



INTERPLAY OF MOTIVATION, ANXIETY, AND SELF-EFFICACY IN SECOND LANGUAGE LEARNING: A STUDY INTO GOAL SETTING

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Abstract

The present study explores the interplay of motivation, anxiety, and self-efficacy and their interaction with goal setting in the context of second language learning. The researcher used purposive sampling and collected the responses of eight English language learners through open-ended questionnaire via online medium of Google forms. The responses were thematically analyzed using Braun and Clarke's method of thematic analysis. For the theoretical underpinning, the researcher applied the concepts of Wilhelm Wundt on motivation and goal directed behavior. Along with that, existential ideas about meaning and self-becoming by Ludwig Binswanger were used for a deeper understanding of self-efficacy and motivation. Themes related to motivation, anxiety, self-efficacy, and goal setting show an interconnection of all these concepts. Motivation and anxiety being the most important aspects that provide a push for goal setting and self-efficacy. The findings also highlight that cognitive and emotional strategies are prevalent in responses which work as a force for motivation, self-efficacy, and help to cope with anxiety. Self-efficacy, however, leads to goal setting. It is also revealed that learners navigate their growth through goal setting and self-learning, which work as an element of being and autonomy.

Keywords: *Anxiety, Cognition, ESL, Motivation, Self-efficacy.*

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1. Introduction

Language learning is a complex process that involves cognition, emotional behaviors, and social influences. In relation to these, motivation, anxiety, and self-efficacy are important psychological factors that play an important role in learning or acquiring a new language (Dornyei & Ushioda, 2011). In the field of applied linguistics, the recent research emphasizes the need to not only grasp the way these factors affect the process of learning, but also to understand the way learners set their goals for learning language (Tremblay & Gardner, 1995; Alrabi, 2014). Considering these concepts, the present study seeks to connect the psychological and existential aspects of language learning by looking at the way goal setting influences the nexus between motivation, anxiety, and self-efficacy. Keeping this in view, the researcher has applied Wundt's volitional theory and Binswanger's existential framework. These frameworks help in the analysis of eight English language learners who experienced and faced emotional and mental challenges in the learning process and the way they overcame these using goal setting as a meaningful activity.

Moreover, the existing literature often misses to bring in both the concepts of psychology and existential processes of language learning into one theoretical framework, which provides a space to the present to navigate the experiences with a new dimension. However, this gap makes it harder to understand the way learners establish, follow, and adapt their goals in response to the ups and downs in the form of anxiety and belief shifting about their abilities in the process of learning. Considering the personal experience of learners, the present study aims to use Wundt's theory of volition and Binswanger's theory of existentialism for a deeper understanding of learners' navigation and making sense of their learning process through self-regulation and finding new meaning in learning.

1.1. Research Questions

- i. How do motivation, anxiety, and self-efficacy play role in English language learning of an individual?
- ii. What are different goal setting habits adopted by the English language learners that affect their learning process?

1.2. Research Objectives

- i. To identify the role of motivation, anxiety, and self-efficacy in learning process of English language learners, and
- ii. To explore goal-setting practices in the language learning process.

2. Review of Literature

The present study demands a review of different concepts: self-efficacy, motivation, anxiety, and goal settings. It also needs to draw an understanding about the cohesion and the interplay of these ideas to build the theoretical underpinnings. The foremost idea is motivation in this study. In second language learning, motivation remains at the heart of learning experience (Gardner, 1985; Noels et al., 2000). Earlier it was just a stimulus to do an action. However, in modern theoretical ideas, there is a distinction between integrative and

instrumental motivation, but recent research leans towards a dynamic model that highlights that motivation is not static rather it changes over the period (Dörnyei, 2009; Lamb, 2017). In a similar strain, a concept that relates to motivation is goal setting. According to goal-setting theory, which was first introduced by Locke and Latham (2002), specific challenges provide different motivational levels and can boost performance to achieve a goal. For performance, however, requires effort and attention. In the context of language learning, setting goals is important to keep the learners engaged for a longer time (Hussain et al., 2020). However, there is an important psychological foundation that is always required to pursue the goal with motivation, which is volitional behavior. Wilhelm Wundt's concept of volitional behavior refers to decisions or actions made either consciously or deliberately by a learner to pursue their learning goal (Wundt, 1902). Another concept he discussed is apperception, which discusses the active process of absorbing and understanding any new information through attention. This idea implies that language learning requires effort and attention to achieve the desired goal. His focus on effort and attention in the learning process reflects a contemporary concept of self-regulation and planning. Self-regulation and planning are the fundamentals of the learning process and are related to cognition (Zimmerman, 2000). These ideas build the basic concepts of the present study, which help to investigate motivation and goal setting.

