

English Language Speaking Anxiety in Pakistani University Students

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Abstract

English language speaking anxiety is a universal phenomenon. Several studies have been conducted to explore and find out the reasons behind it which unearthed many different aspects of anxiety. The purpose of this study is to find out the levels of speaking anxiety among Pakistani university students and to see if EFL speakers of Pakistan have the same factors of speaking anxiety, as pointed out in the adapted version of Foreign Language Classroom Anxiety Scale (FLCAS). An adapted version of FLCAS was employed to find out the answers to these questions. The sample was taken from a public sector university comprising a total number of 512 students. The results show that, overall, the students have a low level of speaking anxiety and the adapted version of FLCAS does not completely serve the purpose of measuring the level of speaking anxiety in the Pakistani context. From this study it is recommended that a thorough study comprising other disciplines as well must be carried out to find out the factors causing speaking anxiety in Pakistani learners of English as second language.

Keywords: *Speaking Anxiety, English as a Foreign / Second Language, Foreign Language Classroom Anxiety Scale.*

I. Introduction

English language is considered as the lingua franca (Brutt-Griffler, 2002; Crystal, 2003; Gnutzmann, 1999; Jenkins, 2003; Kachru, 1992; Mair, 2003; McArthur, 1998; Melchers & Shaw 2003; Seidlhofer, 2005). However, it was not the language of the people living in the subcontinent and was rather a result of the British colonization in the 17th and 20th century (Tariq, Bilal, Sandhu, Iqbal & Hayat, 2013). After the independence of Pakistan, English language became its official language (Tariq et al., 2013). Since then the government has laid stress on teaching and learning English language at schools, colleges and universities (Tariq et al., 2013). Government and private sector educational institutes across the country have played a vital role in the advancement of English language teaching and language learning (Akram & Qureshi, 2012; Bashiruddin & Qayyum, 2014; Mahmood & Ghani, 2012; Nawab, 2012). They try their utmost to equip the students with the skills of English language to achieve success in their personal and professional lives. However, not all the skills are given equal importance since the beginning of the academic career.

Most of the schools in Pakistan assess only the written language skills of their students through written tests because of their own convenience. This phenomenon does not allow the language learners to exhibit their spoken skills

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aptly. Most of the schools do not assess the spoken skills of the learners on the standards and this depravity creates a lack of opportunities for the young learners to improve their speaking skills. Majority of the students go through the same sort of assessment criterion for almost twelve years where they are assessed and evaluated on their written scripts and very less attention is given on the assessment of spoken language through spoken tests. The examination system employed at almost all the levels for the majority of the students assesses their writing skills and marks and evaluates the students on the basis of written scripts. The room for assessing the students on their speaking skills is very less in some cases and in the other it does not even exist. Consequently, after passing the Higher Secondary Certificate (HSC) Examination when they get ready to enter the professional universities, they carry this lack of exposure to the spoken skill to university classrooms.

By the time students enter universities, they become ready to undergo a rigorous training to be able to enter the professional world. Keeping the needs of the corporate sector, all the universities want their graduates to be successful in their professional lives. The first step to enter in the corporate sector is the interview process that all the candidates are required to go through in order to sell themselves to a potential employer. Mostly the medium of communication in these interviews is English. Keeping the exceptions aside, candidates failing to express their ideas in English language are not regarded as potential candidates. Corporate world asks for a candidate who is confident about his skills and knowledge and can express himself aptly in a language that is accepted globally. In today's time, most of the corporate people have set their standards on the scale of how someone expresses himself in English language.

Keeping the demands of the corporate world in view the Higher Education Commission of Pakistan requires every university to teach at least three courses of English comprising Functional English, English Writing Skills, and Business and Communication Skills to cover the four skills of English language that are Reading, Writing, Listening and Speaking. HEC has also prescribes course outlines for the benefit of these universities.

Teachers teaching English as foreign language (EFL) at the tertiary level expect students with EFL speaking anxiety in their classrooms (Zhiping&Paramasivam, 2013). The existence of learners in an EFL learning classroom with the habit of sitting in the back rows or avoiding participation or in other words being least motivated in EFL speaking activities is a clear sign for the teachers that one of the reasons for such a phenomenon can be attributed to the fact that the learners are facing EFL speaking anxiety. For such anxious EFL learners the EFL instructors of tertiary level must try to help the learners of English language with EFL speaking anxiety either by reducing the situations in their EFL speaking classrooms that cause EFL speaking anxiety or by making the process of language learning easier, less stressful and rather more fun for the learners.

