores is indirect, given that motivation serves as a precursor to action rather than exerting a direct influence on achievement. Studies that exclusively investigate the correlation between motivation and objective achievement indicators, such as academic performance, may inadvertently disregard the crucial mediating element known as a motivational drive (Csizér & Dörnyei (2005). Consequently, this oversight may result in a potentially misleading implication of the relationship as a linear connection. To effectively address these disparities, it is imperative to integrate self-rated subjective proficiency measures encompassing a wide range of student skills.

Although studies have been conducted on the influence of L2MSS on L2WTC and English proficiency, most of the research has been limited to the classroom context. However, it is necessary to conduct a more thorough and evidence-based analysis to investigate the English proficiency and L2WTC in real-world contexts beyond the boundaries of the educational setting. This is crucial due to the higher probability of experiencing dynamic emotional states associated with L2 communication in everyday interactions, as opposed to a structured educational setting.

Moreover, it should be noted that most of the L2WTC research has focused on assessing oral communication skills. However, it is essential to note that within Ethiopian foreign language education, a distinct emphasis has been placed on cultivating reading comprehension, writing proficiency, and grammatical competence. In contrast, less attention is given to listening comprehension and speaking abilities. Hence, it is imperative to study L2MSS and its impact on L2WTC and English proficiency, encompassing all four language skills, within specific cultural and educational settings like Ethiopia. Therefore, this study aims to bridge the identified gaps outlined in the current literature.

Finally, conducting research on the interplay between L2MSS, L2WTC, and self-perceived English proficiency in the Ethiopian context is of utmost importance. Surprisingly, this field of study has not yet been explored well. The dynamic nature of these variables, which are influenced by time, topic, and context, underscores the value of conducting research in multilingual and multicultural settings such as Ethiopia. Such research could provide a more in-depth understanding of L2 learning and contribute significantly to the existing literature on this topic.

4.4. The study

The present study aimed to investigate the relationships between the components of L2MSS, L2WTC inside and outside the classroom, and self-assessed English proficiency in a group of 12th grade EFL Ethiopian students. Additionally, it tested the causal relationships among the variables under investigation. The following research questions were posed.

1. How was the Ethiopian students' L2MSS, L2WTC inside and outside the classroom, and self-assessed English proficiency characterized?
2. How did the Ethiopian students' L2MSS, L2WTC inside and outside the classroom, and their self-assessed proficiency in English relate to one another?
3. What was the predictive effect of students' L2MSS on their self-assessed English proficiency and L2WTC inside and outside the classroom?

4.5. The proposed model

The current investigation aimed to understand the relationships between L2MSS, L2WTC, and self-perceived English proficiency of high-school students in the Ethiopian EFL context. The initial model was constructed by integrating six variables.: ideal L2 self, ought to L2 self, L2 learning experiences, L2WTC inside the classroom, L2WTC outside the classroom, and English proficiency. The model specifications were based on the theories and empirical studies in the literature review.

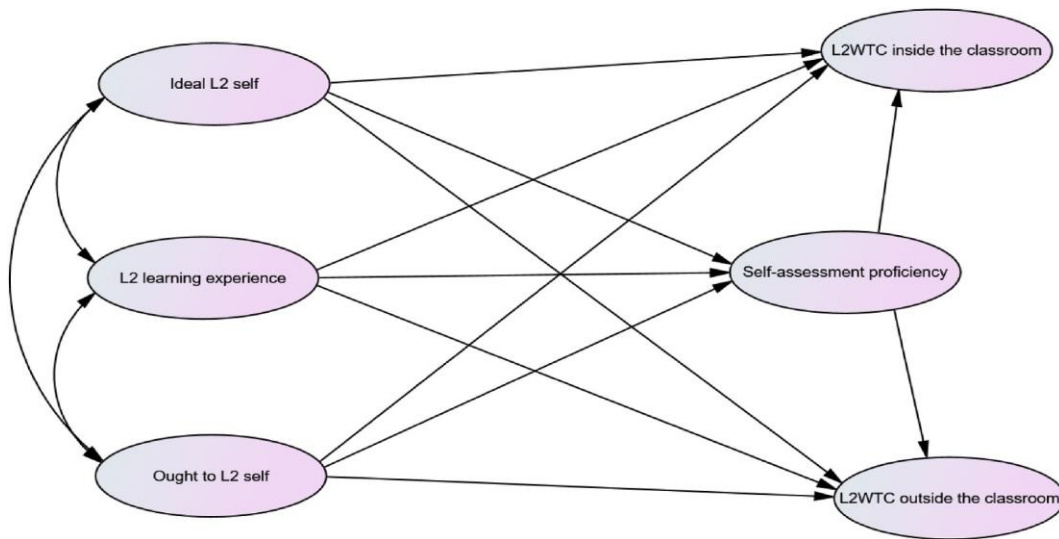
Based on the evidence offered by Lee & Lee (2019) and Sadoughi and Hejazi (2023), direct and significant positive paths were drawn from the ideal L2 self and ought to L2 self to L2WTC inside and outside the classroom. We predicted additional direct and significant positive paths from L2 learning experiences to L2WTC in and outside of the classroom, also confirmed by Peng

(2015), Sadoughi and Hejazi (2023), and Zhou (2022). In the realm of EFL education in Ethiopia, students are motivated to acquire English language skills for various reasons, including future career prospects, academic success, and personal growth. Therefore, it is reasonable to assume that students will achieve proficiency in formal and informal settings by cultivating their L2 selves, working towards it, and fostering positive learning experiences. As learners envision themselves as confident and competent English speakers in their future professions, perceive English as a means to unlock better job opportunities, and enjoy a positive learning journey, they will be more inclined to communicate fluently and confidently with others in English.

We anticipated that self-assessed proficiency positively and directly influenced L2WTC inside and outside the classroom, substantiated by the findings of previous inquiries, such as Nagy (2007) and Yashima et al. (2004). Accordingly, two hypothetical paths were proposed, one of which was English proficiency and the other, L2WTC, within and outside of the classroom. The rationale underlying these proposals was that students would be readier to communicate in L2 if they believed more strongly that they could communicate in English. In Ethiopia, it is common knowledge that many students experience shyness and anxiety when speaking English. However, students with confidence in their language abilities are likelier to use English in various settings. This underscores the significant influence of self-perception on a student's readiness to communicate effectively in English. By fostering a positive mindset and providing appropriate support, Ethiopian students can overcome their anxieties and become willing to communicate in English language.

Finally, we hypothesised a direct and significant positive path from the ideal L2 self, the ought L2 self and L2 learning experiences to proficiency in English. These paths were based on evidence from earlier empirical studies by Roshandel et al. (2018) and Shih and Chang (2018). In the context of EFL instruction in Ethiopia, students who aspire to become proficient English users believe they ought to improve their language skills and have positive learning experiences. They tend to exhibit heightened motivation toward participating in language learning activities. This, in turn, leads to increased exposure to the English language, more opportunities to practice, and an elevated sense of proficiency, ultimately influencing their self-assessed English language competence. Fig. 4.1 demonstrates the proposed model.

Figure 4. 1 The hypothesised model



4.6. Method

4.6.1. Research design

To address the research questions and test the hypotheses, we employed a quantitative cross-sectional research design (Creswell, 2012). We designed and validated the instruments in September 2022. After that, questionnaire data were collected in early November 2022. The descriptive and correlational coefficients were then determined using the statistical software SPSS - version 25.0. The suggested model was tested using SEM using IBM SPSS AMOS version 23 statistics. Finally, the statistical findings were analyzed, and their educational implications were proposed.

4.6.2. Setting and Participants

The study was conducted at the Mizan-Aman Preparatory School in the southwestern regional state of Ethiopia during the first semester of the academic year 2022–2023. Participants were enrolled in their 12th year of secondary education. The students pursued their academic studies in English, using it as both the language of instruction and the subject of their studies. The research focused on this group of learners due to their notable educational milestone of transitioning from secondary school to tertiary education. Within the educational landscape of Ethiopia, it is imperative to acknowledge the profound importance attributed to the 12th grade. This stage of academic progression represents a critical juncture, symbolising a moment of utmost importance and relevance. The school had 652 students, with 314 females and 338 males. The study utilised a purposive sampling technique (Creswell, 2012). We engaged all students in the school to gain comprehensive insights into the phenomena under investigation. Using this method made it easier to develop generalisations about the target population, making it less likely that any possible data points would be missed. Of the total population, 609 students (352 men and 257 women) freely agreed to participate in the investigation and completed the questionnaire within the allotted time. The age range of the participants was 18–23 ($M = 20.6$, $SD = 0.72$).

4.6.3. Instruments

The survey questionnaire was designed and administered following the guidelines suggested by Dörnyei and Taguchi (2009). There are four sections in the questionnaire. The first section focuses

on the students' background (i.e., age, gender, grade). The students provided information without disclosing their names or identification numbers. Section two includes the three components of the L2MSS, which we adapted from Welesilassie and Nikolov (2022) as it had been validated in the Ethiopian context and worked well. These were: (1) ideal L2 self, ten items measuring learners' ambitions and aspirations about using English in the future; (2) ought to L2 self, ten items assessing the degree to which students felt they were required to study English and speak it well; and (3) L2 learning experience, 12 items measuring how students felt about aspects of their immediate educational setting, including instruction and classroom dynamic. Section three comprised the adapted L2WTC inside (MacIntyre et al., 2001) and outside (Nagy, 2007) the classroom. Initially, the L2WTC inside the classroom scale had 27 items, while the L2WTC outside the classroom comprised 16 items. Section four consisted of items related to the self-assessed English proficiency of the students. We used the Common European Framework of References for Language (Council of Europe, 2020) as a baseline to categorise students' English skills. The CEFR descriptors categorise learners' abilities at six distinct levels of language proficiency: A1-A2 (primary user), B1-B2 (independent user), and C1-C2 (proficient user) (Council of Europe 2020). In Ethiopia's educational system, there is currently no standardised measure of students' proficiency in English. Therefore, it is difficult to determine their exact level of competence. Final tests and national examinations are the only way to assess their English language proficiency. To address this gap, we have developed our own self-assessed English proficiency evaluation based on three criteria. First, we have collected specific objectives for each chapter from the preparatory textbooks (grades 11 and 12) to understand the core competencies that students are acquiring. Second, we analysed the final and national exams to determine which competencies were being measured. Finally, based on the first author 13 years of experience teaching English in various higher educational institutions in Ethiopia, we have related this information to CEFR-2020. After this process, we categorised students as "basic users" (A1 and A2) of English. The eleven items were then constructed as "can do" statements for students to decide how well they thought they could do things on a six-point Likert scale. The scale included items related to reception (listening and reading skills), interaction (spoken and written interaction), and production (spoken and written production). Eleven items on English proficiency were included.

Before conducting a pilot study, we reduced the number of items in the questionnaire. To achieve our goals and link them with the FL learning experiences of Ethiopian high school

students, we eliminated and adjusted some items. As a result, the number of items in the L2MSS related to the L2 learning experience decreased to ten. Furthermore, the L2WTC items inside and outside the classroom were reduced to eleven and eight, respectively. We also removed two items related to English proficiency. All items were then translated into Amharic, the participant's first language, with the help of an expert from Addis Ababa University in Ethiopia and two additional experts from Mizan-Tepi University in Ethiopia. The translators were senior Amharic and English language and literature professors.

After completing the translation, we piloted the instruments in September 2022 with four teachers and twelve students. The pilot research examined how well the items worked and met the appropriateness, ease of use, and effectiveness criteria. Based on the formation gained in the pilot, we eliminated six items from the L2WTC within the classroom scale and three from the L2WTC outside the classroom scale. Some items need to be combined (for example, the items "I am willing to talk in English with an English-speaking friend while standing in line." and "I am willing to talk in English with an English-speaking girl/boyfriend." were merged into "I am willing to talk in English with an English-speaking friend while standing in line". In a similar vein, we eliminated two items from the self-perceived scale because one was found to be too easy (i.e., "I can tell people their name and ask other people their names") and the other was too challenging ("I can make personal online comments about experiences, emotions, and events"). Furthermore, three items were eliminated from each component of the L2MSS due to their level of complexity. Accordingly, seven ideal L2 self-items, seven ought to L2 self-items, seven L2 learning experience items, five L2WTC inside-the-classroom items, five L2WTC outside-the-classroom items, and seven English proficiency items were included in the final questionnaire.

4.6.4. The procedure of data collection and analysis

Data collection for the main study began by requesting permission from the school's administration to conduct the research. Once permission was granted, we contacted the teacher organising the classes and collected data in early November 2022. The participants received explanations of the objectives, benefits, and problems of maintaining data security from the assigned teacher (in-person) and me. The questionnaire was answered by students who had signed their consent forms. On average, respondents spent 30 min answering the items. Data from participants was collected and then analysed using IBM SPSS 25 and IBM SPSS AMOS 23 statistical software: the measurement and structural models comprised the SEM model variables. The method of maximum likelihood was utilised to arrive at an accurate estimation of the parameters. The literature review revealed specific theoretical issues and was the basis for creating the initial measurement model. Subsequently, the latent variables were incorporated into a comprehensive structural model. The model's overall fit was assessed using the metrics suggested in the SEM literature. Descriptive statistics such as minimum, maximum, mean, and standard deviation were developed to understand better the students' L2MSS and L2WTC inside and outside the classroom and their English proficiency. Pearson product-moment correlation coefficient (r) was calculated to determine the existence and significance of the correlations among the variables.

4.6.5. Ethical considerations

The study was carried out in accordance with the requirements of University of Szeged Ethics Committee (IRB) and official permission to proceed was obtained. We also obtained permission to collect data from Mizan-Aman preparatory school in Ethiopia's southwest region. Each participant was given an oral and written description of the objectives, as well as information that their participation was fully voluntary and that they could withdraw their agreement at any time. All data was handled discreetly and anonymously.

4.7. Results

In this section, we present the findings. Two data analysis steps were performed: confirmatory factor analysis (CFA) was used to evaluate the measurement models for the six variables, and structural equation modelling (SEM) was used to test the structural model. Furthermore, the descriptive and correlational results and the predictive effects of the variables under study are presented, respectively.

4.7.1. Testing the measurement model

Before merging the six measurement models into a complete structural model, we evaluated each model independently to test the model's fit. The instrument's reliability was also tested by looking at the internal consistency reliability (Cronbach's α). All measures were more outstanding than 0.6 and considered reliable (Dörnyei & Taguchi, 2009). SEM obtained using AMOS was utilised to test the measurement model. The suitability of the measurement models and the subsequent structural model was assessed using the Chi-square (X^2/df) value – X^2 (X^2/df) and other goodness-of-fit criteria. A model is deemed acceptable if the value of X^2 (X^2/df) is less than five. Numerous other fit indices were considered: The Root Mean-Square Error Approximation (RMSEA), the Goodness-of-Fit Index (GFI), the Tucker and Lewis index (TLI), and the Comparative Fit Index (CFI). For a model to have adequate goodness of fit, the GFI, TLI, and CFI should be greater than 0.90 (Taguchi et al., 2018). The RMSEA should be in the range of 0.05–0.08. Table 5.1 shows that the reliability and fit indices for the model were within an acceptable range. Some items were removed from the measurement models because the factor loading was more than 1.00 or less than 0.30. Items 4 and 9 in the ideal L2 self, 11 and 18 in the ought to L2 self, 21, 22, and 23 in the L2 learning experience items, and 38, 39, and 41 in the self-assessment English competency scales were thus eliminated.

Table 4. 1 Fit indexes for the measurement models of the six variables.

Variable Scales	X ²	df	X ² /df	CFI	TLI	GFI	RMSEA	α .
							A	
Ideal L2 self	21.05	5	4.21	.98	.97	.98	.07	.81
L2 Learning experience	24.719	9	2.74	.98	.97	.98	.05	.81
Ought to L2 self	22.612	5	4.52	.99	.98	.98	.07	.93
L2WTC inside the classroom	21.893	5	4.37	.98	.97	.97	.04	.92
L2WTC outside the classroom	13.310	5	2.66	.99	.99	.99	.03	.83
Self-assessed proficiency	18.780	5	3.75	.98	.97	.98	.06	.82

4.7.2. Testing the full structural model

According to the preliminary analysis, the proposed model offered an accepted explanation for the observations. In contrast to what was anticipated, it revealed that the route from the ideal L2 self to L2WTC outside the classroom was not significant in the final model. Thus, it was deleted so that the model could be more condensed. Finally, the model matched the data reasonably well (i.e., $\chi^2 = 894.133$; $df = 391$; $\chi^2/df = 2.28$; $GFI = 0.91$, $TLI = 0.94$, $CFI = 0.95$, and $RMSEA = 0.04$).

RQ-1: How could students' L2MSS, L2WTC inside and outside the classroom, and self-assessed English proficiency be characterized?

Presented in Table 4.2 is a descriptive analysis of the population, including the minimum, maximum, mean, and standard deviation on the three components of L2MSS (i.e., ideal L2 self, ought to L2 self and learning experience) L2WTC inside and outside the classroom, and the English proficiency.

According to data in Table 5.2, the overall mean scores of the students in the three components of the L2MSS ranged from 2.25 to 4.03 points. Students' L2 learning experience, the perception of their current learning situation, and the degree to which they were satisfied with their L2 learning experience were the lowest ($M = 2.25$, $SD = 0.70$), followed by their ideal L2 self (M

= 2.61, SD = 0.78). which, according to Welesilassie and Nikolov (2022), is one of the most powerful and effective motivational factors.

L2WTC was also low both inside the classroom ($M = 2.75$, $SD = 1.16$) and outside the classroom ($M = 2.58$, $SD = 0.92$), showing that students were unwilling to participate in English conversation in their classes or beyond them. Similarly, students' proficiency was low ($M = 2.35$, $SD = 0.89$), indicating they believed they could not communicate in English in either instructional or informal situations.

RQ-2: How did students' L2MSS, L2WTC inside and outside the classroom, and their self-assessed English proficiency relate to one another?

Table 4.3 presents the relationships among the participants' perceived L2MSS, L2WTC inside and outside the classroom, and English proficiency. The Pearson product-moment correlation coefficient (r) was computed to determine if any correlations were significant. We found statistically significant relationships across the six variables.

According to Pearson correlation coefficients, the three components of L2MSS were positively and significantly correlated. Both the L2 learning experience ($r = 0.59$, $p < .01$) and the ought to L2 self ($r = 0.52$, $p < .01$) exhibited a moderate statistically significant association with the ideal L2 self. The L2 learning experience was statistically associated with the ought to L2 self ($r = 0.42$, $p < .01$).

The two L2WTC subscales (in and outside the classroom) had statistically significant positive associations with one another ($r = 0.37$, $p < .01$). L2WTC inside the classroom showed significant positive link with ought to L2 self ($r = 0.25$, $p < .01$) and a significant positive relationship with ideal L2 self ($r = 0.48$, $p < .01$) and L2 learning experience ($r = 0.43$, $p < .01$). Similarly, L2WTC outside of the classroom showed a moderate positive link with ought to L2 self ($r = 0.50$, $p < .01$), ideal L2 self ($r = 0.41$, $p < .01$), and L2 learning experience ($r = 0.43$, $p < .01$).

The self-assessment of English proficiency exhibited a statistically significant positive connection with both L2WTC subscales: within the classroom ($r = 0.52$, $p < .01$) and outside of the school ($r = 0.35$, $p < .01$). Additionally, self-assessment of English proficiency had statistically significant positive relationship with ideal L2 self ($r = 0.46$, $p < .01$), L2 learning experience ($r = 0.40$, $p < .01$), and ought to L2 ($r = 0.40$, $p < .01$),

respectively.

According to the results detailed so far, the three variables of the L2MSS and the two factors of L2WTC are significantly associated with each other and with English proficiency. However, this does not imply that the three L2MSS variables significantly predict or influence the two L2WTC factors or English proficiency. SEM analysis was required to evaluate causal links among variables since correlational analysis illuminated only significant relationships among the variables; however, it did not reveal how they impacted each other.

RQ-3: What was the predictive effect of students' L2MSS on their self-assessed proficiency in English, and L2WTC inside and outside the classroom??

A regression analysis was performed on each of the dependent variables, including self-assessed English proficiency, L2WTC inside, and L2WTC outside the classroom. The self-assessed English proficiency construct had an R^2 value of 0.332, L2WTC inside the class room 0.460, and L2WTC outside the classroom 0.380, respectively. To put it differently, the variances of the endogenous variables that were explained in this model were as follows: 33.2 % for self-assessment proficiency, 46.0 % for L2WTC within the classroom and 38.0 % for L2WTC outside the classroom. Fig. 4.2 is an illustration of the model.

Next, coefficients were also calculated to determine the impact of each independent variable on the dependent variables. As shown

Table 4. 2 Descriptive analysis of the ideal L2 self, ought to L2 self, L2 learning experience, English proficiency, and L2WTC inside and outside the classroom

Variables	Minimum	Maximum	Mean	Std. Deviation
Ideal L2 self	1.00	4.20	2.61	.78
L2 learning experience	1.00	4.00	2.25	.70
Ought to L2 self	1.00	6.00	4.03	1.46
L2WTC inside classroom	1.00	6.00	2.75	1.16
L2WTC outside classroom	1.00	4.50	2.58	.92
Self-assessment proficiency	1.00	4.80	2.35	.89

Table 4. 3 Correlational analysis of the components of the L2MSS, English proficiency, and L2WTC

Variables	1	2	3	4	5
1. Ideal L2 self					
2. L2 learning experience	.59**				
3. Ought to L2 self	.52**	.42**			
4. L2WTC inside classroom	.48**	.43**	.25**		
5. L2WTC outside classroom	.41**	.43**	.50**	.37**	
6. Self-assessment proficiency	.46**	.40**	.40**	.52**	.35**

Note: **p < .01.

in Table 4.4, the ideal L2 self ($\beta = 0.24$, $t = 3.47$, $p < .001$), L2 learning experience ($\beta = 0.22$, $t = 3.61$, $p < .001$), ought to L2 self L2 ($\beta = 0.20$, $t = 4.12$, $p < .001$) all exhibited statistically significant positive predictive impacts on English proficiency. Positive significant predictors for the L2WTC in the classroom were ideal L2 self, ($\beta = 0.31$, $t = 4.64$, $p < .001$), L2 learning experience ($\beta = 0.11$, $t = 1.99$, $p < .001$), ought to L2 self L2 ($\beta = 0.21$, $t = -4.46$, $p < .001$), and proficiency in English ($\beta = 0.49$, $t = -9.55$, $p < .001$). L2WTC outside of the classroom was positively predicted by L2 learning experience ($\beta = 0.22$, $t = 3.64$, $p < .001$), ought to L2 self L2 ($\beta = 0.40$, $t = -7.55$, $p < .001$), and self-assess proficiency ($\beta = 0.13$, $t = 2.68$, $p < .001$).

4.8. Discussion

This research investigated the relationships among the components of L2MSS, L2WTC within and outside the classroom, and English proficiency. Additionally, the predictive effects of the independent variables on the dependent variables were examined using SEM. Here, we critically analyse the findings by contrasting them with the results of earlier empirical and theoretical studies.

RQ1. How was the Ethiopian students' L2MSS, L2WTC inside and outside the classroom, and self-assessed English proficiency characterized?

The first objective of the study was to describe participants' L2MSS, L2WTC within and outside the classroom, and their self- assessed English competence. For the descriptive analysis, the result for the ideal L2 self was the lowest. This finding was in line with the findings of Welesilassie and Nikolov (2022), who reported a moderate ideal L2 self and claimed that students were moderately motivated to envision themselves as capable English speakers. However, this was not aligned with the research of Peng (2015), Subekti (2018), and Zhou (2022), who reported that students' ideal L2 self was high and claimed that the desire to learn English derived mainly from the vision of the respondents a better self in the future. The ideal L2 self is preoccupied with the internalised goal of becoming proficient in English (Dörnyei, 2005). This idea is based on the premise that motivation increases when people endeavour to bridge the gap between their existing

Figure 4. 2 Full structural equation model

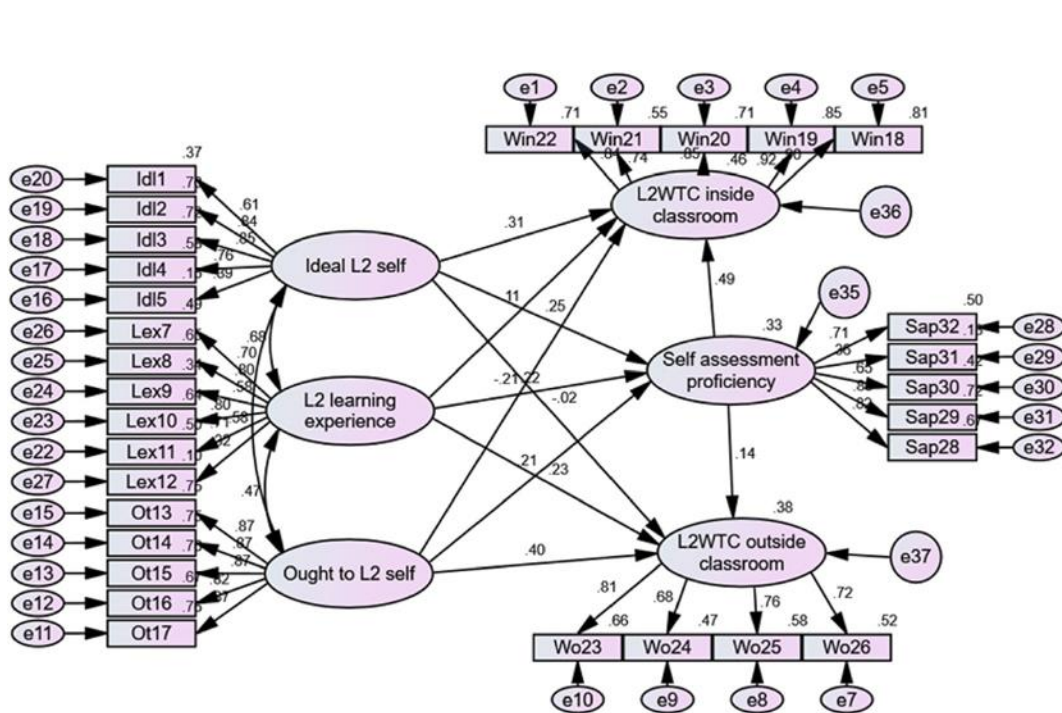


Table 4. 4 Standardised direct effects for the structural model

Predicted variable	Predictor variable	β	t-value	P-value
Self-assessment proficiency	Ideal L2self	.247	3.476	***
	L2 learning experience	.224	3.619	***
	Ought to L2self	.208	4.124	***
	R ²	.333		
L2WTC in the classroom	Ideal L2 self	.314	4.640	***
	L2 learning experience	.109	1.990	***
	Ought to L2 self	.210	4.636	***
	Self-assessment proficiency	.489	9.557	***
	R ²	.460		
L2WTC outside the classroom	L2 learning experience	.228	3.642	***
	Ought to L2 self	.402	7.550	***
	Self-assessed English proficiency	.138	2.688	***
	R ²	.380		

and potential selves. However, the Ethiopian students in our study were not enthusiastic about using English in real-world contexts. They had hardly any interest in working or studying abroad, had no intention of communicating with others in English, and had no plans to use English professionally. These results may be attributed to the fact that Ethiopian students, particularly those transitioning between high school and university, are anxious, dissatisfied with their learning experience, and motivated by fear of failure

and external pressure (Welesilassie & Nikolov, 2022). Students with low ideal L2 self are more likely to experience increased anxiety arousal than those with a higher ideal L2 self (Sadoughi & Hejazi, 2023) because the latter are more likely to adjust their goals to match the L2-related traits predicted in L2 usage scenarios. In addition, students' ideal L2 self may decrease due to the anxiety caused by the fear of failure and external pressure represented in ought to L2 selves (Peng, 2015).