However, there is another concept that is the meaningful action of an individual. Ludwig Binswanger (1990) took the concept of existential psychology in a broader term that highlights that humans usually shape themselves through meaningful actions. In his view, humans are mostly inclined towards future possibilities. These future possibilities are reflected in the goal setting and make the learning process of language a way to self-discovery. As language learning process is a self-discovery, it doesn't remain a skill but rather a tool that yields the power of independence that helps individuals tackle their fear and build a new identity (van Loon, 2021). The researcher, in the present study, aims to discover this side of the learning process that not only deals with motivation, self-efficacy, goal setting but also experience of anxiety.

In the context of present study, anxiety is related to the learning process, which is also known as foreign language anxiety (FLA). It is recognized as a major hurdle in effective language learning. According to Horwitz and Cope (1986), FLA works in the form of fear: fear of speaking a new language, fear of taking a test, and being judged negatively. However, recent studies show that anxiety not only impacts the performance of a learner in the class but also affects the willingness to communicate and engage either in a second or foreign language (MacIntyre & Gregersen, 2012; Teimouri et al., 2019). The researcher focuses on this aspect in the present study to highlight the role of anxiety in the learning process of language among the learners. Another concept that aligns with anxiety and is pertinent to the present study is called self-efficacy. Bandura (1997) introduced this concept. According to him, it informs the self-belief of individuals that help to build an ability in carrying out an action which is necessary to achieve a goal. A person having a high level of self-efficacy would be more

resilient, persistent, and successful in reaching the goal. In the context of learning a second language, self-efficacy highlights the confidence of a learner in speaking, writing, and understanding a language, which influences the motivation and anxiety level in achieving desired goal (Mills, Pajares, & Herron, 2007).

Another research conducted by Hiver, Al-Hoorie, and Mercer (2021) also highlights the interconnectedness of motivation, self-efficacy, and anxiety. They are of the view that they are linked together and are not separate elements in the learning process. They suggest that these aspects along with socio-cultural backgrounds and personal stories need an analysis through a comprehensive lens. Taking the lead from these ideas, the researcher is studying all these aspects in the present study in the context of the second language learning process. For that, the qualitative study is conducted using the method of thematic analysis to study their relationship. As thematic analysis of Braun and Clarke (2006) is flexible and helps to interpret the patterns in a text, the researcher has investigated the lived experiences of the learners through the lens of existential and cognitive theories.

3. Materials and Methods

3.1. Research Design

For the present study, a qualitative approach is used that is grounded in the interpretivist paradigm. This helps to explore the individual experiences of the participants in English language learning. After collecting the individual's stories through an open-ended questionnaire, the meanings are drawn through thematic analysis. The use of words, which work as codes, are related to the categories and themes emerging through the inference.

3.2. Data Collection Methods

To gather the data, the researcher used a set of four open-ended questions that were distributed via Google forms. The researcher made this choice for its ease of access and convenience, especially to reach out to the participants who agreed to tell their experience and were in different locations. Focused questions were asked to explore the experience of participants related to motivation, self-efficacy, anxiety, and goal setting in learning English language. The researcher used case study technique to select eight participants who had experience of learning English language as a second language and were ready to respond. Other criteria of it included the completion of a formal education of participants and achieved proficiency in English language through self-directed learning. This approach helped the researcher register a variety of perspectives. The researcher also ensured that the participants could provide a thoughtful reflection of their experiences. Furthermore, the researcher also kept the ethical considerations in view to having informed consent, anonymity, and voluntary participation. Participants were also informed about the right to withdraw from the research at any time. They were also informed that their stories will be secured, and confidentiality will be maintained.

4. Theoretical Framework

The present study takes two psychological theories to interpret the interplay of motivation, self-efficacy, and anxiety in learning a second language. The first one is the volition and theory of goal-directed behavior by Wilhelm Wundt, and the second one is the existential theory of self-becoming by Ludwig Binswanger. The tailored framework provides an interpretivist lens that focuses on the intention of learners, emotional complexity, self-regulation, and explores the core meanings of the second language acquisition process.

