



संस्कृतसंस्कृतम्

Vol. VIII, No.1(IX) : 2022

ISSN - 2277-7067

Peer Reviewed

Journal of Fundamental & Comparative Research

शोधसंहिता

ABi-annual Interdisciplinary Research Journal of KKSU
Peer Reviewed Journal of Fundamental & Comparative Research

शोधसंहिता

Editor in Chief : **Prof. Shrinivasa Varkhedi**
Hon'ble Vice Chancellor

General Editor : **Prof. Madhusudan Penna**

Executive Editor : **Dr. Dinakar Marathe**

Editorial Board : Prof. Nanda Puri Prof. C.G.Vijaykumar
Prof. Lalita Chandratre Prof. K. K. Pandey
Dr. Deepak Kapde (Secretary)

Published by : **Registrar, KKSU, Ramtek**



**KAVIKULAGURU KALIDAS SANSKRIT UNIVERSITY
RAMTEK**

Index

1	CLOUD COMPUTING APPLICATIONS AND SECURITY CHALLENGES: A STUDY Manisha Sangwan, Dr. Prasadu Peddi	1
2	CLOUD DATA SECURITY BY USING BLOWFISH ALGORITHM Vandana, Dr. Prasadu Peddi	10
3	EFFECTIVENESS OF INCLUSIVE EDUCATION TOWARDS PHYSICALLY CHALLENGED STUDENTS IN INDIA Poonam, Dr. Bharti Chand	14
4	FEMINIZATION OF AGRICULTURE: A PERSPECTIVE Salman Hussain	20
5	ORGANIZATIONAL CHANGE AND STRESS AMONG THE EMPLOYEES AT SELECTED IT INDUSTRIES IN CHENNAI CITY V. Vijayalakshmi, Dr. T. Afsar Basha	23
6	STRESS MANAGEMENT FOR WELNESS AND WORK PERFORMANCE: A STUDY OF IT COMPANIES IN CHENNAI V. Priya, Dr. G. Azad Basha	29
7	PERFORMANCE AND EMOTIONAL INTELLIGENCE OF SELF HELP GROUP IN CHENNAI, TAMIL NADU S. Bhavani, Dr. S. Thameemul Ansari	36
8	ROLE OF MUSLIMS IN FORMATION OF THE ASSAMESE SOCIETY Ripunjay Nath	44
9	A CATASTROPHE DEADLINE OF EARTH'S CLIMATE Dr. Vikram Sandhu, Manish Kumar	49
10	A SYSTEMATIC EXPLORATION SECURITY OF DATA TRAFFIC IN DISTRIBUTED FIREWALL NETWORK Harjeet Singh, Dr. Abid Hussain	54
11	ASSESSMENT OF CRIME DETECTION AND IDENTIFICATION USING DATA MINING: A REVIEW Shruti Bajaj, Dr. Rajesh Kumar Singh	63
12	A STUDY OF THE FACTORS AFFECTING PRODUCTIVITY OF COTTON AT BODELI REGION IN GUJARAT, INDIA Mr. Vandankumar M Patel, Sugandha Sinha, Saikrishna Vaidya,	71
13	MENACE OF HOSTILE WITNESS-A JUDICIAL INTROSPECTION P.vaijyanthi	78
14	AN ANALYSIS OF PURCHASING BEHAVIOUR ON ONLINE SHOPPING AMONG COLLEGE STUDENTS Dr. G. Nedumaran, RM. Tamil Selvi, Akhila.KH,	83
15	INVESTORS PERCEPTION AND AWARENESS TOWARDS MUTUAL FUND INVESTMENTS IN VIJAYAWADA, ANDHRA PRADESH Mr.V.Krishna Prasanna, Dr.P.V.V.Satya Narayana, Dr.P.Vijaya Kumar	91
16	CONVENIENCE FACTORS AND REPURCHASE INTENTION IN E-SHOPPING: MODERATE EFFECT OF PRIOR PURCHASE EXPERIENCE C. Colin Crispin, Dr.C.Dhayalan	97
17	ISSUES OF COMMUNITY DEVELOPMENT IN INDIA Dr. Shailesh Brahmbhatt	101

