

# **An Analysis of Undergraduates' Anxiety in Speaking English Language at the University of Sindh, Jamshoro: A Case Study**

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## **Abstract**

*Although, English language has spread across Sindh to a great extent over the years due to plethora of reasons which mainly include the status of English as the official language of the province of Sindh; secondly it is a medium of instruction at all levels in the educational institutions and universities in Sindh. Due to the hegemony of English, the trend of imparting education from primary to post doctoral studies has deepened its roots in Sindh like that of entire Pakistan. Yet the speaking anxiety of undergraduate students studying in various departments at this university remains intact rather than diminishing. English speaking and learning anxiety as an unambiguous feature of the language acquisition have employed an immense area of research since last couple of decades. This study is aimed at exploring the height, level and degree of anxiety in speaking & learning English amongst the undergraduates of various departments of the University of Sindh. This research has been carried out with the help of a quantitative research design after bringing a survey methodology in use so as to collect data. The sample of the research consisted of 200 participants belonging to different departments of the University of Sindh, Jamshoro. The students for the purpose were chosen indiscriminately. English as foreign verbal communication lecture hall nervousness scale urbanized by Horwitz, Horwitz, and Cope (1986) has been utilized en route for gathering information for this research. Results and findings of the research have underlined more than a few implications in this regard. Moreover the remedy for removing the students' anxiety has also been insinuated and suggested.*

**Keywords:** English speaking anxiety, Medium of instruction, Implications, Undergraduates, EFL Classroom

## **Introduction**

Being a global language, English as L2 or second language has greatly lengthened from primary schools, colleges to higher educational institutions or universities during the last many years across Sindh. To cater the needs of English language learning aspirants, a number of English coaching centers and academies have been established in various towns and cities of the province, where language courses from basic to advanced levels



are being offered. Every kind of student without age bar is eligible to seek admission and learn language in these coaching academies. Besides, a number of private English medium schools have been opened up rapidly for the last 20 years in the province to impart education in English language. Having a great value and significance to the English language in the national job market, the parents try their best to enroll their students in English medium schools even from KG and Nursery to class 10. Afterwards, those who afford the highest fees of private colleges, admit their children therein while those parents who cannot afford thousands of rupees per month, they admit their children in government or public colleges but they again try to enroll their kids in tuition academies in order to facilitate their progeny to learn English and other subjects there and then they enter the universities of their choice. Despite, all this, the English language learners studying in different departments of the University of Sindh have been observed facing difficulty, trouble and anxiety while speaking the language even in their classrooms. It has been observed that the teachers in majority take their classes according to the syllabi; they get from their concerned chairpersons of the departments. Although they deliver their lectures in English in the classrooms and the students also get them well, yet learners lack talking power and speaking skills which has been a great obstruction and impediment for the undergraduates to get good jobs and compete in other examinations especially central superior service (CSS) and provincial civil service (PCS). For comprehending this burning issue pertaining to all the non-native English countries like Pakistan and finding out its solution, many researchers have been conducting researches from time to time in a bid to resolve the issue of speaking anxiety among the students and establish the rapport between speaking nervousness and accomplishment in the intended verbal communication (target language), however, English speaking nervousness has remained a big matter in almost all the non-English speaking countries; it's not a new occurrence and latest phenomenon but this issue is persisting since decades. English speaking anxiety among university-level students as a particular characteristic of language acquisition has engaged an immense area in the field of research for the last many years. English speaking anxiety has been identified as a hindrance rather predicament in English as second language (ESL) learning in non-native English countries. It means English speaking anxiety is nothing but an unenthusiastic emotional situation; consequently, Gardner & MacIntyre, (1992) established that it might have a pessimistic effect upon how to be learnt and acquired the target language. English speaking anxiety documented as "an influential aspect (affecting factor) in English as second language or L2 learning as well as speaking.

