ENGLISH LANGUAGE LEARNING ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS

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DECLARATION

I, **JAMEELA K V.,** do here by declare that this dissertation entitled, **ENGLISH LANGUAGE LEARNING ANXIETYAMONG HIGHER SECONDARY SCHOOL STUDENTS** has not been submitted by me for the award of any degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **Mr.Nowfal C.,** do hereby certify that this dissertation **ENGLISHLANGUAGE LEARNING ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS** is a record of bonafide study and research carried out by **JAMEELA K.V.,** under my supervision and guidance and has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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It is a well-known fact that English is the most widely used language and chief vehicle of international communication in the world today and it is becoming more and more so. The people who speak English fall into three groups.

a)   Those who have inherited it as their native language.

b)   Those who have acquired it is a second language within in a society of state that is largely bilingual ; and

c)   Those who are driven by necessity to use it for some practical purpose – administrative, professional or educational.

English has been playing a key role in strengthening our unity and making educated Indians aware of a strong currents of world culture enabling them there by to develop a comprehensive outlook. Our access to the fields of science and technology has been made possible on account of knowledge of English which had led to a great awakening in us. Varghese has rightly observed (1917-14) "English education is not nearly a catalyst mainly instrumental in bringing about this renaissance."

Bloch and Trager (1961) defines "Language is a system of arbitrary vocal symbols by means of which a social group co-operates ". Language is a great tool which has made human civilization possible. It is uniquely human trait. It helps to embody our thought.

According to Kennard (1963) the measure of man's mastery of a language is his ability to think in it. It is only when we think in a language that we can truly using it. It is rather the vocal outlet of conceptual organization or reality or stream of concepts that take a place in mind. Language is a system of communication used by people living in a society. It is a means of social control. Thus there is a close relationship between language and society.

In India English is the language of banking, commerce and industry. It serves the purpose of a link language among the educational elites in our country. English has virtually the same official status as in colonial India. English knowing people prefer to use English frequently in their personal life as well as official matters. This indicates peoples have love for this language.

English has been used for years as the associate official languages of the country, associate medium of higher education and also the international link language. "It is used by a community of people and institutions in India for interpersonal and inter institutional communication in wide range of contexts."

Feelings and attitudes play an important role in perceiving everyday life. It is said that we get constant support our mind about the world through our feelings. We scan the environment and then infer the moods, feelings and create attitudes. It is a fact that students they often feel stressed or over anxious about a certain subject, English. Though English has been given due weight age in our educational system our students fail to speak English fluently and confidently since they feel anxious about the mistakes they commit. English language anxiety is an important factor that influences one's level of achievement in English language learning are

The main cause of anxiety stems from "learners" unrealistic or erroneous beliefs about language learning" (Shang and Shong, 2012). While some learners think they lack the aptitude or gift to a new language (Price, 1991), some believe that two years or less is sufficient for them to become proficient in another language (Horwitz, 1988) without estimating the difficulty of the language learning task, and therefore, they could possibly experience conflict resulted in anxiety.

As learning language as its significance nowadays, there is a great deal of research focusing on English language learning anxiety the fact that some learners are more successful at acquiring a second language than others even though the circumstances of a English language learning are almost identical has led to investigations of individual characteristics as predictors of successful English language learning.

Language is a system of communication used by people living in a society. It is a means of social control. Thus, there is a close relationship between language and society. Society is the area where the children confront language. Both child and society use language as the tool for interaction with each other. Language is the embodiment of the socio-cultural experiences of a community. An individual's socialization and acquisition of language are aspects of parallel developments. It can be said that language acquisition in the child is oriented to adequate socialization. Family, neighborhood and school help the children in this process.

A child learns to employ a language most effectively in socio-communal situations. Language acquisition is a process that cannot be isolated from the

sociological development of a child. Children acquire a view of the world as they acquire a language.

From a language spoken in a small nation, English has achieved the glory as universal language, the window on world, which opens up the vast prospect of human achievement and beckons to new horizon beyond. It is a library language, the language of science and technology as well as of trade and commerce. It holds the status as a'lingua franca' or common language. Moreover, it is the language of development, modernization and research.

The position of English in India is different from that of it in other countries. In India, the country which possesses 18 major languages recognized by the constitution and over 350 regional dialects, English as a link language, helps the central government and state governments to interact with each other as well as to the other countries in this world.

English has grown into the principal language for international communication for the past several decades due to historic as well as cultural reasons. In recent years this mission has been taken up by the economic and technological forces, particularly the economic liberalization and the internet, and the English language has become a *'lingua franca'*, for trade and technology throughout the world (Crystal, 2003). Teaching and learning of English language in schools, therefore, is of utmost importance for countries like India to become a part of global community (NCERT 2012). The teaching and learning of English have received great attention in Indian schools and its major goal is to make the student independent (Sindkhedkar, 2012).

"An understanding of and command over the English language is the most important determinant of access to higher education, employment possibilities and social opportunities. School-leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education". The statement quoted above from the report of National Knowledge Commission (2006) highlights the importance of English language which has great reach and influence. It is known as the *lingua franca* of the world for it has been a part of our education system for more than a century and is taught all over the world under many different circumstances and as first, second or foreign language. But it has been observed that people who do not have English as their first language i.e. mother tongue and they learn it as their second or foreign language, face some level of anxiety learning it. Anxiety in turn affects their overall performance. So, getting to the root of the situation and making improvements in it is a big challenge for teachers, students, parents as well as the authorities. As anxiety long been a topic of discussion amongst researchers and there have been many researches which indicate a negative correlation between anxiety and academic performance especially in English language, it would be justified if studies are taken up in this regard in order to determine if it is true in case of secondary school students of government schools in Punjab. It has also been observed that English being a foreign language, students are usually apprehensive about using this language and this might be the case in any one or in all the four skills of language i.e. listening, speaking, reading and writing. There is no doubt that to use any language efficiently, a person must have proficiency in all these four basic skills of a language.

Though English is a compulsory subject in our schools, many students express their inability and sometimes even acknowledge their failure in learning it. One major reason for this is English Language Anxiety experienced by them. Due to English Language Anxiety, students feel tension, nervousness, or sometimes become shy in classroom. Sometimes, they become frustrated too. In India, as English is considered associate official language, we can consider this problem as second language anxiety.

Second language anxiety is a complex and multidimensional phenomenon. Macintyre and Gardner (1994|) define it as "a subject feeling of tension apprehension, nervousness, and worry associated with the arousal of the automatic nervous system" (p.287). Pappamihiel (2002) describes English language anxiety as "social anxiety" (p.330), dependent upon interactions with others.

English, though a foreign language, has always occupied a unique position in the education system in India. In pre-independent India, English as the medium of instruction has helped the British to develop natives as colonial servants. After independence, new democratic government of India has realized that abolition of English would be a great set back to the cause of education in India. Indian university commission points out: "English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the fold of the dark curtain f ignorance".

Thus, English has become part of our curriculum. The chief minister's conference in 1961 has suggested that English should be taught along with Hindi, our national language.

In Kerala, English as part of curriculum has got introduced in the first half of nineteenth century. Students of Malayalam medium unfortunately, learned English only from fourth standard, whereas the Students of English medium begin to learn it from their early days of schooling. The increasing demand for English both as a language and as a medium driven by the instrumental motivation of instruction has compelled most governments at the state level to introduce English as a language from first standard onwards.

Need and Significance of the Study

English, though a foreign language, has always occupied a unique position in the education system in India. In pre-independent India, English as the medium of instruction had helped the British to develop natives as colonial servants. After independence, new democratic government of India has realized that abolition of English would be a great set back to the cause of education in India. Language is to be caught not to be taught. In Kerala we learn foreign languages such as English and Arabic after learners as exposed to their mother tongue. Hence they feel difficulty to develop native like proficiency in English languages.

It is more important to have the skills and confidence to speak language fluently and accurately. Our proficiency in any language has been evaluated on the basis of our capacity to produce language orally and fluently. But most of our students fail to speak language since they are afraid of the consequences of their language. Quite frequently, those who have excellent written language and proficiency in English fail to speak language confidently as they are not confident to speak. In short language anxiety stands as a negative variable in the mind of

students which prevents them to speak language freely and confidently. Accordingly they can't speak English language fluently.

Liu and Huang (2010) in study titled "An exploration of foreign language anxiety and English Learning Motivation" reported that perceived to be two important affective variables, anxiety and motivation have been found to be highly correlated to second/foreign language acquisition. Anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome (Wu, 2010; Zheng , 2008) Horwitz (2001) asserts that one-third of all foreign language learners experience some level of language anxiety. Therefore, foreign language anxiety has been a topic of much interest and research in recent years (Ellis, 2008) , especially the 1980s witnessed the breakthrough in the studies of foreign language learning anxiety (Wang, 2014) .Foreign language anxiety is an important factor that influences one's level of achievement in foreign language learning (Dordinejard and Ahamadabad, 2014). According to MacIntyre and Gardner (1994) foreign language anxiety- " the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning "- is different from a general feeling of anxiety, and therefore, keeps learners from reaching their goals (Horwitz, 2001), and prevents foreign language learners from successful performance in the target language (Hashemi and Abbasi, 2013).

In globalized education scenario needless to say we know the need for attaining proficiency in English languages. It could be understood that the variable English language learning anxiety is a significant factor in deciding learner's

success in language learning. The variable has rarely been studied in Kerala background. Therefore it becomes relevant to have a study on English language anxiety among higher secondary school students as higher secondary period is a period in which learners are expected to have proficiency English language.

The issue of language anxiety is being studied with increasing frequency in recent years because of the influence it can have on second language learning, performance and ultimate achievement.

Every student learns English as a compulsory subject. Curriculum revision, provision of teaching materials, programmes for teachers are not helpful in improving student's proficiency in English language. One major cause for this, which has not been paid due attention to in academic settings is English language learners anxiety. Most of the teachers were not aware of the fact that their students are unable to fully exhibit their potential due to the stressful situation they are in.

Having the experience of being an English teacher, the investigator herself found the students tensed the classroom, when they have to perform even before their classmates. As a result, they may not be successful in English language learning and using. The debilitating levels of anxiety in learning and using English language can cause students to postpone language study indefinitely and keep themselves away from teachers, peer group etc. So, the investigator has decided to measure the extent of English language Anxiety in the higher secondary school students of Kozhikode, Kannur and Malappuram districts.As the study aim to know the English learning difficulty ,it is highly valuable in a state like Kerala.

Statement of the Problem

The aim of the present study is to find out English language learning anxiety among higher secondary school students. The problem for the present study is titled as "**ENGLISH LANGUAGE LEARNING ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS**"

Definition of Key Terms

The major terms used in the title have been operationally defined below:

Anxiety: Spielberg (1983) defines "Anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of nervous system".

Scovel (1991 p.18) further states that, "Anxiety is a Psychological construct, commonly described by Psychologist as a system of apprehension a vague fear that is only indirectly associated with an object."

English Language Anxiety

Language anxiety can be defined as the fear or apprehension occurring when a learner is expected to perform in the second or foreign language. (Gardner & MacIntyre, 1993).

Again, MacIntyre (1999) redefined English language Anxiety as the worry and negative emotional reaction when learning or using a second language.

For the present study, English language Anxiety is operationally defined as a subjective feeling of apprehension, tension, fear, nervousness, or worry experienced

by the learners or users, when they are expected to perform or use or learn English language.

