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State Of Indian Students' Anxiety at Communication Skills Course in General

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Abstract -This study looks at communication anxiety among students in government institutions of South India who are enrolled in relatively low intermediate level specialised English programmes. The study looks at the amount of anxiety based on three factors: Speaking anxiety, academic stress, and fear of a bad evaluation. A series of questionnaires was created to correspond to the three components. This article also discusses the variations in anxiety levels across the target learners.

I. INTRODUCTION

The most significant utterance now is English. It is an internationally recognised language as well as the official language of the sciences and other professions. However, this is not the case in many areas worldwide, including Indian villages.

English is a second language in India. While people may overlook the influence of worry on second language acquisition, anxiety may significantly contribute to learners' failure or success. Suppose students cannot speak well in the classroom. In that case, they will have difficulty obtaining work, such as in international corporations, where communicating effectively in English is a key qualification. Although many language learners consider communication skills as one of the most important criteria for learning a language, it is also one of the most challenging. Learners of a foreign language or a second language (FL/SL) must

master it. Many students who have learned English as a second language have found it useful.

Researcher's for example may have verified the concept that learning English may be a stressful process. Indian students, therefore, have had a difficult time learning English as a result of their previous experiences. When conversing in this second language, a learner could feel anxious. To back up this claim, this study conducts an investigation. An investigation was conducted to examine the anxiety levels among south Indian students enrolled in two rigorous English programmes. Determine the differences in anxiety levels between men and women and between respondents with varying levels of skill.

II. LITERATURE REVIEW

According to Levitt (2015), anxiety is defined as a personal feeling of uneasiness linked to a feeling of being nervous. Psychologists divide anxiety into numerous categories: characteristic anxiety, condition anxiety, situation-specific nervousness, and intrinsic anxiety. Intrinsic anxiety is seen as a constant personality trait in all characters. In contrast, state anxiety is defined as a reaction to a specific anxiety-provoking reaction, such as an important test. Situation-specific anxiety has highlighted the complexities of some concerns, such as public speaking anxiety, which is widely regarded as falling under this group.



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The process of transmitting voice, signs, or actions from one person to another is communication. Two-way contact between sender and recipient is the best summation of communication.

Miller (2019) describes communication technique as a person's capacity to talk or write to convey proper communicative conduct in various contexts. "Thus, the most basic type of communication is an individual's capacity to speak or write so that others can understand them. Anxiety has been highlighted as a hindrance to improving English language acquisition and performance by researchers. On the other hand, researchers have not been able to acquire precise data on anxiety levels in connection to general communication. Anxiety, according to the majority of research, has a detrimental impact on communication and language development" (Zhiping&Paramasivam, 2013).

The study of uneasiness is especially applicable to L2 who rarely interact with or have opportunities to utilise English in their everyday lives. Anxiety affects Language learning terribly. Learners would be less sensitive to acquiring the language if they were anxious. When pupils fear delivering complicated messages in a language other than English, they lack confidence, freeze up in role-play exercises, or forget previously taught vocabulary or grammar. They develop language anxiety. The Apprehension Scale was created to assess anxiety in foreign language classrooms. Due to their anxiousness, some pupils are hesitant to talk; Low English proficiency, a lack of practice, competitiveness, and task complexity may contribute to this. Students' self-esteem will suffer due to their awareness of their poor English performance.

On the other hand, speaking was usually regarded as an anxiety-inducing action. According to Deyuan's

(2013), various factors have been shown to contribute to students' anxiety when addressing English in class.

