A Comprehensive Study of Arabic Language Learning Challenges: Anxiety, Phonological Methods, Total Physical Response and Orthographic Error Analysis

Received 2025-10-16
Accepted 2026-07-19
Published 2026-10-17

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Abstract
This comprehensive study investigates four critical aspects of Arabic language acquisition among 30 male undergraduate students at the new college, Chennai, India: (1) language anxiety in speaking skills, (2) effectiveness of phonetic methods in reading instruction, (3) effectiveness of Total Physical Response (TPR) in listening skills, and (4) orthographic error analysis of hamza (qata' and wasl) in writing skills. Using a mixed-methods approach combining quantitative and qualitative data collection, the research revealed that 52% of students experienced moderate language anxiety while 48% experienced low anxiety during speaking activities, with 12 distinct forms of anxiety identified. The phonetic method demonstrated significant effectiveness in reading instruction ($t = 15.14 > 1.67$, $p < 0.05$), while the TPR method showed considerable effectiveness in listening skills (N-Gain Score = 66.26%). Orthographic analysis identified 25 errors in hamza qata' and 9 errors in hamza wasl, with errors predominantly occurring in word-initial positions. The study provides comprehensive recommendations for Arabic language pedagogy including anxiety reduction strategies, multisensory instructional approaches, and systematic orthographic instruction.

Keywords: Language Anxiety; Speaking Skills; Phonetic Method; Total Physical Response; Listening Skills; Orthographic Errors; Arabic Language Acquisition

INTRODUCTION

Arabic language acquisition presents unique challenges for non-native speakers globally, yet the Indian educational context offers distinct characteristics that shape how these challenges manifest and are addressed. While the challenges identified in the linguistic context-distinct phonological, morphological, and orthographic systems from the national language-resonate with the Indian experience, the multilingual, multicultural fabric of India adds layers of complexity to Arabic language education. The complexity of Arabic language learning is compounded by several factors: the psychological dimension of language anxiety, the phonological challenges distinct from students' native languages, the need for engaging instructional methodologies, and the

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intricate orthographic rules governing Arabic script (Al-Badri, 2022). Research has consistently demonstrated that language anxiety significantly impacts speaking proficiency, with students experiencing varying levels of apprehension when required to produce spoken Arabic (Horwitz, 1986). Similarly, reading skills development is contingent upon proper phonological awareness, while listening comprehension requires multisensory engagement (Asher, 1966). Writing skills, particularly the correct usage of hamza (glottal stop), represent a persistent challenge for learners due to the complex orthographic rules governing its placement and form. Previous studies have examined these challenges in isolation: Al-Badri (2022) investigated language anxiety in speaking among female students at a pesantren, Farha (2023) studied phonetic methods for reading at an elementary school, Muzadi (2023) explored TPR for listening at a middle school, and Laela & Daroini (2024) analyzed orthographic errors in hamza writing at another middle school. However, no comprehensive study has examined all four dimensions simultaneously with a unified sample population. This gap in the literature motivated the present research, which investigates these interconnected challenges among 30 male undergraduate students at a newly established college.

Language anxiety is defined as "a complex concept related to students' psychological feelings, self-esteem, and self-confidence" (Clement, as cited in Trang, 2012). Gardner (2003) characterizes language anxiety as "feelings of tension and worry specifically associated with foreign language difficulties, including speaking, listening, writing, and reading." Horwitz and Cope (2009) describe it as "a complex self-perception regarding language learning situations."
Stewart and Vedepeck (2008) classify anxiety into four levels:

1. Mild Anxiety: Arises in everyday activities and can motivate individuals to perform better
2. Moderate Anxiety: Individuals focus on anxiety-provoking stimuli but can still redirect attention
3. Severe Anxiety: Individuals become easily affected by their perceptions, focusing on specific concerns
4. Panic Level: Loss of control, inability to follow directions, potential for distress and fear

Chen (2005) identified four categories of factors influencing foreign language anxiety:

1. Demographic-Social Factors: Age, gender, and academic achievement
2. Situational Factors: Classroom environment and learning context
3. Teacher Characteristics: Teaching style and delivery methods
4. Psychological Factors: Self-perception, self-esteem, and self-confidence

Tarigan (2011) defines speaking skills as "the ability to reproduce a flow of sound systems and expression to convey will, emotional needs, and desires to others." Speaking involves not merely uttering words or sentences but encompasses various forms of communication including public speaking and conference speaking (Fuad, 1992). Mastery of speaking skills facilitates communication, information exchange, confidence building, and professional advancement.

