



Research Paper

The Anxiety of Learning the English Language in Association to Scholastic Acquirement for the Employability of Engineering College Students of the Tirunelveli Region, Tamil Nadu, India - An Analysis

Dr. E. S. Uma Maheswari

Department of English

Government College of Engineering, Tirunelveli, Tamil Nadu, India.

Abstract

This research was attempted to study the Scholastic Acquirement of Engineering College Students and their Anxiety of Learning the English Language to enhance their communication skills for getting Employability. The English language is regarded to be the network language. It is the language of science, the study of aeronautics, computer technology, statesmanship, and the tourism field. Spontaneous English speaking enhances engineering students' possibility of obtaining a suitable job not only incorporate sector companies and also in multinational multi-level marketing companies. It's also the language of global communication, broadcasting, publishing and the internet, so learning the English language is a prime for interaction and amusement. The significance of learning the English language in the global marketplace cannot be expressed understated. Learning the English language undoubtedly can transmute engineering student's careers. Acknowledging the significance and usefulness of the English language, an effort has been made in the research study to identify the anxiety of learning the English language in association with scholastic acquirement for the employability of engineering college students of the Tirunelveli region. The sample was taken based on determined subjective sampling technique from various colleges of engineering students of the Tirunelveli region. The study was observed and the data was composed using the English language classroom anxiety scale through questionnaire methodology. The study found out that there is a significant difference between the engineering student groups with various levels of anxiety concerning to their scholastic acquirement. Furthermore, there is a significant negative relationship between English language anxiety and scholastic acquirement of engineering students of the Tirunelveli region. At last, a few opinion and suggestions were given for teachers/students to take into account so that they might diminish English learning anxiety in classroom environment.

Keywords: Anxiety, English Language, Employability, Engineering Students, Classroom Environment.

Received 02 Mar, 2021; Revised: 12 Mar, 2021; Accepted 14 Mar, 2021 © The author(s) 2021.

Published with open access at www.questjournals.org

I. NEED AND SIGNIFICANCE

A college-going student particularly from Tamil medium of instruction countenances a lot of complications while learning a second language and not the regional language of the student. English language is a foreign language is initiated as a second language in India, which creates many troubles for the engineering learners in the process of learning it. As it is a unique language for their employability and also they face problems in learning especially the pronunciation, construction of sentences, correct usage grammar, vocabulary building activities and others. On the other side, regional language involvement also takes part an indispensable role in producing problems while learning the four language skills, specifically listening, speaking, reading and writing. Several types of research have considered and carried out over this issue and notified that anxiety in every particular activity is a need and significant factor that is extremely answerable for satisfactory learning and worst learning of any language. Hence, the research investigation makes a strive on researching to what extent learning English language anxiety is reliable in association to scholastic acquirement for the employability of engineering college students of Tirunelveli region, Tamil Nadu.

Target of the study

The Target of the research study:

1. To find out the level of learning English language anxiety of Engineering college students of the Tirunelveli region.
2. To find out the difference between various levels of anxiety groups concerning to scholastic acquirement of Engineering college students of the Tirunelveli region.
3. To find out the relationship between learning English language anxiety and scholastic acquirement of Engineering college students of the Tirunelveli region.

Hypotheses of the study

Based on the above objectives, the following hypotheses are worked out for the research study.

1. There is a significant difference between learning English language anxiety and scholastic acquirement of Engineering college students.
2. There is a significant relationship between learning English language anxiety and scholastic acquirement of Engineering college students.

Variables of the study

The following variables are chosen for the study

1. Number of students : Boys/Girls
2. Anxiety level : Excellent/very good/average
3. Groups : Exploratory/Confirmatory

Sample

The sample for the research study consists of 174 Engineering college students from the Tirunelveli region in Tamil Nadu.

Tools and Techniques applied in the research study

English Language Anxiety Scale: The English language anxiety was assessed by using the foreign language classroom anxiety scale developed by Horwitz E. K. and Cope. J (1986). It consists of 33 items. Each question has 5 choices like Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. The items are attained with the help of the scoring key. Higher anxiety score indicates high anxiety and low scores indicate average anxiety.

Scoring Procedure: The English language anxiety scale was scored by giving weightage to the responses 5, 4, 3, 2, and 1 for the positive items and the scoring is reversed for negative items. Students' secured marks obtained from the various engineering college of class records is used as the index of measurement of scholastic acquirement of the students under consideration for the study.

Purview and Limitation of the research study

The research study is restricted to only the students of engineering college of Tirunelveli region, Tamil Nadu who belong to undergoing particularly Civil Engineering Course.

