# INVESTIGATING THE RELATIONSHIP BETWEEN LANGUAGE SKILLS ANXIETY AND FOREIGN LANGUAGE LEARNING APTITUDE AMONG IRANIAN EFL LEARNERS

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## ABOUT ARTICLE

**Abstract:** This study aims to investigate the relationship between language skills anxiety and foreign language learning aptitude among Iranian English as a Foreign Language (EFL) learners. Language skills anxiety refers to the feeling of apprehension or fear experienced by learners when using different language skills, such as speaking, listening, reading, and writing. Foreign language learning aptitude, on the other hand, refers to the innate ability or potential of learners to acquire and develop proficiency in a foreign language. The study utilized a quantitative research design and collected data from a sample of Iranian EFL learners using validated measures of language skills anxiety and foreign language learning aptitude. The findings of the study provide insights into the relationship between language skills anxiety and foreign language learning aptitude among Iranian EFL learners and contribute to our understanding of the factors that influence language learning outcomes.

## INTRODUCTION

Language skills anxiety is a common phenomenon experienced by language learners, including those studying English as a Foreign Language (EFL). It refers to the apprehension or fear individuals experience when engaging in different language skills, such as speaking, listening, reading, and writing. On the other hand, foreign language learning aptitude refers to the innate ability or potential of learners to acquire and develop proficiency in a foreign language. Understanding the relationship between language skills anxiety and foreign language learning aptitude is crucial for effective language instruction and learner support. This study aims to investigate this relationship among Iranian EFL learners and contribute to our knowledge of the factors influencing language learning outcomes.

## METHOD

This study utilized a quantitative research design to investigate the relationship between language skills anxiety and foreign language learning aptitude among Iranian EFL learners. A sample of Iranian EFL learners was selected using a random sampling technique. Data were collected using validated instruments to measure language skills anxiety and foreign language learning aptitude.

The instrument used to measure language skills anxiety was the Foreign Language Classroom Anxiety Scale (FLCAS), which assesses anxiety levels experienced by learners in different language skills situations. The FLCAS consists of items related to speaking, listening, reading, and writing anxiety, and participants rate their anxiety levels on a Likert scale.

To measure foreign language learning aptitude, the Modern Language Aptitude Test (MLAT) was employed. The MLAT assesses learners' innate potential for foreign language learning and consists of various subtests that measure different language learning abilities, such as phonetic coding, grammatical sensitivity, and language analysis.

The data collected from the participants were analyzed using appropriate statistical techniques, such as correlation analysis, to examine the relationship between language skills anxiety and foreign language learning aptitude. The results of the analysis will be discussed in terms of the strength and direction of the relationship, providing insights into the role of language skills anxiety in foreign language learning outcomes among Iranian EFL learners.

Overall, this study aims to contribute to our understanding of the relationship between language skills anxiety and foreign language learning aptitude, particularly among Iranian EFL learners. The findings can inform language instruction practices and strategies that effectively address anxiety-related challenges and enhance language learning outcomes.

## RESULTS

The analysis of data collected from the Iranian EFL learners revealed a significant relationship between language skills anxiety and foreign language learning aptitude. Correlation analysis indicated a moderate negative correlation between language skills anxiety and foreign language learning aptitude scores. This suggests that as language skills anxiety increases, foreign language learning aptitude tends to decrease among Iranian EFL learners.

## DISCUSSION

The findings of this study align with previous research indicating that language skills anxiety can have a detrimental impact on foreign language learning outcomes. When learners experience high levels of anxiety in various language skills situations, it can hinder their ability to effectively acquire and develop proficiency in the foreign language. The negative correlation between language skills anxiety and foreign language learning aptitude suggests that higher levels of anxiety may impede learners' innate potential for language learning.

The results also highlight the importance of addressing language skills anxiety in EFL classrooms. By creating a supportive and low-anxiety learning environment, educators can help learners overcome their anxiety and enhance their language learning aptitude. Additionally, strategies such as promoting self-confidence, providing scaffolding and support, and implementing learner-centered approaches can help alleviate anxiety and facilitate foreign language learning among Iranian EFL learners.

**CONCLUSION**

This study has shed light on the relationship between language skills anxiety and foreign language learning aptitude among Iranian EFL learners. The findings emphasize the need for educators and policymakers to recognize and address the impact of language skills anxiety on language learning outcomes. By implementing effective instructional strategies and creating supportive classroom environments, educators can help mitigate language skills anxiety and enhance foreign language learning aptitude among Iranian EFL learners.

The implications of this study extend beyond the Iranian context, as language skills anxiety is a prevalent issue among language learners worldwide. Educators and researchers can utilize the findings to inform their instructional practices and develop interventions that promote a positive and supportive learning environment. By fostering a conducive atmosphere for language learning, teachers can facilitate the development of learners' language skills and enhance their overall language learning aptitude.

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