COMMUNICATION SKILLS AND ENGLISH LANGUAGE ANXIETY AMONG ASAP AND NON-ASAP STUDENTS OF HIGHER SECONDARY SCHOOLS IN KERALA

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DECLARATION

I, **JULEENA ROSHY A** do hereby declare that this dissertation "**COMMUNICATION SKILLS AND ENGLISH LANGAUGE ANXIETY AMONG ASAP AND NON-ASAP STUDENTS OF HIGHER SECONDARY SCHOOLS IN KERALA**" has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **Dr. MANOJ PRAVEEN. G**, do hereby declare that this dissertation "**COMMUNICATION SKILLS AND ENGLISH LANGAUGE ANXIETY AMONG ASAP AND NON-ASAP STUDENTS OF HIGHER SECONDARY SCHOOLS IN KERALA"** is a record of bonafide study and research carried out by Juleena Roshy. A., under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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Acknowledgement

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"Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols"   – Edward Sapir

Language is a trait unique to human beings. It allows us to communicate and share our ideas. We link ideas by adding what we know to what somebody else knows. It enables human beings to express their beliefs and opinions. This would not be possible without language. Language is the greatest tool that has made the human civilization possible. "It is indeed an extremely complex highly versatile code that is used to communicate our thoughts, desires and experiences of other persons." (Arora, 2012).

Of all the languages English has achieved glory as the universal language. English is considered as a global language, the window of the world and that which opens up the vast prospect of human achievement and beckon to view horizon and beyond. Today English has become the most influential language in the world. In India English was introduced with the advent of the British. Since then it has become a part and parcel of the Indian community. English serves as a link language at the national and international level. This means English is a tool for our contact with the outside world. At the national level English is an Associate Official Language for inter-state communication and communication between the states and

the Centre. It is also referred to as the 'library language' which demonstrates its relevance in a developing country like India.

English plays a major role in the educational system in India. In the pre-independent India, the British could develop the natives as colonial servants by the use of English as the medium of instruction. After independence, new democratic government of India realized that the abolition of English would be a great setback to the cause of education in India. Indian university commission points out that "English is the only means of preventing isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the fold of the dark curtains of ignorance." Thus, English has become a part of our curriculum. The Chief Minister's Conference held in 1961 has also suggested that English should be taught along with Hindi, our national language.

In Kerala, English, as a part of our curriculum has got introduced in the first half of nineteenth century. Students of Malayalam medium unfortunately, learned English only from the fourth standard onward, where the students of the English medium learn it from the early days of schooling. The increasing demand for English as both as a language and as a medium driven instrumental motivation if instruction has compelled most of the governments at the state levels to introduce English as a language from the primary onwards. As a result, English has become a subject to be taught in the first standard in Kerala from the academic year 2009-10 onwards. This change has been implemented to make our students more efficient in the English language.

The higher education stage or the plus-two stages in Kerala consists of two streams academic and vocational. Both the streams prepare the students for different walks of life. The basic objectives of teaching English at the higher secondary level are to prepare the students to use English globally, in other words, to use English in all situations in the future life, specifically his or her professional life. And the next important purpose of learning language is to communicate.

"A student at the end of secondary stage should be able to speak English fluently and accurately.''(Soniya,2014).

"The ultimate goal of English is to make the children gain communicative competence and use the language in daily life situations…" Though English language has been crucially woven into our educational system many studies reveal that students are incapable of using English language in a proper way due to poor communication skills and English language anxiety. "A student who completes school education is expected to translate a few sentences in English both in written and spoken forms. But our students are not living up to the expectations" (Soniya, 2014).

Carter V Good, in the Dictionary of Education defines communicative skills as "one of the four main skills in communication: they are listening, speaking, reading and writing." Language teaching basically helps the learner to get a reasonably good command over the four important language skills, i.e. listening, speaking, reading and writing. Acquisition of the English language skills is the window to the world of opportunities. In order to achieve competency in a language, one has to pace up with basic skills.

Often the students find it difficult to express themselves in English language. As English language is considered as a second language in Kerala, we can identify the problem as second language anxiety. MacIntyre and Gardner (1994) defines it as "a subject feeling of apprehension, nervousness and worry associated with the arousal of the automatic nervous system" (as cited by Lijy,2012).

The Kerala Government, keen to make its young generation competent in this era of globalization, had launched the Additional Skill Inquisition Programme (ASAP) under the Higher Education and General Education departments in 2012. ASAP training is given to a few selected higher secondary students and undergraduate students studying in government and aided school and colleges all over the state. The major components of the programme are Foundation module, Skill Course and internship. The foundation module programme mainly contain 180 hours of programme where the students get exposed to with the communication skills in English and the basic skill of a computer. The training is also focused on the personality development of the student.

Need and Significance

English is used as a second language in a country like India because of the spread and development of English around the world. It enjoys a high prestige in the country. At 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" (Heera,2015, as cited in Nandhakumar & Rathina, 2017).

ASAP has been designed with the vision to enhance communicative competence leading to the holistic development of its students. Effective communication skills have become increasingly essential to strengthen personal, social and interpersonal relations. ASAP identifies communicative skills and English language proficiency as two core areas that need to be strengthened in our young learners. As such ASAP training is directed towards imparting effective communication skills, language proficiency in English, and skills required for the employability and better performance at the workplace.

Training in a language basically helps a learner to get a reasonably good command over the four important language skills. Of all the skills, reading holds the pivotal position. Reading expands the horizons of our experiences; it trains our minds and broadens our outlook. In any language teaching programme, developing the primary habit of reading is the primary objective. Teaching of reading is really important because reading indicates the knowing of language. It helps in knowing world news, important newspapers, journals, books etc.

Reading skill has an important role in second language acquisition. Usually a language class aims at language acquisition, stress is on developing the four skills ie. Listening, speaking, Reading and writing. Reading gives the learner a full control over the words and patterns which they come across during the process of speaking. "Reading is considered as the stepping stone of developing the skill of writing" (Kumar,2009). For developing the capacity of comprehending writing it is desirable

to teach English as a language of comprehension. Comprehending English is mainly a matter of understanding the basics of English grammar and structure of language and widening the vocabulary.

Acquisition of English language skills is the window to the world of opportunities. In order to achieve competence in a language, one has to pace up with basic skills.ie, listening, speaking, reading and writing. As we all know the number of educated students passed out from colleges is very high in Kerala. "Each and every study underlines the lack of employability skill and command over English" (Siddique,2018). It is considered that ASAP is the effective remedy for enhancing their caliber, particularly in communicative English. Yet another study by Benson (2018) found that the English communication classes, as part of the skill training have helped the students in their general education as well.

Being a Skill Development Executive (SDE) herself, the researcher has immense interest in this topic ''Communication Skills and English Language Anxiety of ASAP and Non-ASAP students of Higher Secondary Schools of Kerala" which would give an insight to the relationship between Communication Skills and English Language Anxiety. The study also focuses on the extent of Communication Skills and English language anxiety among the higher secondary school students. The study throws light on the impact of Additional Skill Acquisition Programme on the beneficiary students of ASAP training.

Statement of the Problem

The study is entitled as "COMMUNICATION SKILLS AND ENGLISH LANGUAGE ANXIETY OF ASAP AND NON-ASAP STUDENTS OF HIGHER SECONDARY SCHOOLS IN KERALA."

Definition of Key Terms

Communication skills

Collins English Dictionary defines communication skills as "the ability to convey information and ideas effectively".

Communication skill is "the scientific study of the production, processing and effects of signal and symbol systems used by humans to send and receive messages.''(Hargie,2016)

For the present study communication skills refers to the English language skills such as reading, writing, vocabulary and grammar.

English language anxiety

Language anxiety is the fear or apprehension experienced by a learner who is expected to use a second or foreign language. (Gardner & MacIntyre, 1993)

English language anxiety is redefined as the worry and negative emotional reaction when learning or using a second language. (Lijy, 2012)

For the present study English language anxiety refers to the fear, worry and stress felt by the higher secondary students while using English language.

ASAP (Additional Skill Acquisition Programme)

ASAP is a programme launched by the Departments of Higher Education and General Education Department of Kerala state as a part of State Skill Development Programme to enhance the employability skills of students passing out of Higher secondary schools and Arts and Science Colleges in the state.

Higher Secondary School Students

Higher Secondary School students refers to the students studying in XI and XII. For the present study, students of XII standard are taken as higher secondary school students.

Variables of the study

There are two variables in the study. They are

a)   Communication skills

b)   English language anxiety

Objectives of the Study

The objectives of the study are:

1.   To find out the extent of English communication skills among ASAP and Non-ASAP students in Kerala for the total sample and sub sample based on

    a.   Gender

    b.   Locale

    c.   Stream of Study

2. To find out the extent of English language anxiety among ASAP and Non-ASAP students in Kerala for the total sample and sub samples based on

    a. Gender

    b. Locale

    c. Stream of Study

3. To find out the relation between Communication skills and its components (Reading, Writing, Vocabulary and Grammar) with English language anxiety among higher secondary school students in Kerala.

4. To find out whether there is a significant difference in English Communication skills between ASAP and Non-ASAP students in total sample as well as sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

5. To find out whether there is a significant difference in English language anxiety between ASAP and Non-ASAP students in total sample and sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

Hypotheses of the Study

1. There will not be any significant relation between Communication skills and its components (Reading, Writing, Vocabulary, Grammar) with English language anxiety among higher secondary school students.

2.   There will not be any significant difference in English Communication skills between ASAP and Non-ASAP students in total sample and subsamples based on gender, locale and stream of study of higher secondary schools in Kerala.

3.   There will not be any significant difference in English language anxiety between ASAP and Non-ASAP students in total sample and sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

Methodology

The study is intended to investigate Communication Skills and English Language Anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala. The investigator used survey method for the proposed study a precise description of the sample, tools and statistical techniques used for the study are described.

Sample

The population for the proposed study comprises of the higher secondary school students of Kerala. The proposed study will be carried out on a sample of 600 higher secondary students in Kozhikode district of Kerala state. The sample will be selected using stratified random sampling technique. The sample were collected by giving due representation to gender, locale and stream of study.

Tools Proposed for Data Collection

The following tools will be used in the study for the purpose of collecting relevant information.

1   Test of Communication skills in English (prepared by the investigator with the guidance of the supervising teacher)

2   English language anxiety Scale (adopted from Lijy&Praveen,2012)

Statistical Techniques

For the purpose of analyzing the collected data the following statistical techniques will be used.

a)   Correlation

b)   t – test

c)   Percentile

d)   ANOVA

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Scope and Limitations of the Study

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Scope of the Study

The study is intended to investigate Communication skills and English Language Anxiety among ASAP and Non- ASAP students of higher secondary schools in Kerala. In order to collect the data, appropriate and standard tool was employed. The investigator developed the tool Test of Communication Skills in English with the help of the supervising teacher. The sample of the study consisted of 600 higher secondary school students in the district of Kozhikode. The data was

collected by giving due representation to the gender, locale and stream of study of the sample. Analysis and interpretation were carried out using authentic statistical techniques. Hence the investigator hope that the result yielded from the study would be reliable, dependable and valid.

Limitations of the Study

Though maximum efforts were taken to make the study as precise and reliable as possible, the investigator could not get rid of the following limitations.

l.   The sample was selected only from Kozhikode district. The investigator feels that the above limitation will not affect the accuracy of the result.

2.   The study was mainly based on the data collected with the Test of Communication Skills in English and English Language Anxiety Scale. So, subjectivity of the respondents in giving the responses might have very slightly affected the findings.

3.   The investigator could not include all the subskills of the components in the Test of Communication Skills in English. Even so an attempt has been made to incorporate the major subskills to make it as precise as possible.

Despite of those limitations, the investigator, claims that the present study was conducted on proper lines and highest possible degree of objectivity.

Organization of the Report

Chapter I of this report contain a brief introduction of the problem, its need and significance, statement of the problem, definition of the key terms, variables, objectives, hypotheses, methodology and scope and limitations of the study.

Chapter II, Review of Literature present the importance of review of literature, the theoretical over view and the related studies.

Chapter III, Methodology contains the report of the design of the study, tool used for the study, sample selection, data collection, procedure, scoring and consolidation of data and the statistical techniques used for the analysis.

Chapter IV, the analysis of data and interpretation of the result are described in detail.

Chapter V, deals with the summary of the study, major findings of the study, tenability of the hypotheses, educational implications and the suggestions for further researches.

REVIEW OF RELATED LITERATURE

- Theoretical Overview
- Review of Related Studies

REVIEW OF LITERATURE

Review of literature provides a background for the research project and helps the reader to acquaint himself with current knowledge in the field in which the researcher is going to conduct the study. It helps to eliminate the duplication of what has been done and provide helpful suggestions for significant investigation. Turney and Robb (1971) defines it as the identification of a problem, development of a research design and determination of the size and scope of the problem, all depend to a great extent on the care and intensity with which a researcher has examined the literature related to the intended research. The review of the literature helps the researcher to locate and formulate feasible and useful problem and to get a better insight into the area under investigation.

The present study is about Communication Skills and English Language Anxiety of Asap and Non-Asap students of higher secondary schools. The review is presented under the following heads namely,

- Theoretical overview
- Review of related studies

Theoretical Overview

Theoretical Overview of Communication skills in English

> "The power of expression in a language is a matter of skill rather than
> of knowledge, it is a power that grows by exercise, not by knowing
> merely meanings or rules"-Thompson and Wyatt (1952)

One of the most popular words of the twenty first century, "communication" has great influence in the language teaching world. It is not only because of its high frequency appearance in the research world, but because of its essential meaning that represents the gradual globalization from the past century. The word communication is derived from the Latin term 'Communicare' or 'Communico' both of which means 'to share'. But communication is not merely transmission of meaning from one person to another through symbols. It implies that the system of communication is commonly owned, accepted and recognized by the members of a community. It enables them to acquire, exchange, store, retrieve and process information. Communication is thus essentially a social affair.

It can indeed be said that in the literature on linguistics and language teaching, there have been very few attempts to define communication skills as such compared with the attempts to restate terms such as language skills, communicative competence, communicative ability, communicative knowledge and performance. Moreover, these terms have been used with varying shades of meaning. The period following the 1950s saw a tremendous increase in the use for communication among the people of the world in various spheres of international contact, like politics,

academics, economics, technology and culture. The concept of Communicative Competence came about in reaction to the following assertion made by Noam Chomsky. He states that: Linguistic theory is concerned primarily with an ideal speaker- listener, in a completely homogeneous speech community who knows his language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions shifts of attention and interest, and errors in applying his knowledge of the language in actual performance (Chomsky 1965 p.3). Chomsky clearly distinguished the description of language form (competence) and language use (performance) and established that the speaker-listener's internal grammar that judges the grammaticality of sentences should be the main object of investigation for linguists.

Later, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence. Bachman (1990) suggested using the term «communicative language ability», claiming that this term combines in itself the meanings of both language proficiency and communicative competence. Bachman defined communicative language ability as a concept comprised of knowledge or competence and capacity for appropriate use of knowledge in a contextual communicative language use. He pointed at the importance of making distinction between communicative competence and communicative performance, that is to say, actual performance which is the term.

Spolsky (1990) added the ability for creative language use to the list of characteristics of the nature of communicative competence.

"In the literature on language teaching, the terms, competence, skills, knowledge, performance and ability, tend to be used with varying shades of meaning and often to subsume other terms. The relationship among these terms is often not distinctly established" (Prabhu,1990)

The process of communication can be affected by the various barriers. Shannon and Weaver (1949) early categorized the problems of messages transmitted from the sender to the receiver into three levels. The first is the technical problems. The second is the semantic problems, and this is concerned about how accurately the transmitted messages are transferred with the desired meaning as intended by the sender of the messages. Finally, the third is the problem of effectiveness and its main concern is how effectively the received meaning affects accomplishment in the desired way. Could (1969) claimed that ineffective communication is the result of poor preparation, language incompetency, time and distance, and other individual factors. Hahn (2005) stated that the two parts of the communication (the sender and the receiver) should share similar meanings for words, gestures, tone of voice, and other symbols in order to understand each other. To establish a good communication, people should overcome the barriers that exist within the communication process such as differences in perception, incorrect filtering, language problems, poor listening, differing emotional states, and differing backgrounds.

