Determining the Factors that Intensify Oral Communicative Anxiety: A Case Study of Students of IELL, University of Sindh, Jamshoro

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Abstract

Besides the low English language proficiency, lack of confidence, hesitation, English spoken anxiety plays vital role in the upsurge of oral communication. The state of anxiety is related with notion of uneasiness that emerges as a variable of hindrance in oral communication in English language. The current study was carried out to identify the factors that cause apprehension in oral communicative competence. For that purpose, the data was gathered from 123 participants of IELL (Institute of English Language and Literature). A close-ended questionnaire with five point Likert scale comprised of 21 items was used as an instrument for this research. The data was analyzed through SPSS, applying descriptive statistics. The findings revealed that teachers' behavior, teaching methods, peer discouragement, fear of assessment or correction are the main factors of oral communicative anxiety.

Keywords: Oral Communication**,** Anxiety, Foreign language, English Language Anxiety, Factors

1. Background of the study

Pakistan is a multicultural, multiethnic and multilingual country in its nature. Being colony of India once , English as language had an important impact on academic, social and business field of Pakistan. After independence, English was made official language of Pakistan besides many ethnic issues including East Pakistan (Now Bangladesh) problems. Even though being official language of Pakistan, the proficiency of English among students is not satisfactory (Kenan, 2006). The situation is made clear by Warsi (2004) in words that Pakistani students learn English from early classes but still they are not fluent in either written or spoken English. Amongst the all four language skills, spoken is the weakest skill of Pakistani students (Kakepoto et al, 2012). Besides other hindrances such as lack of English language proficiency, lack of confidence, teaching methods, syllabus, anxiety is considered the most adverse barrier in oral communication.

Research shows that the overall ratio of anxiety seems to be higher in Pakistani context than other factors. The lack of exposure to English language, traditional teaching

methods such as lecture methods where students remain passive learner rather than actively participating are found to be main reasons of persistence of anxiety in students.

Most of the students in University of Sindh are from rural background and achieve their education in public sector schools. Many students enrolled in English Department of University of Sindh usually face issues in managing their self-confidence. They usually get afraid to commit mistakes and getting mocked and embarrassed by their peers.

1.1   Introduction

Language anxiety is often regarded as one of the common and negative factors in learning a language. It seems to impede the learner's performance and results into devastating effects on the overall performance of learners. The learning of Language must not be related to memorizing different linguistic structures. The rules of language are important, but the prime objective of language is for "Communication", not only to internalize the rules for patterning the structures. Most of the students are very much aware of the grammatical rules but when it comes to accumulating those rules into performance, it becomes a great challenge for them. The main reason behind this is the lack of English communicative competence. It is seen as an internal factor which effects learner's performance in second language acquisition. According to Macintyre and Gardener (1991), anxiety can be claimed as the highest amongst the best of other predictors towards identifying success in learning the foreign language. No one can deny the importance of English communication and learning the languages that are communicated internationally. English is globally acclaimed lingua franca and has acquired the status of global language. It is recognized as language of opportunities and success at world level as best discussed in words of Warsi (2014) as Trojan Horse that can open the doors of opportunities. Additionally, Non-native speakers of English language have over crossed the native speakers in population. It is with non-native speakers that they face multiple problems in using and acquiring that global language. Anxiety is classified as either being a trait or state. The one under trait anxious can have an anxiety in number of situations, whereas one under state of anxiousness can have anxiety in temporary conditions experienced at particular moments. Learners experiencing low anxiety usually tend to perform better in class, whereas, learners with high level of anxiety seldom perform effectively in class. Therefore, according to McIntyre and Gardener (1991) and Horwitz (2001), the Language learning anxiety can be experienced as specific to certain situation.

1.2   Hypothesis generated

Communicating in a foreign language, especially in English, causes anxiety. It has been researched that most of the students have severe feeling of nervousness as they communicate in English language. When learners are unable to speak with

continuity, it creates a mental barrier between them and the target language. According to Horwitz and cope (1986), anxiety is the individual's insight that engulfs one in depression, sadness and nervousness that causes state of worry attached with a rise of automatic nervous system. All these states may be affected by lots of factors such as motivation level, classroom techniques, teaching and learning environment and the amount of opportunities given to the learning for practicing the target language. Clement (1980) has defined the foreign language anxiety as one of the hard constructs that direct learners' state of mind.