### **Significance of English Language in Sindh**

At present, the English language is the most cherished, valued and significant language across the globe. It is enjoying the pinnacle status and the best standing in the world due to its hegemony and influence. Owing to its supremacy among other all the languages spoken in the world, English has succeeded to grab top position in languages' rank. It is therefore required approximately far and wide in the world. A number of languages

except Sindhi are spoken in Sindh but Sindhi is an official lingo of the province along with English and Urdu. Sindhi in spite of being an official language of the province does not enjoy the status of medium of instruction at educational institutions and universities. Priority in this regard has been given to the English language on account of its influence, demand and need across Pakistan and the world. Thus English is lucky enough to be the only tongue and source of communication at every level in schools, college and universities of the province like that of Pakistan. Having official status to English in Sindh, this language has become “the guarantee of triumph and a key to success” in national job market of not only the province of Sindh but also entire Pakistan. Therefore, the education from primary to post doctorate is imparted in English. Be it engineering, medical, natural science, social science, law, business administration or arts and humanities, the books existing in the markets or at the universities are written in English. It is therefore language of great opportunities in both the fields which include higher studies or jobs in Pakistan. According to Oxford & Shearin (1994, an L2 (Second language) is that one which is learnt in such a situation where it is not naturally spoken as the source of usual conversation.

### **The Reasons behind English Speaking Anxiety**

English speaking anxiety has engaged an immense part or area in the field of research since last many years. The research findings and results brought forth earlier by the researchers upon English speaking anxiety amongst the students of various non-native English countries including Pakistan have discovered the reality that speaking anxiety can slow down L2 performance as well as its manufactures. Usually, English language learners face some problems during learning process in Sindh which keeps majority of the beginners at arm’s length from speaking. The process of learning English in the educational institutions and academies is old-fashioned and traditional. The trainers teach the aspirants English with the help of grammar which does not work; this teaching method has not proved fruitful but the teachers do not seem to be adopting new methodologies of teaching which have been recommended by various researchers from time to time. Mostly, the role of pragmatics in English language teaching has totally been ignored in the classrooms at the universities and language academies in Sindh. This is the thing which discourages learners to speak English and in the return they feel hesitated and anxiety while speaking. They cannot even muster the courage to speak English even with their fellows owing to the fear of committing shortcomings while talking. There is stern need to remove that fear from the minds of undergraduate students at the University of Sindh. The learners must be given opportunities to deliver lectures, give oral presentations in the classrooms and it should be the job of the teachers or faculty staff to encourage them to communicate in English rather in Sindhi or Urdu at least in the class which is not being done in the university and other educational institutions. English speaking anxiety has been documented as an immense hindrance to bring fluency in L2. According to the findings of Khattak, Jamshed, Ahmad, Mirza and Baig (2011), nervousness practiced while speaking or getting training of English may be incapacitating

as well as devastating and might affect learners' accomplishments of their goals and target. It means nervousness or anxiety is a vital factor that badly affects the language learning and then speaking. An elevated stage of English language speaking anxiety is linked with pitiable act during learning of this language. So the experience of English speaking nervousness differs from beginner to beginner. Ying (2008) defined that English speaking unease causes due to the following six main factors which include (i) Personal and interpersonal factor, (ii) Speaker viewpoint regarding English language learning, (iii) Instructor or tutor conviction regarding English speaking anxiety, (iv) Tutor-beginner connections, (v) Procedures of classroom procedures, and (vi) English language testing factor.

The researches pertaining to English speaking anxiety have suggested several solutions and presented numerous descriptions in this regard. By applying those state-of-the-art suggestions and models in classrooms during teaching, the teachers can overcome this burning issue at the universities to a great extent. Sanders and Wills (2003) explained the nervousness on the whole as a multifaceted and a complex experience, an emotion that moves toward overflowing into us, influencing a number of different features of our entity. Thus English speaking anxiety described by Young (1999) terms it as the fret and unenthusiastic poignant reaction stirred up when learning as well as making use of English as second language (L2). Similarly, English learning and speaking anxiety has been described by Horwitz, Horwitz, & Cope, (1986) which tells that a discrete compound of self-acuity, attitudes, beliefs, viewpoints, outlooks, feelings, approaches, thoughts, behaviors, sentiments and emotions concerning classroom English learning cropping up from the individuality and eccentricity of the process of English as foreign language (EFL) learning. MacIntyre and Gardner (1994) believe that English learning and speaking nervousness is the sensation of worry, stress and uneasiness particularly linked with L2 (Second language) backgrounds, which include writing, listening and speaking.