Taking volition theory into consideration for the present study, Wilhelm Wundt (1902) argues that volitional psychology is relevant to understanding the concept of motivation in an educational context. He proposes that behavior is not a reactive process but rather governed by conscious volition. In other words, individuals actively choose and regulate their actions to achieve personal goals. Furthermore, he highlights that the idea of apperception is a process through which new experiences are consciously attended and integrated as a mechanism to achieve language learning goals. He argues that attention is not a passive activity but directed by intentional goals and mental efforts. This idea aligns with the modern concept of self-regulated learning, which highlights the conscious effort of learners to achieve the learning goal (Zimmerman, 2000).

In the context of the present study, Wundt's theory helps to explain the learner's conscious effort to set the goals, focus attention on relevant tasks, and face the learning challenges especially facing the challenge of language learning anxiety. The pertinent example here could be the use of micro-goals by the learners e.g., learning a set of words per day. However, the ability of learners to focus on long-term outcomes though facing a short-term setback highlights the volitional process. Furthermore, the ability to mobilize mental effort and use adaptive strategies in response to failure and feedback shows volitional flexibility, which is the core concept of Wundt's psychology. He says that there is a continuous internal struggle and effort along with conscious striving for external goals, but both develop when the learner's voluntary action and synthesis is happening simultaneously (Wundt, 1902). Therefore, this framework contextualizes goal setting as a psychological act that involves conscious effort and is influenced by effective and motivational states. These states help analyze learners' responses to explore their motivation and anxiety in the learning process.

Contrary to Wundt's cognitive-volitional theory, Ludwig Binswanger (1990), who was a Swiss existential psychologist, emphasizes on subjective and lived experiences of individuals as they navigate identity and meaning. He drew the phenomenological concepts of Husserl and Heidegger in his existential psychology, who propose that individuals are always in a state of 'becoming'. Individuals are not fixed beings but are defined by their orientation toward the possibilities of the future. He proposed the concept of 'existential projection', which highlights that people define themselves through future oriented goals and actions. In the context of present study, it could be learning a new language to change their social identity of life trajectory.

Another pertinent concept to the present study is anxiety. For Binswanger, it is not merely a negative effect, but it has a deep existential signal. In other words, it provides an individual with a space to confront his/her limitations and overcome them. In the context of language learning, learners often face anxiety when their current abilities do not align with their imagined linguistic selves. However, through meaningful engagement and goal realization, they experience personal transformation. Regarding the present study, this aspect is vivid in the responses of participants. For example, a participant stated, *“I started just to pass a test, but ended up seeing English as a part of who I want to become.”* The shift and transformation the individual experienced reflect the idea of ‘self-becoming through meaningful projects.

This existential orientation enriches the understanding of motivation and self-efficacy not only as task-based constructs but also as expressions of individual’s identity, value, and hope for future bring (van Loon, 2021). Motivation of learners to acquire English is often tied to life goals that include education, relationships, migration. These goals situate language acquisition as an existential project rather than merely a skill-building exercise. Moreover, he emphasizes interpersonal validation and social context play an important role in developing language. In other words, encouragement from others, i.e. teachers, family, and peers, enhances the sense of capability. This concept also aligns with Bandura’s idea of social modeling in self-efficacy (Bandura, 1997). However, in the context of the present study, it is interpreted through the existential lens of shared meaning-making.

4.1. Interplay of Theories

By combining Wundt’s volitional theory and Binswanger’s existential psychology, this study adopts a dual lens; one cognitive and goal-directed, the other emotional and existential, to interpret how learners experience motivation, anxiety, and self-efficacy. Wundt helps us understand how learners direct mental energy toward goals, while Binswanger explains why those goals matter deeply to learners’ sense of self and future.

This theoretical integration allowed the research to explore not only whether participants were motivated, anxious, or efficacious, but how these experiences connected to their larger life narratives and personal development. The thematic analysis illuminated this complex interplay, showing that learners’ engagement with English was not linear but a constantly evolving negotiation between volitional striving and existential purpose.

Thus, the theoretical framework grounds the research in both the action-oriented mechanics of learning, and the meaning-driven process of personal growth, offering a rich, nuanced foundation for understanding second language acquisition as both a psychological challenge and an existential journey.

5. Data Analysis Procedure

For the thematic analysis, the researcher has used the method introduced by Braun and Clark in 2006. Considering their viewpoint, this analysis applies to qualitative study using the theoretical framework of Wilhelm Wundt’s cognitive-volitional theory, Ludwig Binswanger’s Dasein analysis or existential analysis. The thematic analysis includes the steps: familiarity

with data, creation of initial codes, looking for themes, review of those themes, defining and naming, and putting them into a form for reporting. For the connection between the data, the analysis was done manually. Initial codes were drawn from common phrases and experiences shared by the participants, which were later organized into broader themes. The themes were aligned with the research questions and the theoretical framework for meaning-making process and discussion at the end.

