

## RELATIONSHIP BETWEEN LANGUAGE ANXIETY AND TEACHER BEHAVIOUR OF SECONDARY LEVEL LANGUAGE TEACHERS

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### Abstract

Anxiety may be found in teachers are subjected to various problems including depression, and loss of patience with students. Language anxiety that a teacher has to face the students by managing the classroom with proper vocabulary and also by increasing their speaking skills. Language anxiety is the feeling of uneasiness worry, nervousness and apprehension experienced when learning a second language. Teacher behaviour is a behavior normally performed by a teacher related to the students in the different situation. The teacher plays a major role in a classroom, so the teacher behaviour depends mainly on students. The secondary school teachers teach one or more subject areas to students of about 13 to 18 years of age at a secondary school. The research study focused on language anxiety and teacher behaviour of secondary level language teachers. Normative survey method was employed to collect the data through questionnaire by adopting simple random sampling technique. The questionnaire was constructed and validated by the researchers and administered on secondary level language teachers. The sample size of this study comprises 100 secondary level language teachers in Salem district of Tamil Nadu. To fulfill the objective of the study is to assess the language anxiety of secondary level language teachers and to find the language anxiety and its dimension such as Anxiety in performance, Self perception, Self improvement of secondary level language teachers based on gender and to find out the teacher behaviour teachers and its dimension such as Expression, Teaching aids, Rapport of secondary level language based on gender. Percentage analysis and Pearson – product moment correlation of co efficient was used for analyzing the data. The results indicate that there is significant relationship between language anxiety and teacher behaviour of secondary level language teachers.

**Keywords:** language anxiety, teacher behaviour, secondary level language teachers



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## INTRODUCTION

Education is that conductive approach which draws a person from darkness, rareness and despair by developing his personality in all aspects as physical, mental, social, emotional, cultural and holy. This world would have been enveloped in intellectual darkness, if it had not been illuminated by the light of education. Education develops the individual like a flower which distributes its fragrance all over the environment. Education makes individual fit to their environment both natural and socio-cultural through the development of their abilities. The process of education which makes human beings successful in their respective

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environments continues throughout the life. In other words, education becomes a lifelong process. Education is an abstract entity and its concept is dynamic. Society can't remain static, as the society changes, the function of education also changes and this is the reason that education is a continuous process. It has gone through different periods and stages in the process of evolution and at each and every stage in the process of it had a different meaning according to the needs and situation prevailing in their goals, values and desirable of individual and society.

### **LANGUAGE ANXIETY**

Anxiety may be found in teachers are subjected to various problems including depression, and loss of patience with students. Language anxiety that a teacher has to face the students by managing the classroom with proper vocabulary and also by increasing their speaking skills. Etymologically speaking, the word "anxiety" is a noun formed of an adjective "anxious". Language anxiety is the feeling of uneasiness worry, nervousness and apprehension experienced when learning a second language. Maatar souad (2014) "Even if one views language anxiety as being a unique form of anxiety, specific to second language contexts, it is still informative to explore the links between it and the rest of the anxiety literature". Some individuals are more given to anxiety than others and may feel anxious in a wide variety of situations. Language anxiety can be defined as the fear or nervousness going on when a learner is expected to perform in the second or foreign language or the worry and negative emotional reaction when learning a second language. Generally speaking, language anxiety has been viewed as a particularly negative emotional factor in the language learning process by many of the researchers and academics who have considered its impact on learners. Ivana Tepeh (2016) believed that facilitating and debilitating anxiety corresponded to the intensity of the anxiety the learner felt, causing a low-anxiety state to have facilitating outcome on the performance and a high-anxiety state a debilitating outcome.