1.3   Research question
The present study was conducted to determine the factors that intensify the oral communicative anxiety among university students. Question formulated for the study is:

Q: What are the factors that cause oral communicative anxiety among university students?

1.4   Importance of problem
Anxiety is regarded as the adverse barrier in oral communication in any foreign language. The problem of anxiety is carried into research with its influence in language speaking. The following study can be significant for language teachers and its learners to know reasons that causes foreign language anxiety that creates negative stance in different domains of a language action with respect to its learners' behavior. The responses from participants assist to know extent of anxiety related to second language learners' weak participation. This can give a snapshot to the language teachers about to bring novice changes within teaching practices. This can be beneficial to revive curriculum according to the need of context.

1.5   Audience that will be benefited
This study is beneficial for students as well as teachers to recognize the anxiety factors involved in oral communication and alleviate them in reconstructing their strategies to cop up with English language speaking anxiety. Findings of this research may assist them to reduce anxiety to some extent as anxiety undesirably affects the learning process in several ways. Lessening the anxiety in students may result in improving foreign language learning and communicative skills. The statistics from this study will help to plan effective teaching techniques which will create less stressful learning and teaching atmosphere.

2.   Literature Review

2.1   Foreign Language Classroom Anxiety

Many linguists and researchers have tried to engage the motion of anxiety with learning of language. According to (Naz, 2010), the anxiety to Foreign language learning can be an attributed to experience from learner, of which s/he is present in classroom (FLCA). According to (MacIntyre & Gardner, 1991), the classroom anxiety to learn a foreign language is related anxiety in situation. According to Horwitz and Cope (1991) the FLCA is particularly hard towards the self-perception concept that also entangles beliefs and behaviors that are related to classroom setting. It is observed that the people in our context are respected on level of their English language speaking proficiency. Precisely, when it comes to learning English language, there are many factors which are considered as huge obstructions in SLA (Second language acquisition). Horwitz and Cope (1991) have pointed out several things like anxiety and fear towards the negative evaluation and hesitation to communicate. Furthermore, MacIntyre and Gardener (1991) enumerated that FLCA rises from the negative assumptions in foreign language learning. Price (1991) and Piniel (2006) explored some factors that develop FLCA. (Cubukcu, 2008) have recognized that learners with poor competence do possess greater stand of anxiety than those with high competence. Kim (2009) states about students' anxiety as they set to get engage within any conversational practices. Awan, Naz, Azhar and Anwar (2010) advocated that speaking within second language with peers does enhance their anxiety. Anwar, Naz, Azher and Awan (2010) suggested that students feel worried in committing grammatical mistakes and pronounce to answer in target language, (cited in Synder, 2011, p. 5).

2.2   Factors that accelerate anxiety in speaking foreign language

The anxiety to speak foreign Language owes to different reasons. Essential wellsprings of this have been explained by Horwitz et al. (1986). These correspond to trepidation (described as apprehension and nervousness to speak with individuals). The feeling of trouble to talk, turning in then again taking an expression is all signs of correspondence trepidation. This kind of anxiety in speaking is close to personal information that they will experience issues for knowing others (referred Lucas, Miraflores & Go, 2011, p. 102). The Horwitz's FLCAS does incorporates things that identifies with correspondence dread, for instance, 'I tremble when **I** realize that will be approached within the class of language practice'; tension of test taking and fear of assessment in negative, (Woodrow, 2006, p. 311). The Learners do experiences fear to communicate and remain silent in their English practicing classes. Test anxiety is one of the most significant issues that influence further learning a language. This might likewise incorporate under study's trepidation in English classrooms, contents, for

example, practices exercises may impose impact to language learners' nerves (Lucas, Miraflores & Go, 2011, p. 102). Krashen (1985) expresses concern about learner's pre-occupied affective factors that assist in procedure of learning. Learners, who are having low level of affective filters, great initiative in inspiration, fearlessness, below average anxiety, inspire for more information.