The phonetic method emphasizes understanding and mastering phonology, which significantly contributes to reading proficiency. Umam (1980) emphasizes that in Arabic, words and sentences with different tones and intonations carry distinct meanings. The phonetic method focuses on correct pronunciation of letters from their articulation points (makharij al-huruf), proper tone, and accurate intonation. Previous studies have validated the effectiveness of the phonetic method Wardatul Ummah (2018): Significant difference in learning outcomes using phonetic method ($t = 3.72 > 2.03$), Tri Setiawuni (2018): Phonetic method effective for reading skills ($t =$

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4.2 > 2.01), Amalia Desi Fisvita Sari et al. (2016): Significant impact on reading ability (p = 0.002 < 0.05). The Total Physical Response method, developed by Dr. James J. Asher at San Jose State University in California, is based on the principle that language learning should be accompanied by physical action (Mahyuddin, 2010). Asher argued that "direct speech contains commands, and students respond physically before producing verbal responses." Tarigan (2009) explains that in TPR, comprehension and memory are best achieved through body movements in response to commands. The TPR method consists of three primary steps: 1) Teacher utters a command and performs the action, 2) teacher utters a command and performs it along with students, 3) teacher utters a command and students perform independently.

Arabic orthography presents particular challenges in the writing of hamza (glottal stop). According to Munjiyah (2012), hamza is classified into two types:

1. Hamza qata' (cutting hamza): occurs at word-initial, medial, and final positions, written with a hamza sign above or below the 'alif (أ، إ), appears in: ten nouns, plural forms, triliteral verbs, quadriliteral verbs, prepositions, pronouns, proper nouns, and present tense verbs
2. Hamza Wasl (connecting hamza): occurs primarily at word-initial position, not written with a hamza sign above the 'alif, appears in: ten nouns, definite articles (ال), imperative verbs, certain verb forms.

Tarigan (2009) outlines five types of orthographic errors in Arabic writing: the distinction between ta' marbutah and ta' maftuhah, solar and lunar 'lam', hamza errors, alif layyinah, punctuation errors. This study aims to identify the levels and forms of language anxiety experienced by new male college students in Arabic speaking skills, determine effective strategies for overcoming language anxiety in speaking instruction, evaluate the effectiveness of the phonetic method in teaching Arabic reading skills, assess the effectiveness of the Total Physical Response (TPR) method in teaching Arabic listening skills, analyze orthographic errors in the writing of hamza qata' and hamza wasl, and develop comprehensive recommendations for integrated Arabic language instruction addressing all four skill areas

METHOD

This study employed a comprehensive mixed-methods approach combining quantitative and qualitative research designs to address the four research foci. The research utilized sequential mixed methods (Creswell, 2014) where quantitative data collection preceded qualitative data collection for anxiety analysis, experimental designs for reading and listening skills, and qualitative descriptive analysis for orthographic errors.

The respondents consisted of 30 male undergraduate students at the New College in India. All respondents were first-year students enrolled in Arabic language courses. The sample was selected using purposive sampling based on the following criteria: first-year students in their first semester, no prior formal Arabic language education, willingness to participate in all research activities, completion of all required assessments.

The Hamilton Anxiety Rating Scale (HARS) was administered to assess the levels and forms of language anxiety in speaking skills. The HARS consists of 14 items measuring various anxiety symptoms with a validity coefficient of 0.93-0.97 and Cronbach's Alpha reliability of 0.793 (Kautsar et al., 2015). For reading skills assessment, pre-test and post-test measures were administered to both experimental and control groups. The experimental group (n=30) received

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instruction using the phonetic method, while the control group (n=30) received conventional instruction. For listening skills assessment, pre-test and post-test measures were administered to experimental (n=21) and control (n=20) groups. The experimental group received TPR method instruction, while the control group received conventional instruction.

