SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE
Young Scholars' Enrichment Programme

Language Anxiety and Communication Skill in English among Secondary School Students

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Study Report submitted Under the Young Scholars Enrichment
Programme Jointly conducted by SCERT, Kerala &
Farook Training College, Kozhikode

FAROOK TRAINING COLLEGE, KOZHIKODE
2022-2024

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CERTIFICATE

I, **Dr. Jayaprakash R.K.**, do hereby certify that this study report entitled **LANGUAGE ANXIETY AND COMMUNICATION SKILL IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS** is a record of bonafide study and research carried out by **Krishnapriya K** of M.Ed. Programme (2022–2024) under the supervision and guidance of **Dr. Rishad Kolothumthodi**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* Jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

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SCERT, Kerala, and Farook Training College extend their heartfelt gratitude and sincere appreciation to the distinguished experts whose invaluable expertise and guidance significantly contributed to the success of this study. Their dedication and commitment at various stages of the project have been instrumental in achieving its objectives effectively.

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DECLARATION

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ACKNOWLEDGMENT

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INTRODUCTION

"A language is not just words.
It is a culture, a tradition, a unification of community,
a whole history that creates what a community is.
It is all embodied in a language."

- Noam Chomsky (Makepeace,2010)

Language is one of the most inevitable forms of communication to express one's ideas. It is a unique ability that distinguishes human being from other animals. Human life that evolved into the present form would be inconceivable without the use of language. Language plays a vital role in the unification of different aspects of human life in this society. It is not all about acquiring words and connecting them to form sentences rather it is a transfer of vivid emotions of life. There exists wide variety of languages in this world and each language satisfies its own purpose. Verbal communication is incomplete without the use of languages. Learning various languages makes life much easier by providing opportunities to make connections with new people. Fluent and proper communication in any language is a notable factor in one's personality.

Over 7,000 languages in the world, English as a global language holds a distinct position. Apart from being first language of many countries English language captures this vital place when people from different countries whose first language is not English use it to communicate with each other. English being the language of International Communication and official language in 53 countries it has much relevance. India is also one of such countries where English communication has become part and parcel of everyday life especially for professional and interstate communications. English as a

subject is part of the school curriculum across the country for quite some time. Students are studying this language from their primary level now. Even after studying English language in their school level, many a times students are unable to use this language efficiently and satisfy its basic purpose of communication. Ironically even the students studying in English medium with all necessary environment lacks proper communication skill and this shows that some other factors affect their ability to communicate in English which needs to be investigated.

Anxiety can be defined as an uncontrollable, diffuse, unpleasant, and persistent state of negative effect, characterised by apprehensive anticipation regarding unpredictable and unavoidable danger, accompanied by physiological symptoms of tension and a constant state of heightened vigilance (Barlow, 2002). Generally, Anxiety affects the performance of a person in varied ways. They inhibit the smooth functioning of individuals in many daily tasks. Similarly in the case of students', anxiety affects the ability of a child to learn and retain information.

Language anxiety as one of the prominent factors come in the case of many learners stopping them from expressing their ideas properly in English. This specific anxiety cannot be limited to any one level of learners. This issue has its beginning from school level where learners even after acquiring knowledge do not possess the confidence to take part in discussions and presentations that demands fluency in language. Language anxiety has its broad impact on all components of communication affecting other capacities of learners like presentation skills.

To build strong and confident learners in the society the extend of language anxiety in learners need to be studied. More studies on English communication skill connecting to language anxiety is also essential to mitigate issues.

Need and Significance of the Study

English being the global language a thorough understanding of this language is the need of the hour. Though we are learning English language from kindergarten classes most of the students find it difficult to communicate properly in English language. The reason why such students are unable to use them proficiently is a matter of discussion and deep study. Even the students who have good knowledge as well as command over English language is found incapable and anxious in expressing themselves. Many times, by failing to communicate the ideas properly in English language the learners lose numerous opportunities in their life. One of the factors for the tendency of learners to withdraw from many school competitions like Elocution, Extempore, storytelling, story writing in English is due to the anxiety in using the language skilfully. Language anxiety is a crucial challenge faced by learners which demands solutions to tackle them efficiently. Studies on this would help devising strategies which will increase their confidence to use English language for the whole life.

Studies are conducted in these areas to delineate the effect of language anxiety as well as communication skill. One such study was about the barriers students are facing in English language communication. This study was conducted in Government higher secondary schools of Anantnag district in Jammu and Kashmir, India by Bhat and Bhat (2017). Similarly, many such studies have happened all over India. When doing the review of related literature investigator could find that even though many studies are conducted in relation to these variables there are comparatively few of them conducted in Kerala state and there arise the necessity to study the issue in the Kerala context.

Any language is supported by its four essential skills that enable the individual to use the language fluently. The four skills are Listening, Speaking, Reading, and Writing. All these skills are undoubtedly important for life. Reading and writing as major skills plays a crucial role in understanding and using a language. In contemporary society many students who come out of their colleges after long years of education find it difficult to use English language properly. English has a key role in employment sector where communication and exchange of ideas are mostly done in this language. Students many a times lack the basic skills where they are unable to write properly and draft even a letter in correct format. They fail in reading documents and this results in misinterpretation of major concepts. All these facts connect to the foundation stage of language in school from where the real change should begin for improvement. Thus, the language development and proficiency of school students must be studied. This can help in identifying the failures at school level itself and adopt sufficient strategies to build successful language abilities in students

In most of the studies conducted across the world focussing on English language anxiety and communication skill various skills adjoining these are also investigated. In the area of communication other than reading, writing, speaking, and listening other skills like grammar and vocabulary are also studied with importance. In the structure of language, the role of grammar and vocabulary is inevitable. A study was conducted on the use of short stories in English language teaching and its benefits on grammar learning by Senturk and Kahraman (2020). These studies emphasize the role of grammar and it points to the effective strategies to equip grammar for various learners according to their level. Similar is the case of vocabulary related studies such

as Teaching strategies in Teaching English Vocabulary in Junior high school by Gultomet al. (2022) conducted in which researchers focus on the different strategies to teach and learn English vocabulary. Even though such studies are present individually in these skills but studying them under the aspect of communication is found rarely.

In India, Kerala is a small state with hundred percent literacy rate but the job market is considerably low in Kerala. This has led to the situation where students move nationally and internationally seeking jobs. Malappuram is a large district in Kerala which belongs to the Malabar region that holds a high number of students as well as academic achievers. Though the demand of education is high, the opportunities are less in Malappuram district. Students undoubtedly excels high in education and in this context to acquire job more students are going out from Malappuram. There the students need Communication skill in English to thrive everywhere. Hence, English language does not limit to the examinations rather it is a bridge to one's career and for life building.

Secondary level of school education serves as the middle phase of school education where the foundation built in English communication from primary level is empowered and developed. Additionally, findings discovered from study can make the further process of language enhancement measures easier at this level before moving on to higher secondary classes. All these points make this study a relevant one to the investigator.

Statement of the Problem

The proposed study is entitled as "LANGUAGE ANXIETY AND COMMUNICATION SKILL IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS."

Definition of Key Terms

The key terms of the study are defined below:

1. **Language Anxiety in English**

   Language Anxiety encompasses the feelings of worry and negative, fear – related emotions associated with learning or using a language that is not an individual's mother tongue (Maclntyre & Gregersen, 2012).

   In the proposed study Language anxiety in English refers to the fear, apprehension and nervousness experienced by Secondary School Students towards English language.

2. **Communication skill in English**

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

   In this study Communication skill in English refers to skills in English such as reading, writing, grammar, and vocabulary.

3. **Secondary School Students**

   The Secondary school students in this study refers to the students studying in VIII, IX and X.

   For the proposed study students of IX standard taken as Secondary School Students.

Variables of the Study

The study involves two variables. They are:

(1) Language Anxiety in English

(2) Communication skill in English

Objectives of the study

The Objectives of the study are:

1. To find out the extent of Language Anxiety in English among Secondary School Students.

2. To find out the level of communication skill in English among Secondary School Students.

3. To find out whether there exists any significant difference in the Language Anxiety of Secondary School Students in English among the sub groups based on:

   (a) Gender

   (b) Medium of Instruction

4. To find out whether there exists any significant difference in the Communication Skill of Secondary School Students in English among the sub groups based on:

   (a) Gender

   (b) Medium of Instruction

5. To find out whether there exists any significant relationship between Language Anxiety and Communication Skill in English among Secondary School Students.

Hypotheses of the Study

The hypotheses of the study are:

1. There is no significant difference in the language anxiety in English among Secondary School Students for the sub groups based on gender and medium of instruction.

2. There is no significant difference in the communication skill in English among Secondary School Students for the subgroups based on gender and medium of instruction.

3. There is no significant relationship between language Anxiety and Communication skill in English among Secondary School Students.

Methodology

This study is intended to investigate Language anxiety and Communication skill in English among secondary school students. The study is conducted in Malappuram district of Kerala. The researcher has provided a description of method, sample, tools, and statistical techniques used for the study.

Method

In the proposed study to examine the language Anxiety and Communication skill in English among Secondary School Students Survey method is used.

Sample:

The sample for the proposed study is 400 Secondary Students from various Secondary Schools in Malappuram district using stratified random sampling

technique. The Sample is collected by giving due representation to Gender and Medium of Instruction.

Tools

The following tools are used in the study for the purpose of collecting data:

1. Test of Communication skill – The test constructed by the investigator with the guidance of supervising teacher. The test measures the skills such as Reading, Writing, Grammar, and Vocabulary.

2. English Language Anxiety scale – The scale is adopted from Lijy and Praveen, 2012. The scale includes the following dimensions: Communication Apprehension, Fear of Negative Evaluation, Test Anxiety and Anxiety of English classes.

Statistical Techniques

In the study following statistical techniques will be conducted:

1. Percentile score

2. Test of Significance (t - test)

3. Correlation

Scope and Delimitations of the Study

Scope of the Study

The study aims to examine language anxiety and communication skill in English among secondary school students. In this study investigator develops a tool to test the communication skill in English and adopts English language anxiety scale to collect required data for the study. The sample of the study

includes 400 secondary school students from Malappuram district. The sub groups of the study are gender and medium of instruction. Proper statistical techniques will be used for analysing the collected data. The investigator as scope of the study hopes that the result from the study would be reliable and beneficial in improving English language learning in the secondary school students. Also, the study is advantageous in devising various strategies to improve communication skill among learners.

The findings emerged from this study would be useful in understanding the Language Anxiety in English and help in formulating steps to mitigateit at maximum levels.

Delimitations of the Study

The investigator has put utmost efforts to make this study precise and reliable to its greatest extent, even after the investigator has following delimitations in this study:

1. The study was conducted only from the samples collected from Malappuram district.

2. The investigator had to limit the time of data collection process into three weeks.

3. This study is limited to the students of IX standard as sample even though the population of the study includes students of class VIII, IX and X.

4. The investigator could not include speaking skill as a dimension in communication skill in English due to the difficulty in measuring this skill individually.

Organization of the Report

Chapter I : Comprises the brief introduction to the problem identified, need and significance, definition of key terms, variables, objectives, hypothesis, methodology, scope, and limitations of the study

Chapter II : Presents the Theoretical overview and Related studies of the variables

Chapter III : The Methodology part of the study divided into sections. It includes the design of the study, sample of the study, tools used for the study, data collection procedure, scoring and consolidation of data, statistical techniques used.

Chapter IV : Analysis and Interpretation of the results

Chapter V : Final chapter contains the findings of the study, educational implications, and suggestions for further research in the area.

REVIEW OF
RELATED LITERATURE

- ❖ *Theoretical Overview of Language Anxiety in English*

- ❖ *Review of Related studies in Language Anxiety in English*

- ❖ *Theoretical Overview of Communication skill in English*

- ❖ *Review of Related studies in Communication skill in English*

REVIEW OF RELATED LITERATURE

Review of literature is an important element in any research. This is a process of finding, obtaining, reading, and evaluating the literature available in the investigator's interest area. It helps the researcher to conduct the study effortlessly through reviews of the previous researches conducted. While planning to conduct research it is necessary to do careful review of various journals, published and unpublished thesis works, books and other major sources of information. To remain updated and to acquaint oneself with the current knowledge in the field of study it is very relevant to comprehend the studies already done. This review process also prevents duplication of what is already studied in previous researches and provide better suggestions to improve the present study. Appraisal of various researches done will provide the researcher to establish a basic idea on how the topic need to be viewed in different dimension and get a clear idea about the different methods, designs to be used for the study. Moreover, analysing the previous studies in the area benefits the researcher to understand the difficulties faced by the researchers and find out the essential strategies to avoid them in the further study.

In this study of language anxiety and communication skill in English among secondary school students the investigator reviews the theoretical aspect of language anxiety and communication skill. Along with this the related studies in these areas are also summarized. The review covered is presented under following heads:

1. Theoretical Overview
2. Review of Related Studies

Theoretical Overview of Language Anxiety in English

Anxiety is a very common condition that most of the individuals experience in their daily lives. According to American Psychiatric Association [APA] (2000), "anxiety is a psychic condition of heightened sensitivity to some perceived threat, risk, peril, or danger. It is an emotion characterised by apprehension and anticipation of future danger or misfortune accompanied by feeling of dysphoria or somatic symptoms of tension." In simple terms anxiety can be defined as a feeling of fear, tension or nervousness experienced by the person. The symptoms of anxiety differ from person to person in their intensity and duration. It is both physical and psychological. In the educational scenario students do face lots of anxiety situations. Language classrooms are one among them.This was identified and studied by different researchers in relation to language learning and educational psychology.

Anxiety is generally categorised by the psychologists into three aspects: (1) Trait anxiety (2) State anxiety and (3) Situation-specific anxiety. Trait anxiety as an individual's pre disposition to respond which is considered as stable and long-lasting personality characteristic (Spielberger, 1983). State anxiety can be defined as a transient anxiety characterized by physiological arousal and consciously supposed feelings of uneasiness, fear, and tension. The state anxiety is also feeling of nervousness that can change over time and fluctuate in vigor (Young, 1998). The experience of test anxiety that students feel while taking exams or giving speech involves this anxiety but it changes over time. The third type of anxiety is situation-specific anxiety which as name suggests happens invariably over time within a certain situation. This is a unique anxiety which is specific to situations but it differs

from one situation to another one. Unlike state anxiety it is consistent over time. The two common situation–specific anxieties include language anxiety and math anxiety.

Foreign language anxiety was once believed to be a trait anxiety but upon analysis by researchers it was comprehended that it stood as independent and unique type of anxiety that affects the foreign or second language learning. Horwitz et al. (1986) attributed with defining Foreign Language Anxiety as situation-specific anxiety. It was defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128).

Later Gardner and MacIntyre (1993) defined language anxiety in specific as fear or apprehension occurring when a learner is expected to perform in the second or foreign language. This definition was later redefined by MacIntyre (1999) as the worry and negative emotional reaction when learning or using a second language.

Language anxiety is classified into two distinct types: Facilitating anxiety and debilitating anxiety (Alpert&Haber,1960). Facilitating anxiety is helpful as it facilitates the learners to perform well in a language. Few researchers have adapted this anxiety as a trait to overcome the learner anxiety Whereas debilitating anxiety harms the learners and has negative impact on their performance. It is said that it has direct effect like worry and tension. The learners of both second and foreign language experience problems due to language anxiety as it hinders the acquisition and production of new language. English is both a second language and a foreign language. Many studies have taken place that studied the relationship between second language learning or using with anxiety. Some studies have reported a

positive relationship between the two whereas some studies have derived a negative relationship between the two. In the study conducted by Madsen et al. (1991) found negative relationship between the anxiety and certain test types and grades.

