

Foreign Language Learning Anxiety and Academic Self-Efficacy Among High School Learners.

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Abstract

Technological advances in computers and language acquisition have both crucial abilities for outstanding performers in the modern era, owing to the accomplishment of reform and opening up, as well as the speeding up worldwide unification. Because of its uniqueness, English is more prone to trigger anxiety in students than in other disciplines. In this study, a sample of 100 school students from schools in Noida, Uttar Pradesh were selected. The study investigates the connection between English learning anxiousness and academic self-efficacy. The Horwitz et al. established Foreign Language Class Anxiety Scale (FLCAS) and the Abdul Gafoor K. and P. Muhammed Ashraf-developed Academic Self-Efficacy Scale were used to measure the students' factors. Using Pearson correlation, the data were examined. The findings showed that academic self-efficacy and language learning anxiety have a negative association ($p = -0.92$). These results have resulted in students with low academic self-efficacy are more anxious than those with high academic self-efficacy.

Keywords: Foreign language, Learning anxiety, School learners, Academic self-efficacy.

Foreword

Anxiety is a unique example of internal psychology and is included in the realm of psychology. It notably shows itself in the fact that when someone is unable to accomplish the set objective and conquer the challenges and hazards they face, their self-esteem or confidence will be harmed, which may cause stress and worry (Schaefer et al. 2007). An appropriate level of anxiety can help students adjust their learning style to some extent

and encourage more active thinking, both of which are helpful for learning English. Conversely, pupils who are overly anxious throughout the English learning process may feel physiological manifestations such as sweaty hands, an increased heartbeat, pulse, anxiousness, etc. Additionally, they are unable to correctly convey the English language's sound and cadence and even lose vocabulary, which greatly reduces the studying impact (Nunez-Pena & Bono 2019). Various levels of learning anxiety might result from a lack of self-assurance and the stress brought on by displeasure with the procedure of learning (Wang & Liao 2012). Additionally, pupils' English learning outcomes are harmed by a negative classroom environment. Learners may feel a great deal of stress if the classroom atmosphere is boring and repetitive. When under such stress, a person's learning capacity is not increased, and their motivation in learning may be affected to some level. This might cause a person to feel extremely anxious, which lowers the effectiveness of learning (Shangraw et al. 2021). Famed American psychologist Bandura introduced idea of self-efficacy in his manuscript *Social Foundations of Thought and Action: A Social Cognitive Theory* in the 1970s. According to Bandura, there is also an effective demand in addition to the result expected. The anticipation that a particular action will result in a particular outcome is referred to as outcome expectation. An individual may engage and choose a specific behaviour if they believe it will provide the desired outcome (Kim et al. 2019). The capability to forecast or assess a person's capacity to engage in specific conduct is referred to as efficacy expectation. This is a behavioural competency prediction. It shows if someone is positive they can carry out a task successfully and achieve a certain result. A guy would develop a strong feeling of self-efficacy to work out the action if he or she feels confident in their ability to do so (Grenner et al. 2021).

Academic self-efficacy, which was developed from Bandura's self-efficacy theory, is the credence that students have in their capability in excelling academically as well as their ability to complete academic assignments and effectively acquire knowledge (Talsma et al. 2019). Learners' academic self-efficacy has been demonstrated to impact learning motivation, learning behaviour, learning status, and academic accomplishment to varied degrees, according to studies. It is a must for getting good outcomes (Downing et al. 2020).

Self-efficacy is thought to be associated with student involvement and academic achievement. The broad structure is depicted in Figure 1 along with several components and the relationship between each component and self-efficacy.

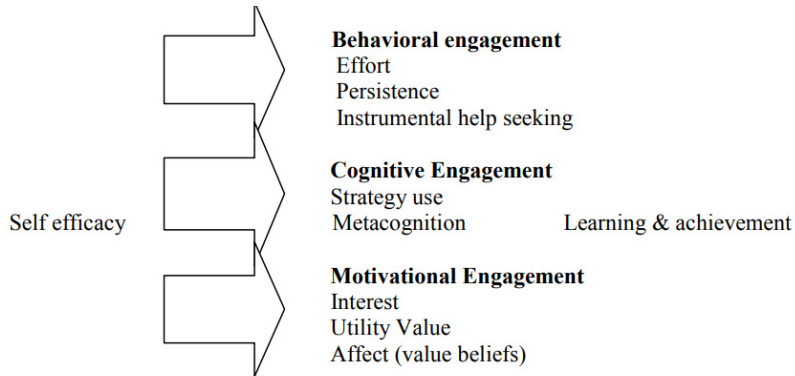


Figure 01

Figure 01 depicts the three sub components and their relationship with self efficacy.

The connection involving scholastic self-efficacy and English acquiring anxiety has, however, received little research. Therefore, created on the existing scenario, this research investigates the link among the two.

Material and Method

Participants

In this research, 100 students from a school in Noida, Uttar Pradesh were selected as the research sample. Every participant was made conscious of the purpose of the research, the methodology, the questions to be asked, and any additional relevant details.