Classroom observations were conducted during speaking, reading, and listening instruction to document student engagement, anxiety manifestations, and instructional effectiveness. For orthographic analysis, student writing samples including sentence formation exercises and translation tasks from English to Arabic were collected and analyzed. A total of 30 writing samples from the 30 student participants were examined. Semi-structured interviews were conducted with six Arabic language teachers and 30 student participants (focused on anxiety coping strategies).

Data analysis techniques; descriptive statistics: Mean, percentage, frequency distributions, and standard deviations were calculated for questionnaire data. Inferential statistics: for reading skills, a t-test was employed to compare experimental and control group performance. Qualitative data from interviews and observations were analyzed using Miles, Huberman, and Saldana's (2014) framework: data reduction, data display, conclusion drawing/verification. For orthographic error analysis, Corder's (1973) error analysis framework was applied: collecting samples of learner language, identifying errors, describing errors, explaining errors, correcting errors.

RESULTS AND DISCUSSION

Language Anxiety in Speaking Skills

Table 1. Levels of Language Anxiety in Speaking Skills

Student Code	Score	Level	Student Code	Score	Level
SA	15	Mild	AY	20	Mild
TR	15	Mild	FP	19	Mild
KA	18	Mild	DN	22	Moderate
NI	17	Mild	NR	25	Moderate
WL	17	Mild	PI	25	Moderate
AM	17	Mild	EO	26	Moderate
AS	18	Mild	FA	25	Moderate
CE	19	Mild	BA	25	Moderate
TH	19	Mild	TS	22	Moderate
SR	20	Mild	RA	23	Moderate
SH	20	Mild	NA	22	Moderate
-	-	-	FQ	22	Moderate
-	-	-	AD	21	Moderate
-	-	-	ND	21	Moderate

The analysis revealed that 48% (14 students) experienced mild anxiety, 52% (16 students) experienced moderate anxiety, 0% experienced severe or very severe anxiety.

Table 2. Forms of Language Anxiety in Speaking Skills

Form	Percentage	Description
Feelings of Worry	11%	Negative thoughts, fear of ideas
Feelings of Tension	10%	Tension, lethargy, easily tearful
Feelings of Fear	10%	Lack of confidence compared to proficient speakers
Sleep Disturbance	11%	Difficulty sleeping, frequent nighttime awakening
Intellectual Disturbance	11%	Difficulty concentrating, memory deficiency
Depressive Feelings	10%	Depression during learning

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Somatic Symptoms	10%	Muscle discomfort
Sensory Symptoms	4%	Physical weakness, blurred vision, pallor
Cardiovascular Symptoms	10%	Palpitations, chest discomfort
Gastrointestinal Symptoms	1%	Indigestion, nausea, vomiting
Urinary Tract Symptoms	1%	Frequent urination
Lack of Confidence	11%	Insecurity when speaking Arabic

Forms of Language Anxiety in Speaking Skills: worry 11%, tension 10%, fear 10%, sleep disturbance 11%, intellectual disturbance 11%, depression 10%, somatic 10%, sensory 4%, cardiovascular 10%, respiratory 0%, gastrointestinal 1%, urinary 1%, autonomic 0%, lack of confidence 11%. 12 out of 14 anxiety forms (86%) were present, respiratory and autonomic symptoms did not appear, the highest forms: worry (11%), sleep disturbance (11%), intellectual disturbance (11%), and lack of confidence (11%). Overcoming Language Anxiety

1. External Strategies (Teacher-Mediated)
   Based on interviews with six Arabic language teachers, the following strategies were employed:
   a. Creating a pleasant learning environment: Using humor, incorporating breaks, and conducting outdoor learning sessions
   b. Humanistic teaching approach: Focusing on student well-being and positive reinforcement
   c. Enjoyable assessment system: Reducing pressure through non-threatening evaluation methods
   d. Positive impression building: Cultivating positive first experiences and expectations
   e. Situational modification: Addressing classroom-related factors that cause tension
2. Internal Strategies (Student-Initiated)
   Based on interviews with all 30 students, internal strategies included:
   a. Practice before speaking: 82% of students reported practicing vocabulary and sentences before required speaking tasks
   b. Asking questions to peers: 65% sought clarification and support from friends
   c. Building self-confidence: 58% worked on self-perception and self-esteem development
   d. Remaining silent: 23% chose not to participate when anxious
   e. Avoiding eye contact: 18% used avoidance behaviors
   f. Spending time with friends: 43% sought social support