When it comes to speaking English as foreign language, speaking anxiety is a global phenomenon for almost everybody. Researches done globally have provide the evidence that learners across the globe face anxiety while speaking English as foreign language and that is why the increasing trends in learning to speak this language have produced more and more anxiety factors to the learners with the passage of time. To help the learners identify the elements of speaking anxiety, researchers like Horwitz et al. (1986), McCroskey (1970) have come forward in the history and produced great researches that have benefitted hundreds of researchers in their pursuit of identifying and eliminating speaking anxiety from English language learners. Since their invention of tools for identifying the intensity and causes of speaking anxiety, many researchers across the globe have utilized their tools of measuring speaking anxiety by either

adapting the tool or adopting it completely for their research (Al-Saraj, 2014; Dewaele & Al-Saraj, 2015; Hashemi, 2011; Koçak, 2010; Suleimenova, 2014; Tseng, 2012).

Statement of the Problem

In Pakistani schools, English language teachers focus more on reading and writing skills, neglecting speaking (Alam & Bashiruddin, 2013; Khurshid, Gilani, Jabbar, & Naureen, 2013). This lack of attention by the ELT practitioners towards one of the most important skills engender lack of confidence and the element of speaking anxiety among the learners and they exhibit this speaking anxiety in EFL speaking classrooms where they remain less involved or do not show much interest in participating in speaking activities.

Significance of the Study

If the teachers teaching at public sector universities get to know the reasons that engender speaking anxiety among the students, they will try to reduce those elements of anxiety in their classrooms and will ease the learning process for the students of all backgrounds.

Objectives of the Study

The aims of this study are to:

1. Explore the level of EFL speaking anxiety among the first-year public sector university students of Karachi.
2. Determine if EFL speakers of Pakistan, have the same factors of speaking anxiety, as embedded in the adapted version of FLCAS.

Research Questions

This research aimed at finding out the answers to the following questions.

1. What is the level of EFL speaking anxiety among tertiary level language learners in Pakistan according to the adapted version of FLCAS?
2. Do EFL speakers of Pakistan, have the same factors of speaking anxiety, as embedded in the adapted version of FLCAS?

II. Literature Review

From the inception of English language learning and language teaching, the debate over the influence and usefulness of English language, has now taken new agenda to investigate various other aspects. Learning a foreign language sometimes proves to be a challenging task for many learners as it involves cognitive and affective factors and both have very strong impact on their efforts in learning a language. Learners learning English as foreign language come across hindrances making the task a complex undertaking for both the learners as well as the teachers.

According to some cognitive psychologists, learning is purely a mental process (Chastain, 1975). On the other hand, the affective factor is the “the emotional side of human behavior in language learning process” (Brown, 1994). Due

to many factors communication has been neglected in underdeveloped countries especially in Pakistan (Akhtar, 2019) and speaking anxiety is one of the major reasons for it.

Anxiety

Anxiety is a result of a failure, predicted by a speaker of a language who tends to depart from a threatening scenario (Sanders & Wills, 2003). It is an essential element in the learning process and varies from learner to learner and generally arises due to various reasons like feelings of imperfection or deficiency, apprehension, self-concern, etc. (Toth, 2008a). On the other hand, Liu (2006) also attributes the causes of anxiety to the unpredictability of a linguistic setting especially when the learners are being scrutinized or evaluated. According to Tsui (1996) anxiety plays a critical role in determining the level of academic achievements of a learner and this provides a sound foundation of the study, especially in Pakistani context.

Foreign Language Anxiety

The concept of globalization in terms of business, cross-cultural communication, people's migration for various political, social, official and personal reasons engenders the process of learning a language other than the native one. Sometimes, the learners are not given enough time to master a foreign language for certain purposes like social or academic but on the other hand they are expected to converse in the target language fluently in a short period of time. This makes the learning process for the learners quite challenging as the learners find it difficult to express their notions, opinion, beliefs, and in some cases, their intelligence. Crookal and Oxford (1991, p. 142) term it as "cultural shocks" as the learners find themselves in a situation of being alienated from the rest of the group.