Our study found that the level of satisfaction with L2 learning experience in Ethiopia was low, which was consistent with the findings of Welesilassie and Nikolov (2022) while contrasting with the high levels of L2 learning satisfaction reported by Peng (2015) in China and Subekti (2018) in Indonesia. The learning experience is centred on the students' perceptions of their present learning environment and their satisfaction with their L2 learning experiences (Dörnyei, 2019). Although many researchers (Dörnyei, 2019; Dörnyei & Ryan, 2015) emphasised the importance of L2 learning experiences (i.e., enjoyment) in building long-term motivation, Ethiopian students were unhappy with their English learning experiences. According to Welesilassie and Nikolov (2022), various elements such as uncomfortable classroom atmosphere, poor teaching and learning conditions, time limits for performing pair and group activities, and a high student-to-teacher ratio may lead to dissatisfaction with English learning in the Ethiopian context.

Unlike the ideal L2 self and L2 learning experience, the mean for ought to L2 self was high. The term ought to L2 refers to a person's perceived responsibility to avoid negative consequences (Dörnyei, 2005, 2009). The research has revealed that students from Ethiopia are primarily motivated to learn English due to external factors that include societal pressure, expectations from parents, teachers, and peers, and the prospect of better career opportunities and grades. These external factors significantly shape students' motivation to learn English rather than their genuine interest. This result highlights the cultural and social norms prevalent in Ethiopia, where the ability to speak English is linked to higher social status and success, making it a desirable skill. Furthermore, English proficiency is viewed as a crucial factor in achieving success in both academic and professional realms by many parents, teachers, and peers. This cultural and social context reinforces the extrinsic motivation of students to learn English. These findings corroborate the results documented by previous studies (Peng, 2015;

Welesilassie & Nikolov, (2022) that underscored the underlying reasons for students to learn English as the fear of negative consequences and external expectations and pressure. On the contrary, the outcomes of the present study were at variance with the findings of Lee and Lee (2019) and Zhou (2022), who reported a low level of ought to L2 self.

According to the study, high school students in Ethiopia displayed a low inclination to communicate in English, regardless of whether they were in or out of the classroom. This suggests that students lacked the confidence to employ all four language skills. These findings were consistent with a previous study such as Subekti (2018) that also revealed minimal levels of communication both inside and outside the classroom. However, they contradicted with the findings reported by Lee and Lee (2019).

There could be various reasons why this student may be reluctant to communicate in English during class. It is possible that students may feel self-conscious or embarrassed when speaking English in front of their classmates. A study conducted by Gerencheal (2016) and Welesilassie and Nikolov (2022) has shown that Ethiopian students experienced anxiety when speaking English. This fear of embarrassment could have a negative impact on their L2WTC in class. Students' reluctance to speak English in the classroom could also be due to negative experiences they may have had while learning the language. Negative learning experiences can manifest as any unpleasant situations that Ethiopian students may encounter while studying English in class, such as harsh correction, lack of support or encouragement, fear of making mistakes, boredom, lack of participation, and inadequate opportunities for speaking practice (Surur & Dengela, 2019). Such adverse experiences can lead to dissatisfaction with their learning, which can cause students to hesitate to participate in English communication and class discussions (Nagy, 2007; Welesilassie & Nikolov, 2022). The teaching and assessment strategies employed by teachers also appear to be contributing to the student's reluctance to speak English in Ethiopian schools. According to the research by Andualem Desta (2019), Girma & Sarangi (2019) and Mohammed and Abdurehman (2020), most English class are teacher-centred and tests in Ethiopian schools focus more on reading and grammar skills than on developing speaking skills. Students may not be adequately assessed for their English communication skills, which can hamper their ability to speak

English with confidence and fluency. In addition to these pedagogical factors, the cultural context of Ethiopia may also play a role in students' reluctance to speak English. With a diverse cultural landscape that includes numerous ethnic groups, languages, and traditions, students may feel a stronger attachment to their native language and culture (Bulcha, 1997; Mesquita, 2001; Woldemariam & Lanza, 2014). English may be viewed as a foreign language and a less critical marker of its cultural identity and heritage. This preference for the native language can decrease motivation to engage in active English communication.

Despite informal settings being conducive to providing a less stressful, safer, and more comfortable atmosphere for L2 conversation, the opportunity to use English outside the classroom was few and far between. Ethiopian students learning English may hesitate to communicate outside the classroom for various reasons. Limited exposure to English outside the classroom may hinder their willingness and proficiency as they rarely encounter opportunities to use English daily, leading to a perceived lack of practical value. In addition, students may lack confidence in their English-speaking abilities and feel uncomfortable using English in real-life situations, fearing judgment and making mistakes (Andualem, 2019; Horwitz et al., 1986; MacIntyre, 1994). Insufficient access to high-quality English language resources, such as digital tools and online content, can notably impact students' ability and motivation to communicate effectively in English outside the classroom (Demissie et al., 2022); Lee & Chen Hsieh, 2019). Without convenient access to authentic examples of English language use, including engaging digital platforms and online materials, students may struggle to find the necessary motivation to practice and enhance their English language skills.

Moreover, in Ethiopia, there are social and cultural factors that could discourage students from using English in their daily interactions. The culture of the country is largely shaped by collectivism and conformity. Collectivism prioritises the collective group, such as family or community, over individual interests. For Ethiopians, their identities are closely tied to their ethnic and language groups. Within a collectivist culture, people commonly experience a deep sense of belonging and accountability toward their community. The decisions and actions of the group take precedence over individual advantages. This cultural feature may influence the way language is used, particularly if the predominant language in the community is not English. It is

possible for individuals to refrain from speaking English outside educational settings to avoid drawing attention to themselves or deviating from the linguistic conventions of their group. Furthermore, Ethiopians prioritise conformity and expect individuals to adhere to established social norms. This may impact language usage, as some individuals may be reluctant to speak English in a nonacademic environment if their community predominantly uses another language. Speaking English could be perceived as non-conformist behavior, leading to social scrutiny or pressure on those who do so. This situation is further compounded by the fact that government language policies and education systems may not prioritise the use of English beyond the classroom, which can decrease learners' motivation to engage with the language in their daily lives.

The self-assessed English proficiency of Ethiopian students learning English as a foreign language was found to be insufficient, based on their own evaluations of their ability to interact, produce, and speak the language. This self-awareness suggests that students recognise their own limitations in effectively using basic English. They may have difficulty expressing themselves clearly, comprehending English texts, or participating in basic conversations. These perceptions may arise from a variety of causes, including ineffective teaching and learning approaches, limited exposure to English-speaking environments, and a lack of practical opportunities to use the language beyond the classroom.

RQ2. How did the Ethiopian students' L2MSS, L2WTC inside and outside the classroom, and their self-assessed proficiency in English relate to one another?

The second research question addressed how students' L2MSS, L2WTC inside and outside the classroom, and their self-assessed English proficiency interacted with each other. Our findings indicated significant associations among the various components of L2MSS, which was consistent with the findings of previous studies such as Peng (2015), Sadoughi and Hejazi (2023), Welesilassie and Nikolov (2022) and Zhou (2022). When individual variables were examined more closely, the strongest statistically significant positive association was between the L2 learning experience and the ideal self. This indicated that students' future self-expectations would improve their learning experience and vice versa. The result was consistent with those found by Peng (2015), Sadoughi and Hejazi (2023) and Welesilassie and Nikolov (2022), underpinning that

students who have a positive outlook on their future as language users are more likely to value their L2 learning experiences than those who have a less favourable view of themselves as language users, as they fail to appreciate the value and purpose of what they experienced in their English classes. The study further revealed a significant correlation between students' ideal L2 self and ought to L2 self, suggesting that people are more likely to strive towards their goals when they feel obligated. Thus, the findings highlight the importance of creating a supportive and encouraging environment that motivates individuals to pursue their aspirations. In a study conducted by Zhou (2022), it was discovered that applying a certain level of pressure can positively impact students' mindsets, causing them to set higher expectations for their future achievements. Based on the findings, there was also a positive and statistically significant correlation between the L2 learning experience and the ought to L2 self. The L2 learning experience encompasses practical pedagogical approaches, conducive learning settings, and opportunities for practical language application. This suggests that learners who undergo more positive, extensive, or fulfilling English language learning encounters generally have higher expectations or a stronger sense of obligation towards their language skills. Our findings correspond to a study by Zhou (2022), who demonstrated a positive correlation between the L2 learning experience and the ought to L2 self.

The two subscales for L2WTC (inside and outside the classroom) had a significant positive correlation. The finding suggests that students who are comfortable engaging in English conversations within the classroom are more likely to utilise their language skills in real-life situations and vice versa. This finding aligns with expectations based on Ethiopia's unique educational and environmental context. Unlike students in other countries with access to English-speaking communities and online resources, Ethiopian students rely mainly on their EFL classes for English practice and exposure. As a result, if they are reluctant to speak English in the classroom, their opportunities for language development and real-world language use are limited, leading to reluctance to use English in authentic settings. In line with our findings, similar results were found by Lee and Lee (2019) and Peng (2015), indicating a positive correlation between classroom participation and willingness to use English in real-life scenarios. This highlights the

crucial role of the classroom in fostering English language proficiency and emphasises the need for a supportive environment that encourages students to communicate both in and out of the classroom.

The three components of L2MSS displayed a significant positive correlation with L2WTC in the classroom. The result indicated a statistically significant positive association between the ideal L2 self of students and their L2WTC during class as they strive to narrow the gap between their present and future selves. Essentially, students with a distinct and optimistic vision of themselves as proficient English speakers are more inclined to engage in classroom conversations and challenge themselves to enhance their language abilities. This underscores the significance of cultivating a robust sense of identity and motivation. The present study's findings corroborate the results of previous studies, such as Lee & Lee (2019), Peng (2015), and Sadoughi and Hejazi (2023), which revealed a positive and statistically significant positive relationship between the ideal L2 self and L2WTC in a classroom setting. The statistically significant positive correlation between ought to L2 self and L2WTC in classroom settings suggests that students concerned about their ought to L2 self are more likely to engage in classroom interactions. In this regard, external pressures, obligations, and expectations associated with ought to L2 self may benefit L2WTC within the classroom. The results aligned with Lee and Lee (2019), indicating a positive correlation between L2 ought to self and L2WTC in the classroom setting. However, Peng (2015) did not observe a statistically significant link between the two in the classroom. These findings suggested that the L2 ought to self may be relevant but require further investigation. We also found a statistically significant positive correlation between the L2 learning experience and the L2WTC in class, echoing the belief that supportive learning environments promote communication (Dörnyei, 2005; Peng, 2015). The findings indicate that positive classroom experiences, such as the presence of engaging and responsive educators, opportunities for collaborative peer interactions, a communication-focused curriculum, an inclusive classroom culture, active parental involvement and support, access to educational resources, and positive reinforcement, can significantly enhance students' L2WTC and overall success.

The results of our study also indicated that the three components comprising L2MSS demonstrated a significant and positive correlation with L2WTC outside the classroom.

This association suggests that an increase in the three components of L2MSS, namely ideal L2 self, ought-to L2 self, and positive learning experiences, results in a corresponding increase in L2WTC in non-classroom settings. Students who possessed a well-defined and positive ideal L2 self, meaning a clear perception of themselves as competent language users in the future, exhibited a greater propensity to engage in communicative interactions in English beyond the confines of the classroom (Dörnyei & Chan, 2013). The rationale behind this inclination is linked to the motivational influence of their optimistic self-image as an eventual proficient speaker. Students who held a sense of duty or were subject to external pressures to perform well in their L2 learning endeavours (i.e., ought to L2 self) exhibited a higher likelihood of participating in L2WTC outside the classroom (Papi, 2010). Such external expectations, which could originate from teachers, peers, or family members, drove students to utilise the language proactively. Engaging and interactive classroom activities, effective teaching methods, supportive learning environments, and opportunities for meaningful language practice have contributed positively to an increase in L2WTC outside the classroom.

Our research indicated that when students enjoy and benefit from language learning, they are more likely to apply their new skills in real-world scenarios (Dörnyei, 2005; Peng, 2015). This underscores the value of fostering an enjoyable and effective learning environment that positively impacts a student's language development. The outcome that the three components comprising L2MSS demonstrated a significant and positive correlation with L2WTC outside of the classroom offers further credence to the conclusions of earlier research in other EFL settings, such as Korea Lee and Lee (2019) and China Zhou (2022). These investigations underpin the statistically significant positive relationships among the three components of the L2MSS and L2WTC outside the classroom.

Our research has shown a significant link between how students rate their own English language proficiency and their willingness to communicate in English. Specifically, students who perceive themselves as having strong English skills are more likely to engage in the language. This observation is not surprising, given that one's confidence in one's communication abilities is vital in one's willingness to interact in a foreign language. When students are confident about their English proficiency, they are more likely to communicate fluently and competently (Khajavy et al., 2018; Macintyre et al., 1998). However, in contrast,

students who lack confidence in their language skills may experience language anxiety, which can hinder their ability to communicate effectively. The findings were in line with previous studies conducted by Refs. [6,18]. According to the correlation analyses conducted by Peng (2015), perceived communication skills were found to have a strong association with L2WTC outside the classroom. Similarly, Yashima et al. (2004) and reported a significant positive correlation between perceived communication competence and L2WTC both inside and outside the classroom. This underscores the importance of building self-efficacy and confidence in language learning and highlights the need to cultivate positive self-perceptions to boost students' motivation and ability to use the language effectively.

Through our research, we have found a strong and positive correlation between the three components of L2MSS and students' self-reported level of English proficiency. Our findings indicated that students who hold a strong belief in their ideal L2 self, feel obligated to improve their English skills, and have positive learning experiences, were more likely to rate their English proficiency higher. This correlation between motivation and English proficiency is noteworthy, as it highlights the importance of a positive mindset, a sense of responsibility, and enjoyable learning experiences for students to evaluate their English proficiency positively. Our research findings were in parallel with those of Roshandel et al. (2018), where a statistically significant correlation was found between L2MSS and L2 self-efficacy components. However, our results contradict those of Subekti (2018), which found no statistically significant relationship between achievement and any of the L2MSS components. The discrepancy in these findings can be attributed to the indirect relationship between motivation and actual learning outcomes, as argued by Csizér & Dörnyei (2005). According to Csizér and Dörnyei (2005), motivation is a precursor to action rather than a measure of success. Therefore, studies focusing only on the direct association between motivation and L2 achievement measures, such as course grades, may have overlooked the intermediary link called motivation drive.

RQ3. What was the predictive effect of students' L2MSS on their self-assessed English proficiency and L2WTC inside and outside the classroom?

Our study analysed how students' L2MSS predict their L2WTC and English proficiency ratings. By calculating the path coefficients, we determined the impact of each independent variable on the dependent variables.

Initially, we evaluated the influence of the ideal L2 self, L2 learning experience, and ought to L2 self on students' English proficiency. The results showed that these components had statistically significant positive predictive effects on self-rated English proficiency. Specifically, having a positive ideal L2 self, a favourable L2 learning experience, and trying to meet obligations and others' expectations were all strong predictors of L2 learners' English proficiency. Additionally, the R^2 value was 0.332, indicating that the three components of the L2MSS accounted for 33.2 % of the variation in how well people perceived their English proficiency. So, the three parts of the L2MSS were important indicators of how well L2 learners thought they spoke and understood English. The results of the study agree with those of Roshandel et al. (2018) and Shih and Chang (2018), which found that the L2MSS components make people feel better about their abilities. However, our results contradict the findings reported by Subekti (2018). Despite the widely accepted belief among experts that students' L2MSS can predict L2 learning outcomes, Subekti (2018). found no significant correlation between the participants' L2MSS and their EFL achievement. These disparities could be attributed to the use of different achievement indicators.

Next, we assessed the impact of L2MSS and English proficiency on L2WTC inside the classroom. The study has shown that the factors of ideal L2 self, ought-to L2 self, L2 learning experience, and perceived English proficiency positively affect students' willingness to use English in the classroom. The study's R^2 value, 0.460, indicates that these four variables collectively explain 46 % of the variation in students' L2WTC during class. In our study, having a clear vision of one's ideal L2 self, feeling a sense of obligation to improve one's language skills, having positive experiences with language learning, and perceiving oneself as proficient in English were found to predict L2WTC inside the classroom positively. The results of the study were in line with the findings previously reported by Roshandel et al. (2018), Sadoughi and Hejazi (2023), and Shih and Chang (2018). According to Sadoughi and Hejazi (2023), WTC in the classroom was positively influenced by the ideal self L2, ought-to-self, and learning experience. On the other hand, Roshandel et al. (2018) and Shih and Chang (2018), reported that the different elements of L2MSS had a significant impact on self-efficacy.

Finally, our study aimed to assess the impact of the L2 learning experience, ought to L2

self, and self assessed English proficiency on L2WTC outside the classroom. The results showed that L2 learning experience, ought to L2 self, and English proficiency positively affected L2WTC outside the classroom, with an R^2 value of .380. This implies that the three variables together accounted for 38 % of the variances in L2WTC outside the classroom. These findings are consistent with the results reported in previous studies by Lee and Lee (2019), (Nagy (2007), and Zhou (2022). According to Nagy (2007), self-perceived English communication ability strongly and positively predicted L2WTC outside the classroom. Additionally, Lee and Lee (2019) and Zhou (2022) reported that the ought to L2 self and L2 learning experience positively predicted L2WTC outside the classroom.

4.9. Conclusion

The study examined the L2MSS, L2WTC, and English proficiency of 12th-grade Ethiopian EFL students and analysed these variables' relationships and predictive effects. The study provides insight into the L2MSS of Ethiopian students, their L2WTC in and outside the classroom using L2, and their English proficiency. The findings showed that Ethiopian students were of low interest in using English, lacked confidence in utilising all four language skills, and exhibited minimal communication inside and outside the classroom.

The empirical evidence indicating that students' ideal L2 self and L2 learning experience were below average while their ought-to L2 self was high has profound research implications. This observation underscores a significant disparity between the students' envisioned future selves as proficient English speakers (ideal L2 self) and their current perceptions of their language abilities and learning experiences. Students may feel anxious or frustrated due to the perceived gap between their desired language proficiency and current abilities (Dörnyei, 2005). Teachers should address these concerns by providing support, guidance, and opportunities for students to set realistic goals, monitor their progress, and celebrate their achievements. Digital technology can also help learners imagine and visualise their future selves as part of an English-speaking community (Dörnyei, 2009)]. Online platforms and resources provide access to authentic English language materials, connections with native speakers or proficient users, and virtual language communities. These digital tools and interactions boost learners' motivation to learn and communicate in English by assisting them in envisioning

themselves as part of an English-speaking community. Moreover, digital technology's accessibility and convenience enable learners to engage in language learning at any time and from any location, making it easier for them to actively pursue their language goals and develop their ideal L2 self. The presence of strong sense of obligation to improve their English skills, known as high ought-to L2 self among students, indicates that external factors, such as societal pressure and expectations, significantly impact their motivation to learn English. It is important for educators to be aware of these external influences and create a supportive learning environment that balances students' sense of duty with intrinsic motivation and personal interest in language learning. Creating a positive and supportive classroom environment, using engaging and interactive teaching methods, providing meaningful and relevant learning materials, fostering active participation and communication, offering timely and constructive feedback, differentiating instruction to meet individual needs, and promoting a growth mindset can all help teachers improve students' learning experiences (Dörnyei, 2019). These strategies can enhance students' motivation, engagement, and language development, leading to a more effective and enjoyable learning experience.

Our research has shown that the usage of English language by students, both inside and outside the classroom, is extremely low. This is a cause for concern, as English is an essential language for communication in today's globalised world, and it could potentially affect the future job prospects of these students. Even if students live in an area where English is not commonly spoken outside the classroom, teachers must create a conducive environment that motivates students to utilise digital technologies such as YouTube, email, and other social media platforms to communicate better. Teachers can leverage these digital tools to create an interactive learning environment that fosters a willingness to communicate in English inside and outside the classroom. Online discussion forums, video conferences, and language learning applications can promote student collaboration, enhancing their English communication skills. Furthermore, the Ethiopian government should play an important role in expanding the necessary digital technology infrastructure. This can be achieved by investing in infrastructure development, providing access to digital devices and reliable internet connectivity, and developing localised digital resources that can help support English language learning. The government can also provide training and professional development opportunities for teachers to enhance their

digital literacy skills and effectively integrate technology into their instructional practices. The low self-assessed English proficiency of Ethiopian students is a crucial issue that demands immediate action. Teachers can play a vital role in assessing language skills accurately and providing constructive feedback to help students develop a realistic perception of their proficiency. The findings highlight the significance of providing targeted support and feedback, effective teaching methods, and continuous professional development.

Within the Ethiopian context, the results indicated that the three elements of the L2MSS (ideal L2 self, ought to L2 self, and learning experience) had a positive and statistically significant influence on both L2WTC and self-assessed English proficiency. These findings have important implications for teaching practices in this context. First, teachers should prioritize the development of their students' ideal L2 self through the provision of exemplars and the demonstration of the advantages that English proficiency can offer in terms of future academic and professional prospects. Second, engaging and interactive language learning activities that incorporate Ethiopian literature, history, and cultural content can enhance students' motivation and proficiency in English language learning. Third, teachers can improve their students' English language skills by providing them with a set of strategies, such as building their vocabulary, using techniques to enhance listening comprehension, and practicing speaking. Besides, it is important to encourage students to take responsibility for their own learning process and reflect on their progress. By doing so, teachers can help boost students' confidence and motivation to communicate effectively in English (MacIntyre et al., 2001). Finally, empowering students and enhancing their motivation can be achieved through self-assessment, goal setting, and self-reflection. Teachers can assist students in setting achievable goals, monitoring their progress, and celebrating their achievements, which fosters autonomy and self-efficacy.

4.10. Limitations and Future Research

There is still considerable room for improvement, even though the findings of this research shed light on the interrelatedness between L2MSS, L2WTC in and outside the classroom, and self-assessed English proficiency. Cross-sectional data for this research was obtained from students at a large preparatory school. Although the sample size was large, they should be interpreted with care, as they involved students at one school. Future studies would benefit from including more participants from a variety of demographic and geographical backgrounds, and longitudinal studies

would offer further insights into processes. The study presented in the research paper primarily focuses on quantitative data and doesn't delve deeply into the qualitative aspects of students' experiences and perceptions. To gain a more profound understanding of the underlying factors influencing students' motivation and communication in English, future research could employ qualitative methods, such as interviews or focus groups.