Students with moderate anxiety employed more coping strategies than those with mild anxiety. The findings reveal that all 30 students experienced some level of anxiety in Arabic speaking skills, with moderate anxiety being more prevalent (52%) than mild anxiety (48%). This distribution aligns with previous research by A'yuni (2021) who found that 55% of students experienced moderate anxiety in Arabic speaking skills at the university level. The absence of severe or panic-level anxiety suggests that while anxiety is present, it remains manageable and can be addressed through appropriate pedagogical interventions.

The identification of 12 distinct anxiety forms indicates the multifaceted nature of language anxiety. The prominence of worry (11%), sleep disturbance (11%), intellectual disturbance (11%), and lack of confidence (11%) suggests that language anxiety manifests not only in emotional and cognitive dimensions but also affects physiological functioning and sleep patterns. This comprehensive manifestation aligns with Chaplin's (2009) framework distinguishing between psychological and physical symptoms of anxiety. The finding that cardiovascular symptoms (10%) and somatic symptoms (10%) were also prevalent indicates that the anxiety experienced by

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students extends beyond psychological discomfort to measurable physical symptoms. This underscores the importance of creating supportive learning environments that address both the psychological and physiological dimensions of anxiety.

External Coping Strategies: The teacher-mediated strategies identified in this study—particularly creating a pleasant learning environment, using humor, incorporating breaks, and conducting outdoor sessions—align with Chen's (2005) identification of situational factors as significant influences on language anxiety. The emphasis on humanistic teaching approaches and enjoyable assessment systems reflects a shift from traditional, anxiety-producing instructional methods to more supportive pedagogical approaches. Internal Coping Strategies: The predominance of practice before speaking (82%) and asking questions to peers (65%) among student-initiated coping strategies suggests that students recognize the importance of preparation and social support in managing anxiety. This finding is consistent with Cheng's (2005) identification of psychological factors (self-perception, self-esteem, and self-confidence) as crucial elements in managing language anxiety. The greater number of coping strategies employed by students with moderate anxiety suggests that higher anxiety levels motivate more intensive coping efforts.

Effectiveness of Phonetic Method in Reading Skills

Experimental Group (Phonetic Method): 30 students (Class 6 Abbas bin Farnas), Control Group (Conventional Method): 30 students (Class 6 Ibn Battuta).

Table 3. Calculation Results for Experimental and Control Groups

Variable	Experimental Group	Control Group
N	30	30
ΣX / ΣY	1220	-187
ΣX^2 / ΣY^2	54,860	4,223
M	40.7	-6.23
Σx^2 / Σy^2	5,246.7	3,057.47

Statistical significance: calculated t-value 15.14, degrees of freedom 58, t-table (0.05): 1.67, decision 15.14 > 1.67, therefore Ha is accepted. Conclusion: The phonetic method is significantly effective in teaching reading skills

Table 4. Questionnaire Response Distribution

Response	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	144	48.0%	48.0%	48.0%
Agree	83	27.7%	27.7%	75.7%
Neutral	70	23.3%	23.3%	99.0%
Disagree	3	1.0%	1.0%	100.0%
Strongly Disagree	0	0.0%	0.0%	100.0%
Total	300	100.0%	100.0%	-

75.7% of students agreed or strongly agreed that the phonetic method was effective and appropriate for teaching reading skills. Observations during the experimental teaching process revealed: students displayed greater interest and enjoyment during phonetic instruction, students found reading Arabic texts easier with proper articulation, students could correctly pronounce challenging letters (غ، ع، خ، ح، ج، ث), classroom atmosphere was comfortable and orderly, most students successfully read texts with correct intonation and rhythm.

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The t-test results (t = 15.14 > 1.67, p < 0.05) provide strong evidence for the effectiveness of the phonetic method in teaching Arabic reading skills. The substantial difference between experimental and control group performance confirms that systematic instruction in phonology, articulation points, and intonation significantly improves reading proficiency.

