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IMPACT OF EFL TEACHERS' TEACHING STYLE ON STUDENTS' COGNITIVE MOTIVATION AND ANXIETY: INSIGHTS FROM COGNITIVE LINGUISTICS

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Abstract

The purpose of this empirical study is to examine the impact of EFL teachers' teaching style on students' second language learning motivation and anxiety at the higher educational level with regard to cognitive linguistics perspectives. The useable sample size was n = 410 (n=186 male and n=224 female respondents) undergraduate EFL students of the Department of English at two public sector universities in Karachi, Sindh, Pakistan. Moreover, a systematic random sampling technique was employed, whereas a survey questionnaire was used for data collection for the present study. Partial Least Square -Structural Equation Modeling" (PLS-SEM) technique was used to analyze the data using Smart PLS 3 software. The first finding revealed that EFL teachers' teaching style was positively related to EFL students' motivation. The second finding revealed that EFL teachers' teaching style was not positively related to EFL students' foreign language classroom anxiety. Furthermore, the research model of present research holds medium predictive power, and thus, the findings can be generalized. The mediation, moderation, and qualitative interviews were beyond the scope of the present study.

Keywords: *Cognitive Linguistics, EFL Students' Motivation, EFL Teachers' Teaching Style, Foreign Language Classroom Anxiety, PLS SEM, Teaching Methods.*

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1. Introduction

Education is the essential pillar of any nation, and quality education is the right of every individual; therefore, in this regard, researchers from all around the world are working very hard to find out different factors which affect the teaching and learning process in educational institutions (Irvine, 2018). Pakistan's educational system is unable to compete with world educational institutions (Inayat and Ali, 2020). Every person has a different Style or way of doing things similarly, every teacher has their style of teaching, and it is the teachers' teaching style that makes them different from the rest of the others; therefore, one of well know style is in the domain of education which is known as Teachers' Teaching Style (Fan and Ye, 2007). The teacher's teaching style plays a vital role in enhancing the motivation and performance of the students; it also helps them to learn the language better (Marina, Natalia, Tatiana, and Nataliya, 2019). According to Grasha (2002), Teachers' Teaching Styles are known as the behavior and personal qualities of teachers in which they conduct their classes. The student's Success is influenced by various teaching styles (Artvinli, 2010).

Internal power together with inspired conviction serves as the driving force which enables someone to complete their educational or organizational aims (Arifin, 2015). A set of choices describes motivation while different choices receive their driving force from motivation. The educational success of students becomes possible due to teachers' teaching methods which facilitates their achievement and persistence and engagement in educational settings (Ushioda and Dörnyei, 2017). Students without enough motivation face increased risks of failing compared to students who possess sufficient motivation. Student and worker performance undergo changes based on the motivational levels of the individuals (Arifin, 2015; Manik, 2016). Anxiety stands as the vital component that strongly impacts teaching and learning methods in classrooms based on Na (2007). The learning process for higher education students constantly faces interference from anxiety while it particularly generates speaking difficulties for students (Puspitasari, 2021).

2. Literature Review

2.1.Theoretical Framework

The empirical research bases its findings on three fundamental theoretical concepts: Grasha (2002) established the teaching style model while Horwitz, and Cope (1986) presented the classroom anxiety model and motivation theory emerges from Dörnyei (2005). The reflective-reflective secondary order construct called teaching style contains five first-order reflective constructs that include expert and personal model and formal authority and delegator and facilitator according to Grasha (2002). Dörnyei (2005) presents a reflective-reflective seconder order construct which includes three first-order reflective constructs that encompass Instrumentality – Promotion and Prevention, Ethnocentrism and Integrativeness, and Attitude towards Learning English. Foreign language classroom anxiety theory presented in the work of Horwitz et al. (1986) functions as a reflective-reflective second-order construct because it organizes three first-order reflective constructs into Communication Apprehension, Test Anxiety and Fear of Negative Evaluation.

The theoretical framework proposed by Horwitz et al. (1986) represents the highest level of distinctiveness when researching foreign language classroom anxiety compared to any other academic anxieties within an ELT setting that includes tertiary education as well as lower education levels. The researchers of Horwitz et al. (1986) introduced foreign language anxiety as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). According to McCroskey (1984) communicative apprehension describes "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 13). Research work defines test anxiety as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation" (Sarason, 1978, p. 214). The definition of fear of negative evaluation comes from Watson and Friend (1969) who stated, "apprehension about others' evaluations, distress over their negative evaluations, and the expectations that others would evaluate oneself negatively" (p. 449). According to MacIntyre (2017) language anxiety exists because of internal physiological processes as well as cognitive and emotional states and situational demands and social interaction aspects which span different time periods. According to MacIntyre (2017) anxiety consists of two independent elements (p. 28). Exogenous elements that originate from student characteristics or teacher actions play a limited role in shaping school-level foreign language classroom anxiety according to Dewaele and Dewaele (2017). The teaching approach used by instructors

serves as an important performance-boosting factor for students but sometimes particular methods generate anxiety in EFL learners (Du, 2009; Ellis and Ellis, 1994; Oxford, 1999; Wu, 2010; Yoon, 2012;) therefore educators must employ student-focused strategies to reduce anxiety while building student confidence to reach targets. Research regarding the relationships among teaching style management and foreign language classroom anxiety together with motivation remains scarce even at Pakistan's tertiary education institutions.
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2.2.Hypotheses Development

2.2.1. EFL Teaching Style and Students' Motivation

The conceptual model of teaching style described by Grasha (2002) enables TLP teachers to obtain results yet Learning process connects strongly to student motivation because teaching styles identified by teachers build student motivation levels. Teaching style represents a terminology which defines how instructors approach their classroom tasks and student problem management while establishing specific decisions throughout instruction (Khoso et al., 2025; Fan & Ye, 2007). Jarvis (2004) described teacher's teaching style as "a teacher's style is the totality of one's philosophy, beliefs, values, and behaviors, and it incorporates the full implementation of this philosophy; it consists of substantiation and support of beliefs about values and attitudes toward elements of the student learning and teacher learning exchange (p. 40)".