Higher secondary school students

In the   study the term higher secondary school students refers to students studying in standard 11 and 12 classes as per Kerala syllabus. In the present study students of standard +1 only are taken as higher secondary school students.

Variables of the Study

The study has a single variable that is English language learning anxiety.

Classificatory variables

The different classificatory variable used to sub divide the total sample are:

Gender

Type of management

Subject of study

Objectives of the Study

The objectives of the study are

1)   To study the level of English language learning anxiety among higher secondary school students.

2)   To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on gender.

3)   To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on type of management.

4)   To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on subject of their study.

Hypotheses of the Study

Following hypotheses were formulated based on objectives

1.   Higher secondary students have high level of English language learning anxiety.

2.   There will be significant difference in the level of English language learning anxiety among sub samples based on

        a)   Gender

        b)   Type of school management

        c)   Subject of study

Methodology

Methodology is vital part of any research as it guides the way to proceed. The methodology used for the present study is given briefly under the following headings.

Design of the study

The method proposed for the present study is survey method, which comes under the relevance of descriptive research.

Population and Sample

The population for the study is higher secondary school students in Kerala. Samples are selected from plus one students studying in Kannur, Calicut & Malappuram district of Kerala. The investigator selected 600 students as sample for the study to represent total higher secondary school students in Kerala

Tool Used for the Study

The Investigator developed an English language learning anxiety scale with the help of her supervising teacher to assess the level of English language learning anxiety among higher secondary school students.

Statistical Techniques Used

The important statistical constants mean, median, mode, standard deviation, skewness and kurtosis for the total sample and relevant sample were worked out to check whether the scores are normally distributed. The following statistical techniques are used for statistical analysis.

1.   Test of significance between means score.

2.   Analysis of Variance.

Scope and Limitations of the Study

The present study was conducted to investigate English language learning anxiety among higher secondary school students. The influence of gender, type of management and subject of study on English language learning anxiety among higher secondary school students was investigated. The scope of the present study is given below.

1.   The variable selected for the study is relevant in the present situation.

2.   The variable English language learning anxiety is treated with its all dimension. The investigator could ascertain that all the aspect of the variable are considered for the study.

3.   It is true is accordance with the approved norms the techniques of sampling helped the investigator to avoid any bias or prejudice regarding the subject of the study.

4.   The size of proposed sample is adequately large which allowed generalization of the study to be reliable.

5.   The tool was found to be valid for purpose.

6.   Approval statistical techniques were used to analyze and interpret the data. Hence the findings of the study are general sable.

Though extreme care was taken by the investigator to make the study a perfect one certain limitation crept in to the study. They are:-

7.   The findings of the study would be helpful in understanding and reducing English language anxiety.

8.   Also, it would provide scope to conduct further researches to reduce English language anxiety among higher secondary school students in Kerala.

Limitation

1.   Study was conducted with in limited period of time.

2.   Though the population of study was designed as higher secondary school students the study was conducted only on a limited number of samples assuming that they represent total higher secondary school students.

3.   Only the influence of variable like gender, type of management and subject of study on English language learning anxiety was investigated. No attempt was made to investigate the influence of other variables.

Organization of the Report

The research report consists of five chapters. They are,

Chapter I: Presents a brief introduction to the problem, definition of key terms, objectives, hypothesis, methodology, scope and limitations of the study and organization of the report.

Chapter II: Presents the theoretical overview and review of related studies.

Chapter III: The methodology of the study has six sections. They are variable selected, the tools used for the collection of data. Sample for the study, data collection procedure, scoring and consolidation of data and statistical techniques used.

Chapter IV: Analysis and interpretation consists of details of statistical analysis of data and interpretations.

Chapter V: Summary, conclusion and suggestion in the last chapter. It includes restatement of a problem, objectives of the study educational implications and suggestions for further research in this area.

REVIEW OF RELATED LITERATURE

- ➢ Theoretical overview of language learning

- ➢ Theoretical overview of English language anxiety

- ➢ Related studies

REVIEW OF RELATED LITERATURE

Review of related literature is an important component of any research. A careful review of the researches reported in journals, books, dissertations and other source of information, related to the problem to be investigated is one of the important steps in the planning of any research study. The summary of related literature provides better understanding of the problem which helps the investigator in involving insights to build new approaches to the problem that is selected. According to Khan (2007) "Since effective research is based up on past knowledge, review of related literature helps to eliminate the duplication of what has been done and provide useful hypotheses and helpful suggestions for significant investigation."

Related literature implies locating, reacting and evaluating reports of research as well as reports of casual observation and opinion that are related to individuals planned research report (Aggarwal, 1966)

Review of literature is one of the prominent steps in research process. The purpose of the literature review is to examine the literature pertinent to research question and to inform the reader of the rationale for the study. In addition, the literature review will provide the reader with a conceptual frame for the study. It helps in knowing the difficulties encountered by the scholar and also finding out remedial measures to escape from the pitfalls and it would necessary for the determination of significance of the proposed study.

A literature review is the process of locating, obtaining reading and evaluating the research literature in the investigators area of interest. There are several important reason for conducting a literature review, the prominent of them is to avoid needless duplication of effort. In order to get an insight to the theoretical background of the subject of study, related literature theoretically reviewed. For this purpose the investigator review the theoretical aspect of language learning and language learning anxiety process in the following section. The result of the review is summarized in this chapter. For convenience this has been attempted under three sections.

1.   Theoretical overview of language learning.

2.   Theoretical overview of English language anxiety

3.   Review of related studies.

Theoretical Overview of Language Learning

Language is a means of communication without which the society is not able to make progress. In some countries there is no language problem. In India, the language problem exists because there are many languages used in different states of the country. Due to different social group in our country the language problem has been there due to one reason or the other.

Everybody loves mother tongue and everybody likes his regional language. During the British rule over India English enjoyed the top most position. It was the first language in the whole country. It was the Linguitance of the literature. It was considered to be the queen of the languages. In every walk of life, it was the vehicle

of thought and activity. The importance given to it was the envy of everyone and in no way, it created any jealousy. It was the pride of all. The ultimate success of language learning efforts rather than the initial activation and build up of learning system that enables mastery of language. Because all the essential mechanisms are already at work or the process of developing when the second language is encountered.

Theoretical Overview of English Language Anxiety

From the anthropology, psychology and education numerous perspectives on anxiety in general have been put forward.

Anxiety is a negative way to present human feelings. Then we are anxious, we feel nervous, worried and fearful. We struggle, tremble, perspire and our hearts beat quickly. In general anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficiency but also appraisals concerning the poetical and perceived threats in certain situations. (Thobias, 1986). In simple words anxiety is usually associated with unpleasant feelings and is similar to fear (Lader, 1975).

Anxiety in communicating in second languages, especially when that language is English can have a debilitating effect and can influence student's adaptation to the target environment and ultimately their educational goals. There is also agreement that anxiety is related to performance (Balachandran & Skully, 2004; Tobias & Everson, 1997) and that anxiety has been shown to have a debilitating effect on learning and achievement (Gaudy & Spielberger, 1971; Tobias, 1980).

In the past two decades, there has been a great deal of research in English language anxiety. English language anxiety is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a second language for communication beyond the classroom. Most people will experience language anxiety. Even though anxiety might not be the most important reason Failure or Success in learning. We cannot ignore its affection.

English is the most widespread and important language in the world today. It is a major language of international business, diplomacy, science and the professions. English is also an official language of many international professional organizations.

Anxiety is a part of the human conditions and it has a broad definition. Anxiety in general can be defined as " The subjective feeling of tension".

The fear of speaking is related with anxiety or communication apprehension. It's a panicky feeling associated with physical sensations that are all too painfully familiar to those affected-increased heart and breathing rates. Increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area.

Anxiety is generally defined as " a state of apprehension a bad vague" (Scovel, 1978, p. 134) and it seems difficult to describe in simple and exhaustive manner, as it arises from many kinds of sources often associated with particular contexts or situations that individuals perceive threatening according to their unique frame of reference (Eharman, 1996). Previous anxiety research suggests that there

are roughly two types that can be experienced at different psychological levels (Spielberger, 1983; Levin, 1980; Schwarzer, 1986).

At a global level, anxiety is viewed as a permanent trait, as some people are predisposed to be anxious. At a more local or situational level, anxiety can be experienced in response to a particular situation or act (Brown, 1994). However, the question of how these constructs relate to second language learning contexts is still under debate, although several interpretations of language anxiety are offered in terms of situational nature of anxiety (MacIntyre and Gardner,1991 a).

According to Thobias (1979, 1980,1986), anxiety may work as a mental block to cognitive performance at all three cognitive stages : Input, Processing and Output. In other words, anxiety arousal which is typically associated with self-deprecating thoughts, fear of failure, or worry over performance procedures, may compete for cognitive resources that normal cognitive processing will demand.

Theories of Anxiety

I next outline specific theories of anxiety to illustrate the development of anxiety theory, moving from generalized all encompassing theories (Bandura, 1991; Perkrun, 1992) to more situation-specific theories of language learning anxiety (MacIntyre and Gardner's 1994) and then to theories that focus on contextual levels of anxiety within individuals (Pappamihiel, 1999) In keeping with MacIntyre and Gardner's (1991) view that "while the instruments used to measure language anxiety should be specific to the language area, theoretical links to the more general anxiety literature can be strengthened." (p.43) I include not only frameworks

developed specifically for language learning but also models derived from psychology.

Anxiety : Self-efficacy and Appraisal

General theories of anxiety can be conceptualized two models : Pekrun's (1992) Expectancy-Value Theory of Anxiety (EVTA) and Bandura's (1991) theory of self-efficacy. Each of these models uses different types of appraisals to explain and predict anxiety reactions in individuals. According to these models concepts of worry and distraction relate first to appraisals of situations as threatening or not and then learner's determinations of their efficacy in dealing with these situations. Pekrun's (1992) EVTA model combines situation-outcome expectancies (appraisals of a situation as being threatening or not) with action control expectancies (appraisals about one's ability to initiate and carry out an effective solution). Foreseeing negative, potentially harmful events in which individuals cannot see themselves as effective mediators often produces anxiety. Similarly, Bandura's (1991) theory of self-efficacy posits that when a situation is perceived as threatening, the resultant anxiety is dependent on an individual's perception of his/her ability to deal positively with that threat. Bandura. Additionally argues self esteem can act as a mitigating factor in anxiety-producing circumstances.

When learners see situations as threatening, there can be an adverse an adverse affect on learning. Because highly anxious individuals are often in a state of divided intentional resources (Eysenck , 1979), their ability to concentrate and be successful at learning tasks is hampered. In other words, when students are constantly preoccupied with the threat a learning situation poses, they cannot fully

concentrate on that task. At the early stages of learning, students are using many intentional resources to accomplish basic tasks that they have not yet learned how to complete automatically (Schallert, 1991). Highly anxious students are not able to automatism actions as effectively since their intentional resources are diverted through task-irrelevant processing brought about by high levels of anxiety.