Components / Factors and Sources of Foreign Language Anxiety

Horwitz et al. (1986) identify three components being the major sources of foreign language anxiety. These are communication apprehension, test anxiety and fear of negative evaluation. This study is considered to be one of the most dependable and unequivocal researches in the domain of psycholinguistics (Aida, 1994; Campbell & Ortiz, 1991; Bailey, Daley, & Onwuegbuzie, 1999).

Communication Apprehension

It is the feeling of uneasiness that an individual goes through while communicating verbally to someone (Horwitz et al., 1986). Daly, Cauhlin, and Stafford (1997, p. 21) define communication apprehension as "people's willingness to approach or avoid social interaction". It has sometimes been defined as shyness (Buss as cited in Daly et al., 1997), sometimes as reticence (Tsui, 1996), and often as social anxiety (Schlenker & Leary, 1985). Obstacle or trouble that a learner has in conversing with a peer or a friend or in a group inside or outside the classroom is the "manifestations of communication apprehension" (Horwitz et al., 1986, p. 127).

Test Anxiety

Horwitz et al. (1986) indicated test as the foreign component of EFL speaking anxiety and described it as "a type of anxiety stemming from a fear of failure". Mandler and Sarason (1952) originated the concept of test anxiety by developing a 37 item Test Anxiety Questionnaire (TAQ). Their aim was to measure the impact of evaluative and stressful situations of examination on the students prior to and during examinations. In a foreign language learning class at tertiary level the general criterion for marking is giving quizzes to the learners. This is where learners having high test anxiety

will face many difficulties. Young (1990, p. 543) inserts questions in the questionnaire about foreign language speaking anxiety such as “I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up.”

Fear of Negative Evaluation

Horwitz et al. (1986) nominate the Fear of Negative Evaluation (FNE) as the third component in foreign language anxiety. Watson and Friend (1969, p. 448) define it as “apprehension of other’s evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively.” It can be considered as one of the most relevant factors in Pakistani context. This fear of negative evaluation can be applied to any situation of like public speaking, job interviews, etc. (Horwitz et al., 1986).

Researches in Pakistan on Anxiety

Recently there has been a great contribution by Pakistani researchers in the area of English language speaking anxiety in the context of Pakistan. Akhtar and Husaain (2019) have mentioned many factors which are responsible for lack of effective communication skills among Pakistani students. Apart from methodological factors explored by these researches, there are some internal factors and external exposure that are also responsible for lack of good speaking and communication skills. In a gender-based study, Noreen, Ahmed and Esmail (2015) researched on the Role of Students’ Motivation, Attitude and Anxiety in Learning English at Intermediate Level in Pakistan. Gopang, Bughio, Umrani, and Lohar (2015b) investigated English language speaking anxiety at Lasbela University, Baluchistan. Likewise, Sheikh and Hussain (2014) researched whether parental pressure on student’s attainment of high grades can be considered as a source of English language learning and speaking anxiety or not. Similarly, a study done by Dar and Khan (2014) investigated oral communication apprehension among undergraduate engineering students in Pakistan. Shahzadi and Zahabia (2014) researched on the difficulties faced in learning English language skills by the students at University of Sargodha. Zahid and Ghani (2014) tried to view the effects and implications of the association of learners’ attitude with anxiety. Similarly, Nazir, Bashir and Raja (2014) studied foreign language speaking anxiety among EFL Intermediate Pakistani learners. Another study by Javed, Eng, Mohamed, and Sam (2013) compared Pakistani and Indonesian Students’ anxiety towards English language learning. Waseem and Jibeen (2013) examined the motivational patterns in Pakistani context while investigating anxiety among learners of English as a foreign language.

III. Research Methodology

The research is quantitative in nature.

Research Population

The population of this study comprised of a public sector university student in Pakistan.

Sample

The sample for the current study was taken from a public sector university in Karachi.

Sampling Technique

For this study, researcher used purposive sampling technique as the researcher wanted to conduct this research on public sector university students. To this end, he selected a public sector university in Karachi. The university was selected on the basis of being the only university in the metropolis where the researcher could receive data in abundance.

