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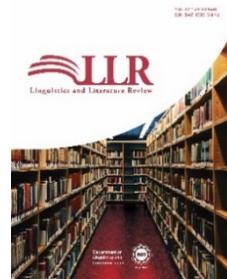|	
Title:	**Investigating the Effects of ESL Learners' Motivation and Anxiety on Task Based Language Teaching in Pakistan**
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Investigating the Effects of ESL Learners' Motivation and Anxiety on Task Based Language Teaching in Pakistan

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Abstract

Motivation and anxiety play a significant role in the teaching and learning process, either it is second language learning or Task Based Language Teaching (TBLT). The current research aimed to investigate the motivation and anxiety faced by Pakistani English as Second Language (ESL) learners while learning English language. A quantitative research design was used to conduct this research. Moreover, Structural Equation Modeling (SEM) was subsequently applied to record the relationship between task motivation and second language (L2) motivation, as well as to configure the association between task anxiety and foreign language anxiety. From two public sector colleges of Sargodha, eighty ESL learners participated in the experiment. They were shown a cartoon video and then they were asked to narrate the video in English. Furthermore, they were inquired about their task anxiety and task motivation. The results showed that task motivation has three sides, that is, positive attitude towards the task, negative attitude towards the task, and task diagnostic tool. Task anxiety construct also shows three sides- setting namely anxiety, language related anxiety, and anxiety reliefs. The results also revealed that TBLT is greatly affected by motivation and anxiety. The current study would help the teachers to gain knowledge about the motivational strategies used by their students. Lastly, the research would be helpful for ESL teachers to motivate their students and understand their anxieties. This study was limited to the video narration task. Hence, it is recommended to extend future studies by including more than one task while using a large sample size.

Keywords: anxiety, ESL (English as Second Language), motivation, quantitative analysis, Structural Equation Modeling (SEM), Task Based Language Teaching (TBLT)

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Introduction

English as a language has developed globally and many countries around the world have acquired it as a second language. However, it has been seen that people are not as efficient in it as they are in their first language (mother tongue). It requires a lot of motivation to learn another language instead of mother tongue and it also causes anxiety in second language learners. The subject of motivation, while learning English as a second language, has grabbed the attention of researches for the past few years and the research on this topic has been going on for years now.

Various studies have been conducted and it has been observed that the learner's motivation results in successful acquisition of the language (Alizadeh, 2016; Carrio-Pastor & Mestre, 2014; Sinap et al., 2021). Gardner (2010) is of the view that the learners who are highly motivated, perform better as compared to the learners who lack motivation. Motivation provides momentum for language learning and likewise it also helps in the process of learning (Dörnyei, 1998). Comprehensively, motivation impacts the reason due to which individuals choose to accomplish anything, the time span for which they complete the task, and determination to follow the task (Dörnyei & Skehan, 2003). Motivation is classified into integrative and instrumental motivation and extrinsic and intrinsic motivation. Gardner and Lambert (1972) introduced the conceptual framework of integrative and instrumental motivation. If the person feels motivated to learn the second language, it means that he\she can identify himself/herself with the native speakers of that language and it is considered as integrative motivation. Whereas, if the person is motivated to learn a second language in order to improve his professional career, it is termed as instrumental motivation. Intrinsic motivation comes from inside the person when he is motivated to learn the language for himself and this motivation arises from the internal source that can be an interest in that language. It is personally rewarding. While extrinsic motivation comes from the outside. It is a motivation which the learner feels in order to learn the language to perform well at work or in school. In this, the reward can be in the form of good grades, given by the teacher or a good pay at work.

Learners often feel nervous and anxious while learning English as a second language. This anxiousness results in a blockage of language learning. This fear of learning that is linked to something is known as anxiety (Hilgard et al., 1971) and it impacts language learning negatively.