2.3 Observational Studies on FL Speaking Anxiety

Foreign Language anxiety examination has focused on the nervousness regarding particular classroom exercises, for example, speaking and listening exercises are most hazardous and tension inciting for FL learners (Horwitz, 1986; Maclntyre, 1995; Price, 1991; Young, 1991). Cheng et al. (1999) planned an exact study to research the relationship between Foreign Language classroom anxiety and also their relationship with speaking and composing accomplishment. The study included 433 participants from Taiwanese English majors. A survey comprised of a changed FLCAS, an adjusted SLWAT (Daly-Miller Writing Apprehension Test), and a foundation poll. Moreover, the participants0 last course reviews for their English talking and composing classes were utilized as accomplishment estimations. The study's imports that classroom anxiety observed by the FLCAS, and Foreign Language writing anxiety measured by the SWLAT are autonomous foundations. In another empirical study, Aydin (1999) study proposed that language anxiety has profound influence on teo major skills that are speaking ans writing. 36 students in Turkish context were made the part of his study. In his study students were asked to keep dairy records for one month. Whereas study of Kitano (2001) examines two possible causes of anxiety at college level students. The fear of Japanese students in their oral practices of foreign language. He made 212 students Participated in the study. He conducted study through a survey based close ended questionnaire. Gregersen and Horwitz (2005) attempted to clarify the connection between Foreign Language anxiety and perfectionism. The study secured two stages: (1) the understudies were recorded in a one-on-one oral talked with intended to inspire an example of their conversational English capacity. (2) They were requested that watch their recorded meetings keeping in mind the end goal to mirror their own particular exhibitions. By inspecting the response of learners to their real oral execution and examining the sound tapes for occurrences of accuracy, confirmation was found that anxiety and non-anxious attitude in learners vary in their own execution models, delaying, trepidation of assessment, and worry over mistakes. The response of understudies to their oral exhibitions showed that they were never satisfied with what they achieved. Liu (2007) conducted study on anxiety in oral English in Chinese context. His study particularly centered on the elements adding to understudy anxiety in oral communication and the techniques utilized by the understudies to adapt to this anxiety. 27 understudies occurred in the study by reacting to a review. Many research study shows that anxiety was observed by numerous students while

communicating in foreign language. The greater part of the understudies described that they turned out to be more on edge when making presentations at the front. There were a few components prompting nervousness, for example, absence of vocabulary, low English capability and memory disassociation. The specialist wound up his article by underlining the mindfulness' significance of the instructors as to the presence of anxiety among EFL learners and indicating sympathy to them in class. Greece study by Tsiplakides and Keramida (2009) argues that led a student's attributes of anxiety in mind ends the goal to execute classroom intercessions to lessen FL speaking anxiety. The analysts likewise go for giving instructors procedures to adapt to anxiety originating from students ❑ trepidation of undesirable assessment from their companions and view inability. Fang-peng and Dong (2010) examined the fundamental variables identified with the students' anxiety speaking towards English and set forward a few ramifications to help understudies to enhance their communicative ability. The results affirmed that students with high anxiety level have less communicated in English classes. Besides, these compelling components prompting great anxiety level: the thoughtfulness regarding pitch and elocution, the inspiration, and the obstruction of first language. At last, the analysts recorded the accompanying countermeasures to conquer the issue of anxiety in oral communication: developing the understudies to be usual to listening to English and speculation in English, soliciting understudies to mimic the impersonation from the recordings, redressing their elocution, and driving understudies to communicate in English in class to upgrade their motivation.