18	A STUDY ON NEW PAYMENT MODE AND TECHNOLOGICAL ACCEPTANCE BEHAVIOUR IN INDIA AFTER DEMONITISATION Ashish Suryaprakash Gade, Dr. Vishwas Swami	104
19	CSR EXPENDITURE PATTERNS : A COMPARATIVE STUDY M.M. Goel, Meenu Gupta	116
20	A MULTI ENCRYPTION ALGORITHM FOR SEURE KEY AGREEMENT WITH MULTICAST PROTOCOL FOR SECURE COMMUNICATION IN VANET SYSTEM Akash Saxena, Geeta Tiwari, Yatin Meena	122
21	SELF-REPRODUCING MACHINE LEARNING TECHNIQUE FOR GENDER RECOGNITION OPTIMIZING THE ACCURACY Geeta Tiwari, Abhijeet Kumar, Dileep Kr Dautaniya	128
22	SHORTEST PATH, LOAD BALANCED GATEWAY PLACEMENT APPROACH FOR WIRELESS MESH NETWORK Priya Garg, Geeta Tiwari	133
23	AN IMPLEMENTATION OF ONTOLOGY BASED FOCUSED CRAWLING Aprana Bharti, Abhijeet Kumar	138
24	साहित्य और समाज सुमित्रा पटेल	142
25	नागार्जुन की कविता में सांस्कृतिक अंतर्धाराओं की बहुआयामी भंगिमा Dr. P. GEETHA	146
26	EFFECT OF EIGHT WEEKS OF YOGIC INTERVENTION ON SELECTED BIOCHEMICAL AND PHYSIOLOGICAL VARIABLES AMONG SCHOOL STUDENTS Mr Rakesh Datta, Dr. Jogiswar Goswami, Dr. Gauri Chakraborty	153
27	ENGLISH SPEAKING ANXIETY LEVEL and MAJOR COMPONENT of ANXIETY of UNDERGRADUATE ENGINEERING STUDENTS at ERODE SENGUNTHAR ENGINEERING COLLEGE, TAMIL NADU A DESCRIPTIVE STUDY Mr. Solomon V Anbuchelvan, Capt. Dr. N. Mythili	156
28	STUDYING THE PERCEPTION OF STUDENTS IN ARTS AND SCIENCE COLLEGES TOWARDS E-RECRUITMENT WITH SPECIAL REFERENCE TO CHENNAI CITY Mr.R.YUVARAJ, Dr.K.UMADEVI	162
29	AN OVERVIEW OF INDIAN INDUSTRIAL GROWTH Dr Thavare Bhalchandra Baburao	172
30	A STUDY ON IMPACT OF GST ON THE TEXTILE INDUSTRY. ONE OF THE OLDEST SECTORS IN AN INDIAN ECONOMY Dr. Aashka Thakkar, Dhiraj Thapa, Divyesh Patadia	178

**ENGLISH SPEAKING ANXIETY LEVEL and MAJOR COMPONENT of ANXIETY of
UNDERGRADUATE ENGINEERING STUDENTS at ERODE SENGUNTHAR
ENGINEERING COLLEGE, TAMIL NADU A DESCRIPTIVE STUDY**

Mr. Solomon V Anbuchelvan Research Scholar, Sri Vasavi College, Erode
Capt. Dr. N. Mythili, Assistant Professor of English, Sri Vasavi College, Erode
solomonanbu@gmail.com ; srimythi17@gmail.com

ABSTRACT: Speaking in English causes anxiety in learners' mind and it acts as a filter. Anxiety impedes speaking in English which is a problem for the learners. This paper is intended to address the problem found in Erode Sengunthar Engineering College students. The study examines the level of anxiety and its major factor that filters the performance while speaking in English inside the classroom. 50 under graduate engineering students attended the study. For data collection a series of questionnaire of FLCAS developed by Horwitz in 1986, based on the Likert 5 point scale was administered. It also focuses on the performance of pupils most of whom feel more anxious about foreign language. The findings of this research reveals that more students are moderately affected. More importantly, the results show that students are extremely concerned about fear of negative evaluation (3.41) and the Exam Anxiety (3.27).

