

**LANGUAGE APPREHENSION IN ENGLISH
LEARNERS AND ITS IMPACT ON THEIR
AFFECTIVE OUTCOMES**

BY

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**Language Apprehension in English Learners and its Impact
on their Affective Outcomes**

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ABSTRACT

Thesis Title: Language Apprehension in English Learners and its Impact on their Affective Outcomes

English as a second or foreign language has remained a problem for the people of different age groups and especially for the English language learners. The problem gets even more serious when communication in a second language is required. Learners feel great stress and anxiety when they communicate or present something in English. It in turn affects their academic performance in the form of fewer marks and lower grades. In order to see the effect of communication apprehension (CA) on oral communication skills of the learners, the researcher has tried to investigate the causes of communication apprehension in Pakistani learners studying English language at Diploma level at NUML and IIUI. The researcher has also tried to investigate the effects of CA on affective side of language learning. Mixed method approach has been used to collect data for the present research. Quantitative data were collected through questionnaires from 350 students which were analyzed through SPSS while qualitative data were collected from 18 students and eight teachers through interviews which were analyzed thematically. After analyzing the data it has been found that learners feel communication apprehension (CA) when they speak in English. This communication apprehension acts as a hurdle in the process of learning to speak in English and affects their communication skills. The research has shown many causes and effects of CA which present the problematic nature of CA as in many cases learners either completely leave communication in English or try to avoid it to escape insult and embarrassment. Also, it has been found that CA affects learners' affective factors like motivation, attitude and self-esteem which play a vital role in any learning situation. These affective factors are crucial as they decide the amount of input in any learning situation. If these affective factors are affected due to CA, then it can result in issues in the form of lower outcomes and poor performance. For this purpose, syllabus should be designed with more speaking activities through which students could be involved in maximum speaking. Furthermore, teachers should motivate their students to speak in English. They can help their students to come out of negative attitude towards English language by involving them in maximum usage of English in a relaxed environment.

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LIST OF ABBREVIATIONS

CA	Communication Apprehension
CS	Code Switching
CM	Code Mixing
PRCA	Personal Report of Communication Apprehension
SPCC	Self Perceived Communication Competence
WTC	Willingness to Communicate
AMTB	Attitude Motivation Test Battery
FLA	Foreign Language Anxiety
CCAI	Communication Competence Assessment Instrument
IIS	Interaction Involvement Scale (IIS)

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DEDICATION

I dedicate this thesis to my dear parents who taught me to work hard with faith in Allah.

CHAPTER 1

INTRODUCTION

1.1. Background

Language is an important part of our life as it makes our link with others and enables us to live socially. We use words, phrases and sentences to convey our messages and to express our views and ideas. Though we have other resources like gestures and symbols but without language it seems impossible to convey our messages alone with these signals and signs. The word language has its roots in the Latin word *lingua* meaning “tongue” that basically represents the speech aspects as an essential part of language. We learn many languages in our life as the first language that we learn after our birth and many other languages that we learn during the course of our life for various purposes. When it comes to English language, its significance cannot be denied as it is the most important language of today (Reddy, 2016). It is the language of communication in the present global world. Due to its extreme importance, English is taught as a major subject in many countries including Pakistan. Being a second language, people never feel comfortable with it and suffer many problems while using it. The situation becomes more intense when the case of English learners comes. Learners feel so many obstacles and are the victim of stress, anxiety and apprehension while using it. This apprehension and anxiety in turn affect their performance and result in many other emotional problems.

Different researches vary in how they define anxiety, stress and apprehension related to language. In psychology, stress is defined as a response to any stimulus that results in the distortion of our mental or physical equilibrium (“Stress”, 2018). For Hans Selye (1976), who is a renowned writer on the topic, stress is linked to various problems of dissimilar nature, such as physical or mental effort, fear, pain, emotional arousal, fatigue, surgical trauma, need for concentration, the frustration related to humiliation etc. Whereas anxiety deals with normal human emotion that everyone experiences at times while doing work and thinking about important decisions. Wilson (2006) is of the opinion that anxiety is adaptive and by arousing “psychological and physiological reactions” (p. 40) it results in affective feelings, but apprehension is a fear or anxiety over what may happen or suspicion or fear of future trouble (Merriam-Webster, 1828).

Learners feel apprehension while using a new language and this apprehension aggravates when they are asked to speak in class or present something in class. As far as apprehension related to communication is concerned, it is a feeling about communication or the problem that a person faces while talking to other/s (Lucas, 2008). This concept has also been widely studied in the discipline of interpersonal communication. Apprehension can be related to listening (McDowell, 1979) singing, writing, speaking etc. (McCroskey, 1982). In the past few years, it has been researched that language anxiety is a kind of anxiety that has more connection with second language performance (McIntyre & Gardner, 1991).

If we take into account the case of Pakistan, we come to know that it was once a part of subcontinent and subcontinent was ruled by Great Britain for many years. Because of the British rule, English language turned to be the official language of this part and even after getting independence, English language continued its position as the authorized language of Pakistan. According to Tariq, Bilal, Sandhu, Iqbal, and Hayat (2013), we are living in a multilingual society where our official, educational and institutional languages are Urdu and English. Moreover, Pakistan is among those nations where English spreads quickly (Parveen & Mehmood, 2013).

Great effort has been made to show the kind and level of education in Pakistan. For this purpose, many researches have been done to find the reasons and factors that influence learning in case of second language. The results of these studies reported that there are numerous factors which can have bad effect on education and learning. Pakistan is a country with low economic resources. Its maximum population lives in villages where literacy rate is quite low. Low literacy level is mostly due to meager economic resources and ignorance which are important for the process of learning. Furthermore, family background, social relations, school factors and peer factors are some other important reasons (Tariq et al., 2013).

English is a language that is connected to power, honor and achievements for Pakistani learners. Students learn this language as an important subject and it stays with them from their first class to their degree courses at university level (Jalal, 2004). A survey of different schools by Rahman (1999) concluded that every student has a desire to learn English, but through their entire phase of education many factors keep them discouraging from learning English, e.g., old syllabus, reading material and books, unproductive teaching/learning practices and low system of examination. The chief thing

that inspires learners to study English in our context is instrumental motivation. It is a kind of motivation which has more practical purposes like getting salary bonus, entering into a college etc.

In this new era it is important to have understanding of the fact that learning English is unavoidable to attain success at each level, e.g. nationally and internationally and it indeed plays a role of great motivator. The purpose behind such acceptance is that English language has achieved the position of an official language of Pakistan and is also treated as a second language in our region (Warsi, 2004; Akram & Mahmood, 2007). English has great command over power circles; dominates the zones of business, and controls other institutions like judiciary, academia, media, military, banks etc. (Mansoor, 1993; Shamim, 2008). That is why the tag of success in Pakistan is linked to learning English. A person who does not have a good command of English language skills, faces hurdles in getting a good job and surviving in elite circles of the society with more power (Mansoor, 1993). For students, learning English is an important aim of their life though they face a less effective process of education where there are many problems and environment is not at all suitable for learning it. There is a lot of significance of English in our society, but still many learners fail to learn it even after spending 14 to 16 years on it in their entire education. They learn English as a compulsory subject, but still most of them feel problems in speaking, reading, writing etc. (Warsi, 2004).