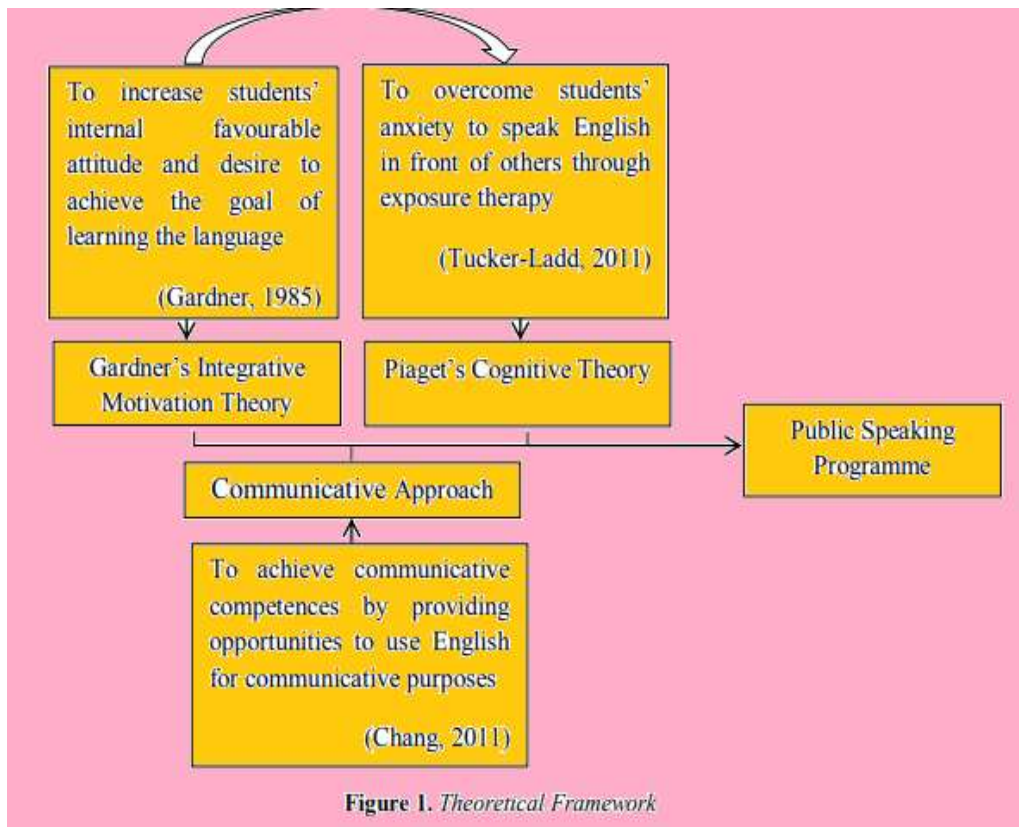
The major causes include a lack of vocabulary, a poor English language command, a lack of imagination and practice, a fear of making errors, being sneered at and losing face, an inability to communicate thoughts, and memory disassociation. Liu proposed that teachers establish a pleasant, helpful, and non-threatening learning atmosphere to encourage students to speak English in class to cope with fear. Furthermore, ice-breaker activities that assist students get to know one another might be beneficial in classroom instruction to be supportive of one another in class. Students must realise that being bilingual in class might cause anxiety. For the learners, improving their English skills, expanding their vocabulary, greater preparation, and oral English practice are critical. Finally, learners' confidence must be boosted to lessen worry. Despite ten years of English instruction in schools, pupils still struggle to communicate effectively in English. When learners are not proficient in the target language, their speaking performance suffers.

Making the learning environment less stressful for pupils and employing appropriate teaching approaches would aid learners in reducing their anxiety when learning a second language. The study revealed the sorts of communicative activities that create a significant level of anxiety. When speaking to individuals in a formal situation, most people have communication anxiety. Previous researchers proven that students' participation in communicative activities was proven to assist them gain confidence in talking in a second language. Code-switching, fear of unfavourable assessment, and overall worry were elements that lead to speaking anxiety.

According to Berkhof (2020), many pupils suffer from speech anxiety.

According to one of the language test findings, most students show a high level of communication anxiety, with 60% of the learners weak in communication skills. On-campus hiring is mostly predicated on the presentation of communication skills, which most students lacked.

According to the recruiters, successful pupils can talk well and think logically. As a result, over half of the American educational establishments demand a public addressing or telecommunications course, owing to the importance of speaking well in gaining a job. The next segment deals with the theoretical framework for the study.



III. THEORETICAL FRAMEWORK

Integrative (Eclectic) Motivational Theory

According to Gardner, Motivation is a crucial notion in Gardner's cultural model, and it has a social component that represents an individual's responses to other language communities(2019). That is, group and

environmental factors impact attitudes toward learning a second language.

To be good language learners, people must intellectually and physically engage with the target language community. According to Gardner, an individual's reason for learning a second language is learning about, interacting with, or getting related to the L2 community. These is



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referred to as links between the two. Gardner also said that learning a new language entails far more than simply learning a new set of speech patterns. The apprentice must be willing to assume the acceptable characteristics of individuals of another linguistic group. The student should understand the words, grammar structures, style of pronunciation, and sounds themselves, not merely simple translations or analogies teacher provides, grammar book, or thesaurus. Integrative motivation resulted in increased success while learning a second language.

