A STUDY ON HIGH SCHOOL STUDENTS ENGLISH LANGUAGE LEARNING ANXIETY AND ENGLISH LANGUAGE ACHIEVEMENT

Mulualem Eshete Mekie

Department of English Language and Literature, Arba Minch University, Arba Minch, Ethiopia

ABSTRACT

This paper intended to investigate the relationship between English language learning classroom anxiety and students' English language achievement. For this purpose 210 grade 12 students were randomly selected from Jimma Preparatory School. A self reporting questionnaire i.e. Foreign Language Classroom Anxiety Scale was administered to measure the level of foreign language classroom anxiety of the students. And students' first semester English midterm exam result was used to determine the relationship between English language classroom anxiety and English language achievement. Furthermore, descriptive statistics was used to determine students' anxiety level and inferential statistics to identify the significance difference between male and female students' anxiety and achievement and to determine relationship between anxiety and achievement. The result indicated that most of the students were found to be anxious, and no significance difference was observed between males and females on their foreign language classroom anxiety level. Further the study confirmed that there was no significant negative relationship between students' English language classroom anxiety and English language achievement at the significance level of 0.01, and also the finding depicted that there was achievement variation among the subjects with respect to their anxiety level. Finally, it was found that males' achievement result was a little bit higher than females, and no significant difference was found on achievement between them. In short, the findings depicted that anxiety is prevalent among the subjects and had negative correlations with their English language achievement. The recommendations of this study are not exhaustive and every language teacher can offer different ways of reducing language anxiety based upon his/her personal observation of the phenomenon. This study offered a number of strategies to cope with the potentially pervasive and detrimental effect of language learning anxiety. It is posited that an apt utilization of these

strategies by language teachers can help to reduce foreign language anxiety and can potentially increase students' confidence to learn the target language.

Keywords: English Language Learning, English Language Learning Anxiety, Achievement, FLCAS

Introduction

Background of the Study

English language learning is a rather complicated process, and it is influenced not only by the linguistic characteristics of English language itself but also by some other factors. Given these numerous factors influencing English language learning, affective variables in foreign language teaching and learning have been studied extensively for the last decades. Among these affective variables, anxiety stands out as one of the most important factors for effective language learning. Horwitz, Horwitz & Cope (1986) pointed out since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student. Therefore, to keep the success of English language education in high school, every stakeholders should give due attention for foreign language anxiety is a vital issue that cannot be neglected.

Different research findings (Aida, 1994; Horwitz et al., 1986; MacIntyre and Gardener, 1994) had consistently revealed that anxiety can hinder foreign language production and achievement of the learners. It has been observed that students in English classroom experience anxiety that results in stuttering and feeling of uneasiness. According to MacIntyre and Gardener (1994), anxiety can be defined as the feeling of tension and apprehension specifically associated with second language learning contexts, including speaking, listening and language learning as a whole. Students of all levels of academic achievement and intellectual abilities are believed to be affected by anxiety in language learning. This anxiety occurs in varying degrees and characterized by emotional feeling and worry, fear and apprehension (Cubuku, 2008). According to McDonald (2001), as cited in Cubuku (2008), anxiety can be exhibited differently by individuals. As students progress, abundant pressure and different anxiety levels might affect their language achievement.

As indicated above language anxiety is identi.ied by language researchers as one of the affective factor which is thought to have a considerable influence on second language learning. Studies by different researchers (e.g. Scovel, 1978; Horwitz et al., 1986; MacIntyre and Gardener, 1994),

especially in western countries have been conducted to investigate the relationship between foreign language classroom anxiety and achievement in the learning of foreign language in different context. These different research out puts designated that foreign language classroom anxiety and achievement have positive as well as negative relationship. Among these diverse researches, on one hand Chastin (1978) found positive relationship between language anxiety and second language achievement. On the other way round, study by Horwitz et al. (1986) and MacIntyre and Gardener (1994) indicated that foreign language anxiety is responsible for students' negative emotional reaction to language learning. Recently, Batumlu and Erden (2007) and Cubuku (2007) have explored on the similar context to see the correlation between language anxiety and language achievement and found negative correlation between the two variables. To measure the levels of foreign language classroom anxiety; many of the researchers used the foreign language classroom anxiety scale - henceforth FLCAS which was designed by Horwitz et al. (1986). The FLCAS, as confirmed by (Aida, 1994; Horwitz et al., 1986 and Roudriguez and Abern, 2003), was found to be highly reliable instrument to measure students' level of anxiety.

