

Title: A Meta-analysis of the Relationship among Instructional Strategies, Motivation and Foreign Language Learners' Anxiety

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Abstract: As is the worldwide trend, foreign companies in China and the rest of the world, face strong and increasing pressure to expand the sales markets and have an acute need for recruiting as many as employees with professional expertise and required language, Chinese. Therefore, Chinese is regarded as an essential skill for today's students. However, motivating and helping students to learn effectively poses many challenges, many of which can be overcome through technical means, and the means have revolutionized the way in which language teachers and learners work. Yet, apart from motivation and personality characteristics, previous research has primarily focused on instructed contexts, and rarely on consideration of individual learners' anxiety responded to a variety of instructional strategies practiced in L2 classrooms, such as task-based learning, cooperative learning, communicative language learning and grammar translation method.

This article reports a meta-analysis on empirical studies to investigate the interplay between different instrumental strategies and learners' anxiety relevant to learners' personal traits and motivation. Data for this study were collected from 26 empirical studies. Quantitative and qualitative analyses of data revealed that not only how learners' anxiety to second language learning affect their performance, but showed that how the correlations are among learners' anxiety, their personal traits and motivation. Some of the results of this study are in line those reported in the literature and highlighted the impact of different instructional strategies and motivation on learners' anxiety.

Keywords: instructional strategies, motivation, learners' anxiety, language learning