KEYWORDS: English speaking anxiety, Communication Apprehension, Negative Evaluation

1. INTRODUCTION

Speaking is a productive skill which is the sound form of the language to communicate oneself effectively. A person who speaks in English will get good career in life. There were number of research performed to help the target language learner to acquire English speaking skills. Many studies on second language anxiety have been performed as one of the principal components of affective variables, such as anxiety, Stephen Krashen (1982). In 2009 Morgan stated that anxiety affects psychological responses such as approach, faith in oneself and tendency. (p. 297). Anxiety has attracted the attention of them. This research mainly focused on the level of affect and major component of English language learning anxiety which is found among students.

2. BACKGROUND

In schooling, students studied English which was taught to them bilingually to achieve academic purpose like getting pass marks or to get for promotion to the next class. Here students mainly focus on learning specified and prescribed grammar, vocabulary and sentence structure to achieve reading and writing. When they join for a degree they ought to listen and speak only in English not only for academic purpose but also for professional career which demands oral communication. Though they learned to write sentence patterns, sentence structure, transformation of sentences and sufficiently comprehending written text by reading, but students were not able to speak in English clearly. This current scenario triggered to do this research to find out the causes of low speaking competence of students. There were lots of researches conducted on FLSA/SLSA. This research investigates the construct of English language learning anxiety inside the classroom.

3. LITERATURE REVIEW

3.1 LANGUAGE ANXIETY- STATE, TRAIT AND SPECIFIC IN FLL/SLL

Anxiety with other languages is defined in different ways. Stephen Krashen describes the anxiety as a filter (1982). Long anxiety evolved as a distinctive complex of self-interests, values, emotions and actions with language learning from the learning process. Horwitz and Cope referred to anxiety over language (1986). MacIntyre and Gardner (1994) talk and listen at a time when learning a second language is a feeling of apprehension and tension. The anxiety in education research was specifically

mentioned in Woodrow (2006). Spoken anxiety is a key component of personality theories. State anxiety and anxiety about features, especially in education research, are classified. State concern is a sense of tension, fear and nervousness. It prevails for a temporary time. On the other hand, characteristic anxiety is a stable. In various situations a person with trait anxiety can be anxious. (Spielberger et al., 1976). Finally an anxiety recurs on a particular specific situation as mentioned as situation specific anxiety (Spielberger, Anton and Bedell 1976).

3.2 MAJOR COMPONENTS OF LANGUAGE ANXIETY

The English language learners experience and feel nervous, tense, worrying and apprehension in various situations when learning English as a second language. Anxiety Scale was developed by Horwitz on Foreign Language in 1986. The scale was classified on three components:

1. Apprehension in communication
2. Fear of negative assessment
3. Exam Anxiety

First, it has been shown that in terms of communication apprehension, language learners have sufficient ideas, although they have noticeable thoughts because learners don't have enough second language vocabulary. Horwitz et al. (1986) stated that a kind of shyness for communication between people is inherited or developed into fear or anxiety. It leads to frustration and fear because you can't express one person or comprehend another. In the second part, the fear of negative assessments is that students do not know what they are talking or asking themselves; thus, they feel that they have a lack of social communication. This impression leads to a negative evaluation. That is, it is set out as a concern to evaluate others and withdraw from evaluation situations. Finally, due to academic assessment techniques, exam anxiety is called an anxiousness of performance. In fear of communication, fear of negative assessment and test anxiety, Horwitz, Horwitz and Cope have demonstrated their combined results (1986).

3.3. FOREIGN/ SECOND LANGUAGE ANXIETY RESEARCH

The problem of second language learning has consistently been shown as a major obstacle in previous studies. However, most anxiety studies yield inconsistent results. These studies show that anxiety is a filter in new languages acquired and produced. Although fear has a real effect on language learning, the findings in terms of anxiety and language learning are ambiguous abroad. As Young (1991) does not find that there is any correlation between Oral Proficiency Interview and anxiety measures.

