

English Language Anxiety with Respect to Motivation, Performance Approach Orientation And Impact of Pedagogical Intervention: A Study Among Prospective Students of Sri Muktsar Sahib (Pb)

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Introduction

Schools as powerful agents of formal education should be prepared and tailored as per the demands of buddy generation academic improvement is the necessary aspect of education and to achieve it the focus needs to be to alter the misconceptions among learners. The core areas of learning are otherwise called as 2rs; Reading, writing. This study aims to identify the level of English language anxiety and level of motivation in speaking English among sri Muktsar sahib students. The research sample was composed of students insri Muktsar sahib. Using a quantitative research method, the researcher distributed a survey questionnaire which was developed by adapting existing questionnaires by Pappamihel(2002) for English language anxiety scale and Schmidt, Boraie, and Kassabgy(1996) for motivation. Results of the data analysis well-known there was a low level of English language anxiety in speaking English and reasonable level of motivation, yet the level of intrinsic motivation was slightly lower than the level of extrinsic motivation in English among students. The results showed there was a significant correlation between English language anxiety and motivation in speaking language. However, there was no significant difference in gender for English language anxiety and motivation. There was a significant difference on races for English language anxiety and insignificant differences on races for motivation. The findings of this study may serve as a platform for in developing motivation and dropping language anxiety among students.

2.Literature Review

2.1Language Anxiety

Language anxiety is a difficult and multifaceted phenomenon of self-perceptions,

beliefs, belief, and behaviours connected to language attainment. It is characterised as a complicated and multidimensional phenomenon of self-perceptions, thinking, feelings, and behaviours associated with language learning (Kralova, 2016). In the long-ago years, research has given away that language is the precise type of anxiety mostly connected with second language achievement as asserted by Horwitz (2001), who claimed language anxiety can weaken learners' learning process in language learning and raise anxiety among learners. The anxiety that the students experience may have a debilitating impact on their ability to speak out. Thus, this explains that when the students come across anxiety, it will affect their learning process of language and also gives difficulties in improving their language that they have well-read. When the students come upon difficulties in learning, it will by design develop negative thoughts of themselves in their mind. Cheng, Horwitz, and Schallert (1999) said that students have certain unhelpful assumption, in the aspect of communication, evasion of certain kinds of social switch over, and fear of being evaluated. Students are always afraid of their audience that they might judge them negatively or underrate them when they have low proficiency in language which develops language anxiety. The theory related to language anxiety was developed by Horwitz in 1986 (Horwitz, 1986). This theory has explained three components of language anxiety which is communication apprehension, fear of negative social evaluation and test anxiety. The first component which is the communication apprehension suggests that language students have mature ideas and thoughts but also have low access to second-language vocabulary when they need to convey a message. The incapability to know more expressions leads to aggravation and anxiety. The second component is fear of negative evaluation.

Fear arises due to negative evaluation and because of this, students are not confident of themselves and what they are expressing. They will have a negative assumption that they are unable to make a suitable social impression. The third component is test anxiety, which means students will have fear of academic evaluation. The instructional method requirements of the school and teachers' high expectation on the student's progress lead to test anxiety. These three workings lead to a very big negative result on second-language anxiety (Zheng & Cheng, 2018).

2.2 Motivation

Motivation can be categorized into two major types; intrinsic and extrinsic motivation as claimed by Deci and Ryan (1985). The researchers urbanized a self-purpose theory which associated to motivation. In that theory they developed a sub-theory which is Cognitive Evaluation Theory (CET) for intrinsic motivation and creature Integration Theory (OIT) for extrinsic motivation. As for the CET, it explains the variability in intrinsic motivation. CET is enclosed in terms of social and environmental aspects that supports and weakens intrinsic motivation. It explains that intrinsic motivation will be catalysed when students are in conditions that lead to their expression. Students with personal interest, who enjoy the language and inherent satisfaction, will have a high level of intrinsic motivation. If they do not have any of these, they will tend to have low intrinsic motivation. Plenty of studies have shown that motivation plays an essential role in the success of language learning. In the direct to give details the success or not a success of any difficult activity, motivation is the key factor. Mitra (2016) said that frequent studies and experiments claimed that second language learners will be doing well with the right motivation in human learning. Therefore, it is essential for all parties to focus on the students'

2.3 Relationship Between English Language Anxiety and Motivation in Speaking English Language

Several previous studies have found links between English language anxiety and motivation. Liu and Chen (2015) reviewed a study by exploring the association between language anxiety and motivation among Taiwan junior high school students. The researchers originate that motivation and anxiety were correlated and motivation can serve

