The Relationship between Self-esteem and Second Language Anxiety among Hashemite University Students in Jordan

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Abstract

The purpose of this study was to investigate the relationship between self-esteem and second foreign language. A random sample of 258 students Hashemite University participated in the current study. The foreign language classroom anxiety scale which was developed by horwitz and others and the self-esteem scale which was developed by Rosenberg were used to measure two variables, the self-esteem and foreign language anxiety consequently. The findings of this study revealed a strong negative correlation between self-esteem and foreign language anxiety and the study also revealed that self-esteem good predictor of foreign language anxiety. The findings also showed that there is a statically significant differences in the correlation between self-esteem and foreign language anxiety refer to faculty and academic year and there is no a statistically significant differences in the correlation between self-esteem and foreign language anxiety refer to gender.

Many researchers refer to importance of affect in the language classroom. Language learning is an anxiety-provoking experience for many students. Affective factors which may have impacts on foreign language learning have been studied since past two decades. The most important affective e factors that have been received considerable attention and widely studied in educational context are language and self-esteem [1]. Self-esteem is one of the central drives in human beings. When the level of the self -esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear and other negative situations. In the context of language learning, low self-esteem can have serious consequences, student may avoid taking the necessary risks to acquire communicative competence in the target language, they may feel deeply insecure and even drop out of the class [2].

Second Language Anxiety and Self-Esteem

English language is an important means of communication in the world. As an international language is taught as the first foreign language in Jordan for academic, touristic and business purposes. Therefore, English language becomes an important tool for students in communicating with foreign students around the world, doing research papers and reading the academic content at the internet web. Learning English plays a central role in student`s intellectual, social and emotional development. It's a key to success in various contexts including higher education settings [3]. Self-esteem is person`s overall sense of self-worth and personal value. Self-esteem can influence life in myriad ways from academic and professional to relationships and mental health. It's correlated with achievement, good relationships and satisfaction. Increases and decreases in self-esteem bring strong emotional reactions.

High self-esteem help students to view themselves as active and capable persons to promote changes through effort and set higher goals [4]. Research also indicated that high self-esteem plays an important role in academic achievement, social and personal personality [5]. Kayaoglu and Saglamed found several causes of language anxiety, they are fear of failing the exams , the fear of making lingual mistakes, shame to fail in front of others and low self-esteem [6]. The results of studies conducted by Horwitz and Le, indicate that in a variety of language learning contexts there about one third of foreign language students who experience at least moderate level of foreign language anxiety [7,8]. In studies of self-esteem and language concluded that self-esteem proves to be an important variable in second language acquisition. When self-esteem low, the psychological homeostasis is unbalanced. Creating insecurity, fear, social distance and with this we develop feelings of anxiety and stress [9]. Research has established relationship between self-esteem and language learning anxiety. It has been demonstrated that an anxiety is seen as a major threat to one`s self-esteem. Therefore, anxiety affects one`s performance in negative way. It has been proven that there is a negative correlation between language learning anxiety and self-esteem. Pattern. Found a significant negative correlation between self-esteem among the subjects of the study. Peleg found a negative

correlation between test anxiety and self-esteem [10]. Milivojevic conducted a study on a sample consisted of 130 candidates of two different classes in English language speaking [11]. The findings show that there are significant differences on the outcomes between groups and their use of English language where the beginners show the least self-esteem, confidence and self-efficacy and more anxiety while advanced users show the most self-esteem, confidence and least anxiety.

Methodology
A sample of 258 students was randomly selected from among undergraduate students who were enrolled in English language skills offered by English language department at Hashemite University. The majority of the participants were sophomores representing all faculties at the Hashemite University including 132 female 128 male.

Instrumentation
Two instruments were used in the current study. The first instrument was the foreign language classroom anxiety scale which was developed by horwitz and others. This is scale consists of (36) items rated on a five-point likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Cronbach alpha was found to be (0.85). The second instrument was the self-esteem scale which was developed by Rosenberg [12]. This is scale consists of (10) items rated on a four-point likert scale ranging from 1 (strongly Disagree) to 4 (Strongly Agree). Cronbach was found to be (0.82).