Some research findings show that students with anxiety and less anxiety differ in their performance. It implies that students with a lower voltage / a lower nerve learn the target language successfully, whilst highly anxious students fight. In this respect, MacIntire and Gardner's research studies (1989) showed that anxious students took more time to learn a vocabularies list, and they found it harder to remember the vocabulary they already learned. Most studies however show that anxiety is adversely linked to the performance of learners (Gardner et al., 1987). These studies show that fear in the output phase affects. The negative effect of anxiety was identified in this respect by the researchers and language experts.

The specific effects of anxiety have been shown by some studies in particular. Studies by Steinberg and Horwitz have shown that conditions of anxiety reduce learners' performance as well as those with relaxed conditions. The study shows that anxiety is affecting the communication of learners in classrooms. Researchers also found that compared to students with less anxiety, students with great anxiety produce a brief composition (Horwitz et al., 1986, p.126).

In some studies the relationship between anxieties about languages is significant or negative. However Wilsons (2006) has demonstrated the negative connection between linguistic anxiety and oral tests. The study therefore suggested that students from very distressed groups were poorer than

students from small anxieties (Wilson, 2006, p. 20). The adverse correlation between anxiety and efficiency between linguistic anxiety and achievement was discovered by Awan et al. (2010). His studies show that women are less worried than men. He also reported, that the most important cause of anxiety, for fear of grammatical errors, was to speak in the proper way and to speak spontaneously.

In the study of Gkono (2011), the English teacher context itself was shown to be anxious to speak and to be anxious in the class.

In addition, most studies have shown that anxiety affects language learning and prevents it. Research shows that fear can have an impact on language performance (Lucas et al., 2011, Williams and Andrade, 2008; Ohata, 2005; Pappamithiel, 2002). stated that in mainstream classrooms, anxiety in English is the major issue. The study was attended by Mexican immigrants (N=178), who went to school in the USA. The study utilized the scale of English. The results showed that anxiety is hampering the academic achievement language learning.

Recently Woodrow's (2006) research on anxiety and the second-language language English speaking, which comprises the SLSA, the relation between anxiety and achievement, including the reasons for the anxiety in the second language, is important. The students who took the courses on Advanced English (N = 275), who immediately before entering the university in Australia studied intensive EAP courses. The study results demonstrated that anxiety was a significant oral performance predictor and the most common trigger of anxiety was communication between aboriginal speakers. This study was carried out with participants talking to them outside of the environment. The tool used SLSAS was reliable and valid in this study..

Tanveer's research results (2007) revealed that students are responsible for self-identification with feelings related to themselves, for example differences in the style of language study, language targeting cultures, learning problems and loss of their identity. However, in his research, Mak (2011) reported that students facing an anxiety problem had to speak without preparation in front of the classroom. His research anxiety was investigated by fear of negative assessment, uncomfortable feelings when talking about indigenous people, Negative attitude and negative self-appraisal in the English classroom.

Later, findings from Khodady and Khajavay (2013) show that linguistic performance is affected by anxiety. Both the FLCAS and LLOS scales were used to collect the data. Among 264 Iranian students, they examined the relationship between EFL fear and motivation. The findings showed that motivation correlates with linguistic fear positively.

LIIAHI Bux Gopang (2015) has reported that not merely within classrooms and outside the classroom, students have faced language anxiety.

Present study deals with the level of anxiety and the main component of anxiety within the classroom. This study has a practical impact on the students by raising awareness about the degree of anxiety and the components of anxiety while learning English language.

4. METHOD

In this study, the quantitative survey research design was adopted. 50 students from the First Year Electronics and Communication Engineering students from Erode Sengunthar Engineering College were enrolled in two compulsory English subjects for their Bachelor's program, which are Communicative English and English for Engineers. The participants were identified from one branch.

A questionnaire on Foreign Language Classroom Anxiety Scale was used to collect the data.

Researchers showed that FLCAS is an important tool to detect anxiety levels in English. The alpha value of Cronbach of all 33 items on this questionnaire is .869. This tool collects quantitative data on apprehension in communication, fear of negative assessment and exam anxiety of students. The data from the questionnaire were analyzed and presented together with percentage and mean in descriptive statistics.

