English language classroom anxiety and its impact on Academic Performance in Second language English: A study on Secondary School students.

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Abstract: *In this modern technological era and rapidly changing society, English language acquired the outmost importance to almost every nation. In the present study, the researcher took efforts to assess classroom anxiety, one of the significant psychological factors in English language learning and also to locate the strength of relationship between English classroom anxiety and students' academic performance. The researcher developed a scale ELCAS consisting 60 items to measure the classroom anxiety of the students in their English classroom situation. For collecting required data, 200 students studying in class VIII were selected from the two districts in West Bengal. The developed test was standardized following the methods of test-retest and Cronbach's Alpha test. The value of test re-tests reliability found to be .84 and the value of Cronbach's Alpha was .85. The test was administered upon the students, consisting of two different sub groups, urban-rural and boys-girls. For quantitative data analysis, t- tests, Pearson's coefficient of correlation and simple regression and prediction method were conducted. The result shows that a high negative correlation exists between classroom anxiety and academic performance in English. From regression and prediction analysis, anxiety proved to be a significant predictor for the English language acquisition of the adolescent learners. No*

significant gender difference shows between the girls and boys in their English language classroom anxiety whereas in case of academic performance in English, urban students show better results than the rural students in the same issue.

Key words: *Language anxiety, classroom anxiety, English language learning, secondary school students.*

Introduction

India, being a multilingual nation with a varied socio economic, demographic and cultural backdrop, faced a number of changes in its language policies. There are manifold issues connected with learning English as a foreign language. The goal of learning this language constitutes the attainment of basic proficiency that may open the gateway of communication across the whole world. Besides acquiring the fundamental competencies, a successful learning of this language can also provide the learner, an instrument for framing abstract thoughts and applying those in our everyday praxis. A crucial point to be noted that, English language becomes an indispensible in the academic arena on our country as there is a clear demarcation line faced between the learners who expertise in this skills with the others who could not, as Graddol (1997) opined, irrespective of class, caste, or any other kind of marginalization, English language learning becomes an escape way from poverty and oppression, an icon of superior life style. India is aiming towards advocating our youth workforce across the globe having the mastery over technology, communication, trade and commerce, information and broadcasting and others. So, different commissions and policies were incorporated time to time for successful learning of this non native language, according to the need of the social milieu. Though English was previously taught as a foreign language in our country, it is now gradually make its 'flight' towards the official status and termed as a second language.

The functional expansion of English language demands to accelerate a cluster of reforms in the process of English teaching and learning from the very beginning of the learners' academic years. A huge transformation was set since 1984, by incorporating Functional Communicative approach in place of structural approach in teaching English. The pace of learning ESL now leans more upon the learners who experience the foreign language in a more integrated manner. The whole process of English language learning becomes more psychological, intends to suit to the complexity of each individual in cognitive, effective and psychomotor domains. There are a number of psychological issues connected with successful English language learning. The non native learner has to cross

extra hurdle while managing with the unfamiliar sintax, form and the grammatical structure of expression of a foreign language. Moreover, there are so many psycho social factors that may intervene or trigger the expected learning outcome from the earlier childhood.

In India, the curriculum of ESL for secondary school students has been structured following the vision of SSA (Sarva Shiksya Aviyan), NCF 2005, and RTE 2009. To improve the quality of teaching and learning of this foreign language, the teachers are advised and trained to facilitate high quality teaching methods & strategies in the classrooms to construct the learning process child centric and gradually empower the pupils to use the target language aptly, fearlessly and fluently. In the newly approved National Education Policy 2020, a major shift has been taken place in school education, by adopting the integrated and competency based pedagogy and teaching learning approach. Inspite of age old rout memorization and classroom transaction, NEP 2020 possesses a comprehensive outlook on the students' individual differences, abilities, and holistic development. During the foundation years of child's education, up to grade V or preferably up to Grade VIII, the medium of instructions should be implicated, only in local / regional languages or in mother tongue equivalent. The three language formula that has already been practiced since long is acknowledged, and recommended to implement region wise, for conserving the traditional linguistic pluralism of our nation. While incorporating the teaching strategies in the classrooms, teachers are given additional autonomy in viewing the social and emotional aspects of the learners and their other interlinked multidimensional aspects in different domains, for ensuring the quality education.