In addition to challenges with resource allocation, learners sometimes engage in self-deprecating ("I'm stupid ." "I can't do this") and self-focused thoughts that interfere with feelings of self-efficacy. These negative thoughts adversely affect a student's ability to take advantage of learning opportunities, affecting student's ability to see themselves as successful learners (Gibbons, 1991; Hass & Eisenstadt, 1991; Sarason, 1972) Anxiety is a complex concept, dependent upon not only one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations. These many appraisals coupled with the influence of task-irrelevant processing can negatively affect the learning process, often in ways that students are not even aware of (Tobias, 1986)

State, Trait and Situational Anxiety

Pekrun (1992) argues that in instances of high anxiety, habitual zed reactions can cause individuals who have experienced many threatening situations in the past to be more likely to perceive future situations as threatening. Similarly Vasey and Daleiden (1996) note that highly anxious individuals may have a lower threshold of threat recognition, seeing generally ambiguous situations as potentially threatening more often than moderately anxious persons. Because of the possibility that some individuals are more prone to anxiety than others, it is necessary to differentiate

between individuals who are often anxious and those who are not. Spielberger (1983) describes this differentiation as the state/trait dichotomy.

Individuals who are more anxious and more likely to become anxious regardless of situation are referred to as having *trait anxiety*; that is, anxiety is a part of their character or an aspect of a more serious disorder. However, those who are able to appraise situations accurately as being threatening or not within reasonable limits are said to have state anxiety, a social type of anxiety that occurs under certain conditions. For example, a person may not ordinarily be anxious but becomes so when asked to make public address. This differentiation is critical in the study of anxiety because it allows the separation of individuals who are likely to be anxious in any variety of situations from those who would not normally be anxious.

Some researchers further differentiate the concept of anxiety by distinguishing between cognitive (worry) and emotional (affective) components of anxiety (Deffenbacher, 1980; Schwarzer, 1986). According to Deffenbacher, anxiety related to cognitive interference (e.g, learning challenges) is due to extreme instances of worry, not the arousal element of anxiety. Thus the cognitive type of anxiety associated with classroom learning is rarely facilitative.

In the field of second language acquisition, MacIntyre and Garner (1991) draw upon the work done by Spielberger (1983) to make an additional distinction, situation-specific anxiety. Individuals who suffer from situation-specific anxiety may appraise certain events as anxiety producing only when certain factors are present. For example, a student may be anxiety free when writing an essay in

English. However, when asked to write a similar essay in French, a second language, the same student may then feel higher levels of anxiety.

Horwitz, Horwitz and Cope (1986) argue that people who feel competent in their native language can feel reduced to a childlike state when asked to use their second language. Additionally, learners of a foreign language are often subjected to threats to their self perception in the foreign language class room setting. They conclude that foreign language anxiety can be associated with three factors : -a fear of negative evaluation,- test anxiety, and -communication apprehension.

Horwitz et. Al. (1986) conceptualize foreign language anxiety as " a distinct complex of self-perceptions, beliefs, feelings and behaviors related to the classroom language learning arising from the uniqueness of the language learning process" (p.31). They distinguish foreign language anxiety from communication apprehension, as outlined by McCroskey (1987), in that individuals who show no communication apprehension in their native language will often exhibit foreign language anxiety (Applebaum & Trotter, 1986), which goes beyond communication apprehension to include a fear of negative evaluation and test anxiety. Additionally, because of the differences between a foreign language learning, situation and an ESI learning situation, in which students are expected to create a second language persona, a stronger link to identity factors needs to be considered.

Anxiety is generally seen as a psychological concept and has been explored by researchers. Anxiety is a subjective, consciously and tension accompanied by or associated with activation or arousal of the autonomic nervous system. Anxiety can

be either facilitating or debilitating .Facilitating anxiety motivates learners to adopt an approach attitude and is willing to conform the new learning task.

Debilitating anxiety motivates learners to assume an avoidance attitude and therefore tends to escape from the learning task. The factor of task difficulty affects learners to develop a facilitating or debilitating anxiety. Maclntyre(1995) claimed only when given task is relatively simple, foreign language anxiety could be facilitating. Once the task is too difficult, Anxiety will impair performance. In addition to task difficulty, factors such as teacher's attitude, evaluation, teacher-student interactions, parents expectation, classmates attitude, students own achievements are the potential sources of students' foreign language anxiety.

Researcher has confirmed the existence of language anxiety and its effect on second language learning (Maclntyre & Gardner 1991),pointing to a reciprocity between anxiety and proficiency (Maclntyre etal.1997:279), such that "Even in optimum conditions, students can experience destructive forms of anxiety"(Reid 1999:297) However this effect is complex and difficult to measure (Philips 1992:2) through research suggest that language learning contexts are especially prone to anxiety arousal (Horwitz et al.1986; Macltyre & Gardner 1989;1991 a; Maclntyre 1995:900 with Campbell and Ortiz(1991:159)

Estimating that, up to half of all language students experience debilitating levels of language anxiety and Horwitz (Horwitz et al. 1986.) finding that language anxiety can cause students to postpone language study indefinitely or to change majors. Because of this language anxiety has been the subject of a good deal of research, on the assumption that, an understanding of its causes and investigation

into how to reduce language anxiety, will improve learners' performance and increase learning satisfaction by easing tensions and reducing demands on cognitive processing (Eysenck 1979). Provides an early review of anxiety research, which is supplements by the excellent review of Maclntyre & Gardner (1991b) and Gardner& Maclntyre(1995 al). Whether language anxiety is short term or lasting traits, whether it is harmful or helpful, which factors correlates with language anxiety and how anxiety can be identified in the language class room .In view of these sources of information, the present discussion will confine itself to a brief stretch of the current situation and associated issues.

Foreign language classroom anxiety is totally different from other type of anxieties (Horwitz,Horwitz and Cope 1986). Learners may have the feeling of being unable to express their own ideas in a foreign language class room where foreign language anxiety emerges. Since foreign language anxiety not only affects students attitude and language learning but also is considered to have more debilitating effects than facilitating effects. An investigation and detailed analysis of foreign language anxiety is necessary and significant.

Perspectives of Anxieties

There are three perspectives for which research studies on anxiety are conducted. They are **Trait anxiety, State anxiety and Situation specific anxiety**

Traits anxiety

A motive or required behavioral distortion that pre disposes an individual to pensive a wide range of objectively non dangerous circumstances as threatening and

to respond to these circumstance with anxiety to the magnitude of objective danger is relatively permanent and steady personality feature

State Anxiety

State anxiety is an apprehension experienced at particular movement in time, for example prior to tailing exams. This anxiety can by provoked in the confrontation of the perceived threat, (Maclntyre & Gardner 1991 b). However it is temporary and altered in time.

Situation specific anxiety

In order to attributes the experienced at particular source reaches adopt situation specific perspective to the study of anxiety. Unlike trait and state perspective, situation specific perspective requires the respondents to ascribe their anxiety to particular sources. Specific situations can offer more understanding to particular anxiety in diverse situation.

Consideration of psychological aspects of learning is important in the study of anxiety as can be seen in reference to an emotional state of "apprehension, a vague fear that is only indirectly associated with an object, Subjective feeling of tension ,apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. "Such psychological definition most commonly refers to a "Transitory emotional state or condition characterized by feeling of tension and apprehension and heightened autonomic nervous system activity (Spielberge (1972:24)

A state which can have both negative and positive effects, and which motivates and facilitates as well as disrupting and   inhibiting cognitive actions such as learning defines three types of anxiety (Trait anxiety, state anxiety, situation – specific anxiety) which reactions of fear,distress, anger and share(Including stress and guilt)on the negative side and interest and excitement on the positive side

According to Horwitz, Horwitz (1986) foreign language anxiety belongs to situation specific anxiety. In the following we will review the literature on foreign language anxiety concerning the concept of foreign language anxiety and the effects of foreign language anxiety.

From the second language learning perspective and within the context of Horwitz et al(1986) warming that second language research has neither adequately defined foreign language anxiety nor described its specific effects on foreign language learning Gardner& Maclntyre(1990) see language as apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient this apprehension being characterized by. "Derogatory self related cognition..feelings of apprehension and psychological responses such as increased heart rate   (199 ai:5) Maclntyre & Gardner(1994: 284) also describe the feeling of tension , an apprehension specifically associated with second language context in particular second language performance (Horwtz et al 1986) who identify communication apprehension, social evaluation and test anxiety and Maclntyre & Gargner (1989,1991 b) William & Burden(1997:92) point out that anxiety is highly situation specific and itself affected by a number of other factors (.Horwitz &young 1991)

The role of anxiety in language learning was not put much emphasis because, previous studies usually generated contradictory results and were hard to interpret Gardner and Maclntyre (1995) believe that ,using general measures of anxiety is the reason to generate contradictory results based on the situation – specific perspective. Recent studies have focused on anxiety which is specific to language situations after examining the concept of language anxiety empirically. Language anxiety is distinct from any other type of anxiety and is not merely a composite of other anxieties(Horwitz,Horwitz& Cope,1986,Maclntyre & Gardner1991 b).in order to identify and measure foreign language anxiety, Horwitz,Horwitz and Cope,(1986) developed the foreign language classroom anxiety scale(FLCAS),in which question items ask respondents to respond to situations specific to foreign language learning anxiety and reflect the three components of foreign language anxiety. Communication apprehensions, test anxiety and fear of negative evaluation for examples, they ask questions about students anxiety in situations the speaking in front of the language class, taking exams in language courses and perceiving other students evaluation of them. Due to the scale's success on construct validation and reliability FLCAS has been widely adopted by many researchers to expose learners   'foreign language anxiety (Aida 1994)

Components of English language Anxiety

Test anxiety is defined b Sarason(1984) as ,the tendency to view with alarm the consequences of inadequate performance is an evaluative situation .Test anxiety occurs when students have poor performance in the previous tests. Students' develop

a negative stereo type about tests and have rational perceptions in evaluation situations .These students might have unpleasant test experience from either language lass or other subjects and they transplanted the unhappy image to the present English class unconsciously Test anxious students may have false beliefs in language learning .These students habitually put impractical demands on them

Narjik (2007) Surveyed 115 Chinese high school students and found that these learners have high anxiety in learning the English language. Specifically she discovered that males have higher anxiety in learning English than their female counterparts. Moreover she also found out that high anxiety plays a debilitative role in high school student's language learning. This type of language anxiety causes the learner to free   from the learning task to avoid further anxiety.

Second language learning anxiety and its effect on achievement in the language, same factor language anxiety as one of the most important affective variables in learning a foreign language many researchers have noticed negative influence of anxiety and this type of anxiety is called debilitative anxiety.

Studies Related to English Language Anxiety

Scovel (1978) examined the relationship between anxiety and second language achievement and concluded that anxiety is one of the most predominant variable identified in language learning tasks and he observed that different studies used a variety of instruments to measure anxiety and come up with different results

Horwitz et al (1986) Neither adequately defined foreign language anxiety nor destruct its specific effect on foreign language learning attempted to full this gap by

conceptualizing foreign language anxiety as a distinct variable. so that both language students and teachers would be able to recognize the symptoms and consequences. They developed the FLCAS as a standard measure to determine levels of foreign language anxiety.

Bachman L.F, (1990) conducted a study on foreign language listening anxiety among language teacher candidates, The findings revealed that teacher candidates had high language listening anxiety levels.

Maclntyre et al, (1991) conducted a study entitled, "Method and results in the study of anxiety and language learning". A review of literature.; The study examines the perspective from which foreign language anxiety research has been conducted, the instruments that have been used, and the results that have been reported. Three approaches to the study of anxiety are identified as trait, state and situation specific perspective.