Communicative Language Teaching approach (CLT), emphasizes the importance of using authentic and meaningful communication in classroom activities (Richards & Rodgers, 2001). Under this approach, students acquire communicative competence; that is, the ability to "use the appropriate language in a given real-life like context, and to make themselves understood by communicating efficiently, while establishing at the same time the process of negotiating meaning with the listener" (Adam, Stan, Moanga, Oroian, Mihai, & Ciubancan, 2010, p. 432). In various settings, English as a foreign language serves as the principal means of communication among citizens from different linguistic backgrounds. From a statistical point of view, English is one of the world's most spoken languages (Jason, 2011), and as such, many people have taken up learning it. There are several teaching strategies and materials to help students excel in the EFL classroom, yet learners have a difficult time exchanging their thoughts in English. (Chamba,2019)

Brown (2000) viewing, Communicative Language Teaching as an ideal approach describes four characteristics in defining this approach i.e. Communicative Language Teaching in a second language classroom. He advocates that: a) Focus in a classroom should be on all the components of Communicative Competence of which grammatical or linguistic competence is just a part. b) Class room activities should be designed to engage students in the pragmatic, authentic and functional use of language for meaningful purposes. c) Both fluency and accuracy should be equally important m a second language learning class room and they are complementary. d) Students have to use their target language, productively and

receptively, in unrehearsed contexts, under proper guidance, but not under the control of a teacher.

It is now used by a much greater number of people around the world and for far more diverse communicative purposes in different social settings. In many places in the world, it has assumed a new role as a second or official language of the country- English as a second language (ESL), where the language is widely used in the classroom as the medium of instruction and for social and business purposes in the community. Troike's book titled Introducing Second Language Acquisition describes it as "typically an official or societally dominant language needed for education, employment, and other basic purposes" (Troike, 2006). While there are countries in the world where English still continues to have the status of a foreign language- English as a Foreign Language (EFL) or an additional language and has a restricted role in society, many believe that the language will soon assume a more important role in such countries.

As far as classroom communication is concerned, it could be distinguished as verbal and nonverbal communication, and intended both unintended forms of communication. As the name suggests, verbal communication is a message or information expressed in words, either orally or in writing. Classrooms obviously have lots of verbal communication; it happens every time a teacher explains a bit of content, asks a question, or writes information or instructions on the chalkboard. Non-verbal communications are gestures or behaviors that convey information, often simultaneously with spoken words (Guerrero & Floyd, 2006).

Language is a skill subject. Any language cannot be learnt simply by memorizing words. Though words are important, but they alone do not constitute the structure of the language. Words along with sounds and structures constitute a language. Hence, language is a skill subject to multiple factors such as listening, speaking, reading and writing.

Reading is the receptive skill in written mode and it occupies its legitimate place in the scheme of teaching English. It is a specific skill which is to be learnt carefully and methodically. It is an effective means of language acquisition, sharing information and ideas and therefore requires continuous practice. It also involves interaction between the reader's previous knowledge, experiences, attitude towards learning and social setting.

In Teaching by Principles, Brown (2000) lists 14 micro skills of reading as listed below:

1.   Recognize the distinctive graphemes and orthographic patterns of English.

2.   Retain chunks of language of different lengths in the short-term memory.

3.   Read what is written at an efficient rate of speed according to the purpose.

4.   Recognize a core of words, and derive meaning from word-order patterns.

5.   Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralisation), patterns, rules and elliptical forms.

6.   Recognize that a particular meaning may be expressed in different grammatical forms.

7. Recognize cohesive device in written discourse and their role in signaling the relationship between and among clauses.

8. Recognize the rhetorical forms of written discourse and how they are significant for the way a reader interprets these forms.

9. Recognize the communicative functions of written texts, according to form and purpose.

10. Work out context that is not explicit by using background knowledge.

11. From events, ideas, etc. described, work out links and connection between events, arrive at an understanding of causes and effects, and recognize features of the text such as main idea, supporting ideas, new information, generalization and exemplification.

12. Distinguish between literal and implied meanings.

13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

14. Develop and use of a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Skills that enable an individual to write coherently and lucidly can be defined as writing skills. As a skill, writing might be more difficult than it seems. Often writing turns out to be the most difficult activity even for the native speakers of a language since it not only involves a graphic representation of speech but also requires development and presentation of thoughts in a structured way. Brown

(2000) identifies permanence, production time, distance, orthography, complexity, vocabulary and formality as the characteristics of written language.

The micro skills for writing are listed below:

1.   Produce graphemes and orthographic patterns of English.

2.   Produce writing at an efficient rate of speed to suit the purpose.

3.   Produce an acceptable core of words and use appropriate word order patterns.

4.   Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

5.   Express a particular meaning in different grammatical forms.

6.   Use cohesive devices in written discourses.

7.   Use the rhetorical forms and conventions of written discourse.

8.   Appropriately accomplish the communicative functions of written texts according to form and purpose.

9.   Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

10.   Distinguish between literal and implies meanings when writing.

11.   Correctly convey culturally specific references in the context of the written text.

12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

(Brown, 2000)

Grammar is a system of rules governing the conventional arrangement and relationship of the different words in a sentence. Grammatical competence occupies a prominent position as a major component of communicative competence. As Freeman (1991) pointed out grammar is one of the three dimensions of language. Grammar gives us the form or the structures of language. Every language has its own grammar. The knowledge of grammar is perhaps more important to a second language learner than to a native speaker. (Freeman, 1991, as cited in Tickoo, 2003)

In India, teaching of grammar is structure-based and quite formal. The normal pattern to undertake a grammar class is to give the students some rules using a lot of terminologies and asking students to solve a few mechanical and monotonous exercises. This leads the learners to nowhere. Even if the student's performance is fairly good, there is no assurance that they would be able to speak and write in English proficiently. In most cases, grammar is taught as an end in itself rather than a means to an end; and apparently instructor's focus is more on teaching the rules of grammar rather than enhancing the communicative aspects of language proficiency.

The present position of grammar in the schools is pitiable because students look upon grammar from examination point of view, students learn the definitions and students least worry about the real utility of the language". (Arora,2012)

For more than a quarter century lexicologists and language educators failed to pay adequate attention to vocabulary. A main reason was the widespread belief among linguists that knowing a language was the same as being able to use its sounds and structures. "The fact however was that the true mastery of a language lies as much in knowing and appropriately using its vocabulary as in being able to use its system of sounds and its grammatical and discoursal patterns". (Tickoo, 2003)

An important difference in word knowledge is that between receptive and productive vocabulary. An educated speaker may have a vocabulary of over 100,000 words but she normally puts a much smaller number of words to use in speech or even in writing. The majority of words belong to her receptive vocabulary, that is, words that she can recognise when she hears or sees them in print. This difference also applies to a learner. One's receptive or recognition vocabulary always far exceeds one's productive vocabulary. What is also true is that there is often a sizeable difference between words used only in speech and those used in written communication. Learners require a larger base of receptive vocabulary alongside a firmer but relatively modest base of words for productive use. Vocabulary interventions involves three tyres including basic words, high frequency words and low frequency words.

Realisation that good language use relies greatly on an adequate stock of words, has of late resulted in a revival of interest in vocabulary studies. What should also interest both teachers and learners is the finding that most people's vocabulary keeps growing throughout their lives.

Knowing a word involves a lot more than knowing its meaning or what it stands for. It is somewhat similar to getting to know a human being. In both cases it takes a lot of time to know his or its habitual behaviour and, importantly, to become fully aware of the company that he or it habitually keeps.

Theoretical Overview of English Language Anxiety

Gardner and MacIntyre (1993) defined language anxiety as "the fear or apprehension occurring when a learner is expected to perform in the second or foreign language" (p.2). They mentioned that anxiety is one of the best predictors of success in the second language. Later, MacIntyre (1999) redefined language anxiety as "the worry and negative emotional reaction when learning or using a second language" (p.39).

Language anxiety is experienced by learners of both foreign and second language and poses potential problems because it can interfere with the acquisition, retention and production of new language. Considering English language learning as both foreign and second language, many researches have taken place. Significant advances in the theory and measurement of second language(L2) related anxiety started since mid-1980s. These studies, have found both positive and. negative relationship between anxiety and language learning or using. Researches done by

Chastain (1975), Pimsleur, Mosberg and Morrison (1962) and Scovel (1978) have reported no relationship or positive relationship between language anxiety and achievement. At the same time, researches done by Horwitz, Horwitz and Cope (1986)and that of Swain and Burnaby (1976), shows a negative relationship. Most recently, Horwitz (2001) has reiterated that issue of understanding the relationship between anxiety and achievement is unresolved. According to Tanveer (2007) "a comparison of the experimental research examining the relationship between anxiety and second language learning is, to a degree, perplexing, presenting some conflicting evidence and illustrating that anxiety is a complex, multi-faceted construct" (p.8)

Horwitz, (2001) and MacIntyre (1995) consider language anxiety as one of the hindrances for language learners from their successful achievement in a high-level proficiency in a foreign / second language. ln India, we consider English as associate official language (L2). Horwitz, Horwitz and Cope (1986) considering language anxiety with relation to performance evaluation within academic and social contexts, drew parallel between it and three related anxieties: (i) Communication apprehension (ii) test anxiety and (iii) Fear of negative evaluation. Later, Na (2007) used a new related anxiety- anxiety of English classes.

Description of these components will lay the foundation for the concept of language anxiety, providing an insight to comprehend the sources or causes it can originate from.

Communication Apprehension (CA)

One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally.

Communication Apprehension plays a large role in second / foreign language anxiety. Quite a lot of attention has been paid to the anxiety suffered by many learners when listening to a second foreign language. Krashen (1980) theorized that listening or the extracting meaning from messages in L2 was the primary process in the development of a second language and postulated that anxiety formed an 'affective filter' that interfered with an individual's capacity to receive and process oral messages successfully. (Krashen,1980, as cited in Tickoo, 2003)

Maclntyre and Gardner (1994) defined language anxiety involving both speaking and listening skills as "Language anxiety can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (p.284).

Communication apprehension plays a large role in second/foreign language anxiety. People who are apprehensive in speaking in groups are likely to be even in more trouble when they are in second/foreign language class. They may feel that their attempts at oral work are constantly monitored. Highly anxious students are prone to underestimate their linguistic abilities. They might be more reluctant to speak, damaging their potential performance through lack of practice, and starting a vicious circle of deficits in which language anxiety and poorer competence seen to fuel each other.

Communication apprehension may be specific to just a few settings or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life. Learner's personality traits such as shyness, quietness, and reticence are considered to frequently precipitate communication apprehension. Apprehension can be about classroom participation also. Shams (2006) believes that the emphasis on group work and oral presentation in modern communicative classroom can be particularly exacerbating for student who have communication apprehension.

Test Anxiety

Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature. Horwitz, Horwitz and Cope (1986) suggested that oral tests have the potential of arousing both communication apprehension and test anxiety at the same time. Students who are test-anxious in second language class probably experience considerable difficulty in tests. Unfortunately, for highly anxious students, second / foreign languages, more than any other academic subject, require continual evaluation by the instructor- the only fluent speaker in the class.

According to Horwitz, Horwitz and Cope (1986), "test anxiety refers to a type of performance anxiety stemming from a fear of failure" (p. 127). Test anxious students often put unrealistic demands on themselves. Test anxiety is believed to be one of the most important aspects of negative motivation. Studies on the relationship between test anxiety and performance in tests found both positive negative correlations between them. Our explanation for this controversial issue in language

testing is that testing methods have influence on test anxiety. Test anxiety is seen to consist of Physiological over-arousal, Worry and Dread and Impairment.

Physiological over arousal is often termed "emotionality". Somatic signs include headaches, stomach aches, nausea, diarrhoea, excessive sweating, shortness of breath, light heartedness or fainting, rapid heartbeat, and dry mouth. Worry and Dread is related to maladaptive cognitions. It includes catastrophic expectations of gloom and doom, fear of failure, random thoughts, feeling of inadequacy self-condemnation, negative self-talk, frustration, comparing one-self unfavourably to others. Impairment causes for poor concentration, 'soling blank' or 'freezing', confusion, poor organization. The inability to concentrate leads to impaired performance on tests.

Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second / foreign language anxiety because it is not limited to test taking situation, rather it may occur in any social, evaluative situation, such as speaking in second / foreign language class. Shams (2006) suggests that it is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well. Horwitz, Horwitz and Cope (1986), defined it as the apprehension about other's evaluations, avoidance of evaluation situations, and the expectation that others would evaluate negatively.

(iv) Anxiety of English Classes

Anxiety of English classes has been defined by Na (2007) as apprehension, worry, uneasiness and tension which arise related to curricular or co-curricular activities that take place in English classroom. Due to various reasons a student can feel fear of English classes. The major reason can be the lack of proficiency in English language. This will lead to various other anxieties like anxiety due to making mistakes, negative attitude towards teacher and or peer group. The students will not like to attend English language classes or may be tensed about teacher's instructions. Thus, they approach English classes with lack of interest and confidence.

Review of Related Studies

Studies related to Communication Skills in English

Permatasari (2020) conducted a study on the correlation between students learning strategies and their achievement in writing skill at second semester English Department students of Unisma. Quantitative research design with a sample of 33 students of English Department, especially the second semester students was used. The data were collected using questionnaire and writing score. The result of this study showed there is correlation between students learning strategies and their achievement in writing skill.

Vijayalakshmi (2020) conducted a case study which aimed to imply some pedagogical insights that might cater for undergraduate students reading deficit, difficulties in reading, comprehending and writing it without diluting the context.

The study also emphasizes on how reading and writing are inter related. It was concluded that teachers can better take advantage of the most useful methodologies, strategies associated with the different approaches. It also suggested that relying too much on either top-down or bottom-up processing may cause problems for beginning ESL/EFL readers; therefore, to develop reading abilities, both approaches should be considered.

Anhar (2019) aimed at investigating the students' writing performance and classroom interaction through the use of true and false essay game strategy. This study was collaborative action research. This research involved the 19 students of class 11th grade students of SMKN, Pujut. The data were qualitative in nature and supported by those of quantitative. The data were obtained from the observation sheet, questionnaire, and writing test. It was concluded that the True and False Essay Games was able to enhance students' writing skill and classroom interaction viewed from organization, content, grammar, vocabulary, and mechanics.

Arputhamalar (2019) conducted a study to develop the LSRW skills of the graduates with the help of digital scientific news platforms. In order to enhance the language skills of graduates the present study selected a group of 60 engineering students as the sample. It was concluded that graduate learners with effective language skills have a promising career. So, it is important that the English language be seen as a means to global interactions and not just as a mere subject for exam purpose.

Fitori (2019) explored the difficulties of English language grammar faced by Libyan university students in learning grammar as well as problems that teachers of

grammar found when teaching grammar. It was conducted in Tripoli University, Zawia University and other Vocational Higher Educational Institutions. This research adopted a mixed methods approach. Quantitative data were collected through survey questionnaires involving 224 participants. Qualitative data were collected using semi-structured interviews involving 19 participants, supported by document analysis of 32 pieces of students' written work. The findings revealed that most participants recognize that grammar is important in learning a foreign language, and that the low level of students' language competence at the outset of courses has impacted on learning grammar. The findings revealed that students lack positive motivation towards learning grammar.

Milena and Vargas (2019) conducted a case study on the contribution of ICT in improving the writing skills in English. The participants were 13 students from a bachelor's degree on modern languages (English, French, and German). The data collected included two drafts of a text written by the participants, evaluated by two independent teachers; the interactions that took place among the students; an interview with the second evaluator of the texts; two focus groups with the students who participated; and research diaries. The study yielded quantitative and qualitative results that suggest a positive impact of ICT-mediated peer feedback for bettering writing skills, particularly concerning the use of vocabulary and verbal tenses.

Uppe, Raghuram and Latha (2019) aimed at seeing the importance and need of mastering the language and language skills namely – LSRW SKILLS for employability. The need of the hour is to see that suitable measures are taken to provide mandatory training in Communicative English enabling the youngsters to be

gainfully employed which in turn will benefit all the stakeholders, industry, government resulting in higher income for the individual and the nation resulting in the development of the nation.

Xaio (2019) conducted a study on Senior High Students' Perceptions of English Grammar Learning and Pedagogic Implications -Within the Domain of English Key Competences. The survey takes 142 freshmen from English department in Liaocheng university as the subjects of research. Questionnaire is used in this survey. It is made up of two parts---closed questions and open questions. According to the data, most students think that grammar learning is very important for all kinds of examinations (95.78%), so they like to learn grammar (82.39%) and are quite confident that they can learn grammar well (86.62%).

Liu, Sands-Meyer and Audran (2018) studied the effectiveness of the student response system (SRS) in English grammar learning in a flipped English as a foreign language class. A quasi-experiment was conducted in an EFL classroom in an engineering school. The experimental group used the SRS to do in-class activities while the control group followed the conventional method. The results showed that the use of the SRS increased students' learning motivation and self-efficacy in learning English grammar and improved their participation and engagement in the in-class activities of the flipped learning process.

Sundari (2018) aimed at studying the difficulties of Learning English for the Beginner English Learners. In this library research, the researcher used some references that carefully reviewed to gather data related to the information required for completing the article. Data of this research derived from the basic learners, the

sixth-year students of north Semarang. There were 30 students in the class. The techniques used were observing, recording, and notetaking. It was found that beginner English learners usually faced several obstacles in learning English, such as the difficulties in determining the word class of the same vocabulary, the difficulties in pronouncing due to different elements between English and Indonesian language, and also the difficulties because of the different distribution of phonetic characteristics between English and Indonesia.