Ferizi-Miftari and Rexha (2018) demonstrated how effective EFL TTS creates positive outcomes for S.M. in language education as well as educational success when teaching methods match the learning objectives. Another research found that instructional methods and their variations employed by teachers constantly boost student motivation by generating learning enthusiasm (Hidalgo-Cabrillana and Mayan, 2018). According to Setiowati (2019) educators' instructional practices directly impact students' motivation thus allowing them to eliminate anxiety and participate more actively in educational activities. Teachers Tri and Nguyen (2014) need to adopt variable teaching methods because these methods can create substantial effects on second language student motivation.

This study demonstrates that academic engagement and satisfaction of students maintain a positive and statistically important relationship with each other because students who participate fully in their teaching-styled classes experience better motivation levels (Lei et al., 2018). Reeve (2009) explains that motivation develops from teaching styles that evoke the motivation and achievement drive for academic targets in educators. Student motivation supports their learning process since it acts as a mediator linking

student satisfaction to educational psychological needs in academic institutions (McDonough and Crocker, 2007).

"The Latin origin of "movere" implies the psychological process of accomplishing fulfillment goals such as obtaining water and food (Asaari, Desa, and Subramaniam, 2019). The psychological method and behavioral activities that boost human progression toward their goal achievement constitute motivation (Ismail, (Ismail, Halias, Saad, and Mohamed, 2020). The students become more motivated when they stay engaged during classes according to Idris (2005) and this motivating approach improves student engagement efficiency. The teaching style of instructors serves as a major source to generate student motivation according to Green, Hood, Neumann, and Ritz (2015). Teachers who ignore their teaching approach cannot motivate students therefore leading to student failure (Khoso et al., 2022; Zedda et al., 2017).

Course satisfaction of students directly relates to their motivational levels (Eagan et al., 2014). Various studies have proven how motivation interacts with satisfaction as well as academic engagement (Steinmayr, Dinger, and Spinath, 2012). The mediator function of motivation serves as a central component in an extensive number of research projects (Sutherland et al., 2018). The teaching methodologies of instructors produce positive effects on student motivation which leads to improved learning along with better academic results (Hayes, 2013). Student motivation proves vital for educational institutions because students employ it in diverse ways according to multiple studies in this field (Yli-piipari and Kokkonen, 2014). According to Arnold (1999) students lose motivation whenever the classroom content becomes bland and unimportant or fails to capture their attention. Related to the above literature review, the following hypothesis is proposed.

HA1: EFL teachers' teaching style has a significant impact on Pakistani undergraduate students' motivation in the EFL classroom context at the higher education level.

2.2.2. EFL Teaching Style and FLCA

"According to Yılmaz (2019) anxiety represents a condition where people experience fear together with worry while experiencing apprehension. Foreign language classroom anxiety (FLCA) represents "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of language learning processes" according to Horwitz, Horwitz and Cope (1986, p. 128). Evidence shows that Foreign Language Classroom Anxiety stands as a key essential component which shapes teaching and learning dynamics inside classroom environments

according to Na (2007). Students face learning impediments at higher education stages because of FLCA specifically which blocks their development of speaking ability (Puspitasari, 2021). Research studies show that Foreign Language Classroom Anxiety and Self-Motivation tend to relate to each other (Aida, Supiani, & Perdana, 2020). Students who lack motivation face inferior self-confidence which later causes increased anxiety that leads to their learning failure (Yoon, 2012).

Studious learners receive greater opportunities to align their available resources toward effective academic advancement because of their passionate approach to learning. Students who are less involved and experience high levels of anxiety receive few learning opportunities which results in their dissatisfaction with academic performance (Khaksar and Jayervand, 2020). Teachers hold crucial importance as they build educational environments inside F.L. classrooms to permit the delivery of excellent teaching (Arnold and Fonseca, 2007 and Gregersen and MacIntyre, 2014). The motivation of F.L. students along with FLCA reduction in educational environments requires good student-student bonds combined with student-teacher bonds as well as effective instructional methods (Piccardo, 2013; Maturanec, 2015). The students experience decreased confidence levels when they experience anxiety (Lanerfeldt, 2011). Related to the above literature review, the following hypothesis is proposed.

HA2: EFL teachers' teaching style has a significant impact on Pakistani undergraduate students' foreign language classroom anxiety in the EFL classroom context at the higher education level.