English linguistics study has given us an idea about the impact of speaking anxiety upon learners' accomplishment and feat in the learning process of English. Previous studies on language learning established a hefty bond between English speaking anxiety and English as second language (L2) learning as well as feat (Horwitz et. al., 1986). Ordinarily, if a learner is nervous or uneasy in his/ her classroom, it means there is probability of having an annoying and irritating experience persists with the EFL raises (Gregersen & Horwitz, 2002). Simultaneously, Ewald (2007) established that an elevated stage of nervousness typically threw a pessimistic impact upon the process of this international tongue or EFL acquisition. Those beginners of this verbal communication who went through English learning & speaking nervousness would show them the way towards sensation (feeling) of anxious regarding weaknesses and flaws. According to the research of Yan and Horwitz (2008) regarding exploration of the features (factors) allied with learners' worry in learning of English language in China and unearthed that assessment with closely look, English learning plan, English learning curiosity, motivation, stimulus and enthusiasm were the most rapid aspects. Woodrow (2006) conducted a research aiming at exploring the relationship between nervousness and

linguistic feat among English as foreign language beginners who participated in the classrooms where the courses of EAP (English for Academic Purposes) were taught. Results discovered that the most common recorded reason of nervousness was nothing but trepidation and fright of intermingling with L1 orators (or native speaker) furnishing verbal speech or presentation and carrying out in the presence of class fellows. English learning and speaking worry or anxiety is itself a hefty indicator of pessimistic approaches towards learning and speaking this verbal communication. According to Chao (2003) who did research using quantitative and qualitative methods together so as to explore and examine the extent of fretfulness amongst the learners of a private educational institution; the students learnt L2 (English as second language) in Taiwan. The researcher discovered the extent, nervousness was reasonably sky-scraping and far above the ground. Similarly, Onwuegbuzie, Baily and Daley (1999) scrutinized and analyzed the features and aspects envisaged L2 nervousness (anxiety) and brought important associations into being among the variables which include epoch, era, age, educational accomplishment or academic feat, previous higher learning institution experience with overseas or non-native verbal communications and predictable in general average for existing linguistic classes or lessons. In context with learners' age, Onwuegbuzie, Baily and Daley (1999) established that the old learners possessed greater linguistic concern than that of new pupils.

### **English Language Speaking Anxiety**

Vocalizing or talking a language has a great importance in the world because speaking is basic ability required for learning of any language. But when it comes to English as second language (ESC) edification, talking anxiety or nervousness possesses an unfavorable upshot upon beginners' feat. Speaking worry is embedded in paucity of self-assurance. Horwitz, Horwitz, and Cope (1986) established English talking is questionably the ability which is most influenced by linguistic nervousness. Moreover, L2 (English as second language or English as foreign language) faculty staff or trainers can perform an exquisite job in the degree of unease beginners practiced while attending English or other subjects classes and learning courses. Williams and Andrade (2008) unearthed that the learners become perplexed and perturbed at the time when the L2 faculty members put up queries in the lecture halls or classrooms. Elkhafaifi (2005) established through his research that nervous beginners have a propensity to stay away from intentional replies and input in verbal and spoken activities and behaviors while shunning communicating in English within the classrooms. Price (1991) one of his studies regarding speaking and learning anxiety interviewed extremely worried French students and discovered that their foundation of unease consisted of four factors which include:

- 1) Fright of talking the target tongue before the peers.
- 2) Fright of committing blunders or shortcomings.
- 3) Fright of being chuckled or ridiculed at by their fellows.
- 4) Students' misperceptions regarding having lesser skills of the French tongue than their other counterparts.

**English Language Writing Anxiety**

Linguistic nervousness results in unenthusiastic and pessimistic approaches among the learners towards English as foreign language (EFL) lettering ability or writing skill. So the lettering nervousness has an impact upon beginners' writing feat. In EFL, lettering anxiety or nervousness is considered as a key obstacle for advancing language knowledge and presentation. Cheng (1997) established a pessimistic relationship between foreign language lettering nervousness and foreign language writing accomplishment. Cheng (2002) establishes that authors coupled with advanced stage of nervousness are inclined to shun getting the courses of writing. Horwitz et al. (1986) pointed out that the learners with advanced script nervousness put pen to paper for shorter compositions, face obscurity or trouble focusing and taking hold of the substance of contribution. These learners possess tribulations discerning the reverberation, sound, resonance, structure and construction are inclined to forget or even over-revision.