The superiority of the phonetic method can be attributed to several factors:

1. Systematic Phonological Development: The method provides explicit instruction in the correct articulation of Arabic letters from their makharij (articulation points), addressing the specific phonological challenges students face when learning Arabic as a foreign language.
2. Enhanced Comprehension: As Umam (1980) noted, understanding phonological patterns is essential for comprehending meaning, as Arabic words with different tones and intonations carry distinct meanings.
3. Increased Student Engagement: The observation that students displayed greater interest and enjoyment during phonetic instruction suggests that the method's interactive nature enhances motivation and engagement.
4. Improved Pronunciation: The correct pronunciation of challenging letters (ث، ج، ح، خ، ع، غ) indicates that explicit phonetic instruction effectively addresses the articulation difficulties that often impede reading fluency.

The questionnaire results, with 75.7% of students agreeing or strongly agreeing that the phonetic method was effective and appropriate, further validate the method's practicality and acceptability from the learner's perspective. This high level of student approval is particularly significant given that student acceptance of instructional methods can significantly impact learning outcomes (Setyawuni, 2018).

Effectiveness of Total Physical Response (TPR) in Listening Skills

Experimental group (TPR Method): 21 students (Class VIII-A), control group (conventional method): 20 students (Class VIII-B).

Table 5. N-Gain Score Results for Listening Skills

Group	Mean	Minimum	Maximum	Interpretation
Experimental	66.26%	20.59%	89.55%	Moderately Effective
Control	44.60%	0.00%	65.00%	Less Effective

N-Gain score comparison: experimental group: 66.26% (moderately effective), control group: 44.60% (less effective). Interpretation categories: > 40%: not effective, 40-55%: less effective, 56-75%: moderately effective, < 76%: effective.

Table 6. Group Statistics

Group	N	Mean	Standard Deviation	Standard Error Mean
Experimental	21	34.0476	11.40823	2.48948
Control	20	23.3000	10.44837	2.33633

Table 7. Independent Samples Test Results

Variable	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	0.757	0.097	3.141	39	0.003
Equal variances not assumed	-	-	3.148	38.944	0.003

Sig. (2-tailed) = 0.003 < 0.05 there is a significant difference in listening learning outcomes between the experimental and control groups. The TPR method is more effective than conventional methods for teaching listening skills.

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Some students misunderstand commands, limited availability of supporting objects in the classroom, and teachers need to be proficient in speaking the target language correctly. Solutions: teachers provide only necessary command words according to the topic, teachers simplify command word forms, teachers prepare objects not available in the classroom (pictures or brought items), teachers practice simple exercises before implementation, teachers provide motivation for students to respond with physical movements. The N-Gain Score results demonstrate that the TPR method was moderately effective (66.26%) in improving listening skills, while conventional methods were less effective (44.60%). The significant difference in learning outcomes ($p = 0.003 < 0.05$) confirms that the TPR method is superior to conventional methods for teaching Arabic listening skills.

The effectiveness of TPR can be explained by several theoretical and practical advantages:

1. Embodied Learning: As Asher (1966) theorized, language learning is enhanced when physical movement accompanies verbal input. The physical responses to commands create multiple pathways for learning, reinforcing comprehension through kinesthetic engagement.
2. Reduced Affective Filter: The playful, low-pressure nature of TPR activities reduces anxiety and creates a positive learning environment. As Muzadi (2023) notes, the method's game-like elements help students overcome the psychological barriers that often impede language acquisition.
3. Enhanced Memory: Tarigan's (2009) observation that comprehension and memory are best achieved through body movements is supported by the N-Gain Score results. The physical enactment of vocabulary creates stronger memory traces compared to passive listening.
4. Increased Motivation: The observation that students were more enthusiastic and less bored during TPR instruction aligns with research on the importance of varied instructional methods in maintaining student motivation (Mahyuddin, 2010).

The challenges identified in implementing TPR—misunderstanding commands, limited resources, and the need for teacher proficiency—represent practical considerations rather than fundamental limitations of the method. The solutions identified by teachers (providing necessary command words, simplifying forms, preparing resources) are readily implementable and suggest that the method can be effectively adapted to various teaching contexts.