Horwitz et al. (1986) talked about the three interrelated components of language anxiety. They are (1) communication apprehension (2) test anxiety (3) Fear of negative evaluation. It was only in later 2007 Na found a new related anxiety (4) Anxiety of English classes. These factors can elaborate the concept of language anxiety.

Communication Apprehension

Horwitz et al. (1986) defined communication apprehension as a type of shyness characterized by fear or anxiety about communicating with people. This component of language anxiety has a vital role in second or foreign language learning. Similarly, another prominent definition of communication apprehension is that according to James McCroskey, communication apprehension defines "fear or anxiety associated with either real or anticipated communication with another person or persons." (McCroskey, 2001)

Normally people who find it difficult to speak in groups or in classroom activities will find it worse when they are in second language classes. MacIntyre and Gardner (1991) has found that speaking is the main propagator of anxiety- arousal. Communication apprehension is connected to both psychological perceptions and cognitive processes. The negative impact that communication apprehension create in learners are high. Many a times learners would be covered with negative thoughts and poor preparation because of communication apprehension. The lack of task-

related thoughts and a decrease in retention of information often result in lower grades (Preiss, 1989).

Learners in classroom faces apprehension about taking part in different classroom activities such as presentations during group works and various opportunities in contemporary classrooms where learners need to communicate openly to express their ideas.

Test Anxiety

Test anxiety is another major component of language anxiety. It has certain influence on language learning process and language achievement. The "test anxiety refers to a type of performance anxiety stemming from a fear of failure" (Horwitzet al., 1986, p.127). It appears in specific situations or contexts where one's performance is being evaluated and it has an evident social aspect due to the concerns with how performance will be judged by others (Putwain, 2008). Learners who are test anxious in second language classroom mostly have trouble in tests. In test anxiety students experience a negative stereotype about test situations. They also tend to build false belief about language learning. Students also have unpleasant test experience which they have from language classes or other classes but it has a considerable effect on the image of English class unconsciously. When a method of conducting test provokes test anxiety then the test score cannot be taken as a reliable source of analysing language ability of the learner. There are many aspects involved in test anxiety such as physiological over-arousal, dread, worry, and impairment.

The central paradigms of test anxiety involve evaluative situations, state test anxiety, personal variables, coping reactions, perceptions of test situations, and

adaptive outcomes (Zeidner, 1998). There happened many researches in this component from which it is found that test anxiety produces certain physical and psychological difficulties among learners which decreases their learning motivation in second or foreign language. Moreover, it also effects the interest level of learners in language learning and increases the number of mistakes committed.

Fear of Negative Evaluation

Another aspect of language anxiety is the fear of negative evaluation. It is alike the previous element test-anxiety but this cannot be limited to test situation rather wide variety of situations where the learner is required to face evaluation. It can be defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively (Watson & Friend, 1969). The fear of negative evaluation specifies that the learners are afraid to take negative feedbacks from their classmates and teachers. The language learners feel worry about this evaluation which is the reason for learners abstain from performing in the second or foreign language class. Evaluation makes them feel like they are under surveillance which make them insecure and unable to use language properly. Even in small groups, learners might feel anxious for fear of negative evaluation from their peers resulting in being quiet and reticent (Ohata, 2005). It is found that most of the speaking situations in second language classrooms encourages the situations of evaluation among learners itself resulting in anxiety.

Anxiety of English Classes

Initially there was only three factors explaining language anxiety later Na (2007) added anxiety of English classes as another factor. He defined it as

apprehension, worry, uneasiness and tension which arise related to curricular or co-curricular activities that take place in English classroom. Learners' fear attending English classes. There can be many reasons for learners to worry about in English classes. It includes the fear of making mistakes, lack of proficiency in English language, unable to face teacher and classmates of poor language use. All these reasons impede their interest to attend English classes.

Review of Related Studies in Language Anxiety in English

Idrus and Hamid (2021) conducted a study on profiling English language anxiety among selected rural area school students in Malaysia. The study incorporated 311 secondary school students who were not involved in any national exam in their year of study as samples and purposive sampling technique was used to select samples. The Research design was cross-sectional survey method. The tool adapted and adopted for the study was Foreign Language Classroom Anxiety Scale from Horwitz. The data collected was analysed and scores calculated according to the language skills; Listening skill, speaking skill, reading skill, writing skill and then into three categories- low, moderate, and high anxiety. The major findings of the study were the verified existence of anxiety in each section of language skills. It was also found that the learners anxiety ranges from moderate to high in all language skills except writing skill. Language anxiety needs to be addressed seriously and strategies to reduce them need to be taken was the conclusion of the study.

Tamco (2021) aimed to study an assessment of English language anxiety among senior high school students and its effect on their academic achievement. To study the relationship between English language anxiety and academic achievement

180 students were selected randomly. The tool used for the study was Foreign Language Classroom Anxiety Scale to measure English language anxiety. A copy of General Weighted Average of the students was also collected to evaluate their academic achievement. From the results it was found that eighty four percent of the students participated had medium level of English language anxiety and the forty-nine percent of students had high academic achievement. To study the relationship between the two variables statistical method of Regression analysis was used. In the findings found that English language anxiety had no significant influence on the academic achievement of students.

Jameela (2020) explored English language learning anxiety among higher secondary school students. The objectives of the study focused to study the level of English language learning anxiety and to find out whether exists significant difference in the level of English language anxiety. Study followed survey method and the sample for the present study comprises 600 higher secondary school students taken from Malappuram, Calicut, and Kannur districts. The tool used for data collection was English Language Learning Anxiety Scale made by the researcher. The major findings of the study revealed that the higher secondary school students possess higher level of English language anxiety. There exists no significant difference between male and female, humanities, science, and commerce as well as government, aided and unaided about their English language learning Anxiety.

Kaur (2020) did a study on Academic achievement in English in relation to English language Anxiety, learning motivation and linguistic intelligence among IX students. The study is executed in a descriptive nature and the study was conducted

in about 960 students and equal number of students were taken from private and government schools. The tools such as Academic achievement test in English, Scale of linguistic intelligence, Foreign language anxiety scale and Gardner's attitude/motivation test batter were used. The major findings of the study were that private school students possessed better academic achievement, learning motivation and higher linguistic intelligence in English. Also, female students found to have more academic achievement than male students and boys felt more language anxiety in English than girls which affected their achievement in English language

Mehdi and Kumar (2019) conducted a study on English language Anxiety and its impact on communicative performance of the learners w.r.t the students of B-schools in Delhi NCR, India. The study focussed on the effect of language anxiety on the oral performance of the learners. The sample taken for the study were 118 PG level students of B- schools in Delhi NCR. It included 73 males and 45 females. The tool used for data collection was the modified version of Foreign Language Classroom Anxiety Scale by Horwitz. In the findings of the study, it was found that language anxiety is a major causing factor that affects the oral performance of the students. Students also exhibited fear, apprehension of evaluation and tests. They were found to be afraid to speak English publicly and scared about social evaluation.

Basu and Chattopadhyay (2018) investigated on English language anxiety and its relation to English achievement at high school level. The objectives of the study were to find out the nature of English language anxiety, extent of English language learning anxiety in the students and to find whether anxiety has any effect on learner's English achievement. The participants of the study were 220 high school

students selected randomly. The study was conducted with two tools- Foreign Language Classroom Anxiety Scale and Achievement Test. The findings of the study revealed that there exists significant relationship between English language anxiety and English achievement among high school students. Anxiety is considered to hinder the high achievement of learners and the researcher suggests for the reduction of anxiety to enhance learner's English achievement.

Halder (2018) conducted a study on English language anxiety and Academic achievement. Study followed a normative survey method of descriptive research and the sample taken was 266 students of class XI. Gender of the students and locality of schools were taken as the background variables. Researcher used English language Anxiety scale as the tool to collect the data from the students. The study found that English language anxiety as negatively correlated with the academic achievement of the students.

Hidayati (2018) did a study on student language anxiety in learning English in which the researcher examines the non- English major students in rural area. The participants of this study were 114 non -English major students in first semester. Out of 114 students selected 25 were male and 89 female students. The tool used for collecting the data was FLCAS from Horwitz et al. The items in FLCAS questionnaire were translated into Bahasa Indonesia for avoiding complications in data collection process. From the descriptive analysis of data, it was found that majority of the students scored above medium range of total FLCAS score which showed that they experience high level of language anxiety. Based on gender it was found that female group was found to experience higher level of anxiety in language than the male group.

Asif (2017) studied the anxiety factors among Saudi EFL learners from English Language Teachers' perspective. The study also addressed the strategies to cope with English language anxiety effectively. Both qualitative and quantitative methods were used. The sample of the study includes one and fifteen respondents who were EFL teachers. Research design consists of two tools, a questionnaire from one hundred EFL teachers and interviews with fifteen EFL teachers. Through this study it was found that anxiety has a major role in English as foreign language learning. Discouraging classroom environment, lack of English vocabulary as significant factors that causes anxiety in classroom. A positive, humour, friendly and motivating classroom environment as well as pair and group work activities are stated as strategies to reduce anxiety among learners.

Sadiq (2017) studied on Anxiety in English Language Learning, a case study of English language learners in Saudi Arabia. A quantitative research method was adopted for the study and a survey research methodology used. The researcher selected 100 learners of BA English course of Saudi Arabia using random sampling technique. Foreign Language Classroom anxiety scale by Horwitz et al. was administered as tool to collect data. The demographic variables were age and years of the program. The findings of the study pointed out that EFL students experience moderate level of anxiety. Based on demographic variables there was no significant difference in the anxiety of learners with respect to the year of program but there was a meaningful difference in the level of anxiety with respect to age variable. Researcher suggested that faculty staff should address language anxiety concerns among EFL learners, learners should be encouraged to speak with native speakers in more informal contexts.

Conclusion

Theoretical overview focuses on the theoretical base of the variables but review of related studies helps to widen the perspective of investigator towards the area of study. Delving deep into previous studies brings out various dimensions covered in the variable – language anxiety in English.

Numerous studies are conducted based on the variable language anxiety in English not only in India but also in other countries like Malaysia, Taiwan, Saudi Arabia etc. Many variables are studied along with language anxiety. Based on the review collected the variables studied along with language anxiety in English includes academic or English achievement, motivation, social competence. Mostly the studies have used Foreign Language Anxiety scale by Horwitz&Horwitz as the tool to measure language anxiety in English. Almost all the studies point out that students possess medium to high level of language anxiety. Reviewing various studies has also highlighted that even though studies have been conducted in this area there are comparatively fewer studies conducted in Kerala context.

Theoretical Overview of Communication skill in English

Communication is the basic constituent in an individual's daily life.It is a primary need of human beings just like food, water, and shelter.Everybody uses communication as a tool to transfer and interpret information.A human becomes healthy when they interact and get involved with others. Effective communication helps to build relationships, resolve conflicts, to connect with different people and develops one's knowledge and hence equip people to handle life decisions. This is a skill that is necessary to have a balance between personal life and professional life.

Communication skill can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders & Mills, 1999).

The origin and evolution of the process of communication can be traced from pre-historic times. The foundation of any human life is communication. A child begins his journey with a cry which is the first communication made by any human being. Communication is present from home and society to every moment we live in this world. The word communication has derived from the Latin words 'communis' which means to make common and 'communicare' meaning to share.

Communication skill and language can be considered as the two sides of the same coin. Communication has a history older than languages. Before the invention of written words, language occurs mostly in auditory channels. While the communication from the beginning covers all the sensory channels making this the heart of any language. Language witness growth which is substantiated by the process of communication. However, communication is not limited to the use of language. It can be done with the help of symbols, gestures, signs, and facial expressions as well.Also, it is a broader process encompassing wide range of activities than language. Language is just an element of communication between people.For the communication involving the language i.e. verbal communication, the message from the sender needs to be understood by the receiver. Similarly, throughout life humans equip different languages and its letters, words, meanings, and sentences all of which ends in vain when it is not used through communication. To ensure hassle free communication, it is essential for those involved in this process to be proficient in the language. It is equally necessary to understand that, even

though language lays the foundation for communication, the linguistic boundaries are transcended by communication. Also, when we analyze the scope of communication it is always extensive than language as former conceals the latter one. Without communication no language can exist meaningfully.

School classrooms which are miniature representation of our society provides a platform for the students to communicate. So, classrooms are the major platform to learn and develop communication skill in English.Mere acquisition of language cannot complete the goal of language learning, communication is a significant factor to make it worthy of learning. Teaching of English develops the knowledge among students but only with appropriate practice advances the English communication skill in students.

Communication specifically in language classroom has its own role in developing the communication skill of the students. Unlike other languages, English is a foreign language that connects people of different linguistic backgrounds. It is essential to equip communication skill in English as it serves as the title of global language. It is spoken by numerous people around the world and even in linguistically vivid classrooms, the students use English to communicate effectively with each other. Communicative language teaching approach is an approach towards language teaching that focuses on authentic interaction and student- centred learning in classroom which prepares the students for meaningful and real- life communication. Though there exist different teaching strategies and materials to support students in EFL classroom but still learners have trouble in communicating their thoughts in English (Chamba et al., 2019).

Language skill involves different skills like reading, writing, listening, and speaking. Out of these skills reading as well as writing and linguistic factors like vocabulary and grammar has its role in effective communication. Each of these contribute to make communication an active and real process. Along with these major language skills, there also exists multiple micro skills that enhances communication aspect in language.

Reading

Reading is one among the four basic skills of language and is also one of the most common ways to receive information. It is a receptive process. Words have much importance in reading. It is important to decode the meaning of words to understand the meaning of the text given. Text involving numerous words takes time to interpret and to grasp its meaning. Hasibuan and Fauzan (2007) specified reading as an interactive process between the text and reader which leads to comprehension. The text to read contains letters, sounds, words, and sentences combined as paragraphs from which meaning is derived. The reader to understand the text uses his skills. According to (Snow & Chair, 2002) comprehension entails three components:

1. The reader who is doing the comprehension

2. The text is to be comprehended

3. The activity in which comprehension is a part

Reading skills encompasses the macro skills and micro skills of reading comprehension (Brown & Abewickrama, 2010).

Reading is a major skill that contributes to the enhancement of communication. It is essential for the students to develop the ability to read and understand meanings of texts which leads to better comprehension. Communication becomes easier when we

articulate our thoughts which can be developed through reading skill. Reading skill also supports another important skill i.e. listening by providing strength for active listening which eases the process of comprehension. All these elements are irreplaceable in terms of communication skill. These factors establish the need of investigator for incorporating reading skill as a dimension for the study.

Writing

Writing is another important language skill where the individual communicates his ideas into written form. "Writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language" (Brown, 2004, p. 218). The skill of writing includes presenting our idea into the paper, selecting proper words to express, revising, and rethinking the content to be conveyed. Writing is a productive skill. Writing skills also includes many micro skills that elevates the process of writing.

Writing is another skill that adds to effective communication skill. Refining the ideas and organizing them is necessary for every communication. Creativity also plays a major role during communication where unique and meaningful ideas can be presented. The individual without expressing ideas, opinions, or thoughts in an organized manner, the process of communication becomes complex. Developing a strong writing skill thus brings a significant change towards one's English communication.

Grammar

Grammar is a micro skill that has its own role in any language. Mere knowledge of English language can help you for communication but an efficient

communication involves the use of grammar. It makes the purpose of communication more meaningful. According to Brown (2000), Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. The role of grammar lies in bringing the structure to language and how sentences are constructed in an eloquent manner. The history of English grammar can be linked with the origin and history of English language. The grammar has inclined most of the changes and events associated with the English language.