5. RESULTS

English-speaking level of Anxiety

The level of anxiety was measured in FLCAS for undergraduate engineers with 33 questions. FLCAS uses a five-point Likert scale from 'highly disagree' to 'highly agree'

The level of anxiety in English speaking among under graduate students is shown in table 1 below. There is moderate English-speaking anxiety in 33 participants (52 per cent). Twenty-five (40 percent) participants are of high anxiety with regard to English, and two others (8 percent) have low anxiety with respect to English.

Table 1. The level of anxiety among undergraduate students in English

S.No.	Total FLCAS	Anxiety level	No. of Learners	Percentage
1.	98 -140	High	20	40%
2.	70 - 97	Moderate	26	52%
3.	28-69	Low	4	8%

Table 2. Below shows English speaking components of anxiety for students with a high anxiety rate

S.No.	Component of Speaking Anxiety	Items	Mean
1.	Apprehension in communication	1,4,9,14,15,18,24,27,29,30,32	3.04
2.	Fear of negative assessment	2,7,13,19,23,31,33	3.41
3.	Exam anxiety	3,5,6,8,10,11,12,16,17,20,21,22,25,26,28	3.27

The table shows the highest component of anxiety is apprehension in communication (M=3.04), followed by concern over negative assessment (M=3.41) and exam anxiety (M=3.27). The following are presented. The apprehension in communication is therefore the dominant factor in the anxiety of students in English.

Table 3. Below shows English-language components of anxiety for students with a Moderate anxiety rate

S.No.	Component of Speaking Anxiety	Items	Mean
1.	Apprehension in communication	1,4,9,14,15,18,24,27,29,30,32	2.51
2.	Fear of negative assessment	2,7,13,19,23,31,33	2.52
3.	Exam anxiety	3,5,6,8,10,11,12,16,17,20,21,22,25,26,28	2.71

The table shows the highest component of anxiety is in exam anxiety (M=2.71), followed by concern over negative assessment (M=2.52) and apprehension in communication (M=2.51). The following are presented. The exam anxiety is therefore the dominant factor in the anxiety of students in English.

Table 4. shows the English-Speaking Anxiety Components for students with low language anxiety

S.No.	Component of Speaking Anxiety	Items	Mean
1.	Apprehension in communication	1,4,9,14,15,18,24,27,29,30,32	1.04

2.	Fear of negative assessment	2,7,13,19,23,31,33	1.26
3.	Exam anxiety	3,5,6,8,10,11,12,16,17,20,21,22,25,26,28	1.04

The main feature is negative assessment (M=1.26), followed by a problem related to apprehension in communication (M=1.04) and a concern about exam anxiety (M=1.04), as shown in Table 4. The main component of anxiety for low level anxiety learners is evidently negative assessment.

6. DISCUSSION

The first issue in this study was the extent to which English students were concerned. SLCAS findings show that most of them (55 percent) are modestly anxiety of their English speaking. Even with a moderate anxiety level, in English, however, it remains alarming, because it is able to weaken the performance of students. This can influence the student's ability to express their ideas in English and can't communicate well in English.

The second problem of the study was to identify the dominant component of anxiety This study has found that the main components of anxiety in relation to speeches at high and moderate anxiety are apprehension in communication and fear of negative judgments. If Students should speak in English in front of their peers in the classroom, they start to become aware of themselves that they need to manage the anxiety.

This finding corresponds to a study by McCroskey (1992) in which most of the students have a communication fear when speaking in formal settings, especially in classroom atmosphere before a group of people.

Furthermore, based on FLCAS, if learners with moderate or high language anxieties cannot effectively express their thoughts or opinions while speaking French, Suleimenova (2013). His study showed that anxiety altered the students' ability. Although students had ideas, they could not express their anxiety as the situation developed. Anxiety therefore prevents speech and leads to communication apprehension.

The main element of English anxiety is however the fear of negative assessments for Students who have low language anxiety levels. A study done by Llinas and Garau (2009) showed that high proficiency students are more aware of their purpose in learning a foreign language. This explains that students low anxiety are keen to meet the highly requested requirement of employability.