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**CHAPTER FIVE: L2 ANXIETY, PROFICIENCY, AND
COMMUNICATION IN AND OUTSIDE THE CLASSROOM, AND IN
DIGITAL SETTINGS: INSIGHTS FROM ETHIOPIAN
PREPARATORY SCHOOLS**

5.1. Abstract

Research into second or foreign language (L2) learning has demonstrated that L2 anxiety, perceived proficiency, and L2 willingness to communicate (L2WTC) profoundly impact language learning outcomes. However, the complex interplay between these variables has yet to be fully explored, as these factors are dynamic and context-specific and can vary across different learners and learning environments. The study, therefore, utilized a cross-sectional quantitative survey research design to scrutinize the causal relationships between L2 anxiety, English proficiency, and L2WTC of 609 Ethiopian preparatory school students. The model for the L2WTC, both inside and outside the classroom, has been expanded to include an additional sub-scale known as the L2WTC in a digital setting. Moreover, in contrast to the commonly recognized debilitating-focused L2 anxiety, the construct of L2 anxiety has been divided into facilitative and debilitating anxiety. This method allows us to measure not only the presence or absence of anxiety but also evaluate if anxiety helps or hinders the L2 learning experience. A self-assessment proficiency measure was also developed specifically for Ethiopian high school students. The study treated facilitative and debilitating anxiety as independent variables while considering English proficiency and L2WTC in the classroom, outside the classroom, and in digital settings as dependent variables. English proficiency was also used as an independent variable to predict L2WTC in these three settings. Our proposed model, including these variables, was tested using structural equation modelling (SEM). According to the descriptive analysis, the mean scores of L2WTC in the three settings were generally low, ranging from 2.30 to 2.84. Debilitating anxiety casts a shadow on the positive aspects of anxiety. The English proficiency was also too low. According to SEM, debilitating anxiety displayed a statistically significant negative impact on L2WTC inside and outside the classroom, in digital settings, and English proficiency. In contrast, facilitative anxiety was found to positively contribute to L2WTC outside the classroom, in digital settings, and in English proficiency. English proficiency made a statistically significant and positive contribution to L2WTC within and outside the classroom and in digital contexts. L2WTC inside the classroom positively contributed to L2WTC outside the classrooms and in digital contexts. We systematically compared the findings with existing studies in the discussion and elucidated the pedagogical implications, limitations, and potential future research avenues. The outcomes of our study have the potential to significantly contribute to the advancement of theoretical and empirical knowledge

about improving English education, learning, and communication not only in Ethiopia but also in similar contexts of English as a foreign language (EFL).

Keywords: L2 anxiety, perceived proficiency, willingness to communicate

5.2. Introduction

Learning L2 is a multifaceted process that extends beyond the mere learning of linguistic structures. It encompasses a range of cognitive and affective factors that influence the learner's overall performance (Dörnyei, 2005; Dörnyei & Chan, 2013). Individual variables such as students' L2 anxiety, proficiency and L2WTC L2 learning have been extensively researched due to their significant impact on learning outcomes.

Researchers studied the relationships between psychological and L2 communication factors. Specifically, the relationship between L2WTC and anxiety was explored by Brauer et al. (2023), Khajavy et al. (2016), Lee and Chen Hsieh (2019), Peng (2015), Yashima (2002), and Zhou et al. (2020). Additionally, Brauer et al. (2023), Khajavy et al. (2016), and Peng & Woodrow (2010) examined the relationship between L2WTC and communication confidence, whereas Alrabai (2022a), Elahi Shirvan et al. (2019), and Welesilassie and Nikolov (2024) investigated how L2WTC and motivation interacted. Although several studies reported a negative relationship between L2WTC and anxiety, some gaps need to be addressed. Most research on L2WTC focused on the relationship between communication within and outside the classroom and various affective factors. However, with the emergence of digital tools, communication outside the classroom through digital devices and resources has not been adequately explored (Lee & Chen Hsieh, 2019; Lee & Lee, 2019). Specifically, in Ethiopia, where English is a foreign language, and the only source of English learning is within the classroom, it is unclear how willing Ethiopian students are to communicate by using digital technologies, given their anxiety and hesitancy to use English in classes and outside the classroom.

Furthermore, empirical research has not fully clarified the relationships between L2 anxiety and L2WTC in face-to-face and digital environments (Lee & Chen Hsieh, 2019; Lee & Lee, 2019). Exploring the relationships between L2WTC and communication confidence, which includes perceived communication competency and reduced communication anxiety, may not adequately reflect the separate influence of anxiety and self-perceived proficiency on L2WTC.

In the realm of L2 anxiety research, it has been noted that inconsistencies may arise due to the use of narrow assessment tools which solely focus on debilitating anxiety and disregards positive emotions (Papi, 2010; Piniel & Csizér, 2013; Strack & Esteves, 2015). As Scovel (1978) and Strack and Esteves (2015) suggested, implementing diverse metrics tapping into facilitative

and debilitating anxiety may help clarify how they are related to L2 proficiency and communication.

Finally, research has shown that relying on outcome measures of language proficiency that focus on a student's intended effort can lead to over- or underestimation of their abilities (Al-Hoorie, 2018). Such measures may also lack direct relevance to a student's perceived ability to use their current skills. Furthermore, actual course grades can be affected by various factors, including motivation, aptitude, learning strategies, and contextual elements (Dörnyei & Chan, 2013). Incorporating English proficiency alongside school grades as a criterion measure to overcome these challenges can help bridge the gap.

Therefore, this study aimed to address the research gaps in the field of L2 anxiety by developing measures that differentiated the construct as facilitative and debilitating anxiety. This step allows us to measure not only the presence or absence of anxiety but also evaluate if anxiety helps or hinders L2 learning and use. A self-assessment proficiency measure was also developed specifically for Ethiopian high school students to explore their predictive effects on L2WTC in various settings: in-class, out-of-class, and digital environments. This research can potentially advance theoretical and empirical knowledge on enhancing English education, learning, and communication in Ethiopia and other comparable contexts of English as a foreign language (EFL).

5.3. Review of related literature

This section critically analyses significant theoretical and empirical studies on L2 anxiety, proficiency, and L2WTC inside and outside the classroom and in digital settings. In this section, a thorough presentation and discussion of the overview theories and empirical studies will be conducted. Gaps will be identified, and research questions and hypotheses on their relationships will be formulated.

5.3.1. L2 anxiety

Anxiety has been broadly defined as a subjective experience characterised by tension, apprehension, nervousness, and worry. This experience is intricately associated with the arousal of the autonomic nervous system (Horwitz et al., 1986; MacIntyre, 2017; Spielberger, 1983). Psychologists have categorised anxiety into different types based on various criteria, such as its impact on performance (facilitative-debilitating anxiety), its chronicity (trait anxiety), its context-dependence (state anxiety), and its specificity to particular situations (situation-specific anxiety).

In 1960, Alpert and Haber introduced the concepts of facilitating and debilitating anxiety. Facilitative anxiety is essential to approaching a new learning task by motivating one to fight. Health and manageable types and levels characterise this form of anxiety and prepare learners emotionally for new tasks. Debilitative anxiety compels learners to avoid the new task by motivating them to flee. This kind of anxiety is so overwhelming that it can prevent any adaptive action (Dörnyei, 2005). Alpert and Haber (1960) proposed that these two types of anxiety do not represent opposite ends of a single continuum but are two distinct dimensions. This means that anxiety can either facilitate or debilitate performance, depending on how it is experienced. This distinction is essential, and its conceptual and methodological implications cannot be ignored, although it has been largely overlooked in research and practice (MacIntyre, 2017).

MacIntyre's (2017) perspective on the facilitating/debilitating distinction is insightful and crucial. He argues that while the distinction is helpful, it can be misinterpreted and misapplied by language teachers and researchers. The crux of his argument lies in a potential misunderstanding of Alpert and Haber's (1960) original position. Alpert and Haber suggested that debilitating and facilitating anxiety could be uncorrelated, meaning that an individual could possess both anxieties in large amounts, one but not the other, or none of either. They used two scales: one to gauge facilitating and another one to measure debilitating anxiety; the scales correlated significantly but

not substantially. Therefore, MacIntyre (2017) emphasizes the importance of understanding facilitating and debilitating anxiety as two distinct yet interconnected dimensions of experience and measuring both constructs separately.

Spielberger (1983) presented a noteworthy differentiation between trait anxiety, which is regarded as a relatively persistent personal characteristic, and state anxiety, which is regarded as an emotional response to specific situations. The former pertains to an inherent tendency to experience anxiety consistently. In contrast, the latter is a fleeting emotion that may fluctuate in strength over time and is triggered by environmental factors.

The concept of foreign language classroom anxiety (FLCA) has been a pioneering construct in the realm of situation-specific L2 anxiety introduced in SLA. Coined by Horwitz et al. (1986), FLCA encapsulates a multifaceted interplay of self-perceptions, beliefs, emotions, and behaviours associated with learning a language in a classroom. Horwitz et al. (1986) identified three primary components of L2 anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is characterised by discomfort or nervousness during verbal interactions with others, whereas test anxiety is marked by the fear of performing poorly on language assessments. Lastly, fear of negative evaluation encompasses a wide array of situations that may trigger anxiety related to receiving critical feedback.

Although the FLCA is widely used, it has notable limitations when evaluating L2 anxiety. The unclear correlation between L2 anxiety and proficiency, which typically only displays moderate correlations (Teimouri et al., 2019), suggests that anxiety could both support and impede language learning (Piniel & Csizér, 2013). Additionally, the FLCAS places excessive emphasis on assessing debilitating speaking anxiety, disregarding the dual aiding and inhibiting nature of anxiety in language learning. The absence of established cutoff scores adds complexity by restricting researchers from evaluating learners' anxiety levels in L2 classrooms (Piniel & Csizér, 2013).

Scholars have extensively investigated the multifaceted phenomenon of L2 learning anxiety, researching its underlying causes, diverse manifestations, and far-reaching implications for language learning achievements. L2 anxiety is a multifaceted construct that is affected by various linguistic, learner-internal, and learner-external factors (Papi & Khajavy, 2023).

Regarding linguistic factors, L2 anxiety can arise from challenges in first language skills, perceived language proficiency, actual L2 proficiency, multilingualism, and frequent use of the L2

(Sparks & Ganschow, 1991; Papi & Khajavy, 2023). Furthermore, learner-internal factors may also play a significant role in L2 anxiety, encompassing sociobiological factors such as gender and age, as well as psychological factors like self-esteem, competitiveness, motivation, and personality traits like extroversion, neuroticism, emotional intelligence, perfectionism, and regulatory focus (Papi, 2010; Papi & Khajavy, 2023).

Learner-external factors also contribute to L2 anxiety, stemming from the classroom environment, teacher's characteristics and instruction, attitudes towards L2 teachers, unfamiliar tasks, and the learner's relative standing among classmates (Papi & Khajavy, 2023). It is evident that L2 anxiety is a complex construct, and identifying how it works is crucial in developing effective interventions to reduce anxiety and improve language learning outcomes (Horwitz et al., 1986).

L2 learning anxiety can manifest in diverse ways, as learners may encounter different physical, psychological, and behavioural symptoms when facing language learning tasks (Dörnyei, 2005; Horwitz, 2010; MacIntyre et al., 2003). Physical symptoms may include sweating, trembling, and an increased heart rate, while psychological symptoms may involve frustration, helplessness, or self-doubt (Horwitz, 2010). Furthermore, behavioural symptoms may manifest as avoidance of language learning situations or reluctance to participate in classroom activities (Dörnyei, 2005; MacIntyre et al., 2003).

Numerous studies have demonstrated that language learning anxiety has a significant impact on language learning outcomes. It can lead to low proficiency levels (Alrabai, 2022b; Gerencheal, 2016; Horwitz et al., 1986; Papi, 2010; Piniel & Csizér, 2013; Teimouri et al., 2019), demotivation (Papi, 2010; Welesilassie & Nikolov, 2022), and low level of WTC (Arabia, 2022a; Brauer et al., 2023; Khajavy et al., 2018; Peng, 2015; Yashima, 2002), ultimately preventing L2 learning. These findings reveal the pressing need to address the issue of language learning anxiety and its impact on learners' language learning journey.

5.3.2. L2 willingness to communicate

WTC was introduced by McCroskey and Baer (1985) as a model to understand why some individuals are more willing to initiate communication in their first language. The construct of WTC refers to the likelihood of engaging in communication when given the freedom to do so. The level of an individual's WTC is influenced by several factors, such as self-perceived

communication skills, communication uneasiness, self-esteem, and introversion-extroversion (McCroskey & Baer, 1985).

MacIntyre et al. (1998) suggested viewing WTC as a situational variable with enduring (e.g., personality traits) and transient (e.g., context-specific desires) influences. Accordingly, MacIntyre et al. (1998) modified McCroskey and Baer's (1985) WTC framework for L2 settings. They defined L2WTC as being prepared to engage in an L2 conversation at a specific moment with particular individuals. They also suggested extending WTC beyond speaking to include writing and spoken and written language comprehension.

In MacIntyre et al. (1998) view, L2WTC is affected by various enduring factors, such as personality traits, motivation, and level of anxiety. These factors can facilitate or hinder one's WTC in different contexts (MacIntyre et al., 1998). For example, extroverts may be more willing to communicate in social settings than introverts. Similarly, a person with a high level of motivation to learn an L2 might be more inclined to communicate with others in that language. Transient factors, on the other hand, are context-specific and can change from one situation to another (MacIntyre et al., 1998). These factors include things like the topic of conversation, the relationship between the speakers, and the interaction setting (MacIntyre et al., 1998). For instance, people might be more willing to communicate with their friends about a topic they are interested in but less willing to communicate with strangers in a formal setting.

5.3.3. L2 willingness to communicate in digital setting

An extensive body of early research on L2WTC indicated that various individual and situational factors impacted learners' L2WTC (Peng & Woodrow, 2010). Studies explored how and why L2 learners become willing to communicate in a given context, considering personal traits and contextual factors, such as fluctuating communicative behaviours across time and context (Lee et al., 2019). With globalisation and technological advancements, researchers investigated the impact of emotional variables on L2WTC in extramural digital settings (Lee & Chen Hsieh, 2019; Lee & Lee, 2019). Such settings refer to informal and unstructured contexts where individuals can independently regulate their learning using various digital resources and devices, such as social media platforms and smartphones (Lee et al., 2019). These allow learners to socialise with native speakers and other L2 learners online without teacher control.

Proactively engaging in digital environments is crucial for L2WTC in digital settings, influenced by contextual and individual factors like interlocutor type, teaching method, L2 anxiety, and self-confidence (Lee et al., 2019). These factors shape the situational and dynamic aspects of L2 communication, indicating that mere exposure to digital contexts may not enhance L2 communication. Moreover, digital environments can offer L2 learners' advantages over traditional classrooms with various benefits (Hiver et al., 2024). These platforms allow individuals to connect with English speakers worldwide autonomously, providing access to diverse online resources and authentic L2 experiences that can enhance their L2 proficiency. In addition, digital environments facilitate student-initiated L2 activities, allowing learners to interact in authentic situations such as virtual communities and social media.

The relaxed, evaluation-free environment and asynchronous nature of online communication can reduce anxiety and enhance the learning experience (Hiver et al., 2024; Lee et al., 2019). Furthermore, digital communication offers flexibility by allowing learners to interact at their convenience and pace, which is particularly valuable for those with limited access to in-person conversations. These platforms also empower learners to control their learning process by selecting activities aligned with their interests and goals, promoting autonomy and independent learning skills (Lee & Lee, 2019). Learners can engage in meaningful collaboration through interactive features such as discussion forums and virtual classrooms, thus enhancing their WTC and L2 proficiency (Lee & Lee, 2019; Lee et al., 2019).

5.3.4. Study on the relationship between L2 anxiety, proficiency, and L2WTC

Many researchers used MacIntyre's (1994) and MacIntyre et al. (1998) WTC Models, suggesting that a blend of perceived communicative competence and low communication anxiety may lead to L2WTC. Their research consolidated the relative absence of anxiety and perceived communication skills into what they termed as perceived communication confidence.

For example, Yashima (2002) found that in the Japanese EFL context, a low level of anxiety and perception of L2 communication competence resulted in a higher level of L2WTC. Similarly, Peng and Woodrow (2010) reported that students who evaluated themselves highly in L2 competence and experienced less anxiety were more willing to communicate in Chinese EFL classrooms. Khajavy et al. (2016) found similar results, noting that when Iranian EFL learners perceived themselves as competent in English and experienced low anxiety levels, they were

willing to communicate in English language classes. Zhou et al. (2020) supported these findings the other way around by reporting that highly competent Chinese EFL users in Belgium became less willing to communicate in English due to high levels of language anxiety. Their participants reported high levels of L2WTC outside the classroom and low levels of FL anxiety.

These studies indicated that students who view themselves as proficient and self-assured in their L2 communication skills and experience low L2 anxiety are inclined to engage in communication in the target language. Nonetheless, Zhou et al.'s research indicated that excessive levels of language anxiety can impair even the abilities of highly skilled L2 learners.

While previous studies combined low anxiety and perceived communication competence as communication confidence, few examined their individual effects on L2WTC. For example, according to the meta-analysis by Elahi Shirvan et al. (2019), L2WTC was found to have a moderate, significant, and positive correlation with perceived communicative competence. However, it was also observed that L2WTC and language anxiety were negatively related. In the Iranian EFL context, Brauer et al. (2023) showed positive associations between perceived L2 competence and L2WTC and negative correlations between anxiety. Additionally, their descriptive statistics indicated low levels of anxiety and high levels of L2WTC and self-perceived proficiency. Teimouri et al.'s (2019) meta-analysis revealed a moderate negative association between anxiety and achievement. Alrabai (2022b) also identified L2 anxiety as the best predictor of learners' L2 proficiency.

According to Peng's (2015) research in China, despite high levels of L2WTC both in and out of the classroom, L2 anxiety was relatively low. The study found that L2 anxiety negatively influenced L2WTC in the classroom, while a statistically significant yet weak positive association was noted between L2WTC in and outside the classroom. In Khajavy et al.'s (2018) study in the Iranian context, students reported a moderate level of L2WTC and anxiety in the classroom and found that both anxiety and enjoyment were related to L2WTC; anxiety had a negative impact on L2WTC. Similarly, in the Saudi EFL context, Alrabai (2022a) reported that learners' positive emotions (enjoyment and grit) and negative emotions (anxiety and boredom) significantly predicted L2WTC inside the classroom positively and negatively, respectively. Conversely, Papi (2010) reported that English anxiety contributed to anxious students' intended effort, leading them to study more than those who experienced less anxiety.

According to these findings, the association between L2 anxiety and learning outcomes is not straightforward. Some studies reported adverse effects, some moderate negative effects, and others positive effects. A possible explanation for this is the unitary construct of anxiety, not distinguishing between facilitative and debilitating anxiety. This approach fails to indicate that anxiety can also be facilitative and thus can have positive effects on L2 learning outcomes (Papi, 2010; Scovel, 1978).

Regarding the correlation between L2WTC in digital settings and L2 anxiety, a study conducted in the Korean context by Lee and Lee (2019) reported that participants were more willing to communicate in English in out-of-class digital settings than in-classroom settings, and their L2 speaking anxiety was relatively low. The study demonstrated that L2 speaking anxiety had a stronger negative correlation with L2WTC inside the classroom than L2 WTC outside the classroom and in digital settings. Additionally, L2 speaking anxiety was a negative predictor of L2WTC in the classroom. According to Lee and Chen Hsieh's (2019) study, Taiwanese EFL students exhibited high levels of anxiety and L2WTC in digital contexts and outside the classroom but low levels of L2WTC inside the classroom. Interestingly, all three contexts showed a positive correlation with self-confidence and a negative correlation with L2 anxiety. Notably, anxiety had a strong negative correlation with L2WTC in an in-class setting but moderately negative correlations in out-of-class and digital contexts. The authors suggested that digital environments may offer social support and psychological benefits, which helped reduce anxiety in EFL students and created a less stressful learning atmosphere.

Alpert and Haber's (1960) pioneering study introduced an achievement-anxiety scale that gauges the impact of anxiety on test performance, both in terms of debilitating (hindering) and facilitative (helping). The findings revealed that both facilitating and debilitating anxiety can significantly predict academic performance, but in opposite directions. Over time, researchers modified the Alpert and Haber (1960) model of the Achievement Anxiety Test and researched how anxiety can help or hinder learning outcomes. For instance, Kleinmann (1977) found that debilitating anxiety made students avoid grammatical structures, while facilitative anxiety did not.

In the context of Hungary, Piniel and Csizér (2013) discovered that both kinds of anxiety impact motivated learning behaviour. They noted that higher levels of self-efficacy are positively associated with facilitating anxiety and negatively related to debilitating anxiety. Greater confidence in one's abilities can lead to more beneficial anxiety and reduce harmful anxiety. The

authors found that positive stress motivates learners to participate in and persist in language learning activities more effectively than negative stress. In Ethiopia, Welesilassie and Nikolov (2022) revealed that participants reported a high level of debilitating anxiety, a low level of facilitative anxiety, and a weak yet statistically significant positive correlation between debilitating anxiety and motivation (ideal L2 self and L2 learning experience).

In the context of EFL in Ethiopia, research examined the impact of L2 anxiety on academic performance. Most studies used the FLCAS to measure debilitating anxiety and students' semester scores in English for achievements. These studies, like others conducted in different settings, found negative correlations between EFL anxiety and achievements. For instance, in Gerencheal's (2016) study, Ethiopian university students experienced nervousness in English classes; Taye (2018) reported that first-year students at Addis Ababa University were anxious. However, the relationships between anxiety and achievements were curvilinear, indicating that a moderate level of anxiety could improve students' performance, whereas excessive anxiety could impair it.

Other studies, for example, by Andualem Desta (2019) and Surur and Dengela (2019), found similar results. The latter study revealed that lack of writing practice, fear of tests and knowledge, and low self-confidence contributed to students' anxiety. In contrast, Haile and Tilahun's (2019) research on Ethiopian preparatory and secondary school students found that most students (77.1%) had medium-level anxiety and a negative correlation between EFL anxiety and achievement.

Although these Ethiopian studies shed light on the negative link between English anxiety and academic success, they relied heavily on the FLCAS, which only gauges the negative impact of anxiety and did not consider any positive effects it may have. Another drawback of studies using classroom grades for measuring success was that they were probably impacted by other factors (e.g., motivation, aptitude, learning strategies, and contextual elements (Dörnyei & Chan, 2013) and found inconsistent results. Additionally, previous studies typically involved college students and left a gap in knowledge about school students' experiences. Finally, the gap in research indicates that hardly any study attempted to model causal relationships between anxiety and individual factors in the multicultural and multilingual Ethiopian setting.

5.4. The study

The main objective of this study was to assess the impact of L2 anxiety - particularly facilitative and debilitating anxiety - on English proficiency and L2WTC among preparatory high school students in Ethiopia. By investigating how different types of anxiety affect students' confidence and inclination to involve in English communication in the classroom, non-instructional, and digital environments, this research sought to offer valuable insights into the intricate interplay of emotional factors and language acquisition results.

Understanding the correlations between different types of anxiety is essential, as facilitative anxiety can boost students' motivation and participation, whereas debilitating anxiety might impede their ability to express themselves effectively. Furthermore, by examining various communication contexts, the study aims to comprehensively understand how students manage their language learning experiences in an ever-evolving educational setting. This research adds to the current literature on language anxiety and communication. It provides practical insights for educators looking to cultivate a more supportive environment for language learners in Ethiopia.

5.5. Research questions

The study aimed to address the following four research questions:

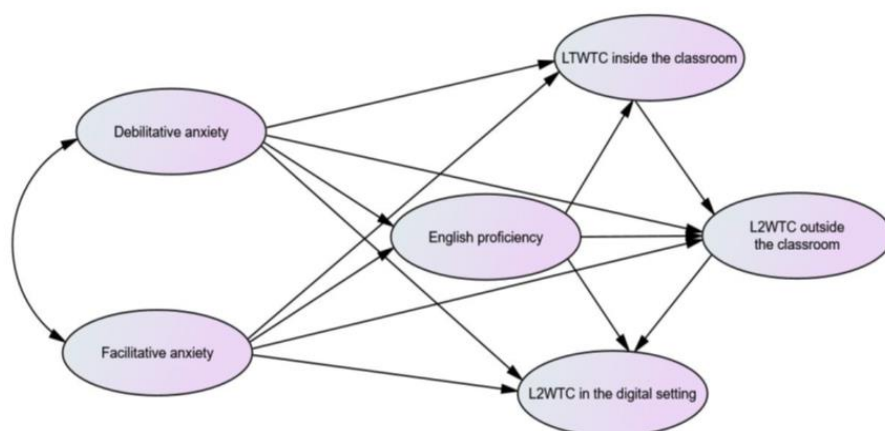
- Research question 1: How did students appraise their L2 anxiety, English proficiency, and L2 willingness to communicate inside and outside the classroom and in digital settings?
- Research question 2: How were L2 anxiety, English proficiency, and L2 willingness to communicate inside and outside the classroom and in digital settings related?
- Research question 3: To what extent did students' L2 anxiety influence their L2 willingness to communicate inside the classroom, outside the classroom and in digital settings?
- Research question 4: How did students' English proficiency impact their L2 willingness to communicate inside, outside, and in digital settings?

5.6. The proposed model

The study used SEM to assess a theoretical model that integrates all factors in line with established theoretical frameworks. The hypothesis, as displayed in Figure 5.1, posits that participants' L2WTC in three different contexts is significantly and negatively impacted by debilitating anxiety.

This is in line with the findings of previous studies, including those conducted by Alrabai (2022a), Elahi Shirvan et al. (2019), Khajavy et al. (2018), Lee and Chen Hsieh (2019), Lee & Lee (2019), Peng (2015), and Piniel and Csizér (2013).

Figure 5. 1 The hypothesised model



The model also suggests that facilitative anxiety positively and significantly influences L2WTC in the three contexts. This idea aligns with the findings of studies conducted by Piniel and Csizér (2013) and Papi (2010), highlighting the positive impact of facilitative anxiety (positive stress) and anxiety on communication behaviour.

We expect English proficiency to be negatively and significantly impacted by debilitative anxiety, as was found in studies conducted by Alpert and Haber (1960), Alrabai (2022b); Gerencheal (2016), Horwitz et al. (1986), Kleinmann (1977), and Piniel & Csizér (2013), Teimouri et al. (2019). However, we assume that English proficiency is positively impacted by facilitative anxiety, as was documented by Alpert and Haber (1960), Kleinmann (1977), Papi (2010) and Piniel and Csizér (2013).

Finally, we expected that English proficiency confidence positively and directly impacted L2WTC both in and out of the classroom, supported by previous studies like Nagy (2007) and Yashima et al. (2004) and in the digital setting.

