

Comparative Study of Stress and Anxiety in Learning of Foreign Languages (Arabic and English) at Elementary School Level in Punjab

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Abstract:

This comparative study focused on status of language stress and anxiety among the foreign languages (Arabic and English) at elementary school level. The major objective of the study included extent of language stress and anxiety among both language learners. Survey method was used to collect the related data for current study. The required information was collected from the Foreign Language Classroom Anxiety Scale (FLCAS) with five point likert scale. For this purpose, a questionnaire was personally administered to 320 students enrolled in various schools of district Bahawalpur. For this purpose, 32 schools from 04 tehsils were selected randomly and from each tehsil, 08 schools (04 from public sector and 04 from private sector) were included. Data revealed that students were moderately satisfied with teaching of Arabic and English at their respective schools. As compared to female, male gave more favorable opinions about teaching effectiveness of both languages. Overall, students involved with high level of stress and anxiety while studying Arabic language but in case of English language learning it remained moderate level. There was no significant difference in opinions of teachers about effectiveness of teaching languages. It is also suggested that further studies in the field should be extended to Punjab province as well as throughout other provinces too.

Keywords: Language; anxiety; stress; elementary schools

I. Introduction

Arabic and English Language have expanded the need to gain good communication abilities in Pakistani schools. On the other hand, learners of both languages frequently express a feeling of stress and tension while learning how to talk both Languages. Stress and anxiety, as perceived stress naturally by numerous language learners, impacts negatively. According to Horwitz (2001) language learning has been

observed to be a standout amongst the most inspected factors in all of brain science and education. Thought of learners' stress and stress and anxiety responses in figuring out how to talk another language by a learner is esteemed exceedingly essential with a specific end goal to help them to accomplish the proposed accomplishment objectives in the learning of a target language (Tanveer, 2007).

There are millions peoples in the world who use more than one language to work as well as communicate each other. They are usually low proficient in their second language as compare to first language and in result, they became hesitant to communicate while using second language in daily life which they acquire and learn in a class room setting. Language stress and anxiety in the more widespread development of stress and nervousness as an essential human feeling that might be brought on by various blends of situational elements (McIntyre and Gardner, 1989; McIntyre, 1995). For instance, a timid student may feel restless when made a request to give a short talk before the entire class; this language stress and uneasiness as a mix of different stress that make a different type of stress cause anxiety characteristics for language learning (Horwitz et al., 1986).

Scovel (1991) revealed that stress and anxiety is a mental develop, generally described by experts as a condition of nervousness, a dubious dread that is just in a roundabout way connected with an object. Stress and anxiety, as apparent naturally by numerous language learners, contrarily impacts language learning and has been observed to be a standout amongst the most exceptionally inspected factors in all of psychological research and education (Horwitz, 2001). Experts in the field of psychology make a division between three classes of stress and anxiety: (a) attribute stress and anxiety, (b) state stress and anxiety (c) event-specific stress and anxiety. Attribute stress and anxiety is moderately steady identity trademark: a more lasting inclination to be on edge (Scovel, 1978) while state stress and anxiety is a transient stress and tension, a reaction to a specific stress and tension inciting boost, for example, a critical test (Horwitz, 2001). The third classification, event-specific stress and anxiety, alludes to the steady and multi-faceted nature of a few anxieties (MacIntyre and Gardner, 1991). It is stirred by a particular kind of circumstance or occasion, for example, open talking, examinations, or class interest.

Foreign language stress and anxiety is known when it is linked and associated with foreign language learning. It is a mind boggling and multidimensional factor (Young, 1991) and can be characterized as a subjective sentiment strain, fear, apprehension, and stress related with an excitement of the programmed sensory system (McIntyre and Gardner, 1991). Horwitz et al. (1986) have been found that the sentiments of strain or apprehension center on the two fundamental errand necessities of remote learning: first listening and then speaking on the grounds that, while developing relation and interaction with others both the abilities can't be isolated.

The emphasis of present comparative study was to examine the language stress and anxiety among the Arabic and English language at elementary school level in southern Punjab. As examined in presentation, past researches on the issue of stress and anxiety among the remote learning of language presents fluctuated comes about. The present review expected to break down the dialect stress and nervousness among the students of foreign language (Arabic and English) at elementary school level of the respondents. Goals of the review were;

- a) To compare the degree of language stress and anxiety among the Arabic and English language students.
- b) To measure the influences of stress and anxiety in both languages among students.
- c) To discover the destructive properties of stress and anxiety in language acquisition.

