

# Investigating Learner Beliefs as EFL Speaking Anxiety Factor at Public Sector Universities in Sindh

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## **Abstract**

*The present study focuses on investigating learners' own beliefs about EFL speaking as EFL speaking anxiety factors in a tertiary context. Three male urban, three male rural, three female urban, and three female rural students, six each of B.S part- I and B.S part- II classes from four major teaching Faculties; with five major departments/institutes from each Faculty at three general public sector universities i.e. University of Karachi, Karachi, University of Sindh, Jamshoro and Shah Abdul Latif University, Khairpur constitute the sample of this study. The data was collected in form of in-depth individual interviews which were later transcribed and analyzed qualitatively. In-depth individual interview instrument was preferred for data collection, as it is most widely used as an appropriate and reliable research method to explore qualitative variables. The results revealed learners' own beliefs regarding EFL speaking as a significant source of learners' EFL speaking anxiety.*

**Key Words:** Learner beliefs, EFL speaking anxiety, Perceptions, Public sector universities, Undergraduate students.

## **Introduction**

We witness a complex linguistic landscape in Pakistan, where we find five leading local languages in active use in the day-to-day social milieu: Punjabi, Seraiki, Sindhi, Pashto, and Balochi. We also see a total of around sixty languages/dialects being spoken in the country (Rehman, 2002). In addition, we observe English language being used as an official and Urdu as a national language of Pakistan. As majority of people in the country speak their respective local languages as their L1 and Urdu as their L2, hence English for them remains an 'other' or a 'foreign' language. This fact holds especially true for youth in the country. Being poor, these youth do not afford to enjoy this privilege as their elitist counterparts do (Rehman, Ibid). Vast majority of the poor youth of Pakistan cannot afford to study at exorbitantly expensive elitist private English medium schools and colleges. This situation grows more alarming and problematic for learners, when English inevitably becomes requirement for their entire academic work at the tertiary level. At this level, the learners are expected to speak English confidently in and outside their classrooms, put across their knowledge and understanding with an ongoing process of their learning during academic semester, prior to their appearance in a written examination (Altaf, S. & Soomro, N. 2014). Higher Education Commission (HEC) also mandates learners to use English at university level. As per HEC curriculum goals, the learners are obliged to build competence, autonomy and proficiency to think in English (HEC, 2005). Hence, in addition to writing tasks, the university students also have speaking of English in front of their classmates and subject teachers, as an inseparable part of their university studies. This part is though justified by learners' qualifying pre-entry/admission test of the respective universities and their seven year background learning of English; still it remains for them the most intimidating prospect (Awan et al., 2010). This fact has been corroborated by many English teachers in Pakistan who commonly observe that in spite of performing well in written tasks, when the students

are assigned speaking tasks, they get so anxious that they either show reluctance or outrightly refuse to execute the given tasks (Sultan, 2012; Awan et al., 2010; Nazir, et al., 2014).

English language teaching-learning has remained a significant topic of discussion among policy-makers, language teachers and psychologists in Pakistan. In the current global scenario, English is not just the language of the English. It has become an international lingua franca. Brumfit and Christopher (2000) observe that the barriers of race, color and creed are no longer hindrance to the continuing spread of English. Shahid (2000) asserts that English will maintain in Pakistan immense usefulness as a language of research, education and communication. Gillani (2004) reports that one is amazed to note, on one hand the over-increasing number of youth who want to gain proficiency in English; and on the other, to see the alarming failure ratio of these youth to be able to do so. Besides, it has also become the language of international inter-face and market.

However, the competence of Pakistani youth in English is still distant from the desired degree. To this effect, the Federal Public Service Commission of Pakistan in its Annual Report 2012 has recommended to the President, Islamic Republic of Pakistan to direct the Federal Ministry of Education to take appropriate measures for improvement of spoken English proficiency of youth of Pakistan. The commission has also furnished information in the same Annual Report 2012 that out of 9,060 candidates who appeared in Central Superior Services (CSS/Civil Services) Examination in Pakistan; only 24 could qualify in the subject of English.

The target universities in the context of the present study have been offering English as a compulsory course for around last seventy years, but surprisingly, the performance of the graduates produced by these universities in English has hardly ever been satisfactory. This fact therefore calls for full-scale research aimed at diagnosing the causes behind this poor performance and recommending remedies to improve this situation. Khairi, I. A. et al. (2013) observe that ever-increasing need for Pakistani youth to seek interface and employment with international market, proficiency in English has assumed phenomenal significance. English is the second widely-used language in Pakistan after various regional languages in use.

English is being taught and learnt from the primary to advanced level in Pakistan. It also happens to be the language of communication in entire professional arena. Therefore, it becomes inevitable for Pakistani students/youth to gain proficiency in speaking English to be able to first utilize it most productively for their academic needs, and later, for their professional requirements in national as well as international setting. It has been observed that learners with better EFL speaking competence are more readily and more quickly hired by multinational corporate sector after they graduate. It has been noted that technical skills and soft skills including competence in English are in increasing competition with each other, and most often than not soft skills take precedence over the hard ones.