5.1. Familiarization with the Data

The responses were reviewed, and key phrases and segments were noted that reflected reason of learning English, psychological and emotional experience, goal setting behavior, and perception of progress and self-efficacy.

5.2. Generating Initial Codes

Construct	Initial Codes
Motivation	- Desire to pass exams - Get a job or promotion - Fit into society - Personal growth and curiosity - Desire to help family - Access to media & culture
Goal Setting	- Weekly vocabulary targets - Small, manageable goals - Long-term certification - Speaking and listening practice - “Survival goals” (e.g., talk to store clerk)
Anxiety	- Fear of judgment - Freezing during speaking - Feeling too old - Peer pressure - Panic in class or public settings
Self-Efficacy	- Confidence improved through practice - Positive feedback increased belief - Doubts about ability initially - Success in small tasks-built assurance

5.3. Categories and Themes

After generating the initial codes from the data, they were grouped into categories which helped to develop the themes.

Category	Emerging Theme
Motivation from external and internal sources	Motivation from Necessity to Self-Realization
Managing goals incrementally	Goal Setting as a Motivation
Anxiety triggered by social or performance factors	Anxiety as Motivation and Barrier

Gradual confidence through achievement and feedback	Mastery and Validation for Self-Efficacy
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5.4. Reviewing Themes

Following the emergence of broad categories, themes were refined to capture the essence of the data. The responses provided enough evidence to align the themes with the theoretical framework.

6. Analysis

6.1. Motivation from Necessity to Self-Realization

This theme holds the picture of shift of learners' motivation, which starts with the need emerging from the external factors that may include academic demands, job requirements, or to fit in socially. Talking further in the same strain, it shows the shift towards the intrinsic goals connected with identity and personal growth. The responses show that the participants started learning English language to fulfill the external requirements that either is to get admission, passing examination, or to achieve career goals. This idea aligns with Wundt's theory of motivation suggesting that in most cases goal driven behavior develops a need or a stimulus that leads to purposeful action. For example, a participant responded that *English language learning was a must to pass university exam initially*. It shows the volitional aspect in Wundtian psychology, where actions are motivated by the significance of the outcome.

With the passage of time, the learners continued their journey of learning English language with a shift in motivation. This shift was from external to internal. The response "*it became about personal growth and confidence*" highlights a shift towards self-realization. This self-realization reflects the element of existential psychology (Binswanger, 1990), which explores human motivation as a quest for authenticity and meaning of self. His ideas point out individuals' orientation towards future possibilities. This orientation suggests that the learning process evolves from being merely a means to an end into a journey of self-discovery. Moreover, this transformation in language learning reflects his belief in freedom and inherent intentionality in human existence.

6.2. Goal Setting as a Motivation

The second theme highlights the organized strategies that participants applied to take charge of their learning journeys. This indicates that goal setting is important to uplift intrinsic motivation. The responses illustrate the use of *setting clear and achievable goals, i.e. memorizing vocabulary each week or practicing short conversations*. This indication of using impactful approaches for better learning reflects Wundt's perspective on purposive behavior. For him, purposive behavior helps learners plan and puts them to reach a specific goal consciously. He believed that conscious effort and intentional actions are the base line of human behavior to achieve expected results (Wundt, 1902). His idea of aligns with the strategies participants were apply in learning English language.

Furthermore, clear and specific goals shared by the participants work as a framework for on-going engagement, which supports Bandura's theory of self-efficacy (1997). It suggests

that the performance of an individual increases when a goal is set prior to the action. Here this goal-setting aspect gets connected with the existential idea of Binswanger, which explains that people are inherently future-oriented in a way that they always work to become something more. It gives an idea that goals are not just tools for behavior, rather they represent a commitment to shaping the future of an individual. For example, a participants responded that *talking to a cashier in English was my target*. This individual went abroad and faced the language barrier. His survival instinct helps him set a goal which served as a practical milestone and an affirmation for his evolving identity.