If we have a closer look on the psychological aspects of ESL learning, we can observe so many aspects, associated with the learning process of the young learners, such as language aptitude, attitude of both learner and the educator, language anxiety, self efficacy and beliefs, motivation, interest, emotional intelligence, linguistic learning style and many others. The present study strives to locate how far the second language anxiety arise the discomfort level of the learners in a foreign language classroom within formal setup school environment. Generally, the term anxiety is related to a state of "apprehension, a vague fear that is only indirectly associated with an object" (Hilgard & Atkinson, 1971). In case of second language learning, it is a kind of worries or negative emotions perceived by the learner while learning a non native language. Different experts possessed various points of view relating to the causes behind

this particular type of anxiety. In this study, the researcher intended to explore the students' self perception and behavioral outcomes that arise due to the uniqueness or complexity of the foreign language teaching and learning environment in the formal classroom situation. The study also intends to locate whether this particular type of situational anxiety influences over the learning outcome of the secondary school students, as task of the teacher is to control over each and every situation in the foreign language classroom, influencing the students to come out their own potentialities to their optimum level as well.

Review of related Literature

The researcher had gone through a plethora of recourses in the form of books, journals, periodicals, theses, proceedings and acquired the in depth and clear knowledge over the area under study.

James, O. E, Amini, M. & Yaqubi, M. (2020) conducted a study titled "English Language Anxiety : A case Study on Undergraduate ESL students in Malaysia". The researchers followed both qualitative and quantitative methods in this study and after analysing the data, it was revealed that anxiety in English classes surely had a significant impact with the overall performance of the under graduate students. The study also located some coping strategies like self reflection, constant revision, positive thinking etc. which were proven as effective tool to control over this particular type of anxiety.

Rjitha, K. and Alamelu, C. (2020), conducted a study titled "A study of factors affecting and causing speaking anxiety" to locate the factors causing anxiety while communicating in English within the classes of the final years students in different disciplines. The major factors found in this study were inadequate vocabulary, fear in public appearance, introvert behavior, fear for negative judgment and self issues.

Miskam, N.N. & Saidalvi, A. (2019), conducted a study titled "Investigating English language speaking anxiety among Malaysian under graduate learners" to measure the level of speaking anxiety of the Malaysian public university students. The study shows, more than seventy six percent students possessed moderate level of English speaking anxiety and there are specific factors like self consciousness, negative apprehension etc. that lowers the speech performance of the students.

England, B. J, Brigati, J. R. and others (2019) performed a study titled "Student anxiety and perception of difficulty impact performance and persistence in introductory Biology courses" to measure if there is any change occurred in the perceived social anxiety of the students before and after the session. The findings

reveal that the students obtaining the higher academic scores has perceived noticeable change in their level of anxiety before and after the course whereas the students who achieve less academic scores possess negligible change in their perceived anxiety before and after their courses.

Halder, U. K. (2018) performed a study on "English language anxiety and academic achievement". The main objective of this study is to locate whether any difference exists between male and female school students in their language anxiety during second language acquisition and the study reveals that there is a significant difference found between the anxiety level of two groups of students.

Sabbah, S. S. (2018) conducted a study titled "Anxiety in learning English as a second language at a tertiary stage: causes and solution" with the objective to explore the psychological factors that causes L2 anxiety in the community colleges in Quatar and the result found that test anxiety and fear of negative evaluation are the major issues behind foreign language anxiety of the students.

Zaman, S. (2017) executed a study named "The impact of language anxiety on academic achievement". The study located the impact of anxiety on the English language proficiency of the students in Bangladesh and a significant negative correlation was found to be present between language anxiety and language acquisition of the students pursuing first year degree course.

Chakraborty, A. (2015) had a study titled "A study of anxiety, self efficacy and beliefs about language learning in relation to communicative competence of secondary level learners in English". It was a kind of ex- post facto research and followed the mixed method to analyze the data. The findings of this study reveal that a strong correlation exists between L2 anxiety and communicative competence.

Amiri, M. & Gnonsooly, B. (2015) conducted a study titled "the relationship between English learning anxiety and students' achievement on examinations". In this study, the researcher investigated some influencing factors of learning second language and analysed all those selective components. It was found that foreign classroom anxiety show negative impact over the academic achievement of the learners.

