

Impact of Affective Factors on English Language Acquisition at Post-Secondary Education: An Empirical Study

¹ Abdulla Momin Dudekula, ² Dr. Samir Khan,

Research Scholar, Dr. A.P.J. Abdul Kalam University, Indore, Madhya Pradesh.

abdul.md2010@gmail.com

Associate Professor, Dr. A.P.J. Abdul Kalam University, Indore, Madhya Pradesh.

samirkhan70244@gmail.com

Abstract:

Theories about how individual variables can be successful in acquiring English have been a source of debate for decades. Even though they are studying English in the same classroom, some students outperform others due to a variety of personality traits that they bring to language acquisition. The purpose of this research is to investigate the impact of affective factors on students' English language acquisition at the post-secondary level, as well as the extent to which psychological factors can support student attainment. A list of questionnaires was distributed to 50 post-secondary level engineering students of various engineering colleges in Andhra Pradesh to determine which factors impact their English language acquisition positively or negatively. According to the results, positive affect, or feeling good about learning, can improve and help in English language acquisition mastery, whereas negative affect is a psychological barrier to success. Instructors should carefully consider affective variables to increase students' willingness to communicate in English.

Keywords: Post-secondary education, affective factors, English language acquisition.

Introduction:

According to the humanistic approach, it is a fundamental principle that teaching should place equal emphasis on all thoughts and feelings. Because of this, to improve learning outcomes, it is necessary to investigate the learner's affective aspect, which is associated with emotions, and the cognitive aspect, which is associated with thinking. Both have a significant effect on how students acquire English as a second language, how quickly they analyze information, and how prosperous they are academically. Personality characteristics will have a significant impact on the acquisition of English language skills in higher education. Because of this, this paper aims to explore the positive and negative emotions of the learner, as well as their motivation to learn. Among the concepts that can have a positive or negative impact on English language acquisition are motivation, self-confidence, anxiety, attitude, risk-taking, willingness, belief, and inhibition. Personality is the concept of being a significant component in language acquisition, according to Long and Larsen-Freeman (1991). It is possible to achieve better learning outcomes when affective variables are carefully considered during the learning process.

1.1 Motivation

According to Brown (1994), affect is the "emotional aspect of human behavior." As a result, many emotional factors will influence student's achievement, either directly or indirectly. To begin with, motivation is commonly regarded as a positive character trait because keeping students motivated is a lengthy and difficult process. Gardner (2003: 4) describes the motivation of a second language as "a combination of the learner's attempt, willingness, attitude, and preference to acquire the goal of learning the English language." Dörnyei discovers that acquiring a language goal without a high level of motivation is nearly impossible. He claims that "even the brightest students cannot succeed in learning the language unless their motivation is high." (1998, p. 117). Gardner agrees that motivation is essential in language acquisition. "Motivation can lead to language acquisition success" (Gardner, 2003). People study the English language for a variety of reasons. Some instrumentally influenced college students want to acquire the English language to fulfill a college/university language requirement. Students who are impacted integrally must learn English, on the other hand, as they must study a way of life, their language, and their culture to integrate more fully into the target-language society. Intrinsic and extrinsic motivation is another distinction. Intrinsic motivation is gratifying on a personal level. Some people opt to study English because they consider it pleasant. On the other hand, extrinsic motivation arises outside character, as when people need to learn a language.

1.2. Attitude

Crystal (1992: p. 215) defines attitude regarding the acquisition of English (ELA) as "the emotions that students consider about English," whereas Chambers (1999: 27) defines ELA attitude as "the set of values that a student brings to ELA experiences." Attitude is defined as perceiving and responding to language acquisition. Students' perspectives on fundamental elements will significantly impact their success. Students' attitudes to language acquisition, like language, culture, and context are either positive or negative. These are crucial to their future goals. The extent to which a learner goes beyond and beyond his or her life goals is referred to as a learner's attitude closer to success, also known as desire achievement. While high-achievers strive to excel in language learning, low-achievers typically have a negative mindset in learning. Student learning will be influenced by the teacher's attitude, as the teacher can be a powerful motivator or de-motivator. Because he or she is at the center of language acquisition, the teacher significantly affects student achievement.

1.3 Belief

One important distinction is the convictions of individual pupils. Learner's beliefs systems are described as the ideas, perceptions, and views of students on different language learning and learning qualities that may affect learning attitudes and motivations (Richards, 2014). Views may prevent or enhance learning in a particular classroom, or clash with the instructor's beliefs.

English-speaking students bring their perspectives on language acquisition to the classroom. These beliefs, based entirely on previous studies and assumptions, may reveal the

anticipations of students and the steps they may take in their language acquisition. They have preconceived notions about language acquisition and how to learn a second language. Horwitz examined the language acquisition beliefs of students requiring English classes. One of the findings of this research was that students' preconceived notions could harm how they perceived the language acquisition experience. Since thoughts are so important in the process of learning, negative beliefs may even deter pupils from mastering English. Their beliefs will affect their overall educational performance. Students' beliefs systems are solid collections of thoughts and attitudes about language acquisition, effective teaching techniques, and appropriate behavior in the classroom, their abilities, and language acquisition goals. For example, if a student believes they lack language skills, they may make little effort to acquire language.

1.4 Anxiety

Harmer believes that anxiety is an obstruction to learning (2014). English language anxiety (ELA) is specific anxiety developed by students while using a language. For example, while college students are regularly anxious, they have a poor response to English language acquisition because their overall performance suffers as a result of their anxiety. Woodrow (2006) found that ELA harms students' overall presentation, particularly speaking.

English language anxiety (ELA) manifests as situational anxiety that is triggered by a specific kind of situation. It will affect English language acquisition, either positively or negatively. When stress becomes a habit, it will impede language acquisition because it is long-lasting and difficult to overcome. When students are exposed to a worrying situation or event, they frequently enjoy the concept of situational anxiety. According to Scovel (1978), English language anxiety can be both beneficial and detrimental. Facilitative anxiety is a type of anxiety that keeps the learner alert and, to some extent, benefits the learning process. As a result, a small amount of anxiety can have an effective effect and make studying easier. Debilitating stress, on the other hand, can be harmful, and it's a source of hysteria that impedes the learning procedure.

1.5 Inhibition

A sense of embarrassment or fear that prevents students from expressing themselves in their native language is referred to as English language inhibition. When students are inhibited, concerned, or embarrassed, they frequently struggle to speak effectively. As a result, inhibition, like anxiety, is a significant impediment to speaking English. Inhibited students find it difficult to express themselves orally and cannot communicate easily in public because they frequently battle with self-confidence and fluency in English, which can go hand in hand. Inhibition is a poor pressure for overall English language pronunciation performance. Students who are inhibited will be unable to make themselves understood due to poor pronunciation. As a result, students who are inhibited can be incomprehensible. Perfectionism, low self-esteem, anxiety, and opposition are all factors that impede English language acquisition. Inhibition dampens risk-taking necessary to advance language acquisition. As a result; students who need to have the best pronunciation may also struggle to speak English correctly.

1.6. Introversion vs. Extroversion

Although some investigators agree that extroversion is one of the features of great language learners, others do not agree. According to Hokansan (2000), extroverts are better students. Similarly, Dewaele (2004) conducts an extrovert fluency study, arguing that extroverted English students freely use colloquial or slang phrases, while introverts evade them. Hassan says that in English courses extroverts are extremely fluent and accurate because of their socialist character; compare them with introverts who dread a magnificent discussion. According to Ellis (1994), extroverts acquire a language very effectively because of their superior verbal abilities. As they typically acquire language in a social setting, they are much more likely to succeed than introverted language learners. This will not be the case for receptive abilities, which give newcomers high-quality entry and acquaintance.

1.7 Risk-taking

Another factor that influences language acquisition is risk-taking, which has been linked to successful language acquisition outcomes. As a result, Brown (2007) considers risk-taking to be critical to powerful language acquisition. Taking risks is an important part of learning a language. In language acquisition, risk-taking behaviors are defined as the willingness to guess, appear silly while communicating and bring precise English with present expertise, all of which can be considered traits of precise beginners. In language acquisition, risk-taking is defined as the willingness to attempt new facts logically irrespective of humiliation. Risk-takers can revel in new facts enthusiastically and ambitiously without considering the implications for language acquisition (Beebe, 1983). If students enjoy participating in magnificence, they will make significant progress and achieve scalability in the English language. Ely (1988) agrees with this viewpoint about the position of risk-taking behaviors in classroom participation in an examination of college students. For successful language beginners, risk-taking must be regarded as the ideal language for learning strategy. Sensible and calculated risk-taking is far more likely to result in additional fulfillment.