2.3. Research Questions

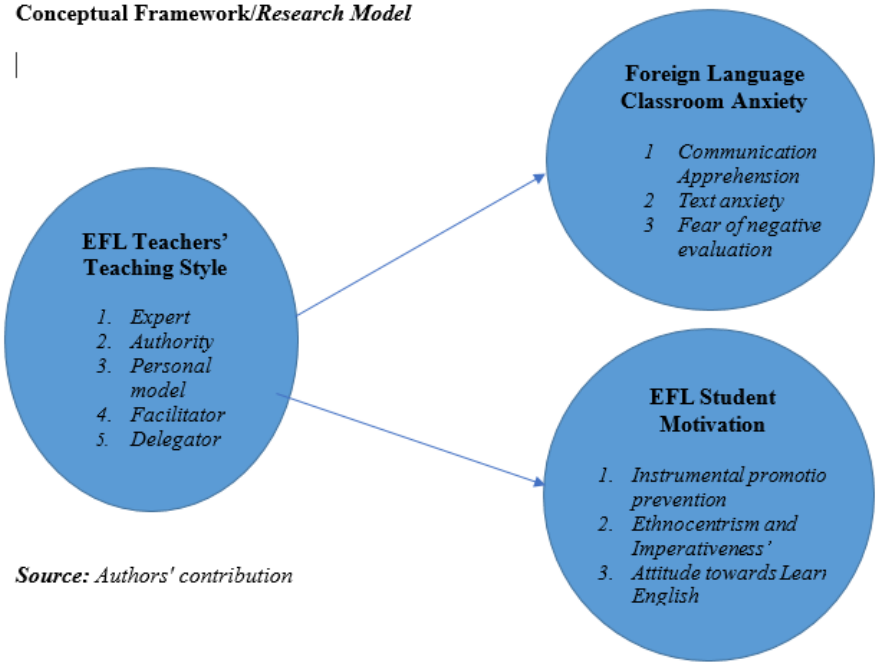
1. What is the impact of EFL teachers' teaching style on Pakistani undergraduate students' motivation in the EFL classroom?
2. What is the impact of EFL teachers' teaching style on Pakistani undergraduate students' foreign language classroom anxiety in the EFL classroom?

2.4. Null Hypotheses

H01: EFL teachers' teaching style has no impact on Pakistani undergraduate students' motivation in the EFL classroom context at the higher education level.

H02: EFL teachers' teaching style has no impact on Pakistani undergraduate students' foreign language classroom anxiety in the EFL classroom context at the higher education level.

Figure 1
Conceptual Framework/*Research Model*



***Source:** Authors' contribution*

3. Research Methodology

3.1. Methods and Producers

The data for this quantitative study were collected through a survey questionnaire using well-established scales from the previous literature, and these scales were adapted to serve the purpose of present research in the context of Pakistan. The researcher personally visited universities to collect the data in natural settings. The useable sample size for this study is n=410. Firstly, consent was sought from the EFL teachers and then students, and after seeking their consent, they were provided the research questionnaire to collect the data for this study. Furthermore, the data of the present thesis are analyzed through SPSS v.22 and SmartPLS 3, in which "Partial Least Square -Structural Equation Modeling (PLS-SEM)" was done to analyze the data (Hair et al., 2016).

3.2. Instruments

EFL teachers teaching style was adapted from Briesmaster and Briesmaster-Paredes (2015), originally developed by Grasha-Riechmann Teaching Style Survey (1996). Foreign Language Classroom Anxiety (FLCA) scale was adapted from

Briesmaster and Briesmaster-Paredes (2015), and the Students' Motivation scale was adapted from Kanoksilapatham, Khamkhien, Kitkha, and Na Nongkhai (2021).

Table 1: Descriptive statistics of Variables used in the Research Model

Constructs (Type of Constructs)	Item codes	One Sample Item	Mean (S.D.) of variable	No. of Items	α	Rating scale	Source
Expert Teacher (Reflective)	ET1	Facts, concepts, and principles are the most important things that students should acquire.	3.2884 (.88062	8	.862	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Grasha (1996)
Authority Teacher (Reflective)	AT1	I set high standards for students in this class.	3.2088 (.79650)	8	.797	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Grasha (1996)
Personal Model Teacher (Reflective)	PMT1	What I say and do models appropriate ways for students to think about	3.2625 (.96494)	8	.903	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Grasha (1996)

		issues in the content.					
Facilitator Teacher (Reflective)	FT1	My goals and methods address a variety of student learning styles.	3.4934 (.79420)	8	.866	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Grasha (1996)
Delegator Teacher (Reflective)	DT1	Students typically work on course projects alone with little supervision from me.	3.0585 (.73607)	8	.779	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Grasha (1996)
Instrumentality–Promotion and Prevention (Reflective)	IPP1	English is necessary for my career (in getting a good job, incentives, promotions).	2.8488 (.82759)	6	.722	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Kanoksilapatham, Khamkhien, Kitkha, & Na Nongkhai (2021).

Ethnocentrism and Integrativeness (Reflective)	EN1	It will help me understand the values and customs of other cultures.	2.9901 (.82151)	6	.731	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Kanoksilapatham, Khamkhien, Kitkha, & Na Nongkhai (2021).
Attitude towards Learning English **(Reflective)**	ALE1	In general, I like studying English.	3.3540 (.80018)	8	.790	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Kanoksilapatham, Khamkhien, Kitkha, & Na Nongkhai (2021).
Communication Apprehension **(Reflective)**	CA1	I feel quite sure of myself when I am speaking in my English class.	3.4244 (.87253)	10	.871	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Briesmaster, & Briesmaster-Paredes (2015)
Test Anxiety (Reflective)	TA1	I tremble when I know that I am going to be called on in English class.	3.3839 (.76964)	15	.878	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Briesmaster, & Briesmaster-Paredes (2015)

Fear of Negative Evaluation (Reflective)	FNE	I worry about making mistakes in English class.	3.5788 (.67957)	7	.725	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Briesmaster, & Briesmaster-Paredes (2015)
Overall Instrument Reliability				92	.837		

Source: *Authors' estimation*

4. Data Analysis and Results

4.1. Descriptive Results

Table 2. Descriptive statistics of respondents' profile (n = 410)

Sr#	Variable	Categories	Frequency	Percentage
1	Gender	Male	186	45.4
		Female	224	54.6
2	Age	Less than equal to 20 years	56	13.7
		21-25 years	277	67.6
		26-30 years	60	14.6
		31 years or above	17	4.1
3	Education	BS English	318	77.6
		MA English	92	22.4
4	Year of studying	Third year	241	58.8
		Fourth-year	169	41.2

