

CONSTRUCTION AND STANDARDIZATION OF ENGLISH LANGUAGE ANXIETY SCALE OF ARTS AND SCIENCE COLLEGE STUDENTS

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ABSTRACT

In the present study English Language Anxiety of Arts and Science College students has been constructed and standardized. This scale consists of 80 statements. The simple random sampling technique was used for the study. The sample consists of 100 under graduate Arts and Science College Students randomly selected from Puducherry region. That t - value test was used to construction the tool and finally 56 statements were retained used for the final study.

Keywords: English Language Anxiety, Arts and Science College Students Item Analysis, Reliability and Norms.

Introduction

“Education is what makes a person fearless, teaches him the lesson of unity, makes him aware of his rights and inspires him to struggle for his rights.”-Dr. B.R. Ambedkar

Education shows us the importance of hard work and, at the same time, helps us grow and develop. Thus, we are able to shape a better society to live in by knowing and respecting rights, laws, and regulations. Education lessens the challenges you will face in life. The more knowledge you gain the more opportunities will open up to allow individuals to achieve better possibilities in career and personal growth. Education has played an important role in the career world of the twenty-first century. Education develops critical thinking. This is vital in teaching a person how to use logic when making decisions and interacting with people education helps an individual meet basic job qualifications and makes them more likely to secure better jobs. It is a very satisfying process for the teacher's to convey multiple messages to students and relate them to the current context. Students ability must be unique by exploring four main skills Listening, Speaking, Reading and Writing. So, there is a need to study the English Language Anxiety of Arts and Science College Students.

DEFINITION OF ENGLISH LANGUAGE ANXIETY

English Language Anxiety can be defined as a feeling of fear, anxiety, tension, stress and apprehension associated with situations related to English language contexts such as speaking, writing, reading, testing etc. It is considered as a serious problem as it will prevent the learner from learning English. Researcher has divided it into three components namely Communication Apprehension, Fear of negative social Evaluation and Test anxiety. Difficulty in expressing one's thought, imagination and ideas in English language are the part of people with communication apprehension. In fact they will find it difficult to speak in English and comprehend the messages in English they receive. Fear of negative Social Evaluation arises when there is pressure on you to perform and make a positive impression with your English language skills and you have fear that you can't possess the same. Test Anxiety is the fear of Academic assessment in English. English Language Anxiety makes the students.

RATIONALE FOR THE CONSTRUCTION OF TOOL

Different English Language Anxiety has been measured by the various researchers by survey method. There are several measures have been observed to measure the English Language Anxiety of Arts and Science College Students. But no specific tool is available to measure the English Language Anxiety Arts and Science College Students, studying in the present period. So the researcher decided to construct the tool for measure the English Language Anxiety of Arts and Science College Students.

OBJECTIVE OF THE STUDY

To construct the scale and to measure the level of English Language Anxiety of Arts and Science College Students.

SAMPLE OF THE STUDY

The scale was administrated on a random sample of 100 Arts and Science College Students in Puducherry Region.

PILOT STUDY

At the initial stage of the tool construction the investigator referred many books, journals, related studies, websites, and Ph.D dissertations and discussed with experts Educational Psychology, Educational Sociology and Educational English in the education field. Finally by the advice of research supervisor and researchers, English Language Anxiety scale was developed and validated by the investigator. This scale of 80 statements intended for the pilot study was administrated to the sample for 100 Arts and Science College Students studying in the Puducherry Region. The investigator initially framed 50 items. Then their responses have been scored carefully and the marks secured by students have been arranged in the ascending and descending order from the highest score to lowest score. Then, they were subjected to item analysis.

ITEM ANALYSIS

Item analysis was adopted for the final selection of statements. The next step in the standardization of English Language Anxiety scale after pilot study is to find out the “t” value of each statement which forms the basis for item selection in order to build up the final scale. The Likert – type scale calls for a graded response to each statement on a five – point scale ranging from Scoring procedure for the tool and the options are “Strongly Agree” (SA) was given score of 5, “Agree” (A) was given score of 4, “Neither Agree nor Disagree” (N) was given score of 3, “Disagree” (D) was given score of 2, “Strongly Disagree” (SD) was given score of 1 for the statements and negative statements for descending order for items. English Language Anxiety scale was developed and validated by the investigator. In the order response for the positive statements are - 69. The scoring scheme is reversed the negative statements are - 11. Positive marks - 5 to 1, Negative marks - 1 to 5 for the statements. The scoring key given in below table - 1.

