

The Effect of Language Anxiety on ESL Students' Classroom Performance and Achievement

¹Pramod Kumar Singh

Research Scholar (English), Mahatma Jyotiba Phule Rohilkhand University, Bareilly, Uttar Pradesh

²Dr. Poojan Prasad

Associate Professor and Head of The Department, Hindu College, Moradabad, Mahatma Jyotiba Phule Rohilkhand University, Bareilly, Uttar Pradesh

Abstract

The effect of language anxiety is associated with students who adopted English as a second language (ESL) for classroom performance and achievements. In these consequences, the present study is based on examining the effect of the nexus of language anxiety of ESL students through an empirically based study. The methodology of the study is based on both qualitative and quantitative approaches, whereby qualitative information is followed by a quantitative study design. Both approaches of study design better manage the research questions and objectives of the study according to the theme of the study. The study aims to examine the Effect of Language Anxiety on ESL Students' Classroom Performance and Achievement. The findings of the study show that there is a significant impact effect of language anxiety on ESL students' classroom performance and achievements. Additionally, the study shows that there is an important association between classroom performance and the achievements of students in the periphery of acceptance of English as a second language. In these contexts, the present study gives a broad and in-depth study of the nexus of language anxiety and classroom performance with the achievements of students. Apart from it, the findings of the study encourage academicians, policymakers, researchers, and students to further study in these contexts.

Keywords: Language anxiety; classroom performance; achievements; English language; Students

1. Introduction

The effect of language anxiety is associated with English language-oriented education in the modern education-based system in classroom-based education because it is observed that language is the primary indicator for measuring the medium of education and classroom performance and achievement. It is well known that there is a large gap between classroom performance and achievement in the context of the rural and urban-based education system because rural-based students face lots of challenges, contractions, and anxiety regarding their performance and achievements due to English as a second language (ESL) in the school. Likewise, urban-based students also face these types of challenges regarding their languages, but it is observed that English medium schools play a key role in establishing the environment of ESL for students in the classroom in both rural and urban areas. There are lots of variations and diversities existed regarding social and geographical patterns of languages and dialectic patterns, but the English medium-based education system is creating a type of language anxiety among students because these students are facing the problem of psychological phobia about their performance and achievement in the English language in the ESL classroom.

In these consequences, it is observed that the English language is considered a second language, as well as a symbol of socio-economic identities of performance and achievement of students in their classroom but problems, are associated with students, who are facing the problem of anxiety for adjusting with the English language because these students find themselves at ease in their native language. For example, students of the Hindi belt region of North India are facing the problem of language anxiety with the English language in the classroom and these consequences are adversely influencing their classroom performance and achievement because Hindi is their native language, and the English language is being imposed as a second language for students of Hindi belt region in India.

It is observed that there are problems not only for students of the Hindi belt region of North India but also of South India because India has lots of diversities and variations in the perspective of languages and dialectics patterns like - Tamil, Bangla, Telugu, Malayalam, and Kannada languages. It is found that the English language is considered and taken as the subject of performance, achievement, and reputation among students in the classroom because these kinds of ideology about the English language is creating a lot of anxiety in the context of ESL Students' classroom performance and achievement. Therefore, it can be summarised that languages emerge as a major indicator for measuring the performance and achievement of students in the classroom and these phenomena are creating pressure for giving both the best performance and achievement in ESL which leads to such kind of anxiety and phobia about the ESL.

In these contexts, language-related anxiety is the subject of discussion to measure the learning approach of the second language for students with their performance and achievements in the classroom because it is observed that students feel comfortable with their mother tongue and native language but the English language is considered and taken as a second language but it has been seen that implementation of the second language as English is creating anxiety among students in classroom performance and achievements of students (Horwitz, 2001, pp. 112-126). It is observed that second language is associated with anxiety and achievements in classroom performance of students because it is found that students find themselves in a hurdle situation for their performance and achievements regarding English as a second language (ESL) in the classroom.

This concept is creating a lot of anxiety and problem for classroom performance and achievement of students in their classroom (Teimouri et al., 2019, pp.363-387). It is observed that the English language is considered a foreign language as well as a second language with the native tongue of students in the globalized world. In these contexts, it is found that the English language is considered a subject of performance and achievement among students in their classroom, but it is found that lots of expectations of achievements and performance are creating a lot of pressure and anxiety among students in their classroom (Al-Shaboul et al., 2013, p.32). In these consequences, it can be summarised that there is a need to give specific attention to the review of the related literature to find out the effect of language anxiety on ESL students' classroom performance and achievement in a globalized world because it is the subject of discussion of a long debate in the view of research.