1.8. Communicative Willingness

Communicative Willingness (CW) is defined as the willingness of the learner to use their linguistic awareness and involve actively them in verbal exchange (Richards, 2015). The students who need to speak English can improve their communication skills because they can practice it whenever they need to. Reluctant students, on the other hand, cannot perform as well as enthusiastic volunteers. Their motivation, mindset, and self-belief will all have an impact on their English fluency. In his article on verbal exchange willingness, Yashima (2002) states, "The more you communicate, the more you practice speaking, and the more you learn" (p. 55). It could be argued that if risk-takers are looking for more opportunities to use the target language, they study further and significantly enhance their language scalability.

1.9 Self-confidence

Confidence is also the major factor in the acquisition of languages. Atsuta (2003) says that the core of all kinds of learning is to believe in the ability of a person to fulfill the mission. It gives beginners motivation and drives them to be enthusiastic about their learning. It also motivates them to learn the target language and take advantage of the learning process, and

participate in the verbal real-world exchange. Mutluer claims that self-belief is an experience every man or woman has had since childhood, and that self-belief has two main components: lovability and skill (Mutluer, 2006, p. eight). Self-belief is a cognitive human belief that plays an important role in achieving primary human desires such as happiness and fulfillment. Self-confidence can help students succeed in school, personal and social life. Students who have confidence are more enthusiastic, hard studying, motivated, and do not give up on difficulty. This is a fantastic effect of self-assurance on academic success. They, therefore, require fluency and self-belief, which often complement each other.

2. Research Methodology

2.1 Problem

Acquiring fluent English language skills in post-secondary Indian education is hotly debated. While some students benefit from high English scalability at English-medium schools/universities, others are unable to grasp it due to factors of attitude, motivation, and character. Unlike a few successful beginners who study English due to their fantastic mindset, excessive motivation, developing interest, and exuberance in learning English, many college students taking in-depth English guides at schools often have difficulty learning English, and as a result, the number of gradual achievements is increasing. This prompts specialists to interrogate and scrutinize the excellent practice of English at college/university. Personality may be a key element in gaining English knowledge, significantly influencing the extent of language success, according to an analysis of English acquisition.

2.2 Statement of the Problem

Personality traits may have a significant impact on English language acquisition in post-secondary education.

2.3 Hypotheses

- Positive affect has a fantastic impact on English language acquisition, whereas negative affect impacts negatively on language acquisition.
- AP students may also face a high range of stress, making it tough for them to communicate in English.
- Beginners' willingness to speak may be low.
- AP college students are wary of taking risks while learning English.
- College students may also experience inhibition or embarrassment in magnificence.
- The majority of college students in Kurnool have a negative attitude toward language acquisition.
- Students have a low level of confidence in their abilities.
- College students have become increasingly fluent in English as a result of their self-assurance.
- If English became no longer required, college students would no longer be able to spend a year reading it.

2.4. The purpose of the research

Despite extensive research, learner's psychology seems unexplored. Thus, psychological elements are thought to play an important role in achieving a language path designed to meet students' needs. The purpose of this investigation is to examine students' personality traits, which can be used to guide English acquisition. The findings can be thoroughly tested and analyzed, allowing professors to assess the role of learner psychology in English language acquisition. As the future looks bright, teachers' attitudes towards their students and their acquisition of language can be seen with this look. The study will be most useful for specialists in this arena, assisting teachers in changing their attitudes and gaining a fresh perspective on English language instruction.

2.5 Research Instrument

A questionnaire was used as a research method, a type of analysis, and quantitative research. The questionnaire is utilized in assessing learners' attitudes toward English language acquisition by questioning them how strongly they agree or disagree with various statements. The questionnaire, which contains 20 questions, is intended to collect data on the effect of personality factors on English language acquisition. Table 1 depicts the categorization of personality factors related to questions.

Table 1: Categorization of personalities influencing English acquisition

S.No	Factors affecting English acquisition in the Questionnaire	No. of. Questions on Affective factors
1	Motivation	2
2	Attitude	3
3	Anxiety	3
4	Self-confidence	3
5	Inhibition	2
6	Risk-taking	2
7	Belief	1
8	Interest	2
9	Extroversion	2

Table 2: The arithmetic mean of the questionnaire for each item

S. No	Item	Arithmetic Mean	Rating
Instrumental Motivation			
1	English language acquisition is important for me for my future career	4.02	High
2	Being fluent in English can assist me in achieving my desired goals in life	3.86	High

Attitude			
3	English is considered a Universal language communication and it is important to get command over it.	4.06	High
4	I consider myself a good English language learner.	3.14	Moderate
5	My parents also motivate me to use English at college.	2.68	Moderate
Anxiety			
6	I am not at ease speaking in English in my classroom.	4	
7	I am not shy when speaking English with my teachers and classmates	2.84	Moderate
8	I'm afraid of being mocked by my friends when I speak English to them.	3.6	High
Belief			
9	I would be a better-educated person if I knew English.	3.82	High
Self- confidence			
10	Speaking in English boosts my confidence level	3.18	Moderate
11	I am very much concerned about making mistakes	3.68	High
12	I don't think I'll be able to learn English.	3.88	High
Interest			
13	I hope to study more English in the future	3.2	Moderate
14	Even if it wasn't required, I believe I would study English.	2.76	Moderate
Risk-taking			
15	I take a risk with my English when I'm in class.	2.48	Moderate
16	I enjoy participating in class group activities voluntarily.	2.68	Moderate
Inhibition			
17	I don't find a positive class learning environment	3.66	High
18	When I speak in English, I feel relaxed.	3.06	High
Extroversion			
19	I participate actively in group discussions.	2.76	Moderate
20	I am more of a listener than a speaker.	3.76	High

2.6 Participants

This examines 50 post-secondary Engineering college students, studying in various Engineering colleges in Kurnool, Andhra Pradesh. The survey was conducted on the students enrolled in the first-year engineering program at the end of the first year. All the students involved in this task were selected randomly and instructed to participate in this survey. All of them were teenagers with balanced gender distribution. While 27 students were male and the

remaining 23 are female. They all participated voluntarily in this survey and contributed significantly to the research.

S.No	Gender	Frequency	Parentage
1	Male	27	54
2	Female	23	46
Total		50	100

3. Findings& Discussions

S. No	Item	SA	A	N	D	SD
Instrumental Motivation						
1	English language acquisition is important for me for my future career	64	32	12	8	0
2	Being fluent in English can assist me in achieving my desired goals in life	42	28	10	14	6
Attitude						
3	English is considered a Global language communication and it is important to get command over it.	50	30	2	12	9
4	I consider myself a good English language learner.	36	10	6	28	20
5	My parents also motivate me to use English at college.	14	24	0	40	22
Anxiety						
6	I am not at ease speaking in English in my classroom.	50	28	2	12	8
7	I am not shy when speaking English with my teachers and classmates	18	22	6	34	20
8	I'm afraid of being mocked by my friends when I speak English to them.	38	26	6	18	12
Belief						
9	I would be a better-educated person if I knew English.	34	26	10	20	10
Self- confidence						
10	Speaking in English boosts my confidence level	28	10	22	32	8
11	I am very much concerned about making mistakes	44	22	4	18	12
12	I don't think I'll be able to learn English.	42	32	6	12	8
Interest						
13	I hope to study more English in the future	32	14	10	30	14
14	Even if it wasn't required, I believe I would study English.	14	24	2	44	16
Risk-taking						

15	I take a risk with my English when I'm in class.	12	14	4	50	20
16	I enjoy participating in class group activities voluntarily.	10	24	4	42	18
Inhibition						
17	I don't find a positive class learning environment	42	22	6	20	10
18	When I speak in English, I feel relaxed.	16	24	20	30	10
Extroversion						
19	I participate actively in group discussions.	18	16	8	40	18
20	I am more of a listener than a speaker.	38	34	4	14	10