Bashiruddin (2003) is of the view that learners usually have no interaction with English as far as daily communication is concerned. Native language is mostly used by the teachers and students to communicate in classrooms which results in lack of practice and finally in language apprehension. The grammar translation method is used in the vast majority of Pakistani classrooms. More work is being done on the improvement of reading skills. Readers usually get a reading text which is followed by different exercises related to grammar, vocabulary, comprehension etc. Jalaluddin (2006) discovered that students cannot speak English after eleven years of English. Boonkit (2010) put efforts to improve and develop speaking skills of learners who do not use English as their first language. Younas (2013) said that motivation and self-esteem have proven effective in EFL learning.

Though English is usually treated as a second language in Pakistan, but still many students from villages see it as a foreign language which is spoken only during their language classes. At university level, these students face great difficulty in using English

for speaking. In most public universities, however, English is mostly used for instruction and is a prerequisite for maximum jobs. This makes it necessary for the learners to learn the language, especially for the purpose of communication. Even then many learners are scared of the idea of speaking in English and appear to show marks of not being comfortable in communicating in English. In order to overcome this fear, many students from all over Pakistan come to NUML and IIUI and join other institutes for language courses. They feel that by getting enrolled in such courses, they will overcome their fear and problems related to English language. The researcher feels it necessary to find out the level of oral communication apprehension of learners of these courses and is interested to investigate their fears when they orally communicate in English and the effect of that fear on their affective factors like motivation, self-esteem and attitude. That is why she has chosen the students of English Diploma Course of NUML and IIUI as a population for her study.

Communication apprehension (CA) arises as a phenomenon amid all individuals (Blume, Baldwin & Ryan, 2013; Byrne, Flood & Shanahan, 2012). The fear of speaking in public or in interpersonal meetings is an experience that all individuals encounter to a certain extent and with this fear comes the associated feelings of restraint, nervousness and fear (Bodie, 2010). Nearly 35% of people can experience great levels of CA, causing considerable anxiety in interactive communication scenarios. This fear creates social, academic, professional, intrapersonal and interpersonal complications and interruptions in the progression of lifetime activities (Hunter, Westwick & Haleta, 2014; Shi, Brinthaup & McCree, 2015). While every individual has personally experienced CA and CA has been researched for many years, but there remains a significant gap which is the effect of CA (oral) on learners' affective outcomes. Little is known about oral CA from the perspective of English Diploma learners of NUML and IIUI. This study gives voice to the level of oral CA in students of NUML and IIUI and seeks to find out the effect of this CA on affective outcomes like motivation, self-esteem, and attitude of the learners. The feelings related to CA are a mixture of constant anxiety felt in several communicative settings or the fear experienced in some specific situations like public speech or interview for a job (Blume et al., 2013; Byrne et al., 2012). Individuals have been found on a continuum feeling both trait like CA and CA related to different situations at different levels during the course of their lives (Byrne et al., 2012; McCroskey, 2009). There are many consequences for those individuals who are suffering from high CA in their daily

lives. It can result in disturbance of interpersonal communication and can influence private and professional dealings. It can also affect work performance of a person (McCroskey, 2009, 2011; McCroskey, Heisel & Richmond, 2001). Surely, high CA patients are constantly confronted with challenges and the perceived fear can sometimes be debilitating (Shi et al., 2015).

Communication apprehension is diverse in nature and is of four types, for example, trait-like CA, CA related to general context, CA linked to a person or a group and CA related to some situation.

Trait fear is the feeling of anxiety related to communication irrespective of environmental context. It is directly or indirectly linked to interpersonal communication. Therefore, apprehension in terms of communication is difficult and problematic. Generally speaking, people become more anxious in different kinds of settings which is referred to as generalized apprehension or apprehension in general contexts. In these contexts, anxiety is usually aroused by the communicators particularly in public speaking. Participants feel apprehension in one communication context while feel no such signs in other context. Person-group communication apprehension refers to fear of communication with a person or group. Some people are apprehensive of talking to a person or group and some other may feel communication apprehension while talking to an unknown person or group of people. Person group communication apprehension is not considered as personality trait and depends on the situational hurdles created by a single person or by a group of people. CA related to situation is observed as a fear of communication linked to an individual or a group in some particular situation or site (McCroskey & Richmond, 1995).

The significance of affective factors in language learning can also not be ignored as they play a role of filter which filtrates the amount of input going inside of brain. Those people who are with high affective filter are low in their language learning whereas people with low affective filter have been found with good language learning and performance. The hypothesis related to affective filter was initially given by Dulay and Burt (1977) which was later on incorporated by Krashen in his five input Hypothesis in 1985. For Krashen, acquisition of second language is possible only when people get understandable input and when they have low levels of affective filters (1985). There are many affective factors which can hinder the process of language learning (Rashidi, Yamini, & Shafiei, 2011), but the researcher has mainly chosen motivation, self-esteem

and attitude out of which some were also discussed by Krashen. Some of the affective filters mentioned by Krashen are as follows: motivation, attitude, anxiety and self-confidence (Krashen, 2013).

The role of motivation in achieving any goal is an integral one. It has a significant part in any learning process and particularly in second language learning environment. For Woolfolk (2013), motivation is “an internal state that arouses, directs and maintains behavior” (p. 431) or motivation is something which refers to “the reasons underlying behavior” (Guay, Chantal, Ratelle, Marsh & Larose, 2010, p. 712). Keeping in mind these definitions, we can say that motivation has a noteworthy part in the achievement or disaster of second language learning.

Attitude is a second important variable which has a significant role in language learning. According to Oroujlou and Vahedi (2011), it is essential to know about the position of English language in present world as it can significantly contribute to one's attitude towards that language. In addition to this, they are of the view that if a student has no likeness for school or for learning, he will also try to generalize this situation to learning of a language before getting into that process. Therefore, the role of attitude is essential in a foreign language learning.

Self-esteem can be explained as "the set of evaluative attitudes that a person has about himself or his performance" (Morrison & Thomas, 1975, p. 374). Research concerning partaking in the classroom and self-esteem has shown that learners vary as far as their behavioral changes are concerned and it has been noted that their level of self-esteem also changes according to their behavior (Burnett, 1998). For example, those learners who have low self-esteem usually remain quiet in their classes and remain in the back of their classes while learners with high self-esteem face the opposite of this (Morrison & Thomas, 1975). It seems that there is a reciprocal relation between participation and self-esteem which means that great contribution can result in great self-image while less contribution can lead to low self-esteem. Furthermore, studies also show that those people have great confidence in social settings who have high level of self-esteem (Baron, 1998). Self-worth or self-esteem is thought to be a crucial affective factor in the process of learning and it can have a major effect on the academic performance of learners. According to Witherspoon, Long and Nickell (1991), extreme fear of communication can be linked to low self-esteem, poor speaking skills and insignificant educational performance which in turn can result in lack of success in the class

(Witherspoon, Long & Nickell, 1991). Thus, the present study aims to discover the effect of communication apprehension on these affective outcomes or factors and the relation that these variables have with CA and with one another. Here it is important to mention that by communication apprehension, the researcher means oral communication apprehension that one feels while talking to someone. So, it will be considered as an oral communication apprehension in the remaining thesis.