A large number of studies conducted to ensure the level of anxiety, collaborated with allied factors that might have a significant impact over foreign language acquisition. Horwitz et al (1986) performed a pioneering research on the learners' subjective emotions that arise the feeling of tension and anxiety in the FL classrooms and developed the Foreign Language Classroom Anxiety Scale

(FLCAS). Further there were a list expertises in the field such as MacIntire (1999) Pappamihil (1999, 2001, 2002), Dornyei (2005), Young (1986), Gardner (1985) and many others. Those works are helpful to have a comprehensive view over this type of situation specific anxiety, acts as a mental block for the ESL learners.

Purpose of Study

Since the time of British rulers and colonialism, position of English in India has been changing through decades and centuries. The status of English language in India is deeply rooted with country's economic and social progress. It is like a means thorough which one can empower oneself and build his or her own status in this society. So, learning this language has become a socio linguistic phenomenon irrespective of class, caste, gender or different demographical areas. It has now become an established reality that English language learning should not be based only on some implementations of theoretical construct in the ELT classes. But there is a vast room to reconceptualise and reorient the concerned teaching learning objectives, development of curriculum, instructional techniques and evaluation procedures. Since last few decades, considerable changes have been occurred in this field to bridge the gap between students' ability with their L2 achievement. There is a paradigm shift in the assessment process to ensure minimum teaching and maximum learning. Continuous and comprehensive evaluation (CCE) has been incorporated to reduce the anxiety of the students and to measure the acquired language competency of the students through different indicators such as participation, questioning, experimentation, application, cooperation, creation etc. So, there is a need to reconsider the impact of those psychological variables on English language learning, within the reformed second language classroom environment.

Moreover, the task of the English teachers needed to be more refined while practicing those theoretical constructs in the ground level as a huge disparity found between the students of urban or rural, boys or girls and among different socio economic classes. Pratham-ASER in collaboration with British Council in India published a report (2013) which shows the results of the outcomes from all performance indictors in English learning. This report reveals that the students in rural India possess lesser competency than the urban students, especially in acquiring speaking and reading skills. There are manifold issues behind the disparity. The purpose of the present study is to explore the role of anxiety in the light of English language learning and to have a strata wise glimpse over the strength of those factors as there is an outmost need to carry forward the vision

of universal education and to break the knowledge and psycho social barrier of a foreign language learning.

Methodology

The present study deals with the academic performance in English of secondary school students in relation to their perceived language anxiety in class room situation. The researcher also intends to draw a strata wise (location and gender) comparative picture of the formulated design. Hence, the researcher adopted the quantitative approach of Descriptive survey method in the present study.

Objectives :

The main objectives of this study are as follows:

1. Locating and analyzing the factors and indicators of English language anxiety of the students in the ESL classrooms.
2. Developing a test for assessing the English language classroom anxiety of secondary school students.
3. Comparing and Analysing students' performance in English in separate two sets, gender wise (boys – girls) and habitat wise (urban – rural).
4. Finding the difference of English language classroom anxiety between urban and rural student groups.
5. Finding the difference of English language classroom anxiety between urban and rural students groups.
6. Finding the relationship between students' classroom anxiety in English with their academic performance in English.
7. To find the influence of ESL classroom anxiety upon the academic achievement in the same subject.

Hypotheses:

The hypotheses formulated in the null form (H_0) are as follows:

H_{01}: There is no significant difference between boys and girls in their English classroom anxiety.

H_{02}: There is no significant difference between urban and rural students in their English Classroom anxiety.

H_{03}: There is no significant difference between boys and girls in their performance in English as a compulsory school subject.

H_{04}: There is no significant difference between urban and rural students in their performance in English as a compulsory school subject.

H_{05}: There is no significant relationship between performance in English and English language classroom anxiety of secondary school students.

H_{06}: Classroom anxiety possesses no influence over the academic performance in English language.

Variables:

In present study, the variables as selected were:

Independent variables:

(i) Classroom anxiety in English (ELCA

(ii) Gender (Male, Female)

(iii) Locality of schools (Urban, Rural)

Dependent Variable:

Performance in English.

