Abstract

Education holds the golden key to human progress and it plays an important role in bringing about social change. In order to have the desired social change, a suitable system of education and a common language to impart education is required. English is the language of international communication and it is widely used in various sectors in India. It is anticipated that with the trend of Globalization, our country will face more stiff competition with other foreign countries. Understanding fairly well the language, in which instruction is imparted becomes essential for the educational process. However many number of people all over India, engaged in different branches of study are unable to follow lectures in English and the literature available in their subjects. It is therefore very important for Higher Education students to learn English and be able to master the language; this skill would help them greatly in securing a job. Professional college students are more vulnerable to the global impact of English. They have to equip themselves with various skills, especially communication skill in order to keep pace with the technological advancement and to maintain good rapport with their peer group worldwide. Feeling of anxiety, apprehension and nervousness are commonly expressed by second language learners in learning to speak a second language. These feelings are considered to exert potentially negative and detrimental effect on communication in target language. The present study focuses on analyzing the barrier of English communication and role played by anxiety, attitude and desire in the communication aspect of the individual. It aims to throw light into the hearts of the learners about the psychological elements involved in second language learning and to guide the administrators and academicians in policy making and curriculum framing. The general objective of the study is to find out the attitude, anxiety and desire of the Professional college students (Medical, Engineering, Law and Fisheries) to communicate in English, in the Districts of Tuticorin and Tirunelveli. The study has also analyzed the present communicative ability of the Professional college students. A total of 560 First Year Professional college students were selected by using simple representative and cluster sampling. Selected samples were administered with the research tools for the variables viz: anxiety (FLCAS-Foreign Language Classroom Anxiety Scale), attitude (AMTB/Motivation Test Battery) and desire to communicate in English.
Linguapeace diagnostic test was administered to a sample of 65 students to assess the present communicative ability of the students. The collected data was statistically analyzed and the results revealed that anxiety stands as a major barrier in acquiring English communication skill. Attitude and desire to communicate in English are unanimously positive among students in relation to their locale, medium of instruction, type of school etc. The communicative ability assessment revealed that majority of the students enrolled in Professional colleges lack the ability to communicate in English. The researcher based on the findings suggests ‘English’ as a subject to be included in the professional college curriculum to enhance the proficiency to speak and communicate in English.

**Key Words:** Attitude, Anxiety, Desire, Communicative Ability & Professional College.