1.2. Statement of the Problem

Language is the most significant part of our life and its significance for us is manifold. Learners use it to perform many of their activities. They are in comfort and safe zone as long as they interact in their native language, but their problem starts when they start using a foreign or second language. Communication in foreign language has been a real test for non-native speakers particularly when they lack good command of the language. They seem reluctant when they are asked to perform in English language. Students usually have poor communication skills and they feel nervous when they are in situations in which they have to speak or present in English both in and out of classroom. They show lack of confidence and feel stressed while communicating in English and mostly try to avoid those interactions in which speaking in English is involved. All this results in their inability to interact with people and their participation in various activities which in turn affects their performance. They feel hurt and it leads to further decline in their performance and confidence in using English, which is a serious issue. The effect on their feelings, i.e. the influence on affective side of learners is an important factor that cannot be ignored. The problem to be investigated in this research is the effect of language apprehension (oral language apprehension) on learners' affective aspects of language learning.

1.3. Research Questions

1. How does language apprehension affect the oral communication skills of English learners at English Diploma level at NUML and IIUI?
2. How does language apprehension affect the affective outcomes of the selected learners?

1.4. Objectives

This qualitative and quantitative research has been conducted by keeping in mind the following objectives:

- To explain the causes of language apprehension and its effects on oral communication skills of English learners at English Diploma level at NUML and IIUI.
- To investigate the effect of language apprehension on learners' affective outcomes.

1.5. Delimitations

This research has been delimited to the English learners who study English as a second language (variation is present) at English Diploma level at NUML and IIUI Islamabad. The study is specially designed to address oral communication apprehension which learners face while they are using English in the class or during their presentation and the effect of this communication apprehension on their affective outcomes like motivation, self-esteem and attitude.

1.6 Limitations of the Research

The present study focused on language apprehension in English learners and its effect on their affective outcomes. Though apprehension can also be linked to writing (Daly & Miller, 1975) and singing (Andersen, Andersen & Garrison, 1978) but as the subject of interest was getting very vast, so these aspects of communication have not been included. There was limitation in the sample also because the English Diploma Course that the researcher chose for the study is only offered at NUML and IIUI due to which proportionate and convenience sampling techniques were used. Though there are many other language institutes in Islamabad, their duration of courses and admission criteria did not match with NUML and IIUI due to which they were not included in the research. Furthermore, due to time limitations, the sample was restricted to capital territory only. Even then, the sample size was representative of the accessible population.

1.7. Research Methodology

The present research has used mixed method approach to collect data. For this purpose, the data have been collected through a questionnaire and interviews from the students and teachers. The quantitative data have been analyzed through SPSS while interviews have been analyzed thematically. The theoretical grounds used for the analyses

of data involve five theoretical propositions by McCroskey (1978), and the affective filter hypothesis by Stephen Krashen (1985, 2013).

1.8. Significance of the Research

Learners at college and university level are mature and their affective filter level seems to be high as compared to young learners due to which they are more conscious about their performance in class. English language seems to be a big hurdle and problem for them (Horwitz, Horwitz & Cope, 1986). The present study will be important to English language students due to the fact that fear or anxiety may negatively affect their language learning (Phillips, 1992). This is a survey research which has been designed by taking into consideration the notions of anxiety (Horwitz, et al., 1986) and apprehension (Rathiga, 2014) and their effects on English learners. This research highlights the effects and causes of apprehension along with its affective influence on learners. By studying the effects of communication apprehension on learners' affective outcomes, it will be easier to improve learners' performance and their chances of success in English language. This will give more confidence to learners and will increase learners' motivation and participation in English class. Much research has been done on learners' communication apprehension (McCroskey, 2009), but it has not been correlated to learners' affective outcomes. This research will be a contribution to this aspect. The present research study is also important for teachers dealing with language, for individuals who design curriculum and policy makers because it offers insight into the problem of communication apprehension and language nervousness. It can help policy makers and educators to project such courses which could help learners overcome their fear of English language speaking. Moreover, the present study will also suggest some techniques and strategies to overcome communication apprehension and its effect on affective side of learning.

1.9. Chapter Breakdown

Chapter 1

It gives introduction about the topic and makes ground for the present research. It also states research questions, objectives and importance of the present research.

Chapter 2

It gives a review of the literature related to the current study and highlights the main gap in the previous literature as a basis for the present research.

Chapter 3

This chapter explains the methodology used in the present thesis.

Chapter 4

It explains the analysis of the data collected through questionnaire and interviews.

Chapter 5

This chapter states the main findings of the research. The analyses have also been discussed in this chapter after which a conclusion has been drawn. At the end suggestions and recommendations for the future researchers have been given.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter highlights the importance of English language in this modern era and the problems that learners face while learning English language. Then, it gives a precise literature on communication, communication apprehension and its types, perspectives related to communication apprehension and causes and effects of communication apprehension. Also, it explains the terms like impact, outcomes, domains and highlights some of the important literature on affective factors, e.g., motivation, attitude and self-esteem. Thus, it states some of the important literature of the key terms of the research topic. At the end it identifies a gap in the previous literature as a base for the present research study.

2.2 What is Language?

Language is primarily a mean of communication which is based on words and the combination of words in sentences. Languages are rules-driven systems that consist of symbols. So, if an unknown person wants to learn the language of a specific area or community, he or she will have to learn which symbols are significant and meaningful and which are not. According to Amberg and Vause (2009), language not only reflects the distinct features of a person, but also expresses the opinions and practices of his community.

Language has a quality of uniqueness because a person can utter so many novel utterances that he had never heard before. Similarly, language has other unique qualities that are only specific to human language like its ability to produce new structures, transmission through culture etc. It gives us a direction to express our thinking, feelings, emotions, ideas etc. and helps us to emerge as a society (Langer & Mc Lelland, 2005). Hence, language is an important tool to communicate one's views, feelings, thoughts, emotions etc. Many languages are spoken all over the world, but the importance of English is much more for us in the academic world. That is why it has become unavoidable to ignore it.

2.3 Importance of English

With great advancement and progress in technology in the modern era, interaction in English has become the need of time. It has become an important part of our life. English is now a worldwide lingua franca and is the first language of majority of people in different countries. For almost 375 million speakers, English is their first language while 750 million speakers use it as a second language. Furthermore, English has attained an important position in 70 countries where it is either an official language or is used for important purposes (Reddy, 2016).