### **TEACHER BEHAVIOR**

Teacher behaviour is a behaviour normally performed by a teacher related with the students in different situation. The teacher plays a major role in a classroom so the teacher behaviour depends mainly on students. In case of learning process, the teacher has to take over a proper responsibility towards students. The interaction with students in the classroom relates to the teacher behaviour. Even teacher behaviour manipulates the relationship with students and the activities performed by the teacher can react in the classroom. A teacher

performs many reactions and observation while teaching in the class room. He makes interaction with the students to achieve the goals of education. So, all those activities which a teacher performs in the class room are known as teacher's class room behavior. Teacher behavior may be considered as the role which a teacher plays for all over development of his pupils. With this role (behavior) he also tries to modify the student's behavior derivable (Suresh Kumar Kaushal 2012).

### **REVIEW OF RELATED LITERATURE**

A review of literature related studies indicates that Saran raj and Meenakshi (2016) noticed influence of motivation factor and anxiety in English language learning among engineering students in Dharmapuri, India. The data revealed that motivation factors and language anxiety are positively correlated among technical English language learners. Nur Afiqah binti Latif (2015) took a study on English language anxiety among adult learners in University Technology Malaysia (UTM). The results indicate that there is a significant relationship between language anxiety and years of learning English while no significant relationship was obtained regarding gender and age. In another study Harikaran, S. & Jeevaraj (2015) analyzed Leadership Style of Principals and Teacher's Behaviour in Kilinochchi Zone Schools. The findings of the study that the relationship between people oriented leadership style of principals and teacher's behaviour and the relationship between task oriented leadership style of principals and teacher's behaviour. A negative correlation between task oriented leadership style of principals and teacher's satisfaction performance and F-test proved that there is a relationship between three variables. This result is true with 95%. Then the formulated null hypotheses were accepted at 5% significance level. Finally, in a study conducted by Yousef Mehdipour and Balaramulu (2013) reviewed student's attitude toward teacher's behaviour in Hyderabad universities. Results showed that majority of the Postgraduates have a positive attitude to their Teacher's behaviour. The major conclusions of the study were that students were found to be satisfied with the positive behaviour of their teachers.

### **NEED AND SIGNIFICANCE OF THE STUDY**

English language is one of the most important and characteristic forms of human behaviour. Language and human life are related to each other. It is a system of phonetics grammar and vocabulary which themselves are systems. The teacher language anxiety found that there are many factors affecting the teacher's anxiety. Teacher anxiety can be improves

by motivating the students to learn the English language by using innovative method of teaching. English language the student's attitude towards, learning the English language was continuously motivated. It also deals with their language proficiency to enhance their language skills before the students. The teaching and learning management plays a major role in teaching English language to reduce their language anxiety in the classroom. English language teacher's proficiency can be increased by managing students with good ability and by decreasing the number of students in their classroom. For the development of English language teaching the teacher should advice the students in pronunciation and vocabulary. Teachers should enquire the meaning for the words using dictionary. The teacher's language anxiety can be improved by attending workshops, seminars and conferences to enhance their skills in language proficiency.

Teacher behaviour with students includes different aspects. It consists of various actions like expression and interaction with students. Teacher behaviour also deals with speech. It relates with now a teacher can communicate with students at an appropriate voice modulation and appropriate face. There are different types of teaching aids, where the student can easily understand the concept by using visual and audio aids. It comprises of using presentation software (power point) to implement the concept before students. Teacher behaviour also manipulates various task orientation concepts like conductive tests or exams. By setting up sample question paper and also to discuss the theme of lecture and course objective in the classroom. Finally, the teacher behaviour is used to create a rapport between students and teachers inside the classroom.

### **OBJECTIVES OF THE STUDY**

1. To find out the level of language anxiety of secondary level language teachers
2. To find out the level of teacher behaviour of secondary level language teachers
3. To find out the difference between male and female secondary level of language teachers in their language anxiety.
4. To find out the difference between male and female secondary level of language teachers in their teacher behaviour.
5. To find out the relationship between language anxiety and teacher behaviour of secondary level language teachers.

### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference between in the level of language anxiety of secondary level language teachers
2. There is no significant difference between in the level of teacher behaviour of secondary level language teachers
3. There is no significant difference between male and female secondary level of language teachers in their language anxiety.
4. There is no significant difference between male and female secondary level of language teachers in their teacher behaviour.
5. There is no relationship between language anxiety and teacher behaviour of secondary level language teachers.