Presentation of the Questionnaire Result

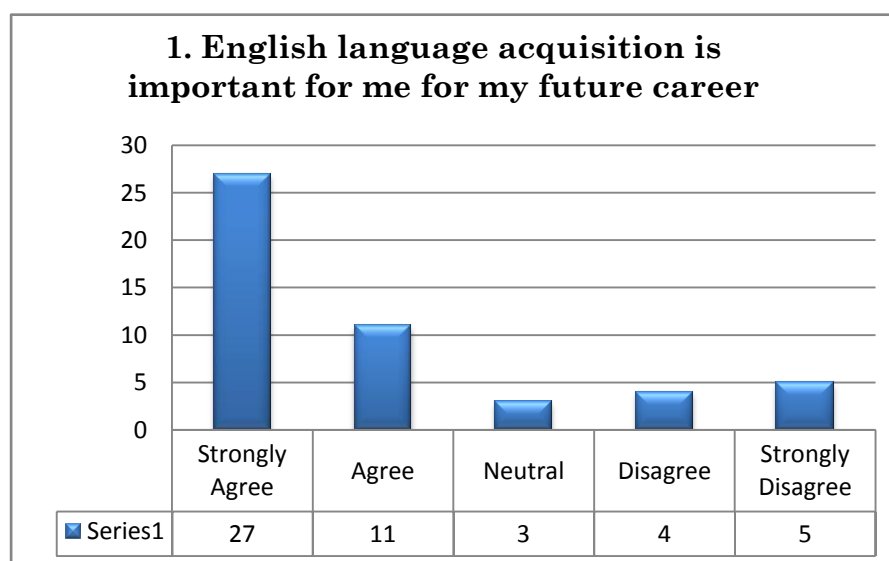
3.1 Instrumental motivation

Statement No.1: English language acquisition is important for me for my future career

Table-3.1.1: The frequency distribution of the replies to statement no. (1)

Answer	No. of Students	Percent
Strongly Agree	32	64
Agree	18	32
Not sure	6	12
Disagree	4	8
Strongly Disagree	0	0
Total	60	100

Figure-3.1.1: The frequency distribution of the replies to the statement (1)

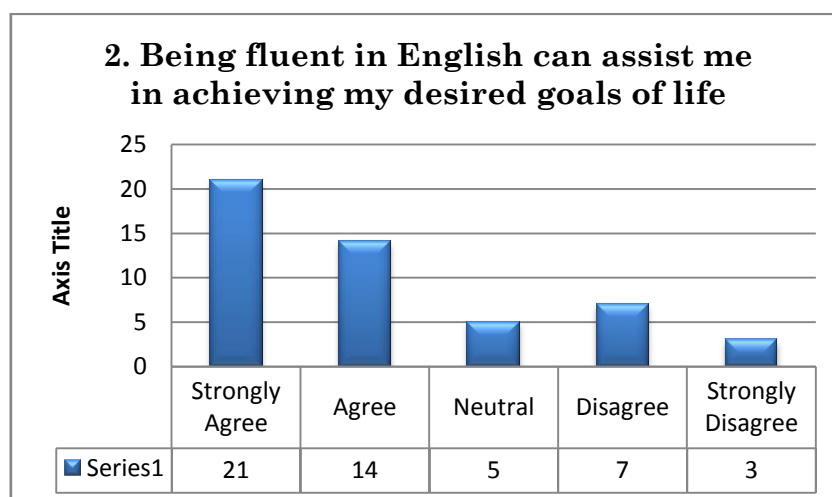


Statement No.2: Being fluent in English can assist me in achieving my desired goals in life.

Table 3.1.2: The frequency distribution of the replies to the statement(2)

Answer	No. of Students	Percent
Strongly Agree	21	42
Agree	14	28
Neutral	5	10
Disagree	7	14
Strongly Agree	3	6
Total	50	100

Figure 3.1.2: The frequency distribution of the replies to the statement(2)

**Result Description:**

Nearly 75% of students polled said to find a good job after graduation they had to learn English. This shows they decided to attend an English-medium college to continue their careers. Because English has become a global language, it will open up many job opportunities. Although most students polled said fluency in English could lead to greater success, 10 percent of them seemed neutral, indicating that nearly all college students want to develop their fluency in English to succeed in their business life. Overall, this evidence shows that studying English is a must in today's world as one of the most critical task requirements has emerged. In the fiercely competitive business world, they will agree that their prospects and plans encourage them to gain strong English command that helps them succeed. Motivation plays a key role in the process of language acquisition and it is often referred to as the "key to success."

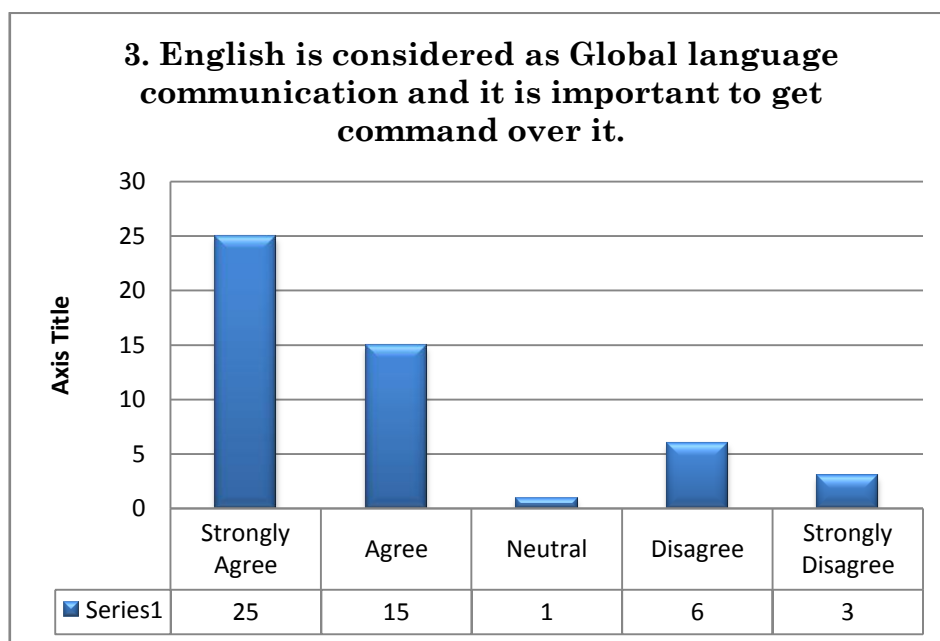
3.2 Attitude

Statement No.3: English is considered a Global language communication and it is important to get command over it.

Table-3.2.1: The frequency distribution of the replies to the statement (3)

Answer	No. of Students	Percent
Strongly Agree	25	50
Agree	15	30
Neutral	1	2
Disagree	6	12
Strongly Agree	3	9
Total	50	100

Figure-3.2.1: The frequency distribution of the replies to the statement (3)

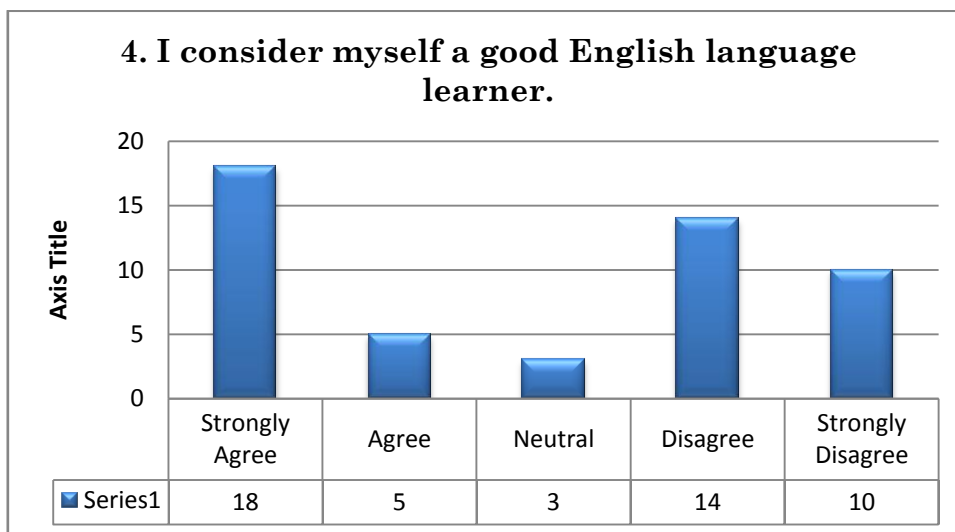


Statement No.4: I consider myself a good English language learner.