Previously it was considered a borrowed language, but now it has taken the status of language of choice where it is greatly used for education and commerce. Not only it is essential for everyone today, but has also become a fashion for the new generation to use and interact in English. It has become a source to find a good job and to determine one's status in society (The English Language Centre, 2013).

According to Sneddon (2003), English plays an important role in international interactions. International interactions include economic relations between countries, international business relationships, global trade and others. Along with this, it would not be useless to say that it has caused great fear among its learners and has emerged as a horrible and fearful experience. Learners feel great stress and anxiety when are put in a situation where they are supposed to use English. It makes them feel powerless and anxious in such situations. Learners want to prove that they can perform their level best in front of their teachers and peers which adds to their already existing tension. Though modern technology has made it easier to learn "ENGLISH", but still it seems a challenging task to many learners. They consider it a threat which always dominates their minds and personality (Rathiga, 2014). According to Rathiga (2014), the best way through which a person can conquer anxiety of language is to keep on thinking in English.

2.4 English Language in Pakistan

Pakistan is a country where people speak different languages. The situation of languages in Pakistan is, therefore, extremely complicated. Urdu is treated as a national language in Pakistan, while English is taught as a major subject in schools and colleges. On the other hand, there are several regional languages such as Pashto, Punjabi, Balochi, Sarayki etc. Each of these languages has a great cultural diversity. Urdu is the national

language of Pakistan, but many speakers still do not have Urdu as their first language. Their first language is usually their native language which is their regional language. So, we find excessive code switching (CS) (switching from one language to another) and code mixing (CM) (mixing of two languages) between regional languages and Urdu language. We also see that English language is involved in the process of CS and CM due to its importance. Earlier English had a status of colonist language, but now as it has evolved as an important language, so the feelings of hatred have changed to a greater extent. Now people feel proud that they are able to use English correctly (Mahboob, 2015).

According to Firth (1996), English has got the status of a lingua franca in the present-day globalized world. In Pakistan, English is treated as an official language (Akram & Mahmood, 2007). All interests related to politics, economics, society etc. are linked to English language which shows that in many countries including Pakistan, English language is widely adopted and used for communication purposes. In Pakistan, it is thought to be a sign of success, reverence and position (Mansoor, 2004). Furthermore, it is dominating our national and regional languages (Akram & Mahmood, 2007).

Thus, it is clear that English language has become a significant part of our country and in order to be successful, learners have no choice but to learn it. With good English, they can have good jobs and can avail good opportunities in their lives. For this purpose, learners need to learn the basic skills of the language to get proper command over the language.

2.5 Basic Skills of Language

Any language can be difficult or easy, and it can serve many purposes. Its absence can result in lack of communication. It plays a great role and is not limited to time and context. Languages mostly involve four important skills named as reading, writing, listening and speaking which perform a great role in any learning situation. These four language skills are mostly separate, but still they are thought to have an inseparable bond (Bigham, 2010). According to Sadiku (2015), these skills must be dealt in a way that they should assist learners to attain the required standards and support them to build their communication competencies gradually.

Speaking is all special. Hornby (2005) defines speaking as the act of talking to or having a conversation with someone. This skill is just as important as the others.

Whatever you say determines the power of articulation in you. Speaking can take place in many contexts like with friends, in academic contexts, in public etc. According to Hadfield and Hadfield (2008), speaking presents the need for interaction between people which does not only convey a message, but also the answer that the listener can give to the speaker.

Therefore, it can be said that speaking is extremely necessary for communication and interaction and because of this the researcher feels it important to find out the problems and fears faced by English learners when they communicate in English.

2.6 English Learners

Learning English has not been a pleasant experience for the learners. They cannot ignore learning English whether they like it or not. It comes to them through different ways like in books, newspapers, cellphones, magazines, net etc. Since English has emerged as a significant language, no one can run away from it. Everyone has to learn it in order to meet numerous challenges of the present world. This pressure of learning English has made it a source of anxiety, stress and apprehension which is very true for the second language learning experience. Anxiety related to a foreign language is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process” (Horwitz, Horwitz & Cope, 1986, p.128).

Rathiga (2014) stated that to learners, communication in English seems a very difficult task because they do not get time to correct their grammatical structures during speaking. They compare themselves with their teachers and friends and keep on judging their speaking skills against the spoken language of their friends and teachers. It makes them restless and tensed. They even feel fear to take part in different activities in their class or to say something aloud in English written by them. All the times they are under the tension as they feel that they are being observed for the correct structures and vocabulary. They feel a lot of communication apprehension due to which they do not like to communicate with their friends and teachers in English. Learners basically remain attentive to the remarks and comments of their friends and teachers. They basically want appreciation from them and from the society. If they are criticized or mocked for making mistakes in using English, they become the victim of anxiety and stress which do not let them show their abilities and performance in speaking and writing. It results in the

feelings of hatred for English and makes it difficult for the learners to escape anxiety, which otherwise is less in the case of writing (Rathiga, 2014). During writing, learners get some time to correct their mistakes or revise their structures. So, their level of fear and anxiety is comparatively lower in writing than speaking (Kuivamäki, 2015).

Test anxiety is another important issue that is related to English learning. Learners get nervous with the idea that they are judged or tested. Thus, many learners complain that they forget different grammatical items during the test which they remembered otherwise. So, they commit many mistakes while taking tests and at times produce wrong answers due to extreme pressure and nervousness. The same is true for speaking. When learners are asked to present something as a part of test or evaluation, they come under fear, fret and forgetfulness (Young, 1991).

Hence, a learner's personal thoughts about his/her learning, teacher's positive or negative feedback and response from a society play a vital role in one's learning of a second language. The pressure and stress related to a second language learning like English intensifies when learners want to be perfect in that. For this perfection, they do a lot of effort, but mistakes in grammar, vocabulary, spelling, pronunciation etc. bring their confidence level to a very low level where their chances of acquiring or learning a new language are extremely rare. They start losing their confidence and it makes them more fearful as they start supposing that they cannot learn English. This psychological hampering slows down or totally stops the process of learning or acquiring a new language like English (Wilson, 2006). Similar problems are faced by Pakistani learners. They try to learn English because of its noteworthy position in the present era, but face many hurdles and problems while learning it.

2.7 What is Communication?

Communication is the most significant characteristic of human beings. Human beings and their lives are no doubt greatly affected by it. It would not be useless to say that it plays a pivotal role in making a person's social and psychological make-up. So, communication is the main requirement of human beings. Communication has roots in the Latin word *communicare* which means "to make common or to share, and it is related to both etymological terms *communion* and *community*" (Weekley, 1967, p. 338).

Different scholars have defined communication differently like for De Vito (1986) communication is a kind of transmission in which a message is transmitted from a sender

to a receiver involving some interruption of noise. Berko, Wolvin and Wolvin (1992) are of the opinion that communication has a significant role in our lives and we communicate with each other in multiple ways like smiling, talking, socializing etc. In another study conducted by Berko, Wolvin and Wolvin (1992), the researchers concluded that 42 % out of adults' complete verbal communication time was spent as listeners while their 40 per cent time was utilized in speaking. To reading and writing, they gave 15 percent and 11 percent of their communication time respectively.