### **METHODOLOGY**

The investigator has used the normative survey method for obtaining the data.

### **SAMPLE**

Simple random sampling technique was employed. All the teachers working in secondary schools in Salem district. The investigator has randomly selected 100 secondary school language teachers from Salem district.

### **TOOLS USED**

1. The language anxiety tool adapted by (LA) by Horwitz, Horwitz&cope (2001).
2. The teacher behaviour tool developed by the investigator.

### **STATISTICAL TECHNIQUES USED**

Percentage analysis and Pearson Product Moment correlation used for analysis of the data.

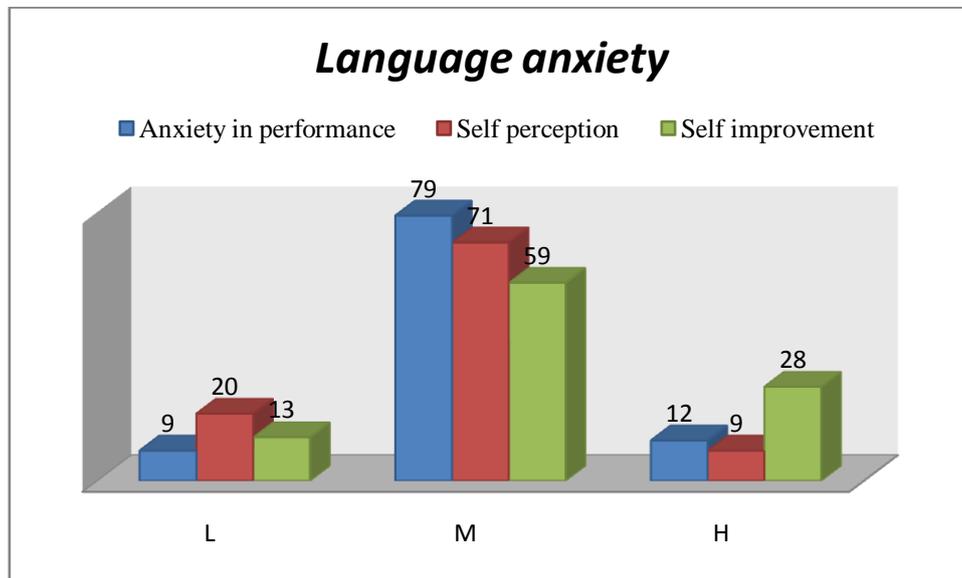
**Table-1 Level of language anxiety of secondary level language teachers**

<b>Language anxiety and its dimensions</b>	<b>Low</b>		<b>Moderate</b>		<b>High</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Anxiety in performance	9	9	79	79	12	12
Self perception	20	20	71	71	9	9
Self improvement	13	13	59	59	28	28
Language anxiety	16	16	67	67	17	17

It is inferred from the above table that (9%) of the secondary level language teachers have low, (79%) of them have moderate and (12%) of them have high level of anxiety in performance. It is inferred that (20%) of the secondary level language teachers have low, (71%) of them have moderate and (9%) of them have high level of Self perception. Also, it is inferred that (13%) of the secondary level language teachers have low, (59%) of them have moderate and (28%) of them have high level of Self improvement. On the whole, (16%) of

the secondary level language teachers have low, (67%) of them have moderate and (17%) of them have high level of Language anxiety.