Population: The target population of the present study was the students of thirteen plus age group. For this purpose, the researcher selected the students reading in class VIII, under the government or govt. aided academic institutions in the state of West Bengal. The researcher selected those Bengali medium schools where English is being taught as compulsory second language under the syllabus as approved by West Bengal Board of Secondary Education.

Sampling techniques: As sample of this study, the researcher has selected 200 students from different schools, belongs to average 13-14 years of age group. Altogether six secondary schools in the regions of Kolkata and Howrah district were selected. The samples were collected by random sampling method, comprising boys, girls both and from urban (corporation/municipality areas) and rural (panchayat areas) locality. The details of the samples selected are as in Table -1.

Tools or instruments of the study: The following tools or tests were used by the researcher to collect and assess the data required for this particular study:

1) To measure students' anxiety in English classrooms, the researcher constructed and standardized the scale, English language Classroom Anxiety Scale (ELCAS) and administered the test upon the sample students.

2) To measure the overall achievement of the students in English, the researcher collected the scores that were obtained as formative marks in the process of comprehensive and continuous evaluation all through the year, along with the marks obtained in summative evaluation taken at the time of session end.

Construction and Administration of Tools: The researcher scrutinized different components and sub components to develop the ELCAS and selected six dimensions to measure the English classroom anxiety of the students. Each item was a formulated in the five point likert scale pattern. The test items were distributed on the following dimensions:

Dimension1: Anxiety related to teaching strategies:
Test items were selected to assess the difficulties of the students that arise due to the problems of understanding English language in ESL classes such as fear for asking questions to teachers, hesitate to have eye contact with teacher, unappealing teaching learning methods, or phobia to face questioning.

Dimension 2: Anxiety related to text materials:
This subdivision specified some negative responses like students' reluctance of to go through the chapters or text materials in English classes, unattractive teaching learning material, learners' arousal of tension from the starting of English class, students' slow progress with the class lessons or deliberately wasting time while doing class assignments etc.

Dimension 3: Learning anxiety:
There are some issues related to the general learning anxiety of the students which are reflected in case of English classes also. There is some additional impact of foreign language learning anxiety such as feeling of shyness while using the newly acquired knowledge, inability to cope up with the pace of the study, increase of self consciousness, disorganize the tasks while performing etc.

Dimension 4: Comprehension anxiety or fear for unknown vocabulary:
For non native learners, it always causes an extra burden to comprehend the text which is not seen before. This sometimes create a mental block for the students in English classes as they have already possessed a preconceived view that they will do wrong and cannot manage with the unknown vocabulary properly. This sometimes pulls them to a tendency of avoiding comprehension exercises in the English classes.

Dimension 5: Anxiety aroused by ESL classroom environment:
Some specific anxiety repercussions differentiate the English classroom atmosphere from that of the other classes. Students having this kind of anxiety sometimes tremble while being asked or feel thirsty and hyper tensed. The excess use of non familiar language in the class increases the mental stress of the student and in turn acts as a linguistic barrier to the learning procedure.

Dimension 6: Test anxiety:
This type of anxiety occurs with the self perception and belief of the students by themselves when they cannot feel the gap between their expected outcomes with their actual performances in English language. Mostly the student feels the fear of being failed or not securing satisfactory results. This reflects by the students' arousal of the feelings of confusion during examination, comprehension of being wrongly judged, worrying about the consequences of failure or trying to escape from the whole situation.

ELCAS was developed by the researcher followed by the dimensions specified and after the try out session, 60 items were selected for the final application. Before administering the test, some steps were performed for checking the reliability and validity of the test as per the norms of standardization. To determine the reliability of the ESCAL, two methods were used, Test Retest Method and Cronbach's Alpha Test. In Test Retest method the coefficient of correlation between the two phases of test scores were found to be .843 which is significant at 0.01 level of significance. The value of Cronbach's alpha in inter item statistics varies from .857 to .900, which indicates that the inter consistency of the items are satisfactorily high. Further, Validity confirmation was performed after taking the opinion and advices from different experts in this field of study.