Khan and Akhtar (2017) investigated and compared the effect of cooperative learning method and the whole class traditional method in developing English language. The sample of the study comprised of 7th class students of two public schools of Gujranwala city in Punjab. The STAD (Student Teams Achievement Divisions) model of cooperative learning was used in this study. Four intact groups were taken from boys' and girls' schools for this study. A pre-test post-test control group design was applied. The independent sample t-test procedures were used to compare the control and experimental groups on pre-test and post test scores of achievement test. The results of the study revealed no statistical significance difference on pre-test scores of both the groups which means that the groups were alike in their achievement in English grammar before the experiment whereas the experimental classes outperformed the control classes when compared on post test scores after the experiment.

Saha and Mete (2017) conducted a study on the relation between English language anxiety and achievement in English of Higher Secondary Students in the District of Bankura, West Bengal. the study was quantitative in nature and used

survey method. The sample were 200 students of two rural and urban schools. The study has found that the mean of English Language Anxiety and the mean of the Achievement in English of the Higher Secondary students in Bankura district differs from each group in reference to the demographic variables. And the relationship between English Language Anxiety and Achievement in English is significant.

Savariappan (2017) conducted a study on teaching English to Indian vernacular students using a qualitative grounded theory approach using an online survey method. The survey used close-ended and open-ended questions to collect the responses of the graduates of the Kolkata Jesuit Juniorate Program. The sample comprised of 53 graduates of the Kolkata Jesuit Juniorate Program.

Hashmi (2016) explored and analysed the learning difficulties faced by Hindi and Urdu speaking-students in India and Indian expatriates in Saudi Arabia. Three schools were selected based on the medium: Hindi, Urdu and English-speaking students. The study used qualitative research methodology. The study, though was descriptive-qualitative in nature, quantification was used to arrive at statistical inferences. Tests and questionnaires were used as tools of the study. The results indicated that most of the learner's problems arose due to L1 interference on second language learning process.

Nath (2016) investigated problems in teaching English in secondary schools in north Tripura district. The sample for the study was selected randomly which comprised of 80 students. It was conducted as a field research through the questionnaire, proficiency test, informal discussion with the teachers and class-

observation. One of the major findings was that the majority of the students have a fear of English as a second language.

Hidaya, Susilohadi and Pudjobroto (2015) conducted a correlational study on vocabulary mastery, self-efficacy, and student's speaking skill**.** The sample of the study is 34 students out of 276 students in eleventh grade as the population of the study. The instruments used for collecting data are questionnaire used to collect self-efficacy data, objective test used to collect vocabulary mastery data, and speaking test to collect data of speaking skill. The techniques used to analyze the data are single correlation and multiple regression correlation. The result analysis shows that there is a positive correlation between (1) vocabulary mastery and speaking skill;(2) self-efficacy and speaking skill; and vocabulary mastery, self-efficacy simultaneously and speaking skill.

John and Singh (2014) conducted a co-relational research on achievement in English of tribal students. The Sample included randomly drawn 604 students, studying in class XI from forty government higher secondary schools situated in Jharkhand. They were from rural and urban schools. Among them 304 were male and 300 were females; 303 were tribals and 301 were non-tribals, age ranging from 15.5 to 17.5. Inventories and achievement tests were used for the study. It was found that culture was negatively significant in urban and rural students indicating that the English achievement in tribal students was more importantly determined by culture.

Kim and Shin (2014) aimed to ascertain the status of English communication education and English-medium instruction at a Korean engineering school and to

offer workable suggestions for English communication training for Korean graduate engineering students. An evaluation study was conducted at an institution that had been leading the wave of English as the language of instruction. The data were collected from documents as well as through surveys of faculty and students in graduate engineering programs. The study was conducted at the Korea Advanced Institute of Science and Technology. The results showed that students' English fluency is critical for the success of using English as a medium of instruction.

Radhika (2014) studied the interference of mother tongue in learning English as second language resorted to the random sampling techniques to select required respondents from different engineering colleges. Two hundred students were selected from the age group of 17 to 20, including boys and girls from 4 colleges in and around Chennai, to collect data where the different language students such as Tamil, Telugu, Hindi and Bhojpuri hailing from the rural areas of Tamil Nadu, Andhra Pradesh, Madhya Pradesh, and Uttar Pradesh were studying. Objective type questionnaire on learners' demographic details, interest, aims and opinion in learning English, interview, video recording, interaction and observation, etc. were used as tools to collect reliable data for the study. The researcher found that the interference of mother tongue could be reduced to a greater level by organizing special programme such as introducing the language laboratory to the set of students taken as sample.

Sharma and Chawla (2013) aimed at exploring the status of communication skills in English at higher secondary level. For collecting data, the normative method of research and Cluster Random sampling technique were used. The sample

included 300 students studying at higher secondary level in Govt. and Private schools in urban and rural in Ghaziabad. At Higher Secondary level, mean scores in English communication skill (listening & speaking) was found to be 11.4. The reason behind such skewed result was concluded due to the period of transition.

Al-Mahrooqi (2012) investigated English communication skills in the schools and universities of Oman and explores student definitions of communication skills, opinions about their importance, and how they were taught in school and higher education institutions. The sample included 58 respondents and used their written protocols. The results reveal that these crucial skills were actually either not taught at all or taught indirectly, which helps to explain the deficit under investigation.

Mary and Thangam (2011) conducted a study on errors committed in written English by the students of ninth standard. The data were collected from 512 students from higher secondary school in Thoothukudi area. The study revealed that rural school students had committed more errors in spelling than urban school students. Also, boys were found committing more errors in grammar than girls.

Babayigit and Stainthorp (2010) studied (a) the role of phonological, grammatical, and rapid automatized naming (RAN) skills in reading and spelling development; and (b) the component processes of early narrative writing skills. Fifty-seven Turkish-speaking children were followed from Grade 1 to Grade 2. While handwriting speed predicted writing fluency, spelling accuracy predicted spelling error rate. Vocabulary and working memory were the only reliable longitudinal predictors of the quality of composition content. The overall model,

however, failed to explain any reliable variance in the structural quality of the compositions.

Chiu and Chow (2010) examined how cultural values and family cultural capital were linked to adolescents' motivation and reading achievement using multilevel analyses on reading tests and questionnaire responses of 193,841 fifteen-year-olds in 41 countries. The study found that in countries that valued more rigid gender roles, girls had lower reading achievement than girls in other countries.

Sherry, Thomas and Chui (2010) examined the experiences of international students at The University of Toledo. It highlighted the problems international students experience such as adapting to a new culture, English language problems, financial problems and lack of understanding from the broader University community. Recommendations for improvement include initiatives to raise the profile of international students, improved financial assistance and scholarships, and creating opportunities for international students to improve their English skills.

Sundriyal and Singh (2010) made a comparative study on spelling errors in English language of both and Hindi medium students. The data were collected from 300 students of Vth standard. It was found that English medium students committed fewer spelling errors in English language as compared to Hindi medium students.

Brenneman, Morris and Israelian (2007) evaluated how a sequential bilingual student's choice of language, in a particular environmental context, predicted reading ability in English and Spanish. The participants were Latino children ranging in age from 7 years, 5 months, to 11 years, 6 months, with 43% born in the United States.

Results showed a relationship between a child's higher English language preference for media and for communication with others outside the family and better reading skills in English. Language preference differences predicted reading abilities better for English than for Spanish.

Chiappe and Siegel (2002) evaluated the reading skills of children with varying levels of proficiency in English in kindergarten and the first grade. The performance of 858 children was examined on tasks assessing basic literacy skills, phonological processing, verbal memory, and syntactic awareness. There were 727 children who were native English speakers (NS children) and 131 children who spoke English as a second language (ESL children). Although ESL children performed more poorly than NS children on most measures of phonological and linguistic processing in kindergarten and first grade, the acquisition of basic literacy skills for children from both language groups developed in a similar manner.

Fontoura and Siegel (1995) examined the nature of language, memory, and reading skills of bilingual students and to determine the relationship between reading problems in English and reading problems in Portuguese. The study assessed the reading, language, and memory skills of 37 bilingual Portuguese-Canadian children, aged 9–12 years. The children were administered word and pseudoword reading, language, and working memory tasks in English and Portuguese. There was a significant relationship between the acquisition of word and pseudoword reading, working memory, and syntactic awareness skills in the two languages. In both English and Portuguese, reading difficulties appear to be strongly related to deficits in phonological processing.

Studies Related to English Language Anxiety

Arif (2020) studied the correlation of anxiety and motivation and speaking performance. The respondents were 78 students of English Department in University Islam Madura. The data was composed using a questionnaire and test score was taken from the English teacher. The data were analysed to find out the correlation of anxiety and motivation and speaking performance of English Foreign Learners. The researcher also correlated anxiety and motivation one by one toward the speaking performance to know the stronger predictor. The finding of this study indicated that anxiety and motivations significantly correlate towards speaking performance and that anxiety was found to be the better predictor of speaking performance.

Jiang and Dewaele (2020) conducted a study on predictive power of socio-biographical and linguistic variables on foreign language anxiety. The sample consisted of 1,031 Chinese university students' FLA in English and explored the links between it and several socio biographical variables (i.e. gender, ethnic group affiliation, geographical background, and experience in travelling abroad) and language variables (i.e. age of onset of acquisition, language achievement level, self-perceived oral competence, and frequency of language use). The results showed that geographical background, experience abroad, age of onset of acquisition, self-perceived oral competence, language achievement level, and frequency of language use were significantly linked with FLA.

Charoensukmongol (2019) investigated whether the degree of mindfulness exhibited by a sample of Thai students had an effect on the level of anxiety they experienced in English as a second language (ESL) public speaking classes, and

whether such an effect was related to the students' level of performance in communicating in English during classroom presentations. The sample were 333 students who were selected from four marketing major courses in a leading private international university in Thailand. The evidence from the analysis showed that students who reported higher levels of trait and state mindfulness while speaking English tended to experience less anxiety during their presentations. The students who reported low anxiety also obtained higher scores on their presentations than did those who reported high levels of anxiety.

Murthy and Yeo (2018) determined the students' anxiety, motivation and attitude in learning English based on their socioeconomic status and English language achievement in Tamil schools. The samples for this study comprised of 144 year 5 Indian students from four Tamil schools. Data for this study were collected by questionnaire. The findings of this study showed that Indian students from urban and rural areas had a moderate level of anxiety in learning English. The study showed high levels of anxiety as well as motivation and attitude in learning English.

Asif (2017) investigated the factors that trigger language anxiety among Saudi learners in English as Foreign Language (EFL) classrooms. Qualitative as well as quantitative research methods were used. The sample were one hundred and fifteen respondents who had been teaching English in various colleges and universities in Saudi Arabia were randomly selected to conduct the research questionnaire and interviews. The research design comprised two tools; a questionnaire from one hundred EFL teachers and interviews with fifteen other EFL

teachers, working in various colleges and universities in different cities of Saudi Arabia. It was found that by focusing on the process of speaking students acquired a useful tool to raise their English spoken ability. The results of the study indicated that speaking is foundational in learning a foreign language.

Kumar and Rathina (2017) aimed to find out the differential effect of selected socio-demographic factors on English language anxiety of secondary school students. The study was on a random sample of 224 secondary school students with Malayalam as their first language, selected from the schools of Ernakulam district (Kerala). Data required for the English language anxiety was collected by administering the English Language Anxiety Scale, and the socio-demographic information by a personal data sheet. Analysis of the data revealed that while age, gender, and medium of instruction play decisive role in English language anxiety of secondary school students, the residential locale do not have a mediating role in alleviating academic anxiety from English classroom.

Lan and Chang (2017) examined the effect of foreign language anxiety on Taiwanese non-English-major college students' English achievement. A total of 33 non-English-major Taiwanese undergraduate students participated in responding to a questionnaire. The results indicated that these students indeed had comparatively high anxiety in English learning. It was also found that language anxiety and English language learning achievement are negatively related to each other. High anxious learners tended to perform relatively and significantly less successfully in their English achievement than those students experiencing a lower anxiety level.

Alsowat (2016) aimed at investigating foreign language anxiety level and the factors affecting the anxiety among Saudi English major students at Taif University and exploring the impact of gender and academic level in this regard. It also examined the relationship between anxiety and language proficiency in the Saudi context. Two questionnaires were administered to 373 English major students (205 male and 168 female). The results revealed that Saudi English major students had moderate level of anxiety.

Elaldi (2016) investigated foreign language anxiety levels of students studying in the Faculty of English Language and Literature at Cumhuriyet University in Turkey when they were in preparatory class and when they were in fourth grade. Furthermore, it was aimed to examine whether gender factor was effective on foreign language anxiety of students. The research was carried out on 98 students (57 female) continuing from preparatory class to fourth grade. Research data were collected through Foreign Language Classroom Anxiety Scale. Although foreign language anxiety levels of the students were found at moderate level both in preparatory class and in fourth grade, students had slightly higher anxiety level in fourth grade than they had in preparatory class. However, foreign language anxiety among males was found higher than females.

Marwan (2016) conducted a study on Indonesian students' foreign language anxiety. It tried to find out the types of anxiety experienced by FL learners and the strategies they use to cope with their anxiety. Questionnaires with a Likert scale ranging from disagree to agree were used to collect data. Flyers containing information about the study were distributed to potential students and as a result 100

participants were recruited. Of all the participants, only 76 returned the completed questionnaires where half (38) were female students and the other half (38) were male students. The findings revealed that the majority of students, despite their gender and level differences, experienced some kinds of FL anxiety and many of them also applied particular strategies to overcome their FL anxiety.

Mathew (2016) conducted a study on English language reading anxiety and the effect of semantic mapping strategy on secondary school learners of Puducherry. The sample of the study was 268 student participants of which 128 were male and 140 were female students of the age group of 12-14 years. The research used both quantitative and qualitative techniques. A survey research design was implemented for getting the quantitative data and informal interviews were used for collecting qualitative data. It was found that there was a negative impact of anxiety level on reading performance and proposes semantic mapping strategy as an effective tool for mitigation.

Nargis and Ali (2016) investigated foreign language classroom anxiety among students who are studying English as their major subject and those who are studying English as their non-major subject. Participants of the study were 46 students from Institute of English Language and Literature University of Sindh Jamshoro, Sindh Pakistan. Students were provided with a questionnaire adopted from Horwitz & Cope (1986) on Foreign Language Classroom Anxiety based on five-point Likert scale. The result of the study indicated that majoring learners were more effected by foreign language classroom anxiety in comparison of non-majoring learners.

Loo and Kitjaroonchai (2015) investigated the relationship between foreign language anxiety and gender, years of study experience, and academic achievement. They utilized a mixed-method approach where 292 respondents completed a questionnaire on foreign language anxiety. The quantitative results of the questionnaire were used as a basis to form interview questions for students who volunteered to be interviewed. It was found that there was no correlation between gender and foreign language anxiety, a weak positive correlation between year of study and foreign language anxiety, and a negative correlation between academic achievement and foreign language anxiety.

Varma (2014) conducted a study to investigate the direct and indirect influence of parental involvement on Educational Adjustment among English Medium Students in Kottayam being mediated by Self-efficacy, English language anxiety, and mathematics anxiety. The sample for this quantitative research were 300 participants selected via convenient sampling. Self-efficacy was found to be positively related to English language anxiety and negatively related to math anxiety. Neither English language anxiety nor math anxiety was found to be significantly related to the respondents reported level of educational adjustment.

Al-Shboul, Ahmad, Nordin and Rahman (2013) explored the underlying problems and factors that contribute to reading anxiety faced by EFL students at Yarmouk University, Jordan. It was a qualitative exploration for which observation, semi-structured interviews and diaries were collected from six informants with different levels of English language proficiency. The findings of the study revealed that there were two aspects of foreign language reading anxiety: personal factor and

text feature. Under the concept of personal factor there were also two main sources of foreign language reading anxiety, which were: afraid of making errors and worry about reading effects. On the other hand, there were three main sources of foreign language reading anxiety under the concept of text feature namely unknown vocabulary, unfamiliar topic, and unfamiliar culture.

Choi (2013) investigated how foreign language anxiety was related to second language writing anxiety among second language (L2) English learners in Korea and how English writing anxiety affects second language writing performance. The data were collected through survey instruments, the Foreign Language Classroom Anxiety Scale and the English Writing Anxiety Scale, as well as a background questionnaire. The surveys were administered to an intact class of 26 junior high school students of English as a foreign language. The study's results indicated that there was a significant positive correlation between the FLCAS and the EWAS. There was not a significant correlation between EWAS and writing performance as observed in the student portfolios, but students with high EWAS scores showed poor performance on the writing portfolio.