During the last few years, the studies conducted on Task-based language teaching (TBLT) have also played a crucial role in the acquisition of second language (SL). Various studies explored activities from different standpoints (Skehan, 2003), such as the impact of condition of activity on meaning and understanding (Long, 1989), communications of learner and language learning (Swain & Lapkin, 2001) with the impact of condition of activity on production of language (Skehan & Foster, 1999). Similarly, motivation and anxiety in Second Language Acquisition (SLA) has also been the focus of the study of various researchers. However, the effect of motivation and anxiety in TBLT still remains unexplored.

The research, in the field of second language education in Pakistan, has not extensively explored the field of task motivation and task anxiety along with their effect on the acquisition of second language learning. To fill this gap, the current research examined the effects of motivation and anxiety in SL learners, in TBLT, in Pakistan. Furthermore, it also offered awareness to ESL educators in order to recognize different types of motivation and anxieties possessed by the learners. Additionally, the linkage between anxiety, motivation and performance of activity by the language learners has been studied as well. In this study, a questionnaire was formed on the basis of the experience of learners during the task of narration of video. The participants performed the task and filled a questionnaire comprising various paradigms, such as motivation and anxiety in task. This research was limited to the study of task motivation and task anxiety of the students of two government colleges in Sargodha. However, other colleges have been excluded because of lack of time and resources. Likewise, the study has been delimited to only one task, that is, video narration and future studies which can be extended to more than one task.

Research Questions

Following research questions were formulated for the current study:

1. What is the nature of task motivation in language learners of Pakistan?

2. Whether or not language learners in Pakistan show anxiety when a task is assigned to them?

3. What is the effect of motivation and anxiety on task-based language learning in Pakistan?

Literature Review

Task Based Language Teaching (TBLT) stresses considerable accentuation on significant use of language. In TBLT, task is assigned a central position and creates contexts in which a learner's natural language learning capacity can be nurtured (Ellis, 2009). Specific plan or execution of assignments can be controlled in order to redirect students' thoughtfulness regarding structure (Ellis, 2012; Robinson, 2011; Skehan, 2003) and conceivably influence students' execution of task. Likewise, tasks are viable with unequivocal directions, opening up opportunities for students to improve their specific information on specific designs and creation of exactness while focusing on significance (Li et. al., 2016). In the field of research, two structures for methodically concentrating on tasks have drawn the most consideration, that is, framework of Skehan's (1996) and Triadic Componential Framework by Robinson (2001, 2007). The two systems are focused on how unique tasks, qualities or execution conditions impact students' undertaking.

Comprehensively, motivation impacts the reason under which individuals choose to accomplish anything, the period in which they support the task, and how firmly they seek after it (Dörnyei & Skehan, 2003). Gardner's integrative/instrumental division, the intrinsic/extrinsic differentiation as well as Dörnyei's L2 Motivational Self System are the three standard structures that are used while studying motivation. The socio-instructive framework of SLA (Gardner & MacIntyre, 1993; Gardner, 1985) has been the foundation of L2 motivation research for quite a long time. Integrative/instrumental dichotomy model portrayed the connection between six individual distinctive factors (insight, inclination of language, techniques, perspectives, motivation, and language anxiety), settings of language acquisition, and learning results (formal and informal). Dörnyei's L2 Motivational Self System was considered from the goal to concoct a more extensive translation of Gardner's idea of 'integrativeness' (Gardner, 1985).

Anxiety is an emotional condition felt in alarming situation (Eysenck et al., 2007). It is normally connected to unfavorable impacts upon intellectual execution, particularly in situations where assignment under execution intentionally requests and requires high mental burden (Derakshan & Eysenck, 2009). There are two overwhelming speculations of anxiety in intellectual brain research, that is, handling proficiency hypothesis and

consideration control hypothesis. Moreover, there are three sorts of anxiety considered in SLA, that is, trait nervousness, state anxiety, and circumstance anxiety.

Two common hypotheses of anxiety within intellectual research – processing efficiency (Eysenck & Calvo, 1992; Eysenck, 1979) and attentional control hypothesis (Eysenck et al., 2007) – clarify the connection among nervousness and perception. Processing proficiency hypothesis contends that anxiety disables the connection between nature of execution and measure of exertion, dedicated for accomplishment of presentation. Attentional control hypothesis broadens the extent of preparing productivity hypothesis by expounding on particular elements of focal leader that is disabled by nervousness, that is, the hindrance capacity and the moving capacity.