### **Background of the Study**

The three general public sector universities i.e. University of Karachi, Karachi, University of Sindh, Jamshoro and Shah Abdul Latif University, Khairpur that serve as a site of this study are the leading public sector universities in Sindh. The students admitted to these universities come from almost all districts of the province. Being public sector institutions, these universities happen to be preferred option of almost all lower, lower middle, and modest middle class students. It is because these universities are state-run and charge much lower tuition fees and other academic costs as compared to their sister private sector institutions. As a logical consequence, majority of the students enrolled at these universities, come from rural areas of the province and possess humble financial background and deficient academic and socio-cultural orientation/training as compared to their urban peers who constitute a minority

of the student in take there-in. The majority of these said students generally tends to be extremely weak in communication skills, especially in English speaking skills most probably due to their inappropriate previous schooling, which includes absence of English as a medium of instruction from class one to intermediate, lack of EFL speaking environment, lack of exposure, lack of EFL speaking opportunities. Departments/institutions of English at all the three target universities are mandated to teach English to the students of all departments/institutes at those universities for the first four semesters of their first two academic years. However, teaching of English by Departments/institutes of English remains mostly limited to teaching English as subject alone, and it tends to miss out on the most significant aspect of improving learners' oral communication skills. Besides the teaching-learning of English as a compulsory subject at these universities, is characterized by problems that include oversized student strength in classrooms, inadequate infrastructure, students' lack of regularity in classrooms, mixed-ability audiences, inappropriate physical setting of the classrooms, non-qualified, inexperienced, untrained faculty, ineffective syllabus and student politics. All these factors bring into being an all-time situation at all the three target universities in which most of the students almost always tend to experience significant amount of EFL speaking anxiety.

### **Statement of the Problem**

I have been teaching English for the last two decades at tertiary level i.e. 1997 to date. Earlier, I taught English for three years at my privately-run-and-managed English language teaching institute at my native town (1989 to 1991). At one time, I also taught English at public School Hyderabad for one year (1996 to 1997). All these years, I have been hearing most of my students at all the above places complaining that they suffered severe EFL speaking anxiety in their EFL classroom and academic settings. In addition, I have also been outreaching thousands of youth across Sindh in my dual capacity i.e. skill development workshop presenter (2005 to date) and as General Secretary, Pakistan-U.S Alumni Network (2008 to 2012). During the said interface too, most of the youth I met, confided in me that they experienced immense anxiety while they spoke English. It awakened in me intellectual interest to conduct research on this issue whenever it became possible.

In 2010, prompted by the above-cited youth complaints, I decided to pilot-test this problem at my parent university by randomly selecting one male, one female; and one urban, one rural student from each of the nine faculties. This pilot study aimed at ascertaining as to which of the four EFL skills provoked optimal anxiety in learners. I interviewed the-said students; In addition, I also interviewed four EFL teachers at my parent institute. I analyzed the procured data qualitatively and learnt that both student and teacher respondents rated 'speaking' as the most anxiety- inducing skill. Khan and Zafar (2010) also found almost all participants of their study encountering EFL speaking anxiety. Earlier, Hurd (2007); Arnold (2000); McIntyre and Gardner (1991) and many other FLA researchers also found 'speaking' as a major factor causing students EFL anxiety.

In 2012 therefore, I premised the topic of my M.Phil research project on exploring the factors that caused students EFL speaking anxiety. The said project was a preliminary case study on the topic invested to prepare ground for my doctoral research study. I conducted this project quantitatively on 64 randomly selected male, female, urban and rural students of B.S part I and B.S P-II classes at my parent institute i.e. Institute of English Language and Literature. The empirical results of this study showed significant existence of EFL speaking anxiety among the target learners due to diverse factors. This way, this pilot study deepened my curiosity to investigate this issue in depth.

Apart from the above reasons, I understand that youth serve as a lifeline for a nation and a society. It holds true for youth in Sindh, Pakistan too. Our national progress depends on production of skilled youth/human resource. Speaking of English in today's ultra-modern times is one of the necessary survival and success imperatives. Oral competence in English is not only an integral and inevitable academic requirement for youth during their university studies, but it is also essential for their personal and professional success in national as well as international settings. Incidentally, youth population in Pakistan today is 62% which is higher than all other population pockets in Pakistan. Moreover, it is the obligation of the universities to investigate issues facing society, and thereby prescribe remedial strategies to tackle and overcome the same. However, it is indeed sad to find alarming scarcity of any formal and serious research attempt in this direction in the context of Sindh, Pakistan and in the context of the present study. It would be apt to mention that around one hundred thousand students, who are enrolled at the three target universities, seem likely to suffer from EFL speaking anxiety. It is also presumed that the situation at the other sixteen public sector universities in Sindh and hundreds of other public sector universities in Pakistan is more or less, same. It is important therefore to investigate this issue at university level, as universities are mandated to provide the country with competent human resource that meets the quality standards set by local and global markets. Besides, it is also worth examining why university students feel anxious to speak English, despite having been taught the same from class five to twelve. I consider this issue highly significant and grave, which I am convinced, needs to be explored in the interest of youth and national progress.

Further, the site of the present study is representative of wide cross-section of student population as the three target universities admit male, female, urban and rural students from across the entire province. If conducted successfully, the findings of the study will benefit thousands of EFL students and a sizeable number of EFL teachers across Pakistan. The results of the study will also be generalizable to other national and international contexts due to fair sample size i.e.  $N = 12$ ; and the same will also serve as a stimulus for further research in this direction.

### **Justification of the Study**

The researchers at different points of time have regarded FLA anxiety as a significant area of study due to its possible effect on EFL students. These researchers have also recognized the importance of students' emotional needs as a significant research aspect, as they believe that it affects learners more substantially than all other factors (Garza, 1999; Samimy, 1994).

As for EFL speaking, Campbell and Ortiz (1991) and Arnold (2000) consider speaking as the hardest of all skills to learn, due to its conversational nature. Besides, English has never been as important as it has become in the on-going times.

