



XENOGLOSSOPHOBIA AMONG SECOND LANGUAGE LEARNERS

Mrs. Betty Koshy

Assistant Professor

Department of Mental Health Nursing

Parul Institute of Nursing, Parul University, Vadodara, Gujarat

Abstract: Xenoglossophobia also termed as Foreign Language anxiety is the feeling of uneasiness, worry, nervousness and apprehension experienced in learning or using a second or foreign language. This study is done with the intent of assessing the level of anxiety among first year nursing students and to determine the association of anxiety with other variables. In the present study a non-experimental descriptive research design was adopted. The sample size recruited for the study as participants were n= 51. The tool used to measure Xenoglossophobia was FLCAS (Foreign Language Classroom Anxiety Scale). Descriptive and inferential statistics were used to test the hypothesis. The findings of the study revealed that majority of students had moderate (45%) to severe (52%) fear with only 3% students identified to have mild fear of learning foreign language. This study can be of great help to the educators in understanding their crucial role by promoting a conducive learning environment for students and to promote self-paced learning rather than pressurizing the students for meritorious results.

Index Terms –Xenoglossophobia, Foreign Language Anxiety, Second Language Learners

I. INTRODUCTION

Foreign Language anxiety is a specific anxiety that arises in classroom or in a specific situation when a student faces learning, speaking, reading, writing in second language as a challenge and fear of being judged, being self-conscious or fear of losing self-identity.

Foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language context ¹Moreover, it can “make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well ²Given that learners with high anxiety often perform at lower levels than those with lower anxiety³

Language Anxiety in the present study which refers to Second language that is English and the students in the study are nursing students who have passed in 12th Class with Medium of instruction other than English. Being a nurse educator teaching is a easy process but learning with second language becomes a challenge for students especially those who have studied their schooling in their first Language. Many studies have been done to determine the anxiety among students enrolling in different courses. Studies to determine the anxiety of students studying nursing course is limited.

This study is done with the intent of assessing the level of anxiety among first year nursing students and to determine the association of anxiety with other variables. This study can be of great help to the educators in understanding their crucial role by promoting a conducive learning environment for students and to promote self-paced learning rather than pressurizing the students for meritorious results.

II. Review of Literature

Fatmawati Djafri Supra Wibarti conducted a study on 2018 This study investigates foreign language anxiety among Indonesian undergraduate students of English, French, Japanese, Korean and Arabic language programs, and examines its relationship with students' motivation and their perception of teachers' behaviors. Questionnaires were distributed to 182 s-grade undergraduate students majoring in five foreign languages at an Indonesian public university. One-way ANOVA analysis revealed that learners of Japanese have the highest foreign language anxiety level compared to others. Furthermore, using independent sample T-test method, it showed that learners of non-Latin languages group (Japanese, Korean, and Arabic) have a higher foreign language anxiety level than those of Latin language group (English and French). The relationship between foreign language anxiety, learners' motivation and their perception of teachers' behaviors, was analyzed using a multiple-regression method, and the finding indicated that learners' motivation does not affect foreign language anxiety. Meanwhile, their perception of teacher's behaviors significantly affects foreign language anxiety.⁴

Marian Amengual-Pizarro (2018) This study aims at exploring the degree of Foreign Language Anxiety (FLA) towards the learning of English that English for Specific Purposes students report experiencing. The participants in this study were 67 undergraduates at the University of the Balearic Islands enrolled in two university degree programs. The Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) was used to collect data. The findings reveal that most students suffered from average to high anxiety levels. Communication apprehension was found to be the main source of participants' FLA followed by fear of negative evaluation and test anxiety. The data also showed statistically significant differences across students' university degree programs related to test anxiety and fear of negative evaluation. No statistically significant gender differences in FLA levels were observed. Finally, correlation analyses revealed significant negative associations between participants' self-perceived English proficiency and their FLA levels associated with listening and speaking skills.⁵

III. Methodology

3.1 Population and Sample

The study was conducted on nursing students. The sample size for the study was estimated as n=51. By using convenience sampling method and using inclusion and exclusion criteria 51 students were recruited for the study.

3.2 Criteria for Selection of Sample:

Inclusion Criteria:

1. Students who are willing to participate
2. Students studying in first year
3. Students available at the time of data collection

Exclusion Criteria

1. Students who have studied in English medium in schools are excluded from the study
2. Foreigner students whose first language is English are excluded from the study

3.3 Data and Sources of Data

For this study the data was collected from the students to assess the level of xenoglossophobia by using a descriptive approach. The data or information was collected by using Foreign Language Classroom Anxiety Scale (FLCAS) which is a standardized validated tool used to measure Foreign Language Phobic Anxiety.