2.4   Speculations about foreign language anxiety

Another study by Von Worde (1998) concludes that the students' inner fear, being singled with less proficiency breaks out anxiety in oral activities, predetermined time dedicated to teaching and practicing activities, the fear to be corrected and speaking in front of strange and proficient learners enhances students anxiety. Woodrow (2006) expressed two divisions between class and outdoor anxiety. He found that talking in class and communication with peers are the leading factors in speaking classes. Classroom activities like presentations, discussions, role play and communicating with teachers on the spot in target language were described as prime reasons for learners' in-class anxiety. Whereas Tanveer (2007) exposed intrinsic motivators like learner himself, that results in anxiety upbringing situations but there are extrinsic factors as well. Daly (1991) study focuses on anxiety by quotes genetic personality; punishment and reinforcement observed; individual skills; demonstration of appropriate model are factors for language anxiety.

2.5   Contending with anxiety

The reported research presents numerous ways to handle anxiety. Teaching procedures like Suggestopedia, Community Language Learning and Natural

Approach are famous methods that are implemented in order to create comfortable and non-threatening atmosphere in classroom. One example of that is Ariza's (2002) study, which found that Community Language Learning can be executed to mitigate anxiety to some extent. However, she actualized this method on English learners of Spanish. Tanveer (2007) proposed that friendly classroom environment, evasion of glorified pronunciation, drama-like activities and identical classes as a lesser amount of anxiety aggravating while study by Price's (1999) marked to the sociability in students, small sized classrooms in terms of number of students and assured reinforcement while two major ways discussed by Aydin and Zengin (2008) cope up with anxiety. First was to teaching students the techniques to trigger anxiety and other was to provide students environment that is less stressful and unthreatening. Humphries (2001) identified that learners' themselves can help each other in their struggle with anxiety by forming or establishing friendly relation and speaking the target language outside the classroom or formal settings.

3. Research Methodology

The research was designed on quantitative basis and gives descriptive view of the extent of factors responsible for oral communication in English language within second language learners. The study follows the scale of Horwitz Anxiety. It basically comprises of 33 statements about anxiety. However, according to the need and demand of context only 16 statements were selected from the scale. As discussed earlier, Department of English Language and Literature (IELL) was selected as site of the study. The questionnaire was administered to 123 students from B.S level I to III of the Institute of English Language and Literature, University of Sindh. It includes around 78 male students and 45 female students. All the participants had different educational background with respect to their previous educational background. This relates with medium of instruction either to private English institutes or the public-sector institutes.

4. Data Analysis and Discussion

The description of the data was analyzed through SPSS which is followed by discussions on the findings. The collected data was analyzed to find out the factors behind English Language Speaking Anxiety among the learners.

4.1   Findings and analysis

Gender

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Male	78	63.4	63.4	63.4
	Female	45	36.6	36.6	100.0
	Total	**123**	**100.0**	**100.0**	

1. Less confident in speaking in class

I	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	67	54.5	54.5	54.5
Strongly agree	40	32.5	32.5	87.0
Neutral	8	6.5	6.5	93.5
Disagree	8	6.5	6.5	100.0
Total	**123**	**100.0**	**100.0**	

Analysis:

Among the participants, 54.5 % (67 participants) agreed that they are less confident when it comes to speaking in class whereas 32% (40 participants) strongly agreed to this statement. From the results we can conclude that most of the students are self-assured while speaking English in the classroom.

2. Never bother committing errors

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	19	15.4	15.4	15.4
Strongly agree	7	5.7	5.7	21.1
Neutral	11	8.9	8.9	30.1
Disagree	58	47.2	47.2	77.2
Strongly disagree	28	22.8	22.8	100.0
Total	**123**	**100.0**	**100.0**	

Analysis

58 participants are not agreed to the statement that is about 47% of total students whereas 22% of the students strongly disagreed to the above statement, which depicts anxiousness of making mistakes, when they are speaking in English. Majority of the participants were of the opinion that making mistakes bothers them a lot.