English today has emerged as the most popular channel of print and electronic interaction in the world for personal, professional, academic, corporate, commercial, political, industrial, scientific, technological, legal and social media needs. At present, English enjoys edge over 7,105 languages in the world (Gordon, 2005) 734,641,719 users access one another in English on internet everyday, 91 percent information is secured in English, 69 percent individuals interact with one another in English globally in a single day, 51 percent people in the west use English for interface, 531,321,771 people access internet in English as a daily routine, 43 countries have English as official language, English is also the official language of UNO, 51 organizations in the world and 89 organizations in Asia exploit English as a source of correspondence (Robinson, P., 1980).

Abbas (1993) mentions English as an official language in Pakistan. In addition, 19 newspapers, 41 magazines, 42 bi-weekly periodicals, 163 monthly tabloids and 109 three-

monthly publications are brought out in English in Pakistan (Mehboob, 2004). Besides, all public and private sector universities in Pakistan publish their research journals in English.

Pathan (2012) enumerating reasons behind this increased importance of EFL speaking in Pakistan, quotes that people feel motivated to learn to speak English due to their various needs; major among them are their interpersonal, instrumental, regulative and creative needs. Besides, all public and private sector universities publish their research in English in Pakistan. Moreover, around ten electronic television channels broadcast their transmission in English. In addition, provincial public service commissions, and federal public service commission, university selection boards, all private sector civil, military and corporate organizations take written test and interview from candidates in English. Rehman (2002) declares English in Pakistan as the symbol of high status, sophistication, tourism and success in profession. Recognizing this ever-enhancing importance of English, Government of Pakistan in its National Education Policy 2009, declared teaching-learning of English advisable at primary school level to afford students a chance to pursue bright careers (Pathan, 2012). Malik (1996) and Mansoor (2005) argue that one can understand the importance of English in Pakistan by knowing that English is a mandatory course for all undergraduate study programs in the country. They also report that universities in Pakistan grant admission to the aspiring students by testing their English language skills through pre-entry/pre-admission tests. In addition, universities teach all subjects, at all levels in English, excepting where students pursue degrees in Sindhi, Urdu, Pashto and Arabic languages/literature. Hence, the students with weak or poor English language skills not only do not survive but also fail to qualify examinations. There are thousands of government institutions, including 81 universities in Pakistan that offer English as a mandatory course (Ibid).

University learners are therefore rightfully supposed to possess competence in speaking English. But almost no research effort, as yet, seems to have been taken to this effect in Sindh.

Zhang and Zhong (2012) consider ‘speaking’ as the most anxiety-inducing factor. Kayaoglu and Saglamel (2013) also maintain that learners’ failure to speak English as they desire, makes them anxious. Krashen (1985) terms ‘speaking’ in the classroom as most anxiety-provoking activity for students. Kim (1998) reports students suffer more anxiety in speaking English as compared to other language skills. The present study is therefore important due to its anticipated impact on ELT practice in my research context in particular and elsewhere in general. Educators, education policy makers, EFL students, EFL teachers, and especially EFL faculty at the three target universities for this study, are expected to greatly learn from its findings that are expected to furnish them with authentic and useful insights on the issue of EFL speaking anxiety among tertiary learners. Moreover, the outcomes of this study are also anticipated to benefit EFL learners, who in consultation with the EFL teachers, could devise ways to curb their EFL speaking anxiety problems; as it is imperative to ensure that they excel in this aspect to safeguard their present academic interests and future of career success chances.

Besides, Hewitt, E. and Stephen, J. (2012) maintain that it is imperative to keep on probing possible causes of EFL anxiety to formulate commensurate teaching-learning interventions to alleviate its detrimental effects, and subsequently make teaching-learning of English more effective and user-friendly.

## **Purpose**

The purpose of the study is to investigate how far learners’ own beliefs regarding speaking English are responsible for their anxiety in speaking English as a foreign language.

## **Scope**

The findings of the study are expected to greatly benefit EFL students, teachers, and practitioners and English teaching-learning experts and policy-makers towards improving ELT situation in Sindh/Pakistan/elsewhere through generalization of the results.

## **Research Question**

How far learners' own beliefs regarding EFL speaking become responsible for their EFL speaking anxiety?

## **Abbreviations Used**

EFL	English as a Foreign Language
FLA	Foreign Language Anxiety
KU	Karachi University
SALU	Shah Abdul Latif University
SU	Sindh University

## **Literature Review**

Horwitz (1988) informed that the learners who tended to believe that they should speak English as a foreign language merely through translation method, vocabulary-cramming and grammar-based practice failed to undertake comprehensive and exhaustive effort/plan to succeed in their desire and attempts to speak English effectively. Horwitz (ibid) held such (as mentioned above) misappropriate learner beliefs responsible for formation of basis of EFL speaking anxiety. In addition, Horwitz (ibid) and Wang (2005) advocated that learners' develop erroneous beliefs about EFL speaking when they initiate the very process of learning to speak English as a foreign language. Learners then tended to imperceptibly keep those beliefs with themselves and get unknowingly influenced by the same. The beliefs that had so far been reported were guessing of meaning, desire for accuracy, flawless pronunciation, and quick gaining of fluency.

Ohata (2005) cited some specific student cognitions as the reasons behind their EFL speaking anxiety. Those cognitions included students' preference to speak flawlessly, to speak in the western way, use high power words, and set unrealistic deadlines to learn to speak and to become accurate in speaking before becoming fluent.