2. Review of Literature

Based on the above-prescribed introduction, it can be realized that the English language is considered a second language in the diversified linguistic patterns of the globalised world. In these consequences, it is realized that the English language is considered and taken as a second language in the sense of a positive aspect of achievements and performance of students in their classroom. Therefore, the review of literature is divided into the following sections:

- i. Effect of English language as a second language (ESL) in the context of the global world.
- ii. Effect of English language as a second language (ESL) in the context of India.
- iii. ESL students' achievements and performance in the classroom.
- iv. Effect of the language anxiety on ESL students' classroom performance and achievement.

The above four sections of the review of literature give a better interpretation and explanation of the effect of the English language on the performance and achievement of students in the classroom because it is observed that the English language is a global language as well as considered and taken as a second language for students in the classroom.

i. Effect of English language as a second language (ESL) in the context of a global world

The impact of the English language as a second language is more widespread because the English language emerged as a global language for students as it is the demand of globalisation with the learning process of students regarding achievements and performance of students in the classroom in the periphery of English language. It is observed that teachers are giving training to students to achieve the importance of English as a second language with their native language (Bando Grana, 2014). It is observed that the native language transformed into a minor language in the context of learning English as a second language because the English language emerged as a valuable tool for communication skills for students in their classrooms as well as among society and their families (Bice&Kroll, 2015, p. 966). It is found that the English language is considered and taken as an important tool and mode for instructions for training students in the classroom of Hong Kong because it is observed that the English language is subject of an easy way to communicate between teachers and their students to understand the process, determinants and consequences of science-based education of students in schools of Hong Kong in Asia (Pun& Macaro, 2019, pp. 64-77).

ii. Effect of English language as a second language (ESL) in the context of India.

In the perspective of India, the English language is considered and taken as a second language, but the effect of the English language is creating language anxiety on the achievements of students in the English language (Chakrabarti & Sengupta,2012). The return effect of English language skills is based on attitudes and perceptions of students about considering the English language as a second language in schools in India (Azam et al. 2013, pp. 335-367). The process, determinants and consequences of the English language is the result of colonial experiences of effect of English language, but recent phenomena are associated with the global demand for the English language in school in India because the effect of the English language is the result of globalisation of education in India (Mukherjee & Bernaisch,2020, pp. 165-177). It is not the phenomenon of school but also emerged in higher education institutions like engineering colleges where the effect of the English language represents the cultural practices of students for representing their socio-economic and psychological behavior in the English language (Savithri & Kamala,2016, pp. 54-63). In these consequences, it can be concluded that there are lots of diversities in the linguistic and dialectic patterns of students in India because these students feel comfortable with their native language, but it is observed that the effect of the English language is more relevant, and influent compared to the native language of students in India.

iii. ESL students' achievements and performance in the classroom

On the basis of the above-prescribed review of literature, it can be analysed that the English language has emerged as a symbol and identity of achievements and performance of students in the classroom on a global level. It is also observed that the English language is a valuable tool for representing the achievement and performance of students in the classroom because the mode of achievements and performance of students is the symbol of the representation of the English language in the classroom. In these consequences, it is well known that there are differences between the native languages of immigrants and the English language in Universities of Canada because it is observed that the impact of the English language modified the linguistic pattern of students in Universities in Canada due to the implementation of ESL in the context of achievements and performance of students in the classroom (Fox et al., 2014, pp. 57-85). It is observed that the English language emerged as a global language because the importance and significance of the English language are considered and taken as psychological achievements and performance of students in India (Mukundan& Nimehchisalem, 2011, pp. 25-38). It is also observed that the achievements and performance of students in music training are associated with their English comprehension and vocabulary skills in Indian children because the modern education system is based on the performance and achievements of students in the English language (Swaminathan & Gopinath,2013, pp.164-170). It is well known that managing authority of schools are using and implementing several types of mediums like- educational games for giving the training of skills for achievements and performance of students regarding the English language. In these consequences, it is observed that students are gaining training in the English language at the primary level because the English language is considered a model of achievement and performance for students in the classroom (Mubasalat, 2012).

iv. Effect of the language anxiety on English as a second language (ESL) students' classroom performance and achievement

It is found that the English language is mostly adopted as a second language (ESL) worldwide, but the negative aspects are associated with the English language and these phenomena are creating a form of anxiety among students regarding their achievement and performance in the classroom. In these consequences, it can be realized that the English language is creating psychological depression and anxiety among students regarding the performance of students in the periphery of the English language in the context of globalisation. In these consequences, it is observed that students face speaking anxiety for communication in the English language because these students find themselves in hurdle situations for learning the English language and these phenomena of hesitation create

speaking anxiety among students regarding their achievements and performance in the classroom (Hutabarat& Simanjuntak,2019, pp. 44-59).