According to Burgoon and Ruffner (1978), infants or young children learn to communicate and convey their messages from the very beginning of their life. Then, they find out different ways to convey their messages like through smiling, laughing, crying etc. Some children may feel difficulty in conveying their messages to their parents or other people. Communication apprehension can be traced in human beings from a very early stage. In this regard two case studies conducted by Philips and Butt (1966) and Wheelless (1971) are very important because they validate the presence of communication apprehension even in childhood.

Thus, communication is extremely important for our survival and communicating in English has become the need of the day. Moreover, it is not an easy task to communicate in English as learners feel apprehension while using it for communication and it can result in many problems like stress, anxiety etc.

2.8 Communication Apprehension

Communication apprehension is not a new topic as it has been a center of attention since 1970. Since its emergence, over 200 studies made it a subject of discussion in the years ranging from 1970 to 1980 (McCroskey, 1982). In 1970, the concept of communication apprehension first emerged as a “broadly based anxiety related to oral communication apprehension” (McCroskey, 1982, p.137). Next, the original definition came with minor changes and became as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1977a p.78). CA has also been found with feelings like to “avoid communication if possible, or suffer from a variety of anxiety type feelings when forced to communicate” (McCroskey, Daly & Sorensen, 1976, p.376). Initially it was central to communication avoidance. Later, it got shape of fear related to real or imaginary communication with someone. Previously words like reticence, shyness, willingness etc.

were more common and these terms basically gave birth to the idea of communication apprehension.

A reticent person was one who was considered to be too much anxious and who could not get benefits from the situation (Philips 1968, as cited in McCroskey, 1977a) while willingness or unwillingness to take part in any communication act was totally based on his level of anxiety. Shyness has more connection with social psychology, but still it has been assigned a status of imaginary twin of communication apprehension (McCroskey, 1982). Furthermore, shyness is diverse as it is a form emerging from a more wider source, i.e. anxiety related to society or decreased social skills (McCroskey, 1982). The question arises that whether these terms should be distinguished or not. Important is that all these terms are the part of one or the other field and has been used extensively in various researches. Furthermore, the constructs of apprehension and shyness account for two separate constructs which shows that both the terms are not alike and should be dealt separately (McCroskey, 1982).

The fear of foreign language is important because it will not be faced the same way as faced when communication in L1 is involved. Researches show that learners feel far less CA in L1 as compared to apprehension in L2 (McCroskey & Richmond, 1982; McCroskey, 1983). McCroskey (1977b) was of the view that some fear that is experienced by us in our speeches is a normal thing, but still it can influence a person in a positive or negative way.

Apprehension in communication has not only remained a focal point in research, but apprehension in other fields has also got importance like apprehension in writing (Daly & Miller, 1975) and apprehension in singing as cited by McCroskey (1984). Communication apprehension was initially limited to talking only, but now it covers all kinds of communication but the instrument which has been designed to measure the construct of communication apprehension like PRCA (Personal Report of Communication Apprehension; McCroskey, 1970, 1978, 1982) is only for oral communication apprehension (McCroskey, 1984).

While describing the literature to provide background to the present research study, it is also important to get benefit from the sufficient knowledge of research done under the label of anxiety related to foreign language. The main interest of doing so is to address the issue of CA while speaking a foreign language. Involving these two ideas can

be beneficial as they are inherently connected and will give a clearer understanding of CA in learners while speaking a foreign language. Furthermore, McCroskey said about CA that it is a kind of apprehension or anxiety connected to real or expected communication with another individual or individuals (McCroskey, 1977a). As the definition also involves the element of anxiety, so it is essential to know about anxiety related to foreign language learning and speaking. Anxiety is an important affective factor which has a great role in a learner's learning and can result in one's success or failure.

2.8.1. Anxiety in Speaking

It is hard to define anxiety because it can vary from various behavioral features that are explicit and can be measured to introspection of emotions which are unable to reach (Lader, 1975). That is why anxiety can be explained in a wide range. If anxiety is treated as an affective state, it can be defined as an uneasy emotional condition in which a person perceives threat, feels helpless, and faces pressures in the face of anticipated danger (Blau, 1955) while foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al. 1986, p.128). For psychologists, anxiety is a kind of ambiguous fright that is not directly linked to an object (Tanveer, 2007).

It has been found that anxiety interferes with different kinds of learning, but when it is linked to learning of a foreign language, then it is termed as foreign language anxiety. MacIntyre and Gardner (1994) found that learners who face more anxiety feel it difficult to communicate their views and they are more prone to underestimate their abilities. Furthermore, it was discovered that there is a negative correlation between anxiety and learning performance (MacIntyre & Gardner, 1994, as cited in Pappamihel, 2002).

Stephen Krashen (1981) as cited by Olivares-Cuhat (2010) theorized that the affective elements like motivation, anxiety and self-esteem have a greater role in the accomplishment or failure of a learning process. Learners and teachers are of the view that anxiety is the main hurdle that is to be overcome in order to learn to speak some other language (Horwitz et al., 1986).

Communication apprehension has a major part in the notion of foreign language anxiety. In reality, it is one of its three main stones which apart from it includes fear of negative evaluation and anxiety related to tests. For Horwitz, communication

apprehension is the feelings of anxiety in language learning process. Krashen describes this anxiety as something which decides that how much input will be received. It has also proved to be a successful factor in getting achievement in second language learning. CA can exist in any person regardless of gender. The concept of communication apprehension is not a new one but, in reality, is deeply rooted in some other disciplines (Mahfuzah, Halimatussaadiah & Izzah, 2014).

2.9 The Nature of Communication Apprehension

Communication apprehension, the fear and nervousness, can simply be felt by foreseeing or thinking about communication. Due to such feelings, a man does not need to be put in communication circumstances to be affected by CA. Or maybe, the possibility of communication alone can create huge levels of nervousness. Still people suffer from it in one or the other phase of their lives. These views were also supported by McCroskey and Richmond (1995) who were of the view that not very many individuals can escape from the depiction of communication apprehension at some points in their lives since CA has shown itself in various ways. People suffer anxiety and stress due to it which make them avoid communication. Communication apprehension, which was thought to be related to some sort of anxiety, involves a very interesting debate about its nature. This way, communication apprehension is dealt in many ways and every way has its solid impacts. For example, it was divided into four various subcategories by McCroskey and Richmond (1995):

- 1: Communication Apprehension as a Trait
- 2: Communication Apprehension in Generalized Contexts
- 3: Communication Apprehension with Generalized People
- 4: Communication Apprehension as a State

Thus, the range of communication apprehension can be perceived as a scale comprising of two extreme points, one is trait and the other is state.