Kao and Craigie (2013) examined which coping strategies could predict anxiety about learning English as a foreign language. The participants were 120 Taiwanese university students who completed the Foreign Language Classroom Anxiety Scale. The results showed that positive thinking was the coping strategy that the participants used most often when they were experiencing foreign language learning anxiety. Use of the coping strategy of positive thinking was also the strongest predictor of all coping variables of a lower level of foreign language

learning anxiety. The results also revealed that resignation contributed to higher levels of foreign language learning anxiety than did use of other coping strategies.

Karunakaran, Haq and Rana (2013) investigated the factors that language anxiety can possibly stem from learning environment and the influence on communication in the target language. The data were collected through semi-structured interviews in a qualitative study. The samples were four individuals who have been learning English for several years. The findings of the study exhibit the basic causes of English learning anxiety from the learners' perspectives as well as the effects of it.

Khodadady and khajavy (2013) studied the relationship between language anxiety and motivation among Iranian EFL learners. Secondly, a foreign language achievement model based on language learning anxiety and motivation was developed and tested by structural equation modelling. Foreign language classroom anxiety scale and language learning orientations scale were administered to 264 participants. The results of the study showed that amotivation and less self-determined types of external motivation are positively related to language anxiety. Also, intrinsic motivation and identified regulation were negatively related to language anxiety.

Nahavandi and Mukundan (2013) conducted a study to understand the level of anxiety of the Iranian EFL students towards English as a foreign language. 548 students (elementary to advanced learners) studying in Jahad-e-Daneshgahi institute of Tabriz, Iran were selected based on random sampling. Foreign Language Classroom Anxiety Scale was used. The results of the study indicated that students

experienced anxiety in all four scales on the higher side of the range. communication anxiety was found to be the predominant anxiety component in the students, as compared to other three scales. In addition, gender and first language didn't affect their anxiety significantly and level of proficiency affected their anxiety in all four domains significantly.

Chakrabarti & Sengupta (2012) conducted a study to explore the level of anxiety of the Indian learners who learn English as second language. It also aimed to find out the effect of L2 anxiety on their L2 achievement and the most influencing anxiety component. The data were collected from 146 students of X standard studying in Bengali medium secondary school in the state of West Bengal. It was found that most of the students had high level of anxiety. Test anxiety was found to be the predominating anxiety component in the students, as compared to communication apprehension and fear of negative evaluation.

Lijy (2012) studied the relationship between English language anxiety and social competence among secondary school students. Survey method was used to collect data from 800 students from 16 schools of Kozhikode and Malappuram district. The study used English language anxiety scale as a tool for the study. The statistical techniques used in the study were percentiles, t-test, correlation and ANOVA. The study revealed that there was a low but significant negative relationship between the variables, English language anxiety and social competence.

Shan, X. (2010) tried to study English language anxiety among English learners at different learning stages in China. Data were collected from 336 students from three middle schools and 306 students from three colleges in Lanzhou. The

grades of three English examinations for all subjects were collected and the average grades were computed as the measurement of their language achievement. The result confirmed the debilitating effect of language anxiety on Chinese EFL student's language performance. Middle school students felt most anxious during test while college students appeared fear negative evaluation.

Conclusion

The review of related studies gives a wide perspective of the present study under investigation. While reviewing the related literature, the investigator found that a number of studies have been conducted in the area of communication skills and English language anxiety. The investigator found that most of the studies were conducted on a sample of college/university students and some were found with school students. The studies were conducted either in India or abroad. While reviewing the related literature, the investigator failed to find much studies which related communication skills in English and English language anxiety. Keeping all these matters in mind, the present study is an attempt to find out the relation between Communication skills and English language anxiety among Asap and Non-Asap students of higher secondary schools in Kerala.

Table 1 summarises the take-aways on methodology from the related studies and Table 2 shows the inferences gathered from the related studies.

Table 1

Take-aways on Methodology from Related Studies

Take-aways on Methodology from Related Studies	Supporting Studies
Most of the studies used survey method for the investigation	Permatasari (2020), Anhar (2019), Fitori (2019), Kim and Shin (2019), Saha and Mete (2017), Savariappan (2017), Hashmi (2016)
Many of the studies used tests as a tool for the investigation	Anhar (2019), Khan and Akhtar (2017), Mathew (2016), Nath (2016), Hidaya, Susilohadi and Pudjobroto (2015), John and Singh (2014)
A few studies used interviews as a method to collect relevant data.	Fitori(2019), Xaio(2019) Radhika (2014),
Many of the studies used English Language Anxiety Scale	Arif (2020), Kumar and Rathina (2017), Elaldi (2016), Nargis and Ali (2016), Choi (2013), Lijy (2012)

Table 2

Inferences from Related Studies

Inferences from Related Studies	Supporting Studies
English language anxiety and English language achievement are negatively correlated	Lan and Chang (2017), Choi (2013)
There is significant relation between English language anxiety and English language achievement	Arif (2020), Jiang and Dewaele (2020), Charoensukmongol (2019), Saha and Mete (2017)
Majority of the students have a high level of anxiety towards English language	Lan and Chang (2017), Nargis and Ali (2017), Marwan (2016), Nath (2016), Chakrabarti and Sengupta (2012), Lijy (2012)
There is low achievement in English among Indian students	Mary and Thangam (2017), Kumar and Rathina (2017), Sharma and Chawla (2013), Sundriyal and Singh (2010)

METHODOLOGY

- Variables of the Study
- Objectives of the Study
- Hypotheses of the Study
- Tools Employed for the collection of Data
- Sample of the study
- Procedure Adopted for Data Collection
- Statistical Techniques used for Analysis

METHODOLOGY

Research Methodology is a way to systematically solve the research problem. Methodology occupies a very prominent role in any type of research. The method depends on the problem selected and should be appropriate. The method selected may be a hall mark for the effectiveness of research studies.

The present study is an investigation about the relationship between communication skills and English language anxiety of higher secondary school students in Kerala.

Variables of the Study

There are two variables in the study. They are

a)   Communication skills

b)   English language anxiety

Gender, locale and are considered as classificatory variables.

Objectives of the Study

1.   To find out the extent of English communication skills among ASAP and Non-ASAP students in Kerala for the total sample and sub sample based on

a.   Gender

b.   Locale

c.   Stream of Study

2.   To find out the extent of English language anxiety among ASAP and Non-ASAP students in Kerala for the total sample and sub samples based on

   a.   Gender

   b.   Locale

   c.   Stream of Study

3.   To find out the relation between communication skills and its components (Reading, Writing, Vocabulary and Grammar) with English language anxiety among higher secondary school students in Kerala.

4.   To find out whether there is a significant difference in English communication skills between ASAP and Non-ASAP students of higher secondary schools in Kerala.

5.   To find out whether there is a significant difference in English language anxiety between ASAP and Non-ASAP students of higher secondary schools in Kerala.

Hypotheses of the Study

1.   There will not be any significant relation between communication skills and its components (Reading, Writing, Vocabulary, Grammar) with English language anxiety among higher secondary school students.

2.   There will not be any significant difference in English communication skills between ASAP and Non-ASAP students in total sample and subsamples based on gender, locale and stream of study of higher secondary schools in Kerala.

3.   There will not be any significant difference in English language anxiety between ASAP and Non-ASAP students in total sample and sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

Tools Used for data Collection

The source of a research depends on the availability of relevant data. The selection of suitable tool is of vital importance for a successful research. For the present study, the investigator used the following tools.

A.   Test of Communication Skills in English (Prepared by the investigator with the guidance of the supervising teacher)

B.   English Language Anxiety Scale (Lijy & Praveen,2012)

Detailed description of each of these tools is given below.

Test of Communication Skills in English

This tool is prepared by the investigator in collaboration with the supervising teacher, in order to Assess the extent of communication skills in English among higher secondary school students in Kerala. The construction procedure of the test is described under the following heads viz.,

i)   Planning of the Test

ii)   Preparation of the Test

iii)   Try out of the Test

iv)   Finalization of the Test

i)   Planning of the Test

A good test requires careful planning. The first step in the construction and standardization of a test is planning of the test. After selecting the topic, the investigator had gone through a number of related studies and identified that most of the students using English as a second language or foreign language have difficulty while using the language. The researcher interviewed 20 Asap coordinators of different higher secondary schools to identify the directive followed in the selection of student to participate in the programme. And as such not much difference is expected in the socio-economic status of the pupils. Then the investigator consulted with experts in English language and identified the most important components to be included in the test. And thereby, Reading, Writing, Vocabulary and Grammar was given due importance in the test.

Reading

Reading is interactive in that in it the reader brings his personal knowledge or schema to the text while reading. The interactivity is triangular- between the reader, the text and the message. The goal of such an activity is specific which is to engage the thoughts, facts, viewpoints etc. that the writer has put together on the page in order to arrive at the best personal meaning. Reading involves many subskills and the most important ones included in the test are interpretation of the Text, scanning a text, infer the meaning from context and infer context that is not explicit. Item numbers 1-12 are included in this category.

Writing

Writing is the ability to put words together into phrases and sentences by providing opportunities for building the subskills for helping learners make effective use of the processes that go into a good piece of writing. Independent writing is a thinking process that requires a lot of deliberate effort to be put into a number of processes like brainstorming, collecting data, drafting, editing and so on. The important subskills of Writing included in the test include Produce an Acceptable Core of Words, Writing with Fluency and Convey links and Connections between Events. The item numbers 42- 50 are included in this category.

Vocabulary

There is often a sizeable difference between words used only in speech and those used in written communication. And the three tiers of vocabulary are also notable which include basic words like 'happy', 'sad', high frequency words like 'sympathy', 'estimate' and low frequency words like 'chasm', 'warp' and so on. The two types viz, basic words and high frequency words are given importance in the test items. The item numbers 13-23 are included in this category.

Grammar

The knowledge of the rules of grammar helps one monitor language production, oral and written.

It also builds confidence in the use of language. The main grammatical items in the Test of Communication Skills in English are Question Tags, Degrees of

Comparison, Prepositions and Tense Forms. The item numbers 24 – 41 are included in this category.

ii)   Preparation of the Test

Based upon the important subskills as mentioned above, the investigator developed the Test of Communication Skills in English. The draft test consisted of 50 items in which 12 items were included for Reading, 9 items for Writing, 11 items for Vocabulary and 18 items in Grammar.

iii)   Try out of the Test

The present test was tried out on a representative sample of 200 pupils of higher secondary schools from the district of Kozhikode. The answer sheets of the try out test were scored. The test was standardized by applying the technique of item analysis.

The quality and merit of a good test depends upon the individual items of which it is composed. It is therefore necessary to analyze each item in order to retain only those which suit the purpose of the test being constructed. The difficulty index, facility value and discriminating power of the items were calculated, using the following formulae:

a) Difficulty Index

$$D.I = \frac{U + L}{2N}$$

where,

U = No. of correct responses in upper group

L = No. of correct responses in lower group

N = No. of pupils in the group

The difficulty index of a descriptive type item is usually termed as Facility value (FV) and is calculated using the formula (both in the upper and lower group)

$$FV = \frac{\text{Sum of marks by all students on the question}}{\text{Sum of maximum marks obtainable on that question}}$$

b) Discriminating Power

$$D.P = \frac{U - L}{N}$$

where,

     U = No. of correct responses in upper group

     L = No. of correct responses in lower group

     N = No. of pupils in the group

Discriminating power of the descriptive type items can be calculated using the formula.

$$DP = \frac{\text{Difference between Mean Scores}}{\text{Standard Error of the difference}}$$

Table 3 depicts the discriminating power and difficulty index of the objective items in the test.

Table 3

Discriminating Power and Difficulty Index of the Objective Items in the Test

SI No	U	L	Discriminating Power D.P	Difficulty Index D.I	Selected (✓) or not (N)
1.	82	69	0.2	0.7	✓
2.	99	63	0.4	0.8	✓
3.	99	67	0.3	0.8	✓
4.	98	60	0.4	0.7	✓
5.	82	49	0.3	0.6	✓
6.	97	89	0.08	0.9	N
7.	90	69	0.2	0.7	✓
8.	85	73	0.1	0.7	N
9.	95	55	0.4	0.7	✓
10.	93	67	0.3	0.8	✓
11.	68	15	0.5	0.4	✓
12.	76	30	0.5	0.5	✓
13.	87	50	0.4	0.6	✓
14.	66	38	0.3	0.5	✓
15.	97	79	0.2	0.8	✓
16.	94	59	0.4	0.7	✓
17.	94	52	0.4	0.7	✓
18.	94	49	0.5	0.7	✓
19.	72	48	0.2	0.6	✓
20.	57	40	0.2	0.5	✓
21.	95	67	0.3	0.8	✓
22.	90	84	0.06	0.8	N
23.	97	80	0.2	0.8	✓
24.	92	30	0.6	0.6	✓
25.	61	22	0.4	0.4	✓
26.	29	5	0.2	0.1	N
27.	58	26	0.3	0.4	✓
28.	84	16	0.7	0.5	✓

SI No	U	L	Discriminating Power D.P	Difficulty Index D.I	Selected (✓) or not (N)
29.	84	27	0.6	0.5	✓
30.	100	89	0.1	0.9	N
31.	86	54	0.3	0.7	✓
32.	93	36	0.5	0.6	✓
33.	21	17	0.04	0.2	N
34.	97	75	0.2	0.8	✓
35.	88	58	0.3	0.7	✓
36.	100	76	0.2	0.8	✓
37.	95	38	0.5	0.6	✓
38.	94	63	0.3	0.7	✓
39.	24	12	0.1	0.2	N
40.	89	39	0.5	0.6	✓
41.	75	26	0.5	0.5	✓
46.	68	38	0.3	0.5	✓
47.	78	12	0.6	0.4	✓
48.	81	10	0.7	0.4	✓
49.	61	18	0.4	0.4	✓
50.	91	43	0.5	0.6	✓

Table 4 shows the discriminating power and facility value of the descriptive items in the test.

Table 4

Discriminating Power and Facility Value of the Descriptive Items in the Test

SI	DP (t-value)	FV	Selected or Not
42.	20.12	0.5	✓
43.	17.44	0.6	✓
44.	16.77	0.4	✓
45.	32.93	0.5	✓

iv)   Finalization of the Test

The items that have discriminating power greater than 0.2 and difficulty index between 0.4 and 0.8 were selected for the final test. Such a relaxation was used in order to get a proper representation of the components and all of the subskills included in the Test of Communication Skills in English. The descriptive items with facility value between 0.4 and 0.6 along with discriminating power greater than 2.58 were selected for the final test. Thus, from the total of 50 items, question numbers 6, 8, 22, 26, 30, 33 and 39 were removed and as such 43 items were selected for the final test.

The table 5 depicts the component wise distribution of items in the Test of Communication Skills in English.

Table 5

Component Wise Distribution of Items in the Test of Communication Skills in English

SI	Component	Item Numbers
1.	Reading	1,2,3,4,5,6,7,8,9,10
2.	Writing	35,36,37,38,39,40,41,42,43
3.	Vocabulary	11,12,13,14,15,16,17,18,19,20
4.	Grammar	21,22,23,24,25,26,27,28,29,30,31,32,33,34

Validity

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. (Best & Kahn, 2011)

A test is said to have face validity when it appears to measure whatever the author had in mind namely what he thought he was measuring. (Garret, 1993).

The validity of the present tool (Test of Communication Skills in English) was ensured using face validity and content validity. To ensure face validity, the investigator consulted experts during the development of the Test of Communication Skills in English and sought the approval of items. Thus, the face validity was ensured.

The content validity of the tool was also ensured. "Content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed.'' (Best &Kahn, 2011). In the present study validity of the tool was established by comparing the dimensions of the test with the theoretical dimension of Reading, Writing, Vocabulary and Grammar. Hence, the content validity was ensured.

Reliability

Reliability of the test is its ability to yield consistent result from one set of measures to another. Reliability refers to the consistency of scores obtained by the same individuals when re-examined with the same test on different items or under the other variable examining conditions. Reliability simply means consistent result in testing and retesting. "Reliability of a tool refers to the consistency with which a tool measures what it proposes to measure." (Best & Kahn, 2011)

In the present study, as an index of reliability, Cronbach's co-efficient alpha was estimated using the formula,

$$\gamma KK = \frac{K}{K-1}\left[1 - \frac{\sum S_i^2}{sx^2}\right]$$

where K is the number of items on the test, $\sum Si^2$ is the sum of the variances of the item scores, and SX^2 is the variance of the item scores. It was estimated that the tool possesses a homogeneity index of 0.85 suggesting that the tool has desirable homogeneity and hence is reliable.

Scoring Procedure

The test contained both objective type questions and descriptive type questions. The objective type questions were given 1 mark for correct responses and descriptive type questions were given marks based upon the theme, construction, vocabulary and meaningful production of the statements.