Generally, foreign language classroom anxiety is totally different from other types of anxieties (Horwitz et al., 1986). Learners may have the feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges. Since foreign language anxiety not only affects students' attitude and language learning but also is considered to have more debilitating effect than facilitating effects. For this reason, to ensure the success of English education in high school in general and to make students effective in English language in particular needs an investigation and detailed analysis of foreign language anxiety is necessary and cannot be ignored.

Statement of the Problem

Anxiety is a kind of nervousness or worry in the mind of individuals. Language learning anxiety is defined as "a distinct complex of self-perception, beliefs, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al. 1986, p.128). Krashen (1985) points out that anxiety has an impact on learners' affective filter, mental block that impedes learners' full use of comprehensible input. If the students' affective filter is low, their language learning is facilitated, where as if the filter is high, learning is prevented. For instance, because of anxiety, a learner may not be able to answer an English grammar question posed by the English teacher. Nevertheless, the learner may be able to recall the answer for the same question when the teacher ask the whole class, instead of calling an

individual student to answer. Therefore, language learning anxiety may negatively contribute to language learning.

Many researchers have pointed out anxiety as one of the affective factors which affect the process of learning. In this regard (Scovel, 1978; Horwitz et al., 1986; MacIntyre and Gardener, 1994; Young, 1991 and Aida, 1994) claim that language courses are anxiety provoking by its nature. Horwitz et al. (1986) in their study of foreign language classroom anxiety, developed an instrument which is used to measure the learners' level of anxiety, that is, foreign language classroom anxiety scale (FLCAS). Subsequently, they administered it to the subject of study and found that the students' level of anxiety and their language achievement were negatively correlated. Similarly, Aida (1994) and MacIntyre and Gardener (1994) arrived at a conclusion that the two variables i.e. achievement and language learning anxiety have negative relationship.

Melkamu (2008), in his local study investigated that English language classroom anxiety variables and achievement depicted that there was a negative correlation between anxiety and achievement. The value of correlation also indicated that anxiety has a negative impact on achievement. This is because, statistically, if the correlation is negative and the significant value is less than the given point value, anxiety has a debilitative effect on students' achievement. This study investigated that anxiety has a debilitative effect on the subject of the research.

In other research finding, Chi Kao and Philip (20 I 0) investigated foreign language anxiety and English achievement in Taiwanese undergraduate English major students. These researchers used a survey design that involved the collection of quantitative data to answer the research question. In their study a total of one hundred one (101) undergraduate English major students were participated. As a final point, the result of the study highlighted that foreign language anxiety is an important predictor of university English majoring students' English language achievement.

Language teachers', including myself, has observed on various occasions the apprehension and discomfort experienced by many students who are attempting to acquire and produce a foreign language. This nervousness or anxiety frequently seems to become particularly aggravated when students are required to speak in class, and during exams and tests. These personal observations have been supported in studies of many authors who have examined anxiety in language students. For example, MacIntyre and Gardner (1991) asserted that "anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language" (p.86). In point of this the researcher initiated to proceed this study on students' English language learning anxiety from other learning

factors because many teachers, including myself, neglect this learning factors. Thus, students became low achiever in their English in their studying.