FLCAS was the designed by Horwitz, Horwitz, and Cope (1986), which is the most commonly used for assessing FLA. In FLCAS, it contains 33-item individual self-report Likert scale (5- point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither, Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree) that reflects three things; communication apprehension, test anxiety, fear of negative evaluation. FLCAS was designed to investigate students' language anxiety concerning communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz & Cope, 1991). The FLCAS has been rigorously validated for internal reliability, test-retest reliability, and construct validity (Horwitz, 1991; Horwitz et al., 1986).⁶

3.4 Analysis of Results

Descriptive Statistics

Descriptive Statics has been used to find the maximum, minimum, standard deviation, mean and normally distribution of the data of all the variables of the study. Normal distribution of data shows the sensitivity of the variables towards the periodic changes and speculation.

Inferential Statistics

Association of socio-demographic variables with study variable was computed by using chi-square test. The calculated and tabulated value were compared at $p < 0.05$ level of significance.

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statistics of Study Variables

Table- 1 Showing Frequency and percentage distribution of demographic variables
n =51

Characteristics	Category	Respondents	
		Frequency	%
Age	17-18	8	15.6%
	18-19	34	66.6%
	19-20	4	7.8%
	20-21	5	9.8%
Percentage	40-50%	0	0
	50-60%	18	35.2%
	60-70%	29	56.8%
	>70%	4	7.8%
Medium of Instruction in 12 th	Guajarati	45	88.2%
	English	6	11.7%
	Hindi	0	0
	Other	0	0
Previous English Coaching Class	Yes	21	41.1%
	No	30	58.82%

The data given in above Table-1 depicts the frequency and percentage distribution of among first year students which includes age, percentage; medium and previous English coaching class.

Table 2: Depicting Overall distribution of respondents as per anxiety level
n =51

Score	Fear	
	Frequency	percentage
Mild	1	1.9%
Moderate	23	45%
Severe	27	52.9%

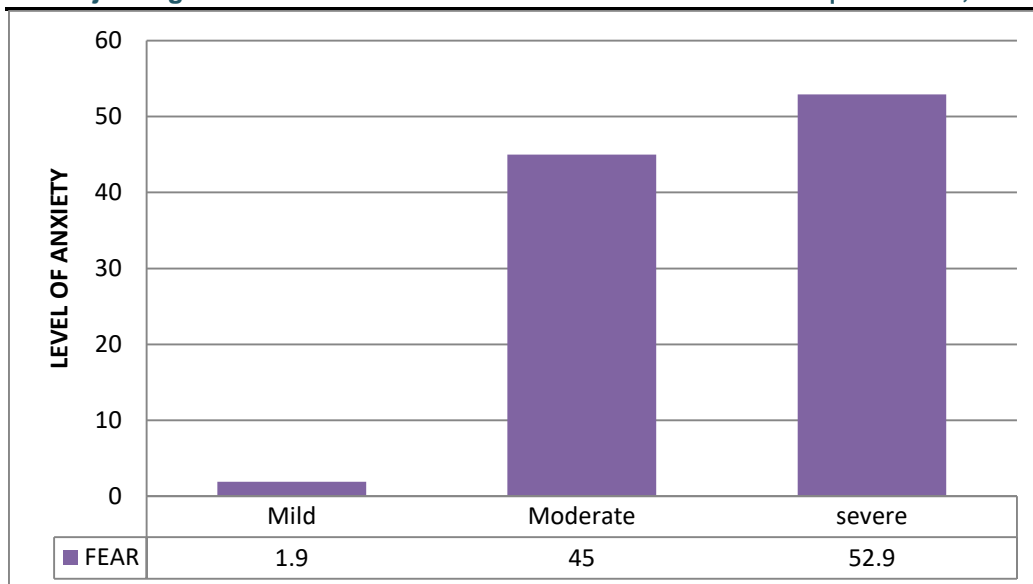


Figure 1 representing Overall distribution of respondents as per anxiety level

Above Table-2 and Fig-1 depicts that 1.9% of respondent have mild fear of second language, 45% of respondents had moderate fear of second language and 52.9% of respondent had severe fear of learning second language.