Sample Size

The researcher collected data from 7 different departments of the first-year students enrolled in Functional English and Oral Communication course. The departments offered courses of Functional English and Oral Communication in the first year of academic studies. These are the courses where students are more exposed to English language speaking activities, hence the researcher found it convenient to collect the required data from these participants. The number of students registered in these departments were different therefore the number of participants from each department were not equal in number and neither was the purpose of the study.

The total number of questionnaires filled by these participants from 07 different departments were 512. Out of these 512, the male participants were 272 and the female participants were 240.

Research Instrument

To collect the data from the participants, researcher used adapted version of Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. in 1986.

Adaptation of Foreign Language Classroom Anxiety Scale (FLCAS)

To make FLCAS more focused towards EFL speaking anxiety expressions like “English language speaking”, “English language speaking classroom” were added in the questions. For example, item no. 1 in FLCAS, “I never feel quite sure of myself when I am speaking in my foreign language class.” was revised to “I never feel quite sure of myself when I am speaking *English language* in my *English language speaking class*.” The researcher made these changes in the items because he wanted the participants to keep their concentration more towards speaking activities and while filling the questionnaire, they must not think of anything else other than what they felt while speaking English language in an English language speaking class. To convey the real meanings of FLCAS and to facilitate the participants, the researcher translated all the adapted items of FLCAS in Urdu.

IV. Validity and Reliability

Validity

Face Validity

FLCAS is a questionnaire based on Likert scale and it collects information about the level and causes of EFL learning anxiety. The researcher ensured the face validity of the research tool by keeping the Likert scale questionnaire simple, precise and clear in terms of language and understanding.

Content Validity

FLCAS measures three dimensions of EFL speaking anxiety. The first is the Fear of Negative Evaluation (FNE) and is determined by item No. 2, 9, and 10. The second is Communication Apprehension (CA) and it is measured by item No. 1, 12, 13, 18, 28, 27, 7, 23, 24, 31, 14, and 32. The third and the last is Test Anxiety (TA) which is caused by the fear of failure in a learner has 7 items linked to it (3, 8, 16, 20, 21, 22 and 33). Certain other elements are embedded in FLCAS. They are EFL learning anxiety, which is addressed by item No. 5, 6, 11, 17, 25, 26, and 30. Another element is instructor related anxiety, which is addressed by Item No. 4, 15, 19, and 29 (Toth, 2008b).

Construct Validity

The major constructs in FLCAS comprised communication apprehension, test anxiety and fear of negative evaluation (Horwitz et. al., 1986). Numerous studies have been carried out in the past to investigate different aspects of language related anxiety. In this research, the researcher rephrased the items to investigate EFL speaking anxiety.

Translation Validity

The translated version was sent to 5 different experts. These experts were researchers in the field of English language teaching. They were also teaching English language at tertiary level in different universities and degree awarding institutes. On their suggestions, the researcher made necessary and useful amendments.

Reliability

Internal Reliability

The researcher measured the Cronbach alpha coefficient of FLCAS. The value of Cronbach alpha coefficient of FLCAS was achieved as .777 with the sample size of 512 participants.

Pilot Study

The study was piloted in one of the departments of the selected public sector university in Karachi. The sample size of the pilot study was 31, 1st year students. The researcher observed all the ethical considerations and ensured the anonymity of the participation.

Data Collection Procedure

To answer the research questions, the researcher followed the following procedure. The data was collected using the translated version of FLCAS and was analyzed through descriptive statistics by using Statistical Package for Social Sciences (SPSS) Version 22.

Ethical Considerations

To conduct this research, the researcher observed all the ethical considerations before, while and after receiving the data.

V. Findings

Analysis of Data

The responses given by the participants on FLCAS were first analyzed on the whole to get an overall view. To this end, the researcher calculated the frequencies of all the responses for each option of the Likert scale.