Instruments

Language Learning Anxiety Scale

Horwitz et al. defined foreign language anxiety as, definite psychological study of self-perception, faith, feeling, plus behaviour pertaining to language acquisition in the classroom by the distinctiveness of a pragmatic approach to first-time foreign language acquisition in the study of psychology. Horwitz et al., developed the Foreign Language Class Anxiety Scale (FLCAS), with the express purpose of measuring the extensiveness and complexity of anxiety in settings involving foreign language instruction (Kutuk et al. 2020). It consists of 33 statements, each of which the participant is asked to give a score on a Likert scale from 1 (no anxiety) to

5 (severe anxiety). Horwitz, Horwitz, and Cope (1986) observed a Cronbach's alpha coefficient of .83 for the FLCAS, while the study observed a reliability of 0.86 for the modified scale.

Academic Self-Efficacy Instrument

This study takes up the academic self-efficacy measure developed by P. Muhammed Ashraf and Abdul Gafoor K. (2006). The measure is constructed on the assumption that students' accomplishment in each expanse of academic composition would have an influence on their overall academic self-efficacy. The components of academic work that were selected include reading, comprehension, retention, course of study, managing time, interactions between educators and students, social connections, utilisation of resources, setting objectives, adaptation, and assessment. In all, there are 20 positive remarks and 20 negative ones in the total of 40 statements. Scale split-half reliability is .90 (N=370); Test-retest correlation coefficient: .85 (N=30) ; $r=.68$ (N=58) for concordant validity against the "General Self-efficacy scale" (Matthias & Ralf Schwarzer; 1979).

Course of action

The Language Learning Anxiety Scale was sourced to gauge the measure of anxiety among all learners. The Academic Self Efficacy measure was given to the students after they finished this measure.

Results and Discussion

According to the primary goal of the research, relationship linking academic self-efficacy and foreign language anxiety were examined in this section. Descriptive statistical analyses of learners, the foreign language anxiety and self efficacy showed mean scores of 130% and 88% respectively.

Table 1

Descriptive Statistics And Correlations For Learners' academic Selfefficacy And English Language Anxiety

Variables	N	M	SD	1	2
1	100	130.9	21.02	-	-.923
2	100	88.0	24.18	-.923	-

In conducting this investigation, when the data from these two scales are correlated through Pearson correlation coefficient using SPSS of which the value was found to be -0.92, as depicted in Table 01 it is discovered that the connection linking academic self-efficacy and anxiety experienced in learning a language is negative. Learners who have subdued academic self-efficacy therefore experience more anxiety than the individuals who possess high academic self-efficacy.

The finding coincides with the outcomes of various researches which make certain that the elevated level of anxiety unfavourably affects growth, acquisition, and ability in learning. This result verifies a significant average negative relationship relating self-efficacy and English language anxiety amongst school students. It signifies that learners who discern low level of self-efficacy in them experience higher level of English language anxiety. This result supports the findings of a research conducted by C. Yuh-show, (2001) which depicted a solid negative correlation linking self efficacy and foreign language anxiety in acquiring the foreign language.

Recently, academics have begun to pay attention to anxiety of learning. Presently, the disagreement amidst academics if anxiety affects students negatively or favourably or if it is related to self-esteem. Findings of the research show higher secondary school students undergo extreme anxious state while attending classes teaching foreign language, and this anxious behaviour is influenced by their degrees of academic self-efficacy. As per the majority of researches (Bandura 1992), depressed pupils who have low levels of self-efficacy don't believe they can achieve their goals. The findings in this study, however, are affected by on the condition if the level of self-efficacy in students is high or low. Levels of efficacy and anxiety are inversely correlated. Liu & Littlewood (1997), Kim (1998), and Jane Jackson (2002) all discovered that in spoken classes in Asian settings, students seem to be highly apprehensive in comparison to those who are in classes related to reading. This may be a result of the Indian Government school environment, the way high school students are taught, their reserved nature, their incapacity to express their point of view in public, or the unusual opportunity to vocalise in class (since speaking with native speakers causes less stress and tension than speaking in class). Liu & Littlewood (1997), Kim (1998), and Jane Jackson (2002) found; Asian learners are more apprehensive in vernacular sessions than in reading classes. The findings of this study corroborate the claims made by Trylong (1987) and Mcntyre & Gardner (1995) that there is no positive correlation among students' anxiety levels and their self-assessed linguistic competency. A negative correlation was discovered.

Conclusion

Anxiety in learning foreign language is a persistent occurrence, especially amongst the foreign language learning populace. Rather than assuming its general property as single sort of anxiety, it's vital to accost this conceptually multifaceted psychological reaction from diverse perspectives. Non surprisingly, linguistic anxiety is not only an additional element that is insignificant in learning a foreign language. It's indeed a dominant emotional concept that is important in influencing in learning a foreign language.

In conclusion, it is believed that the development of more measures and more cosmopolitan study to examine self efficacy and anxiety in regard to academics would encourage more illuminating research and greater information about the anxiety associated with learning a foreign language, leading to more precise diagnosis.

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