

LANGUAGE LEARNING ANXIETIES AND COMMUNICATION SKILLS AMONG FRESHMEN OF WESTERN MINDANAO STATE UNIVERSITY

ELVINIA REYES- ALIVIO

College of Education, Mindanao State University-Tawi-Tawi College of
Technology and Oceanography, Bongao, Tawi-Tawi, Philippines

ABSTRACT

Anxiety has been regarded by many language anxiety researchers, as one of the most affective factors that influence second language learning. This paper illustrates the level of language learning anxieties and communication skills of the students and their significant relationships to the variables: gender, course and first language. This study employed the descriptive-quantitative correlational design. Ninety students from different colleges were randomly selected. The Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz and Cope, 1989), literary text and picture were utilized to elicit data. As a result, the students have moderate language learning anxieties, average in their reading comprehension and writing skills. In addition, there is no significant relationship between the students' language learning anxieties and communication skills; no significant difference on the students' language learning anxieties and communication skills when grouped according to gender, course and first language; gender and first language do not affect students' reading comprehension except by course only along creative and interpretative dimensions; gender and course affect respondents' writing skill in all the five writing components. In general, gender, course and first language do not influence their contributions to the variance in the relationship between students' language learning anxieties and communication skills except the Bisayan group that differ significantly.

Hence, language learning anxieties among students are not assumed to impede learning process. The existence of anxieties among learners does not necessarily affect academic achievements; rather, aid learners to strive more to learn the target language.

KEYWORDS: *Language Learning Anxieties, Communication Skills, Anxiety*

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