Kayaoglu and Saglamel (2013) discovered competitive classroom environment as a potential cause behind learners' anxiety in speaking English as a foreign language. They observed that competitive situations stirred in learners' sense of ego and sense of self-esteem which they felt they would lose in case they failed. This situation thus made them anxious. Zhang and Zhong (2012) affirmed that EFL speaking learners possessed trait and proclivity to compare their EFL speaking ability and performance with that of their peers; which led to their becoming anxious. Zhang and Zhong (ibid) found that learners' unrealistic ambition to speak English in a short span of time also made them anxious. Kitano (2001) reported that learners' misplaced perception to speak in a native-like tone, pronunciation and fluency also became a cause of their anxiety.

Turula, A. (2002) in her ethnographic study at a private language school in Katowice, Poland as a part of her doctoral dissertation, found that a great number of students cherished a number of misplaced perceptions (prejudices) as regards foreign language learning including the common belief to have delayed learning to speak and doubting one's capability to do so.

Haron (1989 cited in Turula, A. 2002) cited another three learner beliefs i.e. a student thinking whether or not he/ she would be accepted in the language class; whether or not he/ she would understand class input; and whether or not he/she would achieve the set objective.

Turula, A. (2002) also found in her study that low quality of teaching input also led the students to misbelieve that they were not capable of learning to speak English. The substandard teaching, therefore, was found to inculcate in them the negative sense of self-worth.

Young (1991 cited in Prsic, B. 2013) maintained that when students' unrealistic expectations about language learning fail to fulfill, they began doubting their intelligence and ability.

Research on language anxiety manifested those learners' false beliefs served as a consistent source of their tension, anxiety and frustration in the classroom (Horwitz et al., 1986). Gyan (1989) termed such beliefs as 'erroneous' and 'irrational'.

Tanveer (2007) also found learners' self cognition as a prime cause behind their EFL anxiety. These self-cognitions included their self-perceptions, their beliefs about EFL speaking; and their sense of self-esteem. Tanveer (ibid) cited in her study that a female teacher shared with her the fact that many students believed that there was no room for making a mistake in their EFL classroom; hence they always preferred not to attempt to speak.

Cheng; Horwitz and Schallert (1999) found negative self-perceptions among learners as a substantial cause of their subsequent EFL speaking anxiety. Yan and Horwitz (2008) spoke of foreign language learning as a personal and ego-centered striving.

## **Research Methodology**

### **Research Site**

Departments/Institutes of English, International Relations, Mass Communication and Chemistry at University of Karachi, Karachi, University of Sindh, Jamshoro and Shah Abdul Latif University, Khairpur served as the site of the present study.

### **Population**

All B.S, P-I and B.S, P-II students at the three general target public sector universities served as the Population of this study.

### **Sample**

Three male (urban), three male (rural), three female (urban) and three female (rural) students of B.S P-I and B.S P-II from the three target universities served as a sample for this study.

### **Research Instrument**

Sindhi and Urdu translated versions of the open-ended interview protocol as placed at Appendices – B and C respectively, were used to collect data. The English version of the same is placed at Appendix – A.

### **Data Analysis**

I exploited the interview questionnaire to explore target learners' perceptions and beliefs regarding EFL speaking. Out of total 8, items 1, 2 and 3 sought learners' opinion on their preferred/favorite accent (British/American/Australian/Indian/Any other) in which they always desired to speak English, how often and far they succeeded in speaking English in their accent of performance and how they felt when they succeeded or failed in speaking

English in their choice accent. Items 4, 5 and 6 were directed towards extracting their views as to how long it should take their peers/and them to speak English, as to how often they had noticed their peers to wish to learn to speak English in the shortest possible time; and what did they think about peers' on their own wish to be able to speak English in the minimum possible time. Items 7 and 8 attempted to obtain their opinion on the role of making mistakes towards learning to speak English in their respective socio-academic contexts. Talking about their accent of preference, 2 out of 12 respondents stated that they always wanted to speak in American accent, 4 shared that they wished to do so in British accent, 1 favored Russian accent, another 4 mentioned that they desired to speak in Indian/indigenous (urbanized/and Sindhi) accent; whereas, 1 respondent articulated that he simply wanted to speak English fluently no matter in whichever accent.

Sharing their success and failure experiences in terms of speaking English in their favorite accent, 7 learners who said they wished to speak in foreign i.e. American, British and Russian accents confided that they more often than not failed to speak in their desired accent, and that their failed attempts led them to unwanted feelings of guilt, stress, tension, nervousness and anxiety. On the other hand, 4 learners who asserted that they always wanted to speak in their mother tongue accent or if best possible in Indian accent informed that they felt comfortable doing so. They argued that all they wanted was to speak English. They further posited that what mattered most for them was their ability and fluency to speak English not the accent in which they spoke. This approach, they explained, kept them at a safe distance from feeling anxious or nervous in speaking English. While commenting on how exactly they felt when they either succeeded or failed to speak English in their choice accent, 7 learners who harbored wish to speak in foreign accent expressed that they underwent double duress i.e. of simultaneously speaking a foreign language and of doing it in a foreign accent. They posited that this double pressure often led to aborted or failed attempts, which logically culminated into causing them significant stress and anxiety. They did not have any success stories to share in this context. I cite one respondent's quote:

**KU Student:** *'In fact Sir... I like American accent a lot you know... it sorts of fascinates me... I watch a lot American movies to imitate it too Sir... but it's also very hard... when I speak to myself... I mean mimic movie dialogues in soliloquy I often do it well... but when I confront real-life situations... Sir... in which get to speak... Sir more of my mind get occupied with processing speech content... I mean to either initiating or responding to the discourse flow... so Sir... in that case I can't focus on accent... despite wanting to... and in case I forcibly do it Sir... it distracts my attention from text and context of the conversation... and I lose string of what was being discussed... it makes me sound awkward and out of place Sir... at times this dual demand also makes me very anxious Sir...'*