II. RESULTS AND DISCUSSION

The scores procured from the Civil engineering course students are processed for arriving at a proper judgement. The outcome's highest feasible score could be 165 and the least possible score could be 33 by adding the weightage on all the items based on the mean scores and variance. The obtained anxiety scores which are greater than (mean + SD) of the complete data are classified as a group with Excellent level of anxiety, student scores which is less than (mean - SD) of the complete data are classified as a group with an average level of anxiety and student scores which is between (mean \pm SD) of the complete data are classified as a group with a very good level of anxiety.

Table – 1: Shows the anxiety level of Civil Engineering students

S. No.	Anxiety level	Number of students	%
1	Excellent	35	20.11
2	Very good	101	58.05
3	Average	38	21.84
	Total	174	100.00

As appeared in table 1, 58.05% of engineering college students of Tirunelveli region, Tamil Nadu possess a very good level of English language anxiety and only around 20.11% of students possess an excellent level of anxiety. It is also well known from the table that about 21.84% of students possess an average level of English language anxiety.

Table – 2: Shows the descriptive statistics of scholastic acquirement at various levels of anxiety of Civil Engineering students

S. No.	Anxiety level	Number of students	Average scholastic acquirement	SD
1	Excellent	35	48.74	8.10
2	Very good	101	50.05	6.51
3	Average	38	64.13	9.99

Table – 3: Shows the inferential statistics in scholastic acquirement at various levels of anxiety of Civil Engineering students

S. No.	Groups	Sum of Squares	df	Mean Square	SD
1	Exploratory Group	6218.91	2	3109.46	< 0.001
2	Confirmatory Group	10161.78	171	59.43	

As appeared in table 3, it is evident that there is a significant difference in the various levels of anxiety and their respective scholastic acquirement, since the figured ‘F’ ratio is significant at a 0.001 level of significance. Hence, the research study hypothesis formulated is accepted. Moreover to identify the significance of the difference between each of the two groups of various levels of anxiety, Scheffe’s Test is used and is given below.

Table – 4: Shows the Scheffe’s Test for the different levels of anxiety and scholastic acquirement of Civil Engineering students

S. No.	Level of anxiety	Compared with anxiety level	MD	Standard Error	p
1	Excellent	very good level	1.31	1.51	Not significant
2		average level	15.39	1.81	< 0.001
3		average level	14.08	1.47	< 0.001

From Scheffe’s Test, it is cleared that there is a significant difference in the mean scores of scholastic acquirement among excellent level anxiety and average level anxiety groups and very good level anxiety and average level anxiety groups. However, concerning to excellent level anxiety and very good level anxiety groups, the mean difference is not significant at 0.05 levels.

Table – 5: Shows the relationship between English language anxiety and scholastic acquirement of Civil Engineering students

S. No.	variables	Group	df	r	p
1	English language anxiety and Scholastic acquirement	very good level	172	0.46	< 0.01

From the aforesaid table, it could be speculated that there is a significant relationship between English language anxiety and Scholastic acquirement of Civil Engineering students. Since the estimated ‘r’ value is greater than the table value at a 0.01 level of significance. Also, a remarkable thing is that the acquired ‘r’ value is negative which means the relationship between the two variables correlated moves in opposite direction. This states that when the language anxiety level increases, scholastic acquirement increases and vice versa.

III. FINDINGS

- ❖ Civil Engineering students with an excellent level of anxiety differ significantly concerning about the average level of anxiety in their scholastic acquirement.
- ❖ Civil Engineering students with a very good level of anxiety differ significantly concerning about the average level of anxiety in their scholastic acquirement.
- ❖ There is a significant negative correlation between English language anxiety and scholastic acquirement of Civil Engineering students.

Recommendations for English language teachers

English Language anxiety can remarkably replace the course of language learning and teaching. For that reason, language teachers, as the agents right answerable for students’ attainment or deficiency thereon, need to perceive that anxiety can impede a language learner’s development and an effort to help them reduce nervous tension and anxiety. As a consequence, language teachers’ apprehension of the serious-mindedness of learner anxiety, and taking due measures to address it, is critical in teaching and learning a foreign language.