Macintyre and Gardner (1991) conducted a research on the effect of anxiety on language learning, the result has shown on understandable emphasis on the output stage in terms of production, performance, course grades, and other criteria. This is balance the performance at output stage is the easiest on to obtain and has been regarded by the majority of teachers and parents as the most important indicator of students learning. They suggested that anxiety have been proved to negatively affect performance in the second language.

A study entitled 'Effect of educational strategies on Anxiety in the second language class room'. An Exploratory comparative study between US and Spanish

first semester University students' language skills and anxiety towards foreign language. The result showed that the educational language anxiety exits in the second language class room'

Horwitz (1991) support significantly negative correction between anxiety and foreign language achievement after conducting research to verify the reliability and construct validity of the foreign Language classroom Anxiety Scale (FLCAS).

Clement R. (1994) found conflicting results when investigating the correlation between language test scores and anxiety, which led him to conclude that mild anxiety, could be beneficial.

Cheg, Y, (2002) conducted a study to understand the effect of foreign language classroom anxiety on language skills. Findings showed that the low anxious group on all aspects of foreign language proficiency and language skills. Findings also showed that, the FLCAS was generally correlated with native language measures of reading, spelling and vocabulary as early as the beginning of first grade.

An ethnographic study of international graduate students at a university in south of English, which involved interviews and participant learners of English as a foreign language (EFL) in English classroom the result proved that majority of the students felt anxious in their English language classroom and they feared being negatively evaluated and were apprehensive about public speaking and tests indicated.

Cheg Y (2002) examined whether foreign language learner anxiety and motivational goal orientations remained stable, across two different class room courses. The findings according to instructional contexts the study found significant difference for anxiety, will reporting higher level of anxiety in conversation course than reading course.

A study entitled learner's perceptions of how anxiety interacts with personal and Instructional factors to influence their achievement in English. A qualitative Analysis of EFL learners perception of how students anxiety works together with other variables in influencing language learning. Twenty one students with varying levels of anxiety were interviewed for this study, a theoretical model was generated, and a sequential model of influence among the major affinities

Liu (2006) explored the language anxiety of 100 EFL students at three different proficiency levels. The results showed that students with advanced English proficiency tended to be less anxious.

Mills and Pajares (2006) also found a positive relation between listening anxiety and listening proficiency in both males and females.

Cubuk and feryal (2008) conducted a study on the correlation between self efficiency levels. For this purpose, 100 participants joined the study and the foreign language learning anxiety scale and self efficiency scale were administered to them. The results showed what both aspects are uncorrelated and gender plays no important role in terms of anxiety level and self perception ratings of these junior teacher trainers.

Lou, Mcihuq et al, (2008) conducted a study entitled 'An exploration of Chinese EFL Learners' unwillingness to communicate and foreign language anxiety to study the unwillingness to communicate and anxiety of Chinese learners of English as a foreign language (EFL) in English classroom. The result proved that majority of the students felt anxious in their English Language class room and they feared, being negatively evaluated and were apprehensive about public speaking and tests indicated.

Liu and Jackson (2008) studied the anxiety of Chinese learners of English as a foreign language (ELF). In English classrooms revealed that (a) most of the students were willing to participate in interpersonal conversations. But many of them did not like to risk using/speaking English in class (b) more than one third of the students felt anxious in their English language classrooms and they feared being negatively evaluated and were apprehensive about public speaking and tests(c) their unwillingness to communicate and their foreign language anxiety correlated significantly with each other and with their self rated English proficiency and access to English and (d) many of the variables of interest were good predictors of the students' unwillingness to communicate and of their foreign language anxiety, which were also powerful predictors for each other.

Macintyre (2009) conducted a study about English-only-language in Education Policy in multi lingual classrooms in Ghana. This paper faced on the findings of qualitative study, discusses the influence of Ghana's recently introduced English only language –in-education policy on pupil's classroom communicative practices and learning generally. They study compared anxiety profiles of classroom

and distance language learners, and compared anxiety levels between first semester and more experienced students in both learning environments. The result showed that the anxiety of distance language learner is lesser than the regular students.

Kasp c & Craigie (2010) investigated on 101 effect of foreign language anxiety on 101 Taiwanese university students. English achievements results suggested that students with highest achievement in English (top 1/3 of all participants) experienced lower levels of foreign language anxiety than students, however it is not that everything about anxiety is set to impede language learning. A certain amount of anxiety is refer said to drive a student to exert to the optimum level to learn the second language and this type of anxiety is called facilitative anxiety. According to study anxiety can be regarded as helpful and facilitating in same way such as keeping students alert.

Wang (2010) study also asserts that foreign language anxiety is one of the test predictors in accounting for individual for individual difference in language learning success in SLA and that it is proved to be one of the most essential and influential affective factors. The study covered 125 Chinese students with English major and found the existences of certain negative correlations between English listening classroom anxiety and listening achievements.

Khen anz Zafar (2010) reported a significant increase in state anxiety in the students when the video camera was introduced, and concomitant deficits in vocabulary acquisition were observed.

K   Vazalwar (2011) explored the role of anxiety in Language reading. Through the result shows on one hand, a negative correlation between anxiety and reading comprehension in English on the other it establishes that, normal level of anxiety gives positive effect in reading comprehension. So anxiety can be both helpful and impeding for second language learning and that can be explained with the Yerkes Dodson Law. The law asserts an invented U shaped curvilinear association between arousal and performance (Wilson 2006 p 43) where English achievements fall in the middle and bottom 1/3 of all participants while the middle group of students had less foreign languages anxiety than the language in India.

Mansor and Wardah (2011) reported a negative impact of anxiety on performance in English as a second language. Significant correlation between Language anxiety and Language performance.

Yasuke Kondo (2011) investigated the relationship between language anxiety and proficiency in a speaking test and found that language anxiety in the speaking test was only a poor predictor of English proficiency of the Japanese students.

Toth (2011) found that anxiety does not depends on the proficiency level learners

Ya chin Tsai and Yi-Chih Li   (2012) found that, reading proficiency difference between low anxiety tastes and high anxiety tastes was not significant. At the same time, the reading proficiency difference low anxiety readers and high anxiety readers did not reach a significant level either.

Anupama Chakrabarthy (2012) studied on the topic of second language learning anxiety and its effect on achievement in the language. The study shows that the effect of the anxiety can be reduced by providing adequate educational facilitates, secondly it is clear from the study that continues process of evaluation needed.

Conclusion

The review of above studies gives a wide perspective of present study under investigations. While receiving related literature, the investigator found that a number of studies have been conducted in the area of language anxiety. Majority of them were connected with English as foreign language (EFL) and in the area of foreign language anxiety.

The investigator found that more of studies related language anxiety was conducted on a sample of college/ university students considering English as EFL.It was found that majority of the studies were conducted in foreign language anxiety. Very few of them used English as Second language. A few of these studies were fond as conducted in India. Most of these studies reveal the role of teachers.

METHODOLOGY

- ➤ Variables selected for the study
- ➤ Sample selected for the study
- ➤ Objectives of the study
- ➤ Hypotheses of the study
- ➤ Design of the study
- ➤ Tools used for the study
- ➤ Data collection procedure
- ➤ Scoring and consolidation of data
- ➤ Statistical techniques used for analysis

METHODOLOGY

Research methodology is a systematic way to solve the research problems. Methodology is a route map for any research process. It is the methodology which gives the correct direction to an investigator to conduct his study. Methodology is a description of procedures and techniques adopted in a study.

In research, success of any educational investigation depends up on the suitability of the method adopted and techniques employed for collecting the data. So methodology occupies a prominent role in any type of research. The method adopted depends up on the selection of the problem and should be appropriate one.

Identification of suitable methodology provides the investigator to conduct the study properly and systematically. So the methodology has a prominent place in any research work.

Methodology is the procedure used by the investigator in conducting an investigation. The accuracy of results of any research work depends up on the method by which the conclusion is arrived.

According to Best (1993) "Great variety of methods and procedures have been developed to aid in the acquisition".

The main purpose of the present study was to find out English language learning anxiety among higher secondary school students. Considering the nature of the problem under investigation that the nature of data required for the study, the investigator decided to adopt normative survey as the method of collecting data.

The methodology of the study requires the collection of relevant data and statistically processing of collected data with a view to obtain answer to the objectives.

Methodology of an educational research programme occupies unique place in collecting data from all sources. The validity and reliability of the data depends up on the method adopted. This chapter contains a description of methodology adopted by the investigator which is presented under the following categories.

Variables of the study.

Objectives of the study.

Hypotheses of the study.

Design used for the study.

Sample selected for the study.

Tools employed for the collection of data.

Data collection procedure.

Scoring and consolidation of data.

Statistical techniques used for the study.

Variable of the Study

The study includes only a single criteria variable that is English language learning anxiety.

Classificatory variable

The different classificatory variables used to sub divide the total sample are:

A)   Gender

B)   Type of management

C)   Subject of study

Objectives of the Study

The objectives of the study are

1) To study the level of English language learning anxiety among higher secondary school students.

2) To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on gender.

3) To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on type of management.

4) To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on subject of their study.

Hypotheses of the Study

Following hypotheses were formulated based on objectives

1. Higher secondary students have high level of English language learning anxiety.

2. There will be significant difference in the level of English language learning anxiety among sub samples based on

   a) Gender

   b) Type of school management

   c) Subject of study

Design of the Study

The study could be best described as a quantitative study carried out using the survey method.

Sample Selected for the Study

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected.

> "Infinite number of observations or cases selected from all areas in particular universe, often assumed to be representative of that total group or universe of which it is part" - *(Good, 1973)*

The most important factor in determining the generality of an investigation lays the representativeness of sample used in collecting data. The population of the present study was students studying in Higher secondary schools in Kerala. Treating as the reference population, the investigator selected the sample from three districts of Kerala-Kannur, Kozhikode and Malappuram considering the following aspects.

Size of the sample

Techniques of sampling

Break- up of the sample

Size of the sample

The investigator conducted a study on sufficient size of the sample of 600 Higher secondary school students.

Techniques of the sampling

As a study requires representation of the sample from different strata, the investigator followed stratified random sampling. The sample was selected on the basis of Gender, subject and Type of management of Higher secondary schools.