Table 4.1

Consolidated Responses of all the participants for all the items in FLCAS

| Items in FLCAS | SA | A | NA / ND | D | SD |
|----------------|-----|-----|---------|-----|-----|
| 1 | 40 | 210 | 98 | 136 | 28 |
| 2 | 33 | 135 | 68 | 215 | 61 |
| 3 | 102 | 174 | 72 | 116 | 48 |
| 4 | 21 | 58 | 68 | 227 | 138 |
| 5 | 117 | 246 | 63 | 71 | 15 |
| 6 | 54 | 146 | 112 | 159 | 41 |
| 7 | 108 | 185 | 120 | 76 | 23 |
| 8 | 60 | 205 | 109 | 115 | 23 |
| 9 | 90 | 209 | 74 | 119 | 20 |
| 10 | 51 | 147 | 91 | 161 | 62 |
| 11 | 64 | 192 | 118 | 119 | 19 |
| 12 | 42 | 142 | 76 | 187 | 65 |
| 13 | 21 | 101 | 126 | 212 | 52 |
| 14 | 62 | 179 | 114 | 125 | 32 |
| 15 | 20 | 172 | 101 | 171 | 48 |
| 16 | 65 | 195 | 53 | 143 | 56 |
| 17 | 31 | 83 | 58 | 212 | 128 |

| | | | | | |
|----|-----|-----|-----|-----|-----|
| 18 | 95 | 222 | 112 | 72 | 11 |
| 19 | 23 | 109 | 96 | 227 | 57 |
| 20 | 131 | 184 | 92 | 84 | 21 |
| 21 | 24 | 71 | 67 | 244 | 106 |
| 22 | 70 | 246 | 81 | 101 | 14 |
| 23 | 78 | 190 | 129 | 88 | 27 |
| 24 | 66 | 230 | 84 | 106 | 26 |
| 25 | 23 | 83 | 71 | 233 | 102 |
| 26 | 25 | 97 | 60 | 215 | 115 |
| 27 | 33 | 159 | 102 | 162 | 56 |
| 28 | 68 | 213 | 134 | 84 | 13 |
| 29 | 41 | 148 | 83 | 179 | 61 |
| 30 | 51 | 179 | 117 | 134 | 31 |
| 31 | 70 | 124 | 74 | 182 | 62 |
| 32 | 51 | 194 | 132 | 116 | 19 |
| 33 | 46 | 202 | 96 | 136 | 32 |

Note. 1, 2, 3... 33 = No. of Items in FLCAS; SA = Strongly Agree; A = Agree; NA / ND = Neither Agree; Nor Disagree; D = Disagree; SD = Strongly Disagree.

This calculation gave the general levels of EFL speaking anxiety. Levels of anxiety were measured on guidelines provided by Liu and Jackson (2008) and Yaikhong and Usaha (2012) that a score of more than 144 suggests high level anxiety, similarly a score on FLCAS ranging from 108 to 104 represents moderate level anxiety and a score of less than 108 represents little or no anxiety.

Further analysis of the given responses on FLCAS yielded answers to the second research question, that is, if the EFL speakers of Pakistan, have the same factors of speaking anxiety, as embedded in the adapted version of FLCAS. The researcher specifically wanted to find out whether the causes suggested by Horwitz (1986) and some other factors revealed by some later researches in FLCAS were effective in causing EFL anxiety specifically in the Pakistani context or not. For this purpose, the collected data was analyzed on SPSS Version 22. The results of the analysis are discussed according to the constructs of FLCAS.

VI. Discussion

Level of EFL Speaking Anxiety

The findings revealed that 77% of the participants had low level of EFL speaking anxiety. On the other hand, 23% of the participants had moderate level of EFL speaking anxiety. None of the participants were found to have high level of EFL speaking anxiety. This finding does not exactly match with another study of Gopang et al. (2015a) where the university students of Lasbela University were found to have moderately high level of English language anxiety.

Some other researchers like Nazir et al. (2014) in a study of second language speaking-anxiety among EFL intermediate Pakistani learners showed that the participants experienced a high level of EFL speaking anxiety. Similarly, Gopang et al. (2015b) investigating English language speaking anxiety of undergraduate students at Lasbela University concluded that the students of Lasbela University have high level of anxiety. On the other hand, Gopang et al. (2015a) while investigating foreign language learning anxiety among students learning English in a public sector university, conclude that the level of speaking anxiety of undergraduate students at Lasbela University is moderate inside and outside classroom. Shahzadi et al. (2014) in a study on difficulties faced in learning English language skills by university of Sargodha's students revealed that students would prefer using their native language due to feeling of hesitation while speaking English as foreign language. This hesitation can be referred to as a cause of anxiety factor. Dar and Khan (2014) disclose that engineering students have anxiety due to oral communication apprehension.