To measure students' performance in English, the researcher collected data from the school records which consist of the scores in their term end examination along with the formative CCE marks to have a comprehensive outlook of their learning outcome. So, in addition to the scores of summative evaluation comprising the acquiring skills of reading, speaking, writing , grammar and vocabulary in English; over the year assessment of formative evaluation consisting the indicators of participation, enquiring, cooperation, creativity, interpretation, application – all these attributes also are taken into consideration.

Collection of data: To collect data from the sample students, the researcher personally visited six numbers of schools prior to the permission of the concerned authority. Secrecy, authenticity and other ethical conditions for data

collection were fully maintained. For completing the questionnaire of ELCAS, 25 minutes were allotted for the students. The score related the academic achievement in English was obtained from the school records.

Scoring methods: In English Language Classroom Anxiety Scale, the items are accumulated in such a way that those consist of some positive and negative scoring pattern as stated in table 2.

The total score of ELCAS of each learner is to be calculated by adding every item score of the set of sixty items. The minimum possible score is 60 whereas the maximum possible would be 300. Norms were set as high, medium and low as per the distribution of the scores.

The scoring of academic performance in English was calculated by adding the marks of all the three summative evaluations in English, out of 110 in total, along with the marks of formative evaluation, out of 300 in total.

Analysis and Interpretation: The collected data set was arranged strata wise in tabular form and different statistical techniques were used to analyse the data with the help of Statistical Package of Social Science software (SPSS), version 25. Descriptive statistics such as mean, median, mode, standard deviation, percentile were used. As inferential statistics, t-test was employed. Pearson's correlation of coefficient was formulated for finding the relationship between the two sets of variables. Lastly, simple regression and prediction analysis was done to locate the intensity of impact of ESL classroom anxiety upon students' academic performance in English. Table 3 shows the distribution of scores of girls and boys in their English classroom anxiety. From the table 3, it is shown that the mean score of English classroom anxiety of girl students are higher than the scores of the boys. The obtained mean score of the girl students in the said variable is 232.24 with a standard deviation 32.82, whereas the mean score of the boys is 223.43 and standard deviation 31.65. To identify, whether the difference between the two means is statistically significant or not, the researcher administered two tailed t – test and the obtained 't' value is 1.832 which is lower than the critical 't' value 1.972, at 0.05 level of significance in 198 degree of freedom. Hence we can conclude that those mean difference should not be considered as significant and null hypothesis H_{01} is accepted, that means, no gender difference is found in case of perceived anxiety within ESL classroom room situation. This finding differs with a number of previous researches done in this field (Sibel, 2015 Hussain 2013, Zaman, 2017, Naz 2010), which show a considerable difference between boys and girls students in their language anxiety. In those researches, girl students

revealed to be more anxious prone in learning a foreign language than their male counterpart.

Table - 4 and figure-1 show the distribution of scores of rural and urban students in their English classroom anxiety. It is quite clear that the rural students possess higher level of anxiety in their English classes than that of the urban ones. The obtained mean score in ELCA of the rural students is 235.81 with a standard deviation 31.436 where as the mean score of urban students is 219.86 with SD 31.642. After performing the't' test, the calculated 't' value found to be 3.576 which is considerably higher than the critical value of 't' at 0.05 level of significance. Hence we can conclude from the statistics that null hypothesis H_{02} is rejected which means, there exist a significant difference between the rural and urban students in their second language classroom anxiety.

This finding is quite in the same track of the previous researches of Vallabi (2003), Torres (2006) and Cheng (2008) which shows, in rural or demographically marginal areas; students possess higher level of classroom language in their foreign language classes. Mostly, the students in rural areas can have lesser English language exposure than the students live in urban cosmopolitans. They also have to suffer from social deprivation and the other infrastructural deficiencies.

Table-5 shows that the urban students performed better in their academic achievement in English than the students in rural areas. The mean English score of urban students is 235.39 with standard deviation 41.741 and the mean of rural students is 299.78 with SD 37.882. Further, from the descriptive statistics of Table – 5 and figure-2, it is found that boy students show better performance in English than the girl students, varies the mean score of 319.40 and 305.77 respectively.