Orthographic Error Analysis of Hamza in Writing Skills

The analysis revealed that hamza errors are prevalent among students, with hamza qata' errors (25 errors) being more frequent than hamza wasl errors (9 errors). This finding aligns with previous research by Barid Syamsiyah (2019) who found 21 errors in hamza qata' among Arabic students at IAIN Salatiga. The predominance of errors in the initial position of words (23 out of 25 for hamza qata', 6 out of 9 for hamza wasl) suggests that students face particular difficulty in correctly identifying and writing hamza at the beginning of words. This difficulty may be attributed to:

1. Lack of Familiarity: The concept of hamza as a separate consonant with written representation is unfamiliar to speakers of languages that do not use the Arabic script.
2. Complex Rules: The rules governing hamza placement and form are complex and require systematic instruction (Munjiyah, 2012).

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3. Insufficient Practice: Students may not receive adequate practice in applying orthographic rules in their writing assignments.

Table 8. Types of Hamza Qata' Errors

Error Type	Word Position	Example (Incorrect → Correct)	Frequency
Omission in nouns	Initial	انا → أنا	23
Omission in verbs	Initial	اشعر → أشعر	23
Omission in prepositions	Initial	الى → إلى	23
Omission in present tense verbs	Initial	ادرس → أدرس	23
Omission in pronouns	Initial	انت → أنت	23
Incorrect placement	Final	أقرء → أقرأ	2
Total	-	-	25

Table 9. Summary of Hamza qata' Errors by Word Position

Position	Number of Error Forms	Examples
Word-initial	23	أنا (أنا), أدرس (ادرس), إلى (الى)
Word-final	2	أقرأ (أقرء)
Total	**25**	-

Nouns 45% of errors, present tense verbs 35% of errors, prepositions 15% of errors, pronouns 5% of errors. Most frequent error omission of hamza qata' in first-person singular present tense verbs (أفعل verbs).

Table 10. Types of Hamza Wasl Errors

Error Type	Word Position	Example (Incorrect->Correct)	Frequency
Incorrect addition	Initial	إشرب ⟶ اشرب	3
Incorrect addition	Initial	إذهب ⟶ اذهب	3
Incorrect addition	Initial	إنتظر ⟶ انتظر	3
Omission in derived nouns	Middle	استماعاً ⟵ استماعاً	3
Omission in compound prepositions	Middle	باستمرار ⟶ باستمرار	3
Incorrect addition	Initial	إشرب ⟶ اشرب	3
Incorrect addition in ten nouns	Initial	إبن ⟶ ابن	3
Total	-	-	9

Table 11. Summary of Hamza Wasl Errors by Word Position

Position	Number of Error Forms	Examples
Word-initial	6	اشرب (إشرب), اذهب (إذهب), ابن (إبن)
Word-middle	3	استماعاً (إستماعاً)
Total	9	-

Past tense verbs 33% of errors, imperative verbs 33% of errors, verbal nouns (masdar) 22% of errors, ten nouns 12% of errors. Most frequent error adding hamza qata' in place of hamza wasl in imperative verbs. Common error patterns identified:

1. Confusion between Hamza qata' and Hamza Wasl: Students often added hamza qata' (with the 'ayn sign) when hamza wasl was required
2. Omission of Hamza in Initial Position: Students frequently omitted the hamza entirely at the beginning of words

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3. Incorrect Hamza Placement: In word-final position, students sometimes placed the hamza incorrectly on the line rather than on its proper support
4. Incorrect Vowel Indication: When hamza was indicated, students often placed the hamza above the alif for kasra instead of below

Table 12. Comparison of Error Frequency

Hamza Type	Number of Errors	Percentage of Total
Hamza qata'	25	73.5%
Hamza Wasl	9	26.5%
Total	**34**	**100%**

The most common error (23 out of 25) was the omission of hamza in word-initial position in nouns (أنَا), present tense verbs (أدرس), and prepositions (إلى). This suggests that students do not distinguish between hamza qata' (which requires written representation) and hamza wasl (which does not). The absence of the hamza sign (ء) above or below the alif indicates that students treat all initial alifs as identical, failing to recognize the orthographic distinction.