Grammar in the case of second language learners holds a significant position where connection between the sentences is very crucial to communicate their idea accurately. In Indian classrooms the grammar is dealt in a formal manner where the rules and terms are injected into the minds of students. After transfer of all contents in grammar, students are provided with numerous exercises for practice and to master them. But this mechanical process does not prepare the student to use them efficiently in daily life scenarios. Many students perform well in their studies but fails to exhibit their proficiency in writing and speaking English. This ultimately diverts the goal of studying grammar.

"The present position of grammar in the schools is pitiable because the 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, 2017, p. 100)

Grammar is a component of great value in communication. The smoothness of communicating in English happens when grammar takes its position. Grammar avoids the unnecessary confusions and misinterpretations while conveying any idea. The spoken and written communication becomes meaningful when they are added with all essential grammatical elements. Discarding of errors while transferring any

message is ensured with grammar. It can be considered as the basics of language and it upholds the overall richness of English language. This is a pre requisite in meaningful communication.

Vocabulary

Vocabulary is another vital counterpart in acquiring any language. Before developing knowledge in grammatical items, it is more essential to have grasp of words without which communication becomes almost impossible. Along with ensuring appropriate knowledge in vocabulary it is necessary to use it accurately in different situations.

With the passage of time the people have evolved into the perspective that the good communication involves a great reservoir of words and using it appropriately. For this purpose, acquisition of vocabulary through various ways is to be focussed. Incorporating new words into our knowledge is a constant process for our lives. This is a way where we get accustomed to wide variety of words. Knowing a word and understanding a word is a different process where the element of understanding is way beyond just knowing the meaning and what it conveys.

Language loses its structure when vocabulary disappears. Vocabulary is the foundation for the language. Letters join to form words and these words connect to form sentences and without these no language exists and verbal communication is not possible. The knowledge of words is vital to ensure good communication. The students must boost their vocabulary so that they can effortlessly communicate. Vocabulary being the part and parcel of language and communication it is crucial to include this while addressing communication skill.

Review of Related Studies in Communication Skill in English

Devi (2022) studied on effectiveness of communication in English with special reference to government boy's higher secondary school, Tura. The major objectives of the study include to identify the status of communication in English, to assess the role of teacher in developing communication in classroom. Also, to identify the factors and barriers that influence communication in English and how to overcome them and to give necessary suggestion to the teachers and students for effective communication. The sample of the present study consists of ten students each of IX and two teachers of History and English. The tool used for data collection was questionnaire. The major findings of the study revealed that teachers do not make classes interesting with charts, teachers did not attend workshops and seminars, teachers do not understand to the health and problems of the students, students face problem of teacher's accent. It was suggested that teachers need to motivate to increase the interest of students in learning, teachers should make the students pronounce difficult words with correct diction, provide opportunities for the students to take part in competitions in English language.

Mallampalli and Sekhar (2022) conducted a study on issues and challenges in learning writing skills in English of the students of Government high schools in Dehradun urban Uttarakhand An analytic study. It also focused on the current problems faced in teaching and learning of writing skills of IX and X standard students by students and teachers. The study adopted a mixed research method involving both quantitative and qualitative methods in which data was collected. The tool of Survey questionnaire of five- point Likert scale was utilised to collect data

from sample of four hundred and sixty- two students and fifty -two teachers from twenty different schools. To organise qualitative data Semi-structured interviews were conducted and responses of students and teachers were recorded. An assessment test to check the present proficiency level was also administered which was analysed through quantitative methods. The major findings of study include the difficulties faced by students in areas like grammar, punctuation, spelling. Also lack of exposure to English language, referring to bilingual dictionaries, lack of teacher interest.

Naghdipour (2022) studied on ICT- enabled informal learning in EFL Writing. This study dives into the undergraduate students' online informal writing practices. In addition, it also investigated the extent to which it is used in formal writing practices. Study was conducted at a major Omani university in118 English major students who had medium of instruction as English. The methodology used to collect data included a survey with both open- ended and close-ended questions as well as semi-structured interviews. The findings of the study pointed out that ICT has dual benefits of enhancing effective communication on online platforms and direct the necessities of classroom-based writing. It also concluded that the most used and most rated applications comprised of Translation and proof- reading apps.

Aprilani (2021) explored the student perception in learning English vocabulary through Quizlet. To conduct this study the researcher used qualitative approach where the case study method is used to know how the students' perception evolved after Quizlet utilisation to learn English vocabulary. This research was conducted at a senior high school in Indonesia where specifically tenth grade students were selected. Total five participants were part of the study. Out of which

two were female and three males. The major instruments used for the study includes observation and semi-structured interview to collect the necessary data from the students. The researcher followed a systematic procedure where the application was introduced to students and its working was explained. The students were then given opportunity learn by themselves, materials and quizzes were also provided. Finally in the interview session conducted the perception of students were collected. In the findings it was found that Quizlet is effective and interesting for the students to learn English vocabulary. Application made students more energetic and enthusiastic in learning vocabulary.

Al-Riyami (2021) explored through a study on Omani graduates' English communication skills from employer's perspectives. The study done with a purpose to understand about the present communication level of graduates from higher education institutes of Oman and to identify the workplace communication challenges of these graduates. The research design adopted was mixed-method. As the design was mixed the tools used for the study were Questionnaire and semi-structured interview. In the questionnaire 50 participants became sample of the study and for the interview, the second phase had fifteen participants. The sample selected included government as well as from private sectors. The data collected was analysed inductively through bottoms-up approach. The findings of the study pointed to the inadequate language skills. It was found that the graduate employers lack basic linguistic skills essential for communication. Also, problems like lack of persuasive skills, research skills, inappropriate language use in meetings and conversations were found.

Haryadi et al. (2021) investigated on the effects of vocabulary and grammar mastery on students' writing skill in descriptive text. The study was held in a private junior high school in Serang Banten and used survey along with an analysis of regression as method in research. Also, the research was conducted by Kolmogorov Smirnov method, ANOVA table, biserial coefficient and by Kuder Richardson testing. Sample of the research were 50 students of class VIII from three different schools. The tool administered for collecting data includes an objective test for independent variables and a set of written tests for dependent variables. The findings of the study revealed that writing skills were influenced by grammar and vocabulary. There exists significant effects of grammar and vocabulary jointly on writing skill as well as effect of vocabulary mastery and grammar mastery respectively on writing skills

Pratama and Fridolini (2021) together studied on the influence of native English lecturer in improving students' motivation in communication skill. The sample of the study were 60 students from the Darma Persada University majoring in English language and culture in the seventh semester. Based on the randomly selected students the research followed an experimental Post-test control group design model. The results aimed to compare whether exist any significant difference between student learning motivation before and after teaching by native lecturer. For hypothesis testing one sample t-test was used. The findings of the test proved that there exists significant influence of native lecturers on student motivation in English communication. The value of t count > t table (18.278 > 2.00) and P value (0.000 < 0.05) which pointed that the average student learning motivation after taught by native lecturer has difference with the before one.

Abbasi et al. (2020) did an investigation of English communication skills of university students. The objectives of the study focussed on to identify the influence of English-speaking skills on one's career and personality, to find out different ways for the student to develop their English- speaking skills and to determine the factors that affect English speaking skills. The research design for this study was quantitative. Random sampling method was used to select sample of forty university students. To conduct the study online close-ended questionnaire was used as tool. The findings of the study revealed that almost 71% of the university level students face problem in English communication. Listening found to be major factor in developing English communication skill. 68% from the study believed that poor English speaking becomes an obstacle in achieving career opportunities. 72% students opined that talking to oneself helps to build up thought which in turn develops English communication skills.

Peter and Singaravelu (2020) steered a study on problems in writing in English among high school learners. The only main objective of the study was to identify the problems faced by the students in acquiring writing skill in English language. The investigator adopted descriptive survey method for the study. 1200 students of VIII standard were randomly selected as the sample of the study. The tool Diagnostic test was made and administered by the investigator itself for the present study. Different types of writing genre were included such as essay writing, letter writing, Paragraph writing and instruction manual writing as a general topic. The findings of the study found following difficulties; Unaware of requisite features of different genres of writing, lack of content in written composition, no unity and organization of ideas, lexical problems, Grammatical problems, syntactic, spelling and punctuation errors.

Sandhya et al. (2020) conducted a study on Magic slate, an intervention for improving the writing skills in English among students of upper primary level. The major objectives of the study were to identify the difficulties faced by primary students, enable students to build up confidence in writing English and to tackle difficulties of writing through different strategies. The research design implemented of the study includes experimental design Pre-test Post-test single group design. 87 students of seventh standard were taken as the sample for the study. The two tools used were – Rubrics for evaluating entry and exit behaviour of students and A module to enhance the writing skill prepared by researchers. Analysis of the entry and exit behaviour test were based on five areas like Vocabulary, content, cohesion and coherence, grammatical accuracy and Punctuation and spelling. In findings the difficulties found were, learners did not use correct spelling, improper punctuation, grammatical errors. The strategies Riddle cards, Picture cards, Picture description etc. provided desirable changes.

Conclusion

Review of related studies based on the variable communication skill in English indicates that studies were conducted at various levels from high school to graduate level. Most of the studies have various dimensions of communication skill such as reading, writing, grammar, vocabulary etc. focussed individually but very few studies has tried to include all these dimensions together. The studies in combination of language anxiety and communication skill in English were traced in the review but the number of studies found are extremely less and no studies carried out in the population selected.

METHODOLOGY

- ❖ *Variables of the study*
- ❖ *Objectives of the study*
- ❖ *Hypotheses of the study*
- ❖ *Sample selected for the study*
- ❖ *Tools employed for data collection*
- ❖ *Data collection procedure*
- ❖ *Statistical techniques used for analysis*

METHODOLOGY

Methodology forms an integral part in research to solve the research problem. It provides a basic structure regarding how the research need to be carried out. Researcher describes about the techniques adopted and the process for the study in the methodology. In any research the success of the study depends on the method adopted which assists the investigator towards proper direction. The selection of suitable method is greatly determined by the problem selected. Finding proper methodology provides the researcher to carry out the research study systematically. Methodology holds an important position in all research work. Use of appropriate method with right data collection process influence the accuracy of the result and on the conclusion arrived.

The present study aims to find language anxiety and communication skill in English among secondary school students. The investigator after understanding the depth of selected problemhas decided to implement survey as method for data collection.

The study evolves a quantitative type of research where the relevant data is collected and the data is further analysed statistically to obtain the result.

This chapter contains detailed description of the methodology adopted for this study under following heads:

1. Variables of the study
2. Objectives of the study
3. Hypotheses of the study
4. Sample selected for the study
5. Tools employed for data collection

6. Data collection procedure

7. Statistical technique used for analysis

Variables of the Study

The study involves two variables. They are:

(1) Language Anxiety in English

(2) Communication skill in English

Gender and Medium of instruction are the two classificatory variables in this study

Objectives of the Study

The Objectives of the study are:

1. To find out the extent of Language Anxiety in English among Secondary School Students.

2. To find out the level of communication skill in English among Secondary School Students.

3. To find out whether there exists any significant difference in the Language Anxiety of Secondary School Students in English among the sub groups based on:

   (a) Gender

   (b) Medium of Instruction

4. To find out whether there exists any significant difference in the Communication Skill of Secondary School Students in English among the sub groups based on:

   (a) Gender

   (b) Medium of Instruction

5. To find out whether there exists any significant relationship between Language Anxiety and Communication Skill in English among Secondary School Students.

Hypotheses of the Study

1. There is no significant difference in the language anxiety in English among Secondary School Students for the sub groups based on gender and medium of instruction.

2. There is no significant difference in the communication skill in English among Secondary School Students for the sub groups based on gender and medium of instruction.

3. There is no significant relationship between language Anxiety and Communication skill in English among Secondary School Students.

Sample Selected for the Study

In research, sample is a set of people selected from a larger population for the purpose of research study. Comparing to the entire population it is easier to collect and analyse data from the sample that represents the whole.

The population of the present study is secondary school students in Malappuram district of Kerala state. In this regard, the researcher decided to take the representative sample of the population which can be generalised.

Size of the Sample

Investigator identified different areas and secondary schools of Malappuram district. By giving due representation, the researcher conducted the present study with a sample size of 400 Secondary school students.

Technique of Sampling

The study demands the representation of the sample from various strata so the researcher followed stratified random sampling method. Sample was designated based on gender and medium of instruction.

Gender

There is a notion that gender is an essential construct while studying about the language anxiety and communication skill in English among secondary school students. It is essential to find out whether there exists any difference in language anxiety and communication skill among males and females. The results based on this can bring a thorough understanding which is helpful in the further phases of the study.

Medium of Instruction

This is another sub group especially in this study where English is a second language. Secondary students of Kerala are equipped with two mediums of instruction i.e. English or Malayalam. The investigator understands the relevance of taking both these mediums as part of this study and decided to incorporate them.

Tools Employed for Data Collection

Tools are vital part in the data collection process. Selection of appropriate tool contributes to successful research. In the present study, the researcher used the following tools:

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

II. Test of Communication skill in English (Krishnapriya & Rishad, 2023)

English Language Anxiety Scale

English Language Anxiety scale was prepared by Lijy and Praveen in 2012. The scale has four dimensions to assess the English language anxiety of secondary school students. The four dimensions of the scale are: Communication apprehension, fear of negative evaluation, test anxiety and anxiety of English classes.

This is a Likert type five -point scale. The five responses of English language anxiety scale include 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and Strongly Disagree.' These responses were given scores as 5,4,3,2,1 according to options Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree respectively for the positive statements. The scores were reversed for negative statements.

Validity

To ensure the validity of English Language Anxiety Scale the investigator used face validity and concurrent validity. During the time of English Language Anxiety Scale construction, the investigators consulted various experts, carried out many discussions at different levels. Modification has been made to the items wherever necessary as per the suggestions. Hence the face validity was ensured.

Concurrent validity is a type of validity that measures the agreement between two different assessments. It is a sub type of criterion validity. To ensure the concurrent validity of English Language Anxiety Scale, an external criterion of Foreign Language Anxiety Scale prepared by Horwitz, E.K., Horwitz, M.B., and Cope, J.A (1986) was used. The correlation coefficient between the two emerged to be as 0.76. Thus, concurrent validity established.

Reliability

A tool is said to be "reliable that is, it must have the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions." (Koul, 2019, p.238)

The reliability of this English Language Anxiety Scale was also established by the investigators through split half method. In this the reliability of full test was found using Spearman- Brown formula and 0.90 was the value achieved. This score certifies high reliability of the tool.

Test of Communication Skill in English

The Test of communication skill in English is a tool prepared by investigator along with the guidance of supervising teacher to find the level of communication skill in English among secondary school students. The test construction process includes the following steps:

1. Planning of the test

2. Preparation of the test

3. Try out

4. Finalization of the test

Planning of the Test

The vital step in the process of test construction is the careful planning of the test. Researcher after selecting the topic of study conducts review of various studies previously done in this area. From these studies researcher identified the relevance of studying this topic and found that many school students struggle

while using English as second language or foreign language. Researcher before preparing the test consulted with different experts in the fields such as secondary school teachers and other English language experts to select necessary components for the test. After consulting and referring various sources the components such as reading, writing, grammar and vocabulary was considered for the construction of the test.