In the perspective of India, it is observed that the English language is being considered and taken as a socio-psychological paradox because students are used to their native language, but the increasing role of the English language is continuously removing the importance of local languages. These consequences are creating a socio and psychological paradox among students regarding their performance and achievements in the English language (Singh & Singh,2014, pp. 127-130). In the case of Tamil Nadu in India, it is observed that the effect of English as a second language is creating anxiety among students in schools of Tamil Nadu because these students feel comfortable with their Tamil language, but the increasing effect of the English language is creating a barrier in the way of students who are getting education in their mother tongue in Tamil (Saranraj & Meenakshi,2016, pp. 1-5).

It is observed that implementation of the English language created phenomena of speaking anxiety in Saudi Arabia because it is found that the Arabi language is the native language of Arabian students, but Arabian students are learning the English language, but these phenomena created language anxiety among students in the classroom in Saudi Arabia (Sadiq,2017, pp. 1-9). The English language is considered a foreign language with native languages but the process, determinants, and consequences of the implementation of the English language are occupying the space of native language worldwide because it is well known that the English language emerges as a symbol of reputation and respect for students in the classroom. In these consequences of the phenomenal study, it is observed that implementation of the English language is creating phenomena of anxiety among students who feel comfort and satisfaction with their native language, but the nexus of English and native language is creating a form of anxiety among students (Huang, 2012).

Summary of above-prescribed review of literature:

- i. Firstly, the English language emerged as a global language as well as a second language with native languages in a globalised world. In these consequences, it can be argued that the effect of the English language may be taken as challenges and opportunities for the socio-economic and psychological development of students in their classroom.
- ii. Secondly, it is well known that the English language is a symbol of the performance and achievements of students in the classroom because it is observed that the English language is leading the mode of performance and achievements of students in the classroom.
- iii. Thirdly, it can be concluded that there are both positive and negative effects of the English language among students in the classroom. The positive aspect of the English language is associated with the achievements and performance of students in the classroom, but the negative aspect is associated with the nexus of language anxiety and classroom performance with the achievements of students in the classroom.
- iv. Fourthly, Language anxiety and the process of language learner of English as a second language (ESL) emerged as the study of critical evaluation for analysis to the study of the above-prescribed arguments in the context of examining the effect of language anxiety on ESL students' classroom performance and achievement with measurement of objectives in the context of arguments.

3. Methodology: Objectives and Analytical Framework

Based on the above-prescribed argument-based literature review, it could be argued that a review of literature gives a broad sense of information about the effect of the English language as a second language among students in the classroom because it is observed that the English language also created a positive environment for better achievements and performance regarding students' performance in speaking and writing in the English language with their native language. In these consequences, it is also observed that pressure to gain achievements and performance of students in the classroom is creating psychological problems like anxiety among students because students are taking English as a second language with their native language for communication in the classroom.

These consequences are creating a nexus of language anxiety and performance with the achievements of students in the classroom because these students are taking English as a representation of their socio-economic status, but these consequences are creating psychological problems among students regarding their performance and achievements in the classroom. Therefore, based on the above statements, it can be realized that there is need for giving attention to an empirically based study in the context of the effect of the English language on the nexus of performance and achievements of students and anxiety among students in the classroom because such type of study can give a better picture for understanding the process, determinants and consequences of the effect of English as a second language among students in the classroom with examining and analysis of primary data.

Based on the above statement of research problems, there are the following research questions:

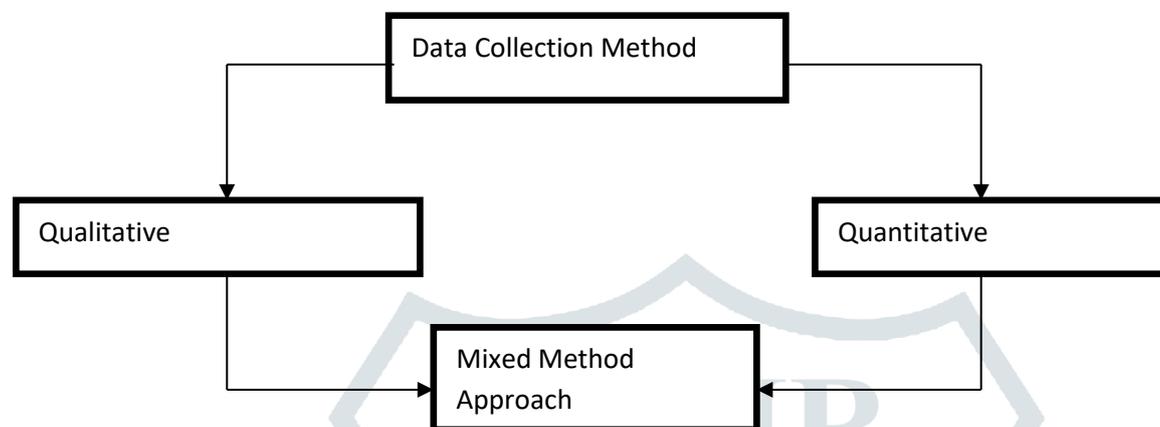
- i. What is the nexus between language anxiety and the performance/achievements of students in the classroom?
- ii. What is the relationship between classroom performance and the achievements of students in the classroom?
- iii. How do the nexus of classroom performance and achievements of students affect the motive of students in the classroom?
- iv. What is the association between language anxiety and language learning of ESL students?
- v. What is the socio-economic and psychological implication of the effect of ESL among students in the classroom?