Contrarily, other learners who favored fluency over any pre-consideration for a favorite accent opined that they stood absolved of any anxiety on account of accent choice, and they instead also enjoyed sufficient amount of ease in speaking English. Talking about the tentative time-frame required for their peers and then to learn to speak English, the target learners stated that it should take at least 2 to 3 years consistent effort to learn to speak English that too they emphasized to gain functional proficiency not the native-like knowledge, ability and command over English as a target language. As regards their



observation about their peers' wish, attempt and wherewithal in this context, the target learners intimated that they had seen almost all their peers cherishing misplaced perception, unjustifiable demand, wishful approach and unrealistic concept to learn to speak English in the minimum possible span i.e. 4 weeks to 12 weeks. Those learners commented that 4 to 12 weeks span was too insufficient to learn even one's own L1 and that one should not ever learn to speak English in this meager time lest one had a proverbial magic wand, or some other witchcraft/black spell formula to use to this effect. These learners further stressed that language learning is a process which invites long, sustained, serious and natural procedures. It is not an even which could happen I none go; they explained. One respondent observed:

***SALU Student:** 'Sir... I think it's far too unrealistic to wish to learn to speak in 4 to 12 weeks duration... Sir... actually... this idea has been inserted in our minds by all these commercial English language teaching centers that are operating in almost every second third street in almost all towns and cities Sir... they feed us on these false promises like several homeopathic healers... Sir... I reckon it far too wishful... no Sir... absolutely not... I think... we can't learn to speak in such a short time... language is not in fact... only about knowing a few grammar rules... it is rather a subtle set of competencies... possessing which is essential for appropriate, meaningful and fluent discourse... it takes time Sir... even serious, sustained and devoted learner would need at least three years to be able to speak English well Sir...'*

Responding to the role of mistakes in relation to speaking English, all 12 target learners conveyed that mistakes should be viewed as an integral and natural part of learning to speak English. They argued that the more mistakes they made, the earlier/more quickly they would learn to speak. Hence, they stressed that making of mistakes should not only be taken leniently but the same should also be taken to occur; for mistakes always ensued confidence and success in them. Mistakes, they observed, played a positive constructive role for them, and they should be regarded more as building blocks than barriers. I place below one respondent's view:

***SU Student:** 'Sir when we will learn... mistakes will definitely happen... this is Sir more true in case of speaking and speaking of English for that matter... anything you do initially... you will do it wrong Sir... mistakes are bound to happen... they are positive Sir... I don't know why most of the people... including teachers tend to consider mistakes unwelcome occurrence Sir... it is always through mistakes that we learn Sir... one of our teachers says 'those who don't make mistakes don't make anything at all'... Sir I agree with that teacher... Sir those who ride... often also fall... so riding and falling are only two sides of the coin... they are inseparable... if Sir I'll not be allowed to make mistakes... I'll simply stop talking... so Sir... mistakes should be regarded as makers not breakers of speech...'*

## Conclusion

The results of the study revealed that the target learners did erroneously wish to, almost always, i) speak in a preferred/choice accent ii) gain English speaking proficiency in the meager time of 4 to 12 weeks and iii) speak accurately without making any mistake. They further confided that though they had not, until then, known the detrimental effect of such a wishful approach, and that they had not also known that this particular thinking caused them anxiety in speaking English. They also confessed to obtaining these insights as a result of this particular research interview event. Hence, it can be safely concluded that the learners' own perception and beliefs i.e. speaking in a particular accent of their preference, misplaced ambition to be able to speak English in the shortest possible time (01 to 12 weeks) and misconceiving making of mistakes in speaking English as a barrier cause them significant amount of anxiety.

**Note:** This research paper is a preliminary case study carried out on this topic as a part of my PhD thesis. It will later be incorporated to my doctoral dissertation which will be submitted to Hamdard University, Karachi for award of PhD degree.

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## **Appendix – A**

### **English Version of the Interview Protocol**

#### **Interview Protocol for Student Participants**

##### **Section A: Plain Language Statement**

My name is **Ghulam Ali Buriro**. I work as an Assistant Professor at Institute of English Language and Literature, University of Sindh, Jamshoro. I am conducting this test case/ research paper study as a part of the requirements for award of PhD degree in Education/ Social Sciences. This study will later be further explored and incorporated in my PhD thesis to be submitted to Hamdard University, Karachi. This interview protocol aims to trace out how far undergraduate public sector university students' own perceptions and beliefs regarding EFL speaking are responsible for their anxiety in speaking English as a foreign language. The results of the study are expected to benefit thousands of students who tend to suffer from EFL speaking anxiety at the target research site, and elsewhere in Pakistan. There are no known risks and costs to you and the other participants of this study for taking part in these interview protocols. Your identity and personal information will be kept confidential as a respect to the requirements of your privacy. And the opinions, ideas and information you share will be used for research purposes only. You have right to ask the researcher any question you consider relevant and necessary, before and during this interview. You also have the right to refuse to answer any question; you do not feel comfortable answering. Before you volunteer to participate in this interview, please be informed and sure about what it involves. Even after giving your consent to be interviewed; you will still have the right to back out at any stage, if you so desire. It will neither affect our relationship, nor the results of the study. Your help and cooperation will help me in successful execution of this study, and it will also significantly contribute to promotion of research in Pakistan.