Break- up of the sample
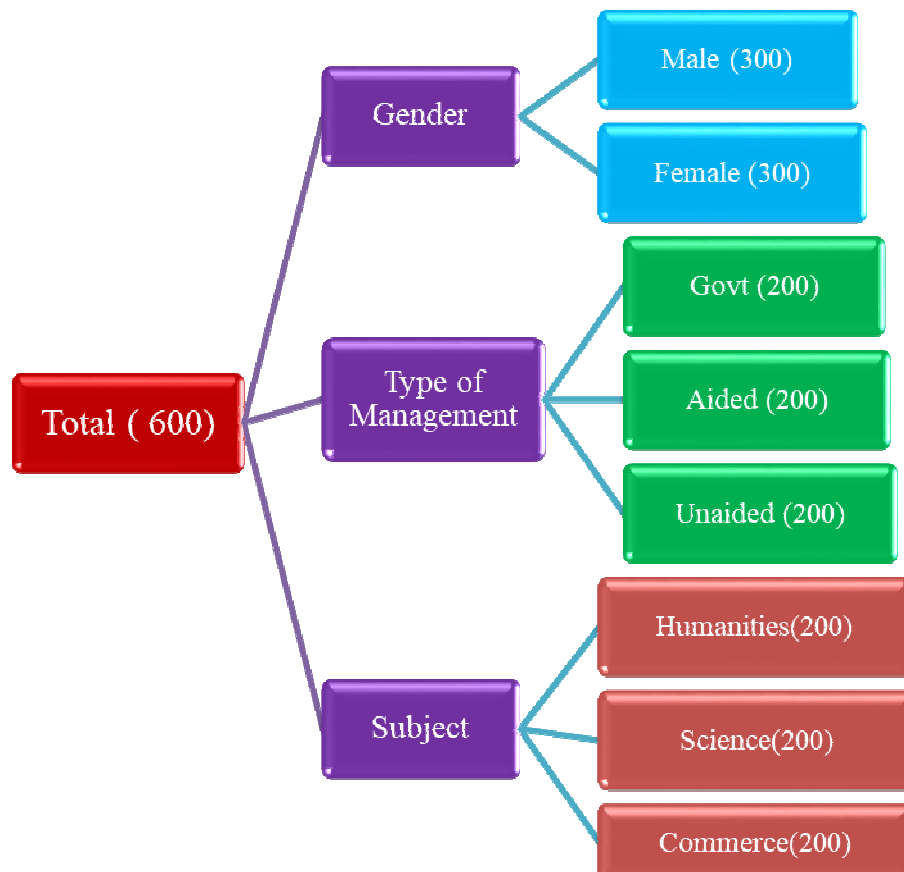
Figure 1

Graphical representation of break-up of sample

Tools Used for Data Collection

The sources of research depend on the availability of relevant data. So the investigator needs the selection of suitable and appropriate instruments or devises for the collection of new and unknown data for the study is vital importance of successful research work   because the accuracy of research findings is highly depending on the validity and reliability of the tool . For the present study data was collected using the English language learning anxiety scale constructed by the investigator with the help of supervising teacher. A demographic data sheet was given along with the inventory which elicits information regarding the gender, type of management and subject of study of the higher secondary school students.

Description of tool

Scale of English Language Anxiety scale (Nowfal&Jameela 2019)

Planning of the scale

For the preparation of the scale of English Language Anxiety, the investigator examined the theories and literature related to English Language Anxiety .For the construction of the tool the investigator considered four major parts, they are Personality, Communication apprehension, Test Anxiety, Fear of Negative Evaluation

Preparation of the scale

On the basis of strategies to be followed of the preparation for the scale as well as incorporating the suggestions of experts, the investigator with the help of

supervising teacher prepared a draft tool. Number of statements was written under four components namely Personality, Social aspects, Professional competency and Academic aspect. The prepared statements were then discussed with supervising teacher for ensuring the relevance of each statement to improve its language and to remove ambiguity in wording. They were also given to expert in the field for their judgment. After through editing the final form of draft the tool with 50 items including positive statements and negative statements was made ready (A copy of draft tool was appended)

Components used for preparing the Anxiety so were classified and described under the following categories, English Language Anxiety consists of four major parts.

1. Personality

Student who is emotionally stable, energetic, cheerful and helpful to students and others taken as personality of a student.

eg:- 1. I am not worried when I make mistakes in my English Class

2. I am always calms and not easily upset when I make mistake in English.

2.   Communication apprehension

Communication apprehension is defined as an individual level of fear or anxiety associated with either real or anticipated communication with another person or person.

eg: 1.- I am not very sure about speaking English in the class

2. It makes me frightened when I have to speak without preparation in English class.

3. Test Anxiety

Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, and fear of failure that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and or before taking test. This anxiety creates significant barriers to learning and performance.

 eg 1. I get worried about the consequences of failure in my English test.

1.   The more I study for an English test, the more I am confused.

4. Fear of Negative Evaluation

Fear of negative evaluation is defined as "apprehension about others evaluations, distress over negative evaluations by others, and the expectation that others would evaluate one negatively". Fear of negative evaluation is related to specific personality dimensions, such as anxiousness, submissiveness, and social avoidance

Eg 1. I am nervous when I don't understand what the teacher is correcting.

   2. I am very much conscious about speaking English in front of other students..

Table 1

Dimension wise distribution of items in Anxiety Scale

SI No	Dimension	Item Numbers	Total Number of Items
1	Test Anxiety	7, 14, 16, 29, 30, 31, 32, 36, 37, 42, 45, 46,	12
2	Personality	2, 5, 8, 10, 12, 15, 19, 21, 23, 33, 38, 40	12
3	Communication Apprehension	1, 6, 9, 13, 17, 20, 24, 26, 28, 34, 39	11
4	Fear of Negative Evaluation	3, 4, 11, 18, 22, 25, 27, 35, 41, 43, 44	11

Try out of the scale

The draft of the English Language Anxiety was tried out on the sample of 100 Students of various higher secondary schools.

Item analysis

Item analysis was done in order to select items that are acceptable. The following stages were involved in item analysis.

For determining the highest 27 percent and the lowest 27 percent of the sample the 100 response sheets obtained after the preliminary test were scored and the total score for each sheet was noticed. The scripts were arranged in the descending order of the total score, and the highest 27 percent and the lowest 27 percent with respect to the total score were separated.

As the total number is 100, its 27 percent is 27 and hence top most and lowest 27 scripts. The average of score obtained for each items by the upper group as well as the lower group were calculated separately. Item analysis was calculated by using formula

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

$\bar{X}_H$ – Mean of the higher group

$\bar{X}_L$ – Mean of the lower group

σ_1^2 – Square of Standard deviation of first group

σ_2^2 – Square of Standard deviation of second group

N_1 – Size of the higher group

N_2 - Size of the lower group

Items with t-value greater than 1.75were selected for the final scale. The critical ratios (t value) obtained for each item together with means and standard deviation of the scores is given in the table.

Table 2

The t-value for each items in the tool English Language Anxiety scale

Item No	t –value	Remarks
1	2.85	Accepted
2	5.44	Accepted
3	13.76	Accepted
4	14.45	Accepted
5	2.43	Accepted
6	12.75	Accepted
7	0.55	Rejected
8	5.58	Accepted
9	14.83	Accepted
10	8.69	Accepted
11	20.43	Accepted
12	1.98	Accepted
13	9.24	Accepted
14	25.23	Accepted
15	6.66	Accepted
16	-0.39	Rejected
17	22.37	Accepted
18	3.13	Accepted
19	6.58	Accepted
20	15.36	Accepted
21	26.97	Accepted
22	5.18	Accepted
23	13.32	Accepted
24	10.86	Accepted
25	-0.82	Rejected
26	7.04	Accepted
27	8.42	Accepted
28	4.94	Accepted
29	4.00	Accepted

Item No	t –value	Remarks
30	3.50	Accepted
31	3.99	Accepted
32	6.41	Accepted
33	2.19	Accepted
34	1.37	Rejected
35	2.12	Accepted
36.	2.45	Accepted
37.	5.16	Accepted
38	3.8	Accepted
39.	1.98	Accepted
40.	9.24	Accepted
41.	25.23	Accepted
42.	6.66	Accepted
43.	6.39	Accepted
46	6.58	Accepted
47	3.98	Accepted
48	5.43	Accepted
49	6.89	Accepted
50	1.99	Accepted

Selection of final items

As per the critical ratio obtained for 46 items are greater than 1.75 they were selected for final scale.

The final copy of English Language Anxiety scale is given in Appendix 1

Reliability of the test

"Reliability is the degree of consistency that an instrument or procedure demonstrates, whatever it is measuring it does not consistency" (Best &Khan 2005)

To establish the reliability of the present scale , the investigator used test – retest method. For this purpose the scale was administered on representative sample of 100 Higher secondary school students and the scores thus obtained were utilized for studying the reliability of the test. Data collected were scored are consolidated.

The tool was re administrated to the same group after an interval of one week. The correlation of scores obtained for two administration were calculated by using the formula

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where,

$\sum X$ = Sum of the X scores

$\sum Y$ = Sum of the Y scores

$\sum X^2$ = Sum of the squared X scores

$\sum Y^2$ = Sum of the squared Y scores

$\sum XY$ = Sum of the products of the paired X and Y scores

N = Number of paired scores

The coefficient of correlation obtained was 0.85. Which shows that the scale is highly reliable.

Validity of the test

"Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure".   (Best &Khan 2006)

Content validity was ensured for the present scales by giving due representation for the each dimensions of English Language Anxiety while selecting the items. Face validity was also established for the present scale on the recommendation of experts in the field.

Data Collection Procedure

Data collection was done during the month of August 2019. Adequate copies of tools and response sheets were printed. Then a schedule for administering the tools was prepared by visiting the principals of the schools. The purpose of the study was made clear to the respondents. After giving general instructions, the method of answering each tool was explained. The investigator supplied sufficient copies of tool and response sheets to the subjects. Sufficient time was given and after the completion of answering the response sheet were collected and arranged in order.

Scoring and Consolidation Data

The investigator scored the responses according to the scoring scheme prepared. Both of the tools prepared on a five point scale contain positive and negative items. The responses are arranged for positive statements : Strongly agree , Agree , Not Applicable, Disagree and Strongly Disagree .Scores were assigned to each response 5 ,4 ,3 ,2 ,1 respectively . Reverse scoring was received for negative statements.

Statistical Techniques Used for Analysis

To begin our conversation about inferential statistics, the first step is to develop the ability to determine the appropriate statistical technique to various situations. This decision that is a function of the research question asked and the nature and the level of measurement of the variables involved. That is, we begin with the research question, identify the dependent and independent variables involved, identify the level of measurement of every variable, and go to the accompanying table that will point us to the appropriate technique.

The investigator used the following statistical techniques. They are

1. Mean

The mean is the most commonly used method of describing central tendency. The mean is found out using the formula.

$$\text{Mean} = A + \frac{\Sigma fx}{N} \times c$$

Where,

A = Assumed mean

c= length of the class interval

f = frequency of the class interval

x = deviation of the score from the assumed divided by class interval

N = total number of scores

2. Median

The median is the score at the middle of the set of values, that has many values with a larger value as have a smaller value. The median was calculated using the formula given below

$$\text{Median} = L + \frac{\frac{N}{2} - cf}{F} \times c$$

Where,

L = exact lower limit of the class interval upon which the median lies

c = width of class interval

f = frequency within the class interval upon which the median class

F = sum of all the frequency below L

N/2 = one half of the total number of scores

3. Mode

The mode is the most frequently occurring value in the set. The mode is the value with the greatest   frequency. The mode was calculated using the formula

Mode = 3 median – 2 mean

4. Standard deviation

The standard deviation the most stable index of variability is customarily employed in experimental and research studies. Standard deviation is calculated by

the following formula

$$SD = c\sqrt{\frac{\Sigma f d^2}{N} - \left(\frac{\Sigma f d}{N}\right)^2}$$

Where,

c= class interval

d = deviation of scores from assumed mean

f = frequency of each class

N = total frequency

5. Skewness

A distribution is said to be skewed , if the value of mean ,median, and mode are different and there is symmetry between the right and the left half of the curve. Such type of curve is inclined more towards the left or right of the centre of the curve.