To verify, if there is any significant difference between the mean scores of urban and rural students, the researcher performed two tailed t -test and the calculated 't' value 4.54 is found to be greater than the critical t value in 198 degree of freedom with 95 percent acceptance level as stated in Table-6. So, null hypothesis H_3 is rejected and we can conclude that there exists a significant difference between urban and rural students in their academic performance in English. Similarly, from another t test between the boys and girls students, the t value is found to be 2.33 (discarding the negative sign as it is a case of two tailed test) which is also greater than critical t value. So, null hypothesis H_4 is rejected and we can conclude that there is a significant difference between the boys and girls students in their academic achievement in English.

From the above statistics, it is shown is the study that gender disparity still be a major issue in case on English acquisition which can be related to the findings of previous studies such as Sheen (2008), Meera & Jumana (2015), Brigati (2019). And inspite of globalization and electronic communication, the students of rural or remote areas could not fully eradicate the tumbling block of learning English language.

Relationship between classroom anxiety in English with the students' performance:

To find out the strength of correlation between classroom anxieties in English with students' academic performance, the researcher had performed Person's Coefficient of correlation. The result is shown in table -7.

From the correlation table, Table -7, it is found that the value of the coefficient of correlation, r is -.890 which is significantly greater than the critical value of r , 0.193 in the 0.01 level of significance with (200-2)=198 degree of freedom. Hence there is a significant correlation between these two variables and the null hypothesis H_5 is rejected. The negative sign of r value and slope of the plotted scatter diagram in figure -3 obviously indicates the opposite direction of correlation which means classroom anxiety is English is negatively correlated with the performance of the students in the said subject and vice versa. This finding supports many studies previously done, like Horwitz et al (1986), Pappamehel (2002), Vazalwar (2011). Unlike the previous findings, the slope is uniformly negative, which means, anxiety always rests in negative relationship with the students' performances. So no upward flight is visible even at a minimal level.

Influence of ESL classroom anxiety over the language outcome of students:

The researcher performed liner regression analysis to find out if classroom anxiety has a significant impact over the L2 performance. Table - 8 shows the model summary of the simple regression between the dependent and independent variable under study.

After regression analysis, the statistics found in table-8 shows the value of multiple R which is .890, means that the scores are very much close to the liner regression line. The value of R square is .793 and Adjusted R square is .792. It can be interpreted that 79 percent of the variance could be considered as the predictor of academic scores in English. From the value of Beta coefficients in Table – 9, it could be concluded that the increase of English anxiety by one unit will lower the academic scores into .94 units each. So, a tendency of liner

relationship is established between this two variables and the components of classroom anxiety is English could influence over the academic performance of the students on a significant level. So, it is quite clear that in English classes, the teacher should follow every possible means to reduce the anxiety of the students and formulate the lessons or teaching strategies in such a way that will evoke the positive stressors instead of anxiety and unwillingness. It is true that there is not any uniform rule to regulate the foreign language anxiety of the students, precisely in case of English language learning for young adolescents, but there are certainly the ways to raise the level of the students' efficacy, confidence and interest that will in turn create an anxiety free atmosphere in the ESL classes.

Delimitation of the study

In this study, the response sheets of the questioners were collected from the selected students of two districts. The researcher collected data from the students, reading in eighth standard. For analysing the collected data, quantitative method was followed and selective statistical procedures were applied on those data.

Recommendations for further studies

The study has been conducted to locate and analyse the influence of anxiety in second language English classes and also to assess the strength of correlation between language acquisition and language anxiety. This study projected upon the students of a specific age group, between 13 to 15. There is ample scope to enhance the study by applying this upon the students of varied age groups, economic groups or family background. There might be a differential study between the two focused groups of the students of govt and private institutions, following the same applications. More in-depth study could be carry forwarded by using a separate questionnaire for the teachers to have a comprehensive outlook over the said matter. There is a scope to conduct an experimental study through the implementation of different teaching strategies or in-class language activities to find out the trend of anxiety of students in different phases of learning a non native language.