The findings based on data collection of the current study, and correlated studies in this field, include the following recommendations:

- 1) English Language teachers should be conscious of the real-life of anxiety in language learners and classroom environment and are anticipated to carry out a speedy and practical strategy to oversee and control this problem.
- 2) A comprehensive study that yields students with more chances to practice speaking skills, should be initiated to and carried out in the classroom environment to help language learners with insufficient exposure to the English language.
- 3) A pleasant, comfortable and relaxed classroom setting conjoined with teachers' friendly, collective, and protective behavior should be created so that students think more relaxed while speaking and interacting in the classroom environment. This might assist to minimize the effect of the public and status break between students and teachers in a generous way.
- 4) Teachers should have the perception to support learners who are fearful of making speaking errors to undergo liberate to make a lot of errors as they are fond of and inculcate confidence in their students that committing errors is requisite to attaining good communication skills. Teachers should abstain from techniques such as, at the moment error modification, as such techniques outcome in more fretfulness and as an alternative, should choose methods that would raise the slightest self-protective reactions from students.
- 5) To diminish students' trepidation and nervousness, teachers should provide main concern to using formative evaluation and feedback rather than summative evaluation, whereas it is frequently conducted communally and in public, can produce a traumatic circumstance.
- 6) English language teachers have to speak frankly about anxiety in the classroom environment and get suitable activities to decrease it to the extent that is feasible.
- 7) To assist students' sense optimistic, victory, and skillful in their learning, English language teachers must keep away from problematical and disruptive actions in the initial stages. Instead, they are necessary, to begin with uncomplicated tasks so that newcomer learners feel relaxed and secure in their involvement in the English language class.
- 8) In English classroom activities, extreme shyness should be exterminated through apt strategies. English teachers should initiate strategies, such as play-acting, drama, etc. and formulate teaching and learning, as indirect as probable.
- 9) Teachers' awareness of learners' artistic backgrounds and showing authentic interest in their educational history and environment can help them better comprehend, and take care of students' anxiety issues. Furthermore, it leads the way to a constructive environment of moral attachment and group effort in the classroom and aids students to exercise their speaking skills vigorously and with no anxiety.

IV. CONCLUSION

Some of the motivating findings came out of this research study to find out the level of English language anxiety of civil engineering students of Tirunelveli district and characterized them based on the various levels of anxiety. It is noticed that 58% of civil engineering students of Tirunelveli district possess a very good level of English language anxiety and approximately 20% of students possess an excellent level of anxiety. It is also observed that around 22% of students possess an average level of language anxiety. However, the research study also indicates that anxiety and acquirement are negatively correlated. The anxiety level should be reduced to a greater extent to improve the level of English language acquirement among civil engineering students. English language should be trained with extreme care and in a comfortable classroom environment; only then the language learners will be capable to take up the English language with no fear. Among anxiety allied behaviors revealed by civil engineering students consist of trying to evade complicated linguistic structures, becoming anxious throughout class activities, reluctance to volunteer answers and take part in verbal activities, coming unready to class and not willing to participate in speaking activities. A complete satisfactory remedial treatment is also indispensable for the students in the English language to enhance the acquirement. Bridge courses with an academic programme is to be offered to develop students, extraordinary English language courses, English pronunciation courses produce the language learners to learn the second language efficiently. Other than these aspects, English teachers should encourage the students to motivate an improved attitude regarding the English language. This research study asserts that instructors should utilize comprehensive, receptive, and responsive English instructional programs and involvement, particularly in multi-ethnic classrooms to provide to the requirements of learners, especially those who belong to minority groups. As a result, to control the stress, anxiety and nervousness in their classes, it is necessary for the English language teachers to have in-service training courses on general psychology, as well as peculiar courses on English language anxiety.

REFERENCES:

- [1]. Alico, J. & Guimba, W. (2015). Level and causes of pre-university students' English test anxiety: a case study on Mindanao State University. *Researchers WorldJournal of Arts, Science & Commerce*, 3(1), 1-10.
- [2]. anveer , Muhammad .(2007) ,, Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the
- [3]. anveer , Muhammad .(2007) ,, Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the
- [4]. anveer , Muhammad .(2007) ,, Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the
- [5]. Aydin, S. (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. *Asian EFL Journal*, 31, 421-444.
- [6]. Choi, S. (2013). Language anxiety in second language writing: is it really a stumbling block? *Second Language Studies*, 31(2), 1-42.
- [7]. Gkonou, C. (2014). The Sociolinguistic Parameters of L2 Speaking Anxiety. In M. Pawlak et al. (eds.), *Classroom-oriented Research* (pp. 15-32), *Second Language Learning and Teaching*, doi: 10.1007/978-3-319-00188- 32. Switzerland: Springer International Publishing.
- [8]. Hashemi, M. (2010). An investigation of the factors that cause anxiety among the English students of the Islamic Azad University of Hamadan in learning speaking skills and its influence on their communication ability in the target language. Unpublished master's/doctoral dissertation, Islamic Azad University of Hamadan: Hamadan, Iran.
- [9]. Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language". Unpublished Thesis, Faculty of Education, university of Glasgow.