5.7. Method

5.7.1. Research Design

The current study employed a cross-sectional quantitative survey research design (Creswell, 2012), a typical approach to collecting numerical data from a population at a specific time. The collected data was analysed using SEM to test the relationships among variables and predict how they impacted one another.

5.7.2. Setting and Participants

The study was conducted during the first semester of 2022-2023. It involved 12th-grade students who were preparing to transition to university. They learned English in 45-minute classes every weekday. This transition is critical because it provides insights into students' needs, which can help tailor teaching approaches when they join higher education institutions. The sample comprised 609 (352 men and 257 women) volunteers aged 18-23 ($M = 20.6$, $SD = .72$) out of 652 students (314 females, 338 males).

5.7.3. Instruments

We used various methods recommended by Creswell (2012) and Dörnyei and Taguchi (2009) to develop and pilot the research instrument. The present study draws upon the literature and adapts two types of anxiety: facilitative anxiety (Alpert & Haber, 1960; Piniel & Csizér, 2013; Welesilassie & Nikolov, 2022) and debilitative anxiety scales (Alpert & Haber, 1960; Horwitz et al., 1986; Papi, 2010; Piniel & Csizér, 2013). In addition, the study also draws upon the literature and adapted the L2WTC construct to three settings: inside the classroom (MacIntyre et al., 2001), outside the classroom (Nagy, 2007), and in the digital context (Lee & Hsieh, 2019; Lee & Lee, 2019).

Finally, the study asked participants to self-assess their English proficiency. The tool for self-assessment was developed based on the *Common European Framework of References (CEFR)* (2020). The categories were A1-A2 (Basic user), B1-B2 (Independent user), and C1-C2 (Proficient user) (Council of Europe, 2020).

The Ethiopian education system lacks comprehensive standardised English language proficiency measures. This fact creates a challenge in assessing language learning outcomes and

comparing different language programs in Ethiopia. The only data available were English subject test scores and national examination results. However, a school test grade as an achievement measure can be unreliable, as it is influenced by many factors (Dörnyei & Chan, 2013). Furthermore, the English for Ethiopians National Examinations lacks reliable representation of language skills, as they emphasise grammar (60 items, 37.5%) and reading (43 items, 26.9%), while other skills are given less attention (Gashaye, 2020).

Accordingly, we developed a self-assessment scale for English proficiency using three criteria to fill this gap. First, we gathered specific objectives for each chapter from the preparatory textbooks to understand the core competencies that students developed. Second, we analysed the final and national exams to determine the competencies they measured. Finally, we related this information to the CEFR (2020) based on the first author's 13 years of experience teaching English in various higher educational institutions in Ethiopia. After this process, we classified students as "basic users" (A1 and A2) of English. Accordingly, on a six-point Likert scale, we worded eleven 'can do' statements that students could use to rate their confidence in doing specific tasks.

The scale included items on reception (listening and reading comprehension), spoken and written interaction and production. We evaluated how the items worked in a pilot study conducted in September 2022 with four teachers and twelve students of comparable proficiency to the target group. The pilot study assessed the items' suitability, user-friendliness, and efficacy. After the pilot study, we refined the items and translated the questionnaire into Amharic, Ethiopia's official language. This approach was crucial in ensuring that our research instrument was linguistically and culturally relevant to the target population.

The final questionnaire consisted of seven items for each of the following factors: L2WTC inside the classroom (e.g., I am willing to talk in group discussions in an English class. $\alpha = .71$), L2WTC outside the classroom (e.g., I am willing to talk in English with an English-speaking waiter/waitress in a restaurant. $\alpha = .83$), L2WTC in digital settings (e.g., I am willing to communicate with others in English through social media platforms such as Facebook, WhatsApp, and Skype. $\alpha = .92$), and English proficiency ($\alpha = .76$), as well as four items for facilitative (e.g., I am more productive when I feel anxious. $\alpha = .83$), and four for debilitating anxiety (e.g., Even when I know the answers, I cannot remember them in English class. $\alpha = .79$).

5.7.4. The procedure of data collection and analysis

After obtaining approval from the Institutional Review Board (Appendix C), we informed potential participants about the study's purposes, steps, benefits, and risks in November 2022. Students who had signed consent forms were invited to respond to the survey (Appendix D). Participants used pencil-and-paper questionnaires to rate their level of agreement or disagreement with statements on a six-point Likert scale ranging from "strongly disagree" to "strongly agree." It took approximately 30 minutes to complete the questionnaire. To analyse the data, we used IBM SPSS 25 to report descriptive statistics and correlation analysis. AMOS 23 was used to evaluate the measurement models, structural models, and prediction effects (Byrne, 2013; Kline, 2016).

5.8. Results

The first objective of this study was to examine the relationship between L2 anxiety, English proficiency, and L2WTC inside and outside the classroom and in digital settings. Table 6.1 shows that students' means on their debilitating anxiety were high ($M=3.93$, $SD=.92$), whereas their means on facilitative anxiety and proficiency were lower ($M=2.58$, $SD=1.01$) and ($M=2.31$, $SD=.98$), respectively. The mean scores of L2WTC were generally low, ranging from 2.30 to 2.84 across the three settings. The statistical analysis revealed that students' L2WTC was higher outside the classroom ($M=2.84$, $SD=.94$) and in the digital environment ($M=2.65$, $SD=.65$) compared to their L2WTC inside the classroom ($M=2.13$, $SD=1.00$). A Shapiro-Wilk test was also conducted to verify the normal distribution of all variables. The test statistics ranged from $W = 0.96$ to $W = 0.98$, with corresponding p-values exceeding 0.05. These results support the appropriateness of parametric analyses, such as Pearson correlations, in the subsequent statistical examinations.

The second aim was to examine the relationships between L2 anxiety and L2WTC and English proficiency. As illustrated in Table 5.1, the results indicate that debilitating anxiety showed a statistically significant negative correlation with L2WTC in various contexts, including inside ($r = -.37$, $p < .01$), outside ($r = -.32$, $p < .01$), and in digital settings ($r = -.59$, $p < .01$). Facilitative anxiety had a statistically significant positive relationship with L2WTC inside ($r = .11$, $p < .01$), outside EFL classes ($r = .39$, $p < .01$), and in digital settings ($r = .34$, $p < .01$). English proficiency had a statistically significant negative correlation with debilitating anxiety ($r = -.22$, $p < .01$), and a positive correlation with facilitative anxiety ($r = .21$, $p < .01$). Moreover, self-assessment proficiency had a statistically significant positive relationship with L2WTC inside the classroom ($r = .20$, $p < .01$), outside the classroom ($r = .28$, $p < .01$), and in the digital setting ($r = .30$, $p < .01$).

To address research question 3 on the causal relationships among the variables, we used AMOS version 23.0 for SEM. This approach divided the SEM model into two segments: a measurement model and a structural one (Kunnan, 1998). The measurement model used the maximum likelihood technique. Confirmatory factor analyses (CFAs) were conducted to evaluate the reliability and validity of the proposed model, guaranteeing that the latent

Table 5. 1 Descriptive and correlations of participants' L2WTC (inside and outside the classroom and in digital settings), L2 anxiety (facilitative anxiety, debilitating anxiety, and English proficiency).

Variables	M	SD	1	2	3	4	5	W	P-value
1. L2WTC inside the classroom	2.13	1.00						.97	.11
2. L2WTC outside the classroom	2.84	.94	.27**					.96	.12
3. L2WTC in the digital setting	2.65	1.04	.43**	.50**				.97	.06
4. Debilitative anxiety	3.93	.92	-.37**	-.32**	-.59**			.97	.07
5. Facilitative anxiety	2.58	1.01	.11**	.39**	.34**	-.21**		.98	.14
6. Self-assessment proficiency	2.31	.98	.20**	.28**	.30**	-.22**	.21**	.97	.06

$p < 0.01$. M = Mean, SD = Standard Deviation, W = Shapiro-Wilk Statistic, p = p-value

Table 5. 2 Fit indexes for the measurement models of the six variables

Variable Scales	X ² /df	CFI	TLI	GFI	RMSEA	α .
L2WTC inside the classroom	2.03	.99	.98	.99	.04	.71
L2WTC outside the classroom	1.92	.99	.99	.99	.03	.83
L2WTC in the digital setting	2.25	.99	.99	.98	.04	.92
Debilitative anxiety	1.71	.99	.99	.99	.03	.79
Facilitative anxiety	1.69	.99	.99	.99	.03	.83
Self-assessed English proficiency	3.84	.99	.97	.99	.06	.76

variables precisely captured the intended constructs. The study relied on fit indices such as RMSEA, GFI, TLI, and CFI, as earlier studies such as Tseng et al. (2006) recommended. For a model to exhibit satisfactory goodness of fit, the GFI, TLI, and CFI should exceed .90, while the RMSEA should fall within the .05–.08 range (Taguchi et al., 2018; Tseng et al., 2006).

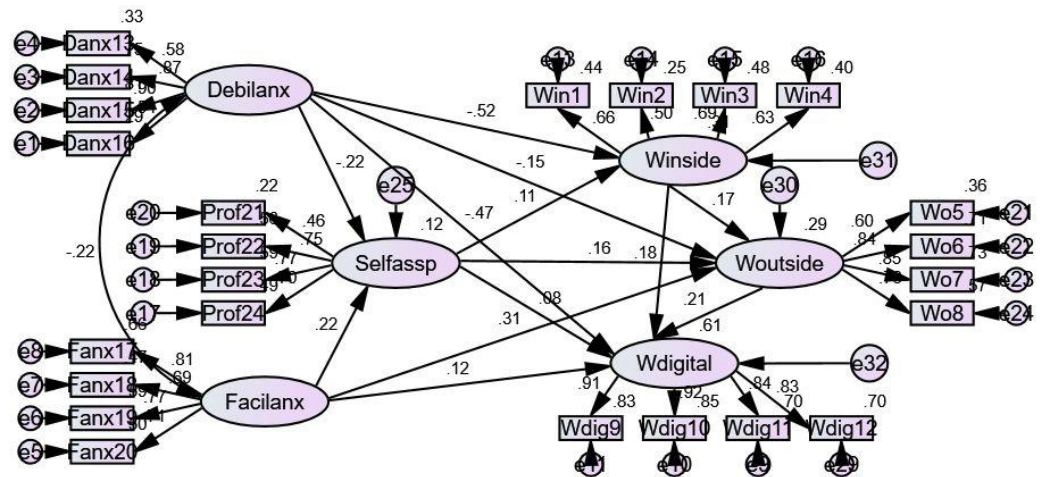
Certain items were excluded from the measurement models to comply with standards, as their factor loadings were below .50 (Tseng et al., 2006). For example, we excluded one item related to L2WTC outside the classroom: "I am willing to discuss with a small group of friends in English," and another item associated with L2WTC in the digital setting: "I am willing to chat with

native speakers of English on Facebook”. These items were deemed unsuitable for the analysis, as they overlapped with other variables. The results presented in Table 5.2 indicate that the model's reliability and fit indices were within acceptable thresholds.

As part of the SEM process, we created a comprehensive structural model by incorporating measurement models. This approach was grounded in established L2WTC models we discussed in our hypothesised model section. The initial analysis indicated that the proposed model adequately accounted for the observations. However, we found that the route from the facilitative anxiety to L2WTC in the classroom did not significantly impact the final model. We removed this pathway from the final model to improve its precision and alignment with the data. Ultimately, the model aligned well with the data (with $\chi^2 = 728.173$; $df = 238$; $\chi^2 / df = 3.06$; GFI=.91, TLI=.92, CFI=.93, and RMSEA = .05); see standardised path coefficients in Figure 5.2.

Once we assessed the overall model, we evaluated the effect size and significance of the path coefficients. All direct effects among the variables in the model are shown in Figure 6.2. According to the model, debilitating anxiety displayed a statistically significant negative impact on L2WTC inside ($\beta = -.52$, $t = -8.13$, $p < .000$), outside ($\beta = -.15$, $t = -2.69$, $p < .001$) EFL classes, and in digital settings ($\beta = -.47$, $t = -8.84$, $p < .000$), and students' level of English proficiency ($\beta = -.22$, $t = -4.41$, $p < .000$). Facilitative anxiety was found to positively contribute to L2WTC outside the classroom ($\beta = .31$, $t = 6.31$, $p < .001$), in digital settings ($\beta = .12$, $t = 3.36$, $p < .000$), and to English proficiency ($\beta = .22$, $t = 4.42$, $p < .000$). English proficiency positively and statistically significantly contributed to the L2WTC in ($\beta = .11$, $t = 2.13$, $p < .000$) and outside the classroom ($\beta = .16$, $t = 3.21$, $p < .001$), and in digital settings ($\beta = .08$, $t = 2.20$, $p < .000$). L2WTC inside the classroom was found to positively contribute to L2WTC beyond classrooms ($\beta = .17$, $t = 2.87$, $p < .001$) and in digital contexts ($\beta = .18$, $t = 3.96$, $p < .000$).

Figure 5. 2 Full structural equation model



5.9. Discussion

The study investigated the relationship between L2 anxiety, English proficiency and L2WTC in classrooms, outside the classes, and digital environments. Additionally, it explored the impact of L2 anxiety on both English proficiency and L2WTC. The study revealed a complex psychological landscape among these variables for Ethiopian EFL students. Ethiopian students reported experiencing high levels of debilitating anxiety while simultaneously documenting low levels of facilitative anxiety. Facilitative anxiety can be a constructive and controllable form of stress that can be beneficial to learners, as it encourages them to stay focused and engaged. In contrast, debilitating anxiety can be an unmanageable and harmful type of stress, as it may harm comprehension and communication.

The students who simultaneously experience different levels of facilitative and debilitating anxiety validate the assumptions put forth by Alpert and Haber (1960) and MacIntyre (2017). According to Alpert and Haber (1960) and MacIntyre (2017), the critical point is that these two types of anxiety can coexist independently. This emphasises that individuals can encounter varying degrees of both facilitating and debilitating anxiety, sometimes at the same time. This underscores the importance of recognising these anxieties as distinct yet interconnected aspects of the learning process.

For instance, a student may experience a degree of facilitating anxiety while preparing for an examination, which may serve to encourage diligent study and practice of their speaking skills. However, when faced with the actual speaking test, this same student may encounter debilitating anxiety, leading to struggles with self-doubt and performance pressure, ultimately impairing their ability to articulate thoughts clearly. This observation implies that anxiety is not a one-size-fits-all phenomenon; instead, it may manifest in varied ways based on the context and individual responses, thus uniquely influencing learners' experiences.

These results were consistent with the findings of Andualem Desta (2019), Lee and Chen Hsieh (2019), Gerencheal (2016), and Surur and Dengela (2019), reporting high levels of anxiety that negatively affect language learning. However, the outcomes of the present study differed from the results of studies by Brauer et al. (2023), Lee and Lee (2019), Peng (2015), and Zhou et al. (2020), reporting lower levels of anxiety that negatively affect language.

The level of facilitative anxiety among preparatory school students was low, suggesting the lack of positive stress motivating them to work harder and do better. The students with high

levels of debilitating anxiety and low levels of facilitative anxiety faced a significant challenge in learning English, as their negative aspects of anxiety (fear, self-doubt) were more prominent than the positive aspects, allowing them to show motivated behaviour and focus their attention on learning. Previous studies showed that the classroom environment, teaching methods, assessment practices, students' low self-confidence and English proficiency can contribute to their debilitating anxiety (Surur & Dengela, 2019). If the learning environment is perceived as unsupportive, competitive, or judgmental, it can worsen anxiety (Dörnyei, 2005; Horwitz, 2010; MacIntyre et al., 2003; Papi, 2010; Papi & Khajavy, 2023).

The result showed that students' L2WTC across diverse settings, including inside and beyond the classroom and in digital environments, was low. Participants were reluctant to communicate in English inside the classroom with familiar interlocutors such as their teachers and peers. They hesitated to ask questions, seek clarification, or participate in role-play activities. Various factors play a role in determining students' WTC in EFL classes. The individuals they interact with, including peers and teachers, the topics they discuss and the tasks they do can considerably impact this aspect of student behaviour (Macintyre et al., 1998). In the Ethiopian context, it is plausible that pedagogical practices of teacher-led instruction and grammar-focused teaching, coupled with a rigidly prescribed curriculum, lack of practice opportunities, and low self-confidence (Haile & Tilahun, 2019; Welesilassie & Nikolov, 2022; Surur & Dengela, 2019) may adversely affect students' L2WTC in the classroom.

Their low level of L2WTC in the EFL classes extends beyond the classroom setting to both face-to-face social interactions and online communication platforms. This reluctance to speak in the classroom significantly impacted their WTC in social gatherings, extracurricular activities, and interactions with friends and native and non-native speakers outside classrooms on digital platforms such as social media, which are increasingly essential for communication (Lee & Lee, 2019). This outcome is particularly concerning, as digital platforms have dramatically reshaped the language learning landscape, and students uncomfortable communicating in L2 online may be disadvantaged in the long run.

In Ethiopia, the limited exposure to extramural English makes EFL classes the primary source of language learning opportunities for these students. Limited classroom practice can cause reluctance to communicate in social settings, extracurricular activities, and online platforms. The findings are aligned with previous studies that reported a low level of L2WTC in classrooms, such

as Lee and Lee's (2019) research in Korea and Lee and Chen Hsieh's (2019) study in the Taiwanese context. However, the present study revealed a contrasting trend of low L2WTC in digital contexts and outside the classroom, not in line with findings in studies by Lee and Lee (2019), Chen Hsieh (2019) and Zhou et al. (2020). Lee & Lee (2019) and Chen Hsieh (2019) reported a high level of L2WTC in digital contexts, and Zhou et al. (2020) reported a high level of L2WTC outside the classroom.

Inconsistencies in research findings regarding the willingness and effectiveness of online language use among students from different countries may be attributed to the differences in digital literacy and infrastructure. Specifically, when comparing students from Ethiopia to those from Korea or Taiwan, I claim that Ethiopian students may lack the digital skills required for successful online L2 use. According to Demissie et al. (2022), the Ethiopian educational situation is characterised by limited exposure to digital technologies and a lack of formal digital education. These factors may contribute to participants' reluctance to communicate in digital settings. Students' limited access to digital infrastructure may also play a pivotal role. In Ethiopia, students have insufficient or inconsistent access to digital infrastructure, such as stable internet connection, computers and smartphones, and online learning platforms (Demissie et al., 2022). These factors may hinder students' ability to participate in online communication regularly, impacting their ability to develop L2 skills through authentic and voluntary online language use.

Regarding the relationship, the study revealed that debilitating anxiety had the most significant negative impact on L2WTC in the classroom, followed by their willingness to interact in real-life and digital settings. The finding was consistent with the research conducted by Piniel and Csizér (2013), which indicates that debilitating anxiety, a form of negative stress, has a detrimental impact on learners' ability to engage and persist in language learning activities actively.

Horwitz et al. (1986) linked debilitating anxiety to various factors, including feeling intimidated in formal classrooms, fear of making mistakes in front of peers, and the pressure to excel under the teacher's guidance. This is particularly relevant in the Ethiopian cultural context, where errors are often regarded as a sign of incompetence (Gerencheal, 2016), thereby adding to the pressure on students to perform flawlessly in front of their peers and instructors. As a result, students may hesitate to participate in classroom discussions, ask questions, or engage in activities requiring them to speak in English. The findings of the present inquiry are consistent with previous studies by Alrabai (2022a), Khajavy et al. (2018), Lee and Chen Hsieh (2019), Lee and Lee (2019),

and Peng (2015) documenting that anxiety negatively impacts L2WTC in classroom settings. Therefore, it can be inferred that debilitating L2 anxiety prevents students from using learning opportunities in their EFL classes.

Similarly, debilitating anxiety exerted a detrimental effect on students' L2WTC in informal settings. Lee and Chen Hsieh (2019) reported that anxiety negatively impacted L2WTC outside classrooms, which is consistent with our findings. This suggests that the negative impacts of anxiety experienced during interactions with familiar interlocutors in classroom contexts tend to extend beyond the classroom to informal, authentic social situations, including interactions with familiar and unfamiliar acquaintances or encounters in public spaces.

The impact of debilitating anxiety also persisted in digital environments where students may interact on online forums, social media platforms, or in virtual classrooms. The present findings diverged from those of Lee and Lee (2019), who found a non-significant association between anxiety and L2WTC in digital settings. However, the current results align with Lee and Chen Hsieh (2019), who reported moderately negative correlations.

The possibility of encountering technical issues, like a weak internet connection or a lack of knowledge of digital tools (Demissie et al., 2022), could cause anxiety in individuals. This anxiety can negatively impact their learning experience and may lead to hesitance to engage in online classes, group chats, and authentic forums in English. Another critical factor to consider is that many Ethiopian students may feel that the mistakes they make in the digital environment are permanent and highly visible, leading to a fear of public humiliation. In face-to-face interactions, errors can be momentary and usually only affect those involved. However, errors may be recorded digitally, seen, and shared with a larger audience. Students may worry that their mistakes will negatively impact how their peers perceive them, making them hesitant to communicate in English online.

Facilitative anxiety, in contrast, has been found to positively influence L2WTC, particularly in extracurricular contexts and in digital environments. These research findings aligned with the results of Piniel and Csizér (2013) and Papi (2010), highlighting the positive impact of anxiety on communication behaviour. The studies emphasise the beneficial role of anxiety in communication behaviour and L2 learning. Piniel and Csizér (2013) demonstrate that facilitative anxiety, described as positive stress, effectively motivates learners to engage and persist in language learning activities, enhancing their involvement and drive. Similarly, Papi

(2010) found that students who experienced anxiety related to their English studies were more motivated, channelling their apprehension into increased effort and dedication to the learning process. These findings collectively suggest that anxiety should not be viewed solely as unfavourable but as a potential motivator, contributing to a more dynamic and effective learning environment.

Debilitative anxiety and facilitative anxiety had the opposite impact on English proficiency. The presence of debilitative anxiety was discovered to have a negative impact on English proficiency, whereas facilitative anxiety was found to have a positive effect on English proficiency. The study's findings were consistent with the research conducted by Alpert and Haber (1960), Kleinmann (1977), and Piniel and Csizér (2013), which revealed that both types of anxiety impact motivated learning behavior. The authors observed that increased levels of learning outcomes were positively correlated with facilitating anxiety and inversely related to debilitating anxiety.

Numerous studies have shown that anxiety can be a significant obstacle to effective language use and performance. Publications by Alrabai (2022b), Andualem Desta (2019), Gerencheal (2016), Haile and Tilahun (2019), Horwitz et al. (1986), Surur and Dengela (2019), and Teimouri et al. (2019) reported that anxiety can negatively impact language learning outcomes. Gardner and MacIntyre (1993) found negative correlations between student anxiety scores and their self-ratings of French competence rather than with their actual performance on the tests of French ability. However, some studies suggested that anxiety can also have a positive effect on learning. For example, Papi (2010) demonstrated that students facing English anxiety exhibited higher motivation to study and devoted more effort to their academic endeavours. Similarly, Taye (2018) discovered that anxiety and achievement have a curvilinear relationship, with moderate levels of anxiety improving performance while excessive anxiety impairing it.

Two reasons may account for the disparities. First, narrowly focused evaluation tools that only measure debilitating anxiety may not consider positive emotions. Anxiety as a psychological phenomenon is not a binary construct but rather a spectrum. The established view that anxiety is a condition with only two options, either present or absent, does not accurately represent the complexity of its manifestation. Instead, anxiety presents itself in a multitude of intensities and forms; therefore, researchers including Papi (2010), Piniel and Csizér (2013), and Scovel (1978) recommend the use of diverse metrics, including facilitative and debilitative types, to clarify their

relationships with language proficiency, and this is what the present study did. Second, relying solely on course grades to gauge language proficiency may not be sufficient. According to Dörnyei and Chan (2013), while grades are a crucial indicator of academic achievement, they may be influenced by factors beyond pure cognitive ability, including the students' motivated behaviour, use of strategies, and other contextual factors.

In the study, the relationship between facilitative anxiety and English proficiency was examined, and it was revealed that facilitative anxiety had a positive impact on English proficiency. This suggested that experiencing healthy and manageable levels of anxiety (facilitative anxiety) contributed to improved English proficiency. This outcome is consistent with previous research by Alpert and Haber (1960), Kleinmann (1977), and Piniel Csizér (2013), as they also reported the positive impact of facilitative anxiety on L2 learning. In contrast to debilitating anxiety, which may hinder learning outcomes, facilitative anxiety can play a helpful role in improving English language skills.

The positive correlation between students' self-perceived English proficiency and their inclination to communicate across diverse contexts underscores the profound impact of personal language competence perceptions on language usage. The findings are consistent with the research of Nagy (2007) and Yashima et al. (2004), who observed a significant link between perceived communication abilities and L2WTC, both within and outside the academic environment. They concluded that self-perceived communication competence was the most significant predictor of L2WTC inside and outside the classroom. Individuals with robust confidence in their language abilities demonstrate a heightened propensity to partake in English communication. This finding aligns with the widely acknowledged influence of linguistic confidence on foreign-language interaction. Notably, students who harbour unwavering faith in their English proficiency exhibit a proclivity for articulate and assured communication (Macintyre et al., 1998).

This augmented self-assurance catalyses increased motivation and enthusiasm to participate in language communication within educational settings and digital interfaces (Lee & Lee, 2019; Lee & Chen Hsieh, 2019). Individuals with proficiency in English are more inclined to engage in classroom dialogues actively, pose queries, and interact with peers and educators in English. This dynamic involvement fosters an environment conducive to language practice and cultivation. Moreover, their linguistic self-assurance propels them to actively embrace English communication opportunities beyond academic domains, encompassing social exchanges,

community engagements, and real-life scenarios. This proactive approach to language utilisation further augments their language fluency and proficiency.