Implications of Integrative (Eclectic) Motivational Theory Theory:

The results of questions four and five show the implications of Integrative (Eclectic) Motivational Theory. 87 percent felt that the theory has helped them to improve their communication skills (question No-3). 84 percent of the learners have felt that motivation theory has helped them to improve their communication skills. (question No-4). Elevated concentrations of motivation boost perseverance, improve cognitive processes, and boost performance. Teachers need to be aware of these diverse features and their reinforcing outcomes in order to lead students' learning of new and more complicated activities using natural motivation and curiosity.

Tucker's Cognitive Theory

According to Rachman (2012), Piaget's cognitive theory claims that the explicit neural correlates (thinking) have a big influence on what regularly doing and how feeling. The minds are amazing, and they may be logical (correct) or irrational (wrong). Both rational and illogical fears (phobias), according to cognitive theory, are dependent on the thinking. Although Piaget's cognitive theory supports this view, it's difficult to assume that emotions don't

play a part in developing certain delusional reasoning throughout the first place.

Illogical thoughts, according to the cognitive theory, also cause anxiety. There are self-defeating ideas even before confronting the frightening situation: It is convinced that doing bad or appearing ridiculous once in the scenario. Following that, consider all of the negative ramifications of the actions done. Tucker-Ladd said that by adjusting the ideas and logic, it might reduce anxiety and eventually break the vicious spiral. Muscle tension, unsteady hands, and impatience are common signs of anxiety.

Implications of Tucker's Cognitive Theory

The results of questions one and two show the implications of Tucker's Cognitive Theory .79 percent of them have felt that it improved their skills. 82 percent felt that it has helped them improve their communication. Question numbers 7 and 8 also deal with cognitive theory. An overwhelming majority of learners have felt that the theory helped them to improve their efficiency. Self-efficacy is increased through feedback from incentives based on incremental successes, according to social cognitive theory (I.e., the belief that one can cope and succeed at a given level of an activity, task, or problem). Greater task interest is a result of increased self-efficacy.

The Communicative Approach

Spada, N. (2007) has stated that the Communicative Approach emphasises grammar fluency while the Grammar Translation Method emphasises grammar accuracy. The communicative approach's goal is to achieve communicative competencies. The communicative approach is concerned with what is grammatically right and appropriate in a given situation. A complete and well-conceived Communicative Approach does not involve the rejection of grammar.



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Still, it recognises grammar as its mediating role in English the use and learning of the English Language (13-14). According to Richards (2005), the "Communicative approach shifts the attention from language competence to communicative competence. Communicative Language Teaching stresses the importance of providing opportunities to use English for communicative purposes" Chang also explains that language always occurs in a social context and should not be divorced from its context when taught (16). The communication also approach emphasises presentation skills and intelligibility of the speech. Through the communication approach, students' English level can be improved to understand grammar better, observed correct pronunciation, stress, rhythm, and intonation with minimal fillers and pauses.