Reading. Reading has got an essential role in the process of language acquisition. The reader views the series of written symbols and evolves meaning out of them. The purpose of reading is to understand the thoughts and ideas conveyed through different words and sentences. Efficient reading involves identification of words, understanding of what it intends to convey and most importantly the need to establish a connection between the words and its meaning. Reading is a major skill like writing, speaking, and listening. Reading consists of subskills such as extensive reading, deduce the meaning from the context, scanning of the text etc. The items in the test 1-10 measures these skills of the students.

Vocabulary. Vocabulary is the building block of a language. The different words when connected with each other forms meaningful sentences. The vocabulary used for spoken and written communication are different. Vocabulary is one of the subskills for the main skills like reading, writing, speaking, and listening. Usage of vocabulary in different ways is a major skill associated with it. The items 11-25 measure the vocabulary in the students.

Grammar. Grammar is another subskill which has a role to monitor both oral and written language. Grammar provides meaning when sentences are formed. Mere

joining of multiple words fails to evoke meaning as such. Knowledge of different grammatical elements help the students to use English language more efficiently. This test comprises of grammatical elements like Tenses, adverbs, degrees of comparison, edit the error and prepositions. The items 26-37 are prepared in this category.

Writing. Writing is a system of expression of a language. It is one of the exceptional skills unique to humans. It helps to communicate thoughts and refine our ideas to others. Writing requires various subskills to produce a good product at the end. Writing improves the use of language efficiently. It also fosters imagination and nourishes one's presentation of the information. The subskills of writing included in this test are writing with fluency, appropriate use of sentences, ability to connect the events, suitable choice of words according to context. The items 38-48 measure these skills of writing in the student.

Preparation of the Test

The investigator did the planning well and developed a test including all the components elaborated above. The draft test of Communication skill in English has 63 items. In this,15items were included in reading, 19 items in vocabulary, 16 items in grammar, and 13 items in writing.

Try Out

The test was conducted on a representative sample of 80 students of secondary school from the Malappuram district of Kerala. The answer sheets of this test were thoroughly evaluated and scored. The standardisation procedure was carried

out by the process of item analysis. The individual items in the test determines the efficiency and quality of the test. Hence each item is analysed and filtered with the purpose of constructing good test.

The discriminating power and difficulty index of each item was calculated. The following formulas were used:

(i) Discriminating Power

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

Here,

U = No. of correct responses in upper group

L = No. of correct responses in lower group

N=No. of pupils in the group

(ii) Difficulty Index

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

Here,

U = No. of correct responses in upper group

L = No. of correct responses in lower group

N=No. of pupils in the group

Details of item analysis are given in Table 1.

Table 1

Difficulty Index and Discriminating Power of Items in the Test

Item No.	Upper	Lower	DI	DP	Selected(✓)/ Not Selected (NS)	Item No.	Upper	Lower	DI	DP	Selected(✓)/ Not Selected (NS)
1	21	4	0.57	0.77	✓	33	21	1	0.50	0.91	✓
2	13	0	0.30	0.59	✓	34	22	6	0.64	0.73	✓
3	13	0	0.30	0.59	✓	35	5	0	0.11	0.23	NS
4	20	0	0.45	0.91	✓	36	15	1	0.36	0.64	✓
5	21	6	0.61	0.68	✓	37	14	0	0.32	0.64	✓
6	22	8	0.68	0.64	✓	38	12	4	0.36	0.62	✓
7	15	2	0.39	0.59	✓	39	15	1	0.36	0.64	✓
8	18	1	0.43	0.77	✓	40	14	10	0.55	0.18	NS
9	14	9	0.52	0.23	NS	41	14	1	0.34	0.59	✓
10	15	8	0.52	0.32	NS	42	14	0	0.32	0.64	✓
11	22	10	0.73	0.55	NS	43	12	1	0.30	0.50	✓
12	20	6	0.59	0.64	✓	44	21	0	0.48	0.95	✓
13	21	0	0.48	0.95	✓	45	22	4	0.59	0.82	✓
14	8	1	0.20	0.32	NS	46	17	6	0.52	0.50	✓
15	5	0	0.11	0.23	NS	47	18	0	0.41	0.82	✓
16	17	3	0.45	0.64	✓	48	15	2	0.39	0.59	✓
17	19	0	0.43	0.86	✓	49	7	0	0.16	0.32	NS
18	15	0	0.34	0.68	✓	50	1	0	0.02	0.05	NS
19	22	3	0.57	0.86	✓	51	19	0	0.43	0.86	✓
20	21	11	0.73	0.45	NS	52	11	1	0.27	0.45	NS
21	18	6	0.55	0.55	✓	53	20	1	0.48	0.86	✓
22	17	0	0.39	0.77	✓	54	16	0	0.36	0.73	✓
23	3	0	0.07	0.14	NS	55	18	1	0.43	0.77	✓
24	5	0	0.11	0.23	NS	56	15	0	0.34	0.68	✓
25	22	6	0.64	0.73	✓	57	20	1	0.48	0.86	✓
26	22	1	0.52	0.95	✓	58	11	0	0.25	0.50	NS
27	21	4	0.57	0.77	✓	59	18	0	0.41	0.82	✓
28	22	0	0.50	1.00	✓	60	16	0	0.36	0.73	✓
29	18	0	0.41	0.82	✓	61	17	0	0.39	0.77	✓
30	22	2	0.55	0.91	✓	62	18	0	0.41	0.82	✓
31	22	10	0.73	0.55	NS	63	15	0	0.34	0.68	✓
32	22	2	0.55	0.91	✓						

Finalisation of the Test

For the finalization of the tool, the items with difficulty index between 0.3 and 0.7 and discriminating power greater than 0.4 were selected. Before try-out test involved 63 items. From the total 63 items, item numbers 9, 10, 11, 14, 15, 20, 23, 24, 31, 35, 40, 49, 50, 52, and 58 were eliminated and the final test consists of 48 items.

The components included in the final test are distributed with item numbers as follows:

1. Reading – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2. Vocabulary – 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

3. Grammar – 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37

4. Writing- 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48

Validity

The validity of the Test of Communication skill in English ensured through face validity and content validity. The investigator consulted with different experts during this test construction and received sanction for the items. Through this process face validity got ensured.

"Content validity can be defined as the ability of the selected items to reflect the variables of the construct in the measure." (Zamanzadeh et al., 2015) The content validity of this test was ensured by giving due representation for each dimension of Communication skill in English test while preparing the items.

Reliability

The reliability of present tool, the test of communication skill in English was determined by Cronbach's co-efficient alpha which is an index of reliability. It is a measure of internal consistency.

The formula to calculate Cronbach's coefficient alpha is:

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

This test was found to have an index of reliability as 0.97 and this suggests that the test is highly reliable.

Data Collection Procedure

The investigator finalized the sample and listed out the different secondary schools in Malappuram district. Schools were selected with a view to ensure the representation from all areas of the district. The permission to conduct the data collection process was collected from the head of each school. After receiving permission, a schedule was prepared and the tools were administered as per the schedule in every institution.

During data collection investigator explained to the students the purpose and process of providing appropriate response. Basic instructions were clearly provided and doubts if any, were clarified timely. Students were asked to give their responses within the stipulated time. The response sheets were collected back from the students.

The collected response sheets were evaluated and scored accordingly. The scores were tabulated for further statistical operations. The incomplete response sheets were cancelled and the total sample size was finalised to 400.

Statistical Techniques used for Analysis

The data tabulated after scoring need to be analysed. To fulfil this purpose the following statistical techniques were used:

Test of Significance of Mean Difference

The Test of significance of mean difference is called t-test. This statistical test is used to compare the mean between two groups. It is used in hypothesis testing to check whether a process influences the population.

The formula of t-test for large independent sample is:

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

Percentiles

Percentile refers to how a score compares to other scores from the same set. The following formula can be used to find the percentile of data.

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

Coefficient of Correlation

Correlation is a technique in statistics to determine the relationship between two variables.

The most popular method to determine the relationship between two variables is Karl Pearson's coefficient of Correlation or Pearson's Product Moment Coefficient of Correlation (r).

This can be calculated by the formula:

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

Here,

$\sum$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

ANALYSIS AND INTERPRETATION

❖ *Objectives of the study*

❖ *Hypotheses of the study*

❖ *Preliminary Analysis*

❖ *Major Analysis*

ANALYSIS AND INTERPRETATION

Data analysis and interpretation holds a key position in any study. It unveils the path to findings and thereafter to conclusion which is the backbone of any research. Data Analytics can be referred to as the process of examining and interpreting large sets of data using various statistical and computational techniques to uncover meaningful insights, patterns, and trends (Bartolome, 2023). Data Analysis is a subset process where data is divided into each constituent and then every element is analysed separately and how each part is connected to other. It is a gateway where the complex figures of data are simplified and they are arranged together for easier interpretations.

After data collection and proper tabulation, based on the objectives and hypothesis of the study the data needs to enter analysis and interpretation stage.

Interpretation is another major step along with data analysis. Data Interpretation is the process of assigning meaning to the processed and analysed data. It enables us to make informed and meaningful conclusions, implications, infer the significance between the relationships of variables and explain the patterns in the data (Seth, 2021).

The study is on language anxiety and communication skill in English among secondary school students. This chapter provides the analysis and interpretation of the data collected from secondary school students. The statistical techniques are applied to the tabulated data based on objectives and hypothesis of the study and the detailed analysis is elaborated.

The chapter includes:

1. Objectives of the study

2. Hypotheses of the study

3. Preliminary Analysis

4. Major Analysis and Interpretation

Objectives of the Study

The Objectives of the study are:

1. To find out the extent of Language Anxiety in English among Secondary School Students.

2. To find out the level of communication skill in English among Secondary School Students.

3. To find out whether there exists any significant difference in the Language Anxiety of Secondary School Students in English among the sub groups based on:

   (a) Gender

   (b) Medium of Instruction

4. To find out whether there exists any significant difference in the Communication Skill of Secondary School Students in English among the sub groups based on:

   (a)Gender

   (b)Medium of Instruction

5. To find out whether there exists any significant relationship between Language Anxiety and Communication Skill in English among Secondary School Students.

Hypotheses of the Study

1. There is no significant difference in the language anxiety in English among Secondary School Students for the sub groups based on gender and medium of instruction.

2. There is no significant difference in the communication skill in English among Secondary School Students for the sub groups based on gender and medium of instruction.

3. There is no significant relationship between language Anxiety and Communication skill in English among Secondary School Students.

Preliminary Analysis

In the preliminary step of analysis, the descriptive statistics was calculated. The mean, median, mode, standard deviation, kurtosis and skewness for the Language Anxiety and Communication skill in English was found for the total sample.

Values of descriptive statistics for Language Anxiety in English and Communication skill in English for the total sample are presented in the following Table 2.

Table 2

Descriptive Statistics of the Variables Language Anxiety in English and Communication Skill in English for the Total Sample

Statistical Characteristics	Communication Skill in English	Language Anxiety in English
N	400	400
Mean	25.4925	91.1575
Median	27.0000	91.0000
Mode	39.00	80.00
Std. Deviation	12.83479	15.92472
Skewness	-.180	.138
Kurtosis	-1.125	-.392

From the table 2, the mean, median and mode scores obtained for Language Anxiety in English for the total sample are 91.157, 91, and 80 respectively. This shows that the values of mean and median are almost equal whereas the value of mode is lower than the mean and median scores. The skewness value is found to be (sk=.138) for this variable which indicates that it is positively skewed for the secondary school students. The indices of Kurtosis for Language Anxiety in English depicts that this distribution of scores with k=-.392 is platykurtic.

The graphical representation of the scores of language anxiety in English for the total sample is given in figure 1.

Figure 1

Graphical Representation of the Scores of Language Anxiety in English for the Total Sample
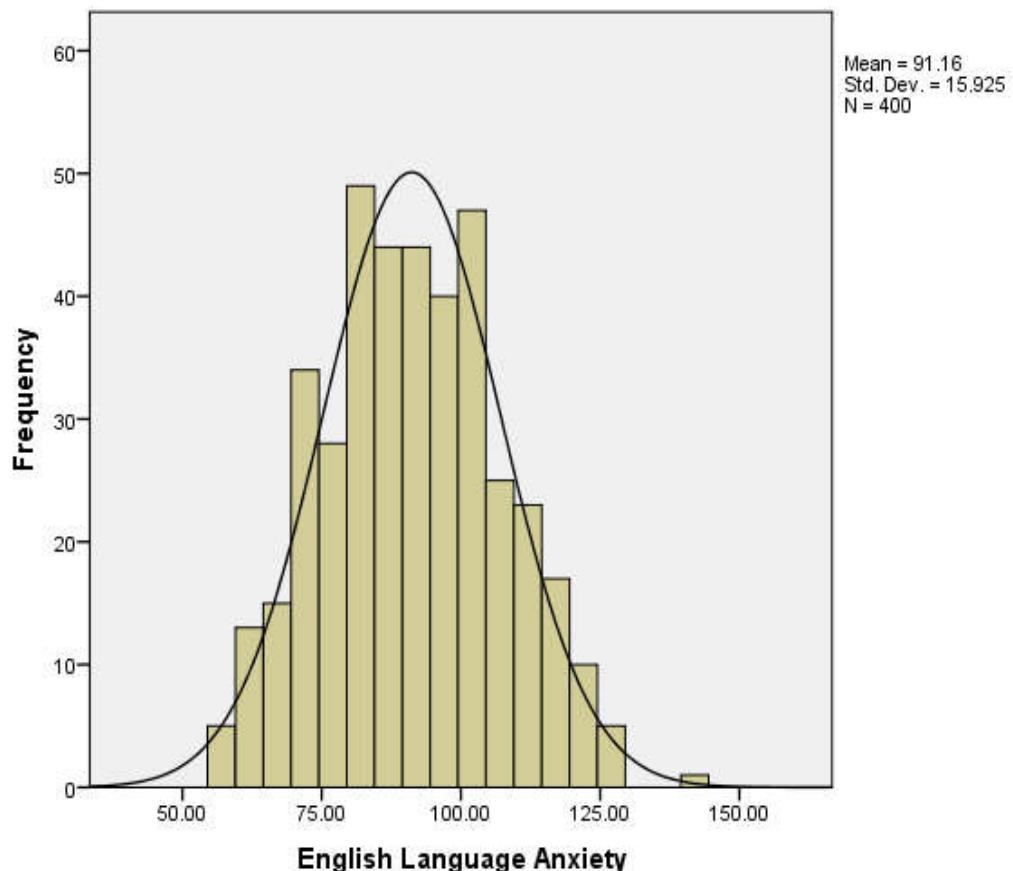
From table 2, in the case of variable Communication Skill in English, the values of mean, median and mode for the total sample are 25.49, 27 and 39 respectively. The values of mean and median are almost same but the value of mode is higher than the values of median and mean. The value obtained for skewness (sk=-.180) shows that the score distribution for the total sample is negatively skewed. In Kurtosis, the value k=-1.125 depicts that the index of peak for the total sample is platykurtic in nature.

The graphical representation of the scores of Communication skill in English for the total sample is given in figure 2.