As far as the exploration of materials and information on foreign language classroom anxiety of high school students and their achievement, many studies were focused on the college and universities. For this reason, the researcher cannot find enough studies on foreign language classroom anxiety on secondary schools. However, the researcher found studies similar to this study which was conducted at Dembecha Preparatory and Secondary School by Melkamu (2008). According to his findings, most of the students were found to be anxious, and no significance difference was observed between males and. females on their foreign language classroom anxiety level with respect to gender. Furthermore, the study showed that there was a significant negative relationship between students' English language classroom anxiety and English language achievement test result at the significance level of 0.001. The study also investigated that there was achievement test result variation among the subjects of the study with respect to their anxiety level. Finally, it was found that though males' achievement test result was a little bit higher than that of females, no significant difference was found on achievement between them. Moreover, the findings of this study depicted that anxiety is widespread among the subjects of the study and had negative correlations with their English language achievement test result.

Similarly, Peng Hui (2009) conducted at China Senior High School on foreign language anxiety of high school students and their achievement. According to his result, students were more or less negatively influenced by language anxiety. Moreover, the study output showed that there was a negative correlation between outcomes and anxiety most of the time, and the factors contributing to different anxiety levels are self-esteem, cultural differences, and personalities.

And these studies cannot reflect the real situation of high school English language teaching in Ethiopia as a whole and Jimma Preparatory School in particular. Therefore, the researcher was interested to conduct this study to make sure what happens in high school regarding on the topic of English language classroom anxiety.

Alike with any other context of foreign language anxiety, Jimma Preparatory School of grade twelve (12) students may be expected to experience anxiety in English language class due to the fact that English language is foreign language to them and for other reasons such as the classroom conditions, the school situation and the personalities of teachers and learners themselves. It is obvious that a lot of causes may put in to language classroom anxiety. However, this study focuses on specific foreign language classroom anxiety. It is essential to investigate

whether students' level of anxiety by any means can contribute to their English language achievement or not while they learn and use English language.

Rachman (1998) as cited in Zhao Na (2007) explained that high school students, who are still at a comparatively low level of English language proficiency, may easily experience a feeling of uneasy suspense and anxiety. For this reason, this study tried to find out whether English language anxiety and students' English language achievement test result have correlation or not on Jimma Preparatory School of grade twelve (12) students.

Research Questions

Research questions that guided the study were:

- What is the general situation of EFL students' foreign language classroom anxiety level?
- Are there foreign language classroom anxiety level differences between male and female students in language learning classroom?
- What is the relationship between EFL students' foreign language classroom anxiety and their achievement?
- Dose students' achievement varies according to their level of anxiety?
- Is there achievement difference between males and females in language learning classroom?

Method

Research Design

For this particular study, the researcher utilized a quantitative research design. Based on the research questions of the study EFL students' foreign language classroom anxiety level, foreign language classroom anxiety level differences between male and female students in language learning classroom, the relationship between EFL students' foreign language classroom anxiety and their achievement, students' achievement difference according to their level of anxiety and achievement difference between males and females in language learning classroom were sought. Therefore, a quantitative research design is appropriate for this study and enabled the researcher to find out whether English language anxiety and students' English language achievement have correlation or not.

Participants and Sampling Techniques

The main focus of this study is grade 12 students of Jimma Preparatory School, and 210 students were selected using simple random sampling technique to pick the desirable sample sections and

subjects of the study from both social sciences and natural sciences streams. Among 210 subjects 106 were females and 104 were males from both natural sciences and social sciences stream classes. There were 12 sections in the school (2 social sciences and 10 natural sciences classes). The investigator randomly selected five sections from each category (two sections from social science and three sections from natural science). Finally, the total number of students selected from the five sections were 210 (106 females and 104 males) students. From these students only 210 students returned the questionnaire (106 females and 104 males).

