A STUDY ON THE PREVALENCE OF ENGLISH LANGUAGE CLASSROOM ANXIETY: WITH PARTICULAR REFERENCE TO GRADE 9 MENKORER SECONDARY SCHOOL

Selam Yibeltal ayalew 1

*1.Debre markos university,college of social science and humanities*

Email: selamy.ayalew@gmail.com

The main objective of this study was to investigate the prevalence of foreign language/ second language classroom anxiety at grade 9 (nine) secondary school students. To this end, a total of 142 grade 9 (nine) students were selected from Menkorer secondary school. Data collection for this study relied on a self –report questionnaire (FLCAS- developed by Horwitz et al 1986), student’s first semester final exam and semi- structured interviews for teachers. Thus, the FLCAS Amharic version was coded and administered to students in order to measure the level of foreign language classroom anxiety. The students first semester English final examination result was used to determine the relationship between English language classroom anxiety and English achievement test result. Finally an interview was conducted with three grade 9 (nine) teachers in order to check students' general situation in the classroom and to find out solutions to reduce the level of anxiety from those who have a direct contact with the learners. Descriptive statistics to determine anxiety level, t- test to find out significance difference between males and females anxiety level and achievement and Pearson’s correlation coefficient to determine relationship between anxiety and achievement test result were used to test the research problem. The finding of this study shows that: 1) most of the students found to be anxious since above half of the students scored FLCAS above mean value 3.00 (three). 2) with respect to gender no significant difference is observed between males and females on their foreign language classroom anxiety level except fear of negative evaluation because the t-value of fear of negative evaluation indicated that there is a significant difference 3) the study indicated that there was a significant negative relationship between students English language classroom anxiety and English achievement test result at the significant level of near to 0.001. 4) This study also investigated that males’ achievement test result was a little bit higher than that of females, no significance difference was found on their achievement. Finally, the finding of this study depicted that anxiety is prevalent at a higher degree among the subjects of the study and had negative correlations with their English language achievement test result.