A. **English Language Anxiety Scale:**

The scale was prepared and standardized by Lijy and Praveen, (2012) for assessing English language anxiety of secondary school students. There are 39 items in the scale which are classified under four heads viz., communication apprehension, test anxiety, fear of negative evaluation and anxiety of English classes.

Reliability

The investigator established the reliability of the tool by split half method. The full-length correlation co-efficient of the test is 0.90. This index suggested that the English Language Anxiety Scale is highly reliable.

Validity

The validity of English Language Anxiety Scale was ensured by using face validity and concurrent validity. The correlation co-efficient between Foreign Language Anxiety Scale, an external criterion and English Language Anxiety Scale was found to be 0.76, which showed that the English Language Anxiety Scale had concurrent validity.

Scoring Procedure

English language anxiety scale is a Likert type scale, responses can be made in a five-point scale as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', 'Strongly Disagree'. For a positive statement the score given is 5,4,3 ,2 and l for the options 'Strongly Agree', 'Agree', 'undecided', 'Disagree' and 'Strongly Disagree' respectively. Scoring scheme was reversed for negative statements. The score on all the items were added to get the total score on English language.

Sample for the Study

The population of the study is higher secondary school students of Kerala. The size of the population is finite, but very huge. So, the investigator has decided to take a representative sample of the population which will provide data that is generalizable. A good sample of population is that which will produce the characteristics of population with accuracy (Cornell, 1960). Selection of the sample is an important aspect of any research. A sample is a small portion selected for observation (Best & Kahn, 2011)

To meet the representativeness in sample selection, the investigator has decided the selection of the sample based on three major aspects namely, size of sample, technique of sampling and factors to be represented in the sample.

The investigator has decided to select a sample of 600 higher secondary school students from 10 higher secondary schools in the district of Kozhikode using stratified random sampling technique. The strata considered during the sample selection are gender (Male & Female), locale (Urban & Rural) and stream of study (Science, Commerce, Humanities & Computer Science)

Gender

Gender plays important role in the study. Since it had been found that sex difference exists in many of the psychological variables, the investigator decided to give due weightage to male and female students of higher secondary schools for the present study.

Locale of the School

In the case of instructional efficiency, wide difference is noted between schools in the Urban and Rural areas. Rural and Urban is distinguished on the basis of the locale of the school. Schools situated under Panchayath administration are grouped as rural and those under municipality are grouped as urban. Therefore, the investigator decided to give due importance to the locale of the school.

Stream of Study

The higher secondary schools in Kerala provides different streams such as Science, Commerce, Humanities and Computer Science. Additional Skill

Acquisition Programme is provided to the higher secondary students belonging to all of these streams. Hence, the investigator included stream of study as an essential factor in the study.

Data Collection Procedure

After deciding the sample, the investigator approached the head of the selected higher secondary schools seeking permission for the administration of the tool with a letter from the principal, Farook Training College. A schedule for administration of the tool was prepared in advance and the data collection was done according to the schedule.

Administration of the Tools

The investigator, while administering the tools informed students about the purpose and procedure of responding. The investigator read out each question and necessary clarification of doubts was done whenever students required it. The response sheet was collected back when all the students completed the process of responding to each tool.

Scoring and Consolidation of Data

The response sheets were scored according to the scoring procedure and were consolidated and tabulated for the further statistical analysis. While scoring, incomplete response sheets were rejected and the final sample size was reduced from 600 to 500. The breakup of the sample is given in Table 6

Table 6

Statistical Details of the Sample

Gender		Locale of School		Stream of Study			
Male	Female	Urban	Rural	SC	CO	CS	HU
194	306	265	235	224	106	32	138

Statistical techniques used for analysis

For the purpose of analyzing the collected data the following statistical techniques were used.

1.   Pearson's Product Moment Coefficient of Correlation (r)

The most often used and the most precise coefficient of correlation is the Pearson's Product Moment Coefficient of Correlation(r).

The degree of relationship is measured and represented by the coefficient of correlation which can be calculated using the formula,

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

Where,

$\sum X$ – sum of the X scores

$\sum Y$ – sum of the Y scores

$\sum X^2$ – sum of the squares of the X scores

$\sum Y^2$ – sum of the squares of the Y scores

N   – number of the paired scores

2.   **Test of Significance of Mean Difference for Large Independent Sample**

The statistical technique 'Test of Significance of Mean Difference for Large Independent Sample' is used to find out if there exist any significant difference among the relevant subsamples.

The test of significance of mean difference for large independent sample is known as t-test.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{\sigma_1^2}{N_1} + \dfrac{\sigma_2^2}{N_2}}}$$

Where,

$\overline{X}_1$ – Mean of the group I

$\overline{X}_2$ – Mean of the group II

σ_1 – Standard deviation of the group I

σ_2 – Standard deviation of the group II

N_1 – Sample size of the group I

N_2 – Sample size of group II

3.   **Percentiles**

The percentile norms for the total sample to find the extend of Communication skills in English and English language anxiety can be calculated using the formula,

$$Pi = 1 + \frac{h}{f}\left[\frac{i \times (N - C)}{100}\right]$$

Where,

l = lower limit of the class containing Pi

f = frequency of the class containing Pi

h = the magnitude of the class containing Pi

C = cumulative frequency of the class preceding the class containing Pi

4.   ANOVA (One-Way)

The analysis of variance is an effective way is an effective way to determine whether the means of more than two samples are different to attribute to sampling error. It helps us to know whether any of the differences between the means of the given samples are significant. in a single classification or one-way analysis of variance, the relationship between one independent and one dependent variable is examined. (Best & Kahn, 2006)

The Analysis of Variance consist of these operations

- The variance of the score for four groups is combined into one composite group known as the total group variance (vt)

- The mean value of the variance of each of the four groups, computed separately is known as within groups variance (vw)

- The difference between the total groups' variance and the within groups variance is known as the between variance groups (vt-vw=vb)

- The F ratio is computed by,

$$F = \frac{vb}{vw} = \frac{(\text{between groups variance})}{(\text{within groups variance})}$$

For the present study the investigator used analysis of variance (ANOVA) to determine whether Communication skills and English language anxiety among Asap and Non-asap students of higher secondary schools differ significantly based on the stream of study.

ANALYSIS AND INTERPRETATION OF DATA

- Objectives of the Study
- Hypotheses of the Study
- Preliminary Analysis
- Major Analysis

ANALYSIS AND
INTERPRETATION OF DATA

Data analysis is the process of extracting information from data. Data analysis is a method in which data is collected and organized so that no one can derive helpful information from it. In other words, the main purpose of data analysis to look at what is trying to tell us. Analysis of data means studying the organized material in order to discover inherent facts. The data was studied from as many angles as possible to explore new facts. Statistical techniques have contributed greatly in gathering, organizing, analyzing and interpreting numerical data. (Koul, 2014)

Data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap and evaluate data. An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings. Data analysis is the process of applying statistical techniques to organize, represent, describe, evaluate and interpret data. It aims at evaluating the data using analytical and logical reasoning to examine each component of the data provided.

The main purpose of the study is to find out communication skills and English language anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala. This chapter describes the details of the statistical analysis of the data collected. The collected data were analyzed statistically on the

basis of the objectives of the study and the results are presented and discussed in this chapter.

Objectives of the Study

The objectives of the study are:

1. To find out the extent of English communication skills among ASAP and Non-ASAP students in Kerala for the total sample and sub sample based on

    a. Gender

    b. Locale

    c. Stream of Study

2. To find out the extent of English language anxiety among ASAP and Non-ASAP students in Kerala for the total sample and sub samples based on

    a. Gender

    b. Locale

    c. Stream of Study

3. To find out the relation between communication skills and its components (Reading, Writing, Vocabulary and Grammar) with English language anxiety among higher secondary school students in Kerala.

4. To find out whether there is a significant difference in English communication skills between ASAP and Non-ASAP students in total sample as well as sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

5. To find out whether there is a significant difference in English language anxiety between ASAP and Non-ASAP students in total sample and sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

Hypotheses of the Study

1. There will not be any significant relation between communication skills and its components (Reading, Writing, Vocabulary, Grammar) with English language anxiety among higher secondary school students.

2. There will not be any significant difference in English communication skills between ASAP and Non-ASAP students in total sample and subsamples based on gender, locale and stream of study of higher secondary schools in Kerala.

3. There will not be any significant difference in English language anxiety between ASAP and Non-ASAP students in total sample and sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

Preliminary Analysis

As the first step of analysis the descriptive statistics such as mean, median, mode, standard deviation, skewness and kurtosis were worked out for the variables, communication skills and English language anxiety among the higher secondary school students for total sample to know the basic properties of the variables.

The results of descriptive statistics for the distribution of scores for communication skills of higher secondary school students for total sample are calculated and presented in Table7.

Table 7

Descriptive Statistics of the Variable Communication Skills of Higher Secondary School Students for Total Sample.

Variable	Number	Mean	Median	Mode	SD	Skewness	kurtosis
Communication Skills	500	29.49	30.00	28.00	7.43	-.484	.113

Table 7 shows that the obtained value of mean, median and mode of the independent variable, communication skills of higher secondary school students are 29.49, 30 and 28 for the total sample. It indicates that the value of mean, median and mode coincide approximately for the total sample. The indices of skewness (sk = -0.484) shows that the distribution of the scores of Communication skills of the higher secondary school students is negatively skewed for the total sample. The indices of kurtosis for Communication skills reveals that the distribution of scores of Communication skills (K=0.113) is slightly leptokurtic in nature for the total sample of the higher secondary school students. Thus, the distribution of the scores of Communication skills of higher secondary school students shows that the distribution is almost normal. The graphical representation of the distribution of scores of Communication skills for the total sample is given in Figure 1.
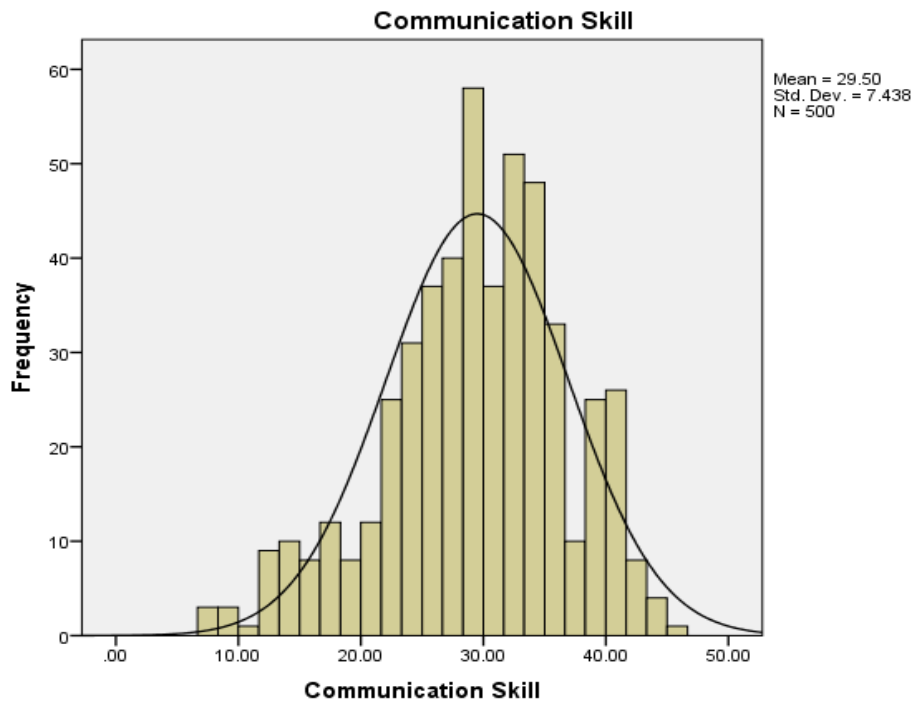
Figure 1. Graphical representation of the distribution of scores of Communication Skills for the total sample

The results of descriptive statistics for the distribution of scores for English language anxiety of higher secondary school students for total sample are calculated and presented in Table 8.

Table 8

Descriptive Statistics of the Variable English Language Anxiety of Higher Secondary School Students for Total Sample.

Variable	Number	Mean	Median	Mode	SD	Skewness	Kurtosis
English Language Anxiety	500	98.45	97	100	27.467	.516	.502

Table 8 shows that the obtained value of the mean, median, and mode of the variable, English language anxiety of higher secondary school students are 98.45, 97

and 100 respectively for the total sample. It indicates that the value of mean, median and mode coincide approximately for the total sample. The indices of skewness (sk=0.516) shows that the distribution of the scores of English language anxiety of higher secondary school students is positively skewed for the total sample. The indices of kurtosis for English language anxiety reveals that the distribution of scores of English language anxiety (K=0.502) is slightly platykurtic in nature for the total sample of the secondary students. Thus, the distribution of the scores of English language anxiety of higher secondary school students shows that the distribution is almost normal for the total sample.

The graphical representation of the distribution of scores of English language anxiety for the total sample is given in Figure 2.
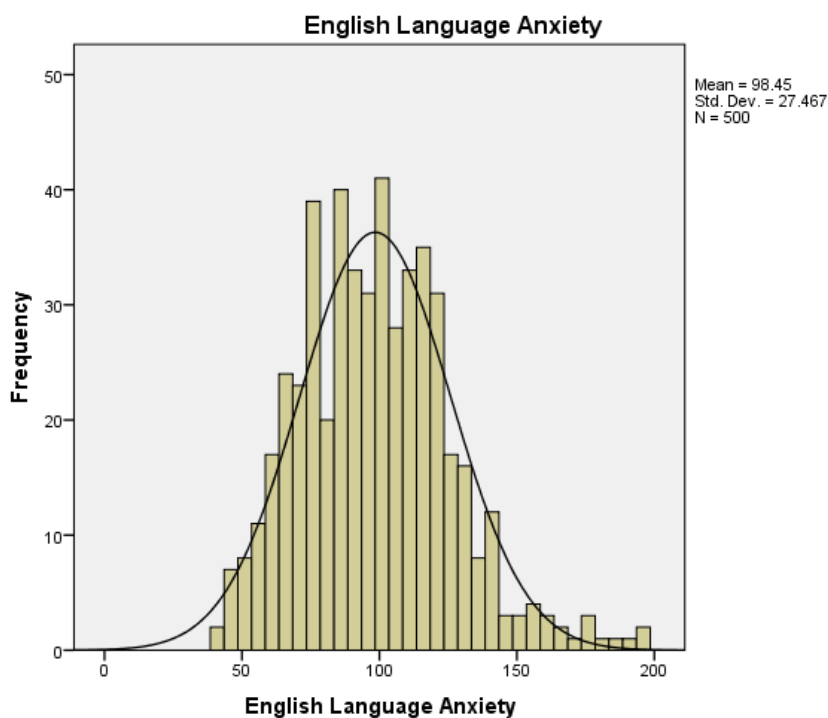
Figure 2. The graphical representation of the distribution of scores of English language anxiety for the total sample.

Major Analysis

- **Pearson's 'r' for the variables Communication Skills and its components (Reading, Writing, Vocabulary, Grammar) and English Language Anxiety among ASAP and Non-ASAP students of Higher Secondary Schools**

The details regarding coefficient of correlation between Communication Skills and its components (Reading, Writing, Vocabulary, Grammar) with English Language Anxiety among ASAP and Non-ASAP students of higher secondary schools are given in Table 9

Table 9

Details Regarding Coefficient of Correlation between Communication Skills and its Components (Reading, Writing, Vocabulary, Grammar) with English Language Anxiety among ASAP and Non-ASAP Students of Higher Secondary Schools

Category	Size of the sample	Correlation with English language anxiety 'r'	Level of significance
Communication Skills in English	500	-.427	0.01
Reading	500	-.289	0.01
Writing	500	-.383	0.01
Vocabulary	500	-.279	0.01
Grammar	500	-.346	0.01

Discussion

Table 9 indicates that the coefficient of correlation between the variables communication skills and English language anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala is -.427. The magnitude of 'r' shows that there exists moderate relationship between the variables communication skills and English language anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala. The negative sign of 'r' suggests that the variables Communication skills and English language anxiety are negatively related. Thus, there exists a moderate negative relationship between Communication skills and English language anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala. The value of 'r' is significant at 0.01 level. That is, for an increase in Communication skills there will be a decrease in English language anxiety and vice versa.

Table 9 indicates that the coefficient of correlation between the component Reading and English language anxiety among higher secondary school students is -.289. The value of 'r' is significant at 0.01 level. The magnitude of 'r' indicates that there is low relationship between the component Reading and English language anxiety among the ASAP and Non-ASAP students of higher secondary schools in Kerala. The negative sign indicates that Reading and English language anxiety are negatively related.

Table 9 shows that the coefficient of correlation between the component Writing and English language anxiety among higher secondary school students is -

.383. This shows that there exists a low negative relationship between the component Writing and English language anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala. This value is significant at 0.01 level.