Data Gathering Instrument

In order to attain the research objectives and to answer the already formulated research questions the researcher used two instruments. These were a Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz, et al., (1986), for assessing students' level of anxiety during language classes and the other was students' midterm exam result of English language (achievement test result) and it was out of30% and it altered in to 100%. The first instrument that is the FLCAS questionnaire was consisted of two parts. The one was intended to collect personal information of participants, that is, sex. The other part of the instrument was the Amharic version of Foreign Language Classroom Anxiety Scale (FLCAS) that is designed by Horwitz, et al., (1986). This FLCAS contains 33 items on a 5-point Likert scale type; ranging from strongly agrees to strongly disagree with an option of undecided. Since this instrument was designed to investigate the level of anxiety of students and out of 33 items, 8 items were for communication apprehension (1,9,14,18,24,27,29, and 32); 9 items for fear of negative evaluation (3,7,13,15,20,23,25,31, and 33); 5 items for test anxiety (2,8,10,19,21). The remaining 11 items (4,5,6,11,12,16,17,22,26,28, and 30), they placed in other group by naming anxiety of English classes. For each item respondents were required to respond with an answer like strongly agree (5 pts), agree (4 pts), undecided (3 pts), disagree (2 pts), and strongly disagree (1 pts). However, item 2, 5, 8, 11, 14, 18, 22, 28, and 32, were to be scored reversed. The theoretical score range of this scale was from 33 to 165 however, for this study the score range was from 55 to 148. The higher total anxiety scores were, the more anxious the student was. FLCAS has been shown to have an internal reliability of 0.93 and test-retest reliability over eight week periods was r =0.83, p= 0.001 (Horwitz, et al., 1986). For this study FLCAS was employed in its original form and translation in to Amharic was needed due to the level of English language ability of the learners. The academic advisor and a psychology lecturer examined the quality of the instrument and it was piloted. A pilot test was administered to 20 respondents who were not the target population of the study. The aim of this test was to check the appropriateness of the language of the instrument; since it was intended to translate in to Amharic language and to made necessary

correction based on the feedback that was provided by the respondents. Based on the feedback given by the respondents important corrections were made and internal consistency of the test was also computed. Accordingly, the FLCAS was found to be reliable having a coefficient of Alpha Cronbach 0.76. The students' English language midterm exam result used to find out the correlation between the level of students' anxiety and English language achievement.

Methods of Data Analysis

To arrive at a more informed analysis of the data, the researcher spent a great deal of time analyzing the data. The collected data were analyzed quantitatively, and the data for this study was gathered by using FLCAS questionnaire and students' document (students' first semester English midterm exam result). Before the administration of the questionnaire, each student was provided a code with respect to their name in the mark compiling sheet so as to make their result secret, and the subjects was advised to complete the questionnaire genuinely. Then the FLCAS was administered to 151 natural science and 115 social science students; 123 copies were collected back from 151 natural science students and 87 from 115 social science students. A total of 210 copies were collected (106 from females and 104 from males). The students' first semester midterm exam result was collected from their document.

The procedure that was put into practice to analyze the data gathered through questionnaire and students' document; SPSS 16.00 was utilized. Firstly, descriptive analysis was used to calculate the means and standard deviations for each item and each kind of anxiety to see the general situation of Jimma Preparatory School of grade 12 students' anxiety level in English classrooms. Secondly, t-test was employed to see if there were any significant differences in English language learning classroom anxiety among male and their female counter parts and their achievement difference. Then Pearson's product moment correlation coefficient was used to analyze the correlation between English language learning classroom anxiety and English language learning achievement. After that the data were interpreted, analyzed, and discussion was presented and conclusions and recommendations were supplied clearly.

Findings and Discussions

Foreign language anxiety as a whole is a complex issue not just an isolated part of language learning. Using a combination of complete data sources for the results and discussions helps to assemble a more comprehensive and complete picture of the topic. Therefore, in order to answer the research questions stated above, the data collected from all the subjects of the study were analyzed by making use of mean and standard deviation; t-tests and correlation coefficients. Therefore, in each section discussion follows the presentation of the results of the data. Firstly,

the general anxiety situation of students will be presented and discussed. Then, the comparison of males and females anxiety level and its statistical significance will be discussed based on each kind of anxiety variable. At last, the correlation of English learning anxiety and achievement will be presented.