**English Language Reading Anxiety**

English lingo reading nervousness is nothing but the fright and panic practiced by the learners while give a read to this language text and manuscript. Learners' educational performance is affected by reading anxiety to a great extent. So the reading nervousness is fundamentally ingrained and embedded in certain kinds of dread for example trepidation of disappointment or failure and deficiency of self-assurance. Current researches established a pessimistic relationship between linguistic nervousness and reading feat. Chen (2007) established that L2 (second language) talking nervousness unenthusiastically associated with verbal performance or oral presentation.

**English Language Listening Anxiety**

Hearing or listening ability plays a pivotal role for acquisition of language; therefore the importance of this aspect of learning language cannot be ignored. When one does not have the listening skills, he/ she will not be able to communicate properly. So the notion and concept of ESL listening anxiety or nervousness is directly allied with common offshore lingo unease. L2 listening anxiety is considered as the significant apprentice variables influencing achievement accomplishment and failure in EFL learning and speaking accordingly. Earlier studies pointed out that hearing or listening skill is a critical feature in English language acquisition or L2 gaining. According to a research of Vogely (1998) conducted to explore the correlation between undergraduates' hearing feat and nervousness amongst one hundred forty learners of an American University learning the Spanish tongue. Results of the study discovered that the partakers in majority were found to be facing with anxiety at the time of hearing Spanish. Unlimited and open-ended queries were raised subsequent to a hearing wide-ranging test. The findings pointed out five main foundations of anxiety which include (i) the rapidity of delivery, (ii) pitiable and poor accent, (iii) new and unknown intonation and rhythm, (iv) unlike and dissimilar accent and enunciation, (v) the extent of the hearing passages and means of access.

English speaking anxiety in some researches has been considered as the basic emotional erratic affecting achievement or collapse (success or failure) in English linguistic education.

### **Research Questions**

For this significant study, following research questions have been developed to reach at the required findings:

- ◆ What is the extent of English speaking anxiety amongst L2 learners studying in different departments at the University of Sindh, Jamshoro?
  - i) Is there any momentous connection between the extent of linguistic nervousness or English speaking anxiety and two variables given below:
  - ii) Twelve-month in the particular course?
  - iii) Learners' age limit?

### **Method**

In this research, a quantitative research method has been taken on in order to examine the height and extent of English speaking anxiety amongst English as foreign language learners at the University of Sindh, Jamshoro.

### **Research Design for the Study**

Obviously, the height or extent of English speaking anxiety has been measured and calculated by several researcher scholars by means of a number of instruments and research tools. But a survey research methodology in this study has been brought in use to gather data regarding the height and extent of English language nervousness.

### **Sample**

A total number of 200 students studying in various departments of all the seven faculties including social science, natural sciences, law, commerce & business administration, education, arts & humanities and Islamic studies of the University of Sindh were selected in order to achieve the aims and objectives of the research. The selected participants belonged to different rural and urban areas of the province of Sindh while their L1 or mother tongue was Sindhi language. Their medium of instruction was English and they also studied functional English, business English and academic English for two semesters or continuously a year. The sample has been chosen by means of the random sampling method. The research tools were assigned to the selected participants as classroom goings-on. They assented in the direction of data compilation from the answers received on the questionnaires or opinion poll and survey.

### **Data Collection Instrument or Tool**

Statistics were gathered all the way in the course of questionnaire consisted of survey. L2 Classroom Anxiety Scale urbanized and developed by Horwitz, Horwitz, and Cope (1986) has been brought in use for gathering information for this research. In this tool,

thirty five questions were given while two of these items were linked with personal information of the participants and thirty three questions were allied with EFL classroom anxiety. Every question carried a series of 5 points Likert-scale which were given like this, (a) Strongly Disagree, (b) Disagree, (c) Neither Agree nor Disagree, (d) Agree (e) Strongly Agree.