Procedures
Participants were informed that the purpose of the study was to understand the relationship between self-esteem and foreign language anxiety. The two instruments were distributed and the participants were given two weeks to respond to the instruments. Correlational analysis was utilized to determine the relationship between self-esteem and foreign language anxiety.

Results
Table 1: Presents a Significant Negative Relationship (P< 0.05) Was Found Between Self-Esteem and Foreign Language Anxiety

Correlations			self-esteem	Language anxiety
self-esteem	Pearson Correlation		1	-.755
	Sig. (2-tailed)			.000
	N		260	260
Language anxiety	Pearson Correlation		-.755	1
	Sig. (2-tailed)		.000	
	N		260	260
**. Correlation is significant at the 0.01 level (2-tailed).				

As illustrated in table 1, the correlation between language anxiety and self-esteem is -0.79. This correlation significant at the 0.01 level (2-tailed). This indicates a strong negative correlation between the two variable among the subjects of the study.

Table 2: Simple Linear Regression Summary of Self-Esteem in Predicting Second Language Anxiety

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.784	1	67.784	342.094	.000b
	Residual	51.121	258	.198		
	Total	118.905	259			

R Square: 0.570 Adjusted R Square : 0.568
a. Dependent Variable: language anxiety
b. Predictors: (Constant), self-esteem

A simple linear regression was carried out to test if self-esteem significantly predicated foreign language anxiety as shown in table 2. The results of the regression indicated that the model explained 57% of the variance and that model was significant, $f(1,258) = 342.094$, p<0.01. It was found that self-esteem significantly predicted language anxiety (β1: -657, p<0.01) the final predictive model was: 5.424+ (-0.657* self-esteem)

Table 3: The correlation between self-esteem and second language anxiety among gender subjects

Correlations			self-esteem	Language anxiety	Test Statistic Z	P-Value
male	self-esteem	Pearson Correlation	1	-.719-**	1.516	0.065
		Sig. (2-tailed)		.000		
		N	128	128		
	Language anxiety	Pearson Correlation	-.719-**	1		
		Sig. (2-tailed)	.000			
		N	128	128		
female	self-esteem	Pearson Correlation	1	-.799-**		
		Sig. (2-tailed)		.000		
		N	132	132		
	Language anxiety	Pearson Correlation	-.799-**	1		
		Sig. (2-tailed)	.000			
		N	132	132		
**. Correlation is significant at the 0.01 level (2-tailed)						

As illustrated in table 3, there is no statistically significant difference in the correlation between self-esteem and language anxiety referring to gender according to test statistic Z value, which is (1.516) and the p value is (0.065). This correlation is (-0.719) among males and (-0.799) among females.

Table 4: The Relationship between Self-Esteem and Second Language Anxiety among Faculty Subjects

Correlations			self-esteem	Language anxiety	Test Statistic Z	P-Value
Faculty of humanities	self-esteem	Pearson Correlation	1	-.066-	5.65	0.00
		Sig. (2-tailed)		.459		
		N	127	127		
	Language anxiety	Pearson Correlation	-.066-	1		
		Sig. (2-tailed)	.459			
		N	127	127		
Faculty of science	self-esteem	Pearson Correlation	1	-.650-**		
		Sig. (2-tailed)		.000		
		N	133	133		
	Language anxiety	Pearson Correlation	-.650-**	1		
		Sig. (2-tailed)	.000			
		N	133	133		
**. Correlation is significant at the 0.01 level (2-tailed)						

As illustrated in table 4, there is statistically significant difference in the correlation between self-esteem and language anxiety referring to faculty, according to test statistic Z value, which is (5.65) and the p value is (0.000). This correlation is (-0.066) among humanitarian faculty subjects and (-0.65) among science faculty subjects.