Please respond to the questions as best as you can. There is no right or wrong answer. However, the answers you give should represent the best in your opinion. Please also be informed that your view will be recorded in the interest of accuracy of reproduction, and that you will be provided the transcription for confirmation of its contents. Your honest, to-the-point and complete answers will lead to the most useful findings in the context of the problem under study.

If you have any further queries, please contact the researcher at

**+92-333-2764503/ gaburiro@yahoo.com**

**Thank you in advance for your cooperation.**

## **Section B: Consent Column**

I hereby solemnly affirm that I have read and understood the above-mentioned Plain Language Statement and that I also had the opportunity to ask questions. **I agree to participate in this interview.**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Section C: Background and Demographic Information of the Participant**

Name (Optional): \_\_\_\_\_

Class: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Institution: \_\_\_\_\_

Father's/Guardian's Qualification: \_\_\_\_\_

Mother's/Guardian's Qualification: \_\_\_\_\_

## **Section D: Semi-structured Interview Protocol for Student Participants**

1. How far you always want to speak English in Sindhi, Pakistani, Indian, British or American or any other accent?
2. How far you succeed in speaking English in your preferred accent?
3. How do you feel when you realize that you cannot speak English comfortably and well in your preferred accent?
4. How long you think it should take you/your peers to learn to speak English fluently?
5. How often you have noticed any of your peers wishing to learn to speak English quickly?
6. How would you comment on your peers' such wish to learn to speak English quickly?
7. How far do you consider making of mistakes a part of speaking English?
8. What role you think making of mistakes plays with regards to speaking English?

*Is there anything else you would like to share?*

**Thank you once again for your help and cooperation!**

Appendix – B:  
Sindhi Version of the Interview Protocol

شاگردن ۽ شاگردياڻين لاءِ انٽرويوءَ جو ضابطو

حصو پهريون: وضاحت

منهنجو نالو غلام علي بُرڙو آهي. آءٌ سنڌ يونيورسٽي ڄامشوري ۾ انگريزي ٻولي ۽ ادب جي شعبي ۾ اسسٽنٽ پروفيسر جي عهدي تي خدمتون سرانجام ڏئي رهيو آهيان. ساڳئي وقت آءٌ هن تجرباتي ۽ تحقيقي مقالي تي جنهنجو عنوان ”شاگردن ۽ شاگردياڻين جي انگريزي ڳالهائڻ بابت ويچارن جو سندن انگريزي ڳالهائڻ تي اثر“ آهي. ان تي تحقيق پڻ ڪري رهيو آهيان. هي مقالو تجرباتي ۽ ابتدائي نوعيت جو آهي جنهن تي وڌيڪ تحقيق ڪئي ويندي ۽ بعد ۾ ان کي ٻي ايڇ ڊي مقالي جو حصو بڻايو ويندو. هن اڀياس جي ڪاميابي سان مڪمل ٿيڻ جي نتيجي ۾ هزارين شاگردن ۽ شاگردياڻين کي جيڪي ان مسئلي جو شڪار آهن، انهن کي انگريزي بطور پڙهڻي ٻوليءَ جي ڳالهائڻ ۾ درپيش ذهني دٻاءُ، پريشاني ۽ گهٽ ڳالهائڻ کي جوڳي حد تائين گهٽ ڪرڻ ۽ ان تي ضابطو آڻڻ ۾ تمام گهڻي مدد ملندي، اهڙا شاگرد انهن ٽن يونيورسٽين ۾ پڙهي رهيا آهن، جن کي هن تحقيقي اڀياس لاءِ چونڊيو ويو آهي. گڏوگڏ هي تحقيق سنڌ ۽ پاڪستان جي ٻين سرڪاري يونيورسٽين جي شاگردن ۽ استادن لاءِ پڻ لاڳاپي ثابت ٿيندي. هن اڀياس ۾ اوهان لاءِ ڪنهن به قسم جو ڪوبه نقصان، خطرو يا خرچ نه آهي. اوهان جي سڃاڻپ، جوابن، خيالن ۽ ڏنل ڄاڻ کي مڪمل راز رکيو ويندو، ۽ انهن کي فقط تحقيقي مقصدن لاءِ استعمال ڪيو ويندو. جتي به اوهان جو حوالو ايندو، اتي اوهان جو ذڪر هڪ ڪوڊ ذريعي ڪيو ويندو. هن اڀياسي عمل دوران اوهان کي اهو حق حاصل رهندو ته اوهان هر سوال جو جواب ڏيڻ کان انڪار ڪري ڇڏيو. جنهن جو جواب ڏيڻ اوهان مناسب نه سمجهندا هجو. ساڳئي وقت اوهان کي اهو حق به حاصل رهندو ته اوهان تحقيقي اڀياس دوران ڪنهن به موڙ تي هن اڀياسي عمل کان الڳ ٿيڻ چاهيو ته ائين ڪري سگهو ٿا. اوهان پاران ائين ڪرڻ سان اسان جي ذاتي تعلقات يا هن تحقيقي اڀياسي عمل تي ڪوبه خراب اثر نه پوندو.