3. Trembling when teacher asks to speak in English, without preparation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	57	46.3	46.3	46.3
Strongly agree	45	36.6	36.6	82.9
Neutral	9	7.3	7.3	90.2
Disagree	11	8.9	8.9	99.2
Strongly disagree	1	8	8	100.0
Total	**123**	**100.0**	**100.0**	_

Analysis

This chart reveals that 46% (57 participants) agreed and 36% (45 participants) strongly agreed of the statement that participants start trembling on speaking English without any groundwork. It clearly depicts that communicative ability among students is quite low

4. Lack of understanding because of less knowledge of target language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	51	41.5	41.5	41.5
Strongly agree	46	37.4	37.4	78.9
Neutral	18	14.6	14.6	93.5
Disagree	8	6.5	6.5	100.0
Total	**123**	**100.0**	**100.0**	

Analysis

Here 41.5% (51 participants) agreed and 37.4 (46 participants) strongly agreed to the statement and reported that they are not having sufficient knowledge of target language. We can conclude from the results that majority of the students do not have basic knowledge that can improve their understanding. If they are not understanding what the teacher is saying than its nearly impossible for them to comprehend.

5. Pre-occupation of mind in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	57	46.3	46.3	46.3
Strongly agree	37	30.1	30.1	76.4
Neutral	20	16.3	16.3	92.7
Disagree	9	7.3	7.3	100.0
Total	**123**	**100.0**	**100.0**	

Analysis
This chart reveals that 46.3% (57 participants) agreed and 30.1 % (37 participants) strongly agreed that their mind is pre-occupied to a greater extent. They believe that it's very difficult for them to concentrate in class and they find themselves absence of mind, their concentration is on something else.

6. Getting upset due to error correction by teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	44	35.8	35.8	35.8
Strongly agree	39	31.7	31.7	67.5
Neutral	15	12.2	12.2	79.7
Disagree	18	14.6	14.6	94.3
Strongly disagree	7	5.7	5.7	100.0
Total	**123**	**100.0**	**100.0**	

Analysis
Among the participants, 35.8% (44 participants) agreed and 31.7% strongly agreed (39 paricipants) that they feel upset when teachers corrects them. Majority of them assumed error correction negatively and believed that error correction provokes anxiety.

7. Well prepared for presentation but still anxious

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	49	39.8	39.8	39.8
Strongly agree	42	34.1	34.1	74.0
Neutral	20	16.3	16.3	90.2
Disagree	8	6.5	6.5	96.7
Strongly disagree	4	3.3	3.3	100.0
Total	**123**	**100.0**	**100.0**	

Analysis:

Here 39.8% (49 participants) agreed and 34.1% (42 participants) strongly agreed that sometimes they are well prepared but still they are unable to convert their competence in to performance.

8. Teacher should be friendly and avoid strict behavior

		Percent	Valid Percent	Cumulative Percent
Valid agree	54	43.9	43.9	43.9
Strongly agree	56	45.5	45.5	89.4
Neutral	12	9.8	9.8	99.2
Disagree	1	8	8	100.0
Total	**123**	**100.0**	**100.0**	

Analysis

This chart is very conclusive because almost all participants believe that teacher should be friendly. Here 43.9% (54 participants) agreed and 45.5% (56 participants) strongly agreed to the statement. Majority of the participants believed that if teacher is friendly then they feel less anxious.

9. Afraid of being corrected by and remaining silent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	58	47.2	47.2	47.2
Strongly agree	37	30.1	30.1	77.2
Neutral	17	13.8	13.8	91.1
Disagree	9	7.3	7.3	98.4
Strongly disagree	2	1.6	1.6	100.0
Total	**123**	**100.0**	**100.0**	

Analysis

The chart reveals that majority of the participants are afraid of being corrected by the teacher and they decide not to speak and remain quite. Here 47.2% (58 participants) agreed and 30.1% (37 participants) strongly agreed to the statement.

10. Physical signs Sweating and Heart beat etc) when speaking in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	60	48.8	48.8	48.8
Strongly agree	43	35.0	35.0	83.7
Neutral	15	12.2	12.2	95.9
Disagree	5	4.1	4.1	100.0
Total	**123**	**100.0**	**100.0**	

Analysis

From the above chart we can conclude that anxiety can provoke physical signs among learners and it can have devastating effect on their overall performance. Almost half of the participants 48.8% (60 participants) agreed and 35% (43 participants) strongly agreed that they face these signs when they speak in class.