Figure 2

Graphical Representation of the Scores of Communication Skill in English for the Total Sample
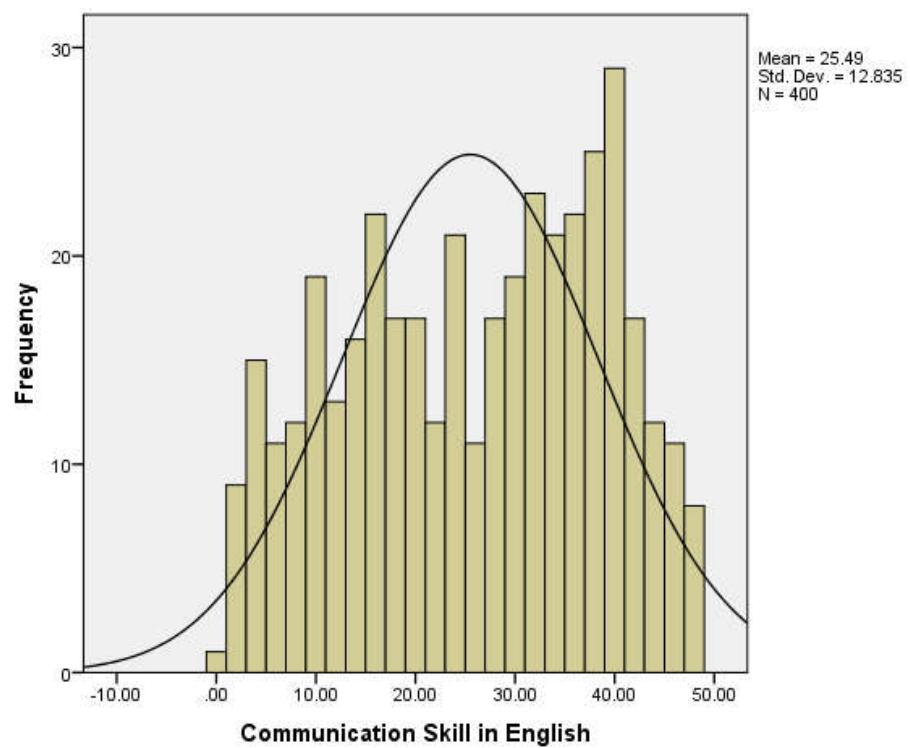
Thus, from the values attained in descriptive statistics for the two variables language anxiety in English and Communication skill in English it reveals that the distribution of scores is not deviated largely from the normality.

Major Analysis

Percentile Scores of Language Anxiety in English for the Total Sample

The Percentile values from P_{10} to P_{90} were calculated for the total sample and they are provided in the table 3.

Table 3

Percentile Scores of Language Anxiety in English for the Total Sample

Percentile	Scores	Mean
P_{10}	71.0000	
P_{20}	77.2000	
P_{30}	82.3000	
P_{40}	86.0000	
P_{50}	91.0000	91.157
P_{60}	95.6000	
P_{70}	100.0000	
P_{80}	105.0000	
P_{90}	112.9000	

From table 3, the 10th percentile score for the total sample in Language Anxiety in English is found to be 71. This means that 90 percent of secondary students have a score of 71 or more while 10 percent of students has a score less than 71.

In the case of 50th percentile the score for total sample is 91 and it is clear from the table that 50 percent of secondary school students have a score of 91 or more and the remaining 50 percent have a score less than 91.

Likewise, the 90th percentile score for the total sample is 112.9. Here 90 percent students have a score less than 112.9 and 10 percent of students has a score more than 112.9. The percentile scores of other percentiles can be interpreted in a similar manner.

The mean value obtained for Language Anxiety in English among secondary school students is 91.157 which lies between the 50th and 60th percentile. The middle score of the scale when calculated is 102. As the mean obtained is less than the middle score it can be concluded that Language anxiety in English among secondary school students is low.

Percentile Scores of Communication Skill in English for the Total Sample

The Percentile values from P_{10} to P_{90} were calculated for the total sample and they are provided in the Table 4.

Table 4

Percentile Scores of Communication Skill in English for the Total Sample

Percentile	Scores
P_{10}	7.0000
P_{20}	12.2000
P_{30}	17.0000
P_{40}	21.4000
P_{50}	27.0000
P_{60}	31.0000
P_{70}	35.0000
P_{80}	38.0000
P_{90}	41.0000

From table 4, the 10th percentile score for the variable Communication skill in English for the total sample is 7. This shows that 90 percentage of students possess a score of 7 or more whereas other 10 percentage of students have a score less than 7.

In the same way the 50th percentile score for the total sample is 27. This reveals that 50 percent of students obtained a score of 27 or more. In parallel the remaining 50 percent have a score less than 27.

Similarly, the 90th percentile score for the total sample is 41. This means that 90 percentage of students have a score less than 41 and 10 percentage of students holds a score more than 41. Likewise, the percentile scores of other percentiles can be interpreted.

Analysis of Mean Difference

The study of Mean difference is conducted to find whether there exists any significant difference in language Anxiety and Communication skill in English among secondary school students of Malappuram district in sub groups based on gender and medium of instruction. The goal is to discover if there is any significant difference in the mean scores obtained. The sub groups under study are male, female, English, and Malayalam medium.

The test of significance of difference between mean scores of Language Anxiety in English and Communication Skill in English for the sub group gender was performed.

Comparison of Mean Scores of Language Anxiety in English of Male and Female Students of Secondary School

The calculated mean scores in the test of significance of mean difference of male and female students are presented in the table 5

Table 5

Results of the Test of Significance Difference between Mean Scores of Language Anxiety in English for Male and Female Students of Secondary Schools

Variable	Gender	N	Mean	Std. Deviation	t-test
Language Anxiety in English	Male	174	91.4253	15.45355	0.295
	Female	226	90.9513	16.30930	

From the table 5, the Mean score of Language anxiety in English of male is 91.4256 and the mean score of female students is 90.9513. The value of standard deviation of male is 15.45355 and that of female is 16.30930. The t-test value obtained for the mean comparison based on gender is 0.295. The value obtained is less than the tabled value of 1.96 at 0.05 level. So, it can be concluded that there is no significant difference between the mean scores of Language Anxiety in English of male and female students.

The analysis was conducted to find out whether there exists any significant difference in the mean scores in language anxiety in English of male and female students. The results of the data shows that there is no significant difference in the mean scores of language anxiety in English based on gender in secondary school students. The graphical representation of the results is given in Figure 3.

Figure 3

Comparison of Mean Scores of Language Anxiety in English for Male and Female Students of Secondary Schools

	Male	Female
Gender	91.43	90.95
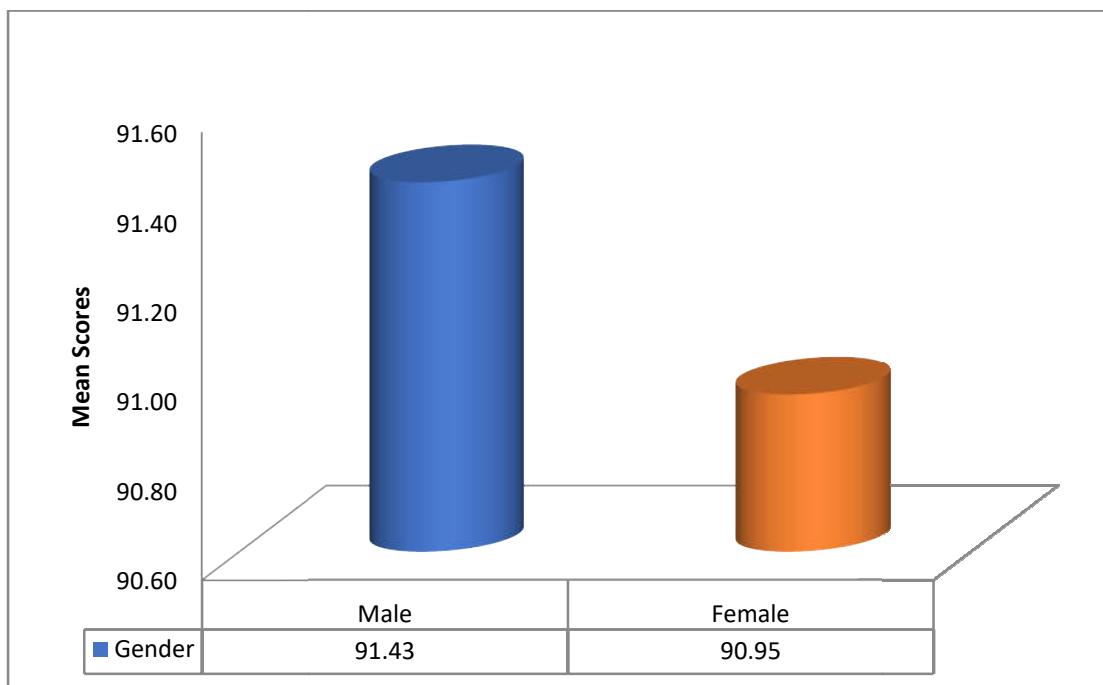
Comparison of Mean Scores of Communication Skill in English of Male and Female Students of Secondary School

The mean scores calculated in the test of significance of mean difference of male and female students are presented in the table 6.

Table 6

Results of the Test of Significance Difference between Mean Scores of Communication Skill in English for Male and Female Students of Secondary Schools

Variable	Gender	N	Mean	Std. Deviation	t-test
Communication Skill in English	Male	174	24.6609	12.39406	1.14
	Female	226	26.1327	13.15548	

From the table 6, the mean score of communication skill in English of male students is 24.6609 whereas the mean score of female students is 26.1327. The standard deviation value attained for male is 12.39406 and that of female student is 13.15548. The t-test value obtained for the mean comparison based on gender is 1.14. The calculated value is less than tabled value of 1.96 at 0.05 level. This shows that there exists no significant difference between the mean scores of Communication Skill in English of male and female students.

The analysis was conducted to study whether there exists any significant difference in the mean scores of Communication skill in English of male and female students. The result shows that there exists no significant difference in the mean scores of communication skill in English based on gender in secondary school students. The graphical representation of the results is given in Figure 4.

Figure 4

Comparison of Mean Scores of Communication Skill in English for Male and Female Students of Secondary Schools
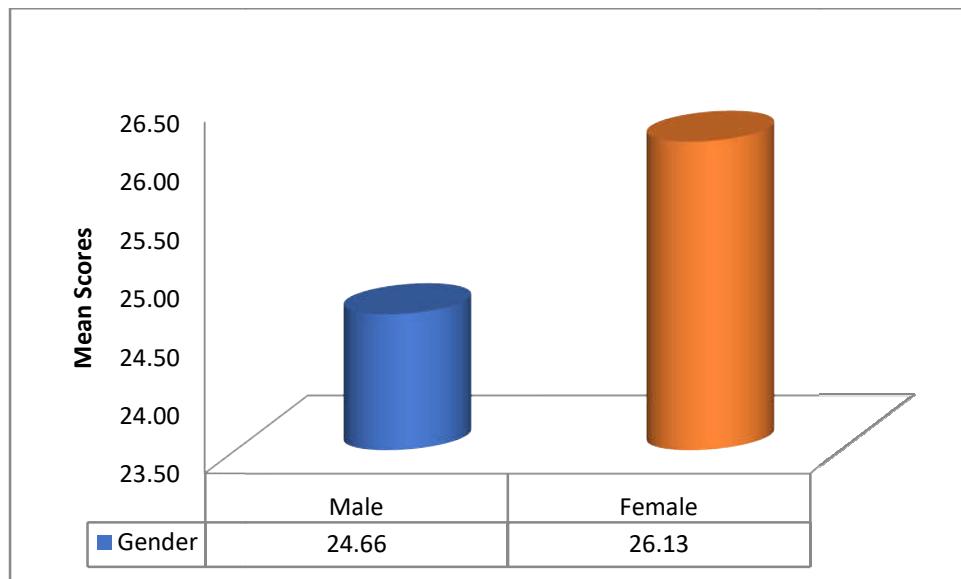
The test of significance of difference between mean scores of Language Anxiety in English and Communication Skill in English for the sub group medium of instruction was conducted.

Comparison of Mean Scores of Language Anxiety in English of Students Studying in English and Malayalam Medium of Secondary Schools

The calculated mean scores in the test of significance of mean difference of students studying in English and Malayalam medium are presented in the table 7

Table 7

Results of the Test of Significance Difference between Mean Scores of Language Anxiety in English for Students Studying in English and Malayalam Medium of Secondary Schools

Variable	Medium	N	Mean	Std. Deviation	t-test
Language Anxiety in English	English	200	85.5050	14.25433	7.58
	Malayalam	200	96.8100	15.52608	

From the table 7, the mean scores of Language anxiety in English in English medium students is 85.5050 and the mean scores in Malayalam medium students is 96.8100. The value of standard deviation received for English medium student is 14.25433 whereas the value for the Malayalam medium student is 15.52608. The t-test score obtained for the mean comparison based on medium of instruction is 7.58. The score after calculation is greater than tabled value of 2.58 at 0.01 level. This reveals that there exists significant difference between the mean scores of language Anxiety in English of students studying in English and Malayalam medium secondary schools.

The analysis was conducted to find out whether there exists any significant difference in the mean scores in language anxiety in English of students studying in English medium and Malayalam medium. The results of the data shows that there exists significant difference in the mean scores of language anxiety in English based on medium of instruction in secondary school students. The graphical representation of the results is given in Figure 5.

Figure 5

Comparison of Mean Scores of Language Anxiety in English for Students Studying in English and Malayalam Medium of Secondary Schools

	English	Malayalam
■ Medium	85.51	96.81
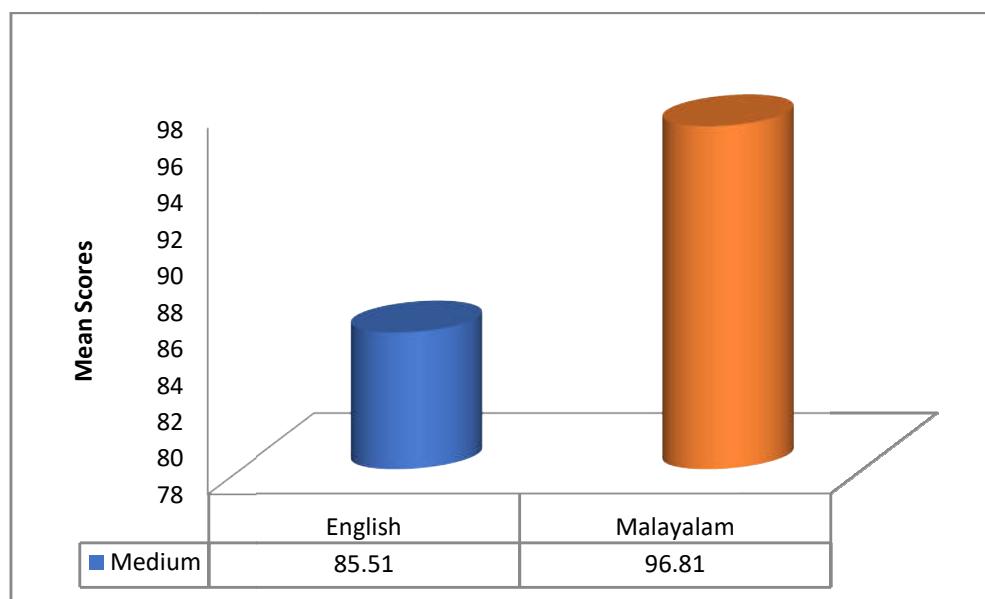
Comparison of Mean Scores of Communication Skill in English of Students Studying in English and Malayalam Medium of Secondary Schools

The calculated mean scores in the test of significance of mean difference of students studying in English and Malayalam medium are presented in the table 8

Table 8

*Results of the Test of Significance Difference between Mean Scores of Communication Skill in English for Students Studying in English and Malayalam Medium of Secondary Schools*

Variable	Medium	N	Mean	Std. Deviation	t-test
Communication Skill in English	English	200	35.3150	7.33860	23.79
	Malayalam	200	15.6700	9.08315	

From table 8, the mean scores of Communication skill in English in English medium students is 35.3150 and the mean scores in Malayalam medium students is 9.08315. The value of standard deviation obtained for English medium student is 7.33860 whereas the value for the Malayalam medium student is 9.08315. The t-test score for the mean comparison based on medium of instruction is 23.79. The calculated score is greater than tabled value of 2.58 at 0.01 level. This result indicates that there exists significant difference between the mean scores of Communication Skill in English of students studying in English and Malayalam medium secondary schools.