Table- 1

Nature of the items	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree
Positive: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,18,19,20,21,22,23,24,25,26,27,29,30,32,33,34,35,36,37,38,39,40,41,42,44,45,47,48,49,50,51,52,53,55,57,58,59,60,61,62,63,64,65,66,67,68,70,71,72,73,74,75,77,78.	5	4	3	2	1
Negative: 17, 28, 31, 43, 46, 54, 56, 69, 76, 79, 80.	1	2	3	4	5

ITEM SELECTION

The draft tool prepared by the investigator was administrated with sample of 100 students undergoing Under Graduate course for Arts and Science College students were asked to mark their opinion among the given alternatives.

Item selection was adopted for the final selection of statements. The researcher initially framed 80, the minimum score for the tool fixed is 56 and maximum score for the tool was fixed is 280 the

total scores for English Language Anxiety tool statements were calculated separately and they were arranged in the ascending order.

The top 27 and bottom 27 of scores alone were taken into account. The difference in the mean of the high and low groups for each item was tested for significance by computing the 't' – test value. Item with 't'- value of English Language Anxiety Item selection above 1.96 to 2.58 significant at 0.05 Level, above 2.58 significant at 0.01 level below 1.96 – Not Significant 80 and above were selected for the final tool. Thus, the final tool contains 56 with 't' – value are presented in Table - 2. **H₀2** :There is no significant difference in Situationism and its dimensions among B.Ed. Teacher Trainees with respect to Nature of Family.

Table -2
Item selected Analysis for English Language Anxiety scale of the Arts and Science College Students

Item no.	Upper Lower Value	N	Mean	Std. Deviation	't' Value	Remarks
1	Upper	27	2.7407	1.16330	2.94	Selected
	Lower	27	3.6667	1.14354		
2	Upper	27	2.1111	1.01274	6.45	Selected
	Lower	27	3.8889	1.01274		
3	Upper	27	2.7407	1.09519	3.59	Selected
	Lower	27	3.7407	0.94432		
4	Upper	27	2.1481	1.02671	4.46	Selected
	Lower	27	3.4074	1.04731		
5	Upper	27	2.9259	1.10683	2.85	Selected
	Lower	27	3.7407	0.98421		
6	Upper	27	2.1481	0.90739	5.45	Selected
	Lower	27	3.8148	1.30198		
7	Upper	27	2.6296	1.18153	2.22	Selected
	Lower	27	3.3333	1.14354		
8	Upper	27	2.4444	1.42325	2.49	Selected
	Lower	27	3.3704	1.30526		
9	Upper	27	2.2593	0.85901	4.57	Selected
	Lower	27	3.3704	0.92604		
10	Upper	27	2.4444	0.89156	2.82	Selected
	Lower	27	3.2222	1.12090		
11	Upper	27	2.1481	1.26198	4.35	Selected
	Lower	27	3.6667	1.30089		
12	Upper	27	2.0000	1.20894	3.38	Selected
	Lower	27	3.1852	1.35978		
13	Upper	27	1.5185	0.75296	6.61	Selected
	Lower	27	3.4074	1.27880		
14	Upper	27	4.4074	0.93064	1.50	Not Selected
	Lower	27	3.9630	1.22416		
15	Upper	27	1.7407	0.90267	2.94	Selected
	Lower	27	2.6667	1.35873		
16	Upper	27	1.3704	0.56488	5.94	Selected
	Lower	27	2.6667	1.20894		
17	Upper	27	2.5185	1.31179	0.59	Not Selected
	Lower	27	2.7407	1.43024		
18	Upper	27	3.5556	1.42325	0.29	Not Selected

	Lower	27	3.4444	1.36814		
19	Upper	27	3.7407	1.16330	0.11	Not Selected
	Lower	27	3.7037	1.23459		
20	Upper	27	3.1481	1.48593	0.37	Not Selected
	Lower	27	3.2963	1.43620		