Table -3 Showing Association of the pre-test fear score among first year students with their demographic variable n=51

Sr.no	Variable	Mild	Moderate	Severe	X ²	D.F	Level of significance p<0.05
1	Age (in year)				10.96	6	10.96<12.59 NS
	17-18	0	6	2			
	18-19	1	10	23			
	19-20	0	4	2			
	20-21	0	3	0			
2	Percentage				6.687	6	6.687<12.59 NS
	40-50%	0	0	0			
	50-60%	0	6	12			
	60-70%	1	13	15			
	>70%	0	4	0			
3	Medium of Instruction in 12 th				13.83	6	13.83>12.59 S
	Gujarati	0	18	27			
	English	1	5	0			
	Hindi	0	0	0			
	Other	0	0	0			
4	Previous English coaching class				0.71	2	0.71<5.99 NS
	Yes	0	10	11			
	No	1	13	16			

- Significant at 0.05 level
- DF=Degree of freedom
- X²= Chi Square
- NS= Non Significant
- S= Significant

The data in the above cited Table-3 shows that the x² value computed between the fear level of first year students regarding second language and selected demographic variables.

Variable of age (x²=10.96), percentage (x²=6.687), and previous English coaching class (x²=0.71) was not significant at 0.05 level and medium (x²=13.83) was significant at 0.05 level.

As per the data the hypothesis is rejected.

As there is no significant association pre-test fear and demographic variable, hence hypothesis H₁ is rejected.

4.2 DISCUSSION

Table-2 and Fig-1 depicts that majority of students experience moderate (45%) and severe (52.9%) anxiety respectively. This findings is similar with the study conducted by Dr. Ayman .H.E Hamdan Abdala1& Dr. Elsadig Ali E.E in 2018. The study was done on 30students in the first year studying in College of Sciences and Arts in Dharan Aljanoob The findings demonstrates learning English as a foreign language in the university causes anxiety and stress for students, and it revealed that the majority of them feel anxious and stressed (80%). Thus it can be concluded that majority of students suffer from marked anxiety and stress in learning second language.⁷

Table-3 showed association of the pre-test fear score among first year students with their demographic variable computed by chi-square. The findings revealed that medium of instruction in school is significantly associated with level of anxiety at p.0.05 level with cal value(13.83) and tab value (12.59) was computed by using chi-square test with d(f)= 6.⁸ The findings of the study is similar with the study conducted by Dr. Sabah S Sabbah in 2018 . The findings of the study revealed that there is a discrepancy between teaching methods and techniques used in secondary classes and those used at the college level.It reveals that the subjects lack the necessary schema to build the new information.

V . RECOMMENDATIONS

1. Classroom teaching environment should be less formal and more practical based
2. Continuous assessment of cause of anxiety, fear and performance of students should be measured
3. Peer Group learning can be used in teaching complex and difficult concepts
4. Equal weightage should be given while teaching and learning 4 skills:Reading,Writing,Spaking and Listening
5. Mastery of language learning should not be the priority
6. Learning should be fun

VI. CONCLUSION

Foreign language anxiety is a threat to students that impairs the process of learning. Academicians and teachers should understand the difficulties and challenges faced by the nursing students and should teach to make learning fun rather than imposing rules , expectations and unrealistic demands of attaining mastery in learning second language.

REFERENCES

1. Chen TU, Chang GY (2004). The Relationship between foreign language anxiety and learning difficulties, *Foreign Language Ann.* 37(2):279-289.
2. Na Z (2007). A study of high school students' English learning anxiety. *Asian EFL J.* 9(3):22-34
3. Cui J (2011). Research on high school students' English learning anxiety. *J. Language Teach. Res.* 2(4):875-880.
4. Djafri, F., Wimbari, S. Measuring foreign language anxiety among learners of different foreign languages: in relation to motivation and perception of teacher's behaviors. *Asian. J. Second. Foreign. Lang. Educ.* 3, 17 (2018).
<https://doi.org/10.1186/s40862-018-0058-y>
5. Marian Amengual-Pizarro. Foreign Language Classroom Anxiety among English for Specific Purposes students Education Research International Journal. 18,2 (2018).
6. Horwitz EK, Horwitz MB, Cope J (1986). Foreign language classroom anxiety. *Modern Lang. J.* 70(2):125-132
7. Dr. Ayman Hamad Elneil Hamdan Abdala1* & Dr. Elsadig Ali Elsadig Elnadeef . English Language Anxiety and Stress among Saudi Students in the First Year at College of Sciences and Arts in Dharan Aljanoob. (IJLLT) 2, 1 (2018).
Retrieved from <https://files.eric.ed.gov/fulltext/ED593435.pdf>
8. Dr.Sabah S Sabbah Anxiety in Learning English as a Second Language at a Tertiary Stage:- Causes and Solutions. *European Journal of English Language and Literature Studies* Vol.6 No.1,pp14-33, (2018).