6.3. Anxiety as Motivation and Barrier

The responses of participants show a level of anxiety while learning a new language. This level of anxiety increases in high-pressure situations e.g., speaking in class or with peers and talking to native speakers. Anxiety is commonly in the form of a fear or worry about making mistakes, being judged, or failing an exam that could lead to physical and emotional stress. This anxiety in language learning reflects complex mix of beliefs, self-perception, and behaviors that come into play during the process of language learning in the classroom (Horwitz & Cope, 1986)

From Wundt's viewpoint, anxiety is a psychological state that works as a barrier and disrupts an individual's choices and decisions. Regarding the level of anxiety, if it is high, it pulls away the learner's attention and makes it harder for him/her to focus on their goals. However, there is a paradoxical side to anxiety, which serves as a motivator. In other words, it pushes learners to face challenges head-on. A response "*I felt nervous when talking to native speakers...but I kept pushing myself.*" indicates the idea of apperception (Wundt, 1902). This idea of apperception reflects focused attention and effort that enables learners to overcome inhibitions.

Similarly, Binswanger (1990) stresses that anxiety is not necessarily a bad thing. For him, it is important for being a human, which links their awareness of responsibility and freedom. As anxiety arises, it indicates that the learner is facing changes and new possibilities. The responses of the participants indicate that while working through their anxiety, they tap into their potential for growth in English language learning. On the one hand, there is a feel that anxiety is limiting learners' learning process of English language. On the other hand, it also creates opportunities for authenticity and personal development. This idea resonates with Binswanger's concept of existence, which elucidates that motivation stems from the individual journey of self-discovery and existence.

6.4. Mastery and Validation for Self-Efficacy

The last emerging theme from the responses highlight that learners gradually develop confidence in their ability to succeed in learning English language. Initially, many participants felt unsure of themselves in speaking or writing English. They were of the view that language learning is something only intellectually gifted people could tackle. However, as time went on, there were small achievements in the form of finishing a conversation with complete

communication and also getting positive feedback. These two achievements boosted their self-esteem and confidence. This shift or change highlighted in participants' responses aligns with the self-efficacy theory. He highlights that experiences of success and encouragement from others, especially from a teacher, build self-belief and motivation (Bandura, 1997). In the viewpoint of Wundt, a rise in self-efficacy indicates that the learner has strengthened his belief in his/her intentional actions. In other words, it can be said that when learners observe or experience positive results from their efforts, they become better at focusing their attention and energy on future objectives and desired goals.

In the same strain, it can be inferred that self-efficacy acted as a mental guide for shaping the behavior of participants. It also strengthened the mental ability by inculcating resilience and persistency in learning endeavors of the participants. From an existential point of view, Binswanger would see the growing sign of participants as a sign of genuine person growth. In other words, when participants recognized their ability to create change, their self-identity also expanded. One of the participants shared, *"Every successful conversation made me believe more."* This statement emphasizes that validation not only motivates but also serves as support for existence. It can also be said that learning transforms into a way of affirmation for the participants, which reinforces the belief that they moved on a track that provided them a space to live a meaningful life in larger context.

7. Findings and Discussion

The thematic analysis of the responses from eight English language learners helped to draw four major themes. Each of the themes highlighted distinct yet interconnected aspects of their language learning process. All the four themes represent the cognitive, emotional, and existential dimensions of second language learning. The findings highlight that participants navigated these dimensions through the lens of personal meaning and purposeful goal setting.

Initially, participants reported extrinsic motivation such as passing exams, fulfilling immigration needs, and securing jobs. With the passage of time, they realized that their motivation is not limited to external needs but became more intrinsic and self-directed. This showed their desire for self-growth, personal empowerment, and autonomy. This shift reflects a transition from external to internal goals for meaningful pursuits. They described that they broke down the long-term language learning goals into manageable short-term targets in form of memorizing vocabulary on weekly basis, watching English media, or communicating with peers in English language. In other words, goal setting served as a tool for self-regulation that helped them track their progress and maintain their motivation amidst setbacks.

Considering the element of anxiety, it worked as a pervasive experience for the participants. This emerged mostly during public speaking, participation during class, or during interaction with native speakers. However, many participants revealed that it worked as a catalyst, which pushed them to confront their fear of speaking, allowing them to practice the language intentionally, and helped to set micro-goals to overcome challenges of learning.

Along with anxiety, self-efficacy also evolved through small achievements and positive feedback that worked as a reinforcement. This feedback was from peers, teachers, family members, and their internal reinforcement of doing positive. With the passage of time, their internal confidence helped them to realize that language learning is attainable. As a result, it strengthened their commitment to achieve further goals of learning English language.