Öztürk, & Gürbüz (2014) in a quantitative study showed that students experienced a low level of EFL speaking anxiety but they also perceived speaking skill as a provocative factor for anxiety. Contrary to that, Putri (2014) found that there was high anxiety level in XI Social students however, Akbari and Sadeghi (2013) found that bilinguals learning English as their third language experienced a comparatively high level of foreign language learning anxiety

Factors of EFL Speaking Anxiety

Communication Apprehension

The findings revealed that 49% of participants do not feel sure of themselves while speaking English as foreign language, 49% of the participants rejected having the feeling of nervousness in an EFL speaking class. 62% of the participants feel confident while speaking English in an EFL speaking class. Similarly, 41% do not feel nervous or confused when they speak in an EFL speaking class. In addition to this, 52% of the participants do not feel shy in volunteering an answer in English in an EFL speaking class.

In contrast to these findings, the opposite views suggest that 49% disagreed for not getting nervous in an EFL speaking class, 36% endorsed the fact of getting nervous and forgetting things in an EFL speaking class. Similarly, where 41% do not feel nervous or confused while speaking English in an EFL speaking class, 38% affirmed of getting nervous and confused about speaking English as foreign language.

Nazir et al. (2014) in a study of second language speaking-anxiety among EFL intermediate Pakistani learners showed that the participants experienced a high level of EFL speaking anxiety due to communication apprehension. Similarly, Gopang et al. (2015b) while investigating English language speaking anxiety of undergraduate students at Lasbela University concluded that the students of Lasbela University have high level of anxiety which is attributed to communication apprehension. Putri (2014) also found a high anxiety level in XI Social students due to communication apprehension. In addition, Akbari and Sadeghi (2013) found that bilinguals learning English as their third language

experienced a comparatively high level of foreign language learning anxiety in the forms of communication anxiety and Yahya, (2013), revealed in his study that the mean count for communication anxiety was 2.80 which suggests a higher level of anxiety. Waseem, F. and Jibeen, T. (2013) on the other hand, while studying anxiety amongst learners of English as a second language suggest that instrumental motivation is a significant contributor towards second language anxiety, speech apprehension. Akbari and Sadeghi (2013) found that bilinguals learning English as their third language experienced a comparatively high level of foreign language learning anxiety in the forms of fear

Peer Pressure

The findings of the items related to peer pressure revealed that 57% of the participants had a feeling that their peers were better in EFL speaking than them. In a similar question, 52% of the participants thought that their peers had better EFL speaking skills than them. Similarly, 58% of the participants feel very self-conscious when they speak English as foreign language especially in front of the other students. On the contrary, 48% of the participants do not feel themselves at such a low level of EFL speaking that others start laughing at them, however, 38% of the participants, which is quite a considerable amount in comparison of 48% of the responses, do have a threat of being ridiculed by their peers while speaking English as foreign language.

Awan et al. (2010) in his investigation of foreign language classroom anxiety and its relationship with students' achievement found that 'Speaking in front of others' is rated as the biggest cause of anxiety. In a similar form of a study (Batiha et al., 2014) results suggested that general factors like and high expectations provoked classroom anxiety the most.

Fear of Negative Evaluation

Fear of negative evaluation can be one of the strongest reasons in the context of Pakistan, especially where the EFL instructor has the authority of marking the students on their class performances. In the investigation of this element of anxiety, the researcher found out that 53% of the participants were very conscious about making mistakes while speaking English as foreign language in an EFL speaking class. Similarly, in such situations where EFL learners are asked speak without preparation, 58% started to panic. On the other hand, when it comes to failing in an EFL speaking class, where 44% do not bother about the consequences, 39% show their concerns over negative consequences of not scoring well in an EFL speaking class.

Waseem, F. and Jibeen, T. (2013) while studying anxiety amongst learners of English as a second language suggest that with others, fear of negative evaluation, is a significant contributor towards second language anxiety. Similarly, Gopang et al. (2015b) while investigating English language speaking anxiety of undergraduate students at Lasbela University concluded that the students of Lasbela University have high level of anxiety due to fear of negative evaluation. Nazir et al. (2014) in their study conducted at Intermediate level, report that students at Intermediate level exhibit high level of speaking anxiety due to fear of negative evaluation.