5	CGPA	≤ 2.0 CGPA	55	13.4
		2.0 to 2. 5 CGPA	138	33.7
		2.6 to 3.0 CGPA	101	24.6
		3.1 to 3.5 CGPA	84	20.5
		3.6 to 4 CGPA	32	7.8
6	EFL teacher's teaching style	Expert Teacher	77	18.8
		Authority Teacher	79	19.3
		Personal Model Teacher	81	19.8
		Facilitator Teacher	94	22.9
		Delegator Teacher	79	19.3

4.1.1. Common Method Variance (CMV) Bia

In the present data set, there was no issue of CMV bias because the total variance explained by Harman's single factor = 8.393, which is < 50%. Therefore, the collected data is unbiased, and the researcher can further proceed with the data analysis (Podsakoff et al., 2012). Secondly, "the researcher also used full collinearity testing wherein if VIF ≤ 3.3 then it is clear indication of no CMV issue with the data set" (Kock, 2015; Tehseen, Ramayah, & Sajilan, 2017) because VIF of measurement model was ET = 1.332, AT = 1.036, PMT = 1.370, FT = 1.026, and DT = 1.008. Therefore, the researcher can move forward with further analysis.

4.2. Reasons of Using Smart PLS

1. There were the following certain reasons for using SmartPLS software for the current study.
2. There were three higher-order reflective-reflective measures in the present study.
3. There were 92 items in the research model of the present study.
4. The total useable sample size was n = 410 to detect the effect size, which is considered adequate enough for the present study.
5. To run the entire model using the SEM technique.
6. The research model was a little bit complex due to higher order constructs because teaching style comprised five dimensions, motivation consisted of three dimensions, and foreign language classroom anxiety contained three dimensions (Hair Jr, Howard, & Nitzl, 2020).

4.3. Measurement Model

"Partial Least Square -Structural Equation Modeling (PLS-SEM)" analysis it was very imperative for the researcher to establish a measurement model before testing the hypotheses. Therefore, the measurement model was established by following the guidelines of Hair, Risher, Sarstedt, and Ringle, (2019); Usakli and Kucukergin, (2018). After establishing the measurement model, the researcher tested the proposed hypotheses of the present study. "Measurement model examines validity and reliability of the variables and their items. Moreover, the researcher also checked the discriminant validity, reliability, internal consistency, and validity of the current model. The concept of convergent validity is based on two criteria, the first is items loading which should be greater than 0.5, and the second is AVE which should be more than 0.5; the cross loading of any other construct should not be greater than the cross loading of discriminant validity. Finally, Cronbach's Alpha of internal reliability should exceed 0.7, and Composite reliability (C.R.) > 0.6" (Hair et al., 2016).