Table 5: The Relationship between Self-Esteem and Second Language Anxiety among Every Academic Level Subjects

Correlations			self-esteem	Language anxiety		Test Statistic Z	P-Value
freshmen	self-esteem	Pearson Correlation	1	-.578-**	1-2	0.332	0.37
		Sig. (2-tailed)		.000			
		N	62	62	1-3	2.609	0.005
	Language anxiety	Pearson Correlation	-.578-**	1			
		Sig. (2-tailed)	.000		1-4	4.928	0.000
		N	62	62			
junior	self-esteem	Pearson Correlation	1	-.617-**	2-3	2.296	0.011
		Sig. (2-tailed)		.000			
		N	64	64	2-4	4.629	0.000
	Language anxiety	Pearson Correlation	-.617-**	1			
		Sig. (2-tailed)	.000				
		N	64	64			
senior	self-esteem	Pearson Correlation	1	-.813-**	3-4	2.28	0.011
		Sig. (2-tailed)		.000			
		N	64	64			
senior	Language anxiety	Pearson Correlation	-.813-**	1			
		Sig. (2-tailed)	.000				
		N	64	64			
senior	self-esteem	Pearson Correlation	1	-.912-**			
		Sig. (2-tailed)		.000			

		N	70	70			
Language anxiety	Pearson Correlation	-.912-**	1				
	Sig. (2-tailed)	.000					
	N	70	70				
**. Correlation is significant at the 0.01 level (2-tailed)							

As illustrated in table 5, There is statistically significant difference in the correlation between self-esteem and language anxiety refer to academic level among freshmen and junior, according to test statistic Z value, which is (2.609) and the p value is (0.009), among freshmen and senior, according to test statistic Z value, which is (4.629) and the p value is (0.000), among sophomore and junior, according to test statistic Z value, which is (2.296) and the p value is (0.011), among sophomore and senior junior, according to test statistic Z value, which is (4.629) and the p value is (0.000)and junior and senior (2.28) p value (0.011). Also illustrated in table that there is no statistically significant difference in the correlation between self-esteem and second language anxiety among freshmen and sophomore according to test statistic Z value, which is (0.332) and the p value is (0.37).

Discussion

The current study was attempt to investigate the relationship between second language anxiety and self-esteem among a sample of Hashemite university subjects. The results of the study revealed a high negative correlation (r=-0.755, p< 0.01) between self-esteem and second language anxiety. Thus it could be concluded that second anxiety language decreases as self-esteem increases. In other words, the learner who benefit from a high degree self-esteem experience lower anxiety. However, those who suffer from second language anxiety are considered to be lower anxiety. Such finding is supported by previous research studies that have shown a negative correlation between self-esteem and second language anxiety [10]. When learners perceives themselves to be capable of the learning second language successfully, the will experience less anxiety with a high level of self-degree and the learners are able to overcome the obstacles of learning language. The study also revealed that 57% of the variance of second language anxiety level accounted for by self-esteem level. The researcher views that the level of the self-esteem play an important role in decreasing or increasing second language anxiety. As a result of the students' beliefs and their perception about their abilities and potentials in English language skills [9]. The findings of the research showed that there is no statistically significant in correlation between self-esteem and second language anxiety refer to the gender. This result shows the importance of self-esteem for both gender in decreasing and increasing second language anxiety according to their mastering of English language skills. The findings also revealed that there is statistically significant in correlation between self-esteem and second language anxiety refer to the faculty. This result indicates that faculty of science subjects have strong negative correlation between self-esteem and second language anxiety in comparison with faculty of humanities subjects. This can be accounted for by the importance of English language in science fields at the faculty of science due to the English language is the language of science and particularly the most content of knowledge, science and technology is in the English language. Finally, the findings revealed that there is statistically significant difference in correlation between self-esteem and second language anxiety refer to academic year. This indicates that as learners move forward in their academic studies, their anxiety level deceases. In other words freshmen experience higher level of anxiety in comparison with juniors and seniors. This can be accounted for by the experience the learners gain through studies [11].

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