The General Situation of Grade 12 Students' Anxiety in English Classrooms

Table 1: General Anxiety Situation of Respondents (N=210)

Students With Anxiety Levels 3.00		Sex		Total
		Male	**Female**	
Students with anxiety level<3.00	Count	38	39	77
	% Within group	49.35%	50.65%	100%
	% Within sex	36.54%	36.79%	73.33%
Students with anxiety level >3.00	Count	66	67	133
	% Within group	48.175%	50.38%	100%
	% Within sex	63.46%	63.207%	126.67%
Total	Count	104	106	210
	% Within group	49.523%	50.476%	100%

The result of descriptive analysis on the above Table 1 showed that in terms of group anxiety statistics, 38 male students (36.54%) scored anxiety level below the mean score 3.00 and 39 female students (50.65%) scored anxiety level below 3.00. Those students who scored anxiety level above mean score 3.00 were 66 males (63.46%) and 67 females (63.027%). From the total of 210 subjects 133 students (126.67%) scored anxiety level 3.00 and above 3.00. This result shows us that Jimma Preparatory School grade 12 students are mostly anxious in English classrooms.

Table 2: Levels of Anxiety within Variables

Anxiety Variables	No. of items	Mean	St. Dev
Communication Apprehension	8	24.405	20.895
		3.05	2.612
Test anxiety	5	14.114	13.107
		2.823	2.621
Fear of negative Evaluation	9	25.18	24.067
		2.798	2.674
General Anxiety of English Classes	11	30.73	28.83
		2.794	2.621

As shown in Table 2, the mean score anxiety level for the language learning anxiety variables communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classes were 3.05, 2.823, 2.798 and 2.794 respectively. This result indicated that since the anxiety level of the first variable i.e. communication apprehension kind of language learning anxiety is above the mean score 3.00, the subjects of this study were found to be anxious. However, the remaining three variables that is test anxiety, fear of negative evaluation and general anxiety of English classes language learning anxiety scores were below the mean score 3.00, and the subjects were not anxious in terms of the already mentioned variables of language learning anxiety. This result supports findings investigated by different researchers. For example, according to Horwitz, et al (1986), students with average around 3.00 should be considered slightly anxious, while students with average below 3.00 are probably not anxious; students whose average nears 4.00 and above are probably fairly anxious. Similarly, Zhao Na (2007) stated that students with average anxiety level 3.00 are considered as seriously suffering from anxiety.

In addition, Macintyre and Gardner (1993) stated that speaking is anxiety provoking in foreign language activities. Chan and Wu (2004) also found that most students are particularly anxious when they have to speak a foreign language in front of their class. Moreover, Hedge (2000) and Macintyre and Gardner (1991) stated that communication apprehension and fear of negative evaluation emerge due to negative experience in speaking, that is, of teachers' feedback, their participation in the classroom and their peers' comments.

The outcome in Table 2 above designates that students are anxious III communication apprehension aspect of anxiety variable than other language learning anxiety variables. This might occur, for example, according to Zhao Na (2007), the existence of anxiety should firstly be attributed to the students' English proficiency and achievement which might not be enough to allow them to communicate with others freely, to express themselves adequately in class and answers teacher questions properly push to fear of negative evaluation, test anxiety, speaking anxiety and other classroom anxieties. Baily (1983), as cited in Skehan (1989) and Young (1991) stated that competitiveness, personal and interpersonal beliefs, learners beliefs about language learning, teachers beliefs about language teaching and teacher learner interactions may lead to language learning anxiety.

This study indicated grade 12 students in fact had the feeling of anxiety in their English classes, and they experienced more communication apprehension. In our context, students have seldom chances to communicate with English in or outside the classrooms, because of the supremacy of mother tongue in the area. From the researchers' experience it was noted that most English

language teachers in Ethiopia mostly emphasize grammar activities, while paying less attention to the remaining four macro skills, especially to speaking. The existence of anxiety in English classrooms can be also ascribed to classroom atmospheres (Zhao Na, 2007). In most Ethiopian schools, teachers play the role of controller and manager of the classroom practice. Due to this students may feel nervous and anxious. As a result, students may lack a free, relaxed environment for English language learning and in testing situations.