Table-3.2.2: The frequency distribution of the replies to the statement (4)

Answer	No. of Students	Percent
Strongly Agree	18	36
Agree	5	10
Neutral	3	6
Disagree	14	28
Strongly Agree	10	20
Total	50	100

Figure-3.2.2: The frequency distribution of the replies to the statement (4)

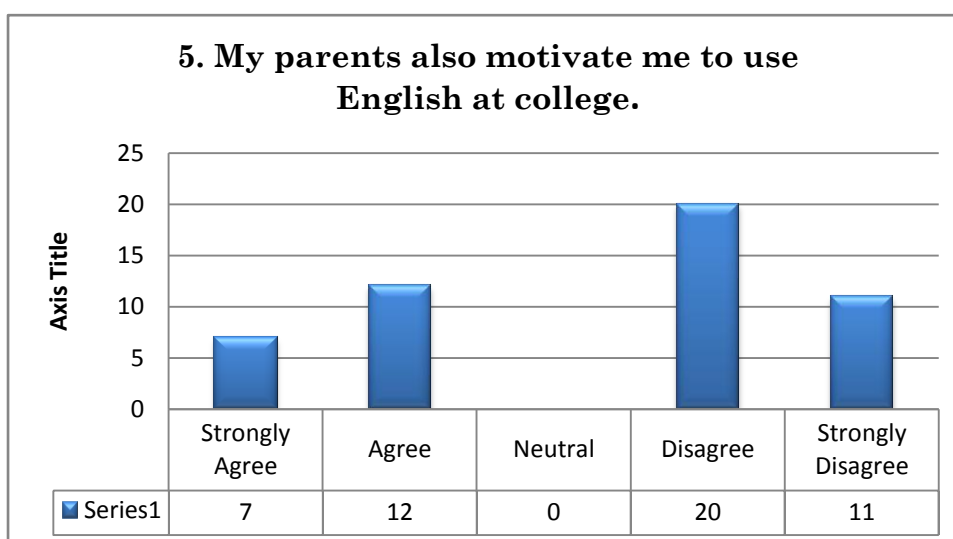


Statement No.5: My parents also motivate me to use English at college.

Table-3.2.3: The frequency distribution of the replies to the statement (5)

Answer	No. of Students	Percent
Strongly Agree	7	14
Agree	12	24
Neutral	0	0
Disagree	20	40
Strongly Agree	11	22
Total	50	100

Figure-3.2.3: The frequency distribution of the replies to the statement (5)



3.2 Result Description:

Almost half of the students responded that they are conscious of the importance of English language acquisition, implying growing awareness of the importance of acquiring English. Even though most of the students have an effective mindset toward it, the extent of success appears to be below. 1/3 Students disagree with good English learning skills, even though they are excellent at studying languages. It is evidenced as 30% of students stated that they are not good at language acquisition. A very less number of those polled stated that their mother and father encouraged them to study English. It is widely assumed that parents are usually from a rural background and illiterate and don't know what's happening in this fast-growing world. In common, if college students are to perform well in English analysis, they must have no attitude problems anymore. Students who are having significant difficulties studying English appear to have a mindset problem. It appears that beginners will be unable to effectively analyze English until they master it.

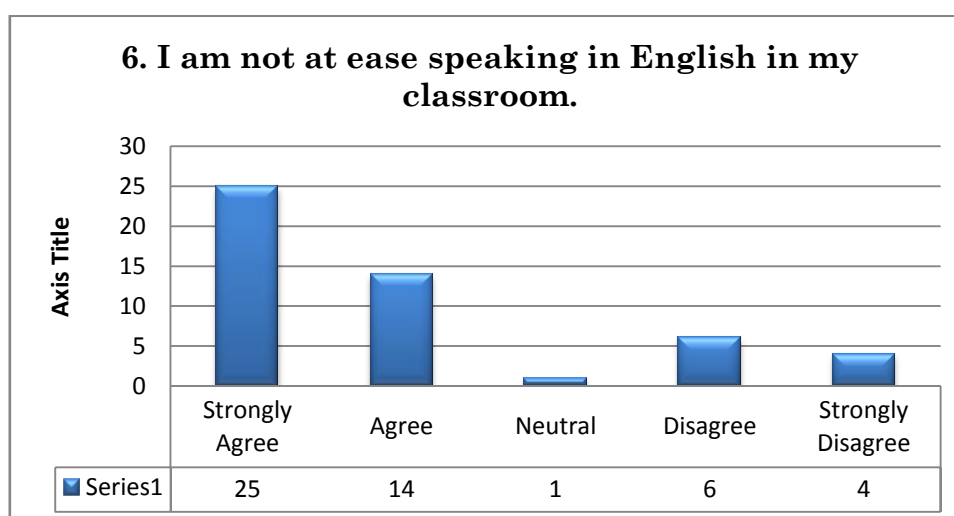
3.3 Anxiety

Statement No.6: I am not at ease speaking in English in my classroom.

Table-3.3.1: The frequency distribution of the replies to the statement (6)

Answer	No. of Students	Percent
Strongly Agree	25	50
Agree	14	28
Neutral	1	2
Disagree	6	12
Strongly Disagree	4	8
Total	50	100

Figure-3.3.1: The frequency distribution of the replies to the statement (6)

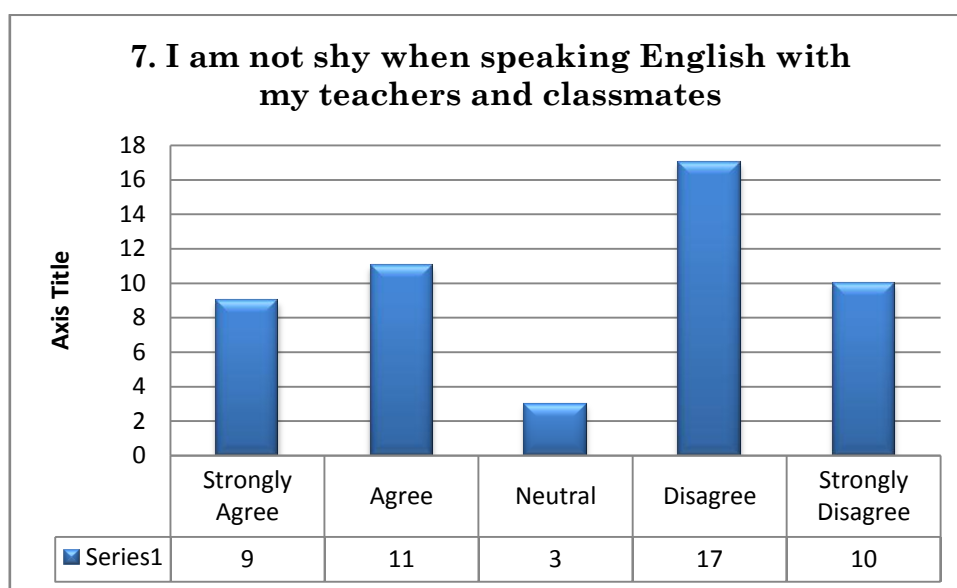


Statement No.7: I am not at ease speaking in English in my classroom.

Table-3.3.2: The frequency distribution of the replies to the statement (7)

Answer	No. of Students	Percent
Strongly Agree	9	18
Agree	11	22
Neutral	3	6
Disagree	17	34
Strongly Agree	10	20
Total	50	100

Figure-3.3.2: The frequency distribution of the replies to the statement (7)

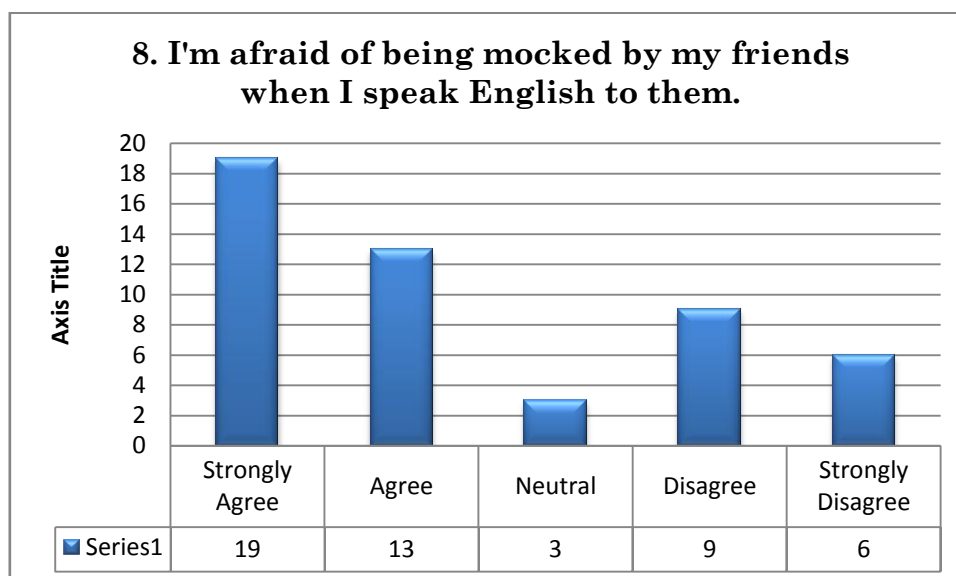


Statement No.8: I'm afraid of being mocked by my friends when I speak English to them.