Table 9 indicates that the coefficient of correlation between the component Vocabulary and English language anxiety among higher secondary school students in Kerala is -.279. This signifies a low negative relationship between the component Vocabulary and English language anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala. This value is significant at 0.01 level.

Table 9 shows that the coefficient of correlation between the component Grammar and English language anxiety among higher secondary school students in Kerala is -.346. It signifies that there exists a negative low correlation between the component Grammar and English language anxiety among ASAP and Non-ASAP higher secondary school students in Kerala. This value is significant at 0.01 level.

- **Percentile Norms for the extent of Communication Skills in the Total Sample**

Percentiles P_{10} P_{20} P_{30} P_{40} P_{50} P_{60} P_{70} P_{80} and P_{90} were computed for the total sample. They are presented in table 10.

Table 10

Percentile Norms of Communication Skills for the Total Sample

Percentile	Value
P_{90}	39.47
P_{80}	35.5
P_{70}	33.5
P_{60}	32.00
P_{50}	30.00
P_{40}	28.5
P_{30}	26.5
P_{20}	23.5
P_{10}	19.07

Discussion

Table 10 indicates that the 50th percentile of Communication skills for the total sample is 30. This means that 50 percent of the students in higher secondary schools have scores less than 30. In the same way, other percentiles can be interpreted.

- **Percentile Norms for the extent of Communication Skills among the subsamples ASAP, Non-ASAP, gender and locale of higher secondary schools.**

Percentiles P_{10} P_{20} P_{30} P_{40} P_{50} P_{60} P_{70} P_{80} and P_{90} were computed for ASAP, Non-ASAP, boys, girls, rural and urban students of higher secondary schools. They are presented in table 11.

Table 11

Percentile Norms of Communication Skills for ASAP, Non-ASAP, Gender and Locale of Students of Higher Secondary Schools

Percentile	ASAP	Non-ASAP	Boys	Girls	Rural	Urban
P_{90}	38.55	39.5	39.42	39	39.5	39
P_{80}	34.5	36	36	35	35	35.55
P_{70}	32.5	34.07	33.52	33.5	32.5	34
P_{60}	30.5	32.5	32.2	31.75	30.5	32.5
P_{50}	**29**	**30.5**	**30.12**	**30**	**29.25**	**30.5**
P_{40}	27.15	29	28.5	28.25	27.5	29.15
P_{30}	25.5	27.25	26.5	26.5	26.25	26.55
P_{20}	23.4	24.41	24.5	23.25	23.5	23.95
P_{10}	16.95	20.45	22	18.12	21.1	18.85

Discussion

Table 11 indicates that the 50th percentile for ASAP students in Communication skills is 29 and the 50th percentile of Non- ASAP students is 30.5. It signifies that 50 percent of the ASAP and Non- ASAP students have scores less than 29 and 30.5 respectively in Communication skills. Table 11 also shows that 50th percentile for boys in communication skills is 30.12 whereas it is 30 for girls which means that 50 percent of the boys and girls have scores less than 30.12 and 30 respectively in Communication skills. Table 11 reveals that the 50th percentile for rural students in Communication skills is 29.25 and urban students is 30.5. It means that 50 percent of the rural and urban students have score less than 29.25 and 30.5 respectively in Communication skills.

- **Percentile Norms for the extent of Communication Skills based on the subsample, Stream of Study**

Percentiles P_{10} P_{20} P_{30} P_{40} P_{50} P_{60} P_{70} P_{80} and P_{90} were computed for science, commerce, computer science and humanities students of higher secondary schools. They are presented in table 12.

Table 12

Percentile Norms of Communication Skills for Stream of Study of Higher Secondary Schools

Percentile	Science	Commerce	Computer science	Humanities
P_{90}	40.35	36.5	41.5	35.57
P_{80}	36.5	34.25	39.45	32
P_{70}	35.02	32.87	36.67	30
P_{60}	33.5	31.5	33.9	29
P_{50}	32	29.25	32	27.87
P_{40}	30.5	27.5	28.4	26.5
P_{30}	29	25.5	25.3	23.77
P_{20}	26	23	21.4	21.6
P_{10}	23.5	20.75	14.07	16.5

Discussion

Table 12 shows that the 50th percentile of the students from the different streams- science, commerce, computer science and humanities is 32, 29.25, 32 and 27.87 respectively in Communication skills. This means that 50 percent of the science students have scores less than 32, 50 percent of the commerce students have score less than 29.25 while the 50 percent of the students from computer science

stream have score less than 32 and 50 percent of the students from humanities stream have scores less than 27.87 in Communication skills.

- **Percentile Norms for the extent of English Language anxiety in the Total Sample**

Percentiles P_{10} P_{20} P_{30} P_{40} P_{50} P_{60} P_{70} P_{80} and P_{90} for English language anxiety were computed for the total sample. They are presented in table 13.

Table 13

Percentile Norms of English Language Anxiety for the Total Sample

Percentile	Value
P_{90}	132
P_{80}	119.2
P_{70}	113
P_{60}	104
P_{50}	97
P_{40}	90
P_{30}	83
P_{20}	75
P_{10}	64

Discussion

Table 13 shows that 50th percentile for the total sample in English language anxiety is 97. That is, 50 percent of the students in the total sample have scores less than 97 in the English language anxiety scale.

- **Percentile Norms for the extent of English Language anxiety in the subsamples ASAP, Non-ASAP, gender and locale**

Percentiles P_{10} P_{20} P_{30} P_{40} P_{50} P_{60} P_{70} P_{80} and P_{90} were computed for the subsamples, viz, ASAP, Non-ASAP, gender and locale to find out the extent of English language anxiety. They are presented in table 14.

Table 14

Percentile Norms of English Language Anxiety for the Subsamples Based on ASAP, Non-ASAP, Gender and Locale

Percentile	ASAP	Non-ASAP	Boys	Girls	Urban	Rural
P_{90}	143.3	126	137	129.2	130.6	134
P_{80}	119.2	116	120.2	118	119.2	119.2
P_{70}	118.3	107	115.8	110	111	114
P_{60}	111.8	100	109	101	103	106
P_{50}	**106**	**93.5**	**102**	**94**	**95**	**100**
P_{40}	98.6	87	96	87.6	88	91.6
P_{30}	89.7	78.7	87	79.2	83	84
P_{20}	79.8	73	76	74	76	73.8
P_{10}	63	64	63.8	64	66.4	64

Discussion

Table 14 indicates that the 50th percentile for Asap students in English language anxiety is 106 and the 50th percentile of Non- Asap students is 93.5. It signifies that 50 percent of the Asap and Non- Asap students have scores less than 106 and 93.5 respectively in English language anxiety. A reason behind this may be because the data were collected before the completion of the ASAP training. Table 14 also shows that the 50th percentile for boys in English language anxiety is 102

whereas it is 94 for girls which means that 50 percent of the boys and girls have scores less than 102 and 94 respectively in English language anxiety. Table 14 reveals that the 50th percentile for rural students in English language anxiety is 100 and urban students is 95. It means that 50 percent of the rural and urban students have score less than 100 and 95 respectively in English language anxiety scale.

- **Percentile Norms for the extent of English Language anxiety in the subsample, Stream of study**

Percentiles P_{10} P_{20} P_{30} P_{40} P_{50} P_{60} P_{70} P_{80} and P_{90} were computed for the subsample based on the stream of study of the students, viz, science, commerce, humanities and computer science. They are presented in table 15.

Table 15

Percentile Norms of English Language Anxiety for the Subsamples Based on Stream of Study

Percentile	Science	Commerce	Computer Science	Humanities
P_{90}	121.8	146.8	124	134.9
P_{80}	114	121	112.6	124.6
P_{70}	107	116	101.4	120
P_{60}	100	110	92	113.2
P_{50}	**92**	**100**	**83.5**	**103**
P_{40}	87	93	68	100
P_{30}	78	85	60.9	90
P_{20}	74	78	56.2	84
P_{10}	64	70.6	52.1	66.8

Discussion

Table 15 shows that the 50th percentile of the students from the different streams- science, commerce, computer science and humanities is 92, 100, 83.5 and 103 respectively in English language anxiety. This means that 50 percent of the science students have scores less than 92, 50 percent of the commerce students have score less than 100 while the 50 percent of the students from computer science stream have score less than 83.5 and 50 percent of the students from humanities stream have scores less than 103 in English language anxiety.

Mean Difference Analysis

Mean difference analysis was done to find out whether there is any significant difference in Communication skills and English language anxiety between ASAP and Non-ASAP students in total sample as well as sub samples based on gender, locale and stream of study of higher secondary schools in Kerala. The intention was to find out if there exist any significant difference in the mean scores of Communication skills and English language anxiety for ASAP and Non-ASAP, boys and girls, urban and rural, science, humanities, commerce and computer science streams of study at higher secondary schools in Kerala.

ASAP and Non-ASAP

The test of significance of the difference between mean scores of the variables, namely; Communication skills and English language anxiety for ASAP and Non-ASAP students of higher secondary schools was carried out.

- **Comparison of the mean scores of Communication skills of ASAP and Non-ASAP students of Higher Secondary Schools.**

The data and results of the test of significant difference between the mean scores of Test of Communication skills for ASAP and Non-ASAP students of higher secondary schools are presented in Table 16.

Table 16

Data and Results of the Test of Significance Difference Between Mean Scores of Communication Skills for ASAP and Non-ASAP Students of Higher Secondary Schools.

Category		N	Mean	SD	t-value	Level of Significance
Communication skills	ASAP	180	28.40	7.49	-2.480	NS
	Non-ASAP	320	30.11	7.34		

Table 16 shows that the mean score of Communication skills in English of ASAP students is 28.40 and the mean score of Non-ASAP students is 30.11. The standard deviation obtained for ASAP students is 7.49 and for Non-ASAP students is 7.34. The obtained t-value is -2.480, which is less than the tabled value at 0.05 level (1.96). Since the t-value obtained is less than the tabled value, it can be concluded that there exists no significant difference in the means scores of Test of Communication skills of ASAP and Non-ASAP students of higher secondary schools.

Discussion

From the analysis of the mean scores between ASAP and Non-ASAP students of higher secondary schools, it was found that there exists no significant

difference in the mean scores of Communication skills of ASAP and Non-ASAP students of higher secondary schools. Thus, it can be concluded that there is no significant difference in Communication skills between ASAP and Non-ASAP students of higher secondary schools in Kerala.

- **Comparison of the mean scores of English language anxiety of ASAP and Non-ASAP students of Higher Secondary Schools.**

The data and results of the test of significant difference between the mean scores of English language anxiety for ASAP and Non-ASAP students of higher secondary schools are presented in Table 17.

Table 17

Data and Results of the Test of Significance Difference between Mean Scores of English Language Anxiety for ASAP and Non-ASAP Students of Higher Secondary Schools.

Category		N	Mean	SD	t-value	Level of Significance
English Language Anxiety	ASAP	180	105.85	31.33	4.51	0.05
	Non-ASAP	320	94.28	24.10		

Table 17 reveals that the mean score of English language anxiety of ASAP students is 105.85 and the mean score of Non-ASAP students is 94.28. The standard deviation obtained for Asap students is 31.33 and for Non-ASAP students is 24.10. The obtained t-value is 4.51, which is greater than the tabled value at 0.05 level (1.96). Since the t-value obtained is greater than the tabled value, it can be concluded that there exists significant difference in the means scores of English

language anxiety scale of ASAP and Non-ASAP students of higher secondary schools.

Discussion

From the analysis of the mean scores between ASAP and Non-ASAP students of higher secondary schools, it was found that there exists significant difference in the mean scores of English language anxiety scale of ASAP and Non-ASAP students of higher secondary schools. Thus, it can be concluded that there is significant difference in English language anxiety between ASAP and Non-ASAP students of higher secondary schools in Kerala.

Gender Difference

The test of significance of the difference between mean scores of the variables, namely; Communication skills and English language anxiety for the different genders was carried out.

- **Comparison of the mean scores of Communication skills of Boys and Girls of Higher Secondary Schools.**

The data and results of the test of significant difference between the mean scores of Communication skills for boys and girls of higher secondary schools are presented in Table 18.

Table 18

Data and Results of the Test of Significance Difference between Mean Scores of Communication Skills for Boys and Girls of Higher Secondary Schools.

Category	Gender	N	Mean	SD	t-value	Level of Significance
Communication skills	Boys	194	29.839	7.364	.817	NS
	Girls	306	29.281	7.488		

From the table 18, it is seen that the mean score of Communication skills of boys is 29.839 and the mean score of girls in Communication skills is 29.281. The standard deviation obtained for boys is 7.64 and for girls is 7.488. T t-value obtained is .817, which is less than the tabled value at 0.05 level (1.96). since the t-value obtained is less than the tabled value, it can be concluded that there exists no significant difference in the means scores of Communication skills in English of male and female students of higher secondary schools.

Discussion

The mean scores of Communication skills of boys and girls of higher secondary schools were analyzed. It was found that there is no significant difference in the mean scores of Communication skills of boys and girls of higher secondary schools. So, it can be concluded that boys and girls of higher secondary schools have the same level of Communication skills in English.

- **Comparison of the mean scores of English language anxiety of Boys and Girls of Higher Secondary Schools.**

The data and results of the test of significant difference between the mean scores of English language anxiety for boys and girls of higher secondary schools are presented in Table 19.

Table 19

Data and Results of the Test of Significance Difference between Mean Scores of English Language Anxiety for Boys and Girls of Higher Secondary Schools.

Category	Gender	N	Mean	SD	t-value	Level of Significance
English language anxiety	Boys	194	102.30	29.241	2.513	.05
	Girls	306	96.00	26.035		

Table 19 shows that the mean score of English language anxiety of boys is 102.30 and the mean score of girls of English is 96. The standard deviation obtained for boys is 29.241 and for girls is 26.035. t-value obtained is 2.513, which is greater than the tabled value at 0.05 level (1.96). Since the t-value obtained is greater than the tabled value, it can be concluded that there exists significant difference in the means scores of English language anxiety of male and female students of higher secondary schools.

Discussion

From the analysis of the mean scores between male and female students of higher secondary schools, it was found that there exists significant difference in the mean scores of English language anxiety of boys and girls of higher secondary schools.

Locale difference

The test of significance of the different between mean scores of students belonging to urban and rural regions for the variables, Communication skills and English language anxiety was calculated.

• **Comparison of the mean scores of Communication skills of students belonging to rural and urban regions of Higher Secondary Schools.**

The data and results of the test of significant difference between the mean scores of Communication skills for rural and urban students of higher secondary schools are presented in Table 20.

Table 20

Data and Results of the Test of Significance Difference between Mean Scores of Communication Skills for Rural and Urban Students of Higher Secondary Schools.

Category	Gender	N	Mean	SD	t-value	Level of Significance
Communication skills	Rural	235	29.19	7.33	.857	NS
	Urban	265	29.76	7.52		

Table 20 reveals that the mean score of Communication skills of rural students is 29.19 and the mean score of urban students is 29.76. The standard deviation obtained for rural students is 7.33 and for urban students is 7.52. The obtained t-value is .857, which is less than the tabled value at 0.05 level (1.96). Since the t-value obtained is less than the tabled value, it can be concluded that there exists no significant difference in the means scores of Test of Communication skills of rural and urban students of higher secondary schools.

Discussion

From the analysis of the mean scores between rural and urban students of higher secondary schools, it was found that there exists no significant difference in the mean scores of Test in Communication skills in rural and urban students of higher secondary schools. Thus, it can be concluded that there is no significant difference in Communication skills between rural and urban students of higher secondary schools in Kerala.

- **Comparison of the mean scores of English language anxiety scale of students belonging to rural and urban regions of Higher Secondary Schools.**

The data and results of the test of significant difference between the mean scores of English language anxiety scale for rural and urban students of higher secondary schools are presented in Table 21.

Table 21

Data and Results of the Test of Significance Difference between Mean Scores of English Language Anxiety Scale for Rural and Urban Students of Higher Secondary Schools.

Category	Locale	N	Mean	SD	t-value	Level of Significance
English language anxiety	Rural	235	99.24	28.63	-.609	NS
	Urban	265	97.74	26.42		

Table 21 reveals that the mean score of English language anxiety scale of rural students is 99.24 and the mean score of urban students is 97.74. The standard deviation obtained for rural students is 28.63 and for urban students is 26.42. The obtained t-value is -.609, which is less than the tabled value at 0.05 level (1.96). Since the t-value obtained is less than the tabled value, it can be concluded that there exists no significant difference in the mean scores of English language anxiety scale of rural and urban students of higher secondary schools.

Discussion

From the analysis of the mean scores between rural and urban students of higher secondary schools, it was found that there exists no significant difference in the mean scores of English language anxiety scale in rural and urban students of higher secondary schools. Thus, it can be concluded that there is no significant difference in English language anxiety between rural and urban students of higher secondary schools in Kerala.