Foreign Language Anxiety and Sex

Table 3: Males and Females English Classroom Anxiety

Anxiety Variables	No. of items	Sex	Mean	St. Dev.
Communication Apprehension	8	Male	23.95	10.467
			2.99	1.308
		Female	24.5	10.248
			3.0625	1.303
Test anxiety	5	Male	14.1	6.508
			2.82	1.301
		Female	14.14	6.59
			2.828	1.32
Fear of negative Evaluation	9	Male	24.02	11.97
			2.67	1.33
		Female	26.32	12.097
			2.92	1.34
General Anxiety of English Classes	11	Male	30.07	14.69
			2.73	1.33
		Female	31.38	14.133
			2.85	1.28
Overall anxiety level	33	Male	92.14	43.643
			2.79	1.3225
		Female	96.34	43.257
			2.92	1.310

Table 3 shows that in terms of either general classroom anxiety, or each specific kind of anxiety, females' mean scores are a little bit higher than that of males' which may indicate females may experience more anxiety than males. However, the result of the t- test (Table 4 below) indicated that there were no significant differences between males and females when we observe the values of anxiety variables, including that of communication apprehension (-0.127,

p=0.289>0.05) which was not significant. The reasons for this result may be society's attitude towards females and they meet more responsibilities and demands in work, besides the fact that they are wives and mothers at home. Therefore, this might makes them more anxious concerning their tasks.

Table 4: Significance of Comparison of Males and Females Anxiety

Anxiety Variables	t- value	Significance of t- value(p< 0.05)
Communication Apprehension	-0.1227	0.289
Test anxiety	-0.0504	0.514
Fear of Negative Evaluation	-1.3789	0.251
General Anxiety of English Classes	-0.6856	0.200
Total	-0.6548	0.062

The result of the t-test indicated that there is no significant difference between males and females when we see the total significant value (t=-0.6548, P=0.062>0.05) of anxiety variables. It was noted that the t- test value of communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classes were (-0.1227, P=0.289>0.05); (-0.0504, P=0.514> 0.05); (-1.3789, P=0.251>0.05) and (-0.6856, P=0.200>0.05) respectively.

The significant difference between males and females for communication apprehension indicated that there is a no statistical significant difference (-0.127, p=0.289>0.05). Similarly, for the rest of the anxiety variables the students do not show any statistical significant differences. Though the magnitude of anxiety of females was greater than males (M=96.34, for females; and M= 92.14, for males), no significant difference is seen between males and females of Jimma Preparatory School, grade 12 students. Though the magnitude of anxiety levels differs a little bit and no significant difference can be observed. This idea can be sustained by researchers like Zhao Na (2007), investigated that, having considered these little magnitude differences, though males seem more anxious than females, when tested by t- test no significant difference was observed. Though the result was not the same, it supports the finding of this study. Of course, possible differences between female and male participants as regards anxiety levels have been examined in some language learning studies. Wilson (2006) suggested that female students often have higher levels of anxiety than males in academic settings and have low achievement. Moreover, Cheng (2002) as cited in Wilson (2006), investigated that females were significantly more anxious than males (M=85.67 for females, and M= 77.41 for males). However, the findings of this study indicated that there is no significant gender difference in levels of anxiety. This

finding can also be supported by the findings of Onwuegbuzie et al. (1999), who also looked into possible relationships between anxiety and gender in their participants, but found no statistically significant correlation. Although in the present study there was no statistically significant difference between males and females' anxiety levels, the fact that females exhibited somewhat higher levels of anxiety is noteworthy. This might be at least partially accounted for the students differing levels of anxiety in language learning and achievement.