Methodology

Participants

Eighty (80) participants were selected to conduct the current research, wherein 40 of them were male and the rest of 40 were female. All the participants were enrolled in government colleges and were aged between 19 to 21. The participants belonged to different fields of studies and had received the education of English as a second language for almost 15 years. They were also enrolled in selected English language programs.

Task

The task assigned to the students was to narrate a video in English. The video was selected from the cartoons "Shawn the Sheep" and was titled as 'Cones'. After watching that video, the students were requested to narrate it in English language to the instructor.

Instruments

In order to conduct the current study, a questionnaire was designed to measure the anxiety and motivation in TBLT, that is, task motivation and task anxiety of English language learners while performing the task at college level.

The questionnaire was formulated on the basis of prior literature. The questionnaire of task motivation consisted of 20 different statements and dealt with various themes, such as efforts, task usefulness, future influence,

contents, novelty, support, effect of task difficulty, effect of performance, challenge, effect of anxiety, and setting/procedure as shown in Table 1. The questionnaire of task anxiety comprised of 20 different statements and dealt with various themes, such as familiarity, performance, pronunciation, content, fluency, tenses, evaluation, vocabulary, setting, sentence. Furthermore it also consisted of consequences of anxiety, such as physiological reactions, motivation, vocabulary, cognition, content, grammar, fluency as well as pronunciation. The questionnaire was rated on a five-point Likert scale that extended from 'strongly disagree' to 'strongly agree' ('*strongly disagree*' = 1, '*disagree*' = 2, '*neutral*' = 3, '*agree*' = 4, '*strongly agree*' = 5).

Results

In order to find out the answers to the research questions, Structural Equation Modeling was used. The questionnaire was based on 2 parts which included Task Motivation and Task Anxiety. Each of these parts comprised of some themes and each item of the questionnaire belonged to those themes.

RQ1. What is the nature of Task motivation in language learners of Pakistan?

The nature of task motivation was explored in RQ 1. Exploratory factor analysis of task motivation was conducted. The task motivation data met the criterion of sampling adequacy (KMO = 0.602), Bartlett test of sphericity (2 (190) = 488.194, $p < 0.05$), and homogeneity of variance (Levene's test 2 (60) =1.17, $p = 0.21$).

Table 1

KMO and Bartlett's Test

Sr. No	Sampling		Results
1.	Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.602
2.	Bartlett's Test of Sphericity	Approx. Chi-Square	488.194
		df	190
		Sig.	.000

Data Screening

The univariate outliers were screened out of the data. Due to procedural errors, 10 out-of-range values were recognized and recorded as incomplete data. With a finalized sample size of 60, the required amount of confirmatory factor analysis was met, resulting in a proportion of over 3 cases per factor.

Factor Analysis

The factorability of the four questionnaire items was tested at first. A number of distinguished criteria was applied to determine the factorability of a correlation. To begin, 55 of the 60 items had at least a .3 correlation with at least one other item, indicating that factorability was acceptable. Secondly, the Kaiser-Meyer-Olkin sample adequacy score was .602, near to the often-recommended value of .6 and Sphericity test proved to be significant (2 (190) = 488.194, p 0.05). The anti-image correlation matrix's diagonal members were already all over the place. Principal component analysis, utilized for the primary purpose, was to identify and compute composite scores for the items underlying the questionnaire. The top four components, in order, explained 21%, 17%, 7%, and 8% of the variation, respectively. The fourth, fifth, sixth, and seventh components had eigenvalues of just over one and they explained different variances.

Nature of Task Motivation

The nature of task motivation, determined by the exploratory factor analysis, showed that the first 4 themes of task motivation, that is, efforts of learners, usefulness of task, influence in future, and contents, explained 21%, 17%, 7%, and 8% of the variation. These factors caused an overall variation of 53%.