هن اعليٰ علمي مقصد ۾ اوهان جي مدد ۽ سهڪار نه صرف مون کي هي تحقيقي مطالعو ڪاميابي ۽ خوش اسلوبيءَ سان مڪمل ڪرڻ ۾ مدد فراهم ڪندو، پر ملڪ ۾ تحقيق جي واڌاري لاءِ پڻ وڏي خدمت طور ياد رکيو ويندو. جنهن وقت اوهان هن سوالنامي ۾ شامل سوالن جا جواب ڏئي رهيا هجو، ته اها ڳالهه ضرور ڌيان ۾ رکجو ته اوهان پاران ڏنل جوابن کي غلط يا صحيح جي پئماني تي نه پر ڪيو ويندو. اوهان پاران ڏنل جوابن لاءِ صرف هڪڙو ئي شرط آهي ته اهي مڪمل هجن، ۽ اوهان جي خيالن جي بهترين ترجماني ڪندا هجن. مون کي پورو ويساهه آهي ته اوهان پاران ڏنل اهڙي موٽ هن مطالعي جا گهربل نتيجا حاصل ڪرڻ ۾ تمام گهڻي مددگار ثابت ٿيندي. هن وضاحت کي چڱي ريت پڙهڻ کان پوءِ به، جيڪڏهن اوهان ڪو سوال پڇڻ چاهيندا هجو يا ڪا وڌيڪ ڄاڻ حاصل ڪرڻ چاهيندا هجو ته ڪنهن به وقت، بنا ڪنهن هٻڪ جي روبرو يا هيٺ ڏنل فون نمبر ۽ اي ميل ذريعي ائين ڪري سگهو ٿا:

Email: gaburiro@yahoo.com

فون نمبر: 0333—2764503

آءٌ اوهان جي مدد ۽ تعاون لاءِ دلي طور اوهان جو ٿورائتو آهيان.

## حصو ٻيون: رضامنديءَ جو ڪالم

آءُ هيٺ صحيح ڪندڙ پوري پڪ سان چوان ٿو/چوان ٿي ته مون مٿي ڏنل وضاحت کي چڱي ريت پڙهيو ۽ سمجهيو آهي، ۽ مون کي هن وضاحت بابت مختلف سوال پڇڻ جو موقعو پڻ ڏنو ويو آهي. آءُ هن تحقيقي اڀياس ۾ حصو وٺڻ لاءِ پنهنجي مڪمل رضامندي جو اظهار ڪريان ٿو/ڪريان ٿي.

صحيح \_\_\_\_\_ تاريخ \_\_\_\_\_

## حصو ٽيون: حصو وٺندڙ جا ذاتي تفصيل ۽ پس منظر

- نالو: \_\_\_\_\_
- ڪلاس: \_\_\_\_\_
- عمر: \_\_\_\_\_
- جنس: \_\_\_\_\_
- ادارو: \_\_\_\_\_

## حصو چوٿون: سوالنامو

1. اوهان ڪهڙي لهجي ۾ انگريزي ڳالهائڻ چاهيندا آهيو: سنڌي، اردو، انڊين، برطانوي يا آمريڪي؟
2. اوهان پنهنجي چاهيل لهجي ۾ انگريزي ڳالهائڻ ۾ ڪيتري حد تائين ڪامياب ٿيندا آهيو؟
3. اوهان اُن وقت ڪيئن محسوس ڪندا آهيو، جنهن وقت اوهان پنهنجي چاهيل لهجي ۾ انگريزي ڳالهائڻ ۾ ڪامياب نه ٿيندا آهيو؟
4. اوهان جي خيال ۾ اوهان کي يا وھان جھڙي ڪنھن ٻئي شاگرد کي انگريزي ڳالهائڻ ۾ ڪيتري عرصي ۾ مهارت حاصل ڪرڻ گھرجي؟
5. ڇا اوهان اهڙن شاگردن يا شاگرديائين جي بابت ڄاڻو ٿا، جيڪي تمام ٿوري وقت ۾ انگريزي ڳالهائڻ ۾ مهارت حاصل ڪرڻ چاهيندا هجن؟
6. جيڪڏهن ها ته اوهان انهن جي اهڙي خواهش کي ڪيئن سمجهو ٿا؟
7. اوهان انگريزي ڳالهائڻ دوران غلطي ڪرڻ تي ڪيئن سمجهو ٿا؟
8. اوهان جي خيال ۾ انگريزي ڳالهائڻ دوران غلطي جو ڪهڙو ڪردار ٿي سگهي ٿو؟

اوهان جي مدد ۽ تعاون لاءِ آءُ هڪ ڀيرو ٻيهر اوهان جو دلي طور شڪرگذار آهيان.



## Appendix – C Urdu Version of the Interview Protocol

### انٹرویو کا ضابطہ برائے طلبہ و طالبات

#### حصہ اول: تشریح

میراث نام غلام علی برڑو ہے، میں ادارہ انگریز زبان اور ادب، جامعہ سندھ میں اسٹنٹ پروفیسر کے طور پر کام کرتا ہوں، اس وقت میں ایک تحقیقی مقالے پر کام کر رہا ہوں جس کا موضوع ہے ”انگریزی بول چال کے بارے میں طلبہ و طالبات کے خیالات اور ان کی موجودہ انگریزی بول چال پر اثر“ یہ مقالہ تجرباتی اور ابتدائی نوعیت کا مطالعہ ہے جس پر اور زیادہ تحقیق کی جائے گی اور بعد ازاں اسے پی ایچ ڈی کے مقالے میں شامل کیا جائے گا۔ جو کہ ہمدرد یونیورسٹی کراچی میں پی ایچ ڈی کی ڈگری کے لیے جمع کروایا جائے گا۔ اس مطالعے میں آپ اور دوسرے شرکا کے لیے کوئی ایسی بات نہیں ہے جو کسی نقصان، خطرے یا خرابی کا سبب بنے۔ آپ اور دیگر طلبہ و طالبات، جو اس تحقیقی مطالعے میں حصہ لیں گے ان کی شناخت اور خیالات کو مکمل صیغہ راز میں رکھا جائے گا، اور انہیں صرف و صرف تحقیقی مقاصد کے لیے استعمال کیا جائے گا، جہاں کہیں بھی آپ کا یا دیگر شرکا کا حوالہ آئے گا اس کا ذکر ایک کوڈ کے ذریعے کیا جائے گا۔

