

## MASTER'S THESIS

### Learning anxiety over learning effects: a case in Hong Kong

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**LEARNING ANXIETY OVER LEARNING EFFECTS:  
A CASE IN HONG KONG**

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## ABSTRACT

The purpose of this study is to analyze the relationship between the four possible sources of anxiety (Communication Apprehension, Low self-esteem, Fear of Negative Evaluation and Classroom Environment Anxiety) and the English language attainment among young adolescents in Hong Kong. One hundred and sixty-eight Form One students, 84 from a band one secondary school and 84 from a band five secondary school, were compared statistically with reference to their English attainment, levels of anxiety and the sources of anxiety. The findings revealed that these sources generally correlated negatively with the language attainment for higher achievers but positively for lower achievers. The results imply that a certain extent of anxiety in fact enhances facilitating effects on language learning among Hong Kong students, and an emotionally supportive, non-threatening classroom environment can help students relieve or reduce anxiety and perform better in the second language learning.

## 摘要

本文的目的是分析香港初中學生英語成績與四個焦慮因素(恐懼交際, 自我形象低下, 擔憂負面評價及恐懼課室環境)的關係。研究對象共有一百六十八名中一學生, 其中一半來自一所第一組別中學, 另一半來自一所第五組別中學。他們的英語成績與焦慮程度及因素被用作比較和統計分析。結果顯示, 這些焦慮因素一般都與第一組別學生的英語成績呈負相關的關係, 而與第五組別學生的英語成績有正相關的關係。這些結果亦提示, 某種程度的焦慮情緒其實對香港學生的英語學習有促進作用; 而一個顧及學生情緒和非緊張的學習環境能幫助學生消除或減輕焦慮, 使其在第二語言的學習中發揮得更好。

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