The study's findings revealed a compelling association between L2WTC within the classroom and its positive impact on language use outside and in digital contexts. The study's findings align with research by Lee and Lee (2019) and Peng (2015), fortifying the argument that active involvement in classroom discourse is crucial for motivating students to employ English in genuine contexts. The findings underscore the pivotal role of classroom engagement in nurturing overall language proficiency among these students and the need to create more dynamic and interactive classroom environments. The research findings also emphasise the fundamental function of the classroom as a setting where students can bolster their confidence and hone their language abilities, subsequently applying them in real-life situations.

5.10. Conclusion and Pedagogical Implications

The present cross-sectional quantitative study investigated the relationships between anxiety and L2WTC in various settings (in-class, out-of-class, and digital) and English proficiency. It enriches the field by five significant findings. First, Ethiopian students' willingness to communicate in in-class and out-of-class digital settings was low. An unwelcoming, competitive, or critical learning environment can deter students from participating in tasks and communicating in English. Therefore, teachers should establish a supportive and personalized learning atmosphere by using teaching strategies and assessments that provide constructive, specific, timely, and actionable feedback and non-threatening opportunities for students to practice their English. In addition to this, policymakers should focus on developing a comprehensive set of English language education policies that enhance teachers' and students' digital literacy, their ability to use digital technology effectively and safely, and expand digital infra structure, including reliable internet connection, access to computers or smartphones, and digital learning platforms.

Second, debilitating anxiety, the type riddled with fear, worry, and self-doubt, tends to overshadow the positive aspects of anxiety: motivation, focus and attention to tasks. The adverse effects of anxiety outweighed the beneficial ones in participants' self-reports. To address this issue, teachers should consider integrating anxiety reduction strategies into their teaching practices. These techniques can include mindfulness exercises that help students stay focused and present, resilience training that teaches them how to overcome setbacks, relaxation techniques that allow

them to manage stress effectively, and cognitive-behavioural interventions that help them identify and change negative thoughts and behaviour patterns contributing to their anxiety (Woodrow, 2006). Teachers should also use techniques such as surveys, observations, and interviews to identify the type and level of anxiety of their students and modify their teaching methods accordingly.

Third, the mean score for students' English proficiency was low. Providing frequent and comprehensive feedback and motivating learning opportunities is essential to increase their English language proficiency. Feedback should diagnose weak areas in their L2 skills and suggest interventions to address these gaps.

Finally, we found evidence indicating a notable adverse effect of debilitating anxiety on the inclination to engage in communication within various settings, including both in-class and digital environments. Conversely, the influence of facilitative anxiety on communication in these contexts demonstrated a positive correlation.

In Ethiopia, these results have important implications. Many Ethiopian students experience overwhelming anxiety due to fear of making mistakes, lack of confidence in their language skills, and pressure to succeed in academic settings (Gerencheal, 2016; Welesilassie & Nikolov, 2022). This anxiety frequently results in a decreased L2WTC (Piniel & Csizér, 2013), obstructing L2 learning and fluency in classroom and online interactions. Conversely, facilitative anxiety can drive learners to participate more actively in language practice through in-person interactions or digital platforms.

In order to tackle these challenges, educators in Ethiopia have the opportunity to introduce focused measures aimed at alleviating debilitating anxiety, such as establishing a supportive classroom environment that recognises errors as integral to the learning journey (Gerencheal, 2016; Horwitz et al., 1986). Furthermore, integrating activities designed to cultivate a sense of enthusiasm and stimulation, thus harnessing the constructive elements of conducive anxiety, can foster increased student engagement ((Hiver et al., 2024; Woodrow, 2006). Through the cultivation of a learning milieu that is both nurturing and stimulating, educators can enrich interaction and effectively enhance language proficiency among Ethiopian EFL students.

5.11. Limitations and Future Research

Although the study revealed critical causal relationships among variables in the Ethiopian preparatory high school context, it is essential to recognise its limitations for future research. While the study included a substantial sample of EFL students, caution should be exercised when generalising the results to other contexts due to the focus on preparatory high school students in Ethiopia. We acknowledge the contextual specificity of this cohort and its implications for the generalizability of the findings. To allow researchers to expand the research design, integrating mixed-methods approaches could provide a more comprehensive understanding of the phenomena under investigation.

Furthermore, longitudinal studies would be essential to capture the dynamic nature of anxiety and its interaction with L2 learning outcomes over time. Exploring a broader array of learner variables, such as gender, age, social status, aptitude, motivation and other individual differences beyond those initially considered, is critical to uncovering a more extensive spectrum of factors influencing anxiety, learning outcomes in English, and other related factors. Finally, future studies should acknowledge the pivotal role of cultural influences shaping students' encounters with anxiety and L2 learning for a detailed analysis of these phenomena.

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CHAPTER SIX: GENERAL DISCUSSION AND CONCLUSION

6.1. Introduction

In this chapter, I critically discuss the key points of the four empirical studies outlined in the dissertation, which investigated the specific qualities and attributes associated with Ethiopian preparatory high school students' L2 motivation, anxiety, L2WTC, and English proficiency, as well as the causal relationship among these variables. I aim to discuss how these four studies have added new insights and value to the models by comparing their findings to those in similar studies.

6.2. Discussion

The first general objective of the dissertation was to investigate the specific qualities and attributes associated with L2MSS (ideal L2 self, ought to L2 self, and L2 learning experience), anxiety (facilitative and debilitating), L2WTC (inside and outside the classroom, and in the digital setting), and English proficiency among Ethiopian preparatory high school students. The inquiry sought to comprehend the nature and extent of these factors within the specific Ethiopian context.

6.2.1. The L2 motivational self-system

The dissertation identified various sources and levels of motivation that drive students to learn and use the English language. The main findings revealed differences in students' motivational patterns in the three aspects of the L2MSS. It was noted that students' vision of their ideal L2 self and their perceived L2 learning experiences were below average, while the expectations linked to their ought to L2 self were high.

a. The ideal L2 self

The level of ambition among Ethiopian students to attain proficiency and fluency in English (ideal L2 self) was found to be relatively low. Welesilassie and Nikolov (2022) observed a near-low ideal L2 self among Ethiopian undergraduate students, whereas Papi (2010), Peng (2015), Subekti (2018), Teimouri (2017), and Zhou (2022) reported that students had high ideals L2 self. The variation in findings on the concept of the ideal L2 self could be attributed to cultural distinctions. In environments prioritising autonomy and individual growth, students are more likely to envision a higher ideal L2 self. Conversely, in Ethiopia's collectivist society, where conformity to the group

precedes individual ambitions (Yeshanew et al., 2023; Mesquita, 2001), students may have limited space for personal aspirations, resulting in a lower ideal L2 self.

Dörnyei's (2005, 2009) L2MSS framework demonstrates the interconnected relationships between identity, motivation, and learning outcomes. In his work, Dörnyei (2005, 2009) argues that the ideal L2 self enhances motivation and contributes to self-actualisation as learners engage with their target language and culture, strengthening their commitment to learning. According to Dörnyei (2005), Dörnyei & Chan (2013), Taguchi et al. (2018), Teimouri (2017), and Ushioda (2009), the ideal L2 self, representing the learner's ambitions and desired identity as a language user, can be a powerful motivator, inspiring learners to participate in language learning activities both in formal and informal contexts to achieve their goals actively.

Numerous studies have demonstrated a positive correlation between the ideal L2 self and learner motivation. However, Al-Hoorie et al. (2020) have raised questions about the practical application of these findings. They contend that the L2MSS places excessive emphasis on psychological constructs, such as the ideal L2 self, which may be too abstract for direct implementation in classroom settings. They suggest that this overemphasis risks neglecting crucial social and contextual factors influencing motivation in real-world classrooms. Hiver et al. (2024) also argue that motivation frameworks should comprehensively understand how behavioural, cognitive, emotional, and social engagement interact and impact L2 learning.

b. L2 learning experience

The overall student experience in learning the target language was unsatisfactory, indicating that participants' classes, resources, or practice opportunities may not align with their needs and expectations. This could lead to a lack of engagement with learning tasks and enjoyment of learning activities (Dörnyei, 2019; Horwitz, 2001). The L2 learning experience significantly impacts motivation according to various theories, empirical studies, and pedagogical approaches (Piniel & Csizér, 2013; Ushioda, 2009). Factors such as the learning environment, psychological needs, teacher-student relationships, relevant tasks, feedback, and social interactions all contribute to this effect (Dörnyei, 2019; Horwitz, 2001; Papi, 2010; Ryan & Deci, 2000; Shih & Chang, 2018).

In his work, Dörnyei (2019) posits a compelling argument regarding the substantial influence of the learning environment on students' motivation, emphasising the critical role played

by teacher influences and classroom dynamics. He emphasises that the quality of the L2 learning experience is paramount in shaping and determining the motivation levels of learners. According to Ryan and Deci (2000), the founders of SDT, fulfilling psychological needs such as autonomy, competence, and relatedness is crucial in enhancing motivation within the learning environment. They argue that an educational setting that promotes autonomy, competence, and relatedness ultimately leads to higher motivation. In the context of Ethiopian EFL learners, the challenges students face in L2 learning may be attributed to unmet psychological needs as described in SDT (Ryan & Deci, 2000). For instance, feelings of low competence may stem from inadequate foundational skills (Geberew et al., 2018), while limited autonomy can result from overly structured learning environments that restrict personal choice. Moreover, social dynamics (Yeshanew et al., 2023) could impede relatedness and diminish overall motivation.

Considerable research has highlighted association between the quality of the L2 learning experience, encompassing instructional approaches, classroom milieu, peer engagement, and student motivation. For example, individuals engaged in stimulating, interactive tasks consistently demonstrate high levels of motivation compared to their counterparts in conventional or passive learning environments (Piniel & Csizér, 2013; Ushioda, 2009). Piniel and Csizer's research in 2013 emphasised the profound impact of the quality of the L2 learning experience on learners' motivation. They found that teaching methods, classroom environment, and peer interactions significantly influence students' motivation. Those who reported engaging and supportive learning experiences were likelier to develop a positive ideal L2 self, increasing their motivation to learn. Ushioda (2009) further argued that the L2 learning experience must be personally relevant and meaningful for learners to sustain their motivation. When learners perceive the value of what they are studying about their lives or aspirations, their motivation is more likely to be initiated and sustained Ushioda (2009).

The issue of providing personally relevant content and creating a meaningful learning experience has been a challenge within the Ethiopian education system (Bachore, 2015; Bayih et al., 2022). In my experience as a teacher in Ethiopia, Ethiopian students are limited to learning what they are mandated to learn rather than what resonates with their preferences, leading to a low level of engagement and motivation to learn. The curriculum lacks cultural relevance and practical applications (Gashaye, 2020), making it challenging for learners to connect the English language to their immediate lives and aspirations. Furthermore, inflexible educational systems (Gashaye,

2020) can detract from L2 learning. Finally, inadequate infrastructure support, like furnished ICT equipment (Demissie et al., 2022; Hunduma & Mekuria, 2023), could limit opportunities for learners to experience favourable learning experiences in the classroom, thereby reducing motivation.

c. Ought to L2 self

One key finding was that Ethiopian students were firmly obligated toward their ought to L2 self. This means their motivation stems from internal pressure such as guilt, worry, tension, and external pressures from teachers, parents, and peers. These combined influences drive their determination to learn English. Researchers (i.e., Ryan and Deci, 2000) argue that as long as these expectations do not overshadow students' intrinsic motivation, they are not necessarily negative. Ryan and Deci (2000) emphasise that for motivation to work well, learners must also satisfy their psychological needs for autonomy, competence, and relatedness. If the pressure to conform overrides these needs, motivation can be compromised.

According to Dörnyei (2005), the ought-to L2 self represents the attributes individuals believe they should possess to meet external expectations. These attributes are often influenced by feelings of duty, fear of failure, and the need to conform to societal, cultural, or familial pressures (Dörnyei, 2005; Ushioda, 2009). Dörnyei (2005) and Ushioda (2009) suggest that while the ideal L2 self enhances intrinsic motivation, the ought-to L2 self primarily functions through extrinsic motivation, offering a sense of urgency and purpose. However, it may also evoke feelings of anxiety and stress among learners when they perceive themselves as unable to fulfil these externally imposed expectations (Ushioda, 2009).

As articulated by Higgins (1987), the Self-discrepancy theory elucidates the influence of the disparity between learners' actual self and their ought-to L2 self on their motivation and emotional responses. This ought-to L2 self represents external expectations from various societal entities, including teachers, parents, peers, and the wider community (Dörnyei, 2005, 2009). When students perceive a gap between their current abilities and these external expectations, it can lead to heightened anxiety (Higgins (1987), which in turn can significantly impede their language learning experience and motivation (Chang, 2018; Papi & Khajavy, 2021). This suggests that discrepancies between perceived abilities and external expectations may cause stress, detrimentally impacting language learning engagement.

This situation underscores the multifaceted nature of ought to L2 self. The ought to L2 self can positively and negatively affect an individual's behaviour and motivation. It can promote engagement by incentivising participation in activities such as language learning through rewards, grades, or social acknowledgement (Deci & Ryan, 1985). Moreover, external pressure from teachers or parents can assist learners in establishing clear goals and enhancing performance, offering an immediate boost in motivation when personal drive is lacking. (Deci & Ryan, 1985: Dörnyei, & Ryan, 2015).

In Ethiopian culture, which heavily values collectivism (Yeshanew et al., 2023), students typically respect authority figures such as teachers and parents. As a result, the hopes and ambitions set by these influential individuals play a significant role in shaping students' motivation (Welesilassie & Nikolov, 2022). The ought to L2 self represents learners' responsibilities towards meeting these expectations. When students believe that they ought to succeed in English to meet the aspirations of their teachers and parents, this can act as a powerful driving force. The desire to adhere to societal norms and fulfil the expectations of others can force students to participate actively in their language studies (Papi, 2022).

On the flip side, the concept of ought to L2 self has been found to potentially induce feelings of anxiety and stress, particularly when individuals are confronted with high external expectations (Papi, 2010; Papi & Khajavy, 2021; Tahmouresi & Papi, 2021; Shih & Chang, 2018). This can give rise to a fear of failure, ultimately impeding effort and performance (Ryan & Deci, 2000; Ushioda, 2009). Moreover, excessive reliance on extrinsic rewards has been observed to detract from intrinsic motivation (Ryan & Deci, 2000), leading learners to prioritise external incentives over the inherent value of the learning or practice activity itself (Dörnyei, 2005; Ushioda, 2009). According to Deci and Ryan (1985, 2000), this behaviour shift may diminish enjoyment and engagement, resulting in an increased reliance on external validation and impeding the pursuit of genuine interests.

Based on the research findings, it is evident that the motivation of Ethiopian students to learn English is significantly affected by external pressures associated with the ought-to L2 self. This concept encompasses societal expectations originating from teachers, parents, and peers. Although these external pressures may initially offer motivation and organisation, they frequently result in anxiety and stress when students perceive a disparity between their current language abilities and these external expectations. This emphasis on external motivation may overshadow

intrinsic motivation, potentially reducing students' enjoyment and engagement. According to Dörnyei (2005, 2019) and Ryan and Deci (2000), achieving a balance between the ideal L2 self and the ought to L2 self are crucial. This balance ensures that external motivations do not overshadow personal growth.

6.2.2. L2 willingness to communicate (L2WTC)

The research revealed a notable deficiency in English communication skills among students in Ethiopia, both inside and outside the classroom and in digital communication. This reluctance is concerning due to the increasing significance of English as a global communication tool and the impact of digital communication in modern society. This lack of L2WTC could impede students' engagement with the international community and restrict their academic and professional opportunities (Lee & Lee, 2019; 2024; Peng, 2015).

a. L2WTC inside the classroom

In the classroom setting, the participants were unwilling to communicate in English with people they knew, including their teachers and classmates. This implies that students hesitated to ask questions, request clarification, or participate in role-playing activities. The findings were consistent with Nagy's (2007) research, which indicated that Hungarian students had been reluctant to speak English in formal contexts. Nagy (2007) found that students' hesitation to speak English in formal settings had primarily been due to language anxiety, fear of negative evaluation by their peers, and a lack of confidence in their language proficiency. Similarly, the research conducted by Lee and Lee (2019) in Korea and the study by Lee and Chen Hsieh (2019) in the Taiwanese context reported minimal L2WTC within classroom settings. However, this finding contradicted Peng's (2015) report of high levels of L2WTC inside the classroom among students in the Chinese context.

In the study conducted by Macintyre et al. (1998), several determinants were recognised as influential in shaping students' WTC in their L2 classes. The researchers found that interactions with peers and teachers, the choice of discussion topics, and the complexity of the tasks carried out were all significant factors affecting this particular facet of student behaviour. In the Ethiopian educational setting, it is plausible to consider that instructional methods that prioritise teacher-led lessons and focus predominantly on grammar, coupled with a tightly structured curriculum,

minimal opportunities for practical application, and low self-assurance (Haile & Tilahun, 2019; Welesilassie & Nikolov, 2022; Surur & Dengela, 2019); these could potentially deter students from engaging in classroom activities.

Other factors may contribute to students' unwillingness to communicate in English during class. Studies by Gerencheal (2016) and Welesilassie and Nikolov (2022) found that Ethiopian adult students show significant anxiety when using English. Horwitz et al. (1986) defined foreign language anxiety as intense feelings of intimidation and the fear of making errors. This apprehension about potential embarrassment could notably impact their engagement in classroom conversations.

Additionally, students may feel hesitant to speak English in the classroom due to negative experiences while learning the target language. Welesilassie and Nikolov (2022) found that Ethiopian undergraduate students had unfavourable learning experiences, indicating their dissatisfaction with English's instructional method and learning environment. Negative learning experiences can arise from unpleasant situations, including harsh correction, lack of support or encouragement, fear of making mistakes, boredom, limited participation, and inadequate speaking practice opportunities (Dörnyei, 2019; Horwitz, 1986). Such adverse experiences can lead to dissatisfaction with learning, causing students to be reluctant to participate in English communication and class discussions (Macintyre et al., 1998).

Finally, teachers' teaching and assessment methods may contribute to students' hesitation to speak English in Ethiopian schools. According to a study by Gashaye (2020) and Mohammed and Abdurehman (2020), English tests in Ethiopian schools tend to focus more on reading and grammar rather than on developing listening and speaking skills. This focus on reading and grammar in English tests most probably discourages students from actively participating in verbal communication in the classroom. When tests emphasise reading and grammar, students might prioritise these skills over speaking, which could lead to a lack of confidence in oral communication. Consequently, students may be less willing to engage in speaking activities in the classroom, impacting their overall oral communication skills in English (Gashaye, 2020; Mohammed & Abdurehman, 2020).

b. L2WTC outside the classroom

Despite the more relaxed environment of informal settings than in classrooms, offering a less stressful, safer, and more comfortable atmosphere for L2 conversation, Ethiopian students reported being reluctant to engage in communication outside the classroom voluntarily. The findings did not align with those of Nagy (2016) in Hungary, as well as Peng (2015) and Zhou et al. (2020) in China, who observed a high occurrence of L2WTC outside the classroom during meaningful conversations with a natural flow and clear purpose.

The observed disparity in the findings may be attributed to various contextual and psychological factors. Participants in the abovementioned settings may have had greater exposure to English through media, travel, or international interactions, increasing confidence and comfort in informal conversations. Conversely, Ethiopian students may have fewer opportunities to practice English outside the classroom, which could contribute to their reluctance. Additionally, when assessing communication readiness among students, it is essential to consider the presence and impact of anxiety. For example, Nagy (2016) reported that there was no relationship between L2 anxiety and L2WTC in the Hungarian context. However, it is essential to note that Ethiopian students have been found to experience debilitating anxiety (Andualem Desta, 2019; Gerencheal, 2016; Haile & Tilahun, 2019; Welesilassie & Nikolov, 2022), which could impact their use of English in both formal and informal settings. Several researchers suggest that feelings of anxiety and low self-confidence may play a significant role in students' reluctance to communicate in English beyond formal language classes (Alrabai, 2022a; Brauer et al., 2023; Khajavy et al., 2018; MacIntyre et al., 1998; MacIntyre et al., 2001; Shirvan et al., 2019).

The educational environment in Ethiopia may also play a role in students being less inclined to communicate outside of the classroom. Based on my extensive experience teaching English in higher education in Ethiopia, I have noticed that English tends to be confined to the classroom setting. Its everyday use is limited, as hardly any English speakers outside educational settings exist. When English instruction is primarily confined to the classroom, students can encounter challenges in recognising its practical relevance in their everyday experiences. The absence of opportunities to engage with English in authentic, real-life situations, like social interactions with peers or community members, can contribute to disconnection from the language. Consequently, this disconnect may engender a reluctance among students to use English beyond academic settings. The dearth of English speakers within the community results in limited role

models and opportunities for students to engage with the language in authentic contexts. This lack of exposure may impede their L2 learning process and perpetuate the notion that English is solely an academic pursuit rather than a practical means of communication.

In environments where English is not commonly used, students may hesitate to speak up in English due to a fear of being judged by their peers (Nagy (2016; Papi, 2022). This fear can deter them from participating, as they might prefer to avoid situations that make them feel vulnerable or exposed. The collectivist culture in Ethiopia emphasises community and conformity, which can pressure students to adhere to their community's cultural and linguistic norms (Yeshanew et al., 2023). In such settings, indigenous languages are often prioritised over English, discouraging students from using English as they may view it as conflicting with their cultural identity or communal values (Bulcha, 1997; Woldemariam & Lanza, 2014). The linguistic landscape in Ethiopia indicates a struggle for language rights, with regional languages asserting their agency in response to the dominance of both English and Amharic (Woldemariam & Lanza, 2014). Indigenous languages such as Afaan Oromoo play a central role in cultural identity and serve as a means of resistance to English, which is perceived as a threat to communal values (Bulcha, 1997; Woldemariam & Lanza, 2014).

c. L2WTC in digital settings

The hesitance of Ethiopian high school students to engage in digital communication with both native and non-native English speakers presents a significant educational challenge. In today's global context, where digital interaction is increasingly crucial for academic and professional progress, this reluctance may worsen existing inequalities by restricting students' exposure to diverse linguistic environments and limiting their opportunities for language development (Lee & Lee, 2019). In contrast to previous studies, such as those conducted by Lee and Lee (2019) and Lee and Chen Hsieh (2019), which reported a high L2WTC in digital contexts, this study discovered a low L2WTC in the digital setting among Ethiopian students. This raises inquiries into the underlying factors influencing students' digital communication behaviours across diverse contexts.

One possible factor contributing to the variation in results may stem from variances in digital literacy and infrastructure across different countries. For instance, in countries such as Korea and Taiwan, students often benefit from greater technological access and digital educational

resources, which could facilitate increased levels of online language interaction (Lee et al., 2019). However, using digital technology presents a considerable challenge for Ethiopian students, primarily stemming from digital illiteracy and limited exposure to technology within their educational environment. Research by Demissie et al. (2022) and Hunduma and Mekuria (2023) underscores the deficiency of formal digital education and consistent access to digital tools within the Ethiopian education system. This inadequacy likely impedes students' proficiency in using digital platforms effectively for language learning. Consequently, this infrastructural and digital literacy gap may be a significant barrier to online participation, ultimately contributing to the reluctance to involve in digital communication.

The reluctance of students to participate in digital communication may be influenced by the traditional educational approach in Ethiopia, which prioritises memorisation and face-to-face teaching (Tibebu et al., 2009). This approach restricts the integration of digital communication as an effective educational tool. The Ethiopian educational system heavily favours rote learning, discouraging the adoption of digital communication tools that could enrich the learning process (Demissie et al., 2022; Tibebu et al., 2009). Drawing on my experiences as an educator in Ethiopia, it is evident that Ethiopian parents express reservations about their children using the internet, perceiving it as a distractive medium that exposes them to irrelevant content and consumes valuable study time that could otherwise be allocated to assisting with domestic duties. This viewpoint is further influenced by limited access to technology and reliable Internet and a lack of digital literacy (Demissie et al., 2022), contributing to frustration and apprehension among students.

6.2.3. L2 anxiety

A key finding is that Ethiopian students exhibit a pronounced presence of debilitating anxiety coupled with an exceedingly low level of facilitative anxiety. Facilitative anxiety is characterised as a form of anxiety that enhances performance and arises from the pressure to succeed or achieve goals in language tasks (Pinel & Csizér, 2013). This type of anxiety motivates learners to invest more effort in their language studies, as they feel a sense of challenge that encourages engagement with more complex language structures (Dörnyei, 2005; Pinel & Csizér, 2013; Scovel, 1978). Contrastingly, debilitating language anxiety is characterised by feelings of inhibition and apprehension, often stemming from a fear of negative evaluation or failure in the process of

studying or using L2 (Dörnyei, 2005; Piniel & Csizér, 2013; Scovel, 1978). This type of anxiety can result in avoidance behaviours, where learners refrain from participating in speaking or other language-related tasks due to the intense pressure and self-doubt associated with their performance (Alpert & Haber, 1960; Piniel & Csizér, 2013).

Based on these findings, it can be inferred that both types of anxiety not only coexist but also exert a significant influence on learners' motivation and self-efficacy beliefs, thereby shaping their overall language learning experiences. Furthermore, these findings support the idea that both types of anxiety can interact to varying degrees, sometimes simultaneously, within individuals (Alpert & Haber, 1960; MacIntyre, 2017). This suggests that an individual may experience both kinds of anxiety to a significant extent, one more than the other, or neither at all (MacIntyre, 2017). For instance, a student may experience facilitative anxiety while preparing for an exam, spurring them to study diligently and practice their speaking skills. However, upon entering the exam room, this initially facilitative anxiety may transform into debilitating anxiety, resulting in heightened self-doubt and performance pressure. This observation suggests that anxiety is not a one-size-fits-all phenomenon, as it can manifest differently depending on the context and individual responses, thereby exerting unique influences on learners' experiences and performances.