Table-3.3.3: The frequency distribution of the replies to the statement (8)

Answer	No. of Students	Percent
Strongly Agree	19	38
Agree	13	26
Neutral	3	6
Disagree	9	18
Strongly Agree	6	12
Total	50	100

Figure-3.3.3: The frequency distribution of the replies to the statement (8)



3.3 Result Description:

Although 70% of college students reported having some English language fears, a less proportion reported being able to overcome them while speaking in magnificence, feeling comfortable, and at ease. Even though 30% of students agreed with feeling frightened or embarrassed during a verbal exchange with their instructor or classmates, nearly 20% of students agreed that they did not experience shy about expressing themselves in magnificence. In general, students who have a high level of hysteria will find it difficult to enhance their communicative competence. A low level of hysteria, on the other hand, may even aid them in learning English. A small portion of college students appears unconcerned about their relationships with their classmates. This is demonstrated by the fact that approximately 30% of college students polled stated that their friends would no longer be able to snigger at them if they began speaking English, In contrast to 64% of students who fear being ridiculed in the class.

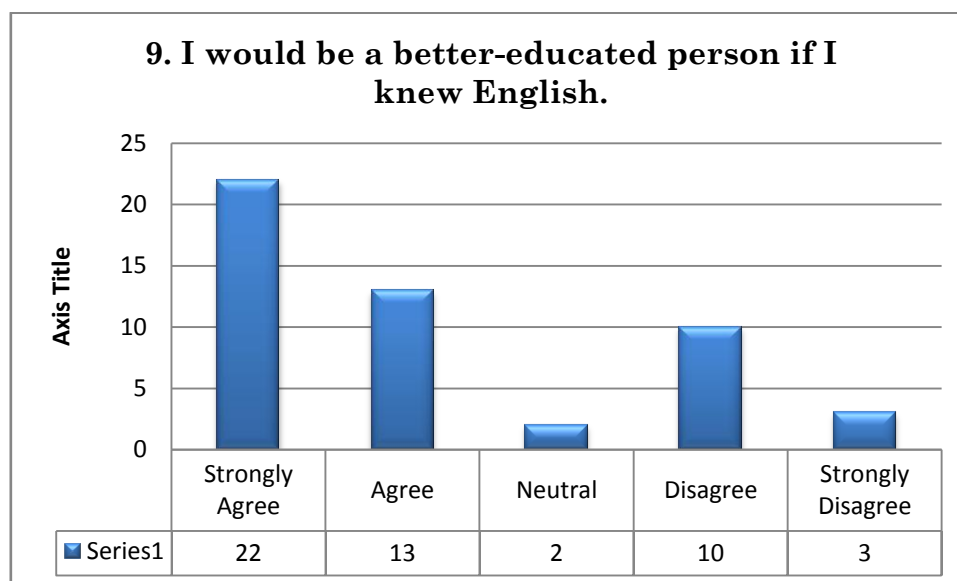
3.4 Belief

Statement No.9: I would be a better-educated person if I knew English.

Table-3.4.1: The frequency distribution of the replies to the statement (9)

Answer	No. of Students	Percent
Strongly Agree	17	34
Agree	13	26
Neutral	5	10
Disagree	10	20
Strongly Agree	5	10
Total	50	100

Figure-3.4.1: The frequency distribution of the replies to the statement (9)



3.4 Result Description:

Out of the 50 college students polled, 35 believed that knowing English would make them more knowledgeable. Overall, there is widespread trust that learning English will greatly help them. Their English language command will not only widen their horizons but also help to reap an extraordinary educational standard. On contrary, 1/3rd of the students polled said they didn't believe English could make a significant change in their lives. This means that they usually become pessimistic about their future with their problems while studying English. It should be noted that less number of students polled said that studying English may not have long-run professional advantages, implying that some college students do not believe that spending a year learning English is worthwhile. Students with strong beliefs about what they do are much more likely than those who see language study as time-wasted to succeed in English.

3.5 Self-confidence

Statement No.10: Speaking in English boosts my confidence level

Table-3.5.1: The frequency distribution of the replies to the statement (10)

Answer	No. of Students	Percent
Strongly Agree	14	28
Agree	5	10
Neutral	11	22
Disagree	16	32
Strongly Agree	4	8
Total	50	100

Figure-3.5.1: The frequency distribution of the replies to the statement (9)



Statement No.11: I am very much concerned about making mistakes

Table-3.5.2: The frequency distribution of the replies to the statement (11)

Answer	No. of Students	Percent
Strongly Agree	22	44
Agree	11	22
Neutral	2	4
Disagree	9	18
Strongly Agree	6	12
Total	50	100

Figure-3.5.2: The frequency distribution of the replies to the statement (11)

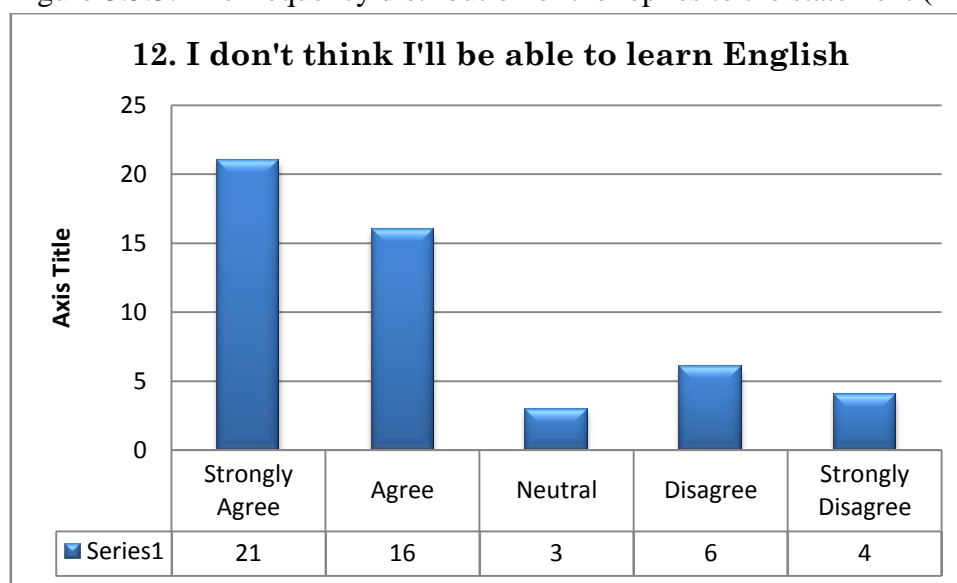


Statement No.12: I don't think I'll be able to learn English.

Table-3.5.3: The frequency distribution of the replies to the statement (12)

Answer	No. of Students	Percent
Strongly Agree	21	42
Agree	16	32
Neutral	3	6
Disagree	6	12
Strongly Agree	4	8
Total	50	100

Figure-3.5.3: The frequency distribution of the replies to the statement (12)



3.5 Result Description:

Learning English will make them feel more assured, as evidenced by the fact that nearly 40% of students polled believed that speaking English would help them improve their self-confidence. Nonetheless, equally 40% of them communicated their displeasure. Students' fear of doing mistakes, particularly when speaking, can cause them to refrain from actively participating within the educational system by keeping a low profile in the classroom, as evidenced by the fact that, even though 15% of students stated that they did not fear making errors, more than three-fourths of college students did. Even though 10 of those polled believed they were capable of learning English, 37 believed they would have difficulty doing so. This means that while some students are optimistic about English, the vast majority are more pessimistic.

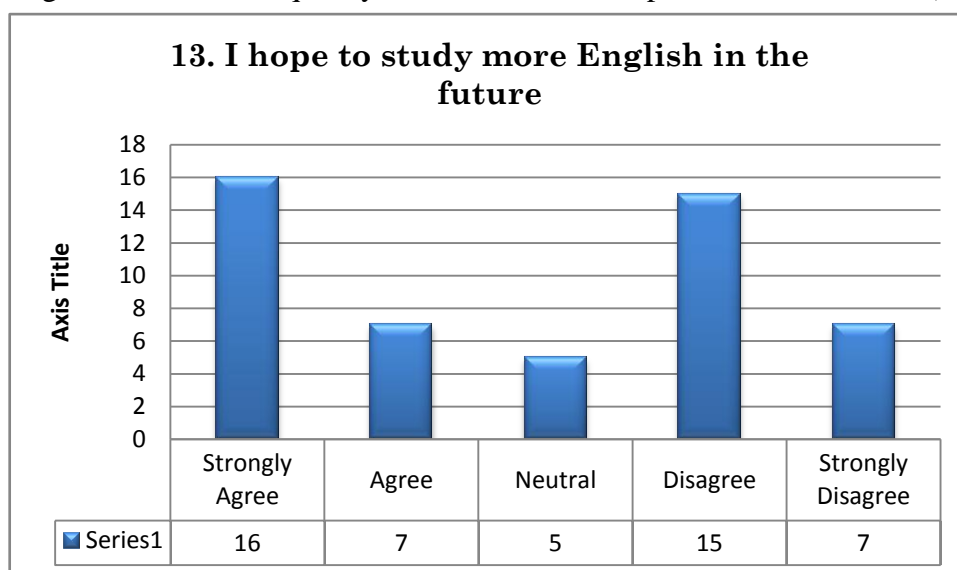
3.6 Interest

Statement No.13: I hope to study more English in the future

Table-3.6.1: The frequency distribution of the replies to the statement (13)