### Procedures

The exploration and analysis of this research has been carried in a bid to reply the queries given in the questionnaire ahead of height or extent of English lingo anxiety or nervousness amid the students learning this international language of significant repute. This research was conducted during the month of August 2018 soon after the university was re-opened following the summer vacations. The selected undergraduate students were told to tick mark all thirty 33 questions and reply additional two questions with their brief introduction included in the questionnaire. After collecting the data, the responses received by the chosen students were examined and scrutinized after bringing SPSS in use. A variety of numerical investigations particularly ‘descriptive and inferential’ have been employed to examine and scrutinize the data in befitting way.

### Data Analysis

The participants were given a questionnaire consisted of survey and the functional rejoinders rate remained seventy percent. The collected data was developed through the use of statistical package for social science (SPSS) program. This has been utilized in examining information for instance, the descriptive figures which were employed during calculating the data incorporated frequency proportions, ways and average variations. Pearson’s association coefficients have been brought in use to categorize the differentiations within the height, degree and extent of verbal communication anxiety and unease in proportion to the age as well as the annum in the particular course.

### Demographic Variables

The demographic information of the selected undergraduates has been given concerning their age limits in Table 1 and relating to their year of study in the particular course given in Table 2.

**Table 1.** Allocation of the selected students concerning their age.

Age Groups	Frequency	Percent	Valid Percent
17-20	150	75%	75%
21-24	50	25%	25%
Total	200	100%	100%

This Table 1 demonstrates the allocation or division of the selected undergraduate students as per their age limit while the maximum proportion of the students i.e. 75



percent were between the age of 17 to 20 and 25 percent pupils were between the age of 21 to 24.

**Table 2.** *Division and allocation of selected undergraduate students regarding their study year within certain particular courses.*

Year of study	Rate of recurrence	Percentage	Relevant percentage
1st year	70	35%	35%
2nd year	64	32%	32%
3rd year	32	16%	16%
4th year	34	17%	17%
Total	200	100%	100%

Table 2 shows that thirty five percent (35%) of the selected students belonged to first year in a particular program at the University of Sindh and thirty two percent (32%) of the participants were of second year. Thus sixteen percent (16%) of them belonged to third year and seventeen percent (17%) of the participants were of fourth year of their study on the campus.

**Findings Concerning First Question**

The participants were told to reply thirty three (33) Likert-scale questions calculating the extent and degree of English speaking anxiety amongst L2 undergraduates. They were also asked to introduce themselves fully at the space given after question #1 and 2. Outcomes of descriptive analysis in terms of std. percentages, deviations and means have been offered in Table # 3 in detail.

**Table 3.** *Standard percentages, deviations and means are being presented here in this table.*

Questions	SD	D	NAND	A	SA	Mean	Std.
Que 1	23 <i>percent</i>	18 <i>percent</i>	20 <i>percent</i>	18 <i>percent</i>	27 <i>percent</i>	4.09 <i>percent</i>	21.61 <i>percent</i>
Que 2	43 <i>percent</i>	22 <i>percent</i>	9 <i>percent</i>	12 <i>percent</i>	9 <i>percent</i>	1.21 <i>percent</i>	0.27 <i>percent</i>
Que 3	14 <i>percent</i>	12 <i>percent</i>	9 <i>percent</i>	37 <i>percent</i>	31 <i>percent</i>	4.72 <i>percent</i>	2.45 <i>percent</i>
Que 3	14 <i>percent</i>	12 <i>percent</i>	9 <i>percent</i>	39 <i>percent</i>	32 <i>percent</i>	3.72 <i>percent</i>	2.47 <i>percent</i>
Que 4	19 <i>percent</i>	8 <i>percent</i>	18 <i>percent</i>	35 <i>percent</i>	27 <i>percent</i>	3.54 <i>percent</i>	1.52 <i>percent</i>
Que 5	30 <i>percent</i>	29 <i>percent</i>	22 <i>percent</i>	12 <i>percent</i>	12 <i>percent</i>	2.58 <i>percent</i>	1.42 <i>percent</i>