**Figure-1** Figure-1 showing the level of language anxiety of secondary level language teachers



**Table-2** Level of language anxiety of secondary level language teachers with Regard to Gender

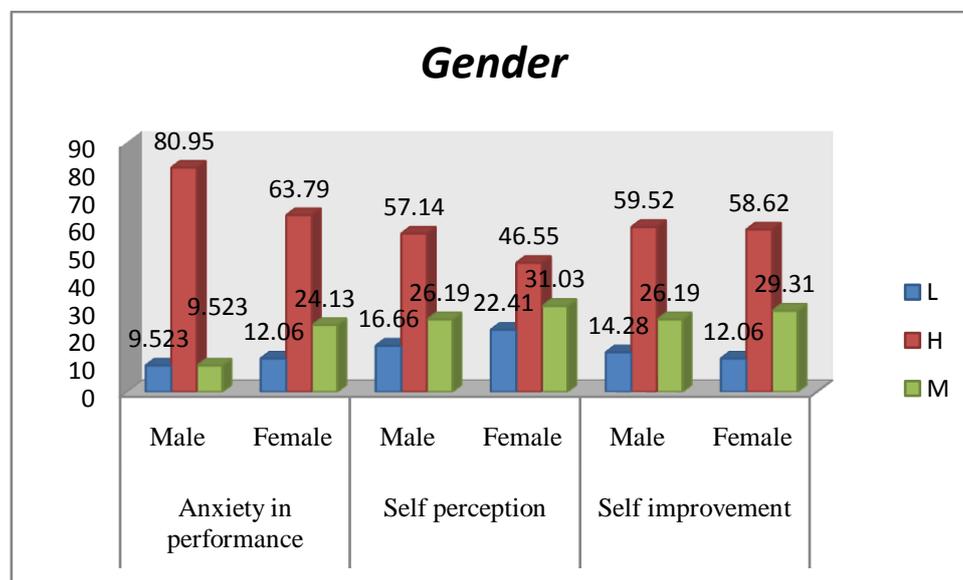
Language anxiety and its dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Anxiety in performance	Male	4	9.523	34	80.95	4	9.523
	Female	7	12.06	37	63.79	14	24.13
Self perception	Male	7	16.66	24	57.14	11	26.19
	Female	13	22.41	27	46.55	18	31.03
Self improvement	Male	6	14.28	25	59.52	11	26.19
	Female	7	12.06	34	58.62	17	29.31
Language anxiety	Male	4	9.523	33	78.57	5	11.90
	Female	9	15.51	37	63.79	12	20.68

It is inferred from above table that (9.523%) of the male language teachers have low, (80.95%) of them have moderate and (9.523%) of them have high level of anxiety in performance. It is inferred from above table that (16.66%) of the male language teachers have low, (57.14%) of them have moderate and (26.19%) of them have high level of Self perception. Also, it is It is inferred from above table that (14.28%) of the male language teachers have low, (59.52%) of them have moderate and (26.19%) of them have high level of Self improvement. On the whole, (9.523%) of the female language teachers have low, (78.57%) of them have moderate and (11.90%) of them have high level of language anxiety.

*Again*, It is inferred from above table that (12.06%) of the female language teachers have low, (63.79%) of them have moderate and (24.13%) of them have high level of anxiety in performance. It is inferred from above table that (22.41%) of the female language teachers have low, (46.55%) of them have moderate and (31.03%) of them have high level of Self perception. Also, it is It is inferred from above table that (12.06%) of the female language teachers have low, (58.62%) of them have moderate and (29.31%) of them have high level of Self improvement. On the whole, (15.51%) of the female language teachers have low, (63.79%) of them have moderate and (20.68%) of them have high level of language anxiety.