The prevalence of both debilitating and facilitative anxiety among Ethiopian students raises essential questions about the factors influencing their language learning experience. The high level of debilitating anxiety may be attributed to various contextual and psychological factors. For example, within the Ethiopian context, Surur and Dengela (2019) found that lack of writing practice, fear of tests and knowledge, and low self-confidence contributed to students' anxiety. According to Mohammed and Abdurehman (2020), high-stakes testing, inadequate instructional support, and cultural emphasis on performance over learning were identified as contributing factors to anxiety. In a Hungarian study, Tóth (2011) documented a range of anxiety symptoms, such as emotional stress, physical discomfort, and reticence in the classroom. Tóth (2011) identified fear of negative evaluation by teachers and peers, perceived pressure to excel, and dissatisfaction with language skills as significant sources of anxiety.

Additionally, the low level of facilitative anxiety suggests a lack of positive coping mechanisms and strategies that could help students channel their anxiety into productive outcomes. Finally, it is essential to consider the impact of students' learning experiences in shaping their anxieties. According to Piniel and Csizér (2013), low facilitative anxiety is caused by a lack of

motivation, self-efficacy, and inadequate prior language learning experiences. When language tasks are not challenging or engaging, facilitative anxiety levels may decrease, leading to lower performance. Students with low self-efficacy beliefs may experience less facilitative anxiety due to reduced pressure to succeed (Piniel & Csizér, 2013). Research by Papi (2010) and Shih and Chang (2018) suggests that unfavourable L2 learning experiences in a new language can heighten debilitating anxiety, while positive experiences can help alleviate such stress. This highlights the significant impact that the learning environment has on students' emotional well-being.

The strong sense of obligation to perform well in English, known as ought to L2 self, could contribute to heightened anxiety among students (Dörnyei, 2005; Ushioda, 2009). This is due to the pressure to meet societal and familial expectations (Welesilassie & Nikolov, 2022). In societies with solid collectivist values, such as Ethiopia (Yeshanew et al., 2023), the societal pressure to adhere to social conventions can intensify levels of debilitating anxiety, particularly among students learning English.

In Ethiopia, language is closely linked to one's identity, and for Ethiopian students, using English may seem like a departure from their cultural heritage (Bulcha, 1997; Woldemariam & Lanza, 2014). This creates anxiety about how their community perceives them, as students may worry about facing judgment from their peers or teachers, leading to feelings of intimidation when using English. This disapproval of their culture can deepen their feelings of anxiety, as students struggle not only with the fear of making mistakes but also with the fear of betraying their cultural identity. This cultural backdrop presents a unique set of challenges that differ from those encountered by individuals in more individualistic cultures (Mesquita, 2001), where focusing on personal accomplishments may help mitigate anxiety.

6.2.4. English proficiency

Ethiopian students' self-assessment revealed a lack of proficiency in English communication, a finding consistent with Azubuike et al. (2018), who observed that many students only attained basic proficiency by the conclusion of middle school. This raised concerns about their preparedness for higher education. The study attributed this to Ethiopian students having less exposure to and need for English.

The proficiency of the Ethiopian population in English has been a concern for teachers and policymakers. Despite efforts to enhance English education, such as implementing communicative

teaching methods and modifying curriculum and textbook contents (FDRE MoE, 2020; Girma & Sarangi, 2019), many students exhibit poor proficiency (Andualem Desta, 2019; Gashaye, 2012; Girma & Sarangi, 2019; Wariyo & Asgedom, 2021). Researchers and university instructors have expressed unease about students' insufficient command of English, particularly at the tertiary level (Gashaye, 2012; Miller (2015)). According to Gashaye (2012), this inadequacy is partly attributed to the influence of English language exams, which prioritise traditional assessment methods over communicative competence. Additionally, Miller (2015) noted that numerous first-year female students at Ethiopian universities grapple with English, the medium of instruction, leading to a detrimental impact on their academic performance.

The framing of the English curriculum and the methods used for teaching and assessment may impact students' low English proficiency. The Ethiopian school curriculum often lacks effective integration of practical language use, focusing heavily on grammar and vocabulary learning without offering enough relevant opportunities for L2 use in real-world situations (Gashaye, 2020; Mohammed & Abdurehman, 2020). In a study by Mohammed and Abdurehman (2020), it is suggested that English assessments prioritise reading and grammar over speaking skills. This emphasis may lead students to assess their language abilities inaccurately. As speaking proficiency is undervalued, students may disproportionately focus on reading and writing, potentially impeding their overall language development and leaving them ill-prepared for situations that demand effective oral communication (Mohammed & Abdurehman, 2020; Gashaye, 2012, 2020; Miller, 2015).

Additionally, Setargew (2019) analysed the content validity of the Ethiopian University Entrance English Examinations (EUEEE) from 2007 to 2010. The study assessed whether the exams aligned with the objectives outlined in the grades 11 and 12 syllabi. The findings revealed a lack of solid alignment between the content of the textbooks and the exam questions. The exams focused heavily on grammar and vocabulary while listening and pronunciation were overlooked. This imbalance led to a deficiency in assessing students' overall English language proficiency.

6.2.5. Relationships among the Variables

In my dissertation, I examined the relationships among participants' differences, L2MSS, LWTC, L2 anxiety, and their self-assessed English proficiency to gain an understanding of the complexities involved in L2 learning and the psychological determinants that shape learners' L2 learning. In this section, I discuss the findings presented in the four studies concerning the interplay among these variables and compare them with the results of other studies. Also, I intend to propose a comprehensive model of these variables based on the four studies. This holistic approach aims to enrich the theoretical L2 motivation, WTC, and anxiety model while providing practical guidance for language educators.

a. Relationship between L2MSS and English Proficiency

The findings indicated that the ideal L2 self, L2 learning experiences, and ought to L2 self significantly and positively enhanced students' self-perceived proficiency in English. This suggests that learners who have a clear and well-defined representation of their future selves as skilled English speakers (ideal L2 self), who feel a strong sense of obligation to fulfil the expectations of significant others (ought to L2 self), and who have experienced positive language learning experiences, are more likely to evaluate their English proficiency as high.

The present findings aligned with previous studies such as Martinović and Burić (2021), Moskovsky et al. (2016), Taguchi et al. (2009), Papi (2010), Piniel and Csizér (2013), Rochmawati et al. (2023), which emphasised the importance of motivation in shaping learners' self-confidence and outcomes. However, contrasting findings have been reported regarding the relationship between the ideal L2 self, ought-to L2 self, and their impact on language learning outcomes. Taguchi et al. (2009) and Martinović and Burić (2021) observed a positive association between the ideal L2 self and the ought-to L2 self with intended effort. However, Dörnyei and Chan (2013) found no significant impact of the ought-to L2 self on academic performance. Furthermore, Al-Hoorie (2018), Moskovsky et al. (2016), and Papi (2010) noted that while L2MSS predicted effort, it did not exhibit a correlation with L2 achievement. Similarly, Subekti (2018) reported no significant relationship between L2MSS and EFL achievement. The disparities may arise from using different assessment criteria in various studies.

b. Relationship between L2MSS and L2WTC

The components of the L2MSS also demonstrated statistically significant positive effects on L2WTC within and outside the classroom. This finding suggests that students with a solid ideal L2 self, positive L2 learning experiences, and a sense of obligation to reach good L2 proficiency are more inclined to communicate in English in both settings. When students strive to embody their ideal selves in the target language, they feel more motivated to engage in language-based activities, ultimately enhancing their communication skills (MacIntyre et al., 2001). The current findings aligned with the research of Lee and Lee (2019), Peng (2015), Sadoughi and Hejazi (2023), and Zhou (2022), all of which identified significant positive correlations between L2MSS components and L2WTC inside and outside the classroom. These studies emphasised that fostering a supportive learning environment and enhancing motivational factors are crucial for improving learners' L2WTC in diverse settings.

c. Relationship between L2MSS and anxiety

The findings emphasised that the components of L2MSS had different effects on anxiety. Both the ideal L2 self and L2 learning experiences were found to have a significant adverse effect on debilitating anxiety, suggesting that students with clear language goals and supportive learning environments are less likely to experience debilitating anxiety. In contrast, the ought-to L2 self was associated with a higher level of debilitating anxiety, indicating that external pressures can exacerbate debilitating anxiety among learners.

The findings regarding the L2MSS and anxiety of Ethiopian students can be understood through the lens of various theories and cultural values that emphasise conformity and group identity. The research findings revealed that Ethiopian students exhibit a relatively low ideal L2 self. Ideal L2 self refers to an individual's envisioned future regarding language proficiency. The observed low level of ideal L2 self among Ethiopian students may be attributed to the collectivist cultural norms prevalent in the country, where group harmony takes precedence over individual aspirations (Yeshanew et al., 2023; Bulcha, 1997; Woldemariam & Lanza, 2014). This cultural context may potentially discourage students from actively pursuing personal language-related goals, resulting in a diminished sense of individual ambition. Consequently, the disparity between their desired language proficiency and their current level of proficiency may lead to feelings of inadequacy and self-doubt, potentially exacerbating debilitating anxiety, as postulated by Higgins's

self-discrepancy theory (1987). This suggests the need for further investigation into the impact of cultural factors on students' language learning aspirations and psychological well-being.

The results also showed that Ethiopian students have a high level of ought-to L2 self, indicating high expectations of external sources such as parents, teachers, and peers. While Higgins's (1987) theory suggests that a minimal gap between the ought-to self and the actual self should not increase anxiety, the reality in Ethiopia is more complex. The overwhelming pressure to conform to societal expectations (Yeshanew et al., 2023; Bulcha, 1997; Woldemariam & Lanza, 2014) can infringe upon students' psychological needs, particularly their sense of autonomy (Dörnyei, 2005; Ushioda, 2009). Ryan and Deci (2000) argued that when students feel compelled to meet unrealistic expectations, their intrinsic motivation may decline, leading to increased anxiety and stress.

The results align with the research of Chang (2018), Papi (2010), Papi and Teimouri (2014), Papi and Khajavy (2021), and Tahmouresi and Papi (2021), who found that students' ideal L2 self and their L2 learning experience significantly decrease English anxiety (debilitating), while the ought-to L2 self significantly increases it. In contrast to these findings, Rochmawati et al. (2023) noted that increased motivation was associated with heightened L2 anxiety. The findings reported by Rochmawati et al. (2023) challenge the established understanding of the correlation between motivation and anxiety in L2 learning. This study suggests that various theoretical and contextual factors may influence the commonly observed positive relationship. One crucial factor identified is the instruments used for measurement; traditional assessments often emphasise only debilitating anxiety while overlooking the potential benefits of facilitative anxiety, which has been found to impact motivation and performance positively (Papi, 2010; Piniel & Csizér, 2013; Scovel, 1978; Welesilassie & Nikolov, 2022). This underscores the necessity of conceptualising anxiety as a spectrum rather than a dichotomous construct (MacIntyre, 2017). Failing to distinguish between facilitative and debilitating anxiety may lead to a distorted understanding of their interactions with motivation and L2 proficiency (Scovel, 1978; Strack & Esteves, 2015; Welesilassie & Nikolov, 2022).

Furthermore, it is essential to consider that the nature of motivation can vary. For instance, the L2MSS emphasises intrinsic motivation. In contrast, the motivation observed in Rochmawati et al.'s (2023) study may be more extrinsically driven and focused on meeting external obligations and standards established by instructors or the aviation industry. This external pressure may lead

to a paradoxical situation where heightened motivation in a high-stakes environment inadvertently contributes to increased levels of anxiety (Dörnyei, 2005; Ushioda, 2009).

d. Relationship between Anxiety and L2WTC

I investigated the impact of anxiety on students' L2WTC in various settings. My findings revealed that debilitating anxiety had a detrimental effect, leading to heightened stress levels and reduced confidence, ultimately decreasing students' likelihood of participation. On the other hand, facilitative anxiety positively impacted by introducing a beneficial level of stress that promoted focus and active engagement, ultimately enhancing students' preparedness to communicate in diverse scenarios.

This outcome aligned with previous research, such as Alrabai (2022a), Khajavy et al. (2018), Lee and Chen Hsieh (2019), Lee and Lee (2019), and Peng (2015), all of which indicated a negative impact of anxiety on L2 WTC across different contexts. These studies underscored that anxiety can serve as a barrier to effective communication, limiting opportunities for practice and language development. Inside the classroom, students experiencing high levels of debilitating anxiety may avoid speaking up, asking questions, or engaging in discussions and other tasks, which limits their opportunities for practice and interaction. This reluctance is consistent with the findings of Alrabai (2022a), Khajavy et al. (2018), and Peng (2015), who also reported that anxiety inhibits students' L2WTC inside the classroom.

Outside the classroom, the impact of debilitating anxiety persists, as students may feel unprepared or insecure when faced with real-life communication scenarios. The fear of negative evaluation from peers and teachers can create a psychological barrier, making them hesitant to engage in conversations. This result was in harmony with the observations of Lee and Lee (2019) and Zhou et al. (2020).

In digital environments, the effects of debilitating anxiety seem to be amplified. Ethiopian students may perceive online mistakes as permanent and highly visible, leading to a fear of public humiliation. This concern can deter them from participating in online discussions or using English in social media, limiting their opportunities to practice the target language. This aligned with the observations of Lee and Chen Hsieh (2019) and Peng (2015), who noted that anxiety negatively affected L2WTC in digital settings.

e. Relationship between L2 anxiety and English proficiency

In my dissertation, I discussed the impact of anxiety on English proficiency. I found that debilitating anxiety had a negative effect, leading to increased stress and reduced confidence, ultimately hindering students' performance. On the other hand, facilitative anxiety had a positive impact, as it resulted in a manageable level of stress that motivated students to concentrate and exert more effort, thus improving their L2 proficiency. The findings were consistent with studies findings reported by Alpert and Haber (1960), Kleinmann (1977), Piniel and Csizér (2013), Scovel (1978), and Strack and Esteves (2015) all found that facilitative anxiety enhanced learning outcomes, while debilitating anxiety hindered performance in L2 learning. Moreover, higher self-efficacy was linked to more beneficial anxiety (Piniel & Csizér, 2013).

Researchers who employed Horwitz et al. (1986) FLCAS and another measure that does not differentiate between facilitative and debilitating anxiety reported inconsistent findings. For example, Alrabai (2022b), Andualem Desta (2019), Gerencheal (2016), Haile and Tilahun (2019), Horwitz et al. (1986), Surur and Dengela (2019), and Teimouri et al. (2019), suggested that anxiety negatively influences L2 learning. Similarly, Gardner and MacIntyre (1993) found negative correlations between student anxiety scores and their self-ratings of French competence rather than their actual performance on tests of French ability. Conversely, Papi (2010) observed that students experiencing English-related anxiety tended to invest more effort in their academic pursuits. Taye (2018) even proposed a curvilinear relationship between anxiety and achievement.

The correlation between anxiety and L2 proficiency necessitates a reexamination of how anxiety is assessed and comprehended. Inconsistent research results may be due to an overemphasis on debilitating anxiety at the expense of facilitating anxiety. The traditional perspective of anxiety as a binary state oversimplifies its complexity, disregarding its varying levels of intensity. Scholars (i.e., Papi, 2010; Piniel & Csizér, 2013; Strack & Esteves, 2015) advocate for a more comprehensive approach that recognises both forms of anxiety to comprehend their impact on L2 proficiency better. Furthermore, variations in English proficiency assessment, including objective measures like grades and subjective self-reports, may lead to disparities (Simard et al., 2023; Zhou & Privitera, 2024). A combination of assessment types could yield a more holistic understanding of the relationship between L2 anxiety and L2 learning (Dörnyei & Chan, 2013; Leclercq & Edmonds, 2014; Zhou & Privitera, 2024).

The positive connection between facilitative anxiety and English proficiency suggests an intricate role of anxiety in language learning. While anxiety has traditionally been perceived as a deterrent to academic performance (Alrabai, 2022b; Andualem Desta, 2019; Gerencheal, 2016; Horwitz et al., 1986; Surur & Dengela, 2019; Teimouri et al., 2019), this finding challenges that assumption by positing that facilitative anxiety may enhance learning outcomes. However, this viewpoint risks oversimplifying the complex nature of anxiety (Alpert & Haber, 1960; MacIntyre, 2017). For example, what sets facilitative anxiety apart from debilitating anxiety in practice? This differentiation may not be solely rooted in the type of anxiety but also in how individual students perceive and manage their anxiety (Strack & Esteves, 2015), thereby determining its impact. As Dewaele and MacIntyre (2014) explain:

" Therefore, enjoyment and anxiety can be seen as “two feet” necessary for balance in learning: the goal is not to eliminate FLCA [foreign language classroom anxiety] any more than a runner would wish to eliminate one of her feet (even the sore, aching one). Learners will find their balance when both feet, enjoyment and anxiety, are brought into equilibrium” (pp. 233–234).

This analogy highlights that anxiety, like enjoyment, is essential for creating the right conditions for effective learning. Both emotions have their place, and eliminating anxiety could upset this balance. Therefore, it is essential to recognise that both facilitative and debilitating anxiety can impact language learning, and the aim should be to achieve a harmonious equilibrium. It is crucial to exercise caution in managing facilitative anxiety, as the normalisation of anxiety may inadvertently foster stressful environments, resulting in adverse outcomes (Strack & Esteves, 2015). Although anxiety can potentially facilitate second language (L2) learning, it is imperative to approach it carefully to prevent it from becoming a two-sided phenomenon.

f. Relationship between English Proficiency and L2WTC

The results indicated a positive relationship between self-reported English proficiency and L2WTC in and beyond the classroom and digital environments. This finding underscores the idea that students who assess themselves proficient in English are more inclined to participate in communication activities actively. According to various authors (Yashima, 2002; Peng & Woodrow, 2010; Khajavy et al., 2016), students who perceive themselves as proficient in English are more likely to engage in interactions and active uses of their L2. This underscores the significant influence of L2 proficiency in promoting communication readiness.

Students with higher proficiency are likelier in classroom settings to engage in classroom discussions, pose questions, and interact with their peers and educators. This observation was consistent with the research of MacIntyre et al. (2001) and Yashima et al. (2004), which indicated that confidence in L2 competencies promotes active involvement. The present study implies that a nurturing classroom atmosphere contributes to this inclination, as students report greater ease in utilising English when they are sure about their abilities.

According to the findings, proficiency positively impacted the use of English outside the classroom. It has been observed that students who exhibit confidence in their English language abilities are more willing to seek opportunities for social interactions and community activities actively. These results aligned with previous studies by Nagy (2007) and Yashima et al. (2004), highlighting the significance of self-perceived communication skills as strong predictors of English language use in non-academic settings. The present study underscores the notion that this willingness to engage extends beyond formal education, indicating that a positive self-assessment motivates Ethiopian students to participate in real-life scenarios where the English language is utilised.

In the context of digital communication, it is crucial to recognise the significance of proficiency in English as a facilitator of online interaction. Students who exhibit confidence in their English language skills are likelier to engage in digital exchanges, such as online discussions and collaborative activities. This aspect gains particular pertinence in the contemporary interconnected global landscape, where digital communication constitutes a pivotal component of L2 proficiency enhancement (Hiver et al., 2024; Lee & Lee, 2019). The present findings aligned with the observations of Lee and Lee (2019) and Lee and Chen Hsieh (2019), who underscored

the positive correlation between confidence about English proficiency and active participation in digital environments.

g. Relationship between L2WTC in, beyond the classroom, and in the digital setting

The association between L2WTC within the classroom and its positive impact on language use outside and in digital contexts underscore the pivotal role of engagement with English tasks in nurturing the overall L2 proficiency of Ethiopian EFL students. This positive relationship emphasises the classroom's function as a fundamental setting where students can bolster their confidence and hone their L2 abilities, subsequently applying them in real-life situations.

In the Ethiopian context, where English is considered a foreign language, classroom settings are frequently the primary environment for language exposure and practice (Welesilassie & Nikolov, 2022). When students enthusiastically participate and are open to communicating in class, they develop confidence and proficiency, increasing their willingness to use the L2 in real-world and digital scenarios (Dewaele & MacIntyre, 2016).. This active participation improves their ability to apply their English skills in various situations and promotes an autonomous and continual language-learning experience.

In conjunction with prior research by Lee and Lee (2019), MacIntyre et al. (2001), and Peng (2015), the argument that active involvement in classroom discourse is crucial for motivating students to use their English in authentic contexts is supported. However, the emphasis on classroom participation raises concerns about the limited opportunities for language practice beyond formal education, particularly in the Ethiopian context, where exposure to English-speaking environments is scarce. This situation could perpetuate a cycle of hesitancy, wherein students who do not engage in English communication during English classes may also demonstrate reluctance to do so in social or digital settings. Therefore, while the observed positive correlation is promising, educators should create more dynamic and interactive classroom environments that encourage active participation and prepare students for real-life language usage beyond the classroom setting (Hiver et al., 2024; Lee & Lee, 2019).

6.3. Conclusion

In the dissertation, I synthesised four studies investigating the complex relationships among Ethiopian learners' L2MSS, L2 anxiety, proficiency in English, and L2WTC inside and outside the classroom and in the digital setting. The initial study utilised a cross-sectional quantitative design to collect data from 165 undergraduate EFL students in Ethiopia. It served as a pilot to test the adapted instruments. The second, third, and fourth studies also used a cross-sectional survey design. A total of 609 Ethiopian preparatory school students participated in these studies. SEM was used to evaluate the connections between L2 motivation, anxiety, L2WTC, and language proficiency. This chapter provides an overview of the key findings, offering insights into the theoretical frameworks and practical implications that have arisen. Furthermore, I explore the limitations and propose potential future research avenues to enhance understanding of these intricate interrelationships.

6.3.1. Key findings

The dissertation presents nine key findings and proposes a comprehensive model contributing to the field. The findings offer insights into the relationships between L2 motivation, anxiety, L2WTC, and proficiency in English, while the model (Figure 6.1) provides a structured framework for understanding these complex relationships.

First, the pilot study and the three subsequent studies in this dissertation yielded robust theoretical evidence supporting the universal relevance and applicability of Dörnyei's (2005) L2MSS framework in the Ethiopian EFL context. This research extends the framework's validation to a culturally and linguistically diverse environment that had not been previously investigated.

Second, regarding the components of the L2MSS, the results showed that Ethiopian students had a low ideal L2 self and L2 learning experience, while their ought-to L2 self was high. They exhibited a limited positive self-concept regarding their English proficiency, encountered insufficient or inefficient language learning opportunities, and felt substantial external pressure to fulfil expectations associated with their learning of English.

Third, students typically rated their own abilities in English as quite poor. This finding indicates a lack of confidence in their English proficiency, limited practical skills, and dissatisfaction with their current level of L2 competence.

Fourth, students demonstrated a low level of perceived L2WTC across three contexts: in-class, out-of-class, and digital. This suggests that they may experience anxiety, low confidence, and low self-esteem when communicating voluntarily in authentic and real-world situations.

Fifth, students exhibited high levels of debilitating anxiety, which hindered their ability to engage in L2 learning tasks effectively; their facilitative anxiety, which typically drives performance, was low. In essence, the anxiety they experienced was more likely to impede their progress rather than enhance it.

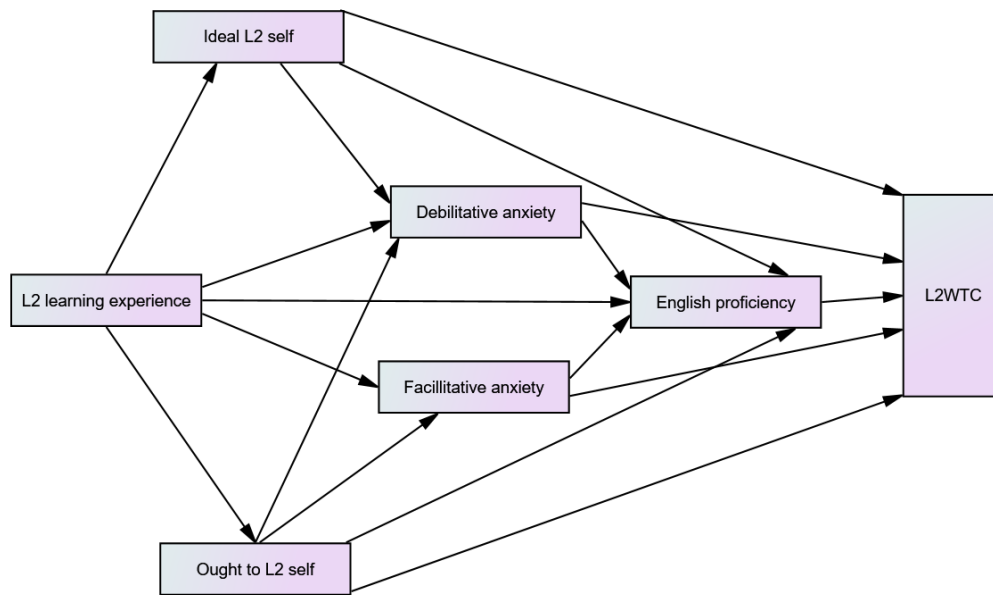
Sixth, the analyses of the complex relationships among various variables offer a comprehensive framework integrating the complex interactions and mutual influences of motivational and anxiety-related factors (Figure 8.1). At the core of the model are the elements of the L2MSS: the ideal L2 self, the L2 learning experience, and the ought-to L2 self. Each element demonstrated statistically significant positive effects on participants' English proficiency and L2WTC in three settings.