Sheikh and Hussain (2014) point out another element of speaking anxiety which is the pressure put by the parents on the students on securing high grades at tertiary level. This refers to the fear of negative evaluation among the students which ultimately leads to the low grades and hence this fear keeps the students from performing well in in-class speaking activities.

In a study by Öztürk, &Gürbüz (2014) the results obtained through quantitative showed that students experienced that fears of making mistakes, negative evaluation, are the major causes of EFL speaking anxiety. In a similar form of a study (Batiha et al., 2014) results suggested that general factors like negative evaluation provoked classroom anxiety the most. Similarly, Putri (2014) found that there was high anxiety level in XI Social students due to fear of negative evaluation

Test Anxiety

Investigating whether taking an EFL speaking test can be anxiety provoking for EFL learners, the researcher found out that 54% of the participants do not feel confident in taking as EFL speaking test. However, 52% of the participants revealed that they felt less confident only before they started taking the test. On the contrary, while taking the EFL speaking test, they usually felt at ease. Similarly, 62% of the participants were extremely anxious when they knew that were going to be called on for an EFL speaking activity. This is further endorsed by the fact that 51% of the participants did not feel comfortable and rather had anxiety of EFL speaking class even if they were well prepared for the class. On the other hand, 68% of the participants while preparing for the test were not in a state of confusion. This feeling of ease and relaxation while preparing for an EFL speaking test is further endorsed by the fact that 62% of the participants did not feel any pressure in preparing for an EFL speaking class. A similar kind of test anxiety is exhibited by 48% of the participants when they asked questions which they had not prepared earlier for an EFL speaking test.

55% of the participants revealed that on the way to these EFL speaking classes they felt relaxed and sure and that is why, 71% of the participants endorsed that taking more EFL learning classes would not bother them. This was further endorsed by the fact that 50% of the participants condemned learners who get upset over EFL speaking classes. The fact that 67% of the participants rejected the idea of bunking their EFL speaking classes is an indication of how much the public sector university students were enjoying EFL speaking classes.

Waseem, F. and Jibeen, T. (2013) while studying anxiety amongst learners of English as a second language suggest that fear of tests is a significant contributor towards second language anxiety. Similarly, Gopang et al. (2015b) while investigating English language speaking anxiety of undergraduate students at Lasbela University concluded that the students of Lasbela University have high level of anxiety due to test. Likewise, Putri (2014) found that there was high anxiety level in XI Social students due to test anxiety. In the same way, Akbari and Sadeghi (2013) found that bilinguals learning English as their third language experienced a comparatively high level of foreign language learning anxiety in the forms of test anxiety. In a similar form of a study (Batiha et al., 2014) results suggested that general factors like test anxiety, provoked classroom anxiety the most. Yahya, (2013), also revealed in his study that test anxiety received the lowest mean (2.68).

Rules of Grammar

Due to the healthy EFL speaking classroom environment 64% of the participant do not feel tensed of nervous being in these EFL speaking classrooms. It was rather the presence of EFL speaking rules that are in abundance that disturbed 45% of the learners. However, the researcher came across an interesting finding, when 39% percent of the participants confirmed that they usually found themselves wondering off on other thoughts during EFL speaking activities in an EFL speaking class and the same percentage of the participants, i.e. 39%, rejected of facing such situation. The reason to this distraction needs to be investigated.

Awan et al. (2010) in his investigation of foreign language classroom anxiety and its relationship with students' achievement found that followed by 'worries about grammatical mistakes'. In a similar form of a study (Batiha et al., 2014) results suggested that general factors like vocabulary, which is a part of learning a new language, provoked classroom anxiety the most.

Instructor and Class Related Anxiety

Sometimes, the teaching pedagogy of an EFL speaking instructor also makes an impact on the learning of an EFL learner. The investigation gave the findings that 71% of EFL learners did not have any issue the way their EFL speaking instructor spoke during EFL speaking activities and 47% of the participants did not have any nervousness if they did not understand their EFL speaking instructor. However, 42% of the participants did not have any concerns over being corrected if the correction was not intelligible to them. Very close to this finding, 38% of the participants showed their reservation if they did not understand what the EFL speaking instructor was trying to correct them. However, 55% of the participants also revealed the fact that EFL speaking instructor was not ready to correct all of their mistakes.