II. Methodology

In descriptive, cross sectional research was suggested as appropriate to be utilized as a part of schools of Bahawalpur District since it is well disposed in introduction of the research. This is in accordance with the proposals of (Sekaran, 2000) who prescribed that investigations of this nature require plans which apply a cross sectional review/ research. The exploration configuration was viewed as fitting since it likewise gives a chance to escalated investigation of particular subtle elements over the gathered information (Munck and Gerardo, 2004). The questionnaire included six groups identified with showing Arabic and English at public and private schools. There were 33 close-ended items including communication anxiety (11 items), test anxiety (15 items) and reasonable of negative assessment (7 items). All items depended on a 05-point Likert scale.

Multi-phase strategy sampling was utilized including randomly selected sample as a part of this research. Four tehsils of District Bahawalpur were chosen arbitrarily to collect the data. From each tehsil, four government primary schools and four private schools were picked randomly. From each school, 10 (5 from male and 5 from female) were randomly chosen. The surveys were disseminated among 320 of 32 schools. Some of the returned questionnaires were incomplete or with missing information provided by the respondents though 250 questionnaires considered appropriate for data analysis.

Research questionnaire is considered base line of any research project. In current study research questionnaire comprised three parts/sections. Part I contained demographic data, for example, gender orientation, class, age and so on. Part II comprised of 33 FLCAS items developed by Horwitz and Cope (1986) with the modification/addition of Arabic language along with the English language in which five point likert scale with the alternatives extending from disagreement to agreement. Only the items having the reliability above the range of 0.94 was accepted as also suggested by Spark et al (2009).

III. Results

The focus of present research study was to examine the language stress and anxiety among the Arabic and English language at elementary school level in southern Punjab. Data received from the respondents were analyzed through SPSS software by extracting descriptive statistics i.e. frequencies mean, significant value, t value, etc. Significant results were reported as findings and conclusions in the research documentation. Suggestions for further research and to minimize language anxiety among students are also reported in next chapter of the current study.

Table 1: Communication Anxiety (N=320)

Item No.	Items	Mean AFL	Mean EFL
1	self-assurance in communicating in Arabic and English	2.59	1.74
4	understanding other language instructors	2.79	1.88
9	talking foreign language without preparation	2.69	1.87
14	Reluctant in talking with local speakers	2.88	1.98
15	troubled in foreign language practice	2.34	1.54
18	confident in speaking Arabic or English	2.47	1.67
24	stress while speaking with others	3.16	1.17
27	worried when speak in language class	2.98	1.28
29	Uneasy in class	1.94	1.56
30	speechless by rules of language	3.03	1.78
32	feel relaxed among native	2.99	1.45
Accumulative mean		2.58	1.62

Note: AFL= Arabic as Foreign Language; EFL= English as Foreign Language

Table 1 enlightening measurements for communication anxiety level is clear confirmation that the majority of the students were reacted in high as well as medium level of tension aside from the question no. 24, which shows the stress while speaking the foreign language whether it is Arabic or English (M=3.16, M=1.17) respectively and the question 29, which shows the uneasiness in language class (M=1.94 in case of Arabic and M=1.56 in case of English).

Table 2: Test Anxiety (N=320)

Item No.	Items	Mean AFL	Mean EFL
3	No confidence in communicating with Arabic or English in class	2.99	1.71
5	Confused in accepting foreign language	2.71	1.22
6	Imagine other matters during class	3.01	1.44
10	Worse outcome in language class	2.97	1.54
12	Remain anxious in language class	3.29	1.65
17	Want not to attend language class	3.98	1.45
20	Heart beat enhanced while going in language class	3.11	1.33
21	Studying Arabic/English I become confuse	3.46	1.42
25	left behind in language class	2.67	
26	extra tense as compare to other classes	3.67	2.76
28	While entering language class I became relaxed	1.99	1.23
Accumulative mean		3.09	1.87

Note: AFL= Arabic as Foreign Language; EFL= English as Foreign Language

The highest mean score (M= 3.03 in Arabic and M= 1.78 in English) regarding speechless by rules of language in both languages of question no. 30 reveals highest

influence while using rules of grammar remained silent by showing the minimum mean score in both languages.

Table 2 uncovers the anxiety level of the members detailed into 3 classifications, as abnormal state anxiety, question 6, imagine other matters and they were not mentally present during language class (M=3.01& M=1.44).In question no. 17, majority don't want to attend the language class being depressed, (M=3.98 in Arabic, M=1.45 in English), and in question no. 21, the more study Arabic/English, more they get befuddle (M=3.46, SD=1.42 in Arabic and English respectively) feel more tense and anxious in their foreign language class than whatever other. Overall mean score of sub scale states the presence of anxiety among the students with the mean score of (M=3.09).