as an important forecaster of language anxiety. Two motivations, which are eager to learn and speak the language and motivational intensity, contributed to the predictions. They also stated that the speakers with anxiety tend to be more concerned with low motivation which leads to poor proficiency in speaking. In adding up, the study by Nishitani and Matsuda, (2011) investigated the relationship between language anxiety, interpretation of anxiety, basic motivation and the use of learning strategy. The researchers purposeful on how language anxiety and intrinsic motivation affect the use of knowledge through the acknowledgement of stoppage. The findings revealed that students with a high level of intrinsic motivation realized the benefits that they gain from failure and they make use of the learning strategies. In contrast, the students with a high level of language anxiety accredited failure to anxiety and making use of learning strategies to overcome the failure was very less. As before written, motivation in language learning and exclamation has been researched over the decades. It has been declared that motivation correlates with speaking skill for achieving good skill in the language. However, both motivation and anxiety are the variables that might change over the time period. A study conducted by Gardner, Tennant, Masgoret and Mihic, (2004) on language anxiety among a bunch of students learning French language for almost a year. The researcher seeks to decide if and up to what extent the variables that establish in the Socio-Educational Model changed over time. The researcher found that there was a minor change in French used anxiety over a time period, but a major change in anxiety which also relates to speech anxiety over the years. There was also serious change in motivational need among the learners and speakers. Additionally, Gardner et al. (2004) figured out that there was some difference in motivation or anxiety across courses. According to their result, the results showed that students, who have scored an A, have high levels of motivation and low levels of anxiety. Students, who have scored B, have average levels of motivation and anxiety. Both variables were at an equal level. Students, who have scored have low levels of motivation and high levels of anxiety towards learning and speaking the language. In finale, these results display an inverse relationship between motivation and language anxiety. It summarizes that students with low

motivation tend to show low proficiency in speaking and undoubtedly anxiety increases. This could lead to poor proficiency, low self-esteem and low selfconfidence in order to learn and speak the target language. The conflict and tension that arises from this situation, leads to failure in language learning which results in language anxiety.

Objectives

- To assess the relationship between the following
 - English Language anxiety and motivation in English.
 - English Language and performance approach orientation.
 - English Language anxiety impact of pedagogical intervention.
- To compare male and female students English language anxiety, motivation performance approach orientation.
- To compare students who had opted English at senior secondary level and who had not opted with respect to English anxiety, motivation in English performance approach orientation.

2. Method of the study :

The study is a quasi- experimental study with two group post test design. The authors have selected normative survey method to collect the data

2.1 Sampling : Sampling technique was incidental which is one of the random sampling techniques.100 students from Secondary school from sri Muktsar sahib district of Punjab.

3. Analysis of the results

The results have been given in tables below.

Table :1

Descriptive Statistical Scores of Different variables.

Variables	Mean	Median	SD
English Anxiety	35.3	38	8.29
Motivation in English	33.52	32	5.36
Performance approach orientation	23.17	24	4.56
Test Tenses, Modals and voice	1.95	1.5	1.50

Table 1 Show the descriptive statistical scores including mean, median and standard deviation of English Anxiety, Motivation in English, performance approach orientation, problem solving and general

English awareness test among students of sri Muktsar sahib.

Table 2

Result of Test of correlation among Language Anxiety and other study variables.

Variable pairs	r2	Significance
English Anxiety and Motivation	-0.36	P<0.01
English Anxiety and performance Approach orientation	0.27	P>0.05
English Anxiety and Test on fraction	0-.11	P>0.05

Language anxiety and motivation to English are found negatively related ($r = 0.36$). It is interpreted that an increase in English anxiety will make a corresponding decrease in motivation in English. It is meant that those who have less motivation in learning English have higher levels of English anxiety. The correlation coefficient is significant at 0.01 levels. At the same time the relationship between English anxiety and performance approach orientation is found to be low and positive but it is not proven significant. The relationship between English Anxiety and test on fractions are found to be negligible and statistically insignificant.

Table 3

Comparison of Mean Scores on Various Study Variables between male students and Female students.

Variables	Gender	N	Mean	SD	t value	Significance
English Anxiety	Male	50	35.3	8.29	0.12	P>0.05
	Female	50	34.2	6.26		
Motivation in English	Male	50	33.52	5.36	0.53	P>0.05
	Female	50	31.2	4.23		
Performance Approach Orientation	Male	50	23.17	4.56	1.02	P<0.01
	Female	50	22.16	3.58		
Test on	Male	50	1.95	1.5	1.25	P<0.01

Tenses, Modals ,Voice		0		0	
	Femal e	5 0	2.10	1.5 5	

Comparison between male and female Students in their English Anxiety Motivation in English Language, Performance approach orientation and in test on fraction found be insignificant since the obtained t-values are very low. It is visible from the analysis that Test of fractions higher mean score ($t = 1.25$; $P < 0.01$)

Table 4

Comparison of Mean Scores on Various Study Variables between Students who had opted English

Variables	Status of option regarding English	N	Me an	SD	t- val ue	Significa nce
English Anxiety	Yes	7 5	36.1 2	9.2 5	4.21	$P < 0.01$
	No	2 5	40.3 0	4.5 0		
Motivatio n in English	Yes	7 5	35.1 2	4.1 4	5.40	$P < 0.01$
	No	2 5	27.2 9	6.1 2		
Performa nce Approach Orientati on	Yes	7 5	22.1 8	5.1 0	2.01	$P < 0.05$
	No	2 5	20.1 6	2.2 0		
Test on Tenses, Modals ,Voice	Yes	7 5	2.12 5	1.9 4	0.90	$P > 0.05$
	No	2 5	1.65 5	1.1 5		

Discussion of the Results

The results show that English anxiety, high motivation, high performance approach orientation average problem solving ability and low score in test on Tenses, Modals ,Voice. Therefore the hand on experiences were found to be effective in conceptual understanding, nevertheless the teaching for conceptual understanding did bring overall improvement in their performance but was not found to be sufficiently satisfactory.

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