Efforts of the Learners. Learners' efforts represented the factors that motivated the learner's enthusiasm and allowed them to improve their tasks. If the learner was able to perform well by using the correct amount and correct vocabulary, it meant that he/she was putting some effort in doing his/her task. The knowledge of vocabulary indirectly acted as a factor that helped to motivate the learner. The element of entertainment in the task also contributed to motivate the students in order to participate in it.

Usefulness of the Task. There were two items regarding the usefulness of the task and the majority of students performed well in them. It was

observed that if the students were explained the usefulness and benefits of the tasks, they were performing better. The results would have been opposite if the invigilator somehow forced the students to perform the tasks without creating any interest. Moreover, the stimulated recall also demonstrated the same results as the students' interest was aroused by telling them the importance of the activity that they were involved in.

Figure 1

Scree Plot of Motivation Data
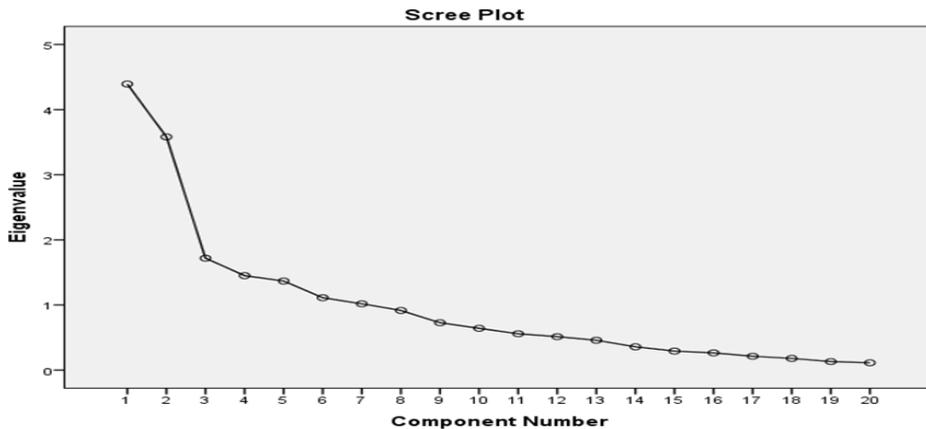
4.2 RQ2. Whether or not the language learners in Pakistan show anxiety when a task is assigned?

The nature of task anxiety was explored in RQ 2. Exploratory factor analysis of task anxiety was conducted. The task anxiety data met the criterion of sampling adequacy (KMO = 0.612), Bartlett test of sphericity (2 (190) = 560.338, $p < 0.05$), and homogeneity of variance (Levene's test 2 (60) =1.20, $p = 0.25$).

Table 2

KMO and Bartlett's Test

| Sr. No	Sampling		Results
1.	Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.612
2.	Bartlett's Test of Sphericity	Approx. Chi-Square	560.338
		df	190
		Sig.	.000

Data Screening

The univariate outliers were screened out of the data. Due to procedural errors, 10 out-of-range values were recognized and recorded as incomplete data. With a finalized sample size of 60, the required amount of confirmatory factor analyses was met, resulting in a proportion of over 3 cases per factor.

Factor Analysis

The factorability of the 4 items, in the questionnaire, was explored first. The factorability of a correlation was evaluated using a number of renowned criteria. To begin, 55 of the 60 items had a correlation of at least .3 with one other item, implying acceptable factorability (see Appendix A). Secondly, the Kaiser-Meyer-Olkin sampling adequacy score was 0.612, which was closed to the usually recommended value of 0.6, and Sphericity test was significant (2 (190) = 560.338, $p < 0.05$), the diagonal elements of the anti-image correlation matrix were already all over the place. Principal components analysis was used to detect and calculate combined scores for the elements present in the questionnaire. The top 4 components explained 28%, 12 %, 9%, and 8% of the variation, respectively (Figure 2).