Table 3: Fear of Negative Evaluation (N=320)

Item No.	Fear of Negative Evaluation	Mean AFL	Mean EFL
2	care less about committing errors in language class	2.84	1.66
7	As compare to me other are better in foreign language	2.68	1.47
13	It feel insulting me to reply the questions in my foreign language class	2.81	1.34
19	teacher correct my errors	2.55	1.76
23	In class communicate fluently as compare to me	2.71	1.63
31	make fun at my language conversation	2.99	1.34
33	Become nervous when teacher put queries	2.98	1.89
Accumulative mean		2.83	1.90

Note: AFL= Arabic as Foreign Language; EFL= English as Foreign Language

Table 3 represents the anxiety level of the contributors' at highest level in account of Arabic language but medium level in respect of English language i.e. mentioned in question no. 2, that students were careless regarding making their mistakes in language class (M=2.84 in Arabic and M=1.66 in English). In question no.31 and 33, expresses the same result as majority of the students were agreed to make fun at language class to those who commit any mistake during the lectures or communication (M=2.99, M=1.34 & M= 2.98, M= 1.89 respectively). The overall mean score (M=2.83) of subscale shows that students feel the fear of negative evaluation.

Appraisal among the language learning anxiety reveals that significant differences exist among the achievement levels of male and female students in all proficiencies excluding assessment and evaluation and live long learning approximately. In this regard, male students conveyed significantly greater inclination in the language learning of self-assurance, communication, confidence and fear of negative evaluation in more broad logic. On the other hand as compare to male students, female student conversely found apparently more competent in the area of assessment and evaluation and remained more confident than their male colleagues.

Table 4: Effects of language learning differences in Arabic classrooms (Government Schools)

Sr. No	Indicators	Mean Male	Mean Female	MD	T	Sig
1	Self-Assurance	3.35	3.29	.283	3.203	.000
2	Lifelong learning	3.31	3.24	.132	1.231	.215
3	Communication	3.76	3.44	.254	3.167	.001
4	Assessment and Evaluation	3.24	3.55	-.252	-3.697	.071
5	Confidence	3.26	3.43	.204	2.435	.002
6	Fear of Negative Evaluation	3.55	3.42	.213	2.444	.003

Table 5: Effects of language learning differences in English classrooms (Private Schools)

Sr. No	Indicators	Mean Male	Mean Female	MD	T	Sig
1	Self-Assurance	3.26	3.78	.205	2.712	.001
2	Lifelong learning	3.21	2.98	.132	1.066	.417
3	Communication	3.88	2.49	.274	3.099	.000
4	Assessment and Evaluation	3.45	3.22	-.202	-2.665	.005
5	Confidence	3.96	3.12	.232	2.121	.001
6	Fear of Negative Evaluation	3.76	3.03	.231	2.545	.093

Appraisal among the language learning differences reveals that significant differences exist among the achievement levels of male and female students in all proficiencies excluding lifelong learning and fear of negative evaluation. In this regard, male students conveyed significantly greater inclination in the language learning of communication, assessment and evaluation, and confidence. On the other hand as compare to male students, female student conversely found apparently more capable in the area of self-assurance whereas in this case male students remained prominent in their confidence as compare to female students in case of private schools while this situation was inverse in case of government schools.

Table 6: Effects of language learning differences in English classrooms (Government Schools)

Sr. No	Indicators	Mean Male	Mean Female	MD	T	Sig
1	Self-Assurance	3.12	3.04	.212	3.145	.001
2	Lifelong learning	3.86	3.14	.222	1.312	.322
3	Communication	3.92	3.39	.278	3.432	.000
4	Assessment and Evaluation	3.78	3.12	.249	3.818	.091
5	Confidence	3.02	3.63	.269	2.623	.001
6	Fear of Negative Evaluation	3.62	3.21	.321	2.545	.061

Review among the language learning discloses that significant differences be existent among the achievement levels of male and female students in all proficiencies excluding assessment evaluation and live long learning and fear of negative evaluation approximately. In this regard, male students conveyed significantly greater inclination in the self-assurance, lifelong learning, assessment and evaluation, and communication. On the other hand as compare to male students, female student conversely found apparently

more competent in the area of confidence and remained more confident than their male colleagues.

Table 7: Effects of language learning differences in Arabic classrooms (Private Schools)

Sr. No	Indicators	Mean Male	Mean Female	MD	T	Sig
1	Self-Assurance	3.01	2.78	.276	2.865	.003
2	Lifelong learning	3.23	3.03	.223	1.764	.233
3	Communication	3.02	3.89	.232	3.112	.002
4	Assessment and Evaluation	3.02	3.78	.344	2.665	.000
5	Confidence	3.43	3.89	.322	2.667	.001
6	Fear of Negative Evaluation	3.67	3.48	.281	2.343	.455

Appraisal among the language learning differences reveals that significant differences exist among the achievement levels of male and female students in all proficiencies excluding lifelong learning and fear of negative evaluation. In this regard, male students conveyed significantly greater inclination in the language learning of self-assurance, assessment and evaluation, On the other hand as compare to male students, female student conversely found apparently more capable in the area of communication and confidence whereas in this case male students remained prominent in their confidence as compare to female students in case of private schools while this situation was inverse in case of government schools.