The analysis was performed to find out whether there exists any significant difference in the mean scores in Communication Skill in English of students studying in English medium and Malayalam medium. The results of the data shows that there exists significant difference in the mean scores of Communication Skill in English based on medium of instruction in secondary school students. The graphical representation of the results is given in Figure 6.

Figure 6

Comparison of Mean Scores of Communication Skill in English for Students Studying in English and Malayalam Medium of Secondary Schools
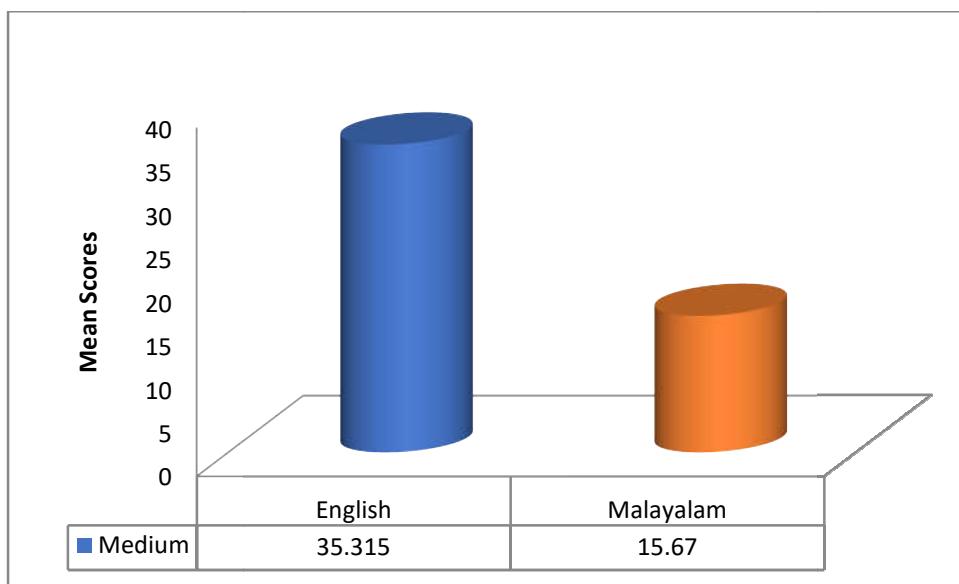
Correlation

Pearson's Product Moment Correlation for Language Anxiety in English and Communication Skill in English among Secondary School Students

The results about correlation between Language anxiety in English and Communication skill in English among secondary school students are given in table 9.

Table 9

Results About Correlation between Language Anxiety in English and Communication Skill in English among Secondary School Students

Variable	r value
Total Sample	-.472**
Male	-.506**
Female	-.449**
English Medium	-.254**
Malayalam Medium	-.392**

** significant at .01 level

From table 9, it is found that the Pearson's product moment correlation (r) value for the total sample is -.472. This reveals that there exists a significant negative correlation between Language Anxiety in English and Communication skill in English for the total sample. Thus, the relationship between these two variables is negative and moderate.

In the same way, the value of Pearson's product moment correlation (r) for the male students is -.506. This indicates that there exists a significant negative moderate relationship between the variables Language Anxiety in English and Communication skill in English for the male students.

In the case of female students, the Pearson's product moment correlation (r) value is found to be -.449. This shows that there exists a significant negative moderate correlation between the variables Language Anxiety in English and Communication skill in English for the female students.

Similarly, the value of Pearson's product moment correlation (r) is -.254 for the English medium students. This specifies that there exists a significant negative low correlation between the two variables Language Anxiety in English and Communication skill in English for the English medium students.

From the table 9 likewise the value of Pearson's product moment correlation (r) is -.392 for the Malayalam medium students. This shows that there exists a significant negative low relationship between the two variables Language Anxiety in English and Communication skill in English for the Malayalam medium students.

Conclusion

The detailed analysis of the data led to the conclusion that there exists no significant difference in Language Anxiety in English among male and female

students. Also, there exists no significant difference in Communication skill in English among male and female students. We can see that Language Anxiety in English is more for Malayalam medium students. It is also found that Communication skill in English is more for English medium students. The relationship between the two variables, Language Anxiety in English and Communication skill in English can be concluded as significant and negative.

SUMMARY, FINDINGS AND SUGGESTIONS

❖ *Study in Retrospect*

❖ *Major Findings of the Study*

❖ *Tenability of Hypotheses*

❖ *Educational Implications*

❖ *Suggestions for Further Research*

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter offers a comprehensive idea about the study, its major findings, tenability of hypothesis, conclusion, educational implications, and suggestions for further research in this area.

Study in Retrospect

Restatement of the Problem

The problem of the present study is entitled as "**Language Anxiety and Communication Skill in English among Secondary School Students.**"

Variables of the Study

There are two variables involved in this study. They are:

1. Language Anxiety in English
2. Communication skill in English

Objectives of the Study

The Objectives of the study are:

1. To find out the extent of Language Anxiety in English among Secondary School Students.
2. To find out the level of communication skill in English among Secondary School Students.
3. To find out whether there exists any significant difference in the Language Anxiety of Secondary School Students in English among the sub groups based on:

(a) Gender

(b) Medium of Instruction

4. To find out whether there exists any significant difference in the Communication Skill of Secondary School Students in English among the sub groups based on:

(a)Gender

(b)Medium of Instruction

5. To find out whether there exists any significant relationship between Language Anxiety and Communication Skill in English among Secondary School Students.

Hypotheses of the Study

1. There is no significant difference in the language anxiety in English among Secondary School Students for the sub groups based on gender and medium of instruction.

2. There is no significant difference in the communication skill in English among Secondary School Students for the sub groups based on gender and medium of instruction.

3. There is no significant relationship between language Anxiety and Communication skill in English among Secondary School Students.

Methodology of the Study

In the present study investigator focussed on Language Anxiety and Communication skill in English among secondary school students. The sample, method, tools, and statistical techniques used are briefly described.

Sample

The population of this study is the secondary school students of the Malappuram district in Kerala. On behalf of this population, a sample of 400 students

was selected. Due representation from different areas of Malappuram district, their gender, and medium of instruction was ensured.

Method Used

To conduct this study on language anxiety and communication skill in English survey method was used by the investigator.

Tools used for the Study

In the present study, the researcher used the following tools to collect the data:

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

II. Test of Communication skill in English (Krishnapriya & Rishad, 2023)

Statistical Techniques

Following statistical techniques were employed to analyse the data collected:

1. Descriptive statistics

2. Percentile score

3. Test of Significance of mean difference (t - test)

4. Correlation

Major Findings of the Study

The major findings of the present study are summarized as follows:

1. The extent of Language anxiety in English was found. The 10th, 50th, and 90th percentile scores were 71, 91, and 112.9 respectively for the total sample. Based on the mean scores it is found that the language anxiety in English is low for the secondary school students.

2. The level of Communication skill in English was found. The 10th, 50th, and 90th percentile scores were 7, 27, and 41 respectively for the total sample.

3. The t-test was conducted to find out whether any significant difference exists between mean scores in language anxiety in English among secondary school students based on gender – male and female. The t-value obtained was 0.295 and it is not significant at 0.05 level. This result indicates that there exists no significant difference in Language anxiety in English of male and female secondary school students.

4. In the t-test conducted to find out the significant difference between the mean scores of English medium and Malayalam medium secondary school students in language anxiety in English, the t-value obtained is 7.58 and is significant at 0.01 level. The result reveals that there exists significant difference between the mean scores of English medium and Malayalam medium students where the Language Anxiety in English is more for Malayalam medium students.

5. Through the t-test conducted to find out the significant difference between the mean scores of male and female secondary school students in Communication skill in English, the t- value obtained is 1.14 and it is not significant at 0.05 level. This result shows that there exists no significant difference in Communication skill in English of male and female secondary school students.

6. The t-test was conducted to find out the significant difference between the mean scores of English medium and Malayalam medium secondary school students in Communication skill in English. In this the t- value obtained is 23.79 and is significant at 0.01 level. This result specifies that there exists significant difference between the mean scores of English medium and Malayalam medium students where the Communication skill in English is more for English medium students.

7. The relationship between the two variables language anxiety and communication skill in English was found to be (r =-.472) for the total sample. This value reveals that there exists a significant negative moderate correlation between these two variables.

Tenability of Hypotheses

Based on the findings of the study, the tenability of hypotheses was scrutinized:

- The **first hypothesis** is that there exists no significant difference in the Language Anxiety in English among secondary school students for the sub groups based on gender and medium of instruction.

  The findings of the study revealed that there exists no significant difference in Language Anxiety in English among secondary school students for the subgroup based on gender. Hence the hypothesis is accepted. Whereas it was found that there exists a significant difference in Language Anxiety in English among secondary school students for the sub group based on medium of instruction. So, the hypothesis is rejected.

- The **second hypothesis** is that there exists no significant difference in the Communication skill in English among secondary school students for the sub groups based on gender and medium of instruction.

  The findings of the study showed there exists no significant difference in Communication skill in English among secondary school students for the subgroup based on gender. Hence the hypothesis is accepted. Whereas it was found that there exists a significant difference in Communication skill in English

among secondary school students for the sub group based on medium of instruction. So, the hypothesis is rejected.

- The **third hypothesis** is that there is no significant relationship between Language anxiety and Communication skill in English among secondary school students.

    The findings of the study indicates that there is negative moderate relationship between Language anxiety and Communication skill in English. Hence hypothesis is rejected.

Educational Implications

The educational implications for betterment of practices in secondary schools are suggested by the investigator based on the major findings derived from the study. It is found that the Malayalam medium students experience more language anxiety in English than English medium students. Also, the relationship between language anxiety and communication skill in English is found to be negative. Essential steps need to be taken to diminish the language anxiety in English among secondary students.

Language anxiety in English is the fear or nervousness that the student experience in using the language. To mitigate this, several activities need to be included to increase the interest of students towards the language. At the secondary level, especially in Malayalam medium classes, the students might receive lesser opportunities to use English language and the teacher usually follows a translation mode where teachers translate everything into Malayalam. This makes the students think everything in Malayalam and this method hinders their English language

acquisition and development. This gradually leads to poor language and language anxiety.

To reduce language anxiety, the students must be provided more prospects to use English language.

1. Language development activities like class radio, English debates, day observations and day awareness programmes etc should be conducted in English language at class levels so that everyone receives more opportunity to organise and present the content which helps in reducing language anxiety.

2. Learning Environment should be designed in such a way that students get acquainted with English language frequently and volunteer to use the language just like their mother tongue.

3. The thinking process of students has a role in language development. Efficient use of English language takes place when their thinking process aligns with it. For these, literal translations should be prevented.

4. Special effort must be taken by the teacher to identify high level language anxiety students and extra care must be provided to them.

5. Proper orientation on how to develop English language skills should be provided to students and healthy criticism should be encouraged while they commit mistakes in using English language.

6. Apart from text book-oriented classes some hours can be allotted to improve and know the importance of English language. Language games and technology oriented interesting programmes can be included in such sessions to make the learners fond of English language.

7. Students need to be provided opportunities to listen to native speakers using English language such as English films, news, speech, sports commentary etc.

8. Learning and teaching strategies need to be devised to ensure exposure to the real nature of English language.

9. Teachers can encourage the students to enrol voluntarily for short term online open courses for English language and communication offered by native speakers of English.

10. Teachers must orient the class beyond textbooks and should plan learning activities that focuses on confidence building in students in the use of English Language.

11. Inclusion of English language related mobile applications in the curriculum for better English language acquisition.

12. Accelerate the use of positive affirmations by teachers during instruction. This helps in boosting the confidence of students.

13. Organising English Language Community at school level with locally available language experts as members. This community can lead and conduct many learning activities.

The communication skill in English is found to be less for Malayalam medium students which emphasizes the need for their betterment. The students' mindset of considering English as a foreign language need to narrow down so that students show interest in developing English language followed by communication skill. The activities must be incorporated to improve communication skill in English.

1. Students need to receive more engaging learning activities that improves their reading, writing, speaking, and listening skills in English. More opportunities to practice these skills must be provided.

2. Students must be encouraged to organize English clubs for each class and the activities of the club need to be conducted systematically covering all components of communication.

3. Provide guidance on developing English language through language advisors, English teachers and other experts who can direct students on how to develop communication skill in English.

4. Technology should be incorporated in developing communication skill in English such as podcasts which will enhance the students' exposure to the language. Mostly classrooms lack the opportunity to develop listening skill in English language.

5. Communication labs need to be introduced from secondary level so that students receive practice on areas like pronunciation and can use them for improving English language abilities and thereby the communication.

6. Constructive feedback from teachers along with encouragement can empower the students to develop and communicate confidently in English language.

7. To improve reading skill, both reading and vocabulary games should be conducted in secondary classes which evokes interest in students towards English language.

8. Secondary level students tend to focus more on non-language subjects aiming board exams and thus language often loses its importance. Teacher needs to develop a positive favourable attitude in students to focus on English language communication.

9. Policy decision should be taken to teach English language from kindergarten itself as it is the stage of language development to ensure effective acquisition of English language.

10. Language Proficiency tests should be conducted monthly and evaluate the progress of students in different areas. Teaching- learning strategies should be altered to address those areas.

11. Introduction of language pairs/groups within classes and organising competitions between them. These opportunities increase the communication skill of students.

12. Language practical periods to be incorporated into the curriculum where the students receive chances to practice the LSRW skills. Systematic and formal assessment strategies should also be implemented.

13. Periodical Training should be ensured by the government for all secondary school teachers to empower their English language and communication skill.

14. Online discussion forums for oral and written communication like clubhouse to be initiated by government where native students of English language can participate in discussion. Also, the policy decisions to be taken and MoU to be signed between Kerala state and other nations where English is the native language.

Suggestions for Further Research

The investigator after conducting the study emerged into the findings and limitations that led to the following suggestions for further research in this area. This helps the future researchers with new areas to be studied.

- The same study can be conducted in elementary classes

- The study can be conducted in other districts of Kerala

- Effectiveness of different methods on enhancing communication skill in English can be studied

- Study can be conducted on Malayalam medium students to find out the reasons of their high Language Anxiety in English

- A comparative study of language anxiety in English between elementary, secondary, or higher secondary can be conducted.

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APPENDICES

Appendix I

FAROOK TRAINING COLLEGE
RESEARCH CENTER IN EDUCATION
FAROOK COLLEGE P.O. 673632
Affiliated to University of Calicut

ENGLISH LANGUAGE ANXIETY SCALE

Dr. Manoj Praveen G.	**Lijy M.**
Associate Professor in Physical Science	M.Ed. Student

Instructions

As part of my M.Ed. research, I would like to gather a few information from you. Some statements related to English Language Anxiety are given below. For each statement five responses are provided viz. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Please go through each statement carefully and put tick mark (✓) against the response you find most appropriate in the given response sheet. It is assured that your data will be kept strictly confidential and used only for research purpose.