Figure 2
Scree Plot of Anxiety Data
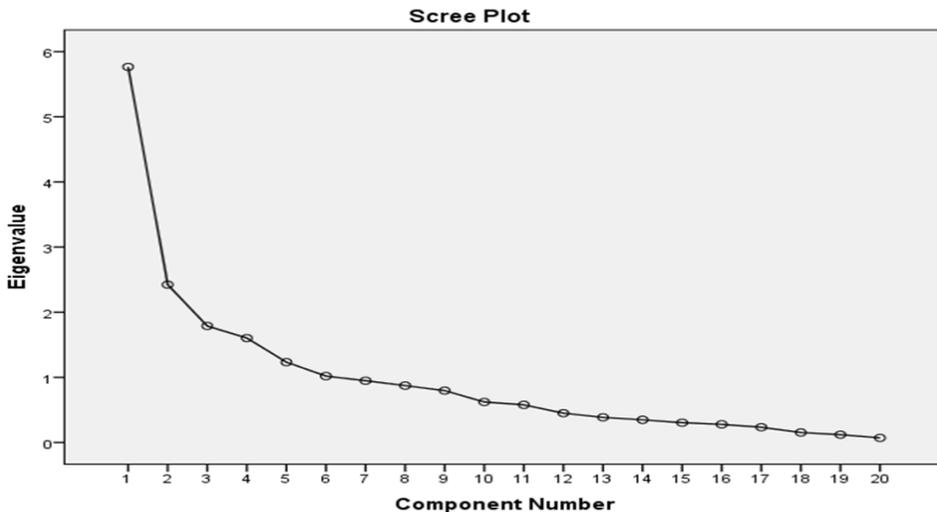
Nature of Task Anxiety. The nature of task anxiety, determined by the exploratory factor analysis, showed that the first 3 themes of task anxiety were the main facets causing anxiety in the learner while performing their tasks effectively. These factors, that is, performance, confidence, and language related anxiety explained 28%, 12%, and 9% of the variation, respectively. These factors caused an overall variation of 49%.

Performance. The task performance of the students was majorly affected by anxiety, faced by students when they encounter any lexical difficulty during the performance of the task. Students also face anxiety when they have to speak any syntactically complex sentence or speak fluently while performing the task. It may be said that the performance of L2 students was majorly affected by anxiety during the task.

Confidence. This item was the second biggest factor which causes anxiety. If the learners are required to demonstrate task performance in front of others, this could be quite intimidating and could also induce anxiety. Students also face anxiety as they are not confident in their choice of vocabulary. They also lack confidence when they have to speak fluently.

Language Related Anxiety. 'Language-related anxiety' comprised of items illustrating the impact of anxiety on participants' linguistic use or the language difficulties they encountered throughout the anxiety-inducing task. When participants were worried, they were unable to recall or gave up searching for the most acceptable words or phrase structures held in their memory, instead opting for the first word/sentence, that came to their mind. This suggested that dysfluency was both, a cause and a result of anxiety. Throughout the job completion process, it is critical to supply pupils with adequate linguistic resources. The participants' main anxieties and issues revolved around their alleged poor oral English competence.

4.3 RQ3. What is the effect of motivation and anxiety on Task-Based Language Learning in Pakistan?

In order to examine the relationship between task motivation and task anxiety, multiple regression analysis was conducted. There were 11 themes for task motivation and 19 themes for task anxiety. The items of the questionnaire were regressed with each other. Since it was impossible to discuss the regression models of all the 20 pairs of regressions, therefore the current study discussed only 10. Before conducting the regression analysis, the data was scanned for outliers. The assumptions of regression that were

checked included normality, homogeneity of variance, linearity, and multicollinearity (the Q-Q plot, the scatterplot of the residuals, the scatterplots between the explanatory variables and the response variable, and the correlations between the explanatory variables for each regression model). There were 10 regression models.