IV. Discussion

This research focus to comparably examine the anxiety and stress level of students learning both foreign languages (Arabic and English). With low level anxiety in communication use less amount of memory as compare to high medium anxiety in communication. Memory systems help language learners to accumulate new data in memory and recuperate, in view of Oxford and Crookall (1989). if there should arise an occurrence of psychological techniques, low anxiety level use additional logical techniques than extraordinary tension level. While average level of anxiety is likewise more successive in the utilization of psychological techniques as compare to extraordinary level anxiety. It bolsters Oxford and Crookall as intellectual techniques dissect and produce configuration for information and yield. In the event of full of feeling systems, average level anxiety uncovered extra habit as compare to little anxiety level. High anxiety level likewise utilizes more successful techniques as compare to low anxiety and stress. These discoveries bolster the investigations of MacIntyre (1999, 2002; Phillips, 1992; MacIntyre and Gardner, 1991; Gardner, 2005; Horwitz, 2001; Aida, 1994; Tóth, 2007) which demonstrate the undesirable relationship concerning the use of foreign language anxiety.

The connections of test anxiety on the LLS utilize mirrors that Squat test uneasiness level utilizes more subjective procedures as compare to average level of test anxiety. It displayed' small level of test anxiety deal with their education procedure extremely fine that bolster the discoveries of Noor Mohamadi (2009) who stated that meta psychological techniques are related through focusing, assessing, orchestrating and arranging the transfer of knowledge (Oxford, 1990).

The connection of anxiety of inverse assessment uncovered that with high level anxiety level utilize memory techniques than the individuals having small level of dread of harmful effects of anxiety. Similar the instance of emotional systems utilize i.e. extra ordinary level of anxiety among utilize more successful systems than with small dread of undesirable assessment. Similarly, male students conveyed significantly greater inclination in the language learning of communication, assessment and evaluation, and confidence. On the other hand as compare to male students, female student conversely found apparently more capable in the area of self-assurance whereas in this case male students remained prominent in their confidence as compare to female students in case of private schools while this situation was inverse in case of government schools.

V. Conclusions

In relation to the part of tension in the classroom, the outcomes demonstrate that while nervousness has an impact on execution, it doesn't have such a negative effect as already thought. The aftereffects of this review suggest that the accentuation on decreasing students' nervousness is pointless since the information show that there is little distinction in execution between a man with a lot of tension and an exceptionally casual one. The elements that lessened nervousness were frequently things that were not specifically identified with the educator, for example, the students' measure of rest or arrangement. These outcomes recommend that instructors ought to concentrate on making students feel as "typical" as could be allowed, as opposed to concentrating on lessening nervousness. Educators need to deemphasize the heaviness of "test days" and rather ought to look to make the classroom condition show up however much like an ordinary class day as could be expected. By having students who are calm, guideline will be more effective and enhancing.

Language anxiety can significantly impact the procedure of learning language and instructing. Along these lines, it is important that dialect educators not just perceive that tension is a noteworthy reason for absence of achievement in the new language additionally help them to handle the sentiments of unease and inconvenience. Thought of language learners' anxiety responses by a instructor is esteemed very vital with a specific end goal to help them to accomplish the proposed execution objectives in the objective language (Tanveer, 2007). Instructors ought to energize those learners who fear committing errors to don't hesitate to commit errors so as to secure relational abilities.

Date reveals that male students conveyed significantly greater inclination in the language learning of self-assurance, communication, confidence and fear of negative evaluation in more broad logic. On the other hand as compare to male students, female student conversely found apparently more competent in the area of assessment and evaluation and remained more confident than their male colleagues. Similarly, male students conveyed significantly greater inclination in the self-assurance, lifelong learning, assessment and evaluation, and communication. On the other hand as compare to male students, female student conversely found apparently more competent in the area of confidence and remained more confident than their male colleagues in case of English class at government schools. In case of private schools, male students conveyed significantly greater inclination in the language learning of self-assurance, assessment and evaluation, On the other hand as compare to male students, female student conversely found apparently more capable in the area of communication and confidence whereas in this case male students remained prominent in their confidence as compare to

female students in case of private schools while this situation was inverse in case of government schools.

It is likewise prescribed that educators ought to stand up to mistaken and nonsensical convictions by developing in them sensible responsibilities for effective language learning (Onwuegbuzie et al. 1999; Horwitz, 1988). Students reveal more anxious and stressful while learning the Arabic language as compare to their stress and anxiety in learning English language. Recognition with the way of life and ethnic foundation of the language learners and an attention to their past language learning encounters can likewise help educators to comprehend and interpret anxiety and nervousness related practices in a few learners. This will help them to talk all the more unhesitatingly and with less anxiety in the class.

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