Trait like CA is an integral and consistent aspect of one's personality and communication while state CA is more temporary in nature. By trait we mean invariant features like skin or eyes color. Butterfield (1992) considered trait and personality as synonyms, but McCroskey and Richmond (1995) preferred the term *trait like* to make it different from real and continuously appearing features of personality. Trait-like variables

of personality have greater resistance to change, but still they can be changed. Personal Report of Communication Apprehension (PRCA-24) is considered to be the supreme measure to find trait-like CA (McCroskey & Richmond, 1995).

Communication apprehension related to generalized contexts is relatively an enduring characteristic of personality that has a link with communication in a specific context. It can also be said that a person who has low CA in one context might face high CA in some other context (McCroskey & Richmond, 1995). These contexts may involve interviews for jobs or meeting with an unfamiliar person. According to McCroskey and Richmond (1995), there is a connection between trait-like and context-based CA: the greater a person's trait-like CA, the more apprehensive he will feel in various communicative settings. People have been found apprehensive when they are asked to present a speech during a public setting. The chances of CA in such situations are as high as up to 70 per cent. For some other people, nervousness may result from meeting but generally it is considered that once the number of people in a communication context is increased, there will be more chances of apprehension in a speaker. Students take it differently. For students, apprehension mainly results from classroom environment.

Apart from contextual issues, some sorts of people also become the cause of fearful responses. For example a person may face extreme level of communication apprehension when talking to his manager or boss. Similarly, a student can be apprehensive when he is talking to his teacher or when he is facing a group of his peers. Moreover, some sort of generalized person CA results when we think of a person having some status or classification. Therefore, communication with some particular type of people represents a person based CA. Furthermore, CA related to audience is not related to personality, rather it is a response to some situation which is produced by another person or a group (McCroskey & Richmond, 1995).

Whereas, state or situational CA occurs in particular settings that leads to the average person apprehension. It is a passing feeling of apprehension that a person feels with an individual or group of individuals in some situation. It is mostly normal for a person to experience extreme fear in some situations while feeling no fear once the fear creating situation is over. Like context and audience based CA, situational CA is also an active and passing state and is not linked with personality centered situations (McCroskey & Richmond, 1995). State CA is more prominent in a situation when a teacher asks a

student to explain a topic in a class or calls that student to his/her office for the same purpose.

The above mentioned types range from trait-like CA to state-like CA. The partition amid trait like CA and state CA is considered to be significant. Trait-like CA refers to apprehension in all kinds of spoken activities whether it is a small group or a large group while state like fear is an anxiety response that people face in some kind of public setting. According to McCroskey and Richmond (1995), there was no such distinction between different kinds of CA initially and most of the work was done by keeping in mind trait like view. Support in favour of the trait-like perception comes from the continuity of CA in various contexts of communication like the four communicative settings mentioned in PRCA- 24, e.g., group discussions, meeting, dyadic situations and public speaking (McCroskey & Richmond, 1995). The present study deals CA as a trait like concept partially because most of the measures have been designed to measure trait-like CA. The practicality of CA as a situational phenomenon was also checked by McCroskey and Beatty (1998), but they found that trait-like inclinations in a person take priority over state and control the reaction patterns one has to situational stimuli. Thus, the present study also deals CA as a trait like behavior.

2.10 Perspectives related to Apprehension

Communication apprehension has been extensively studied since its beginning and greatly been correlated with other factors, but there is insufficient progress as far as the etiological ground of the construct is involved (Daly & McCroskey, 1984; McCroskey, 1977a). There are two well-known perspectives related to it. They are as follows:

- 1:** The Social learning perspective
- 2:** The Communibiological perspective

Social learning perspective considers apprehension in communication as a kind of learned behavior. Initially this trait was considered to be a result of environmental influences. Though, there was lack of empirical evidence, but even then communication apprehension was associated with different variants of learning theory (McCroskey, 1984). It was believed that CA is a trait that can be learned by conditioning communication behaviors of a child. It was also assumed that the way a youngster is reinforced, i.e. by giving rewards or punishment for some sort of communication will

basically govern the level of extreme or low level of CA in a child (McCroskey & Richmond, 1995). Whereas, communibiological perspective is linked to the neuro-psychologists' work dealing with temperament as the circle of their study (McCroskey & Beatty, 1998). In short, it deals with the personality by keeping in mind biological grounds as the center of attention. The studies resulted in the ideas of extraversion-introversion, neuroticism, and psychoticism. These ideas basically stand for the ways in which a person or persons can interact (Eysenck, 1986, 1991). They are also termed as the *Big Three* aspects of personality (Zuckerman, 1991a).

The **Extraversion** is a desire to have social interaction. On the other hand, **Introverts** are simply limited to themselves and do not go for that social need.

The **Neuroticism** is related to one's sensitivity of apprehension. It has also been observed that they mostly get frightened at different situations and become apprehensive. They mostly try to avoid fearful situations.

In **Psychoticism**, patients do not perceive reality accurately. Moreover, the victims create distance between themselves and reality that turns them to be lost in imagination while leaving reality aside. Furthermore, they develop hostility and aggression (Eysenck, 1986).

A significant correlation was found between extraversion, neuroticism and communication apprehension (Eysenck, 1986) and the results are useful for both first and second languages with negative correlation with extraversion. It is also important to know about the principal system of CA related to behavior which is called Behavioral Inhibition System (BIS). It is a system which limits behavior when a threatening stimulus is seen. This system is something which is shared by all humans. However, there are variations in learners as far as BIS is concerned. According to Gray, individuals who have high BIS system are more prone to anxiety, while less anxious individuals have less active BIS system (Gray, 1991)

People vary in their level of communication apprehension related to different contexts as some people have extreme level of communication apprehension related to public speaking and they have more sensitive personality in such contexts with different physical or body changes like shivering, sweating, rapid heart rate, etc. (Kangas Dwyer & Cruz, 1998). On the contrary, people who have less CA in public speaking contexts will be in a condition to give more attention to their creativity in such contexts (Kangas Dwyer & Cruz, 1998). McCroskey (1977a) stated that a person with CA can be seen as a

reticent person who can have low-level of self-worth and little tolerance for any change and ambiguity.

The aforementioned discussion shows that CA is a complex phenomenon which is associated with feelings of distress and anxiety. It is experienced by communication apprehensive individuals when they are put in a variety of social situations like talking to someone who is more authoritative, presenting a speech in front of the audience or even in dyadic meetings. It has various etiological grounds, but the two most prominent perspectives suggest that CA has multifaceted etiology which has an equal part of social learning and genetics.

2.11 Causes of Communication Apprehension

Though there is a role of genes in the development of CA, but the role of environment can also not be ignored (McCroskey, 1984). For instance, the attitudes of students to school have been found to have strong correlation with phases of CA (Hurt, Preiss & Davis 1976, as cited in McCroskey, 1977b). It shows that with high CA, the attitude towards school becomes more negative or vice versa. Furthermore, it has also been found that those learners who experience no CA prefer classes with less number of students where they can have maximum chances of speaking. They dislike classes with long lectures while opposite can be seen in the learners with high level of CA. Learners with high CA see classes with more students as a source of avoiding communication (McCroskey & Andersen 1977, as cited in McCroskey, 1977b).