Regression Model One: Task Motivation Index One as the Response Variable

Task Motivation index, as the response variable, was linearly correlated with the task anxiety theme 1. The largest correlation between the explanatory variable was 0.53. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. Afterwards, regression model one was significant ($p = 0.021$, adjusted $R^2 = 0.065$) with one explanatory variable task anxiety in EFL classroom and task motivation ($B = -2.114$ (-3.898, -0.330), $p = 0.021$). It showed that task motivation and task anxiety had a strong significant relationship.

Regression Model Two: Task Motivation Index Two as the Response Variable

Task Motivation index 2, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.53. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. Afterwards, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.051$) with one explanatory variable task anxiety in EFL classroom and task motivation' ($B = -16.435$ (-31.535, -1.335), $p = 0.033$). It showed that the task motivation and task anxiety had a strong significant relationship.

Regression Model Three: Task Motivation Index Three as the Response Variable

Task Motivation index 3, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.54. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the

explanatory variable of task anxiety. The insignificant terms, if found, had to be removed from the model one at a time. Afterwards, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.322$) with one explanatory variable task anxiety in EFL classroom and task motivation' ($B = -0.936$ (-1.805, -0.067), $p = 0.035$). It showed that task motivation and task anxiety had a strong significant relationship.

Regression Model Four: Task Motivation Index 4 as the Response Variable

Task motivation index 4, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.54. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. The insignificant terms, if found, had to be removed from the model one at a time. Then, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.322$) with one explanatory variable task anxiety in EFL classroom and task motivation' ($B = -1.886$ (-3.428, -0.345), $p = 0.017$). It showed that task motivation and task anxiety had a strong significant relationship.

Regression Model Five: Task Motivation Index 5 as the Response Variable

Task motivation index 5, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.55. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. The insignificant terms, if found, had to be removed from the model one at a time. Then, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.322$) with one explanatory variable task anxiety in EFL classroom and task motivation' ($B = -0.538$ (-0.772, -0.303), $p < 0.001$. It showed that task motivation and task anxiety had a strong significant relationship.

Regression Model Six: Task Motivation Index 6 as the Response Variable

Task motivation index 6, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.54. Therefore,

multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. The insignificant terms, if found, had to be removed from the model one at a time. Then, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.322$) with one explanatory variable task anxiety in EFL classroom and task motivation. It showed that task motivation and task anxiety had a strong significant relationship.

Regression Model Seven: Task Motivation Index 7 as the Response Variable

Task Motivation index 7, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.47. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. The insignificant terms, if found, had to be removed from the model one at a time. Then, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.322$) with one explanatory variable task anxiety in EFL classroom and task motivation' ($B = -0.936$ (-1.805, -0.067), $p = 0.035$). It showed that task motivation and task anxiety had a strong significant relationship.

Regression Model Eight: Task Motivation Index 8 as the Response Variable

Task motivation index 8, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.54. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. The insignificant terms, if found, had to be removed from the model one at a time. Then, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.322$) with one explanatory variable task anxiety in EFL classroom and task motivation' ($B = -0.936$ (-1.805, -0.067), $p = 0.035$). It showed that task motivation and task anxiety had a strong significant relationship.

Regression Model Nine: Task Motivation Index 9 as the Response Variable

Task motivation index 9, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.54. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. The insignificant terms, if found, had to be removed from the model one at a time. Then, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.322$) with one explanatory variable task anxiety in EFL classroom and task motivation' ($B = -0.936$ (-1.805, -0.067), $p = 0.035$). It showed that task motivation and task anxiety had a strong significant relationship.

Regression Model Ten: Task Motivation Index 10 as the Response Variable

Task motivation index 10, as the response variable, was linearly correlated with the 19 themes of task anxiety. The largest correlation between these 19 explanatory variables was 0.67. Therefore, multicollinearity was not a concern. The suppositions of normality and homoscedasticity of variance were achieved. The model fitted with the explanatory variable of task anxiety. The insignificant terms, if found, had to be removed from the model one at a time. Then, regression model one was significant ($p = 0.033$, adjusted $R^2 = 0.322$) with one explanatory variable task anxiety in EFL classroom and task motivation' ($B = -0.936$ (-1.805, -0.067), $p = 0.035$). It showed that task motivation and task anxiety had a strong significant relationship.