The Relationship between Language Anxiety and Achievement

Table 5: The Correlation of Anxiety with Achievement

Anxiety Variables	Correlation Coefficients	p- value(p< 0.01)
Communication Apprehension	-0.117**	0.315
Test anxiety	-0.034	0.086
Fear of Negative Evaluation	-0.1704**	0.054
General Anxiety of English Classes	-0.142**	0.206
Total	-0.1159**	0.17

** Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis (Table 5) showed that English language learning anxiety and English language achievement were negatively correlated. The correlation coefficient of each specific kind of anxiety variable is presented as: for communication apprehension (-0.117, P=0.315>0.01), for test anxiety (-0.034, P= 0.086>0.01), for fear of negative evaluation (-0.1704, P=0.054>0.01) and for general anxiety of English classroom was (-0.142, P=0.206>0.01). The values of this correlation coefficient show us that English learning anxiety and achievement were negatively correlated and have no statistical significance. The significance of all anxiety variables that is communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classroom showed that there was no significant and negative correlation between English language learning anxiety and English language achievement.

The correlation of the overall English classroom anxiety variables and achievement depicted that there was a negative correlation between anxiety and achievement (-0.1159, P=0.17>0.01). The value of this correlation also indicated that anxiety has a negative impact on achievement; this is because, statistically, the correlation is negative. However, in terms of other factors, the relationship was insignificant, the coefficients were all negative. Thus, it can be said that anxiety 35 plays somewhat a debilitative role in language learning. This study investigated that anxiety has a debilitative effect on grade 12 students. This finding is supported by studies like Melkamu (2008), on his local study he found that anxiety had a debilitative effect on student English

language achievement and the correlation values were negative. Similarly, another local study by Melesse Metiku (2007), as cited in Melkamu (2008), states that students' test result was poor due to the anxiety they experienced during the test. In both studies students' poor background in learning English language was responsible for the quality of the students' task and performance. Similarly, the subjects of this study might experience poor background in English classrooms to accomplish tasks and activities.

Similar to the aforementioned ones the result obtained in this study supports previous studies, in ascertaining a weak and negative relationship between language anxiety and achievement. Most studies details rather weak and negative correlations of about -0.30 between anxiety and learning (Skehan, 1989). Similarly, MacIntyre and Gardner (1994) reported statistical significant correlation between language anxiety and performance in courses and proficiency test. However, it should be noted that both negative and positive correlations less than and greater than the one obtained here have been reported by (Chastain 1975, Horwitz, 1986).

The fact that the anxiety variables are negatively correlated shows that debilitating anxiety appeared in learners. According to Gardner (1985) and Larsen- Freeman & Long (1991) negative correlation indicates the fact that anxiety harms performance.

As correlation implies prediction, knowledge of levels of anxiety learners attribute to experience in the English class can help in predicting their performance in the English exams. In other words, we can predict to some extent whether one of the subjects will achieve high or low achievement in English exams by taking learners' levels of anxiety into consideration on his or her anxiety score.

Hence, the present result shows that high anxious learners tend to perform relatively less successful in the English exams than students experiencing lower anxiety levels. This finding shows the negative correlation of anxiety and achievement is similar to that of reported by Melkamu (2008), Batmlu and Erden (2007) and Dalkuli (2001).

The Difference of Achievement According to Anxiety

Table 6: Achievement and Anxiety Levels

Anxiety Level> 3.00; Achievement <50	Anxiety Level< 3.00; Achievement >50	Anxiety Level< 3.00; Achievement >50	Anxiety Level> 3.00; Achievement > 50
79	66	58	7

The correlation of language anxiety and achievement of the study showed that they were correlated negatively. This implied that as anxiety level of students' increase, their achievement result decreases and this was confirmed by the analysis of correlation. However, when we separately investigate the language anxiety level and achievement, some variations were observed. Students with an average mark of achievement test less than 50 were considered unsuccessful, students with an average greater than 51 were considered successful.