7. CONCLUSION

The degree of anxiety of Engineering graduate students and the dominant component of anxiety in English language classroom were determined in this research. It shows that most graduates are moderately affected by speaking anxiety based on the findings. The dominant component of anxiety is negative assessment for high, moderate and low anxiety students. These negative assessment influences students' efforts to learn English and prevent them from speaking in English.

Anguish in speaking English is believed to block student performance in the target language. The results of the research can help pupils solve their problems by having awareness about the anxiety in the English classroom.

Favorable and supportive classroom environments are to be established and maintained by the members of faculty. And also, sincere, friendly efforts are needed with respect on sensitive to the anxiety of students and helping them overcome these anxieties will have enormous consequences on their learning performance that will transform their lives. Members of faculty must adapt additional teamwork for students, so that students' anxiety is reduced. A large amount of oral practice can be conducted with easy tasks by giving own options to students in selecting the subject matter to be practiced. More research should be undertaken on the other parts of English-speaking anxiety and on the strategy to reduce anxiety in English.

REFERENCES

1. Aida, Y. (1994). Examination of Horowitz, Horowitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78(2), 155-68.
2. Awan, R.N., Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement. *Journal of College Teaching & Learning*, 7, 11-33.
3. Brown, H. D. (1994). *Principles of language learning and teaching*. New Jersey: Prentice Hall Regents.
4. Cagatay, S. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state University. *Procedia –Social Behavioral Sciences* 199, 648-656.
5. Chastain, K. (1975). Affective and ability factors in second language acquisition. *Language Learning* 25.153-161.
6. Chang, G.B.Y. (1996). A study of anxiety in Chinese EFL learners. *Teaching and Research*, 18, 68-90.
7. Horwitz, E. K., Horwitz, M.B., & Cope, J.(1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 725-732.
8. Gkonou, C. (2011) Anxiety over EFL speaking and writing: A view from language classrooms. *Studies in Second Language Learning and Teaching*, 1 (2). 267-281
<http://www.sssl.tamu.edu.pl>
9. Illahi Bux Gopang (2015) English speaking anxiety : A study of undergraduate at Lasbela University, Baluchistan. *International Researchers*, 4 (1), 5-6
10. Lucas, R. I., Miraflores, E., & Go, D. (2011). English language learning anxiety among foreign language learners in the Philippines. *Philippine English Second Language Journal*, 7, 95- 199
11. Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *ELSEVIER*, 39, 202-214, www.sciencedirect.com
12. MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Towards a theoretical clarification *Language Learning*, 39, 2, 251-275
13. MacIntyre, P. D., & Gardner, R. C. (1991a). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language Learning*, 41(4), 513-34.
14. MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *Modern Language Journal*, 79(1), 90-99.
15. Ohata, K. (2005). Potential sources of anxiety for Japanese learners of English: Preliminary case of interviews with five Japanese college students in the US. *TESL-EJ*, 9(3), 2-23
16. Pappamithiel, N, E. (2002). English as second language students and English language anxiety issues in the mainstream classroom. *Research in the Teaching of English*, 36, 327-355
17. Scovel, T. (1978). The effect of affect on foreign language learning: a review of the anxiety research. *Language Learning*, 28 (1), 129-42.
18. Spielberger, C., W. Anton and J. Bedell (1976) 'The nature and treatment of test anxiety', in M Zuckerman and C. Spielberger, *emotions and anxiety: New concepts, methods and applications* (Hillsdale, NJ: Lawrence Erlbaum): 317-44
19. Stevick, E. (1980). *Teaching languages*. A way and ways. Rowley, MA: Newbery House
20. Tobias, S. (1986). Anxiety and cognitive processing of instruction. In R. Schwarzer (Ed.), *Self-related cognition in anxiety and motivation*. Hillsdale, New Jersey: Lawrence Erlbaum Associates
21. Williams, K. E., & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Foreign Language Teaching*, 5(2), 181-191.
22. Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, Vol. 37-308, 328. *Sage Publications*. <http://RELC.sagepub.com>
23. Young, D. J. (1991). The relationship between anxiety and foreign language oral proficiency ratings. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 57-64). Englewood Cliffs, NJ: Prentice Hall