Discussion

The factors affecting the task motivation include efforts of the learners, usefulness of the task, influence in future, and contents of the task. The efforts of the learners showed directly whether they were motivated to perform the task or not. It was observed that the students were trying to speak as many words in the English language as they could. They were trying to recall the most suitable words in order to explain the task to the researcher in English. This showed their efforts and task motivation. Their knowledge of the vocabulary acted as a factor that helped to motivate the learners. This finding might be informative for future pedagogy in terms of

TBLT, since story narration is a basic part of TBLT classroom. The contents of the task must also be captivating along with having an element of entertainment and enjoyment. Since entertaining tasks catch the interest of the learners and put more effort in completion of their task and hence, they would be more motivated. A recent research, conducted by Alrabai (2022), also determined that motivation and the factor of enjoyment play an important role in willingness of the person to communicate in Second Language (L2WTC). According to Alrabai (2022), motivation is directly affected by the strength of the character and the factor of enjoyment facilitates the bond between motivation and the willingness of the person to communicate in second language. Chua & Lin (2020) concluded in their study that TBLT increases the motivation of learners in long term and if the learners were given sufficient language input they can perform better while doing the task.

Learners must also be informed of the 'usefulness of the task' before starting it. It has been observed during the research that when the learners were informed how this task could help them in the future, they showed more motivation to perform it. The teaching system of Pakistan is unable to discuss the usefulness of any classroom activity or lesson. This results in the fact that students are unmotivated and are unable to develop any interest in the lesson.

The exploratory factor analysis of anxiety, experienced during the task, showed that three factors were causing anxiety in L2 learners. These factors included performance 28%, confidence 12%, and language related anxiety 9%, respectively.

The task performance of the students was majorly affected by anxiety which students face when they encounter any lexical difficulty during the performance of the task. The research conducted by Donate (2022), on task anxiety, cognition, and performance also showed that task anxiety was negatively affecting students' cognition and they experienced difficulty in uttering the words while performing in oral tasks.

The current research also showed that students feel more anxiety while narrating the cartoon episode in English. The anxiety felt by students was majorly due to lack of confidence and language-related difficulties. It has been observed that when the researcher encouraged the learners, by giving them stimulated recalls and approving their choice of vocabulary, learners'

anxiety showed a falling pattern and they felt more confident and less anxious while narrating the story.

The relationship of motivation and anxiety on TBLT was investigated via multiple regression analysis. Ten regression models were applied. In most of the models, task motivation index, as a response variable, was linearly correlated with 19 themes of task anxiety. The results revealed that task motivation and task anxiety had a strong significant relationship on TBLT, as they were linearly correlated. The themes of motivation and anxiety that had an impact on the TBLT included efforts of the learners, usefulness of the task, influence of task in future, contents of the task, performance, confidence, fluency, linguistic difficulties, setting or environment, and evaluation. The TBLT curriculum developers must consider these factors that tend to affect motivation and anxiety of the students. They must be aware regarding the difficulty of the task, especially the linguistic difficulty, which is the major cause of anxiety faced by students' while performing the task. Moreover, list of keywords must also be added in difficult tasks or students should be allowed to have group discussions while performing the task. Chen (2018) researched on the relationship between TBLT and listening motivation and found that TBLT improves students' motivation of listening. It also increases learners' self-efficiency and stimulates the learner' interest in language learning. Moreover, TBLT also reduces the anxiety of learners by highlighting the goal while performing the task. Tavakoli et al. (2019) studied the effect of Computer Assisted Language Learning (CALL) mediated TBLT. Their results showed a positive impact on motivation.