Classroom is mostly considered to be a very formal zone. It is imagined as a place with some kinds of restrictions and standards of acceptable behavior. It can restrict learners in their self-expression and behavior which in turn can cause CA. Furthermore, the position and authority of a teacher in the classroom can also lead to CA as it is a teacher who decides the level of formality in the class and sets boundaries of approved behavior (McCroskey, 1983).

According to Hurt, Scott and McCroskey (1978), in school good students are considered to be those who are mostly quiet and have non-disruptive behavior which can be a great problem for the learners with high level of CA. This can only reinforce them to continue their behavior of withdrawal. For learners who are learning a language as a target language, excessive communication in that language is extremely important for which environment of the class should encourage communication.

Communication apprehensive teachers have also been found to be the most important reason for learners' CA (Hurt, Scott & McCroskey, 1978). Another factor that causes CA is evaluation which is mostly done by the teachers, but class fellows also perform their role to judge their peers. Those students who have low level of CA are not troubled by the idea of assessment but for those who have high level of CA, it can be a great cause of distress (Booth-Butterfield, 1986).

Students with high level of apprehension are mostly viewed negatively by the teachers as far as expectations related to achievement are concerned. It can have a negative effect on apprehension level of learners (McCroskey, 1977b). This can also lead to a malicious circle of source and effect as when the pupil gets an idea of a teacher's disliking or his lack of competency in that language; he can leave practicing that language and might feel hatred towards that language.

Evaluation is not only limited to teachers, but students with high CA also tend to evaluate themselves negatively and set high goals for themselves. They want to see themselves perfect which makes them more apprehensive (Shimotsu & Mottet, 2009). They fear making mistakes in English and do not want to become a victim of others' fun and laughter. Furthermore, they are apprehensive of their language due to the problems of pronunciation and accent (Paakkanen & Pirinen, 1990). It can even result in learners' frustration when they compare themselves with native speakers.

Teacher can play a vital role with his/her feedback in the class. If students are corrected again and again by the teachers for their mistakes in the presence of audience or peers, it can result in negative effects and can produce great embarrassment. Furthermore, it can decrease the chances of starting of communication on learners' part (Hurt et al., 1978). Teachers should, in fact, play a constructive role and try to encourage students to communicate more.

It has also been found that students with great anxiety try to degrade themselves by considering their language skills to be lower than others (Young, 1991). In this regard, students' perceptions of their skills and confidence really matter (Young, 1991).

So, there is a great role of different background factors in a person's present struggle with CA in a foreign language like discouragement by the teachers or friends, negative learning experience, low confidence etc. If a student has suffered these experiences many years ago, even then the painful memories continue to exist and

influence a learner negatively by creating a block to learning and communication. These views were also supported by Korpela (2011).

2.12 Effects of Communication Apprehension

A high level of CA can be the cause of so many unwanted behavioral practices in the classroom and outside of the class atmosphere. The first significant behavior which has been observed is withdrawal or avoidance. It is thought to be the most common strategy employed by the high CA individuals. It is very simple. With high speaking anxiety, there will be more attempts by the student to avoid communication (McCroskey & Richmond, 1995). Secondly, in situations where avoidance does not work, the student can choose to give less response and in some cases can totally withdraw from communication (McCroskey & Richmond, 1995).

Thirdly, the person may show disturbed communication behavior due to the fear of communication. McCroskey and Beatty (1998) claim that it is a normal result of communication apprehension, and includes defective kinds of expressions like distortions in oral articulation and unusual speech performance. Moreover, the individual tends to have low choices of communication, which can result in self-punishment and self-mockery.

According to McCroskey (1997), the learning process to communicate is based on communication competence which is the knowledge of how to communicate properly, the physical capability of communication and positive desire to communicate appropriately. McCroskey (1997) asserts that CA can negatively affect the above three aspects of communication. So, high CA can be a great danger to the progress of socio-communicative competence. On the contrary, low CA can have positive facilitative effects on such aspects.

Some students have been found with feelings of guilt as they cannot communicate properly like their peers. Then, students with high fear of communication are more unlikely to give answer of a question or to take part in some class or group discussion (Ely, 1986, as cited in MacIntyre & Gardner, 1991). They like to use simple and easy linguistic structures. Furthermore, they do not recognize their errors (Kleinmann, 1977), and switch to their native language (Gregersen, 2003). This can be due to the extreme anxiety and over sensitivity for others who might perceive them. For the anxious student, a foreign language class is something which goes too rapidly and where he feels himself

left behind (Tobias, 1986). Even learners can feel problems in acquisition and production of vocabulary if they are the victims of fear (MacIntyre & Gardner, 1991).

Generally, the individuals who suffer from CA exhibit their fear in numerous ways. They are not only less satisfied in educational institutions, but can also have poor educational achievement. Moreover, they may face troubles in communication along with many physical changes like increased heart rate, stress, shivering, emotional distress etc. (McCroskey & Richmond, 1995).

2.13 Communication Apprehension and Academic Achievement

Communication fear has caught the attention of researchers in the field of Education and Psychology and it especially focuses on learners' behavior in the classroom. Powers and Smith (1980, p.146) have noted, for example, that because:

the role of communication apprehension in shaping educational outcomes has emerged as a major concern of instructional communication researchers.....an ever increasing body of research has accumulated indicating that there is a pervasive relationship between this communication variable and various aspects of the academic experience.

Scholars kept on investigating how fear of communication can impede skills of communication. So far, research has told many results of communication fear and has also shown its impact on the academic outcomes of the learners. Substantial research has been conducted in association of CA (McCroskey, 1970, 1982, 1984) with academic achievement of university students (McCroskey, 1977b & Booth-Butterfield, 1988). It has been found that high CA students studying in university often score lower than pupils with low CA (McCroskey & Anderson, 1976). Davis and Scott (1978) discovered that fear of communication and intelligence are connected to each other and they both affect performance of learners.

It has been discovered that CA not only has an adverse effect on academic performance, but it also affects memory. Furthermore, high CA results in lower GPA and more drop outs as compared to low CA (McCroskey, Butterfield & Payne, 1989). In most cases, learners try to avoid situations involving communication because they fear to communicate. They try to stay outside of their classes. On the other hand, teachers keep motivating anxious learners to take extra help if they find any problem (Proctor II, Douglas, Garera-Izquierdo & Wartman, 1994).

Rubin, Graham and Mignerey (1990) in their four-year study with 50 1st year students came up to the conclusion that high CA students, who were more anxious than their companions in their initial years, either became less frightened towards language learning or left the course before their graduation. They collected the data quantitatively through different instruments like Personal Report of Communication Apprehension (PRCA-24), Communication Competence Assessment Instrument (CCAI), Interaction Involvement Scale (IIS) etc. Ericson and Gardner (1992) discovered that learners who were suffering due to high CA were usually more lost as compared to low CA students and their number also reduced with time. They collected the data by using PRCA-24 and used four point grading scale for measuring grade point averages (GPAs). After getting data from two four year longitudinal studies, they concluded that students with high CA level were more likely to drop out as compared to low CA students and had more chances of drop out only after one year. .