**Figure-2**

**Figure-2 showing the level of language anxiety of secondary level language teachers with Regard to Gender**



**Table-3 Level of teacher behaviour of secondary level language teachers**

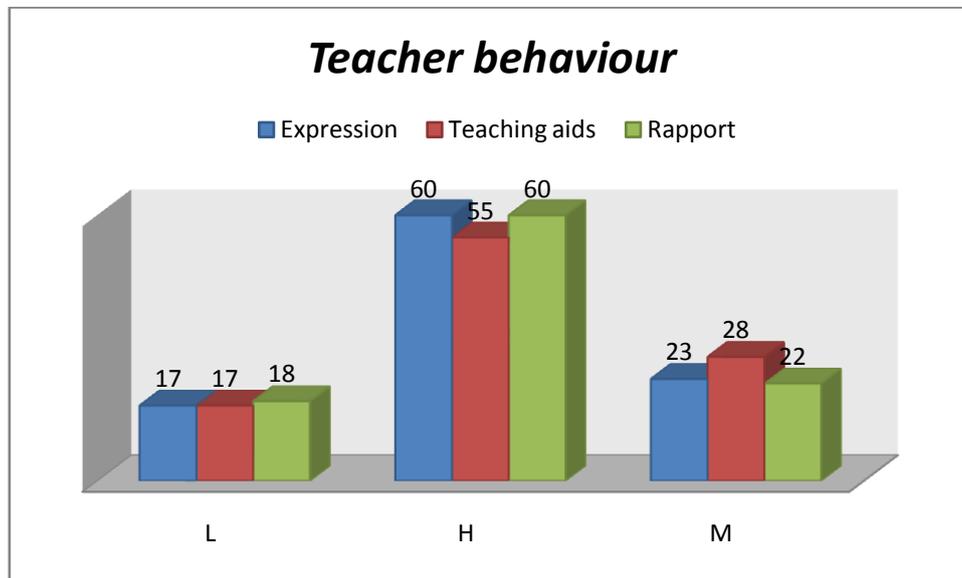
Teacher behaviour and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Expression	17	17	60	60	23	23
Teaching aids	17	17	55	55	28	28
Rapport	18	18	60	60	22	22
Teacher behaviour	14	14	64	64	22	22

It is inferred from the above table that (17%) of the secondary level language teachers have low, (60%) of them have moderate and (23%) of them have high level of expression. It is inferred that (17%) of the secondary level language teachers have low, (55%) of them have moderate and (28%) of them have high level of teaching aids. Also, it is inferred that (18%) of the secondary level language teachers have low, 60(%) of them have moderate and (22%) of them have high level of Rapport.

On the whole, (14%) of the secondary level language teachers have low, (64%) of them have moderate and (22%) of them have high level of Teacher behaviour.

**Figure-3**

**Figure-3 showing the level of teacher behaviour of secondary level language teachers**



**Table-4 Level of Teacher behaviour of secondary level language teachers with Regard to Gender**

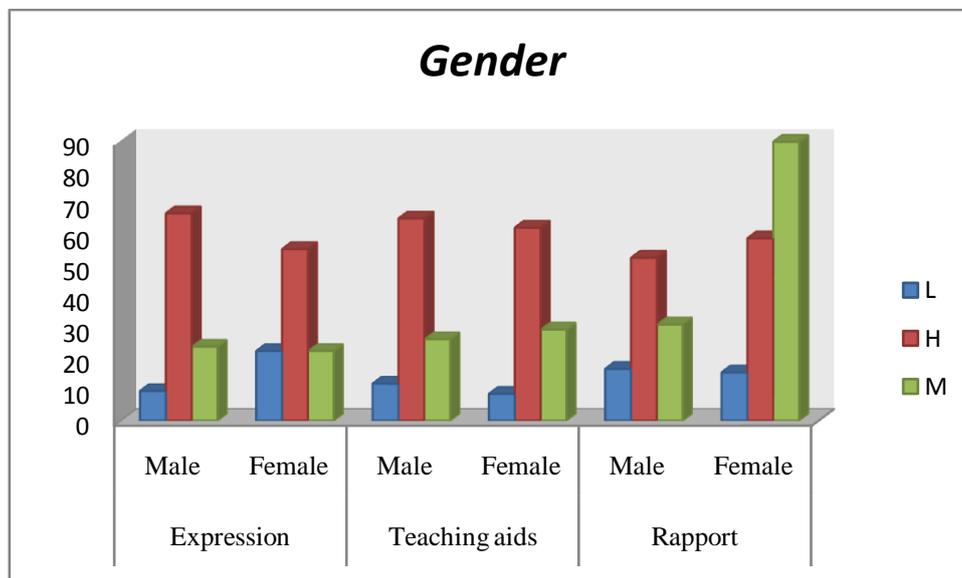
Teacher behaviour and its dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Expression	Male	4	9.523	28	66.66	10	23.80
	Female	13	22.41	32	55.17	13	22.41
Teaching aids	Male	5	11.90	26	65	11	26.19
	Female	5	8.620	36	62.06	17	29.31
Rapport	Male	7	16.66	22	52.38	13	30.95
	Female	9	15.51	34	58.62	15	89.65
Teacher behaviour	Male	6	14.28	29	69.04	7	16.66
	Female	8	13.79	39	67.24	11	18.96