21	Upper	27	1.9630	1.05544	4.67	Selected
	Lower	27	3.5185	1.36918		
22	Upper	27	1.9630	1.09128	7.02	Selected
	Lower	27	3.9259	0.95780		
23	Upper	27	2.0000	1.00000	5.75	Selected
	Lower	27	3.6296	1.07946		
24	Upper	27	2.1111	0.89156	7.24	Selected
	Lower	27	4.0370	1.05544		
25	Upper	27	2.8889	1.08604	3.68	Selected
	Lower	27	3.9630	1.05544		
26	Upper	27	2.3704	1.24493	5.31	Selected
	Lower	27	3.9259	0.87380		
27	Upper	27	1.7778	0.80064	8.09	Selected
	Lower	27	3.8519	1.06351		
28	Upper	27	2.8889	1.39596	2.04	Selected
	Lower	27	2.1481	1.26198		
29	Upper	27	2.5556	1.45002	4.57	Selected
	Lower	27	4.2222	1.21950		
30	Upper	27	2.4444	1.18754	5.05	Selected
	Lower	27	3.8889	0.89156		
31	Upper	27	2.8148	1.30198	0.92	Not Selected
	Lower	27	2.4815	1.34079		
32	Upper	27	2.5926	1.15223	4.92	Selected
	Lower	27	4.1481	1.16697		
33	Upper	27	2.6296	1.18153	4.87	Selected
	Lower	27	4.1111	1.05003		
34	Upper	27	3.5185	1.34079	1.17	Not Selected
	Lower	27	3.0370	1.65207		
35	Upper	27	4.0000	1.07417	1.94	Not Selected
	Lower	27	3.2963	1.53960		
36	Upper	27	2.0741	0.78082	7.44	Selected
	Lower	27	4.0370	1.12597		
37	Upper	27	2.9259	1.07152	6.03	Selected
	Lower	27	4.4074	0.69389		
38	Upper	27	3.1481	1.35032	3.06	Selected
	Lower	27	4.1481	1.02671		
39	Upper	27	2.1111	0.84732	7.90	Selected
	Lower	27	4.0370	0.93978		
40	Upper	27	2.1852	1.17791	4.39	Selected
	Lower	27	3.7037	1.35348		

41	Upper	27	1.8148	1.00142	3.98	Selected
	Lower	27	3.0000	1.17670		
42	Upper	27	1.5556	0.57735	5.94	Selected
	Lower	27	3.1852	1.30198		

43	Upper	27	3.6667	1.24035	3.72	Selected
	Lower	27	2.3333	1.38675		
44	Upper	27	2.3333	1.33012	3.91	Selected
	Lower	27	3.5926	1.00992		
45	Upper	27	2.9259	1.51723	2.02	Selected
	Lower	27	3.7037	1.29540		
46	Upper	27	3.4074	1.21716	3.13	Selected
	Lower	27	2.3704	1.21365		
47	Upper	27	2.4444	1.05003	3.02	Selected
	Lower	27	3.4074	1.27880		
48	Upper	27	1.7407	1.09519	4.06	Selected
	Lower	27	3.1111	1.36814		
49	Upper	27	1.7037	0.95333	4.66	Selected
	Lower	27	3.2222	1.39596		
50	Upper	27	3.4815	1.55342	0.197	Not Selected
	Lower	27	3.5556	1.18754		
51	Upper	27	3.2593	1.02254	1.88	Not Selected
	Lower	27	3.8148	1.14479		
52	Upper	27	3.5926	1.11835	0.12	Not Selected
	Lower	27	3.6296	1.07946		
53	Upper	27	3.3333	1.41421	0.21	Not Selected
	Lower	27	3.2593	1.09519		
54	Upper	27	3.1481	1.29210	1.64	Not Selected
	Lower	27	2.5926	1.18514		
55	Upper	27	3.9259	1.14105	1.73	Not Selected
	Lower	27	4.4074	0.88835		
56	Upper	27	2.6667	1.07417	0.48	Not Selected
	Lower	27	2.5185	1.18874		
57	Upper	27	3.0370	1.34397	0.39	Not Selected
	Lower	27	3.1852	1.44214		
58	Upper	27	4.0741	0.91676	1.11	Not Selected
	Lower	27	4.3333	0.78446		
59	Upper	27	3.5926	1.08342	1.88	Not Selected
	Lower	27	4.1111	0.93370		
60	Upper	27	4.0000	1.03775	2.43	Selected
	Lower	27	4.5556	0.57735		
61	Upper	27	1.8519	1.02671	4.70	Selected
	Lower	27	3.4815	1.47727		
62	Upper	27	2.0741	1.07152	4.55	Selected
	Lower	27	3.5185	1.25178		
63	Upper	27	2.7037	1.29540	3.17	Selected
	Lower	27	3.7778	1.18754		
64	Upper	27	2.6296	1.04323	5.20	Selected
	Lower	27	4.0741	0.99715		