Seventh, both the ideal L2 self and L2 learning experiences were found to have a significant adverse effect on debilitating anxiety, suggesting that students with clear language goals and supportive learning environments are less likely to experience debilitating anxiety. In contrast, the ought-to L2 self was associated with increased debilitating anxiety, indicating that external pressures can exacerbate students' stress.

Eighth, the findings revealed a negative correlation between debilitating anxiety and English proficiency as well as L2WTC in all three settings. In contrast, facilitative anxiety positively correlated with English proficiency and L2WTC across various settings.

Ninth, the positive impact of L2 classroom-based willingness to communicate extends to students' authentic language use in real-life and digital environments. Classroom communication significantly enhances students' confidence, encouraging them to use language in authentic contexts. This outcome underscores the critical role of classroom practices in shaping respondents' comprehensive L2 communication skills and their beliefs about their abilities.

Figure 6. 1 Comprehensive model



6.3.2. Theoretical and practical perspectives

This section explores the theoretical and practical implications of the studies investigating the interplay of L2 motivation, anxiety, proficiency, and L2WTC in diverse educational contexts in Ethiopia. It elucidates the theoretical underpinnings that demonstrate how these factors interact to impact language acquisition. Furthermore, the section provides practical recommendations for L2 educators on harnessing these insights to enhance students' learning and communicative proficiency.

a. Theoretical perspectives

The L2MSS allowed me to gather valid and reliable data from Ethiopian EFL students. The results provide robust theoretical support for the universal relevance and applicability of Dörnyei's (2005) L2MSS framework in a new, diverse cultural and linguistic context: the Ethiopian EFL environment previously not studied. The L2MSS underscores the dynamic interaction between individual motivation and societal milieu. In nations such as Ethiopia, characterised by widespread multilingualism, students' motivations are shaped by their cultural identity, social integration, and prospective goals. This adaptability highlights the relevance of the critical constructs comprised in the L2MSS construct, including the ideal L2 self, ought L2 self, and L2 learning experiences in this particular setting.

The L2MSS framework has been instrumental in collecting data and comprehending motivational factors in various contexts, such as Ethiopia. However, it is imperative to acknowledge specific weaknesses inherent in the framework. Al-Hoorie (2020) contends that the L2MSS framework suffers from an "identity crisis" within the realm of motivation research, as it often fails to provide clear, practical implications for pedagogy and frequently relies excessively on self-reported data, thereby potentially overlooking the intricate and context-specific nature of motivation dynamics. Additionally, Hiver et al. (2024) have highlighted a potential limitation of the L2MSS framework, noting its emphasis on personal goals such as the ideal L2 self and ought-to L2 self while neglecting how learners interact with their environment. This oversight complicates the comprehension of motivation and engagement in authentic learning contexts.

Developing a self-assessed English proficiency instrument for high school students in Ethiopia holds significant theoretical implications, especially for researchers exploring the interplay between various affective variables and L2 proficiency. There has been ongoing discussion regarding the effectiveness of subjective versus objective measures in evaluating proficiency (Tavakoli et al., 2016). Objective tools such as standardised tests are dependable for assessing specific skills like grammar, but they may not fully encompass language use's emotional and communicative aspects (Leclercq & Edmonds, 2014; Simard et al., 2023). Conversely, subjective measures like self-assessments provide insights into students' feelings about their abilities and how these feelings relate to motivation and anxiety. However, bias may sometimes influence them (Al-Hoorie, 2018). In my dissertation, the combination of subjective and objective measures aids in clarifying the ongoing debate about the best way to assess L2 proficiency, especially when examining its connection with emotional and psychological factors such as motivation, anxiety, and L2WTC.

The proposed model offers significant theoretical insights by presenting a comprehensive approach to understanding the complex interplay of L2 motivation, anxiety, proficiency, and L2WTC. It integrates elements from the L2MSS and the L2WTC models while incorporating emotional variables and learning outcomes. By integrating these factors into a cohesive framework, the model contributes to current theories and enables a more holistic exploration of their dynamic influence on each other. This approach encourages researchers to move beyond analysing individual variables, such as anxiety or motivation, and to instead consider the interconnectedness of psychological, emotional, and linguistic variables in L2 learning. This method addresses theoretical limitations and contributes to developing more sophisticated, contextually relevant models in L2 research.

This dissertation challenges the conventional perception of anxiety as a singular, negative construct (Horwitz et al., 1986; MacIntyre, 2017). It aligns with earlier arguments by Alpert and Haber (1960), Dörnyei (2005), Papi (2010), Piniel and Csizér (2013), and Scovel (1978), who argue that anxiety exists on a spectrum, encompassing both debilitating and facilitative aspects. While many researchers have overlooked the distinction between these forms of anxiety, this study reaffirms its significance. The dissertation underscores the importance of recognising, addressing, and handling various forms of anxiety to mitigate their impact on L2 learning. It suggests that instead of only highlighting the detrimental effects of debilitating anxiety, researchers and

educators should also acknowledge the potential of facilitative anxiety to inspire learners, encouraging active participation and willingness to take language-related risks.

b. Implications for L2 teaching

The findings within this dissertation present significant implications for L2 teaching, emphasising practical strategies that can improve language acquisition by addressing aspects such as motivation, anxiety, and L2WTC in the classroom. The low level of an ideal L2 self and unsatisfactory classroom experiences of Ethiopian students learning English constitute a noteworthy concern. According to Dörnyei (2005), the ideal L2 self, embodying learners' aspirations and desired identity as L2 users, is a potent motivator, propelling learners to engage in L2 tasks to realise their objectives actively. Furthermore, Dörnyei (2019), Piniel and Csizer (2013), and Ushioda (2009) underscore the significant impact of the quality of the L2 learning experiences on learners' motivation over time.

In order to foster an enhanced ideal L2 self and a positive learning environment for students, educators are encouraged to assist learners in delineating their ideal L2 selves by incorporating activities that facilitate self-reflection and realistic goal setting. Papi (2022) recommends that to foster and enhance students' ideal L2 self; educators should employ visualisation methods, integrate goal-setting activities, and prompt students to envision themselves as proficient language users. These activities may encompass creating visual goal-setting tools, developing personal language learning plans, and in-depth discussions concerning L2 use in prospective scenarios (Papi, 2022; Ushioda, 2009).

By devising immersive and purposeful learning experiences that align with students' aspirations, educators have the potential to increase motivation (Dörnyei, 2019). This entails the integration of authentic materials, opportunities for real-life communication, and collaborative projects. Showcasing the accomplishments of proficient English speakers in Ethiopia can inspire students to strive towards their ideal L2 self. Moreover, by highlighting the advantages of English proficiency for academic and professional progress, educators can actively stimulate students to pursue their L2 learning objectives with greater fervour (Dörnyei, 2009).

In order to cultivate a positive learning environment, educators should prioritise creating tasks that encourage collaboration and can be tailored to individual student needs (Al-Hoorie et al., 2020). Tailoring instruction to align with students' backgrounds and progress is instrumental

in rendering the L2 learning experience more meaningful and pertinent. Moreover, the integration of Artificial Intelligence (AI) can serve to further enrich the learning process by delivering prompt feedback, adapting tasks to accommodate varying proficiency levels, and automating routine tasks, thereby enabling educators to focus on nurturing more profound and interactive learning experiences (Al-Hoorie et al., 2020). Hiver et al. (2024) also stressed integrating digital technology into L2 learning to promote engagement, which is essential for L2 learning. They argued that engagement encompasses cognitive, emotional, and social dimensions, which can be enriched through digital tools. They specifically emphasised how digital platforms can facilitate increased interaction, enhance cognitive engagement, boost emotional engagement, and support personalised learning (Hiver et al., 2024).

According to research findings, the motivation of Ethiopian students to learn English is significantly shaped by their sense of obligation, which in turn has the potential to enhance their overall motivation (Papi, 2022). However, it is essential to note that this heightened ought-to L2 motivation may have both positive and negative implications. While it can be beneficial due to cultural and contextual factors, it could also potentially overshadow students' intrinsic motivation and autonomy if it becomes excessive.

To efficiently manage the dual-edged aspect of the ought to L2 self, Dörnyei (2005, 2019) emphasises the significance of balancing the ideal L2 self and the ought to L2 self. External motivations may hold significance for learners; however, they should not supersede the cultivation of their ideal L2 self (Papi, 2022). To balance them, for instance, educators can create learning experiences that are both engaging and meaningful, aligning with students' interests while integrating relevant external requirements.

Thoughtful use of external rewards can further incentivise students without diminishing their internal motivation (Ushioda, 2009). This can involve using rewards such as praise, awards, or privileges to promote positive behaviour or academic success without causing students to focus exclusively on the rewards at the expense of the joy of learning. Setting attainable expectations ensures that goals are reachable, fostering a sense of achievement. Encouraging autonomy empowers students to take ownership of their L2 learning while providing growth opportunities and challenges them to develop new skills in the target language (Ryan & Deci, 2000). Lastly, teaching self-regulation skills helps students manage their learning process and emotions, leading to more effective and sustained L2 development (Dörnyei, 2005, 2019; Papi, 2010; 2022).

Creating a well-balanced learning environment that incorporates enjoyment and anxiety levels is crucial for effective language learning (Dewaele & MacIntyre, 2014). Teachers should aim to harness facilitative anxiety to motivate students without causing them to feel overwhelmed.

This can be accomplished by fostering a positive classroom atmosphere, crafting challenging yet attainable tasks, and encouraging self-reflection to assist students in managing their anxiety (Dewaele & MacIntyre, 2014; Strack & Esteves, 2015). Additionally, it is crucial to continually evaluate the type and level of anxiety experienced by students. This allows teachers to personalise their approach and recognise when anxiety becomes overwhelming, enabling them to intervene effectively (Strack & Esteves, 2015). Regular feedback, self-assessment, or brief questionnaires can be used for this ongoing assessment, ensuring teachers can adapt their strategies to maintain a healthy equilibrium between motivation and stress. Striking this balance is essential for improving students' learning outcomes and L2WTC (Dewaele & MacIntyre, 2014).

Ethiopian students' self-assessment indicates a deficiency in English communication skills despite ongoing initiatives to improve English education through communicative teaching methods and curriculum adjustments. This could be attributed to a disparity in how English is taught and evaluated, with a disproportionate focus on grammar and vocabulary, potentially overshadowing practical language application. In order to address this issue, educators should prioritise integrating authentic, real-world communication opportunities within the classroom environment. The equal emphasis on developing oral communication skills is crucial, requiring both instructional methods and assessment criteria to prioritise this aspect. This pedagogical approach can significantly contribute to cultivating a more equitable and comprehensive proficiency among students, thereby better equipping them for competent and effective oral communication in authentic real-life scenarios.

To cultivate students' inclination to engage in classroom communication, educators can improve motivation by ensuring that lessons are personally relevant and promoting goal-setting (Papi, 2010; Welesilassie & Nikolov, 2022). Fostering communication confidence through positive feedback, creating a safe space for speaking, and engaging students in group activities can help them feel more at ease (Peng, 2015; Welesilassie & Nikolov, 2022). In order to mitigate debilitating anxiety which significantly impacts L2WTC, educators should strive to cultivate an environment that is tolerant of errors, where mistakes are normalised, and employ anxiety-

reducing methods such as relaxation exercises (Dewaele & MacIntyre, 2014; Teimouri, 2017; Welesilassie & Nikolov, 2022). These approaches collectively foster a supportive atmosphere where students are more inclined to participate in English communication, displaying increased motivation and confidence.

To counteract the restricted application of English beyond the educational setting in Ethiopia, it is recommended that the government revises the curriculum to incorporate a more significant number of community-based language initiatives. This can be accompanied by efforts to promote the use of English through media channels and extracurricular activities (Bayih et al., 2022; Bachore, 2015). Educators can facilitate real-life language usage by crafting pragmatic language assignments and cultivating English-immersive settings, such as conversation clubs and community-based projects (Bachore, 2015; Mohammed & Abdurehman, 2020). Furthermore, integrating technology to facilitate broader English exposure, coupled with teachers training in communicative methodologies, can assist students in perceiving English as a functional instrument for everyday communication rather than solely an academic pursuit (Demissie et al., 2022).

Finally, language is deeply connected to identity in Ethiopia, and using English can often provoke unease among students, as it may seem to distance them from their cultural roots (Bulcha, 1997; Woldemariam & Lanza, 2014). This unease, stemming from worries about how their peers and teachers perceive them, can result in intimidation when using English. Additionally, the fear of cultural disapproval and the pressure to avoid making mistakes contribute to this anxiety. To effectively address these challenges, educators must acknowledge the cultural significance of language learning and establish a supportive environment that encourages students to embrace English without feeling disconnected from their cultural heritage. This can be achieved by incorporating culturally relevant materials and cultivating an environment that normalizes mistakes as part of the learning process, thus reducing anxiety. Furthermore, the implementation of strategies that promote both personal achievement and a solid connection to students' cultural identity can help alleviate the conflict between learning English and preserving cultural bonds (Mesquita, 2001).

6.3.3. Limitations of the Dissertation

Although the study revealed critical relationships among the variables in an Ethiopian preparatory high school context, it is essential to recognise its limitations. I conducted cross-sectional studies in my dissertation, which involved collecting data simultaneously (Creswell, 2012). I acknowledge that this method has limitations in fully capturing the complexity of the phenomena under study, as it does not account for changes over time or in response to internal and external factors (Creswell, 2012), potentially leading to biases (Hiver et al., 2024). The decision not to conduct a longitudinal study was influenced by Ethiopia's ongoing war and security challenges since November 2020, making it not feasible to conduct research over an extended period.

Additionally, as argued by Hiver et al. (2024), the concept of L2 learning, as discussed by Dörnyei (2005, 2009) in the L2MSS theory, should take into account how behavioural, cognitive, emotional, and social engagement interact to influence L2 learning. Neglecting these dimensions, particularly emotional and social engagement, may result in an incomplete understanding of the factors contributing to successful language learning (Hiver et al., 2024; Liu, 2022).

The quantitative design of the study poses constraints that may limit the depth and breadth of the findings. Although quantitative data is valuable for uncovering patterns and trends, it often fails to capture the richness of qualitative data, including individual experiences and contextual factors that influence student performance.

The project's scope is restricted due to its focus solely on students from a single school despite a significant sample size, limiting its generalizability. Consequently, the findings may not universally apply to other educational environments or demographics within Ethiopia or beyond. Therefore, it is essential to exercise caution when interpreting the results, as their relevance to a broader population or varied educational settings is limited. A comprehensive understanding of disparate schools' distinct cultural, socio-economic, and educational contexts is imperative to enable a more generalised application of the study's findings.

6.4. Future Directions

To fully grasp the complex nature of the phenomena I studied, it is essential for future research to employ a longitudinal methodology. Longitudinal studies are pivotal in closely monitoring changes in critical variables such as motivation, anxiety, and L2WTC over an extended period. By conducting a longitudinal study, researchers can systematically monitor changes over time,

ascertain causal relationships, analyse individual trajectories, observe fluctuations and stability, and assess the efficacy of interventions. This method allows for a holistic comprehension of the dynamic interaction between motivational factors and communication behaviours, yielding valuable insights for creating customised, evidence-based approaches in language education (Creswell, 2012; Hiver et al., 2024).

Moreover, subsequent studies should apply a mixed-method design, combining qualitative insights with quantitative data to offer a more thorough examination of the research topic, thus enriching and refining our comprehension of the subject matter. Qualitative data has the potential to elucidate the underlying reasons for the patterns observed in quantitative findings (Creswell, 2012), thereby enabling a more complex analysis of student motivations and impediments to L2 learning.

Furthermore, it is imperative to focus on interconnected variables' impact on academic performance, including but not limited to gender, age, cognitive abilities, cultural influences, language teaching methodologies, socio-economic status, teacher characteristics, and learner autonomy. Additionally, future research on L2 motivation should encompass behavioural, cognitive, emotional, and social engagement to provide insight into how these elements interplay and impact successful L2 learning. Equally significant is parental engagement in academic pursuits, the integration of technology and online educational resources in L2 learning, students' prior exposure to the English language, and the effects of educational policy and institutional support mechanisms. Exploring these factors will undoubtedly contribute to a more comprehensive picture of the multifaceted elements that mould students' learning experiences and accomplishments in L2 learning.

Finally, it is crucial to replicate the study across diverse schools and student demographics to ensure that the findings are applicable beyond the specific school environment. By including a variety of educational contexts, such as rural vs. urban, public vs. private schools, and elementary vs. secondary, we can gain a more comprehensive understanding of the factors influencing L2 learning in Ethiopian schools. This diverse approach will not only improve the external validity of the findings but also help develop tailored interventions that cater to the needs of all learners.

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7. Appendices

Appendices A: Student questionnaire (English version)

Dear student,

This study investigates your English language learning motivation, anxiety, willingness to communicate, and self-assessment of your English proficiency. Five sets of statements make up this questionnaire. In Section I, you will be asked for some background information. Section II is concerned with your motivation to study English. In Section III, you will be asked about your experiences with anxiety. Section IV is dedicated to determining whether you are willing to speak in English. Section V is your final opportunity to evaluate your own English skills. After reading each statement, please put “√” in the box that best describes your experience or write your answer in the space. There are no right or wrong answers in this questionnaire. Your answers will be anonymous, and participation is entirely voluntary.

If you have any questions or comments about this study, please do not hesitate to contact me at welesilassierner@gmail.com. If you want to know the results of this study, I would be happy to send them to you if you include your email here: _____

Thank you for your contribution.

SECTION I: BACKGROUND INFORMATION

Please provide the following information by ticking (√) the box or writing your response in the space.

Gender: ☐ Male ☐ Female

Age: _____

Previous semester English score: _____

SECTION II: ENGLISH LANGUAGE LEARNING MOTIVATION ITEMS

INSTRUCTION: In this section, I want to find out what motivates you to learn English. Please put an “√” in the box that best describes how much you agree or disagree with the statement.

S.No.	Items	Strongly disagree (1)	Disagree (2)	Slightly disagree (3)	Slightly agree (4)	Agree (5)	Strongly agree (6)
1	I have to study English; otherwise, I think I will not be successful in my future career						
2	Learning English is essential to me because an educated person should speak English.						
3	Learning English is essential to me because other people will respect me more if I have good English.						
4	English will be helpful to get a good-paying job.						
5	English class activities are fun.						
6	I can imagine a situation where I am speaking English with foreigners.						
7	I can imagine myself as someone who can speak English.						
8	I can imagine myself living abroad and speaking in English.						
9	I can imagine myself speaking English with international friends or colleagues.						
10	I can imagine myself writing English e-mails or letters fluently.						
11	I enjoy English-language television and radio Shows.						

12	I enjoy learning English very much.						
13	I enjoy my English teacher's fun English class.						
14	I feel bad if I cannot communicate in English well.						
15	I like English movies.						
16	I like the materials in my English class.						
17	I like to listen to people speak English.						
18	I must learn English because if I do not, my parents will be unhappy with me.						
19	I study English because my friends think it is essential.						
20	If I fail to learn English, I will let other people down.						
21	It gives me pleasure when I speak in English.						
22	It will hurt my life if I do not know English.						
23	Knowing English helps me learn new ideas.						
24	Learning English helps earn a good grade.						
25	Learning English is essential because the people who are important to me think so.						
26	Learning English is necessary because people around me expect me to do so.						

27	My classmates help me understand English.						
28	My parents believe that I must study English to be an educated person.						
29	English materials that have varying difficulties have helped me to improve my English.						
30	I always look forward to my English classes.						
31	Whenever I think of my future career, I imagine myself using English.						

SECTION III: ENGLISH LANGUAGE LEARNING ANXIETY ITEMS

INSTRUCTION: The following statements are about your anxiety about learning English. Please put an ‘√’ in the box that best describes the extent to which you agree or disagree with the statement.

S.No.	ITEMS	Strongly disagree (1)	Disagree (2)	Slightly disagree (3)	Slightly agree (4)	Agree (5)	Strongly agree (6)
32	In my English class, I often get so nervous that I forget things I know.						
33	I am too nervous to do well in English tasks.						
34	I leverage my feelings of anxiety in my language class as a chance to improve my language skills.						
35	Once I start using English, I become less nervous.						
36	I am more productive under pressure.						
37	I feel more motivated to excel in my language class when I am experiencing stress or anxiety.						
38	Even when I know the answers, I cannot remember them in English class.						
39	I get flustered and find it hard to express myself in my language class, making it difficult to communicate effectively.						
40	When I am nervous my English is better.						
41	I feel like other students have a better grasp of the foreign language, which triggers self-doubt and frustration within me.						

42	When I am nervous, I am less good at English.						
43	I forget what I have learned in language class due to nervousness, which affects my communication.						
44	English exams make me feel overwhelmed and anxious, which hinders my performance.						
45	I feel less anxious and more productive when I begin my English exams.						
46	I panic when I have to speak in English class.						
47	Nervousness while using English helps me do better.						
48	I am more productive when I feel anxious						

**SECTION IV: L2 WILLINGNESS TO COMMUNICATE (L2WTC) INSIDE, OUTSIDE THE
CLASSROOM AND IN THE DIGITAL SETTINGS**

INSTRUCTION: This questionnaire consists of statements designed to elicit responses on how you feel about communicating with others in English. Please put an ‘√’ in the space provided that best describes the extent to which you agree or disagree with the statement.

S.No.	ITEMS	Strongly disagree (1)	Disagree (2)	Slightly disagree (3)	Slightly agree (4)	Agree (5)	Strongly agree (6)
I am willing to:							
49	speak about myself, my hometown, and my culture in English in class.						
50	do a role-play in English at my desk with my peer.						
51	to communicate my thoughts and ideas in English through video calls or video conferencing tools.						
52	ask the English teacher to repeat what he/she just said as I did not understand.						
53	to chat in English with non-native speakers on social media.						
54	talk in English with an English-speaking friend while standing in line.						
55	to listen to online video and radio programs in English.						
56	talk in English with an English-speaking waiter/waitress in a restaurant.						
57	give a presentation in English to a group of English-speaking friends online.						
58	talk in English with an English-speaking salesperson in a store.						
59	talk in English with a small group of English-speaking strangers.						

60	to engage in English communication with native English speakers via Facebook or other social media channels.						
61	talk with my group members in English about weekends or summer vacations.						
62	to actively engage in English discussions with my peers on WhatsApp or similar messaging platforms.						
63	talk in group discussions in an English class.						

SECTION V: ENGLISH PROFICIENCY SELF-ASSESSMENT ITEMS

INSTRUCTION: Dear students, the following is a list of self-assessment statements on your English proficiency. Rate to what extent you agree or disagree with each statement.

S.No.	ITEMS	Strongly disagree (1)	Disagree (2)	Slightly disagree (3)	Slightly agree (4)	Agree (5)	Strongly agree (6)
64	I can find specific, predictable information in simple everyday English reading books.						
65	I can follow movies and music in English.						
66	I can use a series of phrases and sentences to describe in simple terms myself, my family, and other people.						
67	I can engage in essential social interaction, expressing how I feel, what I am doing or what I need.						
68	I can write concise, basic descriptions of events, past activities, and personal experiences in English.						
69	I can make phone conversations in English with my friends to exchange simple news, make plans, and arrange to meet.						
70	I can ask about things and make simple transactions in shops, post offices, or banks.						
71	I have a sufficient vocabulary for the expression of basic communicative needs.						
72	I can understand short, simple messages sent via social media or e-mail in English.						

Thank you very much for your kind cooperation!