Based on the above research questions, there are the following objectives in the context of the effects of language anxiety on English as the second language (ESL) students' classroom performance and achievement:

- i. Examine the effect of language anxiety on ESL students' classroom performance and achievement.
- ii. Find out the association between the classroom performance and achievement of students.
- iii. Study the association between language anxiety and language learning of ESL students.
- iv. Give suggested prescribed policies for better implementation for analysis of effects of language anxiety on English as the second language (ESL) students' classroom performance and achievement.

3.1 Data Collection Method

The primary data is collected by both QUAL (Qualitative), and QUAN (Quantitative) approaches among a total of 229 students in the classroom. The qualitative information is followed by quantitative information because qualitative information gives perception, attitudes, and emotions of students regarding their performance and achievements in English as a second language (ESL) with anxiety associated with the English language. The qualitative information is collected by participant observation method, informal and focus group interviews among students, who are learning the English language as a second language for their achievements and performance in the classroom. On the other hand, quantitative information is obtained through a structured schedule whereby the design of the structured schedule is based on qualitative information because qualitative information gave a platform for understanding the research questions and objectives. A combination of both qualitative and quantitative data collection methods gives a better picture for understanding the nature and problems of the research.



Source: Design by Author

Figure 1: Data Collection Method

3.2 Analytical Method of Data

Both qualitative and quantitative data are analyzed by the following method:

a. Qualitative Data

Qualitative data is analyzed by narratives, descriptions, and case studies about the problems and nature of the study. It is found that the qualitative analytical method is better justified according to the research questions and objectives of the research work.

b. Quantitative Data

The quantitative data is analysed by using the following statistical models according to the objectives:

i. Regression Model

The first objective of the study is justified by the regression model because the regression model is a valuable tool for parametric tests of statistical procedures as well as it is more relevant in the field of business, economics, and other disciplines of social science. It refers to the statistical techniques of modelling relationships between variables. Another important characteristic of the regression model is that the regression model provides an analysis of association which can be defined to expect values for one variable based on values of the remaining variables which are known as independent variables.

In the regression model, correlation coefficient and scatter plot give broad ideas about relationships among variables and may suffice for some purpose. The dependent variable work as predicted variables measured on a continuous ratio scale whereby independent variables may be categorical, continuous, or combined of both categorical and continuous. In this study, we have dependent and independent variables where language anxiety is the dependent variable and English as a second language (ESL), achievements, and class performance are predictor independent variables. In the study, the regression model gives a better picture of an investigation of the effects of language anxiety on English as the second language (ESL) students' classroom performance and achievement.

ii. Bivariate Correlations

Correlation is a measurement of the linear relationship between two variables. A correlation coefficient comprises a range of values that exist from -1 to +1. The values, which are near +1, signify a firm association between the variables that are being associated. A correlation coefficient of any magnitude or sign whatever its statistical significance does not imply causations. The coefficient does not distinguish between independent and dependent variables and treats them symmetrically.

In this study, the second and third objectives are measured and justified by a correlation matrix where there are the following sequences in the correlation:

- i. Linear correlation between classroom performance and achievements.
- ii. Linear correlation between language anxiety and language learner.

According to the nature and the objectives of the second and third, bivariate correlations give a better picture of the linear relationship between two variables. The correlation matrix gives a linear correlation between these above-mentioned variables. It measured the variables based on the two-tailed test in the context of a significance level of 0.05. It is a non-directional hypothesis that is based on the two-tailed test, where a hypothesis can be defined as a statement about population. Above both regression model and correlation matrix give better answers and justification of research questions and objectives of the research.