Que 6	12 percent	9 percent	15 percent	38 percent	31 percent	3.78 percent	1.39 percent
Que 7	10 percent	8 percent	28 percent	31 percent	28 percent	3.78 percent	1.32 percent
Que 8	43 percent	22 percent	16 percent	12 percent	12 percent	2.39 percent	1.58 percent
Que 9	10 percent	8 percent	28 percent	34 percent	25 percent	3.67 percent	1.02 percent
Que 10	14 percent	7 percent	39 percent	19 percent	26 percent	3.47 percent	1.39 percent
Que 11	26 percent	16 percent	46 percent	7 percent	10 percent	2.68 percent	1.29 percent
Que 12	13 percent	14 percent	17 percent	40 percent	21 percent	3.53 percent	1.39 percent
Que 13	11 percent	13 percent	26 percent	33 percent	22 percent	3.53 percent	1.34 percent
Que 14	15 percent	7 percent	24 percent	31 percent	28 percent	3.61 percent	1.43 percent
Que 15	23 percent	13 percent	21 percent	23 percent	25 percent	3.25 percent	1.58 percent
Que 16	40 percent	29 percent	13 percent	14 percent	9 percent	3.34 percent	1.41 percent
Que 17	23 percent	15 percent	28 percent	26 percent	13 percent	2.03 percent	1.43 percent
Que 18	22 percent	21 percent	24 percent	21 percent	17 percent	2.02 percent	1.48 percent
Que 19	34 percent	31 percent	24 percent	12 percent	4 percent	2.32 percent	1.22 percent
Que 20	18 percent	21 percent	27 percent	22 percent	17 percent	2.02 percent	1.43 percent
Que 21	34 percent	28 percent	17 percent	13 percent	13 percent	2.53 percent	1.48 percent
Que 22	12 percent	13 percent	32 percent	35 percent	13 percent	3.35 percent	1.26 percent
Que 23	15 percent	13 percent	17 percent	44 percent	16 percent	3.44 percent	1.38 percent
Que 24	17 percent	19 percent	37 percent	24 percent	8 percent	2.98 percent	1.26 percent
Que 25	14 percent	13 percent	32 percent	17 percent	29 percent	3.45 percent	1.46 percent

Que 26	17 percent	18 percent	20 percent	35 percent	15 percent	3.24 percent	1.46 percent
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**Acronyms:**

SD= strongly disagree

D= disagree

NAND= neither agree nor disagree

A= agree

SA= strongly agree

Std. = Standard

Inspection of the standard deviation, percentages, deviations & means shown in table # 3 authenticates with the purpose of the maximum proportions of scores within linguistic nervousness were found through receiving the answer of following item:

Questions	Response percentage
During attending the lecture at Shaikh Ayaz auditorium, I came across thinking regarding those boys who are not part of our university.	Hence, sixty eight percent (68%) of the selected undergraduates marked tick on the choices ‘agree’ and ‘strongly agree’; by means of Mean score 3.78 percent and standard deviation 1.39 percent.
She started shivering when the teacher asked her to come at the dice and give presentation on tenses.	In reply to this item, sixty nine percent (69%) replied with the same two options including ‘agree’ and ‘strongly agree’, by way of Mean score 3.72 percent & standard deviation 1.47 percent.
They lost their confidence by thinking that they are not home in English like that of other their fellow.	Fifty eight percent (58%) of the selected students responded the same choices ‘agree’ and ‘strongly agree’ by means of Mean score 3.02 percent & standard deviation 1.32 percent.
He began to shiver when he was asked without preparation to deliver a lecture on any English topic by the teacher.	Fifty eight percent (58%) respondents responded the same choices ‘agree’ and ‘strongly agree’ by way of Mean score 3.67 percent & standard deviation 1.02 percent.

Thus the minimum percentages/ proportions of scores in linguistic anxiety and unease were recorded for the following items:

Items	Response percentage
The more he studies to get command on English, the more he becomes perplexed.	Fifty one percent (51%) out of selected participants responded by marking tick on the two choices that are: 'strongly disagree' or 'disagree' by way of Mean score 2.54 percent & standard deviation 1.47 percent.
She is usually comfortable during taking tests in her linguistic subject.	Sixty four percent (64%) out of the selected students responded the same choices 'strongly disagree or 'disagree' through Mean score 2.39 percent & standard deviation 1.02 percent.
You do not worry when the English class gets underway.	Seventy eight percent (78%) out of total respondents responded the same choice 'strongly disagree' or 'disagree' by way of Mean score 2.44 & standard deviation 1.49 percent.
He is frightened that his English tutor is all set to rectify all the shortcomings he commits.	Sixty one percent (61%) out of selected respondents responded the same two choices 'strongly disagree' or 'disagree' by way of Mean score 2.32 percent & standard deviation 1.22 percent.