Conclusion

Every ESL teacher should have a clear view to arrange their English classes in such a way that each learner could become a part of this dynamic process. Inspite of so many projects and policy changes, functional competency of English in our country is not up to the mark. So many talented youths with brightest academic record have to suffer in professional field, only because of their inability to built

effective commutation skills in English. A major discrepancy in English classroom anxiety as well as academic achievement is found between the urban and rural students. In addition to the geographical exclusion of remote areas, the rural students have to face some additional difficulties such as, lack of ITC resources, less exposure of English, gender stereotyping, inadequacy of skilled educator, stress provoking evaluation procedures, disadvantageous family or social ambiances which make the rural learners anxious prone at the time of learning a foreign language. Initiatives should be taken for the employmentof a balanced and effective method of teaching English that can be fitted well with the students' cognitive development and acquired psychomotor skills. English language teacher should be very careful while teaching the adolescent learners and practice some skilful anxiety reduction strategies such as group activities and peer learning, progressive relaxation in collaborative way, choice based evaluation process, use of audio visual aids and many others in the ESL classrooms. No doubt, there are many fruitful programs going on under MHDR, SSA, NCERT, NUEPA, British Council in India, UNICEF etc. to create an ideal English learning setting, liberating the pupils from the painstaking negative emotional reaction. This practice will surely transmit better performance of the students in English language from their early foundation years and eventually help the students to cope up and regulate their anxiety level at micro level set up of their second language learning.

Abbreviations:

ESL	:	English as second language
ELCA	:	English language classroom anxiety
ELCAS	:	English language classroom anxiety scale
NCF	:	National curriculum framework
NEP	:	National education policy
L2	:	Second language

Table : 1 Distribution of Samples :

Gender / Locality	BOYS	GIRLS	TOTAL
URBAN	50	50	100
RURAL	50	50	100
TOTAL	100	100	200

Table 2: Scoring pattern of English anxiety scale :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive Items	5	4	3	2	1
Negative Items	1	2	3	4	5

Table 3 : Gender wise score of English language anxiety and hypothesis testing:

Statistical operation / Gender	N	Mean (ELCAS)	S.D	t- value	Critical value of ' t'	H_0 Accepted / Rejected
Girl	100	232.24	32.82	1.832	1.972 at .05 level of significance	H_1 Accepted
Boy	100	223.43	31.65			

Table 4 : Location wise score of English classroom anxiety and hypothesis testing:

Statistical operation / Habitat	N	Mean	S.D	t- value	Critical value of t	H_0 Accepted / Rejected
Rural	100	235.81	31.436	3.576	1.972 at .05 level of significance	H_2 Rejected
Urban	100	219.86	31.642			

Table 5: Strata wise scores of students' performance in English:

Statistics	Academic performance in English			
	Urban	Rural	Boys	Girls
Mean	235.39	299.78	319.40	305.77
S.D	41.741	37.882	43.315	39.225

Table 6 : strata wise results of t test in English achievement and hypotheses testing:

Variables	**Groups**	**N**	**t- value**	**Degree of freedom**	**Critical – t value**	**H_0 Accepted / Rejected**
Academic performance in English	Urban	100	4.54	198	1.972 at 0.05 level of significance	H_3 Rejected
	Rural	100				
	Boys	100	-2.33	198	1.972 at 0.05 level of significance	H_4 Rejected
	Girls	100				

Table 7: Correlation statistics between anxiety and English outcome:

Correlations				H_0 Accepted / Rejected
		ELCA	ENGLISH	
ELCA	Pearson Correlation	1	-.890**	H_5 Rejected
	Sig. (2-tailed)		.000	
	N	200	200	
ENGLISH PERFORMANCE	Pearson Correlation	-.890**	1	
	Sig. (2-tailed)	.000		
	N	200	200	
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 8: Regression Table

Model Summary				
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890[a]	.793	.792	19.068
a. Predictors: (Constant), ELCA b. Dependent Variable: English Achievement				

Table 9: Coefficient table

Coefficient Table						H_0 Accepted / Rejected
		Unstandardized Coefficients		Standardized Coefficients	Sig.	
Model		B	Std. Error	Beta		
1	Constant	573.679	9.583		.000	H_6 Rejected
	Eng anxiety	-.946	.021	-.890	.000	
a. Dependent Variable: Eng Performance						

Figure 1: Comparative picture of rural and urban students in their perceived ESL anxiety:

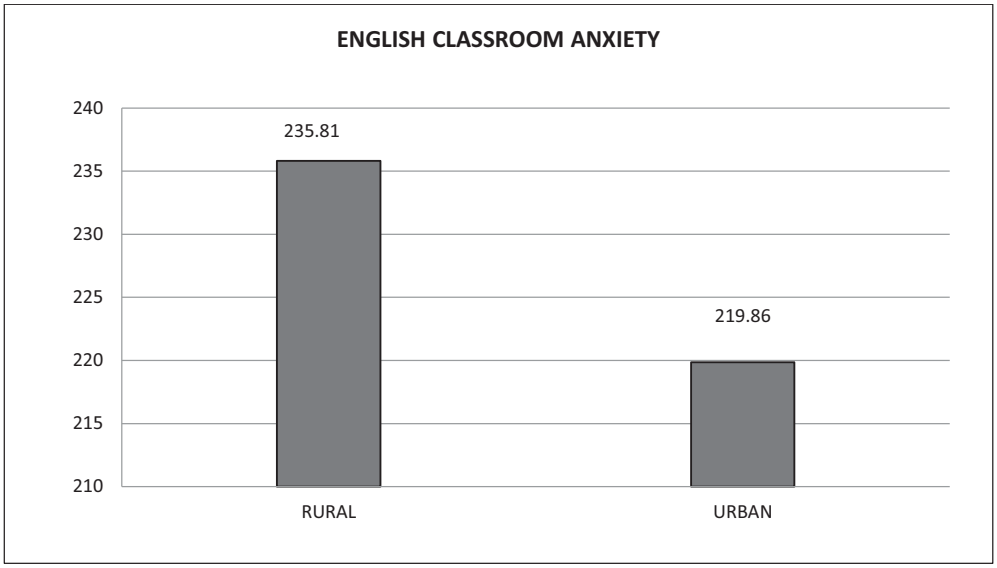


Figure 2: Strata wise Comparative picture of English scores

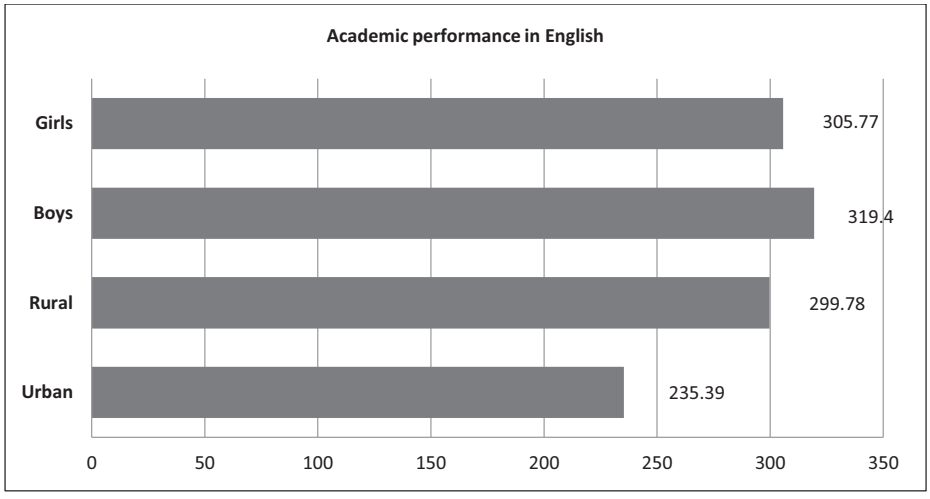
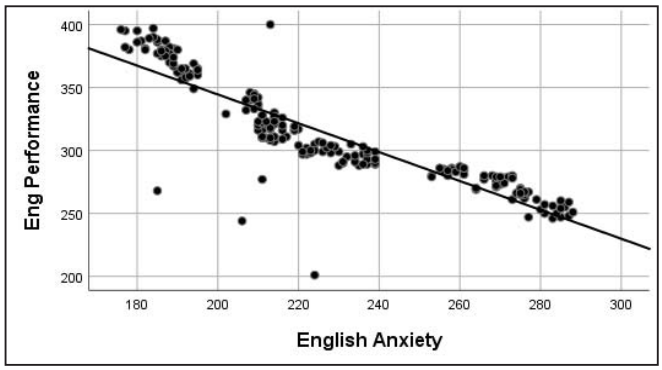


Figure 3: Scatter Diagram of Classroom anxiety and English results



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