4. Result and Discussion

4.1 Qualitative Findings

According to the qualitative findings, it can be explained that all students reported that they considered English as the subject of a second language with social status for communication with each other. In this sense, one can realize that English as a second language (ESL) is the subject of discussion in the context of perception, attitudes, and feelings of students about language anxiety regarding accepting English as a second language (ESL) for classroom performance and achievements of students. From the perspective of the qualitative aspect of the study, it is found that students developed their perception and ideology about considering English as a second language (ESL) because it is found that these students felt happy with the English language but they also used to feel hesitation and anxiety in communication in the English language because these students reported that they felt comfortable with their native languages but they were excited and interested about adopting to English as a second language (ESL) because they got education in English medium school. Therefore, these consequences created both positive and negative aspects of the effect of language anxiety on ESL students' classroom performance and achievement in the classroom.

The burden and pressure of classroom performance and achievements created a level of anxiety among students regarding their attitudes about the English language but it is observed that classroom performance and achievements were associated with the English language whereby the native language was replaced by the English language because the English language was taken and considered as a subject of achievements and performance but the level of language anxiety affected the classroom performance and achievements of students in the nexus of English language and native language because confluent of native and English language created anxiety and hesitation among students in the classroom. In these consequences, it can be concluded that the qualitative aspect of the findings shows that the effect of English as a second language created hurdle phenomena in the context of classroom performance and achievements of students as well as the perception of students also affected the classroom performance and achievements of students and level of knowledge in the English language recreated and redefined the boundary of perception and attitudes of students about their acceptance with ESL in the classroom. These phenomena are important components of the effect of language anxiety on ESL students' classroom performance and achievement.

Based on the qualitative findings, there are the following key points:

- i. The perception and attitudes of the students towards taking English as a second language are symbols of achievements and performance. The formation of perceptions and attitudes of the students are the result of the globalisation of education in the mode of the English language.
- ii. The mode of English language has not emerged as an optional language but also a compulsory language because the English language is leading the subject of classroom performance and achievements of students.
- iii. It is also observed that there are different perceptions and attitudes of students in the context of Hindi and English medium students because those students were getting education in Hindi medium, they felt anxiety and hesitation in communication in the English language while English medium students reported that they did not feel such type of hesitation, but they also felt anxiety due to pressure of achievements and performance in the class room.
- iv. Therefore, it can be concluded that the subject of the English language is affecting the perception, attitudes, and cultural norms of students regarding their achievements and performance.
- v. These consequences represented and recreated the socio-economic and cultural identities of students regarding their perception and attitudes about English as a second language (ESL).

4.2 Quantitative Findings

Objective one

➤ Regression Model

The table shows that PASW indicates the assignment of numerous models in one regression command. Here, the R-value is 0.957, as well as R, is the square root of R-Squared. Additionally, R is the connection between the examined and the value of a dependent variable. The value of R-Square is 0.916 which means about 91.6 percent variation in the dependent variables. The value of the adjusted R Square is 0.915, it tries to give a more realistic picture of the fit of regression value to estimate the R-squared for the population. Here, language anxiety is the dependent variable, and achievements, ESL students, and class performance are the predictors as independent variables (Table 1).

Table 1: Model Summary

Model	R	R Square	Adjusted Square	R	Std. The error of the Estimate
1	.957 ^a	.916	.915		1.21570
a. Predictors: (Constant), Achievement, ESL students, Class Performance					

There are sums of squares associated with three sources of variance –Total, Model, and Residual. R-Square is obtained by dividing the regression Sum of Squares by Total Sum of Squares. Here, the values of the Sum of Squares are 3614.515 for regression and 332.533 for residual while the value of the mean square is 1204.838 and 1.478 for regression and residual, respectively. The F-value is 815.223, and the significant value is 0.00, which is less than 0.05, which indicates that there is a significant impact of language anxiety on ESL students' classroom performance and achievement (Table 2). This table shows that the effect of language anxiety is the result of the introduction of English as a second language which is associated with achievements and classroom performance of students.

Table 2: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3614.515	3	1204.838	815.223	.000 ^b
	Residual	332.533	225	1.478		
	Total	3947.048	228			
a. Dependent Variable: Language Anxiety						
b. Predictors: (Constant), Achievement, ESL students, Class Performance						

The table of coefficients shows the value t and significance, it indicates that there is a significant coefficient of language anxiety on ESL students' classroom performance and achievement (Table 3)

Table 3: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.140	.332		6.450	.000
	ESL students	1.244	.073	1.264	16.953	.000
	Class Performance	-.236	.083	-.254	-2.850	.005
	Achievement	-.109	.034	-.111	-3.195	.002
a. Dependent Variable: Language Anxiety						

The above three tables give a better understanding of the effect of language anxiety on ESL students' classroom performance and achievement. Apart, analysis of the regression model shows that the effect of language anxiety is associated with achievements and classroom performance because the level of anxiety affects the process, determinants, and consequences of the achievements and performance of students in the classroom. The nexus of classroom achievements and performance is being affected by anxiety because the result part shows that the effect of language anxiety is the result of multiple causes like- perception, attitudes, and norms of students regarding their English language considered as a second language. In this sense, it can be summarised that the phenomena of language anxiety may be explained by psychological phenomena because the level of anxiety is associated with psychological behaviour. Determinants of behaviour of students are influenced by both positive and negative aspects. The positive aspect of psychological behaviour ensures the achievements and classroom performance of students, but the level of language anxiety is associated with the negative aspect of psychological behaviour regarding achievements and classroom performance of students because the negative aspect creates a level of hesitation and anxiety among students regarding their perception about the English language.