Similarly, Waseem, F. and Jibeem, T. (2013) on the other hand, while studying anxiety amongst learners of English as a second language suggest that instrumental motivation is a significant contributor towards second language anxiety of English classes.

On the contrary, Adeel, A. (2011) in his study of anxiety among the Graduation Learners of English as a Foreign Language in Pakistan concluded that anxiety in communication stems, on the one hand, in the learners from their self-created perceptions and beliefs about themselves, and on the other, from the strict and formal classroom environment in the educational institutions. Similarly, Noreen et al. (2015), in a study on the role of students' motivation, attitude and anxiety in learning English at intermediate level in Pakistan, suggest that the motivation provided by the teachers to their learners plays a pivotal role in reducing anxiety. Therefore, it can be said that lack of motivation from teachers is one of causes of anxiety. Likewise, Shahzadi et al. (2014) in a study on difficulties faced in learning English language skills by university of Sargodha's students revealed that students would prefer using their native language due to feeling of hesitation while speaking English as foreign language. The researchers in the study attribute this hesitancy to the teaching material and suggest it to be improved. In a similar form of a study (Batiha et al., 2014) results suggested that instructor-learner interaction is an important factor in causing anxiety. Yahya, (2013), revealed in his study that the fear of negative feedback received the highest mean (2.93). Akbari and Sadeghi (2013) found that bilinguals learning English as their third language experienced a comparatively high level of foreign language learning anxiety in the forms of and anxiety in the EFL classroom environment.

Native speaker anxiety

47% of the participants guaranteed no anxiety if they are exposed to a native English language speaker while 30% did show reservations over such a conversation. In a similar kind of question in FLCAS, 49% of the participants affirmed less EFL speaking anxiety, being among the native speakers of English language.

Gopang, Bughio and Pathan (2015a), however, in another study on investigating foreign language learning anxiety among students learning English in a public sector university, conclude that the level of speaking anxiety of undergraduate students at Lasbela University is moderate This nervousness gets increased when they converse with a native speaker.

VII. Conclusion

From the discussion, the researcher draws the conclusion that keeping the findings of the data in view it can be said EFL learners of public sector university students have moderate level of general EFL speaking anxiety. EFL speakers do not face much problems in speaking English as foreign language but there is a general sense of lack of surety on EFL speakers' part. Even being less anxious, they are not sure of their competence of EFL speaking.

On the other hand, a very strong EFL speaking anxiety exists because of their peers. Even though, peers also are a source of help for anxious EFL speakers, yet they are equally a very strong source of EFL speaking anxiety. EFL speakers feel the pressure when they see their peers doing well in EFL speaking activities and hence they fall a prey to a kind of race of winning from their peers.

Similarly, EFL speakers of tertiary level, public sector university, have very high-level anxiety regarding negative evaluation. They are very much concerned about their marks that they score in EFL speaking activities of EFL speaking tests. On the other hand, EFL speakers do not have EFL speaking test anxiety unless they go through the EFL speaking tests' situation. Before taking an EFL speaking test, EFL speakers have high anxiety level but this EFL speaking anxiety vanishes while taking the EFL speaking test.

EFL speakers also showed mild anxiety towards understanding the EFL speaking instructor. For many of the EFL speakers, not understanding an EFL speaking instructor is a source EFL learning anxiety, while to many this element does not count in EFL speaking anxiety.

When it comes to interacting with the native speakers, EFL speakers do not have any anxiety. They would rather feel more comfortable while interacting with the native English language speakers.

VIII. Recommendations

Data analysis and findings suggest that although the adapted version of FLCAS covers almost all the aspects of EFL language speaking anxiety, but in Pakistani context, this adapted version of FLCAS does not completely serve the purpose. The causes of EFL speaking anxiety may be more than the ones covered in the adapted version of FLCAS. Therefore, a thorough investigation should be undertaken to explore more about the causes of EFL speaking anxiety in Pakistani context. Furthermore, a tool needs to be developed in order to investigate all the elements of EFL speaking anxiety in Pakistani context. This study was limited to a public sector university, hence, the scope of this study should be broadened and the study needs to be carried out on other disciplines as well.

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