Answer	No. of Students	Percent
Strongly Agree	16	32
Agree	7	14
Neutral	5	10
Disagree	15	30
Strongly Agree	7	14
Total	50	100

Figure-3.6.1: The frequency distribution of the replies to the statement (13)



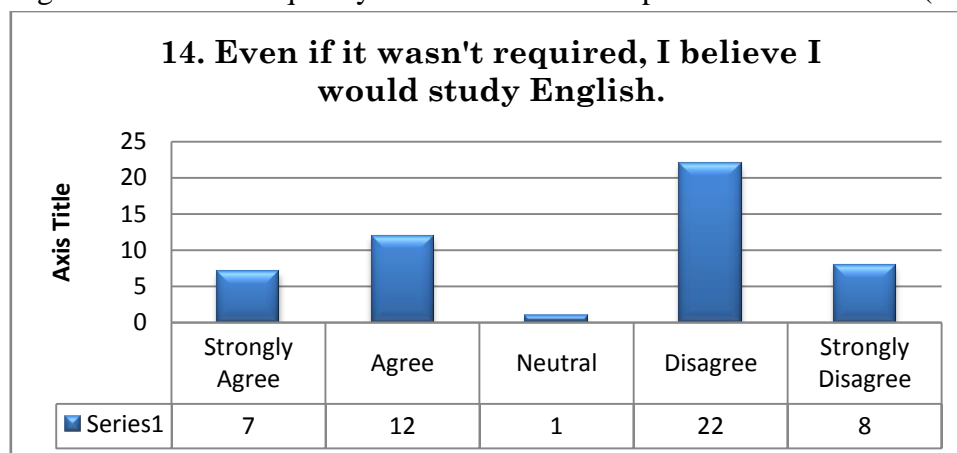
Statement No.14: Even if it wasn't required, I believe I would study English.

Table-3.6.2: The frequency distribution of the replies to the statement (14)

Answer	No. of Students	Percent
Strongly Agree	7	14
Agree	12	24
Neutral	1	2
Disagree	22	44
Strongly Agree	8	16

Total	50	100
--------------	-----------	------------

Figure-3.6.2: The frequency distribution of the replies to the statement (14)



3.6 Result Description:

46% of students expressed an interest in future English learning. This indicates that they become more interested in English and know that if their English is excellent, they will most likely have numerous job opportunities. Surprisingly, 34% of college students stated they would no longer look at English if it was no longer a required college subject, indicating that many college students dislike studying English and struggle with it. However, students recognize the significance of studying English, as evidenced by the fact that 38% of them stated that they would be eager to study English if it were no longer required.

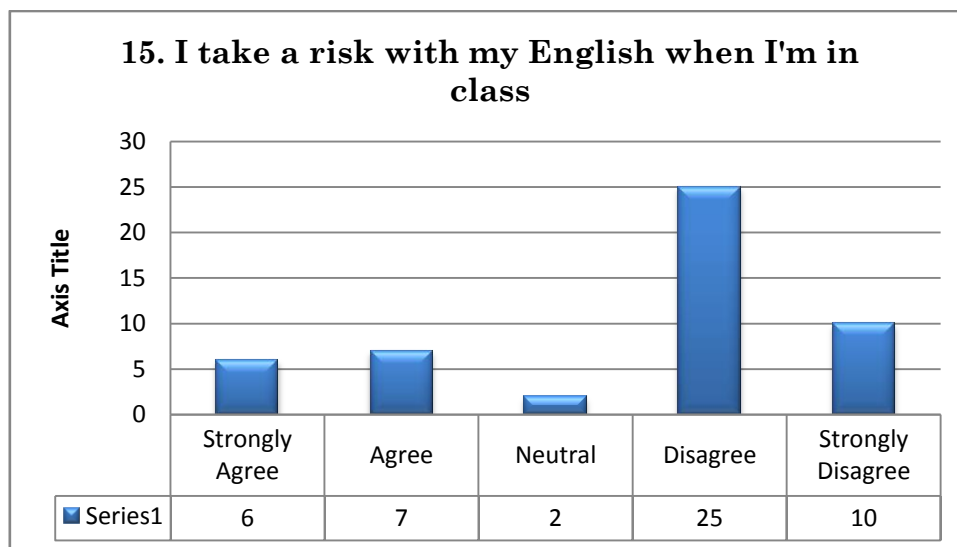
3.7 Risk-taking

Statement No.15: I take a risk with my English when I'm in class.

Table-3.7.1: The frequency distribution of the replies to the statement (15)

Answer	No. of Students	Percent
Strongly Agree	6	12
Agree	7	14
Neutral	2	4
Disagree	25	50
Strongly Agree	10	20
Total	50	100

Figure-3.7.1: The frequency distribution of the replies to the statement (15)

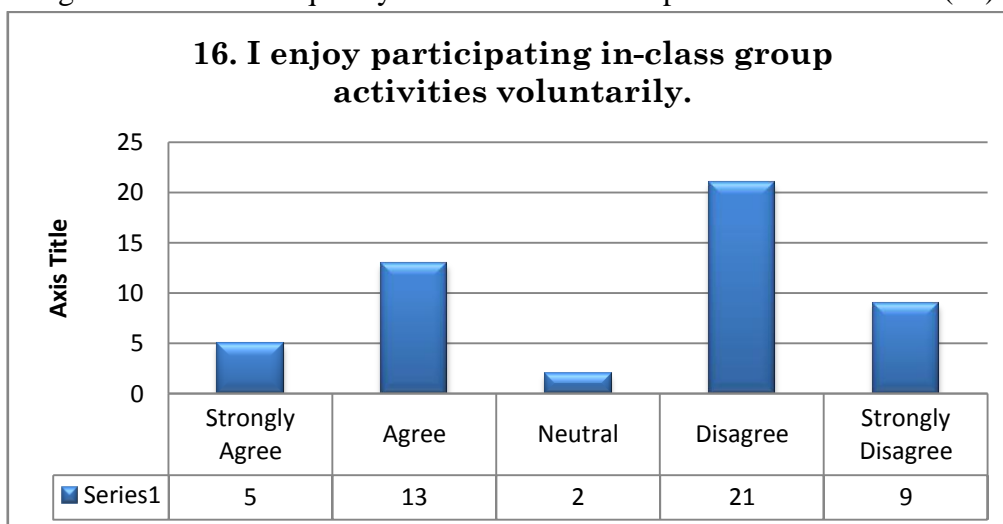


Statement No.16: I enjoy participating in-class group activities voluntarily.

Table-3.7.2: The frequency distribution of the replies to the statement (16)

Answer	No. of Students	Percent
Strongly Agree	5	10
Agree	12	24
Neutral	2	4
Disagree	21	42
Strongly Agree	9	18
Total	50	100

Figure-3.7.2: The frequency distribution of the replies to the statement (16)



3.7 Result Description:

Fewer college students are always ready to risk their English, which is critical for accomplishment. This is demonstrated by the detail that nearly 26% of college students stated they preferred to take risks with their English, whereas 70% stated they did not. Almost half of the academics appear unconcerned. This demonstrates that many common and unsuccessful college students are still hesitant to take risks because they are no longer confident in their ability to grasp English. Within the educational system, most students are not actively concerned due to the need of reaching the requirements. It is demonstrated by the truth that few college students said they preferred to volunteer in English classes; however, 60% of students stated that they did not voluntarily take part in the classes, implying a loss of risk-taking abilities. The fact is very clear that 34% of students agreed that they prefer to participate in in-class group activities voluntarily. On the other hand, 60% of the students would not prefer to participate in learner-centered activities that can tailor their specific requirements.