Second and Third Objectives

Predictive Analytics Software (PASW) generates a correlation matrix showing a correlation between all pairs of variables and indicates the number of cases used to compute them.

Three pieces of information appear in each cell of the correlation matrix. The topmost number is the value of the correlation coefficient, the number below it is the two-tailed p-values for the correlation, and the bottom number in the cell shows the sample size.

The table shows the correlation matrix between classroom performance and achievements, and the correlation between language anxiety and learner. The results of correlation reveal in the following sequences:

There is a linear positive correlation between classroom performance and achievements. The correlation coefficient is 0.785 and it is statistically significant as the p-value is less than 0.05 (Table 4).

This table shows that the correlation between classroom performance and achievements is the result of language-oriented behaviour of students in the classroom because the level of correlation between classroom performance and achievements minimizes the level of language anxiety among students.

Table 4: Correlations

		Class Performance	Achievement
Class Performance	Pearson Correlation	1	.785**
	Sig. (2-tailed)		.000
	N	229	229
Achievement	Pearson Correlation	.785**	1
	Sig. (2-tailed)	.000	
	N	229	229
**. Correlation is significant at the 0.01 level (2-tailed).			

There is a linear positive correlation between language anxiety and the learning of ESL students. The correlation coefficient is 0.539 and it is statistically significant as the p-value is less than 0.05 (Table 5).

This table shows that the correlation between language anxiety and the learning of ESL students is the result adopted mechanism for learning the English language as a second language because the level of anxiety shows that students feel hesitation for giving acceptance to the English language as a second language.

Table 5: Correlations

		Language Anxiety	Achievement
Language Anxiety	Pearson Correlation	1	.539**
	Sig. (2-tailed)		.000
	N	229	229
Language Learner	Pearson Correlation	.539**	1
	Sig. (2-tailed)	.000	
	N	229	229

** . Correlation is significant at the 0.01 level (2-tailed).

The above analysis of regression and correlation matrix justify the objectives according to the nature and theme of the study based on:

- Based on regression model shows that there is a significant impact of language anxiety on classroom performance and achievements of students because it is the result of the process of perception and attitudes of students about their classroom performance and achievements in the English language. In these consequences, it is forwarded that achievement, classroom performance and ESL students are major predictors of language anxiety which is the dependent variable. The nexus of independent and dependent variables determines the process, determinants, and consequences of the effect of language anxiety on classroom performance and achievements of students in the context of their language-based practices because it is observed that the English language is more visible and affluent compared to regional languages of India. Therefore, the impact of globalisation on English medium education is occupying the importance of regional languages of India and these consequences are creating language anxiety among students because these students are not comfortable with measurement of their performance and achievements in the English language, especially in the case of Hindi medium students.
- The correlation between classroom performances determines the achievements of students because there is a significant correlation between classroom performance and achievements. Phenomena of classroom performance are the result of the behaviour of students toward the English language because it is observed that the English language establishes a linkage between classroom performance and achievements of students in the manner of retrospective to prospective study design because it is associated with the performance of past to present as well as the future perspective of performance and achievements of students.
- Additionally, the correlation between language learners and language anxiety is a crucial factor for determining the classroom performance and achievements of students because it is observed that students face hesitation and anxiety in stages of the process of language learning. The process of a language learner is the result of the perception, attitudes, and norms of students about English language-oriented behaviour of students, but these phenomena create a level of anxiety among students.
- Based on the above three key points of quantitative findings, it can be summarised that the effect of the English language is considered and taken as part of performance, achievements, and language anxiety of students because these phenomena are associated with practices of students who get training as a learner in the English language.

5. Concluding Remarks and Suggestions

Based on the above analysis of the result, the conclusion is that there is a considerable effect of language anxiety on English as a second language (ESL) students' classroom performance and achievement. It is observed that the English language is considered a second language (ESL), but it is also found that the effect of the English language created lots of hurdles like anxiety regarding communication in the English language. Both qualitative and quantitative findings of the analysis part of the result show that the English language is a symbol of social status as well as an indicator of achievements and classroom performance among students, who accepted English as a second language (ESL) for communication. In these consequences, it is found that language anxiety is the result of attitudes, perceptions, and norms about the English language among students who face lots of challenges and hurdles in the way of communication in the English language, but it is also found that pressure of English as a second language (ESL) created language anxiety.

