

ABSTRACT

Though the existing literature shows contradictory findings, most researchers report a significant and negative relationship between language anxiety and students' language achievement. Using a quantitative approach, this study investigates this relationship between foreign language anxiety and the reading and writing achievements in English as a Foreign Language (EFL) among Arab university students. A total of 50 Omani students who were registered in the foundation program at Dhofar University (Spring Semester, 2009) took part in the survey. The survey consisted of three instruments, i.e., the Foreign Language Classroom Anxiety Scale (FLCAS) self-report questionnaire, an English reading test and an English writing test.

Using a parametric test (Pearsons' r) to find the statistical correlations between these three variables, the findings showed a weak and negative relationship between language anxiety and English reading achievement, and also a very weak and negative relationship between language anxiety and English writing achievement. This means that Omani students with low foreign language anxiety tend to yield higher test scores than those with higher foreign language anxiety (and vice versa) but the correlations are weak and not statistically significant. The findings of this study suggest that EFL teachers should be aware that other variables than foreign language anxiety play a stronger role in causing the low reading and writing test scores among Arab university students.

ABSTRAK

Walaupun kesusasteraan yang wujud menunjukkan perolehan yang bercanggah, kebanyakan penyelidik telah mendapati satu perhubungan negatif dan signifikan antara tahap kebimbangan dalam bahasa dengan pencapaian bahasa para pelajar. Menggunakan pendekatan kuantitatif, kajian ini telah mengkaji hubungan antara kebimbangan bahasa asing dengan tahap bacaan serta tahap penulisan dalam Bahasa Inggeris sebagai Bahasa Asing (EFL) di kalangan para pelajar universiti Arab. Seramai 50 orang pelajar Oman telah didaftarkan dalam satu program asas di Dhofar University (Semester Musim Bunga, 2009) dan telah mengambil bahagian dalam kaji selidik itu. Kajian tersebut mengandungi tiga bahagian, iaitu, Skala Kebimbangan Kelas Bahasa Asing (FLCAS) soal selidik laporan sendiri, ujian bacaan dalam bahasa Inggeris dan satu ujian penulisan Bahasa Inggeris.

Dengan menggunakan satu ujian berparameter (Pearsons' r) untuk mencari hubungan statistik antara tiga pembolehubah ini, hasil kajian menunjukkan satu hubungan negatif dan lemah antara kebimbangan bahasa dan tahap pencapaian membaca dalam bahasa Inggeris, dan juga satu perhubungan negatif dan sangat lemah antara kebimbangan bahasa dan pencapaian dalam penulisan Bahasa Inggeris. Ini bermaksud, pelajar Oman yang mempunyai tahap kebimbangan bahasa asing yang rendah cenderung untuk mendapat markah ujian yang lebih tinggi daripada pelajar yang memiliki tahap kebimbangan bahasa asing yang lebih tinggi (dan sebaliknya) tetapi hubungan kait adalah lemah dan tidak signifikan secara statistik. Hasil daripada kajian ini menyarankan agar guru-guru EFL lebih peka kerana selain daripada tahap kebimbangan bahasa asing, terdapat juga pembolehubah lain yang memainkan peranan penting dalam mempengaruhi tahap bacaan dan markah ujian penulisan antara pelajar universiti Arab.

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