የተማሪዎች የጽሁፍ መጠይቅ

ውድ ተማሪ:

የዚህ ጥናት ትኩረት ለ3ኛ ዲግሪ መመረቅያ ጽሁፍ ማዘጋጀት ሲሆን የመጠይቁ ዋና ዓላማም ለዚህ ጽሁፍ የሚያገለግል መረጃ መሰብሰብ ነው። መጠይቁ የሚያጠነጥነው እንግሊዝኛ ቋንቋ በምትማርበት/ሪበት ጊዜ ያለህ/ሽን መነቃቃት (ተነሳሽነት) ፣ጫና ፣እንዲሁ ኢንግሊዝኛ ለመናገር ያለህ/ሽን ፈቃደኝነትና ችሎታ በሚለው ርዕስ ሲሆን በዚህ ርዕስጉዳይ መረጃ በመሰብሰብ የተጠቀሰው ዓላማ ከግብ ማድረስ ነው ። ስለሆነም በጉዳዩ ያለህ/ሽን ተሞክሮ ጥያቄዎቹን በመመለስ ትብብር እንድታደረግልኝ/ጉልኝ በአክብሮት እጠይቃለሁ። ይህ መጠይቅ በአምስት ክፍሎች የተከፈለ ሲሆን የመጀመርያው ክፍል የጥናቱ ተሳታፊ አጠቃላይ መረጃ የያዘ ነው። ሁለተኛው እንግሊዝኛ በምትማርበት/ሪበት ጊዜ ያለህ/ሽን መነቃቃት። ሶስተኛው እንግሊዝኛ በምትማርበት/ሪበት ጊዜ ያለህ/ሽን ጫና ። አራተኛው በኢንግሊዝኛ ለመግባባት ያለህ/ሽን ፍቃደኝነት። አምስተኛውና የመጨረሻው ክፍል ደግሞ የኢንግሊዝኛ ችሎታህ/ሽ ራስ ምዘና ላይ ያተኮረ ነው። የጥናቱ መሳካት ብእያንዳንዱ ተሳታፊ የተውሰነ በመሆኑ ያንተ/ያንቺ ንቁ ተሳትፎ እጅግ በጣም አስፈላጊ ነው። ስለሆነም እንዳንዱ ጥያቄ በትኩረት ካነበብክ/ሽ በኋላ ይህ ምልክት (“✓”) በመጠቀም ሀሳብህን/ሽን ከሌሎች አማራጮች በተሸለ በሚገልጸው ሃሳብ አጠገብ ባለው ሳጥን ላይ አስቀምጥ/። ጫና። አስፈላጊ ሆኖ ሲገኝ ደግሞ በተቀመጠው ክፍት ቦታ መልሱን በጽሁፍ አስቀምጥ/። ጫና። ውድ የጥናቱ ተሳታፊ በዚህ መጠይቅ ውስጥ ትክክል ወይም ስህተት የሚባል መልስ የለም ። የሚትሰጠው/ጭው መልስ ሚስጥራዊነቱ የተጠበቀ ሲሆን አጥኚው ግለሰብ መረጃው ከተጠቀሰው አላማ ውጭ መጠቀም አይቻልም። ለሚደረግልኝ ትብብር ከወዲሁ ምስጋናዬን አቀርባለሁ።

ክፍል I: የጥናቱ ተሳታፊ አጠቃላይ መረጃ

መመሪያ: ይህን ምልክት በመጠቀም (✓) ከሳጥኖቹ ፊት ያሉትን ትቁዎች መልስ/ሽ ። ለክፍት ቦታዎቹ ደግሞ መልሱን መጽሁፍ ግለጽ/ጫ።

ጾታ: ☐ ወንድ ☐ ሴት

ዕድሜ: _____

ያለፈው ሴሚስተር የኢንግሊዝኛ አጠቃላይ ውጤት: _____

ክፍል II: እንግሊዝኛ ቋንቋን ለመማር አነሳሽ ሁኔታዎችን ለማወቅ የተዘጋጁ ጥያቄዎች

መመሪያ: በዚህ ንዑስ ርዕስ ውስጥ ያሉት ጥያቄዎች የተዘጋጁት እጥኚው የእንግሊዝኛ ቋንቋ ለመማር የሚያነሳስዎቸውን ነገሮች ምን እንደሆኑ ለማወቅ ፈልጎ ነው። ስለሆነም እያንዳንዱ ጥያቄ ካነበብክ/ሽ በኋላ በሰጥኑ ውስጥ ከ1-6 ከተሰጡት አማራጮች መካከል ትክክለኛ መልሱ ነው የምትለውን/ይውን ምርጫ ይህ ምልክት‘✓’ መባስቀመጥ መምረት/ጭ ።

ተ.ቁ.	ዝርዝር ጥያቄዎች	በፍጹም አልስማማም (1)	አልስማማም (2)	በመጠኑም አልስማማም (3)	በመጠኑ እስማማለሁ (4)	እስማማለሁ (5)	በሚገባ እስመማለሁ (6)
1	እንግሊዝኛ ማጥናት አለብኝ; ያለበለዚያ በወደፊት ሥራዬ ስኬታማ የማልሆን ይመስለኛል						
2	ኢንግሊዝኛን መማር ያስፈለገኝ የተማረ ሰው ኢንግሊዝኛ ቋንቋ መናገር ስላለበት ነው።						
3	ጥሩ እንግሊዝኛ የምናገር ከሆነ ሰዎች ያከብሩኛል።						
4	እንግሊዝኛ ቋንቋ ጥሩ ደመወዝ የሚያስከፍል ስራ ለማግኘት ጠቃሚ ነው።						
5	በክፍል ውስጥ የሚሰጡት የእንግሊዝኛ ቋንቋ የክፍል ስራዎች አዝናኝና ደስ የሚሉ ናቸው።						
6	የሆነ በታላይ ከውጭ ሀገር ዜጎች ኢንግሊዝኛ እንደማወሩ አስባለሁ።						
7	ራሴን እንግሊዝኛ እንደምናገር ሰው እቆጥራለሁ።						
8	በውጭ ሀገር እንደምኖርና በእንግሊዝኛ እንደማወራ አስባለሁ ።						
9	ከሌሎች አገሮች ካሉ ዳደሮች ጋር እንግሊዝኛ ማውራት እንደምችል አስባለሁ።						
10	የኢሜይል መልእክቶችንና ደብዳቤዎችን በእንግሊዝኛ ቋንቋ						

	በጥራት መጻፍ እንደምችል አስባለሁ።						
11	እንግሊዝኛን በፊድዮና ተለቭዥን ፕሮግራሞች መከታተል ያስደስተኛል።						
12	እንግሊዝኛ ቋንቋን መማር ያስደስተኛል።						
13	እንግሊዝኛ መምህራ በእንግሊዝኛ ክፍላጊዜ የሚፈጥራቸው ነገሮች ያስደስቱኛል።						
14	በኢንግሊዝኛ በትክክል ካልተግባባሁ ምችት አይሰጠኝም።						
15	እንግሊዝኛ ፊልሞችን እወዳለሁ።						
16	በእንግሊዝኛ ክፍላጊዜ የሚቀርቡት ግብዓቶች ወይም የትምህርት ቁሳቁሶች ይመቹኛል።						
17	በእንግሊዝኛ የሚያወሩ ሰዎችን ማዳመጥ እወዳለሁ።						
18	እንግሊዝኛ መማር አለብኝ፤ ካልሆነ ወላጆቼ በእኔ ደስተኛ አይሆኑም።						
19	እንግሊዝኛ የምማረው ጓደኞቼ አስፈላጊ ነው ብለው ስለሚያስቡ ነው።						
20	እንግሊዝኛ መማር ካልቻልኩ ሌሎች ሰዎች አስከፋለሁ።						
21	በእንግሊዝኛ ሳወራ ደስተኛ እሆናለሁ።						
22	እንግሊዝኛ የማላውቅ ከሆነ ችግር ውስጥ ነኝ።						
23	እንግሊዝኛን ማወቅ አዳዲስ ሀሳቦች እንድማር ይረዳኛል።						
24	እንግሊዝኛ መማር ጥሩ ውጤት እንዳመጣ ይረዳኛል።						
25	ኢንግሊዝኛን የምማረው ለእኔ አስፈላጊ የሆኑ ሰዎች ጠቃሚ ነው ብለው ስለሚያምኑ ነው።						

26	ኢንግልዝኛ መማሪያ አስፈላጊ የሆነው በዙርያዬ ያሉ ሰዎች ይህንን ስለሚጠብቁ ነው።						
27	የክፍል ጓደኞቼ እንግሊዝኛ ቋንቋን እንድረዳ ያግዙኛል።						
28	የተማርኩ ሰው እንዲሆን ወላጆቼ እንግሊዝኛ መማር እንዳለብኝ ያምናሉ።						
29	የተለያዩ ክብደት ያላቸው የእንግሊዝኛ ቋንቋ የት/ት ግብዓቶች የእንግሊዝኛ ቋንቋ ችሎታዬን እንዳሻሽል ይረዱኛል።						
30	የእንግሊዝኛ ክፍሎችን ሁል ጊዜ በጉጉት እጠባበቃለሁ።						
31	የወደፊት ሙያዬን ሳስብ እንግሊዝኛ እንደምጠቀም እገምታለሁ።						

ክፍል III: ተማሪዎች እንግልዝኛ ቋንቋ በሚማሩበት ጊዜ ስለሚፈጠረው መጨናነቅ በተመለከተ የተዘጋጁ ጥያቄዎች

መመሪያ: የሚከተሉት ጥያቄዎች እናንተ ተማሪዎች እንግልዝኛ ቋንቋ በምትማሩበት ጊዜ ስለሚኖሩት ውጥረቶችና መጨናነቅ ላይ ያተኮራሉ። ከተሰጡት አማራጮች በጣም የሚቀርበውን መልስ በመምረጥ መልስ/ሽ። መልስህን/ሽን ‘√’ ምልክት በመጠቀም መልስ/ሽ ።

ተ. ቁ.	ዝርዝር ጥያቄዎች	በፍጹም አልስማማም (1)	አልስማማም (2)	በመጠኑም አልስማማም (3)	በመጠኑ እስማማለሁ (4)	እስማማለሁ (5)	በሚገባ እስማማለሁ (6)
32	በእንግሊዝኛ ክፍል ውስጥ ብዙ ጊዜ በጣም ከመደንገጤ የተነሳ የማውቃቸውን ነገሮች እረሳለሁ።						
33	በእንግሊዝኛ ክፍላጊዜ በጣም እጨናነቃለሁ።						
34	የጭንቀት ስሜቴን በቋንቋ ክፍሌ ውስጥ የቋንቋ ችሎታዬን ለማሻሻል እንደ እድል እጠቀማለሁ።						
35	አንዴ እንግሊዝኛ መጠቀም ከጀመርኩ ብዙም አልጨናነቅም።						
36	በጫና ውስጥ ሆኜ ስማር የበለጠ ውጤታማ ነኝ።						
37	ውጥረት ወይም ጭንቀት ሲያጋጥመኝ በቋንቋ ክፍሌ ውስጥ ጥሩ ለመሆን የበለጠ ተነሳሽነት ይሰማኛል።						
38	የጥቂዎችን መልሶች ባውቅ እንኳን በእንግሊዝኛ ክፍላጊዜ ማስተዋስ አልችልም።						
39	በቋንቋ ክፍሌ ውስጥ ራሴን መግለጽ ይከብደኛል፤ ይህም ውጤታማ በሆነ መንገድ የሐሳብ ልውውጥ ለማድረግ ያስቸግረኛል።						
40	ትንሽ ጫና ስኖረኝ እንግሊዝኛዬ የተሻለ ነው።						
41	ሌሎች ተማሪዎች የእንግሊዝኛ ቋንቋ በተሻለ ሁኔታ የሚረዱ ያህል ስለሚሰማኝ በራስ መጠራጠርንና ጭንቀት ይወረኛል።						

42	ስጩናነቅ እንግሊዝኛዬ ብዙም ጥሩ አይደለም።						
43	በቋንቋ ክፍል ውስጥ የተማርኩትን በመረበሽ ምክንያት እረሳለሁ ፣ ይህም በመግባቢያዬ ላይ ተጽዕኖ ያሳድራል።						
44	የእንግሊዝኛ ፈተናዎች መጨናነቅ እና ጭንቀት እንዲሰማኝ ያደርጉኛል፣ ይህ ደግሞ አፈፃፀሜን እንቅፋት ሆኖብኛል።						
45	የእንግሊዝኛ ፈተናዬን ስጀምር ጭንቀቴ እየቀነሰ እና የበለጠ ውጤታማ እንደሆነ ይሰማኛል።						
46	በእንግሊዝኛ ክፍል መናገር ሲኖርብኝ በጣም እፈራለሁ።						
47	እንግሊዝኛ ስጠቀም ፍርሀት የተሻለ እንድሰራ ይረዳኛል።						
48	ጭንቀት ሲሰማኝ የበለጠ ውጤታማ ነኝ						

ክፍል - IV: በክፍል ውስጥ እና ከክፍል ውጭ በእንግሊዝኛ ለመግባባት ያለ ፍቃደኝነት

መመሪያ: ይህ የፅሁፍ መጠይቅ በተለያዩ ጉዳዮች ላይ ከሌሎች ሰዎች ጋር በእንግሊዝኛ ቋንቋ ለመነጋገር ስትሞክር/ሪ የሚሰማህን/ሽን ስሜት በተመለከተ ምላሽህ/ሽ ለማወቅ ያለመ የጥያቄዎች ስብስብ ነው። በመሆኑም በተዘጋጀው ክፍት ቦታ ይህን ምልክት ‘✓’ በመጠቀም በቀረቡት ሐሳቦች ላይ ያለህ/ሽን የመስማማትና አለመስማማት ደረጃ በማመልከት ምላሽህ/ሽ እንድታስቀምጥ/ጭ እጠይቃለሁ።

ተ.ቁ.	ዝርዝር ጥያቄዎች	በጣም አልስማማም (1)	አልስማማም (2)	በመጠኑ አልስማማም (3)	በመጠኑ እስማማለሁ (4)	እስማማለሁ (5)	በጣም እስማማለሁ (6)
49	ስለራሴ ፣ ስለትውልድ ቦታዬና ባህሌ በክፍል ውስጥ በእንግሊዝኛ ቋንቋ ለመናገር ፍቃደኛ ነኝ።						
50	በመቀመጫ ወንበሬ ሁኔ ከጓደኛዬ ጋር በእንግሊዝኛ ቋንቋ ሚና-ነጠቃን (ድራማ) ለመስራት ፍቃደኛ ነኝ።						
51	በቪዲዮ ጥሪዎች ወይም በቪዲዮ ኮንፈረንስ መሳሪያዎች ሀሳቦቼን በእንግሊዝኛ ለመናገር ፈቃደኛ ነኝ።						
52	የእንግሊዝኛ አስተማሪዬን ያልገባኝን ነገር በተመለከተ ምን እንዳለ እንዲያውቀኝ ለመጠየቅ ፍቃደኛ ነኝ።						
53	በማህበራዊ ሚዲያ ላይ ከአገርኛ ተናጋሪዎች ጋር በእንግሊዝኛ ለመወያየት ፈቃደኛ ነኝ።						
54	በመንገድ ላይ ቁመን ከእንግሊዝኛ ተናጋሪ ጓደኛ ጋር በእንግሊዝኛ ቋንቋ ለማውራት ፍቃደኛ ነኝ።						
55	በእንግሊዝኛ የአንላይን ቪዲዮ እና የፊዲዮ ፕሮግራሞችን ለማዳመጥ ፈቃደኛ ነኝ።						
56	በምግብ ቤት ከእንግሊዝኛ ተናጋሪ አስተናጋጅ ጋር በእንግሊዝኛ ቋንቋ ለመነጋገር ፍቃደኛ ነኝ።						
57	የእንግሊዝኛ ተናጋሪ ስብስብ ለሆኑት ጓደኞቼ በበይነ-መረብ የቀጥታ ስርጭት በእንግሊዝኛ ንግግር ለማድረግ ፍቃደኛ ነኝ።						

58	በሱቅ ያገኘሁትን እንግሊዘኛ ቋንቋ ተናጋሪ የሽያጭ ሰራተኛ ጋር በእንግሊዘኛ ለመነጋገር ፍቃደኛ ነኝ።						
59	ከጥቂት እንግዳ የእንግሊዘኛ ተናጋሪ ስብስብ ከሁኑት ሰዎች ጋር ለመነጋገር ፍቃደኛ ነኝ።						
60	በፌስቡክ ወይም በሌላ የማህበራዊ ሚዲያ ቻናሎች ከእንግሊዝኛ ተናጋሪዎች ጋር በእንግሊዘኛ ግንኙነት ለመሳተፍ ፈቃደኛ ነኝ።						
61	ስላሳለፍኩት ሳምንት ወይም ስላየሁት ፊልም ለክፍል ጓደኞቼ ለማውራት ፍቃደኛ ነኝ።						
62	በዋትስአፕ ወይም ተመሳሳይ የመልእክት መላላኪያ መድረኮች ላይ ከእኩዮቼ ጋር በእንግሊዝኛ ውይይቶች ላይ በንቃት ለመሳተፍ ፈቃደኛ ነኝ።						
63	በእንግሊዘኛ ክፍለ-ጊዜ በቡድን ውይይት ወቅት በእንግሊዘኛ ለመናገር ፍቃደኛ ነኝ።						

ክፍል - V: የእንግሊዝኛ ችሎታ ራስ-ግምገማ መግለጫዎች

መመሪያ: ውድ ተማሪዎች፣ የሚከተሉት በእንግሊዝኛ ችሎታዎ ላይ የራስ መገምገሚያ መግለጫዎች ዝርዝር ናቸው። በእያንዳንዱ መግለጫ ምን ያህል እንደሚስማሙ ወይም እንደማይስማሙ ደረጃ ይስጡ።

ተ.ቁ.	ዝርዝር ጥያቄዎች	በጣም አልስማማም (1)	አልስማማም (2)	በመጠኑ አልስማማም (3)	በመጠኑ እስማማለሁ (4)	እስማማለሁ (5)	በጣም እስማማለሁ (6)
64	በቀላል የዕለት ተዕለት የእንግሊዝኛ የንባብ ማቴሪያዎች ውስጥ የተወሰነ፣ ሊተነበይ የሚችል መረጃ ማግኘት እችላለሁ።						
65	የእንግሊዝኛ ፊልሞችን እና ሙዚቃን መከታተል እችላለሁ።						
66	እኔ ራሴን፣ ቤተሰቤን እና ሌሎች ሰዎችን በቀላል ቃላት ለመግለጽ ተከታታይ የእንግሊዝኛ ሀረጎችን እና ዓረፍተ ነገሮችን መጠቀም እችላለሁ።						
67	የተሰማኝን ፣ የምሰራውን ወይም የምፈልገውን በመግለጽ በመሰረታዊ ማህበራዊ መስተጋብር ውስጥ መሳተፍ እችላለሁ።						
68	በእንግሊዝኛ በጣም አጭር፣ መሰረታዊ የክስተት መግለጫዎችን፣ ያለፉ ተግባራትን እና የግል ልምዶችን መፃፍ እችላለሁ።						
69	ከጓደኞቼ ጋር ቀላል ዜና ለመለዋወጥ፣ እቅድ ለማውጣት እና ለመገናኘት በእንግሊዝኛ የስልክ ውይይት ማድረግ እችላለሁ።						
70	ስለ ነገሮች በእንግሊዝኛ መጠየቅ እና ቀላል ግብይቶችን ማድረግ እችላለሁ።						
71	ለመሠረታዊ የግንኙነት ፍላጎቶች አገላለጽ በቂ የእንግሊዝኛ ቃላት ዝርዝር አለኝ።						
72	በማህበራዊ ሚዲያ ወይም በኢሜል በእንግሊዝኛ የሚላኩ አጭር እና ቀላል መልዕክቶችን መረዳት እችላለሁ።						

አመሰግናለሁ!

Appendices C: Ethical approval

University of Szeged



Institutional Review Board
Doctoral School of Education

6722 Szeged, 30-34 Petőfi S. Av., Hungary
Phone/fax: +36 62 544-032

Merih Welay Welesilassie
PhD Student: Doctoral School of Education
Reference number: 21/2021
Subject: Ethical evaluation of a research project

Date: 19 November, 2021

ETHICAL APPROVAL

The Institutional Review Board (IRB) of the Doctoral School of Education, University of Szeged has recently reviewed your application for an ethical approval (Title of the Research Project: **“Foreign language learning motivation, anxiety and achievement: The interrelationship of individual variables in learning English as a foreign language”**, supervisors: Dr. Nikolov Marianne). This proposal is deemed to meet the requirements of the ethical conducts on social research with human subjects of the Doctoral School of Education, University of Szeged.

IRB decision: approved

Justification:

The research project meets the requirements of the professional-ethical criteria of the social research including human subjects within the field of education science. Main goal of the study is to investigate the relationship between foreign language learning motivation, anxiety, and achievement. The research design is mixed methods: it combines quantitative and qualitative methods.

Data will be collected from undergraduate Preparatory School students in Ethiopia. Participants will be undergraduate students learning English as a foreign language at school (N = 80). All of the students are above the age of 18. Questionnaire is anonymous, the face-to-face interviews will be recorded. A written consent form will be issued to the participants for their self-approval. Participation is voluntary. Procedure of the data collection does not harm their privacy law, it does not have an impact on the participants' mental or physical health. Data cannot be handled by persons to whom they are not concerned.

In a summary, full ethical approval has been granted.

We wish you all the best for the conduct of the project.

A handwritten signature in black ink, appearing to be 'B. Pikó'.

Prof. Dr. Bettina Pikó
IRB coordinator

University of Szeged



Institutional Review Board
Doctoral School of Education

6722 Szeged, 30-34 Petőfi S. Av., Hungary
Phone/fax: +36 62 544-032

Merih Welay Welesilassie
PhD Student: Doctoral School of Education
Reference number: 13/2022
Subject: Ethical evaluation of a research project

Date: 2 November, 2022

ETHICAL APPROVAL

The Institutional Review Board (IRB) of the Doctoral School of Education, University of Szeged has recently reviewed your application for an ethical approval (Title of the Research Project: *"The relationship among foreign language learning motivation, willingness to communicate, anxiety and achievement in adult EFL learners at an Ethiopian preparatory school"*), supervisors: Dr. Nikolov Marianne). This proposal is deemed to meet the requirements of the ethical conducts on social research with human subjects of the Doctoral School of Education, University of Szeged.

IRB decision: approved

Justification:

The research project meets the requirements of the professional-ethical criteria of the social research including human subjects within the field of education science. Main goal of the study is to investigate the relationship between foreign language learning motivation, anxiety, and achievement. The research design is mixed methods: it combines quantitative and qualitative methods.

Data will be collected from undergraduate Preparatory School students in Ethiopia. Participants will be undergraduate students learning English as a foreign language at school (N = 200). All of the students are above the age of 18. Questionnaire is anonymous, the face-to-face interviews will be recorded. A written consent form will be issued to the participants for their self-approval. Participation is voluntary. Procedure of the data collection does not harm their privacy law, it does not have an impact on the participants' mental or physical health. Data cannot be handled by persons to whom they are not concerned.

In a summary, full ethical approval has been granted.

We wish you all the best for the conduct of the project.

Prof. Dr. Bettina Pikó
IRB coordinator

Appendices D: School and students consent

Mizan- Tepi University
College of Social Science and Humanities
Department of English Language and Literature

February 3/02/ 2022
Ref Eng 1218/14

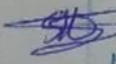
To: University of Szeged, Hungary


Subject: Giving Witness about Mr. Merih Welay's Data Collection

MTU

Mr. Merih Welay has chosen our University to collect data for his Thesis and hence informed us to help him in the data collection process in the very month of January. Accordingly, the department of English Language and Literature assigned Mr. Tsehayye Atsbihiha, Senior lecturer in the department and Dr. Seyoum Haile head of the department, to collect the data salient for the accomplishment of Mr. Merih's mission. Carrying all the responsibilities diligently, we managed the entire work Mr. Merih was supposed to perform. In simple terms, we printed the questionnaire, explained the purpose to the participants and finally distributed it to them. Here, we cannot hide that the reaction of the students was promising for they expressed their thrill in filling such kind of questionnaire. They told us the items of the questionnaire were clear and that they were prepared to the level of their knowledge. Therefore, on behalf of the department, I would like to inform your University that we have collected the data from the participants with tremendous endeavor and smooth communication just keeping all ethical principles of data collection.

With best regards,


የአንገላዊት ትምህርት ምክር ቤት
ትምህርት ክፍል ኃላፊ
Head Department of English
Language and Literature

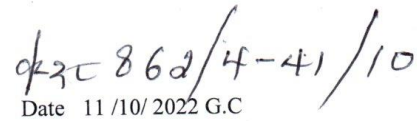


Seyoum Haile (PhD), Head Department of English Language and Literature, Mizan-Tepi University
Ethiopia

Cc

To: Department of English Language and Literature

MTU, Department of English Language and Literature

Hungary

As it is known, Mr. Merih Welay Welesilassie is pursuing his PhD degree in TEFL at the University of Szeged in Hungary. On November 11/1/2022 G.C, the student requested us to conduct his study at our school, named Mizan Higher Secondary School. Accordingly, by taking all the initiatives we have managed the responsibility we have been given and made our grade 12 students to fill the questionnaire just by giving every single orientation we believed was important to the effective accomplishment of the data collection. We, the school authorities would like to publicize that the questionnaire was filled thoroughly through our close follow up. Thus, we are writing this letter to notify your esteemed institution that filling process of the questionnaire passed all the legal steps and research ethics required by higher institutions.

[Signature]
አለማየሁ ዳዢ ወጋሾ
Alomayehu Dache Wogaso
የፖሊስ ሪፖርት ሪፖርተር/ሪፖርተር
CC: Acc/Vice Director



Mizan-Aman

Ethiopia

Appendices E: Professional translators

Date: November 18, 2021

To: The University of Szeged, Doctoral School of Education, Hungary


Hungary

Subject: Announcing Letter of Confirmation

I am pleased to write this letter of confirmation to Mr. Merih Welay Welesilassie a PhD student at the Doctoral School of Education at the University of Szeged in Hungary. I was given a chance to translate questionnaire prepared for collecting data for his PhD dissertation on November, 2021. To say a few things about myself, I hold a Bachelor of Education degree in English and a Master of Art degree in English Literature. I am a native Amharic and English translator. I am now teaching at Mizan Tepi University as a lecturer. In addition, I have taken various English language courses including translation. These courses helped me to excel my abilities both personally and professionally to translate the questionnaire accurately to the best of my knowledge. Thus, the translated procedure of the questionnaire has been made in accurate Amharic translation of the English version.

With Regards,

Name: ~~Tsehaye Assefa Deme~~

Signature: 

Email address: tsehayeasb2022@gmail.com

Phone number: +251920145575

Mizan Tepi University, Mizan-Aman, Ethiopia

Date November 10, 2021

To the University of Szeged, Doctoral School of Education, Hungary

Subject: Letter of confirmation

Merih Welay Welesilassie, a Ph.D. student at the Doctoral School of Education at the University of Szeged, asked me to translate an English questionnaire into Amharic – an Ethiopian official language. I hold a Bachelor of Education degree in Amharic (with a minor in English) and a Master of Arts degree in Applied Linguistics for Teaching Amharic. I am now a fourth-year Ph.D. student at Addis Ababa University in Ethiopia. As a result, this is confirmation that the English questionnaire has been effectively and professionally translated into Amharic.

With regards

Name: Abrham Mesfin Gebreslassie

Signature:



Email address: abrham.mesfin@aau.edu.et or abrhammesfin12@gmail.com

Phone number: +251 913 04 46 79

Addis Ababa, Ethiopia