دوران تحقیق آپ کو اور دیگر شرکا کو یہ حق حاصل رہے گا کہ آپ ہر اس سوال کا جواب دینے سے انکار کر دیں جس کا جواب دینا آپ مناسب نہ سمجھتے ہوں، اس کے علاوہ آپ سب کو یہ حق بھی حاصل رہے گا کہ آپ اس تحقیقی مطالعے میں حصہ لینے کی حامی بھرنے کے بعد بھی، آگے چلے، کسی موڑ پر اگر اس سے الگ ہونا چاہیں تو آپ بلاشبہ ایسا کر سکتے ہیں، ہم آپ کے اس حق کا صدق دل سے احترام کرتے ہیں، ہم آپ کو یقین دلاتے ہیں کہ آپ کے اس طرح دوران تحقیق اس تحقیقی مطالعے سے الگ ہو جانے سے نہ تو ہمارے ذاتی تعلقات پر کوئی برا اثر پڑے گا اور نہ ہی اس تحقیقی مطالعے کے نتائج کسی طور سے متاثر ہوں گے۔

اس اعلیٰ علمی مقصد میں آپ کی مدد اور تعاون نہ صرف اس محقق کو یہ تحقیقی مطالعہ خوش اسلوبی سے اور کامیابی سے مکمل کرنے میں مدد دے گا، بلکہ ملک میں تحقیق کے فروغ کے لیے بھی گراں قدر خدمت سمجھا جائے گا، جس وقت آپ سوالات کے جوابات دے رہے ہوں تو برائے مہربانی یہ بات ذہن نشین رکھیے گا کہ آپ کے جوابات کو صحیح یا غلط کے پیمانے پر نہیں رکھا جائے گا، یہ کوئی امتحان نہیں کہ ایسا کیا جائے، یہ تو ایک تحقیقی مطالعہ ہے جس میں آپ کی رائے کے لیے بس ایک ہی شرط ہے کہ وہ آپ کے دل، ذہن اور خیال کی صحیح، بہترین اور مکمل ترجمانی کرتی ہو۔ یقیناً آپ کا تعاون اور مدد اس تحقیق کے دیرینہ اور مفید نتائج حاصل کرنے میں کارآمد ثابت ہوں گے۔ اس سادہ تشریح کو پڑھنے کے بعد بھی اگر آپ کے دل اور ذہن میں کوئی سوال آ رہا ہو تو آپ محقق سے رو برو یا اس ٹیلیفون نمبر اور ای۔ میل ایڈریس پر رابطہ کر کے کسی بھی وقت بلا جھجک پوچھ سکتے ہیں۔  
gaburiro@yahoo.com/0333-2764503 آپ کے تعاون اور مدد کیلئے محقق آپ کا خلوص دل سی شکر گزار ہے۔

#### حصہ دوم: کالم برائے آمادگی

میں پورے وثوق سے کہتا ہوں کہ ابھی ہوں کہ میں نے مندرجہ بالا تشریح کو بطور پڑھا اور سمجھا ہے، اور یہ کہ مجھے اس سادہ تشریح کی مچان بین کیلئے اور اس کے متعلق مختلف سوالات کرنے کا پورا موقع فراہم کیا گیا ہے، میں اس تحقیقی مطالعے میں حصہ ا تعاون کرنے کیلئے مکمل آمادہ ہوں۔

دستخط: \_\_\_\_\_ تاریخ: \_\_\_\_\_

#### حصہ سوم: شرکا کے ذاتی کوائف اور پس منظر

نام:

جماعت:

عمر:

جنس:

ادارہ:

01. آپ کس لب ولجے میں انگریزی بولنا چاہتے ہیں: سندھی، اردو، پاکستانی، ہندوستانی، برطانوی یا امریکی۔
  02. آپ اپنے پسندیدہ لب ولجے میں انگریزی بولنے میں کہاں تک کامیاب ہوتے ہیں۔
  03. آپ کی اس وقت کیا محسوسات ہوتی ہیں جب آپ کو یہ پتہ چلتا ہے کہ آپ اپنے پسندیدہ لب ولجے میں انگریزی نہیں بول پارہے۔
  04. آپ کے خیال میں یا آپ جیسے یونیورسٹی طلبہ و طالبات کو آپ کو انگریزی بول چال سیکھنے میں کتنا وقت لگنا چاہیے۔
  05. کیا آپ ایسے یونیورسٹی طلبہ و طالبات کو جانتے ہیں جو بہت ہی تھوڑے عرصے میں انگریزی بولنے میں مہارت حاصل کرنا چاہتے ہیں۔
  06. اگر ہاں تو آپ ان کی اس خواہش کو کیسا سمجھتے ہیں۔
  07. آپ انگریزی بولنے کے دوران غلطی کرنے کو کیسا سمجھتے ہیں۔
  08. انگریزی بولنے کے عمل میں غلطی کرنا کیا کردار ادا کرتا ہے۔
- اس کے علاوہ اور کچھ جو آپ اس حوالے سے کہنا چاہتے ہوں / بتانا چاہتے ہوں۔

آپ کی مدد اور تعاون کیلئے ایک مرتبہ پھر بہت شکریہ