Phenomena of language anxiety led to the mechanism of hesitation because it was found that the effect of language anxiety about the English language is the result of the native language of students, who are cordially associated with their native language. These students were used to their native language, but they felt hesitant to communicate in the English language. These consequences created a level of anxiety among students about the effect of anxiety on achievements and classroom performance of ESL students in the classroom, therefore, it can be concluded that language anxiety is the result of perception, and attitudes about the English language in the context of retrospective to prospective study design because the effect of language anxiety is the result of the educational history of students with attitudes and norms of students in the present scenario with a future aspect of phenomena of classroom achievements, performance, and language anxiety about the English language. It is observed that perception about the English language is the result of the global effect of the English language in the sense of globalisation. The process, determinants, and consequences of the effect of language anxiety on English as a second language (ESL) students' classroom performance and achievement are the result of cordial linkages between communication levels among students regarding their attachment to the English language. The regression model of the result shows that there are significant effects of language anxiety on ESL students' classroom performance and achievement.

The second objective of this study shows that there is an important association between classroom performance and the achievements of students. It indicates that the classroom performance of students is the result of attitudes and perceptions of students about their language skills in the periphery of the English language. It is the result of classroom performance of students because it is observed that the mechanism of classroom performance of students determines the achievements of students in the classroom because performance in the English language leads to the nexus of classroom performance and achievements of students in school. These consequences determine the way of classroom performance in the context of the English language with attitudes and perceptions of students about acceptance of English as a second language (ESL) in the classroom. These consequences also result in the socio-economic status of students because it is found that the socio-economic status of students is not considered in this study, but it can be realized that classroom performance of students and achievements may be the result of the socioeconomic status and family background of students. It is well known that English is considered a second language whereby the English language is replaced by the native language in the context of classroom performance and achievements of students in the classroom.

In this study, the third objective of the study defines the nexus of classroom performance and achievements of students because it is observed that there is an important association between language learners and language anxiety because it is found that language learners face lots of hurdles and challenges in the context of learning to ESL in the periphery of classroom performance and achievements of students. In these consequences, it may be the subject of in depth discussion and analysis about the effect of language anxiety on ESL students' classroom performance and achievement, therefore it can be concluded that students face psychological pressure of anxiety during learning English as a second language but it is found that these students feel comfortable with their native language but these students accept the supremacy of English language for classroom performance and achievements of students in the periphery of nexus of language anxiety and English as the second language (ESL). In these consequences, it can be concluded that the importance of the English language replaced the importance of native language in the context of classroom performance and achievements of students because it is observed that the English language is a major tool for classroom performance and achievements of students but the expectation of classroom performance and achievements created a form of anxiety among students during learning the English language as a tool of performance and achievements in the classroom.

Based on the following concluding remarks, these suggestions can be given according to the objectives :

- i. Firstly, students should take English as a second language (ESL) for their classroom performance and achievements, but the managing authority of the school should give a comprehensive approach for better performance and achievements of students without any pressure and anxiety. In the case of India, it is found that the English language is considered and taken as the language of socio-economic status as well as nexus of classroom performance and achievements of students but managing authority of school cannot ignore the importance of native language with giving acceptance to English as a second language (ESL) among students.
- ii. Secondly, it can be realized that students are taking acceptance of the English language as psychological pressure on their classroom achievements and performance because it is observed that acceptance of students regarding English as a second language (ESL). In these consequences, it can be realized that there should be given more focus on the importance of the native language with the English language because it is found that the English language is replacing the importance of the native language but managing authority of school should give importance to the English language with positive aspect without any psychological pressure like language anxiety.
- iii. Thirdly, both of the above suggestions can be better implemented by proper mechanisms of managing authority of school for ensuring the classroom performance and achievements of students in the periphery of the effect of language anxiety on ESL students' classroom performance and achievement.