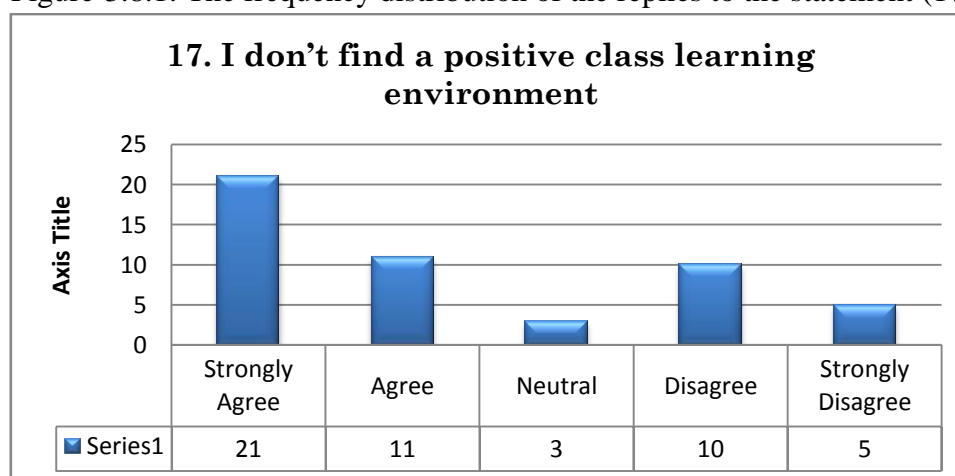
3.8 Inhibition

Statement No.17: I don't find a positive class learning environment

Table-3.8.1: The frequency distribution of the replies to the statement (17)

Answer	No. of Students	Percent
Strongly Agree	21	42
Agree	11	22
Neutral	3	6
Disagree	10	20
Strongly Disagree	5	10
Total	50	100

Figure-3.8.1: The frequency distribution of the replies to the statement (17)

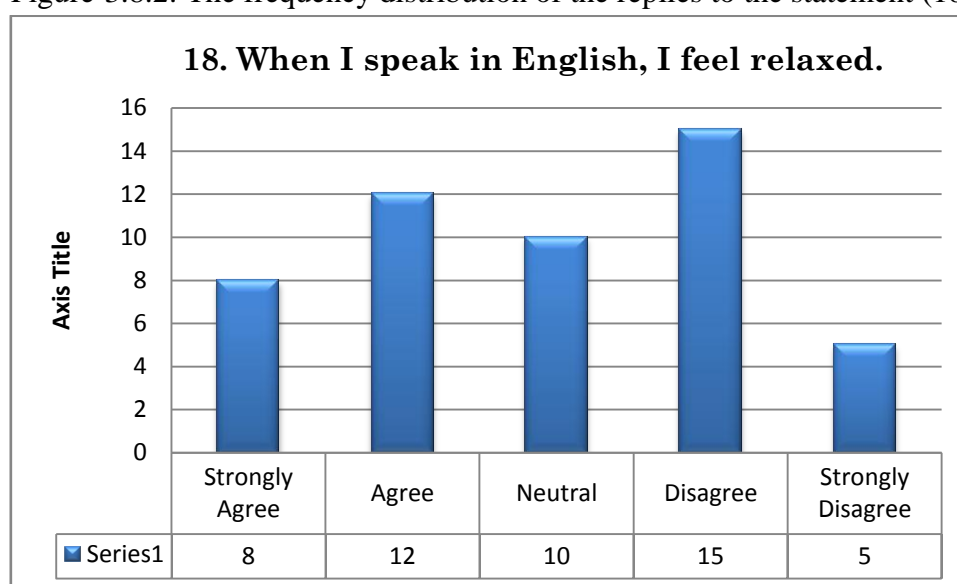


Statement No.18: When I speak in English, I feel relaxed.

Table-3.8.2: The frequency distribution of the replies to the statement (18)

Answer	No. of Students	Percent
Strongly Agree	8	16
Agree	12	24
Neutral	10	20
Disagree	15	30
Strongly Agree	5	10
Total	50	100

Figure-3.8.2: The frequency distribution of the replies to the statement (18)



3.8 Result Description:

Teachers typically provide an effective environment in which students feel emotionally secure, as evidenced by the fact that, even though the 30% of students polled stated they thought the environment was effective, 64% disagreed. The most remarkable thing about these findings is that many students disagreed with the environment of glory. 40% of college students said they felt comfortable expressing themselves, while an equal number of 40% expressed concern about their fears. This demonstrates that half of the students aren't afraid to speak up in magnificence and that their surroundings no longer make them feel embarrassed or scared. Because they are inhibited, those English learners won't speak English very fluently, and they may struggle with it, as their unintelligible pronunciation shows, as 40% of college students have declared, that they didn't have comfortable classroom speech.

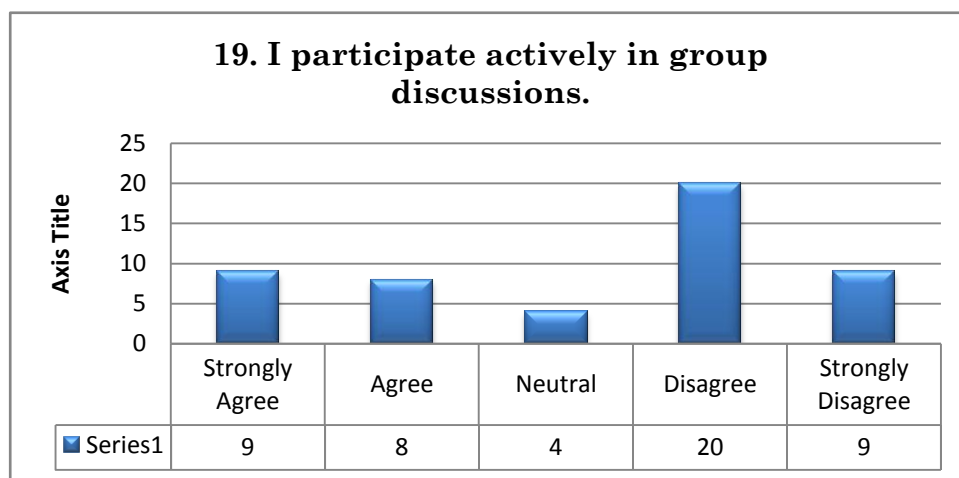
3.9 Introversion vs. Extroversion

Statement No.19: I participate actively in group discussions.

Table-3.9.1: The frequency distribution of the replies to the statement (19)

Answer	No. of Students	Percent
Strongly Agree	9	18
Agree	8	16
Neutral	4	8
Disagree	20	40
Strongly Agree	9	18
Total	50	100

Figure-3.9.1: The frequency distribution of the replies to the statement (19)

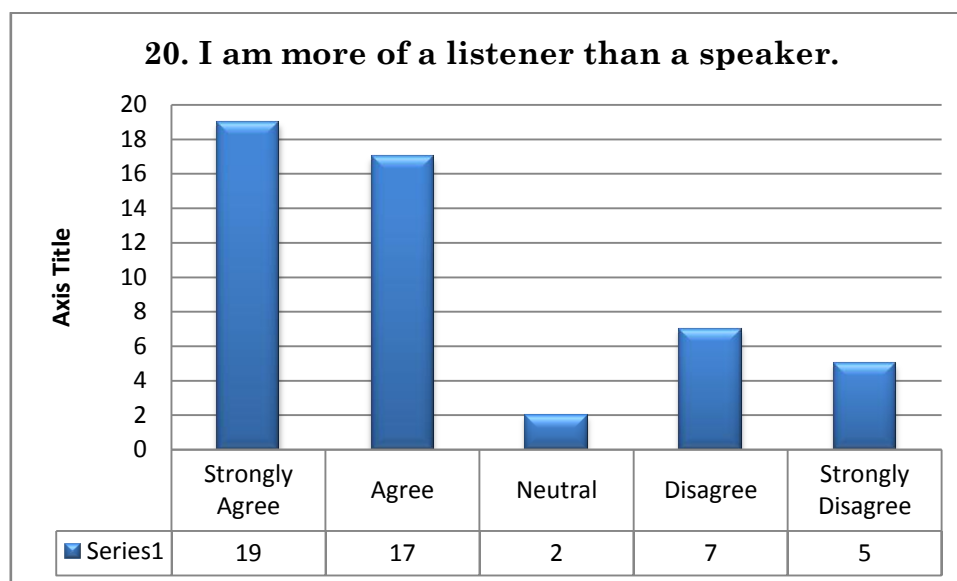


Statement No.20: I am more of a listener than a speaker.

Table-3.9.2: The frequency distribution of the replies to the statement (20)

Answer	No. of Students	Percent
Strongly Agree	19	38
Agree	17	34
Neutral	2	4
Disagree	7	14
Strongly Agree	5	10
Total	50	100

Figure-3.9.2: The frequency distribution of the replies to the statement (20)



3.8 Result Description:

Many college students aren't communicative beginners who prefer to study in groups, as evidenced by the fact that 58% of college students said they never took part in a group discussion. Most of the students appear to be social beginners, as evidenced by the fact that 34% of students polled about their extroverted persona stated they enjoyed discussing a cutting-edge subject matter in elegance. What's surprising about those findings is that nearly all of the students stated they were better listeners than conversationalists, implying that most college students no longer communicate in English with one another. This discovery also informs us about the various types of learning styles. While 72% of students desired to learn through listening, Almost 24% wanted to research through socialization or communication.