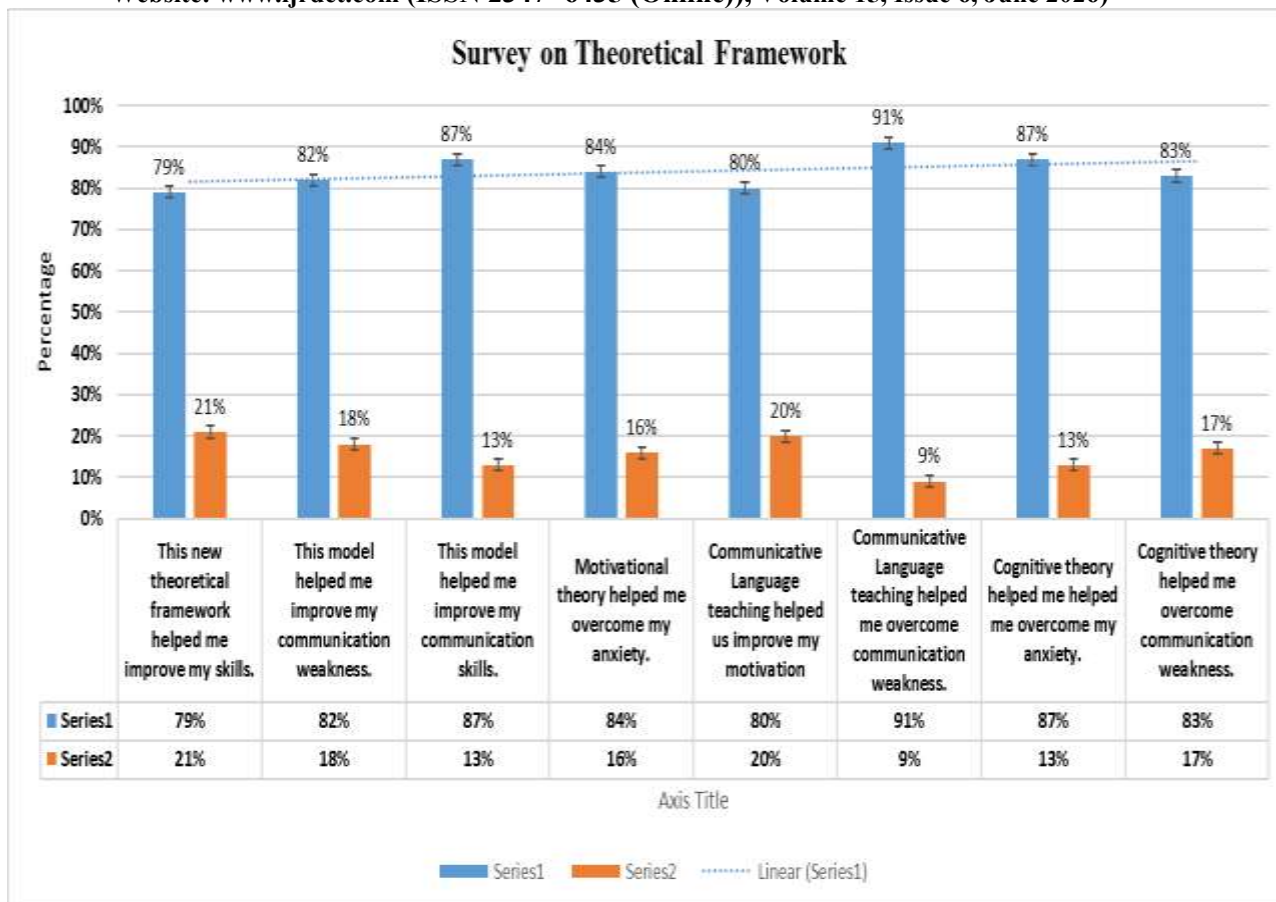
Implications of The Communicative Approach.

Question number 5 and six in the questionnaire deal with the communicative approach. 80 percent of the learners have felt that CLT approach improved their motivation. 91 percent felt that communicative approach helped them to overcome their communication weakness. After all, there are

a multitude of reasons why a communicative method is appealing, as it provides a more engaging learning environment for students. It can: take into account a broader range of factors, such as what is suitable as well as what is correct. manage a broader range of languages, including both messages and chats. Language competency is developed via interactions integrated in relevant circumstances in communicative language instruction. This kind of instruction gives genuine learning chances that go beyond the isolated rote memorization of language structures. The teaching-learning process benefited from a communicative approach. It encouraged children to speak English, grasp the meaning of the term, comprehend reading materials, complete exercises, and study well.

Methodology-Pilot Survey

A Pilot survey was conducted to test the theory stated above. In the first phase, the trainees were asked to complete a questionnaire based on theories relating to communication apprehension. To determine whether communication ideas were effective, information was analysed from 100 EGS college students.



There are ten questions. 79% of the students agreed that the framework helped them improve their overall skills. 82% agreed that the theories helped them overcome communication weakness. 87% of them felt that it has helped them overcome it. 84 % said that they could overcome their anxiety. 80% of them felt that it enhanced their motivation. An overwhelming 91% have stated that it helped them overcome their communication weakness. 87% have lauded the communication theory for overcoming their anxiety. 83% have stated that they overcame communication due to communication weakness.

IV. CONCLUSION

Earlier literature on speech anxiety in ESL students challenges ESL students face in interpersonal communication activities and incentives for bilinguals to acquire English were explored in this study. Research on exposure treatment for speech anxiety was also given and theories related to communication incentives. Finally, this study's theoretical framework is based on Gardner's holistic theory of motivation, Piaget's school of thought, and the communicative technique in order to help second language learners overcome speech anxiety and increase motivation to speak English.



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