11. Studying and more anxious

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	54	43.9	43.9	43.9
Strongly agree	39	31.7	31.7	75.6
Neutral	19	15.4	15.4	91.1
Disagree I	9	7.3	7.3	98.4
Strongly disagree	2	1.6	1.6	100.0
Total	**123**	**100.0**	**100.0**	

Analysis

Here 43.9% (54 participants) agreed and 31.7% (39 participants) strongly agreed that the more they study the more they get anxious. Majority of them cannot control their anxiety.

12. Waiting for turn, provokes anxiety

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	56	45.5	45.5	45.5
Strongly agree	49	39.8	39.8	85.4
Neutral	14	11.4	11.4	96.7
Disagree	3	2.4	2.4	99.2
Strongly disagree	1	8	8	100.0
Total	**123**	**100.0**	**100.0**	

Analysis:

Among the participants, 45.5% (56 participants) agreed and 39.8 (49 participants) strongly agreed that waiting for the turn is the most anxiety provoking experience for them and a major factor which provokes anxiety.

13. Other speak English better than me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	54	43.9	43.9	43.9
Strongly agree	49	39.8	39.8	83.7
Neutral	13	10.6	10.6	94.3
Disagree	5	4.1	4.1	98.4
Strongly disagree	2	1.6	1.6	100.0
Total	123	100.0	100.0	

Analysis

Here 43.3% (54 participants) agreed and 39.8% (49 participants) strongly agreed that they other are better in speaking English. Majority of them believe that they are very bad at speaking English. So we can conclude from the results that students have some kind of inferiority complex that is also the factor in provoking anxiety.

14. Nervous while speaking in front of others

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	61	49.6	49.6	49.6
Strongly agree	46	37.4	37.4	87.0
Neutral	10	8.1	8.1	95.1
Disagree	4	3.3	¡ 3.3	98.4
Strongly disagree	2	1.6	1.6	100.0
Total	123	100.0	100.0	

Analysis:

Here 49.6% (61 students) agreed and 37.4% (46 students) strongly agreed to the statement. Majority of them feel anxiety when they encounter this type of situation. It can be determined from the results that participants become nervous while speaking in front of others.

15. Others will laugh at me when I speak English

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	50	40.7	40.7	40.7
Strongly agree	43	35.0	35.0	75.6
Neutral	20	16.3	16.3	91.9
Disagree	6	4.9	4.9	96.7
Strongly disagree	4	3.3	3.3	100.0
Total	**123**	**100.0**	**100.0**	

Analysis:
Here 40.1% (50 students) agreed and 35% (43 participant) strongly agreed that they have certain kind of fear while speaking in English because they think other will make fun and laugh at them. Majority of them have this kind of fear and they decide not speak.

16. Getting nervous when teachers asks unexpected questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	63	51.2	51.2	51.2
Strongly agree	50	40.7	40.7	91.9
Neutral	8	6.5	6.5	98.4
Disagree	2	1.6	1.6	100.0
Total	**123**	**100.0**	**100.0**	

Analysis
Among the participants, 51.2% (63 participants) agreed and 40.7% (50 participants) strongly agreed to the statement. Majority of the participants get nervous when they are asked unexpected questions. This situation is also anxiety provoking for them.

4.2 Discussion
The study focused to answer the research question about the factors behind English Language Anxiety. In light of the findings, it has been derived that at university level, students' anxiety plays an antagonistic part in the process of Oral communication. Anxiety has influenced their capacity and ability to learn and utilize English language. Lack of confidence is also one of the major factors that influence learning process. The peer hesitation or anxiety was also found to be an important factor. Mostly the students reported that they were afraid of being