Therefore, students who were anxious and their achievement 3.00 and their achievement >50 were 7. And students whose average anxiety scores less than 3.00 and their achievement >50 were 66. For the rest 58 students their anxiety level and achievement was below the mean score 3.00 and achievement test result was 3.00, their achievement was expected to be low however, their achievement was high instead of being low; this shows variation of achievement and anxiety. This achievement variation, according to Sparks and Ganschow's (1995) argument was that rather than the effect of affective variables, language ability differences were the problems of most poor foreign language learners. And they also argued that if foreign language learners attribute lack of success in foreign language learning simply to motivation or high level of anxiety then their anxiety level may be high, being their achievement result was high. That is, though, their anxiety level is high, due to hard work, they would be successful.

Thus, from the result we can deduce that there was achievement variation. As mentioned earlier, the variation could be because of poor language learning for low achievers, and for high achievers anxiety level increment might be due to motivation problem, and high achievement might result from hard work.

Achievement Difference between Males and Females

Table 7: Achievement Difference between Males and Females

Sex	Mean	St. Dev.	T-value	Significance value (P<O.05)
Male	50.60	11.753	0.102	0.495
Female	47.96	11.480		

As shown in Table 7, the mean scores of achievement test result for males and females are 50.60 and 47.96 respectively. The value of the t- test also indicated (0.102, P---0.495 >0.05). The mean score of achievement indicated that females were a little bit lower than males. However, no statistical significant difference was found between them since the significance value indicated 0.495>0.05.

This finding does not agree with the findings of Dewaele (2002) cited in Wilson (2006) that indicated females were more anxious than males and scored lower achievements in their language class. However, Zhao Na (2007) investigated that female students usually score higher than male students in English exams in China. Therefore, it is not difficult to imagine that females are more confident in their abilities to learn new language according to Zhao Na.

According to the result of this study no significant achievement difference was observed between male and female grade 12 students of Jimma Preparatory School. This might be the case that grade 10 General Secondary Education Leaving Certificate Examination may have selected fairly competent and intelligent students in both sexes and no difference was found. So it is possible to say that Jimma Preparatory School grade 12 students did not show achievement difference between them with respect to sex.

Conclusion

The researcher expected that this study can provide a valuable insight and help at foreign language learning by investigating the relationship between learner's foreign language anxiety and achievement. Based on the results of the study obtained, the following conclusions have been made.

Firstly, this paper has presented some findings of students' English language learning anxiety in Jimma Preparatory School in EFL classrooms. It was found that most students were found to be anxious as the result of the study indicated that 126.67% of the subjects of the study were found to be anxious, since their English language classroom anxiety level was higher than the mean score 3.00. Furthermore, the mean score of the anxiety variables for more than half of the subjects i.e. 133 out of the total population of the study was above the mean score 3.00. From this finding it can be deduced that debilitative anxiety plays its role on English language learning of the subjects of the study. Moreover, most of the students experienced language learning anxiety, especially communication apprehension of foreign language anxiety variables.

Secondly, with respect to males' and females' anxiety level, females were found to be a little bit anxious than males however, their anxiety difference was not significant. Therefore, the research could conclude that there was no significant anxiety level difference between male and female students.

Thirdly, the result of the correlation coefficient indicated that English language classroom anxiety and English achievement were negatively correlated. So, anxiety was a debilitative in language learning, especially in terms of communication apprehension.

Fourthly, for some of the students their achievement and anxiety level do not correlate. This might be for some of the students over confidence, and for those with higher level of anxiety, anxiety might have forced them to work harder and to be successful on their result of the achievement test. Though females' average result on their achievement test was a little bit less than that of males, and no significant achievement difference was seen. This might be the case that the Ethiopian General Secondary Education leaving certificate examination has filtered them to promote to the next grade, i.e. grade 11 (Preparatory Program).

Finally, to put it in a nutshell, Jimma Preparatory School grade 12 students were found to be anxious, and no significant anxiety and achievement test result difference was seen across sex and anxiety was debilitative for their achievement.

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