These findings help to understand that the goal of learning a second language is engaged with motivation, anxiety, and self-efficacy not only cognitively but also emotionally. The interplay of motivation, anxiety, and self-efficacy dynamically transforms the ways for achieving micro and macro goals of learning a second language. The theme of motivation supports Dornyei's idea of motivation, which works as a dynamic system mostly influenced by personal and contextual factors (2009). It also aligns with Binswanger's existential theory that focuses on the concept of humans as future-oriented and meaning-seeking beings. Relating to the present study, language learning became more than task oriented for the participants as it became part of their self-becoming and identity development. This also shows his idea of "*projecting oneself into possibilities*" (Binswanger, 1990). This idea reflects the findings of the present study that learners shape their existence through intentional, goal-directed acts.

Along with that, the concept of goal setting reflects the principles of Wundt's volitional theory. This idea explores effort and attention being the central matter to the pursuits of consciously set goals. The use of micro-goals and progress-tracking by the participants indicate Wundt's apperception, which highlights the integration of new experiences in self-learning systems through deliberate planning and focus. This also correlates to goal setting concepts of Lock and Latham (2002) who argue that specific and challenging goals enhance learning performance.

The emergence of a theme related to anxiety depicts that emotional state functions both as a barrier and a motivator. According to Horwitz et al. (1986), foreign language anxiety impacts the willingness of learners to communicate and in their academic performance. However, this study makes an addition of nuances to show that anxiety when paired with goal-directed effort and resilience becomes a transformative force. In relation to Binswanger, the confrontation of self with anxiety not only shows the reinforcement of being but also leads to growth and authenticity.

Furthermore, self-efficacy emerged as a product of interpersonal validation and mastering experience. This emerging theme is consistent with Bandura's concept of self-efficacy belief that influences learning behaviors and motivation (1997). English language learning journey of the participants also reflects Wundt's idea of making effort as a volitional strength that helps to grow through continuous and repeated engagement and achievements of micro-goals. The findings and the discussion support learner-centered approach in language education, where learners are recognized as complex beings shaped by existential meaning, emotions, and desired goals (Hiver et al., 2021).

8. Conclusion

The present study examined the interconnection between motivation, anxiety, and self-efficacy in learning a second language through the idea of goal setting. For the analysis, the researcher has used the theoretical concepts of Wilhelm Wundt and Ludwig Binswanger. Thematic analysis is used as a method to analyze the responses of eight participants who happened to experience English language learning process. The analysis revealed that motivation, anxiety, self-efficacy, and goal setting not only interconnect but also learners construct their learning and evolve within their personal contexts.

The results of the present study show that language learning not only is a cognitive process, but it also takes emotional and existential journeys depending on the learners' desired goals. Furthermore, in the learning process, learners move from external to internal motives and self-affirming goals. Along with that, they use goal setting as a learning strategy for their progress, which also works as a shield to cope with emotional challenges. Through micro-achievements and feedback in the form of encouragement, they develop self-efficacy to put their efforts for learning English language. With the integration of existential and psychological frameworks, the present study highlights the personal nature of learning a language. However, this study also calls for the attention of curriculum designers and educators to create an environment that gives support to the learners in having autonomy, emotional resilience, and goal setting behavior in language learning. This can help them shape their own identity through learning a new language.

9. Limitations

Though the present study provides valuable insights into the interplay of motivation, anxiety, and self-efficacy along with goal setting in learning a second language, it has limitations as well. The sample size of the present study limits the generalizability of findings. Although qualitative studies prefer depth over width, a broader sample size could offer a wide range of insights and experiences. Furthermore, the data was self-reported that may bring in retrospective inaccuracies and social desirability bias. Along with that, the study only relied on open-ended questionnaires which may not provide a complete picture. Interviews of the participants can provide in-depth narration of their experiences. Lastly, the present study only used volitional and existential ideas, which may have excluded the sociocultural perspective of language learning.

10. Recommendations

Keeping the above discussion in mind, the present study proposes that language programs may integrate goal setting into curriculum to support learners to structure their own progress through personal meaning and self-achievements. Along with that, training teachers is important so that they may recognize self-efficacy and anxiety in the learning process of a learner. It also suggests supportive strategies for the autonomy of the learners through scaffolding and positive reinforcement.

Furthermore, future studies can incorporate mixed-methods and longitudinal designs to observe anxiety, motivation, and self-efficacy in different educational and cultural contexts.

Moreover, intervention-based study can also be conducted that may have an aspect of mental well-being as a support system for language learning. Learners can also be observed through safe space for communication to see the coping strategies for anxiety and resilience.

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