corrected by the teacher. The results exposed that anxiety may hinder language learning at different levels. The negative effect of Anxiety has also been distinguished at the particular phases of language learning. Besides, anxiety was found to bring about issues identified with self-confidence, self-interest and risk taking capacity. Few classifications of anxiety inciting circumstances found in the gathered data. Being called on by teacher and performing before others were the two most basic Anxiety infuriating circumstances. They have been generally talked about in past studies (Woodrow, L., 2006) and topped the classifications in this study also. When they felt anxious, they may have delayed or bumbled or essentially looked uncomfortable and decided to be quite. Most Low Anxiety students were anxious due to their low capability in English. The collected data depicts that Anxiety affects all four language skills. When we talk anxiety in listening skill, Scarcella and Oxford (1992) said that learners are likely to become anxious when the input is too complex or unfamiliar (as refered in Tallon, n.d. p. 7). Young (1992) likewise expressed that this skill (listening) is exceptionally anxiety oriented as the discourse is immeasurable for learners. Likewise, in this study majority of participants reported that they don't have sufficient knowledge of target language. They can't understand the input and automatically they are not able to come up with an appropriate response. We can say that this type of situation is very much anxiety provoking. Classroom environment also provokes anxiety. The responses of the participants revealed the discomfort in classroom environment. The variety in responses show nervousness with peers, their colleagues, and to the educator's mistake amending or identifying style.

Behavioral responses include absolutely physical side effects as becoming flushed, trembling, absence of breath, and so forth. Emotional responses are comprised of sentiments of dread, shame, inconvenience, and so on. The cognitive response to speaking anxiety is seen in understudies' view of the self, in connection to the class, particularly in the trepidation of "loosing face". Actually, understudies researched affirm that the most grounded feeling is a sentiment stress for the expected negative response of the others. This inclination can be deciphered as the fear of negative assessment by their associates or the apprehension of losing face. The wellspring of these feelings is set solely in the connection to their classmates. Along these lines, the classroom atmosphere or bunch progress in the class can be looked upon as both a debilitating also reinforcing variable in the investigation of speaking anxiety.

5. Conclusion

The results of this study revealed English communication anxiety exists among majority of the students. Furthermore, the study demonstrated that learners had extremely bad experiences of oral communication in English which raised their anxiety level. Language anxiety has effect on all four skills but it is more extant in oral communication. The findings of the study showed that lack of active participation, peer hesitation, peer fear, -

fear of assessment and correction, teachers' reluctance and non-cooperation were among the main factors that intensify the level of oral communicative anxiety in students. The fear of questions, participation in communicative task was also reported by few students. Additionally, they are more anxious when they do not cognize teachers English, poor pronunciation, low vocabulary, over thinking about consequences of failing, thinking about others reaction or will make fun if they speak in English. This study further reveals that anxiety level can prompt devastating results, among which instability of one's abilities, trouble in talking in public, taking an interest in discussions insignificantly, inability to start discussion, finally putting to be reluctant and restrained speakers.

6. Recommendations

The findings of the study reflect that students are found to be motivated and autonomous, yet they look for direction and assistance by instructors. Friendly behavior of teachers, steady and have very solid instructional capacities, so they are totally encouraging about their teachers. Consequently I think as the learners have anxiety, educators must give careful consideration to it as they accept that both teacher and student just as assume part in decreasing foreign language anxiety. So the educators ought to take the operative variables of substitutes into thought to lessen it, they should discover the motives and help the students in diminishing their anxiety. Teachers must reinforce learner's confidence so they can figure out how to rely upon themselves rather on instructors.

 Classroom environment additionally assumes an imperative part in diminishing anxiety. In this study, it is found that learners believe that friendly classroom environment can be helpful for overcoming anxiety and build their connotation in class activities. Additionally, exposure to the target language outside classroom might benefit learners to lessen communicative anxiety. It is common that English teachers do not identify the anxiety as a major reason for student's failures in English communication. They should help them to conquer the consequences of anxiety too. The imperative measures ought to be taken to attempt in order to diminish its negative impacts on the future of students. The study suggests that teachers should try to demolish pressure, well-disposed and strong educational environment; cultivate an active part with respective students. themselves to make a climate of group cohesion and support; be delicate to students fears and insecurities; use tender or non-debilitating methods for correction and offer uplifting words; make sensible utilization of deliberate group work or shared exercises; use significant and fascinating subjects in class talks and activities; consider approaches to layer and strengthen the material trying to help obtaining and maintenance; take care of the teaching and learning approaches or inclinations of the students; and hear and value the learners for important bits of knowledge, thoughts and suggestion.

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