Figure 2. Established measurement model

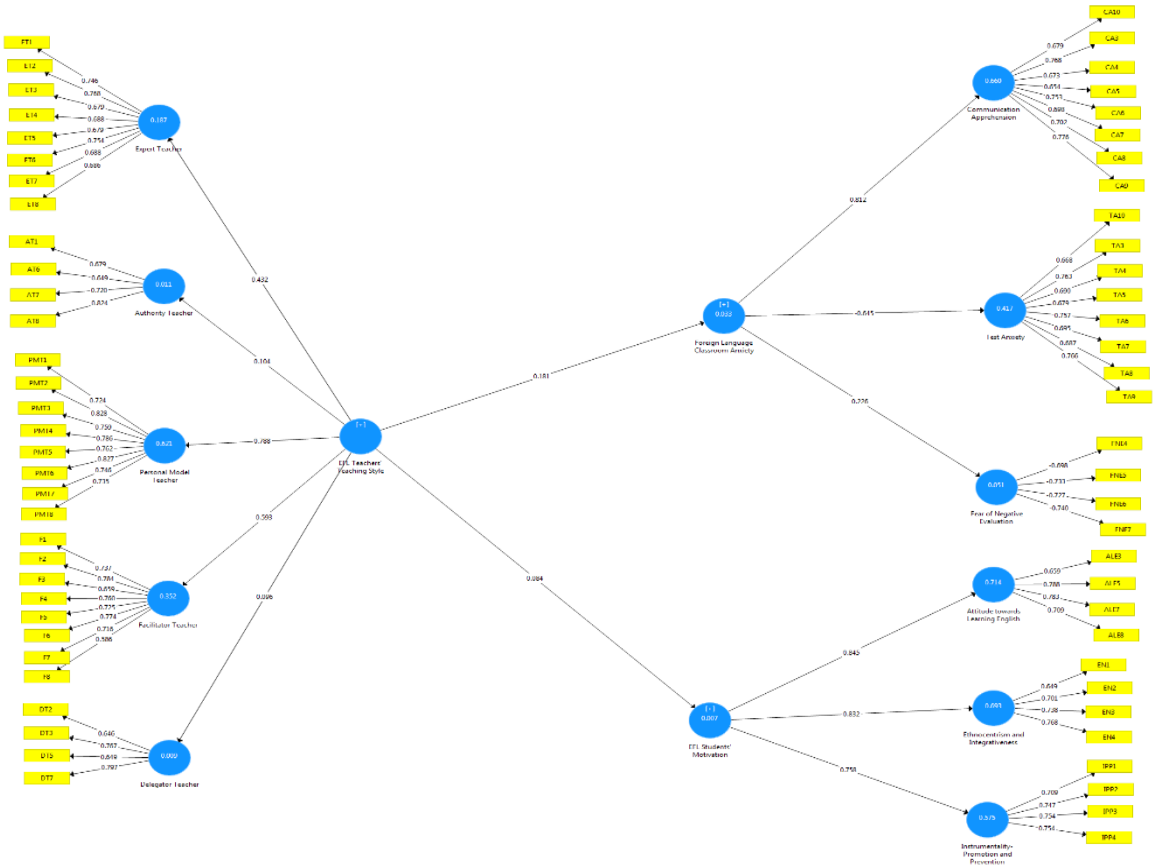


Table 3. Measurement model of first-order reflective constructs

LOCs	Items	Loadings	Alpha	rho_A	CR	AVE	VIF
ET	ET1	0.746	0.862	0.867	0.891	0.507	2.029
	ET2	0.768					2.173
	ET3	0.679					1.634
	ET4	0.688					2.008
	ET5	0.679					1.967
	ET6	0.754					1.998
	ET7	0.688					1.797
	ET8	0.686					1.759
AT	AT1	0.679	0.703	0.764	0.811	0.52	1.265
	AT6	0.649					1.348
	AT7	0.72					1.505
	AT8	0.824					1.331
PMT	PMT1	0.724	0.903	0.905	0.922	0.596	1.773
	PMT2	0.828					2.502
	PMT3	0.759					1.898

	PMT4	0.786					2.034
	PMT5	0.762					1.906
	PMT6	0.827					2.479
	PMT7	0.746					1.871
	PMT8	0.735					1.765
FT	F1	0.737	0.867	0.878	0.896	0.519	1.783
	F2	0.784					1.996
	F3	0.659					1.511
	F4	0.76					1.816
	F5	0.725					1.698
	F6	0.774					1.892
	F7	0.716					1.701
	F8	0.586					1.349
DT	DT2	0.646	0.693	0.734	0.808	0.515	1.332
	DT3	0.767					1.462
	DT5	0.649					1.256
	DT7	0.797					1.294
IPP	IPP1	0.709	0.726	0.727	0.83	0.549	1.32
	IPP2	0.747					1.432
	IPP3	0.754					1.397
	IPP4	0.754					1.399
EN	EN1	0.649	0.684	0.692	0.807	0.512	1.396
	EN2	0.701					1.454
	EN3	0.738					1.393
	EN4	0.768					1.428
ALE	ALE3	0.659	0.717	0.726	0.825	0.542	1.242
	ALE5	0.788					1.504
	ALE7	0.783					1.469
	ALE8	0.709					1.291
CA	CA10	0.679	0.862	0.865	0.892	0.51	1.663
	CA3	0.768					2.021
	CA4	0.673					1.836
	CA5	0.654					1.818
	CA6	0.753					1.982
	CA7	0.698					1.637
	CA8	0.702					1.684
	CA9	0.776					2.077
TA	TA10	0.668	0.862	0.864	0.892	0.51	1.663
	TA3	0.763					2.021
	TA4	0.69					1.836
	TA5	0.679					1.818
	TA6	0.757					1.982

	TA7	0.695					1.637
	TA8	0.687					1.684
	TA9	0.766					2.077
FNE	FNE4	0.698	0.702	0.703	0.816	0.525	1.28
	FNE5	0.733					1.46
	FNE6	0.727					1.238
	FNE7	0.74					1.339

Source: Author's estimation

Note: ET = Expert Teacher, AT = Authority Teacher, PMT = Personal Model Teacher, FT = Facilitator Teacher, DT = Delegator Teacher, IPP = Instrumentality – Promotion and Prevention, EN = Ethnocentrism and Integrativeness, ALE = Attitude towards Learning English, CA = Communication Apprehension, TA = Test Anxiety, FNE = Fear of Negative Evaluation. Items such as AT4, AT3, AT2, AT5, DT1, DT8, DT6, DT4, ALE1, ALE6, ALE2, ALE4, EN6, EN5, IPP5, IPP6, CA2, CA1, TA13, TA15, TA14, TA12, TA11, TA2, TA1, FNE1, FNE2, FNE3 were deleted from the research model due to lower factor loadings to finalize the measurement model.

4.3.1. Discriminant Validity by FLC Method

In discriminant validity, "AVE of a latent variable should be higher than the squared correlations between the latent variable and all other variables" (Chin, 2010; Fornell & Larcker, 1981).

Table 4. Discriminant Validity by FLC Method

S #	LOCs	1	2	3	4	5	6	7	8	9	10	11
1	ALE	**0.736**										
2	AT	-0.075	**0.721**									
3	CA	0.09	-0.026	**0.714**								
4	DT	0.03	-0.027	0.043	**0.718**							
5	EN	0.592	-0.056	0.073	0.04	**0.715**						
6	ET	0.071	0.025	0.525	0.015	0.01	**0.712**					
7	FT	-0.021	0.033	0.074	-0.026	-0.033	0.04	**0.721**				

8	FNE	0.051	0.039	0.107	-0.001	-0.001	0.084	0.025	**0.725**			
9	IPP	0.439	-0.036	0.16	-0.104	0.436	0.142	-0.002	0.001	**0.741**		
10	PMT	0.113	0.045	0.032	0.078	0.094	0.055	0.145	-0.061	0.015	**0.772**	
11	TA	0.016	0.065	-0.099	-0.046	0.034	-0.061	0.034	-0.024	0.054	0.034	**0.714**