It is inferred from above table that (9.523%) of the male language teachers have low, (66.66%) of them have moderate and (23.80%) of them have high level of Expression. It is inferred from above table that (11.90%) of the male language teachers have low, (65%) of them have moderate and (26.19%) of them have high level of Teaching aids. Also, it is It is inferred from above table that (16.66%) of the male language teachers have low, (52.38%) of them have moderate and (30.95%) of them have high level of Rapport. On the whole, (%) of the male language teachers have low, (%) of them have moderate and (%) of them have high level of Teacher behaviour.

*Again*, It is inferred from above table that (22.41%) of the female language teachers have low, (55.17%) of them have moderate and (22.41%) of them have high level of Expression. It is inferred from above table that (8.620%) of the female language teachers have low, (62.06%) of them have moderate and (29.31%) of them have high level of Teaching aids. Also, it is It is inferred from above table that (15.51%) of the female language teachers have low, (58.62%) of them have moderate and (89.65%) of them have high level of Rapport. On the whole, (13.79%) of the female language teachers have low, (67.24%) of them have moderate and (18.96%) of them have high level of Teacher behaviour.

**Figure-4**

**Figure-4 showing the level of teacher behaviour of secondary level language teachers with Regard to Gender**



**Table-5 Relationship between language anxiety and teacher behaviour of secondary level language teachers**

Language anxiety		Teacher behaviour		$\sum XY$	df	Calculated 'r' value	Remarks at 5% level
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$				
11371	129818	10432	109017	1186234	98	<b>0.306</b>	Positive correlation

It is inferred from the above table that there is significant relationship between language anxiety and teacher behaviour of secondary level language teachers. Hence it is concluded that there is significant relationship between language anxiety and teacher behaviour of secondary level language teachers.

## **FINDINGS OF THE STUDY**

- ❖ The level of language anxiety of male and female secondary level language teachers is moderate.
- ❖ There was no significant difference between male and female secondary level language teachers in their anxiety in performance, self perception and self improvement and total score of language anxiety.
- ❖ The level of teacher behaviour of male and female of secondary level language teachers are moderate.
- ❖ There was significant difference between male and female secondary level language teachers in their expression, teaching aids, rapport and total score of teacher behaviour.
- ❖ There was significant relationship between language anxiety and teacher behaviour of secondary level language teachers.

## **DISCUSSION OF THE STUDY**

There was no significant difference between male and female secondary level language teachers in their anxiety in performance, self perception and self improvement and language anxiety. Kevin Manley (2015) it focuses on the result revealed that English language anxiety among adult learners in University Technology Malaysia (UTM).The results indicate that there is a significant relationship between language anxiety and years of learning English while no significant relationship was obtained regarding gender.

There was significant difference between male and female secondary level language teachers in their expression, teaching aids and rapport, teacher behaviour. Zahari Ishak and Low Suet Finb (2013) result revealed that Truants and Teachers' Behaviours in the Classroom. The findings indicated that there is a significant difference in mean value in the construct of teacher's behaviour based on male and female.

## **CONCLUSION**

The results indicate that language anxiety and teacher behaviour of male and female secondary level language teachers is moderate in nature. It is also found that there was no significant difference between male and female secondary level language teachers in their anxiety in performance, self perception , self improvement and total score of language anxiety and there was significant difference between male and female secondary level language teachers in their expression, teaching aids, rapport and total score of teacher

behaviour. From the above study the investigator found that language anxiety and teacher behaviour are closely correlated. Therefore the investigator desires that secondary schools should provide training programmes and give importance to behaviour in their regular classroom teaching and learning process. It helps and enriches the skill of teacher behaviour of secondary level language teachers in their expression, interaction. The English language teachers should be classroom teaching methods using the teaching aids to develop the students knowledge.

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