The total average of the Mean scores of the extent and degree of English linguistic anxiety and unease was Mean 3.14 percent & the standard deviation 0.35 percent corroborating the outcomes of the proportions (percentages) exposed that the selected students in majority practiced a reasonable extent and degree of nervousness in the classroom of English language. Consequently, it can also be said that English as foreign language learners on the whole, are not worried regarding seeking knowledge of English, even if these students feel still nervous under some circumstances.

### **Findings Concerning Second Question**

- a) Definition of Analysis of Variance (ANOVA): ANOVA is a statistical technique that assesses potential differences in a scale-level dependent variable by a nominal-level variable having 2 or more categories. This test is also called the Fisher analysis of variance.
- b) For this part of the question, Analysis of Variance (ANOVA) has been putting into practice aiming at testing that there are consequential distinctions in the degree and extent of English learning and speaking unease as per age and year of study on the campus in certain particular courses.

**Table 4.** In one-way, ANOVA outcomes in line with L2 learners’ demographic variables.

Age	Between Groups	195,356	4	48,839	2,434*	048
	Within Groups	5699,357	96	20,068		
	Total	5894,713	100			
Year in the particular course	Between Groups	195,356	4	48,839	2,434*	048
	Within Groups	5699,357	96	20,068		
	Total	5894,713	100			

This Table 4 shows that there is no significant distinction amid averages in context with the study year in certain particular course variables but here is found an important distinction of zero point zero five (0.05) extent and degree amid averages in context with the age changeable.

### Conclusion

Anxiety or uneasiness is a shape of poignant dilemma (or emotional problem) which might exceedingly have an effect on the educational achievement or academic feat of English as foreign language beginners. This study established that L2 learners face with reasonable extent and degree of anxiety and nervousness. The outcome of this research seems to be in proportion to most of the earlier researches of Çatatay (2015) and Heng, Abdullah and Yosaf (2012). Moreover, results also point out ‘no momentous distinction of worry extent and stage concerning study year of certain particular disciplines. Results of this study differ with the conclusion of Elkhafaifi (2005). Elkhafaifi established in his study that learners after reaching at third year of their educational program possessed considerably lesser extent of L2 anxiety in comparison with initial years of their study at universities i.e. first and second year. Results of this research point out that there is an important distinction at the stage of English speaking anxiety with regards to age variable; founded on the outcomes, the recommendations which have been made are given below:

1. English as well as other teachers of different subjects must recognize and admit the significance as well as value of the problem of English speaking anxiety amongst their students at the University of Sindh Jamshoro and other educational institutions of the province of Sindh.
2. Those who are aspirants of learning and then speaking English ought to be encouraged, egged on and given confidence so as to put English verbal communication into practice inside and outside their classrooms.
3. The aspirants and learners of the English language must be provided an opportunity to converse with native orators (speakers) in more casual situation for which the English native speakers who visit the University of Sindh on different occasions, they may be invited to address the students on certain topics in order to provide the learners with the opportunity to mingle with such guests and talk to them frequently. This will create confidence amongst the students besides

advising the learners to enhance social networking through their cell phones or computers. Such steps can lead the learners of English language to get rid of speaking anxiety and fill their hearts with the stuff of self-confidence.

4. The students should be given various topics so that they may come in their classes on next day with full preparations to deliver their oral presentations. During this, the behavior of the teacher should be friendly and they must not link grading with such kind of presentations rather than creating eager in the learners and speakers to speak by hook and by crook.
5. The teachers must not criticize those presenter students in the class in front of his other mates who are little bit weak and do not possess talking power in comparison with their other mates. They must be encouraged instead of humiliation as it generally happens in the classrooms.

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