Table 5. Discriminant Validity by Cross Loadings

LOCs	**Items**	**ALE**	**AT**	**CA**	**DT**	**EN**	**ET**	**FT**	**FNE**	**IPP**	**PMT**	**TA**
ALE	ALE3	**0.659**	-0.007	0.016	0.103	0.383	0.036	-0.05	0.017	0.247	0.026	0.049
	ALE5	**0.788**	-0.044	0.085	0.077	0.415	0.069	0.041	0.017	0.382	0.125	0.03
	ALE7	**0.783**	-0.084	0.116	-0.009	0.513	0.047	-0.047	0.059	0.341	0.123	-0.011
	ALE8	**0.709**	-0.08	0.034	-0.074	0.426	0.055	-0.011	0.057	0.314	0.046	-0.016
AT	AT1	-0.069	**0.679**	-0.027	-0.033	-0.036	0.01	0.04	-0.007	-0.007	0.013	0.047
	AT6	-0.062	**0.649**	0.013	0.013	-0.058	0.005	0.05	0.051	-0.015	0	0.094
	AT7	-0.007	**0.72**	-0.011	-0.083	-0.031	-0.002	-0.027	0.117	0.006	0.052	0.031
	AT8	-0.068	**0.824**	-0.036	0.002	-0.041	0.042	0.028	-0.009	-0.06	0.054	0.032
CA	CA10	0	-0.071	**0.679**	0.024	-0.006	0.321	0.012	0.021	0.079	0.029	-0.105

	CA3	0.025	-0.004	**0.768**	0.073	0.008	0.373	0.057	0.019	0.119	-0.011	-0.067
	CA4	0.118	-0.019	**0.673**	0.023	0.071	0.46	0.073	0.126	0.079	0.109	-0.091
	CA5	0.076	0.014	**0.654**	0.008	0.076	0.447	0.078	0.144	0.114	0.033	0.015
	CA6	0.056	0.007	**0.753**	0.025	0.098	0.363	0.059	0.038	0.121	0.013	-0.056
	CA7	0.114	-0.034	**0.698**	0.057	0.108	0.352	0.026	0.1	0.113	0.036	-0.055
	CA8	0.059	0.002	**0.702**	0.055	0.026	0.321	0.048	0.091	0.151	-0.014	-0.066
	CA9	0.071	-0.04	**0.776**	-0.017	0.043	0.373	0.071	0.087	0.138	-0.003	-0.122
DT	DT2	0.055	0.014	-0.053	**0.646**	0.089	-0.057	-0.031	-0.033	-0.022	0.073	-0.078
	DT3	0.031	0.041	0.036	**0.767**	0.012	-0.002	-0.037	0.024	-0.095	0.071	-0.013
	DT5	0.066	-0.094	0.067	**0.649**	0.063	0.054	0.009	-0.055	0.011	0	0.026
	DT7	-0.028	-0.043	0.051	**0.797**	-0.007	0.033	-0.015	0.029	-0.139	0.07	-0.062
EN	EN1	0.289	-0.025	0.065	0.022	**0.649**	-0.03	-0.044	-0.044	0.29	0.058	0.031
	EN2	0.299	-0.037	0.095	0.003	**0.701**	0.083	-0.014	-0.07	0.322	0.036	-0.002
	EN3	0.498	-0.054	0.01	0.034	**0.738**	-0.024	-0.03	0.073	0.327	0.062	0.042
	EN4	0.56	-0.042	0.051	0.05	**0.768**	0.005	-0.009	0.017	0.312	0.105	0.024
ET	ET1	0.074	-0.019	0.417	0.009	0.002	**0.746**	0.089	0.108	0.116	0.067	-0.031

	ET2	0.058	0.012	0.331	-0.028	0.006	**0.768**	-0.006	0.028	0.102	0.079	-0.01
	ET3	-0.01	0.056	0.242	0.034	0.034	**0.679**	0.038	0.029	0.058	0.079	-0.048
	ET4	-0.01	-0.02	0.312	0.012	-0.009	**0.688**	-0.055	0.007	0.073	-0.041	-0.035
	ET5	0.037	-0.018	0.332	-0.002	-0.02	**0.679**	0.002	-0.001	0.083	0.008	-0.043
	ET6	0.093	-0.002	0.471	0.064	0.032	**0.754**	0.043	0.104	0.114	0.027	-0.026
	ET7	0.075	0.057	0.431	-0.02	0.008	**0.688**	0.045	0.076	0.146	0.042	-0.081
	ET8	0.065	0.069	0.438	0.016	-0.006	**0.686**	0.033	0.096	0.109	0.008	-0.079
FT	F1	-0.049	0.052	0.068	-0.01	-0.007	0.017	**0.737**	-0.007	-0.002	0.109	0.035
	F2	-0.066	0.01	0.078	-0.065	-0.013	0.07	**0.784**	0.015	-0.009	0.149	0.006
	F3	0.018	0.031	0	0.013	-0.023	-0.017	**0.659**	0.035	0.024	0.022	0.014
	F4	0.048	-0.021	0.079	-0.084	-0.002	0.003	**0.76**	0.011	0.022	0.177	-0.022
	F5	-0.027	0.107	0.041	-0.009	-0.042	0.03	**0.725**	0.003	-0.054	0.086	0.041
	F6	0.012	-0.001	0.104	-0.016	-0.032	0.05	**0.774**	0.037	0.041	0.166	0.032
	F7	-0.075	0.014	0.039	0.033	-0.113	0.017	**0.716**	0.052	-0.019	0.046	0.034
	F8	0.03	0.015	-0.032	0.027	0.05	0.052	**0.586**	0.002	-0.032	0.007	0.083