Skewness was calculated by using the formula

$$SK = \frac{3(Mean - Median)}{SD}$$

Where,

SK= Skewness

S.D= Standard deviation

6. Kurtosis

The term 'Kurtosis 'refers to the flatness or peakdness of a frequency distribution as compared with the normal. The formula for measuring Kurtosis is

$$Ku = \frac{p75 - p25}{2(p90 - p10)}$$

Where,

P75 = 75th percentile

P25 = 25th percentile

P90 = 90th percentile

P10 = 10th percentile

Major statistical techniques

Test of significant difference between means were applied

t- Test

Comparison of difference between means for the scores of sub samples was done using the formula.

$$\text{Critical ratio } t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 – Mean of the first group

M_2 – Mean of the second group

$\sigma_1{}^2$ – Square of Standard deviation of first group

$\sigma_2{}^2$ – Square of Standard deviation of second group

N_1 – Size of the first group

N_2 - Size of the second group

If the obtained critical ratio is greater than the required table value 1.97 at 0.05 or 2.59 at 0.01 levels of significance, the mean difference is considered to be significant

Analysis of variance (**ANOVA**)

The analysis of variance is an effective way to determine whether there exists means of more than sub samples are too different attitude to sampling error.

The procedure of one way ANOVA is done through the following steps

Step 1 :

Grand Total (GT) = N1+N2+N3

Correction Term (CT) = $(GT)^2$ / Total sample

Step 2 :

$$SS_b = \frac{(\sum X1)^2}{n_1} + \frac{(\sum X2)^2}{n_2} + \frac{(\sum X3)^2}{n_3} - CT$$

SS_b – Sum of the squares of scores between groups

$X_1{}^{2} = X_2{}^{2} = X_3{}^{2}$ – Squares of the the sum of the scores

Step 3 :

$$SS_1 = (Y_1 + Y_2 + Y_3) - CT$$

Where

SS_1 = Sum of the squares of scores of total

$Y_1 = Y_2 = Y_3$ - Sum of the squares of scores

Step 4

$$SS_w = SS_t - SS_b$$

Where

SS_w – Sum of thesquares within the groups

Step 5

$$MS_b = SS_b/df_b$$

$$MS_w = SS_w / df_w$$

MS_b = Mean square between samples

MS_w = Mean square within samples

df_b = Degrees of freedom between the group

df_w = Degrees of freedom within the group

$$\textbf{F Ratio} = \frac{MS_b}{MS_w}$$

ANALYSIS AND INTERPRETATION

- ➢ Preliminary Analysis
- ➢ Major Analysis
- ➢ Conclusion

ANALYSIS AND INTERPRETATION

This chapter deals with the statistical analysis of the collected data and its interpretations. Analysis of data means studying the tabulated material in order to determine the inherent facts or meanings. Analysis is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanation of the single phenomenon of interest (sukhia,1974)

Interpretation of qualified sample depends on the appropriateness of the statistical procedures used for analyzing the data as on the nature of other evidence and information. The sample does not serve any purpose unless it is carefully edited, systematically classified and tabulated significantly analyzed and interpreted. Interpretation is a critical examination of the results of analysis (sukhia 1976). According to Best (1977), this is the heart of the Research Report.

W.S.Monroe of University of Illinois states "Research may be defined as a method of studying problems whose solutions are to be derived partly or wholly from facts. The fact dealt with in facts, those contained in records and reports to it, results of tests, answer to questions, experimental data of any to ascertain principles and develop procedures for use in the field of education. Therefore it should conclude by formulating principles or procedures and interpreting the results".

The main purpose of the present study was to find out the English language learning anxiety among higher secondary school students. Statistical analysis of the

study to test the hypotheses stated and a discussion of the results are presented in this chapter

Objectives of the Study

The objectives of the study are:

1) To study level of English language learning anxiety among higher secondary school students under Calicut university

2) To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on Gender

3) To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on Type of management

4) To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on Subject of study

Hypotheses of the Study

1) Higher secondary school students have high level of English language learning anxiety.

2) There exists significant difference among higher secondary school students in the level of English language learning anxiety based on Gender

3)   There exists significant difference among higher secondary school students

in the level of English language learning anxiety based on Type of

management

4)   There exists significant difference among higher secondary school students

in the level of English language learning anxiety based on Subject of study

Statistical Analysis of the Data:

A.   Preliminary analysis :

As the first step of analysis, important statistical constants such as mean,

median, mode, standard deviation, skewness and kurtosis were computed for the

total sample. This will help to get a general idea of the distribution of scores. The

preliminary analysis was done to find out whether the total sample was normally

distributed or not with regard to the criterion variables English language learning

anxiety.

The statistical constants such as mean, median, mode, standard deviation,

skewness and kurtosis of English language learning anxiety for the total sample (N =

600) are presented in Table 3

Table 3

Summary of mean, median, mode, standard
deviation, Skewness and kurtosis for the total sample (N =600)

Variable	Mean	Median	Mode	S.D	Skewness	Kurtosis
English language anxiety	214.72	215	214	14.95	0.29	0.11

Discussion of the Result

From the table 4.1, it is clear the values of mean, median, mode, of the distribution of total sample are almost the same with slight variation only. The value of standard deviation is 14.95. The value of skewness is 0.029, and is positively skewed. The value of kurtosis of the distribution is 0.11 which is lower than the standard value 0.263. The distribution of the scores of total sample is presented below in Figure 2

Figure 2

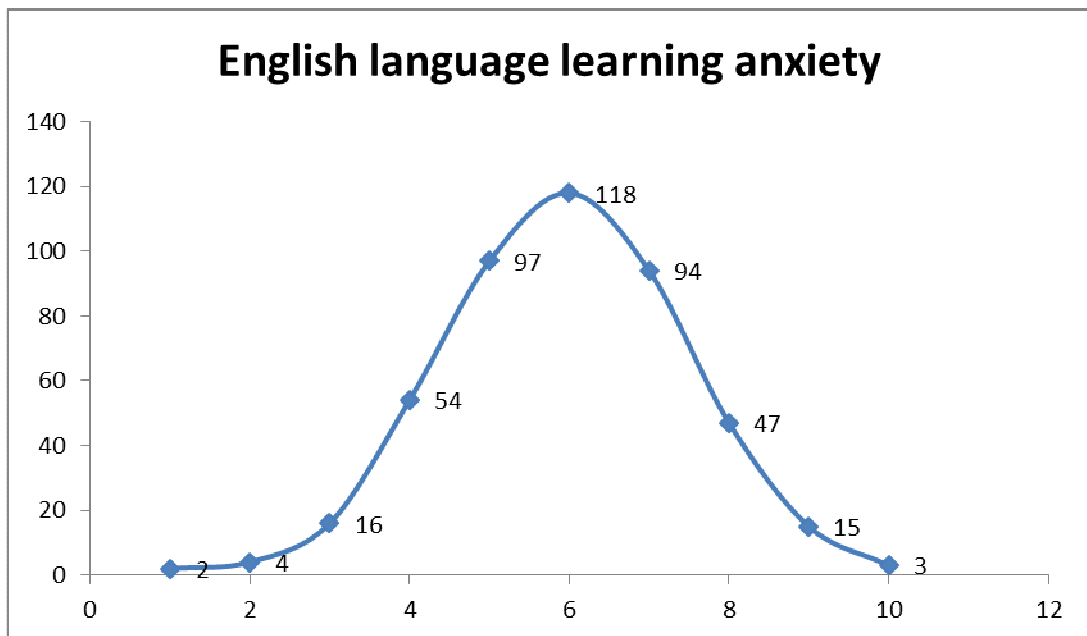Smoothed frequency curve for English language learning anxiety among higher secondary school students.

The statistical constants such as mean, median, mode, standard deviation, kurtosis and skewness were found out for the sub samples based on gender, , type of management and subjects of the study . The statistical constants for the English language learning anxiety scale based on sub sample are presented in table

Table 4

Distribution of statistical constants of the variable English language learning anxiety for relevant sub samples

SI No	Sub sample	N	Mean	Median	Mode	S.D	Skewness	Kurtosis
1	Male	300	214.21	214.5	223	14.22	0.34	0.77
2	Female	300	214.79	215	214	15.2	-0.07	0.05
3	Humanities	150	214	214	16.36	-0.07	0.24	214
4	science	150	214	220	14.70	-0.04	0.38	214
5	commerce	150	217	223	13.71	0.164	0.209	217
6	Govt	200	212.05	214	220	14.92	-0.106	0.18
7	Aided	200		214	214	15.77	-0.10	0.015
8	Unaided	200	215.44 215.95	217	210	13.87	0.18	0.085

Major Statistical Analysis

After preliminary analysis, the collected data were subjected to further statistical analysis to find out English language learning anxiety among higher secondary school students and to compare English language learning anxiety among higher secondary school students based on different sub sample.

LEVEL OF ENGLISH LANGUAGE LEARNING ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS UNDER CALICUT UNIVERSITY

The total sample of Secondary Higher secondary school students has a mean score of 214.72 with standard deviation 14.954 The maximum possible score on the scale is 230 and the minimum possible score is 46 since it is a 5 point scale with 46

statements (46*5=230; 46*1=46) . The mean score obtained is 214.72 which show that Higher secondary school students have a high level of English language learning anxiety.

Test of significance of difference between mean score of English language learning anxiety for the relevant sub sample.

The mean scores of English language learning anxiety were compared for the different sub sample based on the Gender, Type of management and subject of the study . The details are as follows.

Comparison of the level of English language learning anxiety among higher secondary school students based on gender

The total samples were divided in to two groups male and female based on Gender. Mean score and Standard Deviation were calculated and they were subjected to test of significance between mean scores. The details are presented below in the table.

Table 5 Data and result of test of significance between the mean scores of English language learning anxiety among higher secondary school students based on Gender.

Table 5

Data and results of the test of significant difference in to mean scores of English language learning anxiety based on gender

Variable	Gender	N	Mean	S.D	t-value	Remark
English language anxiety	Male	300	214.21	14.22	0.48	N.S at 0.05 level
	Female	300	214.79	15.07		

NS-Not Significant

Discussion:

Mean score of English language learning anxiety for Male Higher secondary school students was obtained as 214.21 and the standard deviation was found to be 14.22. Mean score of English language learning anxiety for Female Higher secondary school students was obtained as 214.79 and the standard deviation was found to be 15.07. It is clear from the table that the calculated 't' value is below table value to be significant at 0.05 level. This indicates that there exists no significant difference in the mean score of English language learning anxiety among higher secondary school students based on Gender. From the results it is clear that English language learning anxiety of higher secondary school students is not influenced by Gender.

The comparison of mean score of English language learning anxiety among higher secondary school students based on Gender is presented below in figure

Figure 3

Graphical representations of mean difference in English language learning anxiety based on Gender.

Difference in the English language learning anxiety of higher secondary school students based on type of management

On the basis of the type of management of the college in which higher secondary school students study they were categorized in to three groups viz; Government , Aided , and Unaided. Analysis of Variance has been done to test whether there exist any significant difference in the mean score of higher secondary school students based on Type of management.

Table 6

Result of ANOVA on anxiety of Higher secondary school students based on Type of Management

Variable	Type of management	N	Source	Sum of squares	Degrees of freedom	Mean Squares	F ratio
Anxiety	Govt.	200	SSb	1187.39	2	593.69	2.67
	Aided	200	SSw	99227.32	597		
	Unaided	200	SSt	100414	499	221.98	

NS-Not Significant

Discussion of result:

As shown in the table 4.4 the F- ratio among the mean scores of Government, Aided and Unaided Higher secondary school students was found to be 2.67 which is less than the tabled value required to be significant at both levels. This means that there exists no significant difference in English language learning anxiety of Government, Aided and Unaided higher secondary school students. From the result of the study it can be inferred that English language learning anxiety among higher secondary school students is not influenced by Type of Management.