Communication Apprehension

1. I can communicate confidently in English with friends and familiar ones in school.
2. I panic when others start to talk to me in English.
3. I feel difficulty due to anxiety in expressing ideas properly while presenting orally in English.
4. I feel disappointed in my inability to communicate in English in classrooms though teacher compels me always.
5. I feel no tension while communicating with native speakers of English.
6. I feel shocked for not being able to answer the questions in the English classroom though I am aware that teacher will ask questions.
7. I get worried when my presentation is required in the classroom.
8. Due to fear of committing mistakes, I avoid communicating in English during online classes.

Fear of Negative Evaluation

9. I feel worried when I think of facing my English teacher and classmates after the English test is over.
10. The fear of falling behind in the digital grading process after taking online English tests stops me from attending the exams.

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

12. The thought that my friends might laugh at me for not comprehending English videos worries me.

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

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

15. I am worried at the thought that the classmates might laugh at me if I go wrong in the use of grammar.

Test Anxiety

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

17. The thought that I cannot perform well in English tests even after enough preparation worries me.

18. A surprise English test announced by the teacher always increases my heart beat.

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

20. Lack of proficiency and skill in the English puts stress on me during the time of the tests.

21. I fear English tests than other tests.

Anxiety of English classes

22. I fear going to school at the very thought of English class.

23. The inability to comprehend English grammar properly in the classrooms troubles me.

24. I learn English language in a relaxed mood when I play English language games.

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

26. I often forget what I have studied due to anxiety in the English class.

27. Watching English video lessons reduces my anxiety and improves comprehension.

28. My anxiety increases if I could not follow the corrections made by my English teacher.

29. I feel difficulty in understanding pronunciation of audio classes in English.

30. My heart beat increases due to fear when English classes are about to begin.

31. I feel worried without understanding what is going on in the English classroom when I am back at school after a short personal leave.

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

33. When the teacher asks to write something on the blackboard, I feel difficult to write properly because of stage fright.

34. I feel tensed when I must interact with the English teacher directly.

Appendix II

FAROOK TRAINING COLLEGE
RESEARCH CENTER IN EDUCATION
FAROOK COLLEGE P.O. 673632
Affiliated to University of Calicut

ENGLISH LANGUAGE ANXIETY SCALE

Dr. Manoj Praveen G.   **Lijy M.**

Associate Professor in Physical Science   M.Ed. Student

നിർദ്ദേശങ്ങൾ

എന്റെ M.Ed. ഗവേഷണത്തിന്റെ ഭാഗമായി നിങ്ങളിൽ നിന്ന് കുറച്ച് വിവരങ്ങൾ ശേഖരിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു. നിങ്ങളുടെ ഇംഗ്ലീഷ് ഭാഷ ഉത്കണ്ഠകളെ സൂചിപ്പിക്കുന്ന പ്രസ്താവനകൾ തന്നിരിക്കുന്നു. ഓരോ പ്രസ്താവനക്കും അഞ്ച് പ്രതികരണങ്ങൾ വീതം തന്നിരിക്കുന്ന viz. പൂർണ്ണമായും യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു, പൂർണ്ണമായും വിയോജിക്കുന്നു. ഓരോ ചോദ്യത്തിന്റെയും പ്രതികരണങ്ങൾ പ്രത്യേകമായി തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിൽ മാത്രം രേഖപ്പെടുത്തേണ്ടതാണ്. നിങ്ങളുടെ ഡാറ്റ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രം ഉപയോഗിക്കുമെന്നും ഉറപ്പുനൽകുന്നു.

ആശയവിനിമയ സംബന്ധമായ ഉത്കണ്ഠകൾ

1. എനിക്ക് സ്കൂളിലും കൂട്ടുകാരോടും, പരിചിതരോടും ആത്മവിശ്വാസത്തോടെ ഇംഗ്ലീഷിൽ ആശയവിനിമയം നടത്താൻ സാധിക്കാറുണ്ട്.

2. മറ്റുള്ളവർ എന്നോട് ഇംഗ്ലീഷിൽ സംസാരിക്കവാൻ ഇടങ്ങുമ്പോൾ എന്റെ മനസ്സ് പരിഭ്രാന്തമാകുന്നു.

3. ഇംഗ്ലീഷിൽ സംസാരിക്കേണ്ട സന്ദർഭങ്ങളിൽ ഉത്കണ്ഠ മൂലം ആശയങ്ങൾ എങ്ങനെ അവതരിപ്പിക്കണം എന്നറിയാതെ ഞാൻ വിഷമിക്കാറുണ്ട്.

4. ഇംഗ്ലീഷ് ക്ലാസുകളിൽ ഇംഗ്ലീഷിൽ ആശയവിനിമയം നടത്തുവാൻ ടീച്ചർ എത്ര നിർബന്ധിച്ചാലും സാധിക്കാത്തതിൽ എനിക്ക് വിഷണ്ണത അനുഭവപ്പെടാറുണ്ട്.

5. ഇംഗ്ലീഷ് മാതൃഭാഷയായി ഉപയോഗിക്കുന്നവരോട് ഇംഗ്ലീഷിൽ ആശയ വിനിമയം നടത്തുമ്പോൾ യാതൊരു വിധത്തിലുള്ള സംഭ്രമവും തോന്നുകയില്ല.

6. ഇംഗ്ലീഷ് ക്ലാസുകളിൽ ടീച്ചർ ചോദ്യം ചോദിക്കുമ്പോൾ പ്രതീക്ഷിച്ചതാണെങ്കിൽ പോലും ഉത്തരം പറയാനാകാതെ ഞാൻ പകച്ച പോകാറുണ്ട്.

7. ഇംഗ്ലീഷ് ക്ലാസുകളിൽ എന്റേതായ അവതരണം വേണ്ടി വരുമ്പോൾ എനിക്ക് അമ്പരപ്പ് ഉണ്ടാകാറുണ്ട്.

8. തെറ്റുകൾ സംഭവിക്കുമോയെന്ന ഭയം കാരണം, ഓൺലൈൻ ക്ലാസുകളിൽ ഇംഗ്ലീഷിൽ ആശയവിനിമയം നടത്തുന്നതിൽ നിന്ന് ഞാൻ മാറി നിൽക്കാറുണ്ട്.

തെറ്റായി വിലയിരുത്തപ്പെട്ടുമെന്ന ഭയം

9. ഇംഗ്ലീഷ് പരീക്ഷ കഴിയുമ്പോൾ ടീച്ചറെയും സഹപാഠികളെയും എങ്ങനെ അഭിമുഖീകരിക്കും എന്നോർത്ത് ഞാൻ വേവലാതിപ്പെടാറുണ്ട്.

10. ഓൺലൈൻ ഇംഗ്ലീഷ് പരീക്ഷ കഴിഞ്ഞ ഉടനെ തന്നെ നടക്കുന്ന ഡിജിറ്റൽ ഗ്രേഡിങ്ങിൽ പിന്നിലാകുമോ എന്ന ഭയം കാരണം പരീക്ഷ അറ്റൻഡ് ചെയ്യുന്ന തിൽ നിന്ന് മാറി നിൽക്കാൻ തോന്നാറുണ്ട്.

11. ഇംഗ്ലീഷ് പരീക്ഷ നടത്തുമ്പോൾ ഞാൻ എഴുതിയ ഉത്തരങ്ങൾ വായിച്ച് ടീച്ചർ പരിഹസിക്കും എന്ന് തോന്നൽ എനിക്ക് ആധിയുണ്ടാക്കാറുണ്ട്.

12. എനിക്ക് ഇംഗ്ലീഷ് വീഡിയോ മനസ്സിലാകാതെ സുഹൃത്തുക്കൾ എന്നെ നോക്കി ചിരിച്ചേക്കാം എന്ന ചിന്ത എന്നെ വിഷമിപ്പിക്കുന്നു.

13. ഇംഗ്ലീഷ് ക്ലാസുകളിൽ ഞാൻ വരുത്തുന്ന തെറ്റുകൾ എല്ലാം ടീച്ചർ കണ്ടുപിടിച്ച തിരുത്തുന്നത് എന്നെ വിഷമിപ്പിക്കാറുണ്ട്.

14. ഇംഗ്ലീഷ് ക്ലാസ്സിൽ എന്തെങ്കിലും എഴുതുവാൻ ടീച്ചർ ആവശ്യപ്പെട്ടാൽ മോശം കൈയ്യക്ഷരം മൂലം പരിഹാസപാത്രമാകും എന്ന തോന്നൽ എന്നെ വേവലാതി പ്പെടുത്താറുണ്ട്.

15. ഇംഗ്ലീഷ് ഭാഷ വ്യാകരണം തെറ്റായ രീതിയിൽ പ്രയോഗിച്ചാൽ സഹപാഠികൾ കളിയാക്കും എന്ന തോന്നൽ എന്നെ വിഷമിപ്പിക്കാറുണ്ട്.

പരീക്ഷ സംബന്ധമായ ഉത്കണ്ഠകൾ

16. ഇംഗ്ലീഷ് പരീക്ഷയ്ക്ക് കുറഞ്ഞ ഗ്രേഡ് മാത്രമേ നേടാൻ കഴിയൂ എന്ന തോന്നൽ എന്നെ ആശങ്കയിലാഴ്ത്താറുണ്ട്.

17. നന്നായി തയ്യാറെടുപ്പുകൾ നടത്തിയാലും ഇംഗ്ലീഷ് പരീക്ഷയ്ക്ക് നേരാംവണ്ണം ഉത്തരങ്ങൾ എഴുതുവാൻ സാധിക്കുകയില്ല എന്ന തോന്നൽ എന്നെ ആധി പിടിപ്പിക്കാറുണ്ട്.

18. അപ്രതീക്ഷിതമായി ഇംഗ്ലീഷ് പരീക്ഷ നടത്തുമെന്ന് ടീച്ചർ അറിയിക്കുമ്പോൾ അതിനെ എങ്ങനെ അഭിമുഖീകരിക്കും എന്നോർത്ത് എൻ്റെ ഹൃദയമിടിപ്പ് വർധിക്കാറുണ്ട്.

19. ഇംഗ്ലീഷ് പരീക്ഷയ്ക്ക് തരുന്ന ചോദ്യങ്ങൾ ദൈർഘ്യം ഏറിയവയാണെങ്കിൽ വായിക്കുമ്പോൾ അർത്ഥം ഗ്രഹിക്കുവാൻ സാധിക്കാതെ എനിക്ക് ആധിപിടി ക്കാറുണ്ട്.

20. ഇംഗ്ലീഷ് ഭാഷയിൽ മതിയായ അവഗാഹമോ പാടവമോ ഇല്ലാത്തത് പരീക്ഷാ സമയത്ത് എന്നെ സമ്മർദ്ദത്തിൽ ആഴ്ത്തുണ്ട്.

21. ഞാൻ ഇംഗ്ലീഷ് പരീക്ഷയെ മറ്റേത് പരീക്ഷയെക്കാളും പേടിക്കുന്നു.

ഇംഗ്ലീഷ് ക്ലാസ്സിൽ ഉളവാക്കപ്പെടുന്ന ഉത്കണഠകൾ

22. ഇംഗ്ലീഷ് ക്ലാസ്സിനെ കുറിച്ച് ആലോചിക്കമ്പോഴേ എനിക്ക് സ്കൂളിൽ പോകാൻ പേടി തോന്നാറുണ്ട്.

23. ഇംഗ്ലീഷ് ക്ലാസുകളിൽ വ്യാകരണം ശരിയായ രീതിയിൽ മനസ്സിലാക്കാൻ സാധിക്കാത്തത് വിഷമം ഉണ്ടാക്കാറുണ്ട്.

24. ഇംഗ്ലീഷ് ഭാഷ ഗെയിമുകളില്ലൂടെ ശാന്തമായ മാനസികാവസ്ഥയിൽ ഇംഗ്ലീഷ് പഠിക്കാൻ എനിക്ക് സാധിക്കുന്നു.

25. ഇംഗ്ലീഷ് ഭാഷയിൽ മതിയായ അവഗാഹമോ പാടവമോ ഇല്ലാത്തത് പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ എന്നെ സമ്മർദ്ദത്തിലാഴ്ത്താറുണ്ട്.

26. ഇംഗ്ലീഷ് ക്ലാസ്സിൽ ഉത്കണഠ മൂലം ഞാൻ പഠിച്ച കാര്യങ്ങൾ മറന്ന പോകാറുണ്ട്.

27. ഇംഗ്ലീഷ് വീഡിയോ പാഠങ്ങൾ കാണുന്നത് എൻ്റെ ഉത്കണഠ കുറയ്ക്കുകയും ഗ്രാഹ്യശേഷി മെച്ചപ്പെടുത്തുകയും ചെയ്യുന്നു.

28. ഇംഗ്ലീഷ് ക്ലാസുകളിൽ ടീച്ചർ തെറ്റുകൾ തിരുത്തി തരുമ്പോൾ മനസ്സിലാക്കാൻ സാധിക്കാത്തത് എന്റെ വേവലാതി കൂട്ടാറുണ്ട്.

29. ഇംഗ്ലീഷ് ഓഡിയോ ക്ലാസുകളിലെ ഉച്ചാരണം മനസ്സിലാക്കാൻ എനിക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.

30. ഇംഗ്ലീഷ് ക്ലാസുകൾ തുടങ്ങുമ്പോൾ പേടി കാരണം എന്റെ ഹൃദയമിടിപ്പ് വർദ്ധിക്കാറുണ്ട്.

31. ഏതെങ്കിലും കാരണവശാൽ കുറച്ചദിവസം സ്കൂളിൽനിന്ന് വിട്ടുനിന്ന ശേഷം തിരിച്ച ചെല്ലുമ്പോൾ ഇംഗ്ലീഷ് ക്ലാസുകളിൽ എന്ത് സംഭവിക്കുന്നു എന്ന് മനസ്സി ലാകാതെ ഞാൻ വേവലാതിപ്പെടാറുണ്ട്.

32. എന്റെ സഹപാഠികൾക്ക് ഇംഗ്ലീഷിൽ എന്നെക്കാൾ പാടവം ഉണ്ടെന്ന തോന്നൽ പലപ്പോഴും എന്നിൽ ഖിന്നത ഉണ്ടാക്കുന്നു.

33. ഇംഗ്ലീഷ് ക്ലാസുകളിൽ ടീച്ചർ എന്തെങ്കിലും ബ്ലാക്ക് ബോർഡിൽ എഴുതുവാൻ ആവശ്യപ്പെട്ടാൽ സഭാകമ്പം കാരണം എനിക്ക് ശരിയായ രീതിയിൽ ചെയ്യു വാൻ സാധിക്കാറില്ല.

34. ഇംഗ്ലീഷ് ടീച്ചറോട് അടുത്ത് ഇടപഴകേണ്ട അവസരങ്ങളിൽ എനിക്ക് മാനസിക സമ്മർദ്ദം ഉണ്ടാകാറുണ്ട്.

Appendix III

ENGLISH LANGUAGE ANXIETY SCALE

RESPONSE SHEET

Name of Student   :……………………………………………………………..

Name of the Institution:……………………………………………………..

Medium of Instruction: English/Malayalam   Gender: Male/Female…………...

[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						17					
1						18					
2						19					
3						20					
4						21					
5						Anxiety of English Classes					
6						22					
7						23					
8						24					
Fear of Negative Evaluation						25					
9						26					
10						27					
11						28					
12						29					
13						30					
14						31					
15						32					
Test Anxiety						33					
16						34					

Appendix IV

FAROOK TRAINING COLLEGE

RESEARCH CENTRE IN EDUCATION

FAROOK COLLEGE P.O., KOZHIKODE- 673632

Affiliated to University of Calicut

TEST OF COMMUNICATION SKILL IN ENGLISH (Draft)

Dr. Rishad Kolothumthodi	**Krishnapriya K**
Research Supervisor	M.Ed. Scholar

Instructions

As part of my M.Ed. research, I would like to assess your communication skill in English through a test. The test is divided into four sections. Read each question below carefully and answer all the questions. It is assured that your data will be kept strictly confidential and used only for research purpose.