FNE	FNE4	-0.05	0.002	-0.081	-0.008	-0.068	-0.008	0.014	**-0.698**	-0.012	-0.001	0.004
	FNE5	-0.052	-0.064	-0.009	0.041	-0.01	-0.02	-0.04	**-0.733**	0.04	0.066	0.042
	FNE6	-0.032	-0.035	-0.111	0.028	0.063	-0.069	-0.009	**-0.727**	0.006	0.065	0.017
	FNE7	-0.021	-0.021	-0.09	-0.052	0.004	-0.13	-0.041	**-0.74**	-0.029	0.046	0.013
IPP	IPP1	0.279	-0.003	0.161	-0.078	0.369	0.058	-0.017	0.007	**0.709**	0.046	0.029
	IPP2	0.302	-0.033	0.105	-0.121	0.26	0.134	0.006	-0.01	**0.747**	-0.04	0.099
	IPP3	0.371	-0.043	0.114	-0.084	0.319	0.113	-0.007	0.02	**0.754**	-0.004	0
	IPP4	0.346	-0.026	0.097	-0.029	0.342	0.117	0.012	-0.015	**0.754**	0.039	0.038
PMT	PMT1	0.052	0.074	0.049	0.073	0.053	0.05	0.06	-0.024	0.038	**0.724**	-0.034
	PMT2	0.132	0.024	0.006	0.086	0.139	0.046	0.13	-0.014	0.033	**0.828**	0.061
	PMT3	0.136	-0.003	0.027	0.122	0.087	0.013	0.109	-0.024	0.009	**0.759**	0.038
	PMT4	0.018	0.068	0.035	0.053	0.026	0.049	0.197	-0.039	0.025	**0.786**	0.066
	PMT5	0.025	0.023	0.011	-0.018	0.026	0.023	0.122	-0.059	0.011	**0.762**	-0.01
	PMT6	0.114	0.018	0.034	0.062	0.094	0.071	0.101	-0.074	-0.016	**0.827**	-0.005
	PMT7	0.104	0.038	-0.004	0.02	0.086	-0.021	0.122	-0.078	-0.01	**0.746**	0.036

	PMT8	0.12	0.039	0.042	0.083	0.067	0.105	0.038	-0.066	0	**0.735**	0.05
TA	TA10	0.043	-0.017	-0.044	0	0.054	-0.06	0.028	-0.08	0.008	0.005	**0.668**
	TA3	-0.023	0.026	-0.018	0.01	-0.048	-0.005	-0.029	-0.024	-0.005	0.017	**0.763**
	TA4	0.036	0.125	-0.118	-0.013	0.053	-0.043	0.027	0.009	0.063	0.039	**0.69**
	TA5	0.028	-0.006	-0.123	-0.058	0.079	-0.093	-0.008	-0.014	0.105	0.024	**0.679**
	TA6	-0.051	0.095	-0.073	-0.042	-0.05	-0.049	0.056	-0.043	-0.021	0.016	**0.757**
	TA7	-0.031	0.053	-0.058	-0.044	0.001	-0.014	0.059	-0.029	0.042	0.031	**0.695**
	TA8	0.03	-0.011	-0.027	-0.033	0.064	-0.008	0.007	0.037	0.046	0.028	**0.687**
	TA9	0.059	0.087	-0.089	-0.077	0.046	-0.065	0.052	0.005	0.067	0.03	**0.766**

Table 6. Discriminant Validity by HTMT

Kline (2015) "suggested a stringent criterion of HTMT0.85 wherein all the values are less than 0.085". Therefore, HTMT is established, and the researcher can test the proposed hypotheses.

S#	**LOCs**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
1	ALE											
2	AT	0.119										
3	CA	0.147	0.083									
4	DT	0.152	0.112	0.106								
5	EN	0.818	0.084	0.126	0.106							
6	ET	0.099	0.085	0.609	0.09	0.086						
7	FT	0.089	0.096	0.101	0.077	0.093	0.081					
8	FNE	0.076	0.116	0.147	0.094	0.144	0.121	0.064				
9	IPP	0.602	0.081	0.203	0.154	0.618	0.179	0.068	0.061			
10	PMT	0.146	0.077	0.068	0.115	0.118	0.085	0.16	0.095	0.069		

11	TA	0.08	0.116	0.12	0.096	0.102	0.087	0.075	0.076	0.104	0.066

4.4. Results of Hypotheses Testing

Table 7

Hypotheses	Relationship	Std. Beta	Std. Error	t-values	p-values	BCI LL 10%	BCI UL 90%	Decision	f^2	R^2	Adjusted R^2	Q^2
H_{A1}	TS → MOT	0.084	0.057	1.465	0.071	0.008	0.15	Supported	0.007	0.007	0.005	0.002
H_{A2}	TS → ANX	0.181	0.205	0.88	0.189	-0.168	0.367	Not Supported	0.034	0.033	0.03	0.007

Hypotheses of the present study were tested by following the recommended guidelines of Hair et al. (2019; 2020). Table 7 shows that EFL teachers' teaching style has a positive and significant impact on EFL students' motivation at higher education levels (β = 0.084, p-value < 0.10%). Secondly, EFL teachers' teaching style has a positive but insignificant impact on foreign language classroom anxiety at higher education levels (β = 0.181, p-value > 0.10%).

4.5. Results of Blindfolding Q^2

Table 8

Endogenous Variable	SSO	SSE	Q^2 (=1-SSE/SSO)
EFL Students' Motivation	4920	4908.578	**0.002**
Foreign Language Classroom Anxiety	8200	8145.353	**0.007**

Table 8 shows that the Q2 of endogenous variables in the research model should be greater than zero (Q2 > 0), which clearly indicates that the model has predictive relevance (Cha, 1994).