The comparison of mean score of English language learning anxiety among higher secondary school students based on Type of Management is presented below in figure.
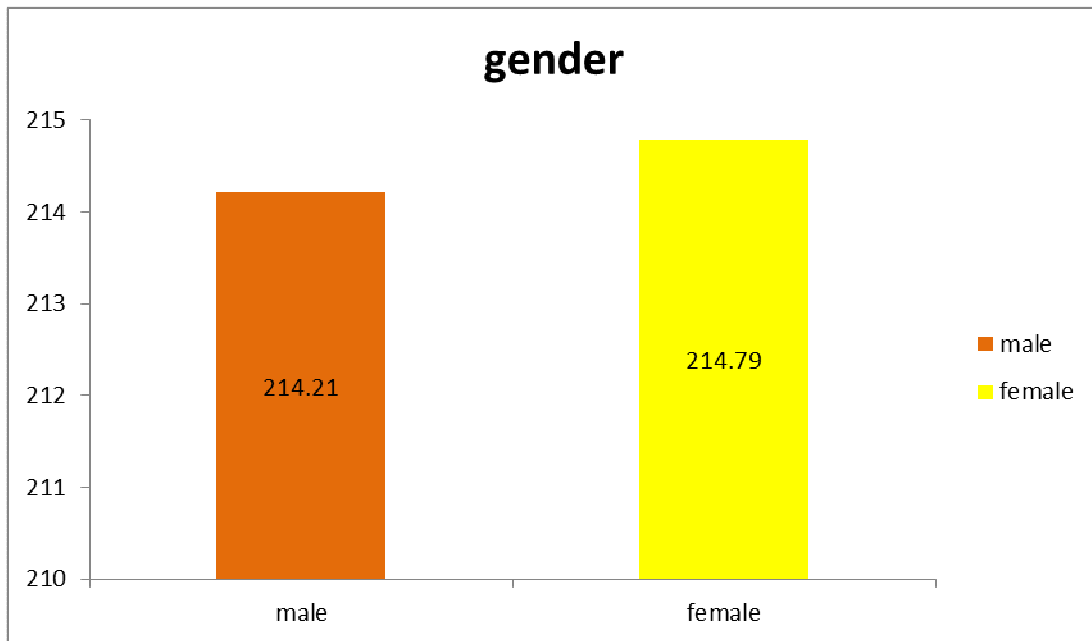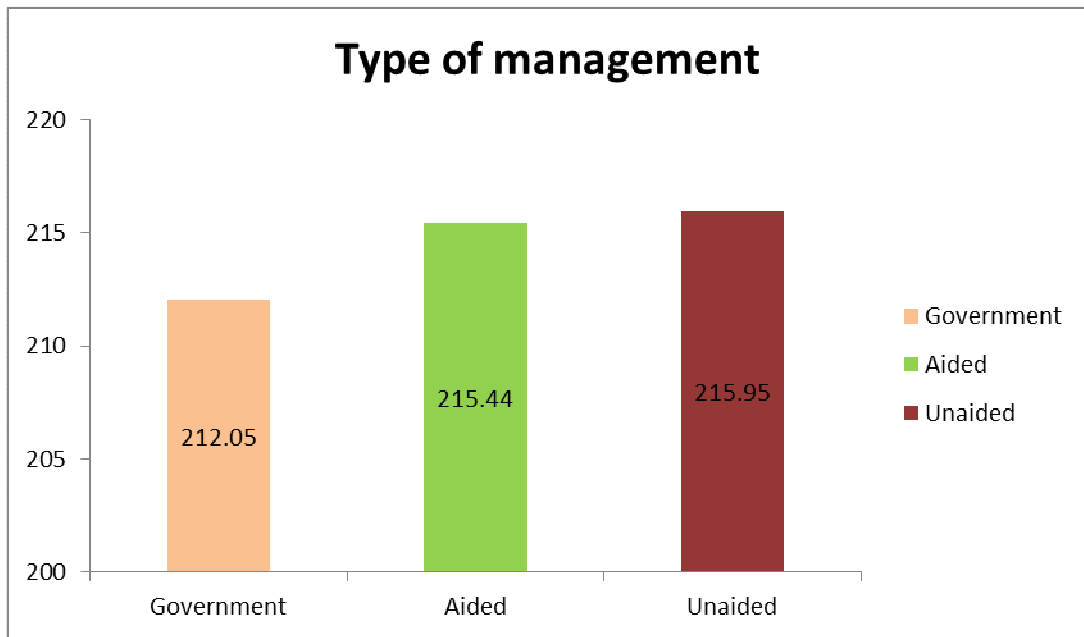
Figure 4

Graphical representations of mean difference in English language learning anxiety based on Type of Management

Difference in the English language learning anxiety of higher secondary school students based on subject of study

On the basis of the Subject of the study of higher secondary school students study were categorized in to three groups is Science, Commerce and humanities. Analysis of Variance has been done to test whether there exist any significant difference in the mean score of higher secondary school students based on Subject of the study.

Table 7

Data and result of Analysis of Variance based on Subject of the Study

Variable	Type of management	N	Source	Sum of squares	Degrees of freedom	Mean Squares	Fratio
Anxiety	Govt.	200	SSb	271.63	1	135.82	0.47
	Aided	200	SSw	175343.11	597		
	Unaided	200	SSt	175615.11	599	293.71	

NS-Not Significant

Discussion of result:

As shown in the table 4.5 the F- ratio among the mean scores of Arts, Science and Commerce Higher secondary school students was found to be 0.47 which is less than the tabled value required to be significant at both levels. This means that there exists no significant difference in English language learning anxiety of Arts, Science and Commerce higher secondary school students.

Graphical representation of mean score of Arts, Science and Commerce higher secondary school students is given below;
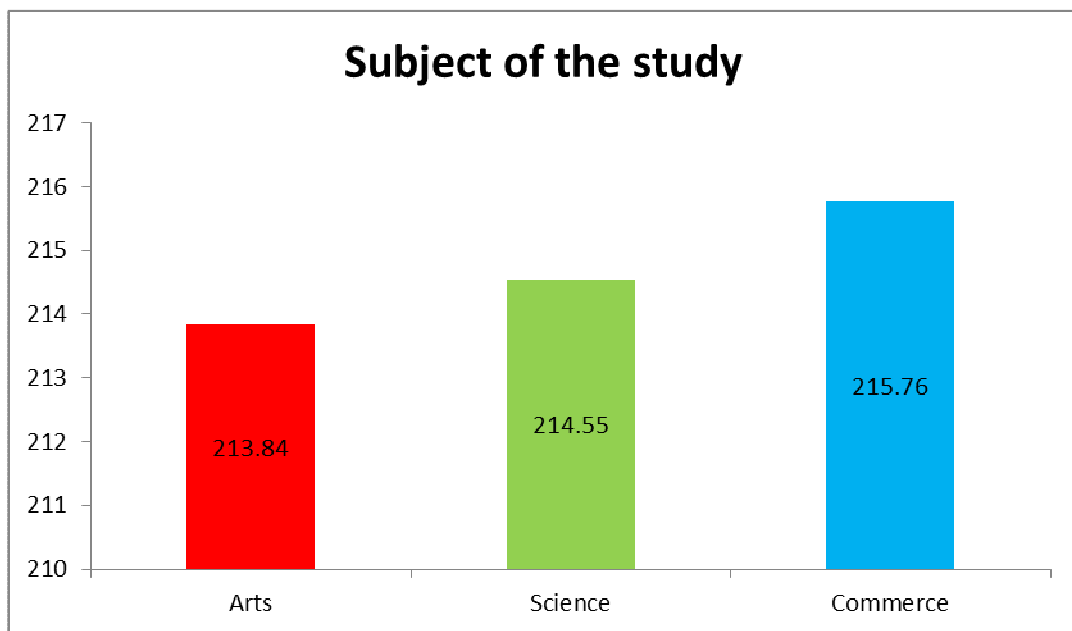
Figure 5

Graphical representations of mean difference in English language learning anxiety based on subject of the study

Conclusions

In   the study investigator tried to find out the English language learning anxiety among higher secondary school students from three districts in Kerala. The data were collected from variance Government, Aided and Unaided schools. The collected data were subjected to future statistical treatments. The statistical analysis yielded certain findings that are presented in the fourth chapter.

SUMMARY OF PROCEDURES, CONCLUSION, AND SUGGESTIONS

➢ Study in Retrospect

➢ Major Findings

➢ Tenability of Hypotheses

➢ Educational Implication

➢ Suggestion for further Research

SUMMARY OF PROCEDURES, CONCLUSION, AND SUGGESTIONS

This chapter of the research report provides a summary of the procedure and methodology adopted for the study, major findings of the study, tenability of the hypotheses, educational implications and suggestion for the further research in this area.

Study in Retrospect

The problem, the variable, the objectives, the hypotheses, and methodology for the present study are briefly rested below:

Restatement of the problem

The problem for the present study is title as **"English language learning anxiety among higher secondary school students**

Variable of the Study

The study includes only a single criterion variable that is English language learning anxiety.

Classificatory Variable

The different classificatory variable used to sub divide the total sample are:

Gender

Type of management

Subject of study

Objectives of the Study

The objectives of the study are:

1) To study the level of English language learning anxiety among higher secondary school students under Calicut university

2) To find out whether there exists any significant difference in the level of English language learning anxiety among higher secondary school students based on

   a) Gender

   b) Type of management

   c) Subject of study

Hypotheses of the Study

1) Higher secondary school students possess high level of English language learning anxiety.

2) There exists significant difference among higher secondary school students under Calicut University in the level of English language learning anxiety based on

   a) Gender

   b) Type of management

   c) Subject of study

Methodology

Methodology is vital part of any research as it guides the way to proceed. The methodology used for the present study is given briefly under the following heading.

Design of the Study

The method used for the present study is survey method, which comes under the relevance of descriptive research.

Sample

Sample for the present study comprises 600 higher secondary school students taken from Calictu, Kannur and Malappuram districts of Kerala

Tool used for the study

The tool used for the collection of data is English language learning anxiety Scale (Nowfal&, Jameela 2019)

Statistical techniques used for analysis

The analysis of data was done using the following statistical techniques.

- Preliminary analysis

- Test of significance of difference between mean

- ANOVA

Major Findings

1. Higher secondary school students possess high level of English language learning anxiety.

2. There exists no significant difference between male and female higher secondary school students with regarded to their English language learning anxiety.

3. There exists no significant difference among Government, Aided, Unaided higher secondary school students with regarded to their English language learning anxiety.

4. There exists no significant difference among humanities, Science, Commerce higher secondary school students with regarded to their English language learning anxiety.

5. English language learning anxiety of higher secondary school students is not influenced by variables like gender, type of management and subject of study.

Tenability of Hypotheses

Based on the major findings, the tenability of the hypotheses set for the study was examined.

Hypothesis (1)

Higher secondary school students possess high level of English language learning anxiety. It was found from the mean scores that higher secondary school

students possess high level of English language learning anxiety. Hence the 1st Hypothesis is accepted.