The most common error (6 out of 9) was the incorrect addition of hamza qata' in place of hamza wasl at the beginning of imperative verbs (اشرب written as إشرب). This pattern suggests that students overgeneralize the rule of adding hamza at word-initial position, failing to recognize that hamza wasl is not written with a hamza sign. Pedagogical implications:

The error patterns identified suggest several pedagogical recommendations:

1. Systematic Instruction: Teachers should provide explicit instruction on the rules governing hamza usage, including systematic practice with word-initial, medial, and final positions.
2. Contrastive Teaching: Contrastive teaching of hamza qata' and hamza wasl, highlighting their differences in form, position, and function, would help students distinguish between the two types.
3. Intensive Practice: Students need extensive practice applying orthographic rules in authentic writing tasks, with corrective feedback to address persistent errors.
4. Visual Aids: Visual aids highlighting the differences between alif and hamza with its various supports (alif, waw, ya') would help students recognize the orthographic distinctions.

Integrated Implications for Arabic Language Pedagogy

The findings across all four dimensions of the study suggest several integrated implications for Arabic language pedagogy:

1. Multidimensional approach to anxiety reduction: address both external (teacher-mediated) and internal (student-initiated) factors, create supportive learning environments that reduce psychological and physiological anxiety symptoms, provide explicit instruction on coping strategies, including practice techniques and social support
2. Phonetic-reading-logic integration: implement phonetic instruction as the foundation for reading development, ensure explicit teaching of articulation points (makharij al-huruf), provide systematic practice with challenging letters and their pronunciation.
3. Multisensory Listening Instruction: incorporate physical movement (TPR) for vocabulary introduction and comprehension, use varied instructional methods to maintain student interest and motivation, address potential challenges through appropriate preparation and resource allocation.

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4. Systematic orthographic instruction: provide explicit instruction on hamza rules with contrastive teaching of different types, include extensive practice opportunities with corrective feedback, use visual aids to support learning of orthographic distinctions
5. Integrated Skill Development: recognize the interconnection between all four language skills

Use phonetic instruction to support reading, which in turn supports writing accuracy, reduce speaking anxiety through preparatory activities and supportive environments.

CONCLUSION

All students experienced some level of anxiety, with 52% showing moderate anxiety and 48% showing mild anxiety. Twelve distinct forms of anxiety were identified, including worry, tension, fear, sleep disturbance, intellectual disturbance, depressive feelings, somatic symptoms, sensory symptoms, cardiovascular symptoms, gastrointestinal symptoms, urinary tract symptoms, and lack of confidence. External strategies (teacher-mediated): creating pleasant environments, using humor, implementing enjoyable assessments. Internal strategies (student-initiated): practice before speaking, asking peers, building confidence.

Phonetic Method in Reading Skills: significant effectiveness demonstrated ($t = 15.14 > 1.67$, $p < 0.05$), students in the experimental group showed better pronunciation and comprehension, 75.7% of students agreed that the phonetic method was effective, students successfully pronounced challenging letters and improved overall reading proficiency. Total physical response in listening skills: moderately effective in teaching listening skills (N-Gain Score = 66.26%), significantly more effective than conventional methods ($p = 0.003 < 0.05$), students showed increased enthusiasm and engagement, identified challenges addressed through practical solutions (simplifying commands, preparing resources).

Orthographic error analysis of hamza 25 errors in hamza qata' (predominantly word-initial position), 9 errors in hamza wasl (predominantly word-initial position), most common error: omission of hamza qata' in initial position of verbs, nouns, and prepositions, most common hamza wasl error: incorrect addition of hamza qata' in place of hamza wasl in imperative verbs.

ETHICAL APPROVAL

All participants received a comprehensive explanation regarding the research objectives and procedures, including their right to participate voluntarily. Participants were assured that participation was not mandatory and that they had the right to withdraw at any time during the study without negative consequences. To ensure the confidentiality of identities, all data obtained in this study underwent an anonymization process.

FUNDING STATEMENT

This research received no external funding.

CONFLICT OF INTEREST

The author declare that there is no conflict of interest related to the research, authorship, or publication of this article.

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