Marks: 70

PART A – READING

(15 Marks)

I.   **Read the following passage carefully.**

Romesh was fourteen years old. He left his widowed mother and three younger sisters back in Bihar. He took up a long travel of hundreds of miles to find a new future. He reached Hyderabad, one of the main cities in India.

On reaching the city, he found that the streets were not paved with gold. Finding a job was not an easy task. Cursed by hunger, he joined a group of rag pickers. He started working early in the morning and toiled until late evening, only to earn a mere Rs. 10 a day. Life was not a dream for him. Luckily, he got a helping hand from "The Childline" when some rescuer called 1098 helpline. Romesh is now one of the beneficiaries of Andhra Pradesh state based project for the elimination of Child Labour.

Many such children fall to similar fate due to domestic violence and poverty. One such example was Shanti, a nine-year-old kid. She was taken out of the school by her parents and sent to Hyderabad to work in a

middle-class home. She suffered all day long spending her energy on cooking, mopping, cleaning, and washing clothes. Worse was to come, the owners locked her up in a tiny room when they went out. She stayed alone waiting for the day to pass. She recalled her memories with friends at school, and she wept.

Answer the following questions:

1. "Life was not a dream for him." Who is being referred as 'he' in this line?

2. Find two sentences relating to the difficulties of child labour from the passage.

Substitute the correct word from the passage for the meanings given:

3. The word which means the same as **the one who saves someone from difficult situation**.

4. The word with the meaning **the complete removal.**

Fill in the blanks with appropriate words from the given options:

5. Romesh took up a long travel of hundreds of miles to find
   (a) Relatives
   (b) Enjoyment
   (c) New job
   (d) Friends

6. Shanthi wept recollecting memories -----------------
   (a) with family at home
   (b) with friends at school
   (c) with friends at home
   (d) with teachers at school

   Make a sentence of your own using the following words:

7. Fate
8. Suffered

II. **Read the poem carefully and answer the questions:**

   WHERE the mind is without fear and the
   head is held high;
   Where knowledge is free

Where the world has not been broken up into fragments

by narrow domestic walls;

Where words come out from the depth of truth,

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason

has not lost its way into the dreary desert sand of dead habit;

Where the mind is led forward by Thee

into ever-widening thought and action

Into that Heaven of freedom

My Father, let my country awake.

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

9. Stream (Lake, Pond, River)

10. Dreary (Long, Dull, Deep)

Choose the correct answer from the options below

11. The theme of the poem relates to ---------

(a) Fear

(b) Freedom

(c) Desert

(d) Knowledge

12. What does the line, "the mind is without fear and the head is held high" means?

(a) To be carefree

(b) To hold high position

(c) To be proud and fearless

(d) To stand straight

Finds the words from the poem that means

13. Pieces

14. Relating to home

15. Trying hard

PART B - VOCABULARY
(19 Marks)

III. **Give antonyms of the underlined words in the following Sentences:**

16. Arjun <u>accepted</u> my friend request yesterday.

17. Sheela <u>encouraged</u> her friend to buy new clothes.

18. Chithra bought the shoes for a <u>cheap</u> rate.

IV. **In each of the following questions one is wrongly spelt. Find the word.**

19. (a) Freely

    (b) Careful

    (c) Untill

    (d) Truly

20. (a) Openning

    (b) Stopping

    (c) Cutting

    (d) Beginning

21. (a) Fashion

    (b) Collection

    (c) Attention

    (d) Tution

V. **Substitute with one word for each of the following meanings:**

22. Feeling sure about your own ability to do things.

23. To agree to do something or give you permission

24. To announce officially or publicly.

VI. **Choose the correct word from the brackets to complete each of the following sentences:**

(understand, relaxed, sympathy, depression, going, exciting)

25. My sister feels -------------- when she is playing violin.

26. Everything was -------------to me when I visited Goa for the first time.

27. Shreya often suffers from ------------- during winter time.

VII. **Give correct form of word to complete the given sentences:**

28. Tina and Gopal have known each other since their ----------. (child)

29. I feel tired after spending a -------- night working in the office. (sleep)

30. Rahul's dream is to be a ------------, but his parents want him to be an engineer. (music)

VIII. **Match the following words with their correct synonym:**

31. Significant - Filled

32. Dense - Circulate

33. Passive - Important

34. Distribute - Inactive

PART C – GRAMMAR

(16 Marks)

IX. **The following paragraph has not been edited. There is an error in the underlined words. Write the error along with its corrections in the blanks provided.**

Coorg is one of the most popular

<u>hill town</u> in Karnataka.

The rivers, waterfalls, hills

and gardens are the tourist <u>attract</u>.

The snow- covered mountains are

a treat <u>for</u> the eyes.

ERROR CORRECTION

35. -------------------- --------------------

36. -------------------- ---------------------

37. -------------------- ---------------------

X. **Find out the adverbs in the given sentences**

38. Please ride the bike carefully.

39. Reena reached early by flight.

XI. **Fill in the blanks with the appropriate tense form given in the brackets**

40. The dogs in my neighbourhood -------------- every morning. (bark)

41. Meera ------------ the room when the husband entered. (clean)

42. Arun is quite busy now. He -------------- the car. (drive)

43. Mahesh ------------ the wedding reception next Saturday. (attend)

XII. **Complete the following sentences with correct degrees of comparison**

    44. Amal has the -------------- collection of stamps in the school.

        (a) Old

        (b) Older

        (c) Oldest

    45. Nisha is ---------------- than her sister. She won the gold medal.

        (a) Smart

        (b) Smarter

        (c) Smartest

XIII. **Fill in the blanks by choosing the most appropriate preposition from the brackets:**

    46. The young woman was employed ------------- my mother's personal assistant. (like, as, by)

    47. Do not make noise ----------- others are sleeping. (by, during, while)

    48. Tony stood behind him ------------- the queue. (at, in, on)

XIV. **Change the following sentences into reported speech**

    49. Riya said, "I'll return the bag tomorrow."

    50. Anjana asked me, "where do you live?"

PART D – WRITING
(20 Marks)

XV. **Rearrange the jumbled words to form meaningful sentences**

    51. and/ his/ word/ responsible/ keeps/ is/ always/ gentleman/ a true

    52. referred/ to find/ different/ for/ response/ books/ correct/ a/ Rekha/ the question.

XVI. **Complete the conversation between child & parent by filling the blanks with necessary missing links**

    53. **Parent**: Hey child, --------------------------

    Child: Yes, I took your pen to finish my homework.

    54. **Parent**: -------------------------------------

        Child: No, not yet. I am having trouble with the maths problem.

    55. **Parent**: ------------------------------------

        Child: Yes, please. I do not understand how to solve this algebraic equation.

56. Parent: Okay, ---------------. It is easy. You can solve it using inverse operations.

57. Make four sentences based on the picture given below

58. You are gifted a bag on your birthday by your sister. Prepare a Thanks message highlighting its use in five sentences.

XVII. **Read the context given below and complete the given situation by making your own sentences**

Ajay is working as a software engineer in Bangalore. He is now travelling to meet his family in Chennai. He is very excited. While enjoying the beautiful scenery outside, he heard a loud noise from the next compartment and he -------

(59) ---

(60) ---

(61) ---

(62) ---

(63) ---

-------------- END--------------------

Appendix V

FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION
FAROOK COLLEGE P.O, KOZHIKODE- 673632

Affiliated to University of Calicut

TEST OF COMMUNICATION SKILL IN ENGLISH (Final)

Dr. Rishad Kolothumthodi	**Krishnapriya K**
Research Supervisor	M.Ed. Scholar

Instructions

As part of my M.Ed. research, I would like to assess your communication skill in English through a test. The test is divided into four sections. Read each question below carefully and answer all the questions. It is assured that your data will be kept strictly confidential and used only for research purpose.

Marks: 51

PART A – READING
(10   Marks)

I. Read the following passage carefully.

Romesh was fourteen years old. He left his widowed mother and three younger sisters back in Bihar. He took up a long travel of hundreds of miles to find a new future. He reached Hyderabad, one of the main cities in India.

On reaching the city, he found that the streets were not paved with gold. Finding a job was not an easy task. Cursed by hunger, he joined a group of rag pickers. He started working early in the morning and toiled until late evening, only to earn a mere Rs. 10 a day. Life was not a dream for him. Luckily, he got a helping hand from "The Childline" when some rescuer called 1098 helpline. Romesh is now one of the beneficiaries of Andhra Pradesh state based project for the elimination of Child Labour.

Many such children fall to similar fate due to domestic violence and poverty. One such example was Shanti, a nine-year-old kid. She was taken out of the school by her parents and sent to Hyderabad to work in a middle-class home. She suffered all day long spending her energy on cooking, mopping, cleaning, and washing clothes. Worse was to come, the owners locked her up in a tiny

room when they went out. She stayed alone waiting for the day to pass. She recalled her memories with friends at school, and she wept.

Answer the following questions:

1. "Life was not a dream for him." Who is being referred as 'he' in this line?
2. Find two sentences relating to the difficulties of child labour from the passage.

Substitute the correct word from the passage for the meanings given:

3. The word which means the same as the one who saves someone from difficult situation.
4. The word with the meaning **the complete removal.**

Fill in the blanks with appropriate words from the given options:

5. Romesh took up a long travel of hundreds of miles to find
   (a) Relatives
   (b) Enjoyment
   (c) New job
   (d) Friends
6. Shanthi wept recollecting memories -----------------
   (a) with family at home
   (b) with friends at school
   (c) with friends at home
   (d) with teachers at school

Make a sentence of your own using the following words:

7. Fate
8. Suffered

II. **Read the poem carefully and answer the questions:**

WHERE the mind is without fear and the

head is held high;

Where knowledge is free

Where the world has not been broken up into fragments

by narrow domestic walls;

Where words come out from the depth of truth,

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason

has not lost its way into the dreary desert sand of dead habit;

Where the mind is led forward by Thee

into ever-widening thought and action

Into that Heaven of freedom

My Father, let my country awake.

Choose the correct answer from the options below

9. What does the line, "the mind is without fear and the head is held high" means?

(a) To be carefree

(b) To hold high position

(c) To be proud and fearless

(d) To stand straight

10. Find the word from the poem that means "Pieces."

PART B - VOCABULARY

(15 Marks)

III. Give antonyms of the underlined words in the following Sentences:

11. Arjun <u>accepted</u> my friend request yesterday.

12. Sheela <u>encouraged</u> her friend to buy new clothes.

13. Chithra bought the shoes for a <u>cheap</u> rate.

IV. In each of the following questions one is wrongly spelt. Find the word.

14. (a) Freely

(b) Careful

(c) Untill

(d) Truly

15. (a) Fashion

(b) Collection

(c) Attention

(d) Tution

V. Substitute with one word for the following meaning:

16. Feeling sure about your own ability to do things.

VI. Choose the correct word from the brackets to complete each of the following sentences:

(understand, relaxed, sympathy, depression, going, exciting)

17. My sister feels -------------- when she is playing violin.

18. Everything was ---------------to me when I visited Goa for the first time.

19. Shreya often suffers from ------------- during winter time.

VII. Give correct form of word to complete the given sentences:

20. Tina and Gopal have known each other since their ----------. (child)

21. I feel tired after spending a ------------ night working in the office. (sleep)

22. Rahul's dream is to be a ------------, but his parents want him to be an engineer. (music)

VIII.   Match the following words with their correct synonym:

23. Dense   - Circulate

24. Passive   - Filled

25. Distribute - Inactive

PART C – GRAMMAR
(12 Marks)

IX. The following paragraph has not been edited. There is an error in the underlined words. Edit the error and write the corrections in the blanks provided.

Coorg is one of the most popular

hill towns in Karnataka.

The rivers, waterfalls, hills

and gardens are the tourist <u>attract</u>.

The snow- covered mountains are

a treat <u>for</u> the eyes.

<u>CORRECTION</u>

26. ---------------------

27. ---------------------

X. Find out the adverbs in the given sentences

28. Please ride the bike carefully.

29. Reena reached early by flight.

XI. Fill in the blanks with the appropriate tense form given in the brackets

30. Meera ------------ the room when the husband entered. (clean)

31. Arun is quite busy now. He -------------- the car. (drive)

32. Mahesh ------------ the wedding reception next Saturday. (attend)

XII. Complete the following sentences with correct degrees of comparison

33. Amal has the -------------- collection of stamps in the school.

   (a) Old

   (b) Older

   (c) Oldest

34. Nisha is ---------------- than her sister. She won the gold medal.

   (a) Smart

   (b) Smarter

   (c) Smartest

XIII. Fill in the blanks by choosing the most appropriate preposition from the brackets:

35. The young woman was employed ------------- my mother's personal assistant. (like, as, by)

36. Do not make noise ----------- others are sleeping. (by, during, while)

37. Tony stood behind him ------------- the queue. (at, in, on)

PART D – WRITING

(14 Marks)

XIV. Rearrange the jumbled words to form meaningful sentences

38. and/ his/ word/ responsible/ keeps/ is/ always/ gentleman/ a true

XV. Complete the conversation between child & parent by filling the blanks with necessary missing links

39. **Parent**: Hey child, --------------------------

   Child: Yes, I took your pen to finish my homework.

40. **Parent**: -------------------------------------

   Child: No, not yet. I am having trouble with the maths problem.

41. **Parent**: -------------------------------------

   Child: Yes, please. I do not understand how to solve this algebraic equation.

42. **Parent**: Okay, ---------. It is easy. You can solve it using inverse operations.

43. **Make four sentences based on the picture given below**

XVI. **Read the context given below and complete the given situation by making your own sentences**

Ajay is working as a software engineer in Bangalore. He is now travelling to meet his family in Chennai. He is very excited. While enjoying the beautiful scenery outside, he heard a loud noise from the next compartment and he -------

44. --

45. --

46. --

47. --

48. --

Appendix VI

FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION
FAROOK COLLEGE P.O, KOZHIKODE- 673632
Affiliated to University of Calicut

TEST OF COMMUNICATION SKILL IN ENGLISH

RESPONSE SHEET

Name of Student   : …………………………………Gender :Male/Female

Name of the Institution:………………………………………………………….…

Medium of Instruction: English/ Malayalam

Item No.	Response

Appendix VII

LIST OF SCHOOLS SELECTED FOR THE STUDY

Sl No.	Name of the Schools
1.	Kendriya Vidyalaya, Malappuram
2.	Sullamussalam Oriental High School, Areacode, Malappuram
3.	Mices Public School, Kavanur, Malappuram
4.	Government Higher Secondary School, Kottapuram, Malappuram
5.	Sacred Heart School, Kottakkal, Malappuram
6.	Government Girls Higher Secondary School, Manjeri, Malappuram
7.	Markazul Uloom English School, Kondotty, Malappuram
8.	VHM Higher Secondary School, Morayur, Malappuram
9.	MES Central school, Valanchery, Malappuram
10.	Valanchery Higher Secondary School, Valanchery, Malappuram
11.	Bhavans School, Malappuram
12.	PKMM Higher Secondary School, Edarikode, Malappuram
13.	Benchmarks International School, Manjeri, Malappuram