Hypothesis (2)

There exists significant difference among higher secondary school students under Calicut University in the level of English language learning anxiety based on Gender. From the test of significance between mean score since 0.48 the obtained 't' value , is below the table value. It was found that the there is no significance difference among Higher secondary school students in English language learning anxiety based on their Gender. Hence the 2nd Hypothesis is .

Hypothesis (3)

There exists significant difference among higher secondary school students under Calicut University in the level of English language learning anxiety based on Type of management. From the analysis of variance since 'F' ratio 2.67 is below the table value It was found that the there is no significance difference among Higher secondary school students in English language learning anxiety based on their Type of Management. Hence the 3rd Hypothesis is .

Hypothesis (4)

There exists significant difference among higher secondary school students under Calicut University in the level of English language learning anxiety based on Subject of the study. From the calculated 'f' ratio that is 0.62 it was found that the there is no significance difference among Higher secondary school students in

English language learning anxiety based on their Subject of the study. Hence the 4th Hypothesis is .

Educational Implications

The major findings of the study and the conclusions drawn helped the investigator to put forward the following suggestions for the reduction Anxiety of Higher secondary school students. English has grown into the principal language for international communications for the past several decades due to historic as well as cultural reasons. In recent years this mission has been taken up by the economic and technological forces, particularly the economic liberalization and the internet, and the English language has become a 'lingua franca' for trade and technology throughout the world. Teaching and learning of English language in schools therefore, is of utmost importance for countries like India to become a part of global community (NCERT 2012). The teaching and learning of English have received great attention in Indian schools and its major goal is to make the student independent.

With the spread and development of English around the world, English is used as a second language in a country like India and for some people the first language. It enjoys a high prestige in the country.

At the present the role and status of English in India is higher than ever as evidenced by its position as a key subject of medium of instruction and part of curriculum. In spite of the ever increasing importance of English as a world language. English remains as one of the difficult school subjects in most part of

India and Kerala is not an exception. Teaching of English is more than a century old in our schools. Still it is often considered as the most stressful subject at school level where failure is highest.

The present investigation was basically intended to study English language learning anxiety among higher secondary school students. The findings of the study have certain implications which are expected to help policy makers, teachers and parents. The important implications are detailed below.

The study will help the persons in educational field like teachers, psychologists and educational planners in planning and adopting special educational measures and programmes for the development of higher secondary school students.

This study help the teachers to find out English language anxiety among higher secondary school students in Kerala and guide them, how to concentrate on studies to reach desired goal in their educational field. By knowing academic strength and weaknesses teachers can provide remedial measures to eradicate problems of higher secondary school students. Teachers are social engineers and they play important role in development of society. Each student is a part of society. So the teacher should be competent in motivating and inspiring the students especially the weaker students for improving their self-concept and set educational vocational goals. English language anxiety level among higher secondary schools in Kerala can be developed through trying out various methods and strategies etc.

1. Facilitate suitable democratic classroom environment.

2. Suitable and ample opportunities may be given to pupils for self-initiation and they may be directed to self-learning.

3. A classroom library may be provided for the pupils for ready reference.

4. Proper guidance and support may be given to pupils for self learning activities.

5. Periodical seminars and workshops may be arranged on topics which are of current importance.

6. Pupils can be given suitable assignment.

7. Proper environment can be given pupils to express frank and genuine options.

8. The pupil may be appreciated for their creative and thought provoking activities.

9. Teachers may find time for organize various programmes for nurturing their pupils creativity and self expression.

10. Special training must be given to the students to improve speaking skills.

11. Higher Secondary school students should be made aware of the importance of language.

12. Discourse oriented pedagogy shall be applied

13. Motivation is necessary to reduce Anxiety in his/her learning.

Suggestions for Further Research

Suggestions for further study help to locate solutions for many educational problems. The findings of this study are obviously limited in their scope and with respect to other dimensions. Therefore the investigator envisages some more studies in their area. The present study brings light to a number of new areas to be covered by future researchers. The following suggestions are put forwarded for the same.

1. A comparative study can be taken up on Anxiety and educational stress of Higher secondary school students.

2. A study can be conducted on relation between Anxiety and social maturity among Higher secondary school students.

3. The same study can be conducted at the state level and different districts may be compared.

4. A study can be conducted on relation between Motivation and anxiety among higher secondary school students.

5. The present study can be replicated among high school students.

6. A further research can be conducted on the impact of Anxiety on academic achievement of students.

7. Language anxiety of Degree students can be investigated

8. Effectiveness of different methods on reducing anxiety can be studied

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APPENDICES

ENGLISH LANGUAGE ANXIETY SCALE (Draft)

Mr.Noufal C   **Jameela K.V.**
Assistant Professor   M.Ed. Student
Farook Training College

Statements related to English Classroom Anxiety are given below, for each statement five responses are provided. Please go through the statements carefully and put tick mark (✓) against the response that you would find most appropriate in the given response sheet. Your responses will be kept confidentially and it would be used only for research purpose.

1.   I cannot communicate with my friends in English confidently.

2.   I feel tense, when others start to talk in English.

3.   I don't feel difficulty in expressing ideas properly, while presenting orally in English .

4.   I feel frightened to communicate in English when my teacher ask me to speak English.

5.   I am not worried when I make mistakes in my English Class

6.   Usually I become nervous when I know that I'll be called in English Class

7.   It makes me disappointed that I don't understand what the teacher is saying in English.

8.   I am ready to attend more English classes.

9.   I can use appropriate words contextually, while speaking in English.

10.   I am not confident to communicate with native speakers of English.

11.   I feel tense when my teacher corrects my mistakes while speaking English.

12.   I don't speak English since others will laugh at me when I make mistakes.

13.   As my English pronunciation is not good I feel down hearted to speak English.

14.   I never prefer talking English in front of others as they evaluate me on my mistakes.

15.   I am not conscious about mistakes when I speak English.

16.   When I speak English I feel that others will make fun of me.

17.   I feel nervous when I have to present something to English classroom.

18.   I always prefer talking English with others.

19. I always feel dejected when I feel difficulty to answer the questions, asked by the teacher in English classroom.

20. I like English test than any other test.

21. Lack of proficiency and skill in the English language puts stress up on me, during the time of English tests.

22. When the teacher asks me to speak English it worries me that she would understand my mistakes.

23. Due to anxiety, I fail to express the answer in my own language in English tests.

24. I feel relaxed when I attend English language tests.

25. The thought that it is not possible to have good performance in English test, even with much preparation, worries me.

26. The thought that I can score only low grade in the English test always bothers me.

27. I feel worried, when I fail to comprehend the meaning of long questions given in the English test.

28. I am not confident to attend English test.

29. I don't bother about what others would think of me when I speak English.

30. Even though I make mistakes I would like to speak English in front of others.

31. The thought that my classmates might laugh at me, if I go wrong in the use of grammar, worries me always.

32. My anxiety increases, as I am invited to English class.

33. I feel anxious, when I prepare well for the English tests.

34. I feel relaxed when I sit in English class.

35. In the English class I often forget what I have studied due to anxiety.

36. The lack of proper proficiency and skill in English language frustrates while indulging in extra-curricular activities.

37. I like English class very well.

38. At the very thought of English class, I feel frightened to go.

39. It would not trouble me my inability to comprehend grammar in the English classes.

40. I feel happy while sitting in English class.

41. The thought that my classmates are more skilled than me in English, does not worry me.

42. I feel tense when I have to deal closely with the English teacher in person.

43. I feel happy when I know that my English teacher is absent.

44. When the teacher asks me to write something on the blackboard, I feel it difficult to write properly out of stage fright.

45. I do not feel anxious when I engage in group activities given to me in the English classroom.

46. I do not feel anxious, when I write or compose myself something in English.

47. The fear of failure does not affect me while I engage in the curricular activities in the classroom.

48. I do not bother even if I do not completely understand what the teacher teaches in the English class.

49. When I go to school after a short leave, I worry without understanding what is happening in the English classroom.

50. My heart pounds when the English classes are about to begin.

APPENDIX – II

ENGLISH LANGUAGE ANXIETY SCALE(Final)

Mr.Noufal C   **Jameela K.V.**
Assistant Professor   M.Ed. Student
Farook Training College

Statements related to English Classroom Anxiety are given below, for each statement five responses are provided. Please go through the statements carefully and put tick mark (√) against the response that you would find most appropriate in the given response sheet. Your responses will be kept confidentially and it would be used only for research purpose.

1.   I cannot communicate with my friends in English confidently.

2.   I feel tense, when others start to talk in English.

3.   I don't feel difficulty in expressing ideas properly, while presenting orally in English .

4.   I feel frightened to communicate in English when my teacher ask me to speak English.

5.   I can use appropriate words contextually, while speaking in English.

6.   I am not confident to communicate with native speakers of English.

7.   I feel tense when my teacher corrects my mistakes while speaking English.

8.   I don't speak English since others will laugh at me when I make mistakes.

9.   As my English pronunciation is not good I feel down hearted to speak English.

10.   I never prefer talking English in front of others as they evaluate me on my mistakes.

11.   I am not conscious about mistakes when I speak English.

12.   When I speak English I feel that others will make fun of me.

13.   I feel nervous when I have to present something to English classroom.

14.   I always prefer talking English with others.

15.   I always feel dejected when I feel difficulty to answer the questions, asked by the teacher in English classroom.

16.   I like English test than any other test.

17.   Lack of proficiency and skill in the English language puts stress up on me, during the time of English tests.

18. When the teacher asks me to speak English it worries me that she would understand my mistakes.

19. Due to anxiety, I fail to express the answer in my own language in English tests.

20. I feel relaxed when I attend English language tests.

21. The thought that it is not possible to have good performance in English test, even with much preparation, worries me.

22. The thought that I can score only low grade in the English test always bothers me.

23. I feel worried, when I fail to comprehend the meaning of long questions given in the English test.

24. I am not confident to attend English test.

25. I don't bother about what others would think of me when I speak English.

26. Even though I make mistakes I would like to speak English in front of others.

27. The thought that my classmates might laugh at me, if I go wrong in the use of grammar, worries me always.

28. My anxiety increases, as I am invited to English class.

29. I feel anxious, when I prepare well for the English tests.

30. I feel relaxed when I sit in English class.

31. In the English class I often forget what I have studied due to anxiety.

32. The lack of proper proficiency and skill in English language frustrates while indulging in extra-curricular activities.

33. I like English class very well.

34. At the very thought of English class, I feel frightened to go.

35. It would not trouble me my inability to comprehend grammar in the English classes.

36. I feel happy while sitting in English class.

37. The thought that my classmates are more skilled than me in English, does not worry me.

38. I feel tense when I have to deal closely with the English teacher in person.

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43.   The fear of failure does not affect me while I engage in the curricular activities in the classroom.

44.   I do not bother even if I do not completely understand what the teacher teaches in the English class.

45.   When I go to school after a short leave, I worry without understanding what is happening in the English classroom.

46.   My heart pounds when the English classes are about to begin.

ENGLISH LANGUAGE ANXIETY SCALE

RESPONSE SHEET

Name :
Name of the School :
Type of the School :
Subject :
Medium of Instruction : Mal ☐ Eng ☐
Gender : M ☐ F ☐

[Pick tick mark (✓) against the appropriate answer]

Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.							24.					
2.							25.					
3.							26.					
4.							27.					
5.							28.					
6.							29.					
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20.							43.					
21.							44.					
22.							45.					
23.							46.					