Conclusion

The current study aimed to investigate task motivation and task anxiety with their impact on TBLT in second language learning classrooms with the help of a questionnaire on motivation and anxiety. Eighty (80) participants were shown an episode from the cartoon 'Shawn the Sheep' and their task was to narrate the video in English to the researcher. After conducting the exploratory factor analysis of the data collected through the questionnaire, the nature of task motivation and anxiety were determined. The findings suggested that the motivation of L2 learners was majorly affected by four factors which included the efforts of the learners, usefulness of the task, its influence in the future, and nature of the content. The exploratory factor analysis of the nature of task anxiety showed three facets that caused anxiety

among the learners. These facets included performance, lack of confidence, and language related anxiety. The relationship of motivation and anxiety with TBLT was investigated via multiple regression analysis. Ten regression models were applied. In most of the models, task motivation index, as a response variable, was linearly correlated with 19 themes of task anxiety. The findings revealed that task motivation and task anxiety had a strong significant relationship with TBLT as they were linearly correlated. The themes of motivation and anxiety which had an impact on TBLT included the efforts of the learners, usefulness of the task, influence of task in future, and contents of the task.

Limitations

The study was limited to the students of two government colleges in Sargodha and the other colleges were excluded because of the lack of time and resources. Likewise, the study was limited to only one task, that is, video narration. Future studies can be extended to more than one task while using a large sample size.

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Appendix

Task

The students have to watch an animation and narrate a story in English after watching an episode from a cartoon named 'Shawn the Sheep'.

The task motivation and task anxiety questionnaire

You have completed the retelling of the cartoon; please complete this questionnaire according to how you felt when you finished your oral activity just now. Please select a number from 1(Strongly disagree)-5 (Strongly agree) that you think is appropriate. The answer is not correct and wrong, please answer truthfully, thank you.

Serial no.	Statement
1.	I enjoyed the process of doing this activity.
2.	The activity was not to my liking because there was no feedback from the teacher.
3.	When I feel nervous, I want to do better.
4.	This activity aroused my enthusiasm for practicing spoken English.
5.	I felt nervous because I thought I am unable to speak well.
6.	I felt demotivated because I did not have a vocabulary with keywords.
7.	I get nervous when I am worried that I may speak some bad word.
8.	I was nervous just now.
9.	I felt very encouraged to do this activity as it was challenging.
10.	When I couldn't clearly describe a particular episode, my interest in the event declined.
11.	I did not feel anxious as no group of people listened to me.
12.	I did not like the process because I could not speak well.
13.	I get nervous when I think I am wrong.
14.	I felt anxious because I spoke alone, not in small groups.
15.	When I don't know the English word for an object/person, my interest in the event drops.
16.	This task helped me to increase my speaking skills
17.	I feel nervous when I hesitate between a few words.
18.	I did not feel anxious because the atmosphere was relaxed.
19.	I liked this activity because the cartoons were interesting.
20.	I felt tense as I had little knowledge of vocabulary.
21.	I did not enjoy this activity because I couldn't have group discussions with my classmates.
22.	I felt anxious because I didn't have confidence in my spoken English
23.	I felt anxious because the detailed description of story was required.

Serial no.	Statement
24.	I felt anxious because I don't usually do English practice of retelling stories.
25.	I will do more spoken exercise as this task helped me to recognize my weaknesses.
26.	When I feel anxious, I can't remember the exact vocabulary.
27.	When I feel anxious, I can only think of simple sentences.
28.	This activity had effectively mobilized the knowledge of English that I had learned in the past.
29.	I get anxious when I am not sure what tense to use.
30.	This activity had no effect on my future English study, because it had nothing to do with my major or future career.
31.	I get anxious when I can't pronounce a term properly.
32.	I don't feel nervous because even if I don't speak well, there are no serious consequences.
33.	I feel anxious when I can't say a complete sentence.
34.	I felt anxious because I was required to speak on the spot.
35.	When I feel anxious, I speak quicker than my normal speaking speed.
36.	I can't complete the task, When I feel anxious.
37.	I got anxious when I am unable to describe a clip.
38.	When I feel anxious, I only consider easy words.
39.	When I feel anxious, I have no time to think about whether the grammar is correct.
40.	Because of nervousness, I forgot some scenes.