A STUDY OF LANGUAGE ANXIETY AND MOTIVATIONAL INTENSITY IN LEARNING ENGLISH AS A SECOND LANGUAGE IN HONG KONG SECONDARY SCHOOL

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ABSTRACT

Language anxiety and motivation of learning are regarded as two important affective factors in determining the achievement of second language learning. High level of language anxiety has been recognized as an obstacle to a person’s success in second language learning and has been found to correlate negatively with a person’s low level of motivation to learn. This study aims at examining the relationship between the sources of language anxiety (communication apprehension, fear of negative evaluation and general anxiety towards English) and the motivational intensity of English learning among 117 secondary schools students studying in two band two CMI secondary schools. The levels of sources of language anxiety are measured and compared with the level of motivational intensity of English learning. The results indicate that students have moderate levels of language anxiety and motivational intensity of English learning. Language anxiety and motivational intensity of English learning are moderately and negatively correlated. The results imply that language anxiety in fact weaken the motivational level of second language learners slightly. To deal with the learners’ language anxiety, effective teaching strategies have to be adopted and non-threatening learning environment has to be provided to enhance effective learning of second language.

摘要

語言學習焦慮及學習動機強度是影響第二語言學習成就的兩個重要的情感性因素。語言學習焦慮已被發現會對個體成功習得第二語言造成障礙，及與一個人的學習動機呈負向相關。本研究的目的是以 117 名就讀香港兩間以中文為教學媒介的第二組別中學學生為對象，探討語言學習焦慮（包括溝通恐懼、害怕負面評價、英語學習焦慮）及英語學習動機強度兩者的關係。各項語言學習焦慮及英語學習動機強度的水平都被加以量度，然後用作互相比較。研究結果顯示，學生有著中等程度的語言學習焦慮及英語學習動機強度；而語言學習焦慮及英語學習動機強度兩者則呈中等程度負向的關係。本研究的結果顯示語言學習焦慮可削弱第二語言學習者的動機強度水平，縱使其程度還算輕微。爲了處理學習者的語言學習焦慮，我們實在應該透過採用有效的教學策略及提供一個無威脅性的學習環境，以促進有效的第二語言學習。
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