Table 9. Predictive Validity of Inner Model using PLS predict

Items	Q^2_predict	PLS-SEM RMSE	LM RMSE	PLS-SEM-LM RMSE	Is RMSE (PLS-SEM) less than RMSE (L.M.)?	Decision
CA4	0.041	1.247	1.183	0.064	No	Research Model of present study holds a Medium Predictive Power
CA6	0.023	1.248	1.231	0.017	No	
CA8	0.013	1.344	1.312	0.032	No	
CA3	0.019	1.22	1.191	0.029	No	
CA10	0.014	1.232	1.236	-0.004	Yes	

CA7	0.02	1.211	1.201	0.01	No	(Shmueli et al., 2019).
CA9	0.02	1.31	1.278	0.032	No	
CA5	0.03	1.271	1.174	0.097	No	
FNE7	0.001	1.088	1.106	-0.018	Yes	
FNE5	-0.003	1.124	1.18	-0.056	Yes	
FNE4	-0.002	1.071	1.128	-0.057	Yes	
FNE6	-0.002	1.153	1.216	-0.063	Yes	
TA3	-0.009	1.238	1.299	-0.061	Yes	
TA7	-0.015	1.232	1.27	-0.038	Yes	
TA10	-0.005	1.243	1.284	-0.041	Yes	
TA5	-0.004	1.295	1.35	-0.055	Yes	
TA8	-0.01	1.359	1.437	-0.078	Yes	
TA6	-0.013	1.271	1.331	-0.06	Yes	
TA9	-0.013	1.333	1.369	-0.036	Yes	
TA4	-0.012	1.281	1.325	-0.044	Yes	

Table 9 shows that "the majority of indicators of PLS-SEM (RMSE) were lower than L.M. (RMSE), which clearly manifests that the research model of the present study holds a medium predictive power, and thus findings of the study can be generalized over the population" (Shmueli et al., 2019).

5. Discussion

In this present empirical study, the findings suggested that there is EFL teachers' teaching style has a positive and significant impact on EFL students' motivation at higher education levels because ($\beta = 0.084$, p-value < 0.10%) the results of this finding show that this hypothesis is supported. Furthermore, the findings of this research work are in consonance with various published studies like previous studies found that if the students feel that they are treated fairly, and their teachers' teaching style is up to the mark, it increases their motivation which results in the good grades (Fall and Roberts, 2012; Marina, Natalia, Tatiana and Nataliya, 2019). Similarly, EFL teachers' teaching styles have a positive and significant relationship with the student's level of motivation at the higher education level (Idhaufi and Ashari, 2017; Sheikh and Mahmood, 2014; Taylor and Ntoumanis, 2007). The results of one of the studies done by Ferizi-Miftari and Rexha (2018) suggest that there is a positive relationship between teachers' teaching styles and students'" motivation in language learning and achieving academic goals. This can also be said that if the teaching style is up to the mark, motivation may be increased rapidly.

The findings of this study suggest that there is no relationship between EFL teachers' teaching style and FLCA at higher education levels because ($\beta = 0.181$, p-value

> 0.10%). These results suggest that EFL teachers' teaching style is not directly connected with the student's anxiety, but it has an impact on the student's motivation; therefore, it is proven by the results that there is no direct relation between FLCA and EFL teachers' teaching style at the higher education level that means EFL teachers need to work on their teaching style, and they should promote facilitator and delegator teaching styles that anxiety level of students should be decreased. The results of a previous study showed that there is no association or relationship between teachers' teaching styles and students' test anxiety (Crişan, Albulescu, and Copaci, 2014; Yazici, 2017). More importantly, Dewaele and Dewaele (2017) also reported some similar results that there is a weak negative relationship between FLE and FLCA remained quite constant over time. It shows that there are many factors that increase and decrease the concept of FLCA in classroom settings. Teachers with expert teaching styles believe that they possess more knowledge, information, and skills than the students need; that's why the students of these teachers become the victim of a higher level of anxiety, and there is no positive impact of this teaching style on the students' anxiety in the classroom (LaBillois and Lagacé-Séguin, 2009). Furthermore, in this research work, cognitive test anxiety was compared with EFL teachers' teaching style, but there was no significant relationship or correlation between test anxiety and the teaching style of the teachers (Arianpoor and Khayoon, 2021; Crişan, Albulescu and Copaci, 2014).

6. Conclusion

The purpose of this study was to fill the gap in the literature by investigating the impact and relationship between EFL teachers' teaching style and students' motivation and anxiety at the higher education level in the Pakistani context. The present quantitative study investigated that EFL teachers' teaching style has a positive relationship with student's motivation in the higher education system of Pakistan, the motivation of the students is increased because of the different teaching styles of the teachers in EFL classrooms at the higher education system of Pakistan; therefore, teachers' teaching style should be up to the mark and should be integrated with technology as well that quality teaching and Learning can take place. Furthermore, it is also investigated that there is no relationship between EFL teachers' teaching styles and students' foreign language classroom anxiety at the higher education level. Therefore, it is suggested that EFL teachers should integrate their teaching styles with modern technology so that students' learning anxiety can be decreased.

EFL teachers should work a little bit hard to ensure learner-centered approaches/methods in the classroom settings to improve students' motivation and

satisfaction, whereas foreign language classroom anxiety will be on decrease too. In so doing, teachers can avoid disruptive behavior, burnout, and other possible problems at the higher educational level. Apart from that, through a learner-centered approach, students might get engaged in the class easily, and the chances for their academic as well as professional Success may be increased. Such as, if the students feel that they are treated fairly, cared for them, and supported, their engagement of the students will be increased in the class, which will result in good grades and academic Success (Fall and Roberts, 2012). The management of higher educational institutions is recommended to hire teachers with upgraded teaching styles and skill-oriented mindset rather than exam oriented, as most of the teachers and institutions are practicing exam-oriented methodology, which is destroying the creativity and abilities of young generations of Pakistan.

6.1. The Implications of the Study

- The present empirical study used cross-sectional single source data, whereas future researchers may use longitudinal multi-source data to explore the phenomenon under the present study.
- Future researchers can use mediating and moderating variables as supported by the literature review in the present research model
- The mixed method study can be done to further explore this phenomenon at the higher education level.
- Unfortunately, due to time constraints and finance, this study was conducted in two public sector universities in Karachi, Sindh. Therefore, future researchers should collect the data from both public and private sector universities, and the results may be compared with the recent study.
- Future researchers can increase the sample size by collecting the data from students of various semesters.

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