Difference on the basis of Stream of Study

Data and results of the test of one-way ANOVA of Communication skills for the subsamples based on Stream of study, viz, science, commerce, computer science and humanities streams of higher secondary school students are presented in the Table 22.

Table 22

Summary of Analysis of Variance of Communication Skills for the Subgroups Based on Stream of Study

	Sum of squares	df	Mean square	F	Sig
Between groups	1919.53	3	639.844	12.35	.000
Within groups	25688.53	496	51.719		
Total	27608.06	499			

Table 22 shows that the F value obtained for Communication skills of higher secondary school students for the subsamples based on Stream of Study is 12.35 which is greater than the tabled value of F (3.82) for (3, 496) df at 0.01 level of significance. Hence the difference in Communication skills among higher secondary school students for science, commerce, humanities and computer science streams differ significantly.

Discussion

The results of one-way ANOVA for Communication skills of higher secondary school students for the subsamples based on Stream of Study reveals that the F value is greater than the tabled value at 0.01level of significance. Hence the difference in the mean scores of Communication skills among science, commerce,

humanities and computer science streams of higher secondary school students differ significantly. This prompts for the Post Hoc test. In order to know which groups differ in their scores on Communication skills, Scheffe's Post Hoc comparison was carried out for subsamples based on Stream of Study, the details of which are presented in Table 23

Table 23

Summary of Scheffe's Post Hoc Comparison for Humanities, Commerce, Computer Science and Science Streams of Higher Secondary School Students on Communication Skills

(I) Stream	(J) Stream	Mean Difference I-J	Std. Error	Sig
Science	Commerce	2.74001*	.84842	.016
	Humanities	4.63979*	.77879	.000
	Computer Science	1.62813	1.36003	.698
Commerce	Humanities	1.89978	.92946	.244
	Computer Science	-1.11188	1.45158	.899
Humanities	Computer Science	-3.01166	1.41201	.209

Discussion

Table 23 reveals that there is significant difference in Communication skills among the students belonging to science and commerce stream of higher secondary schools. It signifies that science stream has higher communication skills than commerce stream. It is also seen that there exists significant difference in the mean scores of Communication skills among students of science and humanities stream of higher secondary schools where science stream has better communication skills than humanities stream. The graphical representation of the distribution of mean scores of

Communication skills for the subsample based on Stream of Study is given in Figure 3.

Figure 3. Graphical representation of the distribution of mean scores of Communication skills for the subsample based on Stream of Study

Data and results of the test of one-way ANOVA of English language anxiety for the subsamples based on Stream of study, viz, science, commerce, computer science and humanities streams of higher secondary school students are presented in the Table 24.

Table 24

Summary of Analysis of Variance of English Language Anxiety for the Subgroups Based on STREAM of Study

	Sum of Squares	df	Mean square	F	Sig
Between groups	18996.92	3	6332.30	8.78	.000
Within groups	357468.72	496	720.70		
Total	376465.648	499			

Table 24 shows that the F value obtained for English language anxiety of higher secondary school students for the subsamples based on Stream of Study is 8.78 which is greater than the tabled value of F (3.82) for (3, 496) df at 0.01 level of significance. Hence the difference in English language anxiety among higher secondary school students for science, commerce, humanities and computer science streams differ significantly.

Discussion

The results of one-way ANOVA for English language anxiety of higher secondary school students for the subsamples based on Stream of Study reveals that the F value is greater than the tabled value at 0.01level of significance. Hence the difference in the mean scores of English language anxiety among science, commerce, humanities and computer science streams of higher secondary school students differ significantly. This prompts for the Post Hoc test. In order to know which groups, differ in their scores on English language anxiety, Scheffe's Post Hoc comparison of mean scores of English language anxiety of higher secondary school students for subsamples based on Stream of Study are presented in Table 25

Table 25

Summary of Scheffe's Post Hoc Comparison for Humanities, Commerce, Computer Science and Science Streams of Higher Secondary School Students on English Language Anxiety

(I) Stream	(J) Stream	Mean Difference I-J	Std. Error	Sig.
Science	Commerce	-10.76963[*]	3.16489	.009
	Humanities	-11.21124[*]	2.90515	.002
	Computer Science	6.91964	5.07340	.602
Commerce	Humanities	-.44162	3.46721	.999
	Computer Science	17.68927[*]	5.41489	.014
Humanities	Computer Science	18.13089[*]	5.26730	.008

Discussion

Table 25 reveals that there exists significant difference in English language anxiety among students of science stream and commerce stream with commerce stream exhibiting more English language anxiety than science stream students. It is also shown that students of science stream and humanities stream differ significantly with humanities stream higher in English language anxiety than science stream. Table 25 shows that there is significant difference in English language anxiety among commerce and computer science streams with commerce stream exhibiting more anxiety level than computer science stream. Yet again, table 25 signifies that there exists significant difference in English language anxiety among the students of humanities and computer science streams with humanities stream higher in English language anxiety than computer science stream students of higher secondary schools. The graphical representation of the distribution of mean scores of English language anxiety for the subsample based on Stream of Study is given in Figure 4
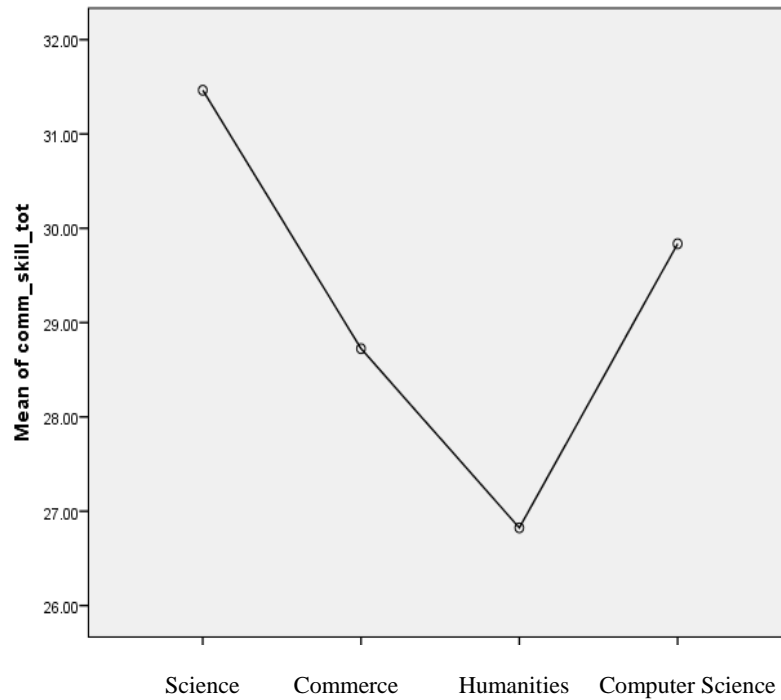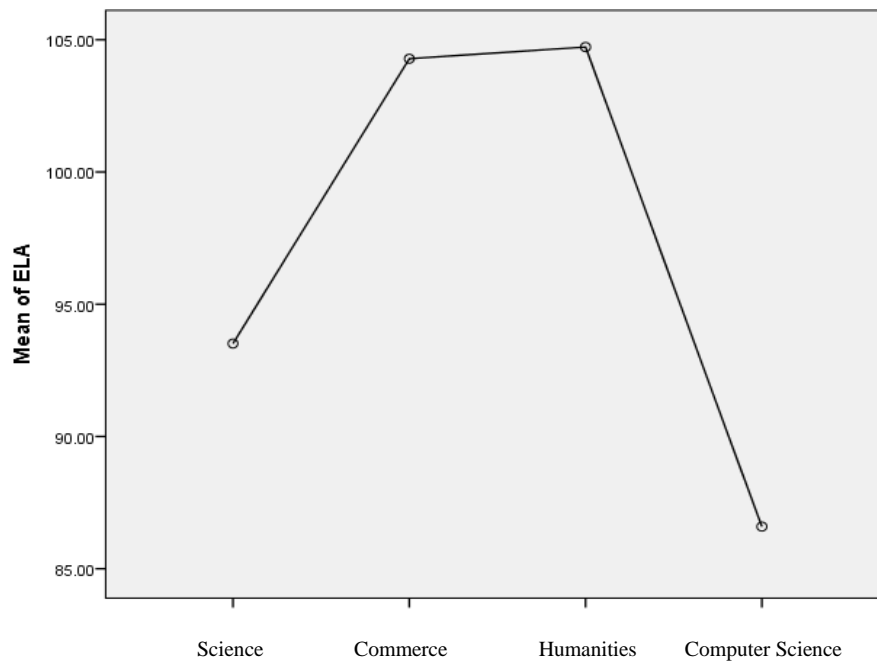
Figure 4. Graphical representation of the distribution of mean scores of English language anxiety for the subsample based on Stream of Study

Conclusion

Generally, we may conclude that there is significant negative relationship between the variables Communication skills and English language anxiety. The mean scores obtained for ASAP and Non-ASAP students of higher secondary schools reveal that they have almost identical communication skills though they differ in English language anxiety. We may say that ASAP students exhibited more anxiety compared to Non-ASAP counterparts owing to the fact that their training period was not completed when the data was collected. It can also be concluded that there exists no significant difference in communication skills among male and female students and also between rural and urban students. We can see that boys have more English language anxiety than girls. And as for the subsample, stream of

study, it was seen that Science stream students exhibited better communication skills than computer science, commerce and humanities streams. It can also be concluded that the students of humanities stream had higher levels of English language anxiety than the other streams of study.

SUMMARY, FINDINGS AND SUGGESTIONS

- Study in Retrospect
- Variables of the Study
- Objectives of the Study
- Hypotheses of the Study
- Methodology
- Major Findings
- Tenability of the Hypotheses
- Educational Implications
- Suggestions for Further Research

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter provides a retrospective view of the study, major findings, tenability of the hypotheses, conclusions, educational implications and suggestions for further research. The various aspects related to the present study like the variables, objectives, hypotheses, methodology are given below.

Restatement of the Problem

The study was entitled as "COMMUNICATION SKILLS AND ENGLISH LANGUAGE ANXIETY OF ASAP AND NON-ASAP STUDENTS OF HIGHER SECONDARY SCHOOLS IN KERALA."

Variables of the Study

There are two variables in the study. They are

a)   Communication skills

b)   English language anxiety

Objectives of the Study

The objectives of the study are:

1.   To find out the extent of English communication skills among ASAP and Non-ASAP students in Kerala for the total sample and sub sample based on

     a.   Gender

     b.   Locale

     c.   Stream of Study

2. To find out the extent of English language anxiety among ASAP and Non-ASAP students in Kerala for the total sample and sub samples based on

    a. Gender

    b. Locale

    c. Stream of Study

3. To find out the relation between Communication skills and its components (Reading, Writing, Vocabulary and Grammar) with English language anxiety among higher secondary school students in Kerala.

4. To find out whether there is a significant difference in English Communication skills between ASAP and Non-ASAP students in total sample as well as sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

5. To find out whether there is a significant difference in English language anxiety between ASAP and Non-ASAP students in total sample and sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

Hypotheses of the Study

1. There will not be any significant relation between Communication skills and its components (Reading, Writing, Vocabulary, Grammar) with English language anxiety among higher secondary school students.

2. There will not be any significant difference in English communication skills between ASAP and Non-ASAP students in total sample and subsamples

based on gender, locale and stream of study of higher secondary schools in Kerala.

3. There will not be any significant difference in English language anxiety between ASAP and Non-ASAP students in total sample and sub samples based on gender, locale and stream of study of higher secondary schools in Kerala.

Methodology

The study was intended to investigate Communication Skills and English Language Anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala. The investigator used survey method for the proposed study. A precise description of the sample, tools and statistical techniques used for the study are described.

Sample

The population for the proposed study comprised of the higher secondary school students of Kerala. The study was carried out on a sample of 500 higher secondary students in Kozhikode district of Kerala state. The sample was selected using stratified random sampling technique and due representation was given to gender, locale and stream of study.

Tools Used for Data Collection

The following tools were used in the study for the purpose of collecting relevant information.

1   Test of Communication skills in English (prepared by the investigator with the guidance of the supervising teacher)

2   English language anxiety Scale (adopted from Lijy&Praveen,2012)

Statistical Techniques

For the purpose of analyzing the collected data the following statistical techniques were used.

   a)   Correlation

   b)   t – test

   c)   Percentile

   d)   ANOVA

Major Findings of the Study

1.   The extent of English communication skills was found out and the 50th percentile was 30 for total sample, 29 for ASAP students, 30.5 for Non-ASAP students, 30.12 for boys, 30 for girls, 30.5 for urban students, 29.25 for rural students, 32 for science students, 29.25 for commerce students, 27.87 for humanities and 32 for computer science.

2. The extent of English language anxiety was found out and the 50th percentile was 97 for total sample, 106 for ASAP students, 93.5 for Non-ASAP students, 102 for boys, 94 for girls, 95 for urban students, 100 for rural students, 92 for science students, 100 for commerce students, 83.5 for computer science and 103 for humanities.

3. It was found that there exists moderate negative relationship between Communication skills and English language anxiety among ASAP and Non-ASAP students of higher secondary schools in Kerala (r= -.427). Also, a low negative relationship was found to exist between the component Reading and English language anxiety (r= -.289), Writing and English language anxiety (r= -.383), Vocabulary and English language Anxiety (r= -.279) and Grammar and English language anxiety (r= -.346).

4. There exists no significant difference in the mean scores of Communication skills between ASAP and Non-ASAP students of higher secondary schools in Kerala at 0.05 level (t= -2.480). The result also indicated that there was no significant difference in the mean scores of Communication skills based on the subsamples, gender (t= .817) and locale (t= .857).

5. It was revealed that there is significant difference in the mean scores of Communication skills among higher secondary school students based on the subsample, stream of study. F=12.35 df (3, 496). There is significant difference among the students belonging to science and commerce stream of higher secondary schools where science stream exhibits higher communication skills than commerce stream. It is also revealed that there is

significant difference among students of science and humanities stream of higher secondary schools wherein science stream exhibits better communication skills than humanities stream.

6. There is significant difference in the mean scores of English language anxiety among higher secondary school students based on the subsample, stream of study F=8.78 df (3, 496). There exists significant difference in English language anxiety among students of science stream and commerce stream with commerce stream exhibiting more English language anxiety than science students, among students of science stream and humanities stream with humanities stream higher in English language anxiety than science stream. Yet again, there is significant difference in English language anxiety among commerce and computer science streams with commerce stream exhibiting more anxiety level than computer science stream and among the students of humanities and computer science streams, humanities stream exhibits more English language anxiety than computer science stream students of higher secondary schools.

Tenability of Hypotheses

Based on the findings, the tenability of hypotheses set for the present study were reviewed.

The first hypothesis states that there will not be any significant relation between Communication skills and its components (Reading, Writing, Vocabulary, Grammar) with English language anxiety among higher secondary school students.

Findings of the study reveals that there is negative relationship between Communication skills and its components (Reading, Writing, Vocabulary, Grammar) with English language anxiety. Hence the hypothesis is rejected.

The second hypothesis states that there will not be any significant difference in Communication skills between ASAP and Non-ASAP students in total sample and subsamples based on gender, locale and stream of study of higher secondary schools in Kerala. Findings of the study revealed that there is no significant difference in Communication skills among ASAP and Non-ASAP students in total sample and subsamples based on gender and locale. Hence, the hypothesis is accepted. Whereas it was found that there exists significant difference in Communication skills based on the Stream of Study of higher secondary school students. So, the hypothesis is rejected in this case.

The third hypothesis states that there will not be any significant difference in English language anxiety between ASAP and Non-ASAP students in total sample and sub samples based on gender, locale and stream of study of higher secondary schools in Kerala. Findings of the study revealed that there is significant difference in English language anxiety between Asap and Non-Asap students in total sample and subsample based on gender and stream of study. Hence the hypothesis is rejected. It was also found that there exists no significant difference in English language anxiety in the subsample based on locale. Hence the hypothesis is accepted in this case.

Educational Implications

The major findings of the study helped the investigator to put forward the following suggestions for the improvement of educational practices at higher secondary schools.

One of the major findings of the study is that there is negative relationship between Communication skills and its components Reading, Writing, Vocabulary and Grammar with English language anxiety. So necessary action plan is required to reduce English language anxiety among the higher secondary school students. Activities that inculcate an interest towards English language has to be promoted in the higher secondary level.

As it was found that 50 percent of the students scored less stan 30 in Communication skills, there is an urgent need to include programmes to enhance communication skills among the higher secondary school students. Comparing the Communication skills among all the stream of study, it was revealed that humanities stream has scored the least which makes it important to give more consideration for the betterment of their English communication skills. There is a need to place greater emphasis on the use of interactive and communicative teaching strategies. Students can be encouraged to engage in English language labs, read more books in English and other such activities. Including authentic materials of English language that contain real-life situations is likely to increase the motivation to use the language.