4. Conclusion:

Teachers need to remember the problem or how students understand the process of learning. Students don't think they have the proper language learning characteristics that could lead to success. However, they can achieve better learning results because they gain self-assurance. This should promote a greater understanding of the autonomy of learners. Although some college students are highly anxious, a barrier to learning, others are not considered to be a form of encouraging anxiety. To reduce anxiety, professors should reduce the emotional clearness of laughter, jokes, and music in language elegance. Another way of getting a good feeling was through the use of a supportive environment to reduce anxiety in the classroom.

English learning means building confidence in the language. The fear of mistakes is one of the principal reasons why college students do not speak. Students often don't think they can talk freely and elegantly anymore because they are scared of making mistakes. Fluence and autonomy often go together, and learning should include numerous testing and error opportunities. Nevertheless, their chances of acquiring the English language are optimistic. Students think it's a lifetime process to learn English and therefore, as a component of further

education, remember language acquisition. You must study English once you start until you have strong control over the language. Students seem to dislike English and regret that they are entering a comprehensive program of languages. To study a language, one must be willing to take risks. To put it another way, language acquisition necessitates a significant amount of risk-taking. A proper language learner should be willing to take risks to improve their English. Students should be aware that if they do not take risks with their English, they will no longer be capable of expanding effective language skills, particularly speaking abilities. Risk-taking is worthwhile if it results in getting to know someone. Students' interest in taking a comprehensive language course is low. This prolonged technique may be difficult for them. Hard work, on the other hand, can pay off in the long run. They should make every effort to become fluent in English. Dating among college students and instructors may leave a momentous impression on the practice of getting to know one another. As a result, developing a high-quality student-teacher relationship can assist students to achieve academic goals while also increasing their self-assurance and attentiveness in language acquisition. Students should feel that their teacher is truly interested in them; studies are much more likely to inspire students that feel supported and valued. Because of their introverted nature, undergraduates usually play a passive role in the world of elegance. However, to succeed, they must actively participate in the learning process. They may fare much better if they have become more extroverted. While the risk-taking requirements required to develop language skills quickly, particularly oral production, can be discouraged, students are delighted with the high-quality learning environment that their teachers have created. Although learning English is an interactive process, some college students who are timid or introverted no longer want to talk to one another about cutting-edge activities. As a result, students should be encouraged to study English collaboratively via undertaking institution or pair activities, each of which promotes interaction.

References

- [1]. Arnold, J., & Brown, H. (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in language learning*. Cambridge: Cambridge University Press.
- [2]. Atsuta, H. (2003). Improving the motivation of unsuccessful students in the Japanese high school EFL context. ERIC Document Reproduction Service No: ED 476750.
- [3]. Brown, D. (2007). *Principles of Language Acquisition and Teaching*, Fifth Edition. New York: Pearson-Longman ESL.
- [4]. Bashosh, S., Nejad, M. A., Rastegar, M., & Marzban, A. (2013). The relationship between shyness, foreign language classroom anxiety, willingness to communicate, gender, and EFL proficiency. *Theory and Practice in Language Studies*, 3(11), 2098. <https://doi.org/10.4304/tpls.3.11.2098-2106>
- [5]. Crystal, D. (1992). *An Encyclopaedic Dictionary of Language and Languages*. Cambridge, MA: Blackwell.
- [6]. Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78, 273-284. <https://doi.org/10.1111/j.1540-4781.1994.tb02042.x>
- [7]. Dörnyei, Z. (1998). Motivation in Second and English Language acquisition. *Language Teaching*, 31, p.117.
- [8]. Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. London: Lawrence Erlbaum Associates Inc. Publications.
- [9]. Dörnyei, Z. (2009). *Motivation, Language Identity, and the L2 Self*. Clevedon: Multilingual Matters.
- [10]. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press: London.

- [11]. Ely, C. M. (1988). Personality: Its impact on attitudes toward classroom activities. *English Language Annals* 21, 25-32.
- [12]. Elaine, K. H., Michael, B. H., & Joann, C. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- [13]. Faitha, M., Bouhamidi, S., Bakader, M., & Maameri, Y. (2014). Attitudes and motivations in learning English as a foreign language. *International Journal of Arts & Sciences*, 7(3), 117-128.
- [14]. Faith, S. S., & Elaine, K. H. (1986). The effects of induced anxiety on the denotative and Interpretive Content of Second Language Speech. *TESOL Quarterly*, 20(1), 131-136. <https://doi.org/10.2307/3586395>
- [15]. Gardner, R. C. (2003). Attitudes, Motivation and Second Language Lea. A Meta-Analysis of Studies Conducted by Gardner and Associates, Language acquisition. 167-171.
- [16]. Gass, S. M., & Selinker, L. (2000). *Second Language Acquisition: An Introductory Course*. 2nd Ed. London: Routhledge: New York.
- [17]. Harmer, J. (2014). *Essential Teacher Knowledge*. London: Longman Pearson.
- [18]. Hassan, B. A. (2001). Extraversion/introversion and gender in relation to the English pronunciation accuracy of Arabic college students. *Reports and Research*, 134, 1-34.
- [19]. Horwitz, E. K. , Horwitz M. B. and Cope, J. (1986). "English Language Classroom Anxiety" *The Modern Language Journal*, 70: 125-132.
- [20]. Horwitz, E. K. (1988). The beliefs about language acquisition of beginning university English language students. *The Modern Language Journal*. 72(3), 283-294.
- [21]. Horwitz, E. K., M. Tallon & H. Luo (2009). *English Language Anxiety*. In J. C. Cassady (ed), *Anxiety in Schools: The causes, consequences, and solutions for academic anxieties*. New York: Peter Lang.
- [22]. Larsen-Freeman, Diane and Michael H. Long. (1991). *An Introduction to Second Language Acquisition Research*. New York: Longman.
- [23]. Mutluer, S. (2006). The role of moral values in forming self-confidence. Graduated thesis. Ankara University, social sciences institute, Ankara, Turkey.
- [24]. Richard, A. & Patricia, A. (2007). *Making It Happen: From Interactive to Participatory Language Teaching*. New York: Pearson ESL.
- [25]. Richards, J. C. (2014). *Approaches and Methods in Language Teaching*. Third Edition. London: Cambridge University Press.
- [26]. Richards, J. C. (2015). *Key Issues in Language Teaching*. London: Cambridge University Press.
- [27]. Rubio, F. (2007). *Self Esteem and EnglishLanguage acquisition* (2nd ed). New Castle: Cambridge Scholars Publishing.
- [28]. Scovel, T. (1978). The effect of affect on Englishlanguage acquisition: A review of the anxiety research. *Language acquisition*, 28 (1), 129-141.
- [29]. Timirli, K. B. (2013). "Therapy". Marmara Education institution, guidance, and counseling center, İstanbul, Turkey.
- [30]. Woodrow, L. (2006). Anxiety and speaking English as a second language *RELC Journal*, 37(3). DOI: 10.1177/0033688206071315.
- [31]. Yashima, T. (2002). *The Modern language journal*. Willingness to communicate in a second language: The Japanese EFL Context. Volume 86. Issue 1. .p. 54-56.
- [32]. Zimmerman, B. J. & Schunk, D. H. (2011). *Handbook of self-regulation of learning and performance*. New York: Routledge.



Mr. ABDULLA MD is a research scholar at Dr. A.P.J. Abdul Kalam University, Indore. He has more than 10 publications in International and National Journals. He has presented 13 research papers in international and national conferences. He is a dedicated and passionate engineering

educator with good linguistic proficiency and communicative competence. He has been a part of the teaching fraternity since 2009 guiding graduate and Postgraduate Students in nurturing their English language and communicative competence. His research interests are English language teaching & literature studies. He has obtained an IUCEE IIEECP certificate with Distinction.



Dr. Samir Khan has been working as a Dean & Associate Professor (English and Communication Skills) in Dr. A.P.J. Abdul Kalam University, Indore since 2014. He has done Ph.D. in English Literature. He got an International Award for “Achievement of Excellence in the Field of Humanities (Language)” in International Award Convention-2020 organized by Research Foundation of India and World Federation of Science & Technology, California. He is a peer Reviewer/Editorial/Advisory board member of many Journals. He has more than 10 publications in International and National Journals. He has presented papers as well as attended many Conferences and Workshops in all over India. His main interests are reading literature, creating poem, and listening music.