References

- Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. (2013). Foreign language anxiety and achievement: Systematic review. *International Journal of English Linguistics*, 3(2), 32. <https://www.academia.edu/download/31239657/111.pdf>
- Azam, M., Chin, A., & Prakash, N. (2013). The returns to English-language skills in India. *Economic Development and Cultural Change*, 61(2), 335-367. <https://www.journals.uchicago.edu/doi/abs/10.1086/668277>
- Bando Grana, R., & Li, X. (2014). *The effect of in-service teacher training on student learning of English as a second language* (No. IDB-WP-529). IDB Working Paper Series. <http://repositorio.minedu.gob.pe/handle/20.500.12799/3363>
- Bice, K., & Kroll, J. F. (2015). Native language change during the early stages of second language learning. *NeuroReport*, 26(16), 966. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4589520/>
- Chakrabarti, A., & Sengupta, M. (2012). Second Language Learning Anxiety and Its Effect on Achievement in the Language. *Language in India*, 12(8). <https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=19302940&asa=Y&AN=80037756&h=12J%2FJt2mm8XdEr1pAnoUa%2BFqL9CIRcrqkWb%2Fzk2ff2pgeWlhwfY%2FEzbCzoaHpsI%2FclARl6azKLv4zV0VTyGnVw%3D%3D&crl=c>
- Fox, J., Cheng, L., & Zumbo, B. D. (2014). Do they make a difference? The impact of English language programs on second language students in Canadian universities. *TESOL Quarterly*, 48(1), 57-85. <https://onlinelibrary.wiley.com/doi/abs/10.1002/tesq.103>
- Horwitz, E. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126. <https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/language-anxiety-and-achievement/4DBB97FCB69BD1632CBBDDAD96C81884E>
- Huang, Q. (2012). Study on Correlation of Foreign Language Anxiety and English Reading Anxiety. *Theory & Practice in Language Studies*, 2(7). <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.348.3598&rep=rep1&type=pdf#page=206>

- Hutabarat, A., & Simanjuntak, D. C. (2019). A Phenomenological Study: Speaking Anxiety Overwhelms English Learners. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 4(1), 44-59.
<https://eric.ed.gov/?id=EJ1305502>
- Mubaslat, M. M. (2012). The Effect of Using Educational Games on the Students' Achievement in the English Language for the Primary Stage. *Online Submission*.
<https://eric.ed.gov/?id=ED529467>
- Mukherjee, J., & Bernaisch, T. (2020). The development of the English language in India. In *The Routledge handbook of world Englishes* (pp. 165-177). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003128755-12/development-english-language-india-joybrato-mukherjee-tobias-bernaisch>
- Mukundan, J., & Nimehchisalem, V. (2011). Effect of peer review and tutor conferencing on English as a second language learners' writing performance. *Pertanika Journal of Social Sciences and Humanities (JSSH)*, 19(1), 25-38.
[http://psasir.upm.edu.my/id/eprint/57735/1/JSSH%20Vol.%2019%20\(1\)%20Mar.%202011%20\(View%20Full%20Journal\).pdf#page=30](http://psasir.upm.edu.my/id/eprint/57735/1/JSSH%20Vol.%2019%20(1)%20Mar.%202011%20(View%20Full%20Journal).pdf#page=30)
- Pun, J., & Macaro, E. (2019). The effect of first and second language use on question types in English medium instruction science classrooms in Hong Kong. *International Journal of Bilingual Education and Bilingualism*, 22(1), 64-77.
<https://www.tandfonline.com/doi/abs/10.1080/13670050.2018.1510368>
- Sadiq, J. M. (2017). Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabia. *English Language Teaching*, 10(7), 1-7.
<https://eric.ed.gov/?id=EJ1144344>
- Saranraj, L., & Meenakshi, K. (2016). The influence of anxiety in second language learning: a case study with reference to engineering students in Tamil Nadu, India. *Indian Journal of Science and Technology*, 9(42), 1-5. <https://sciresol.s3.us-east-2.amazonaws.com/IJST/Articles/2016/Issue-42/Article75.pdf>
- Singh, S., & Singh, S. (2014). English in India: a socio-psychological paradox. *IOSR Journal of Humanities and Social Science*, 19(7), 127-30. <https://www.academia.edu/download/34326387/T01974127130.pdf>
- Savithri, J., & Kamala, E. E. (2016). The effect of culture-specific syllabus on English language learners in Engineering Colleges. *Language in India*, 16(1), 54-63. <http://www.languageinindia.com/jan2016/elizabethculturespecificsyllabusfinal.pdf>
- Swaminathan, S., & Gopinath, J. K. (2013). Music training and second-language English comprehension and vocabulary skills in Indian children. *Psychological Studies*, 58(2), 164-170.
<https://sciresol.s3.us-east-2.amazonaws.com/IJST/Articles/2016/Issue-42/Article75.pdf>
- Teimouri, Y., Goetz, J., & Plonsky, L. (2019). Second language anxiety and achievement: A meta-analysis. *Studies in Second Language Acquisition*, 41(2), 363-387.
<https://www.cambridge.org/core/journals/studies-in-second-language-acquisition/article/second-language-anxiety-and-achievement/B140169CF7C0BB6F5CE7BB0D1F9CDFA0>