The 50th percentile of English language anxiety for the total sample was seen to be 97 which makes it significant to enhance stress free English language learning environment in the higher secondary level. Also, ASAP students, male students and students of humanities stream exhibited higher anxiety levels. So, the students should be given more priority to engage in better learning environments which would reduce their English language anxiety level.

Suggestions for Further Research

Findings of the present study and the limitations involved made the investigator to suggest the following for further research in this area.

- The same study can be conducted among high school students in Kerala.

- The same study may be modified with a pre-test and post-test to know the level of improvement among the ASAP students of higher secondary schools in Kerala.

- The same study can be replicated at graduate levels in Kerala.

- The study may be extended for a longer period with more sampling points.

- The study can be extended including all the components of Communication skills in English.

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APPENDICES

FAROOK TRAINING COLLEGE

DEPARTMENT OF EDUCATION

TEST OF COMMUNICATION SKILLS IN ENGLISH (Draft)

Dr. Manoj Praveen G.	**Juleena Roshy A**
Research Guide	M.Ed student

Std: XII   Marks: 54

The following test is intended to assess the communication skills in English among the higher secondary school students in Kozhikode. The test is divided into four parts. Answer all the questions according to the instructions given.

PART I

A.   Read the following paragraph and write whether the statements are true or false.

In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive- just look for the crowds.

Hachiko, an Akita dog, was born in 1923 and brought to Tokyo in 1924. His owner, Professor Eisaburo Uyeno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial University, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home.

Although Hachiko was still a young dog, the bond between him and his owner was very strong and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1935, Hachiko died at the place he last saw his friend alive.

Questions:

1.	The statue of Hachiko is huge.	T/F
2.	Hachiko accompanied the professor to the railway station.	T/F
3.	The professor died at his house.	T/F
4.	Nobody gave the dog any food.	T/F
5.	The professor worked in a college.	T/F
6.	Hachiko was brought to Tokyo in 1924.	T/F

Infer the meaning of the following words from the context given in the story

7.   enormous (tiny, huge, long)

8.   flash (fire, light up, to see)

9.   accompany (go along with, befriend, walk)

B.   Read each passage below. Write where you think the passage is happening. One is done for you.

Eg- I sat on the bench while Mother and Kitty went into the room. I was a little worried about Kitty, but I knew that he would get good care. As I waited I watched a tiny puppy wander toward the lady with a cat in a crate. The lady at the desk talked to a man who was buying medicine. **(Ans- A veterinary hospital)**

10.   The room was dark and quiet. We heard Carl and his mother come in the front door talking. I heard two girls in the corner giggle nervously. Another girl told them to be quiet. I hid behind the table where the cake and presents were set out. The tension in the room grew as we waited for them to open the door.

11.   I arrived early for my appointment. The place was busy and smelled of chemicals. I found a place to sit and wait. The lady next to me had a towel around her head. I heard a blow dryer in the distance. It was loud over the music that was playing.

12.   As I entered the door, I thought this was a great way to end the day. The chalkboard menu had a list of specialties, like sundaes and pastries. I looked at all the flavours. Chocolate is my favourite, but peppermint sounded good, too.

PART 2

A.   Identify the synonyms of the words.

13.   Anger   (liberty, rage, scornful)

14.   Anticipate   (foresee, pick up, arrange)

15.   Rich   (wealthy, scold, shield)

16.   Freedom   (bizarre, liberty, recover)

17.   Disappear   (vanish, dreadful, industrious)

B.   Select the answer that corresponds to the displayed question.

18.   **continuity**

A.   (living, existing) without being controlled

B.   physically, as when lifting someone

C.   formed by working together as a group

D.   continued existence; fact of not stopping

19. **bodily**

A.   nourishment; good food value

B.   being able to paint, write music, etc.; creative

C.   physically, as when lifting someone

D.   happening after something else happened

20. **generalization**

A.   making a statement about a group from limited data

B.   (living, existing) without being controlled

C.   formed by working together as a group

D.   the act of calculating; method of computing

C. Select the word that corresponds to the displayed meaning

21. **Not likely to change; clearly decided**

A.   freely

B.   goodness

C.   definite

D.   continuity

22. **throughout history**

A.   afterward

B.   historically

C.   continuity

D.   computation

23. **Being able to paint, write music, etc.; creative**

A.   goodness

B.   artistic

C.   afterward

D.   computation

PART 3

A.   Write the correct question tags.

24.   York is in England, ………..?

25.   Let's go out for a walk, ……….?

26.   Open the window, ………..?

27.   Jack can write good poems, …………. ?

28.   Andy and Marc are reading comics, ………………….?

B.   Choose the correct degrees of comparison

29.   She is ………………… than her sister.

       a. Pretty   b. prettier   c. prettiest

30.   Martha is a ………………….. girl.

       a. Nice   b. nicer   c. nicest

31.   Supriya is the …………………… girl in the class.

       a. Intelligent   b. more intelligent   c. most intelligent

32.   This is the ………………… book I have ever read.

       a. Interesting   b. more interesting   c. most interesting

33.   Take the ………………….. of the two routes.

       a. Short   b. shortest   c. shorter

C.   (Choose the correct prepositions from the bracket given below)

34.   Where do you come ………?

35.   My cousins live ………….. Norway.

36.   You can stay ……………. me this weekend.

37.   I don't like flying, so I went to Paris ……….. bus.

38.   My birthday is ………… 16th February.

       (in, on, from, by, at, with)

D.   Complete the sentences using the correct form of the verbs given in the brackets

39.   Your friends --------------------- for you for over an hour.(wait)

40.   When I reached the station, the train -------------------- (leave).

41.   The sun ………….. in the east. (rise)

PART 4

A.   **Look at the pictures and answer the questions given below in a complete sentence.**

42.   What is the topic of both the pictures?

43.   What are the people in the pictures doing?

44.   What other means of transport do you know?

B.   **Write <u>five sentences</u> about the given topic**

45.   Flood

C.   **Complete the following dialogue.**

Preeti   :   (46)………………… breakfast, today ?

Mother   :   Butter toasts and milk.

Preeti   :   But mamma, you know (47)……………….. Why don't you ever prepare it for me?

Mother   :   Dear, nobody else in the family likes porridge. I have to take care of everyone.

Preeti   :   Oh. I understand. By the way, (48)…………….. . Has he gone somewhere so early in the morning?

Mother   :   Yes. Dad has gone to the temple. You know, he is on fast today.

Preeti   :   (49) …………………… fast, mamma ?

Mother   :   Keeping fast improves our digestive system. Moreover, it also enhances our will powers.

Preeti   :   (50)………………... I too will try some day.

FAROOK TRAINING COLLEGE

DEPARTMENT OF EDUCATION

TEST OF COMMUNICATION SKILLS IN ENGLISH (Final)

Dr. Manoj Praveen G.	**Juleena Roshy A**
Research Guide	M.Ed student

Std: XII   Marks: 54

The following test is intended to assess the communication skills in English among the higher secondary school students in Kozhikode. The test is divided into four parts. Answer all the questions according to the instructions given.

PART I READING   (10)

B.   Read the following paragraph and write whether the statements are true or false.

In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive- just look for the crowds.

Hachiko, an Akita dog,was born in 1923 and brought to Tokyo in 1924. His owner, Professor Eisaburo Uyeno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial University, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home.

Although Hachiko was still a young dog, the bond between him and his owner was very strong and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1935, Hachiko died at the place he last saw his friend alive.

Questions:

1.	The statue of Hachiko is huge.	T/F
2.	Hachiko accompanied the professor to the railway station.	T/F
3.	The professor died at his house.	T/F
4.	Nobody gave the dog any food.	T/F
5.	The professor worked in a college.	T/F

Infer the meaning of the following words from the context given in the story

6.   enormous (tiny, huge, long)

7.   accompany (go along with, befriend, walk)

C.   Read each passage below. Write where you think the passage is happening. One is done for you.

Eg- I sat on the bench while Mother and Kitty went into the room. I was a little worried about Kitty, but I knew that he would get good care. As I waited I watched a tiny puppy wander toward the lady with a cat in a crate. The lady at the desk talked to a man who was buying medicine. **(Ans- A veterinary hospital)**

8.   The room was dark and quiet. We heard Carl and his mother come in the front door talking. I   heard two girls in the corner giggle nervously. Another girl told them to be quiet. I hid behind the table where the cake and presents were set out. The tension in the room grew as we waited for them to open the door.

9.   I arrived early for my appointment. The place was busy and smelled of chemicals. I found a place to sit and wait. The lady next to me had a towel around her head. I heard a blow dryer in the distance. It was loud over the music that was playing.

10.   As I entered the door, I thought this was a great way to end the day. The chalkboard menu had a list of specialties, like sundaes and pastries. I looked at all the flavours. Chocolate is my favourite, but peppermint sounded good, too.

PART 2 VOCABULARY   (10)

C.   Identify the synonyms of the words.

11.   Anger   (liberty, rage, scornful)

12.   Anticipate   (foresee, pick up, arrange)

13.   Rich   (wealthy, scold, shield)

14.   Freedom   (bizarre, liberty, recover)

15.   Disappear   (vanish, dreadful, industrious)

D.   Select the answer that corresponds to the displayed question.

16.   **continuity**

A.   (living, existing) without being controlled

B.   physically, as when lifting someone

C.   formed by working together as a group

D.   continued existence; fact of not stopping

17.   **bodily**

A.   nourishment; good food value

B.   being able to paint, write music, etc.; creative

C.   physically, as when lifting someone

D.   happening after something else happened

18.   **generalization**

A.   making a statement about a group from limited data

B.   (living, existing) without being controlled

C.   formed by working together as a group

D.   the act of calculating; method of computing

C.   Select the word that corresponds to the displayed meaning

19.   **Not likely to change; clearly decided**

A.   freely

B.   goodness

C.   definite

D.   continuity

20.   **Being able to paint, write music, etc.; creative**

A.   goodness

B.   artistic

C.   afterward

D.   computation

PART 3   GRAMMAR   (14)

C.   Write the correct question tags.

21.   York is in England, ………..?

22.   Let's go out for a walk, ……….?

23.   Jack can write good poems, …………. ?

24.   Andy and Marc are reading comics, …………………?

25.   Choose the correct degrees of comparison

25.   She is ………………… than her sister.

       a. Pretty   b. prettier   c. prettiest

26.   Supriya is the …………………… girl in the class.

       a. Intelligent   b. more intelligent   c. most intelligent

27.   This is the ………………… book I have ever read.

       a. Interesting   b. more interesting   c. most interesting

C.   (Choose the correct prepositions from the bracket given below)

28.   Where do you come ………?

29.   My cousins live ………….. Norway.

30.   You can stay ……………. me this weekend.

31.   I don't like flying, so I went to Paris ……….. bus.

32.   My birthday is ………… 16th February.

       (in, on, from, by, at, with)

D.   Complete the sentences using the correct form of the verbs given in the brackets

33.   When I reached the station, the train -------------------- (leave).

34.   The sun ………….. in the east. (rise)

PART 4 WRITING   (13)

D. **Look at the pictures and answer the questions given below in a complete sentence.**

35.   What is the topic of both the pictures?

36.   What are the people in the pictures doing?

37.   What other means of transport do you know?

E.   **Write <u>five sentences</u> about the given topic**

38.   Flood

F.   **Complete the following dialogue.**

Preeti   :   (39)………………… breakfast, today ?

Mother   :   Butter toasts and milk.

Preeti   :   But mamma, you know (40)……………….. Why don't you ever prepare it for me?

Mother   :   Dear, nobody else in the family likes porridge. I have to take care of everyone.

Preeti   :   Oh. I understand. By the way, (41)…………….. . Has he gone somewhere so early in the morning?

Mother   :   Yes. Dad has gone to the temple. You know, he is on fast today.

Preeti   :   (42) …………………… fast, mamma ?

Mother   :   Keeping fast improves our digestive system. Moreover, it also enhances our will powers.

Preeti   :   (43)………………... I too will try some day.

FAROOK TRAINING COLLEGE

DEPARTMENT OF EDUCATION

TEST OF COMMUNICATION SKILLS IN ENGLISH

(RESPONSE SHEET)

Name of the student :..Gender: Female/Male

Name of the School: ....Locality: Rural/Urban

Stream: Science/Commerce/Humanities

Are you/Were you a student of Additional Skill Acquisition Programme (ASAP)? ..YES/NO

	PART 1		**PART 3**
1.		21	
2.		22	
3.		23	
4.		24	
5.		25	
6.		26	
7.		27	
8.		28	
9.		29	
10.		30	
	PART 2	31	
11.		32	
12.		33	
13.		34	
14.			
15.			
16.			
17.			
18.			
19.			
20.			

PART 4

35.

36.

37.

38.

39.

40.

41.

42.

43.

FAROOK TRAINING COLLEGE

FAROOK COLLEGE P.O

ENGLISH ANXIETY SCALE (Final)

(ENGLISH)

Dr. Manoj Praveen G.	**Lijy M.**
Assistant Professor in Physical Science	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 letter you most find appropriate in the given response sheet.

<u>Responses</u>

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

Communication Apprehension

1. I can communicate in school, with friends and acquaintance in English confidently.

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

3. I feel difficulty due to and anxiety in expressing ideas properly, while presenting orally in English.

4. I feel dejected in my ability to communicate in English, how so ever compelled by the teacher.

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

6. I feel no tension, while communicating with native speakers of English.

7. The feeling that my English pronunciation isn't impressive evokes a feeling of down heartedness.

8.   I feel stunned without being able to answer the questions, even if expected, asked by the teacher in the English classroom.

9.   I get embarrassed, when my presentation is required in the classroom.

Fear of negative Evaluation

10.   I worry at the thought of facing my classmates and English teacher when the English test is over.

11.   The thought that others may ridicule me when I speak English does not bother me.

12.   English classes, the words which have multiple pronunciations create an anxiety in me, while reading them aloud.

13.   While taking an English test, I feel that the teacher might read my answers and make fun of me.

14.   I feel bad when my English teacher finds out and correct my mistakes in class.

15.   When the teacher gives writing activities in class, it worries me that my poor handwriting will make me a subject of ridicule.

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

17.   I am very cautious when I talk in front of my classmates.

Test Anxiety

18.   The thought that I can score only low grades in English tests bothers me.

19.   The thought that it is not possible to have a good performance in English tests, even with enough preparation, worries me.

20.   The thought of facing a surprise English test, announced by the teacher makes my heart beat faster.

21.   I feel worried when I fail to comprehend the meaning of long questions given in the English text.

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

23.   Lack of proficiency and skill in the English language puts stress upon me, during the time of the tests.

24.   I fear English tests than any other test.

Anxiety of English classes

25. At the very thought of English class, I fear going to school.

26. The inability, to comprehend grammar in the English classes, trouble me.

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

28. In the English class, I often forget what I've studied due to anxiety.

29. I do not feel anxious while preparing well for the English class.

30. My anxiety increases, as I cannot make out when the teacher corrects my mistake.

31. I feel happy for English classes.

32. My heart pounds when English classes are about to begin.

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

34. The fear of failure does not affect me when I indulge in the curricular activities in the English classroom.

35. I do not feel anxious while I write or compose myself something in English.

36. The thought that my classmates are more skilled than me in English bothers me.

37. I do not feel anxious when I engage in the group activities engaged to me during English classroom.

38. When the teacher asks to write something in the blackboard, I feel it difficult to write properly because of stage fright.

39. I feel tensed when I have to deal closely with the English teacher in person.

APPENDIX V

ENGLISH LANGUAGE ANXIETY SCALE

RESPONSE SHEET

Name:

Name of the School:

Gender: M ☐   F ☐

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

Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Communication Apprehension						20					
1						21					
2						22					
3						23					
4						24					
5						Anxiety of English Classes					
6						25					
7						26					
8						27					
9						28					
Fear of Negative Evaluation						29					
10						30					
11						31					
12						32					
13						33					
14						34					
15						35					
16						36					
17						37					
Test Anxiety						38					
18						39					
19											

APPENDIX VI

LIST OF SCHOOLS

SI	Name of the schools	Urban/Rural
1	Himayathul Islam Higher Secondary School, Kozhikode	Urban
2	Government Higher Secondary School, Azhchavattom, Kozhikode	Rural
3	Government Ganapath Model Girls Higher Secondary School, Kozhikode	Urban
4	JDT Islam Higher Secondary School, Kozhikode.	Urban
5	Markaz Boys Higher Secondary School, Karanthur, Kozhikode	Rural
6	Government Medical College Campus Higher Secondary School, Kozhikode	Rural
7	NGO Quarters Government Higher Secondary School, Kozhikode	Urban
8	Pavandoor Higher Secondary School, Kozhikode	Rural
9	Government Higher Secondary School, Kuttikkattoor, Kozhikode	Rural
10	Calicut Girls' Higher Secondary School, Kozhikode	Urban