65	Upper	27	2.4815	1.25178	5.60	Selected
	Lower	27	4.1111	0.84732		
66	Upper	27	2.0741	1.03500	4.49	Selected
	Lower	27	3.5185	1.31179		
67	Upper	27	1.9630	1.01835	6.20	Selected
	Lower	27	3.6667	1.00000		
68	Upper	27	1.7407	0.76423	6.95	Selected
	Lower	27	3.4815	1.05139		
69	Upper	27	3.4074	1.47438	1.37	Not Selected
	Lower	27	2.8889	1.28103		
70	Upper	27	2.4074	1.21716	3.45	Selected
	Lower	27	3.4444	0.97402		
71	Upper	27	2.1852	1.27210	3.01	Selected
	Lower	27	3.2593	1.34715		
72	Upper	27	2.8519	1.19948	1.60	Not Selected
	Lower	27	3.4074	1.33760		
73	Upper	27	2.8519	1.23113	1.41	Not Selected
	Lower	27	3.3333	1.27098		
74	Upper	27	3.0741	1.17427	1.57	Not Selected
	Lower	27	3.5926	1.24836		
75	Upper	27	3.0000	1.17670	0.22	Not Selected
	Lower	27	3.0741	1.20658		
76	Upper	27	3.1852	1.21012	2.12	Selected
	Lower	27	2.4815	1.22067		
77	Upper	27	3.5926	1.15223	0.35	Not Selected
	Lower	27	3.4815	1.15593		
78	Upper	27	3.3704	1.04323	2.76	Selected
	Lower	27	4.1481	1.02671		
79	Upper	27	3.8889	1.21950	2.56	Selected
	Lower	27	3.0000	1.33012		
80	Upper	27	4.0370	1.25519	3.04	Selected
	Lower	27	2.8889	1.50214		

According to Garratt, H.E (1981), items which are substantially correlated with the criteria is passed by high score more than by low score such of those items are considered good items. The items which correlated the order response for the positive statements are - 69. The scoring scheme is reversed the negative statements are - 11. Positive marks - 5 to 1 and Negative marks - 1 to 5 for the statements. Hence, for the purpose of the final study all the 56 items are retained.

RELIABILITY

In order to establish the reliability of English Language Anxiety scale, the Split – half method was used. The reliability of English Language Anxiety scale was found to be 0.78. Hence, English Language Anxiety scale was considered as reliable. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index to true - ability is free of chance error. Cronbach's Alpha method is used to arrive the reliability of the tool. The test is given to the Arts and Science College students and correlation computed by the Cronbach's Alpha method. The value of correlation co- efficient shows that there is high positive degree of correlation. Cronbach's Alpha also used to find out the consistency of the test. It has been given in table - 3.

Table - 3
Reliability co- efficient of English Language Anxiety scale

S. No	Method of Reliability	Values
1	Cronbacha’s Alpha	0.81
2	Guttman Split – Half Coefficient	0.86

VALIDITY

The first essential quality of a valid test is that it should be highly reliable. Beside the content or face validity the investigator intended to arrive at the intrinsic validity Guilford (1950) defined intrinsic validity as the degree to which a test measure what it measures. The square root of reliability gives the intrinsic validity. Hence, English Language Anxiety scale selected for the study was considered to be highly valid. Therefore, the intrinsic validity of the English Language Anxiety tool is 0.81/0.86.

DESCRIPTION OF THE FINAL TOOL

The final tool has statements prepared in English medium. The scoring procedure for the tool for the option “Strongly Agree” (SA) was given score of 5, “Agree” (A) was given score of 4, “Neither Agree nor Disagree” (N) was given score of 3, “Disagree” (D) was given score of 2, and Strongly “Disagree” (SD) was given score of 1 for the statements and negative statements for descending order for items. English Language Anxiety scale was developed and validated by the investigator. The investigator initially framed 80 statements items. Scoring procedure for the tool and the options are each one item get correct answer one mark for the statements. The minimum score for the final tool was fixed at 56, and the maximum score for the tool was fixed at 280.

NORMS

The minimum score for the tool was fixed at 56 and the maximum score of the tool is 280. To obtain the norms, the percentiles have been computed for raw scores of English Language Anxiety of Arts and Science College Students and different levels of norms are given in the following table – 4.

Table – 4
English Language Anxiety Norms

Range of raw scores	Classification
197 and above	High
186 - 196	Moderate
below 93	Low

CONCLUSION

The investigator is hopeful that this scale is used to measure the level of English Language Anxiety scale of Arts and Science College Students. As per the result it is identified that the scale is very much useful to find the level of measure to what extent the level of English Language Anxiety scale in the Arts and Science College Students.

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