Lahtinen (2013) conducted a research on Finnish and Finnish-Swedish students to comparatively assess the level and various aspects of communication apprehension of students in two groups. The study was carried out in two parts and in both parts self-report methods were used to collect data. Questionnaires and interviews were used to collect data for the study. The research concluded that both Finnish and Finnish-Swedish students experienced almost the same level of CA and attention should be paid to students' negative attitudes and poor grades in the class as they can be the result of communication apprehension in students.

Success has also been found to have connection with the number of students in the class and learners' participation. McCroskey and Anderson (1976) were of the view that learners with high CA performed worse academically than those with low CA in classes with less students and one teacher. Furthermore, learners with high CA would not go to institutions where there is more requirement of oral communication (McCroskey & Sheahan, 1978) and would face problems in attending, understanding, and memorizing class content (Booth-Butterfield, 1988). Davis and Scott (1978) established that CA is mostly linked to good performance than GPA.

Many researchers (Thaher, 2005; Horwitz, 2001; Allen & Bourhis, 1996) stated that learners exhibited a substantial degree of CA that harmfully affected their language learning outcomes. In the same vein, Mustapha et al. (2010) found a high degree of communication fear among most EFL students. Devi and Feroz (2008), on the other hand,

discovered that there was no linear relationship of communication apprehension with oral presentation of the students. Local investigation shows that elements like motivation (Mulugeta, 1997), anxiety (Abate, 1996) and reliability of one's usefulness (Yalew, 1997) affect performance of the students regarding English language achievements. It is also assumed that the reason behind the failure of most students is their inability to participate appropriately because they have a high degree of communication fear (Allen & Bourhis, 1996; Horowitz, 2001).

Research shows that different psychological variables influence the communication performance. An example of this is the effect that communication fear may have on the overall academic performance of students (Bourhis & Allen, 1992; McCroskey, 1984). Frymier (2005) also discovered that communication of the students influenced their learning outcomes. All in all, CA is a serious educational success determinant, though there may be other reasons that can be responsible for it. McCroskey (1977) stated that someone who will have high level of communication fear will try to avoid communication encounters in order to escape experiencing that fear.

Various researchers have tried to explore foreign language anxiety (FLA), but CA is still an under-explored topic in Pakistan. By using Personal Report of Communication Apprehension (PRCA) by McCroskey (1970), Akram (2009) conducted a research in which he gathered data from 35 students. Students were from two universities of Pakistan (Department of English, Baha-ud- Din Zakariya University Multan & The Islamia University of Bahawalpur). The research concluded a strong association amid CA and success. It was also found that participant lacked confidence and felt ashamed and awkward. Further, it was also highlighted that the classes where teachers are more dominant can create great threats to students. In another study by Mushtaq (2014), data was collected from 100 students through a questionnaire to find out different factors that affect communication of the students at master level. The conclusion of the study remained philosophical and lacked proof in the research paper itself. The author suggested that linguistic and paralinguistic features can assist to overcome the level of CA.

Kakepoto, Said, Habil, Umrani and Memons (2013) studied the level of CA in engineering students of Pakistan. The study involved ten engineering students from two Pakistani universities and purposive sampling method was used for the study. Video recording (which is a qualitative method) was used as an instrument to see the level of

CA among engineering students and to see the impact of their fear on their oral presentations. The results indicated that communication apprehension greatly affected oral performance of the learners and influenced confidence level of the students. Moreover, due to communication apprehension the students faced nervousness during their oral presentation performance.

In another study, the researchers took an initiative to understand the effects of self-perceived communication competence (SPCC) and communication apprehension (CA) on willingness to communicate (WTC) of university students of Pakistan. Three questionnaires were used which were filled by 88 students. The research was aimed at knowing the part of SPCC and CA in improving WTC in many formal and informal settings. Results indicated that there is a strong connection between CA in one language and WTS in other language. It showed that high level of CA can increase SPCC in the other language which will in turn enhance WTC in that same language. The researchers also stated that they used quantitative method for the data collection as there is dearth of sufficient literature on methodology that can be used in Pakistani context. Also, the study could be done with mixed method approach or qualitative methods, but due to shortage of time and funds it was done quantitatively (Shahbaz, Khan, Khan, & Mustafa, 2016).

Soomro, Siming, Channa, Shah, Naeem and Abbasi (2019) studied oral communication apprehension and anxiety of undergraduates in Pakistan. The study used qualitative instruments in the form of semi-structured interviews to collect data for the study. The analysis of the data was done through content analysis of the collected data. The study concluded that communication apprehension can result in many barriers among undergraduates which can affect their oral presentations and performance in the class.

Though many research studies have located relationships between CA and academic achievement (McCroskey, 1977b, Davis & Scott, 1978, McCroskey, Booth-Butterfield & Payne, 1989), but still there is some amount of literature that does not accept this premise. Monroe and Borzi (1988) found the relationship between intelligence quotient (IQ), CA and perception about teachers among students in classes 8 through 12. They found that CA did not have a significant correlation with academic performance of students. Ericson and Gardner (1992) were of the view that there can be no connection between CA and academic achievement, or that there is a bond which is not a causal factor. They did not find important changes between CA and GPA levels in their four-year study.

The discussion shows that communication apprehension plays a great role in academic success as many researchers have found it affecting students' performance and grades in the class. In most cases, communication apprehension has been linked to cognitive outcomes in the form of grades and success. There seems absence of research on communication apprehension and its impact on affective outcomes like motivation, self-esteem and attitude. The case is more serious in Pakistani context as there is lack of sufficient research even on the presence of communication apprehension in the learners. So, the present study will fill this huge gap by finding the level of communication apprehension in Pakistani learners and its impact on their affective outcomes.

2.14 What is Impact?

The meaning of word impact is extremely important to understand as it seems that everyone is trying to reach and show impact. According to Cambridge Dictionary, the word impact means the effect of something (mostly new) on an individual or a situation (impact, 2018). The concept of impact is important as it tries to find the efficiency of a program and determines the extent to which a program is successful in achieving its intended effects. Presently there is too much uncertainty and misperception about what impact is; how it can be defined and how to calculate it. Though there is much ambiguity about the term, but even then measurement of impact during or after a program is used to govern positive or negative effects of one thing on another (Hearn & Buffardi, 2016).

The word impact is very common in these days, but still there is variation as far as the usage and understanding of this word is concerned. So, a comprehensible definition of impact is required to design an effective and fruitful strategy as its definition can lead to important decisions. Many people and organizations consider it a change caused by one or another action (Stokes, Hovde, McLaughlin, & Rosqueta, 2018).

Impact is not only used in the field of business, but is also used by other researchers to find the impact of one thing or phenomenon on other thing or phenomenon. A study by Gardner, Milne, Stringer, and Whiting (2005) focused the impact of curriculum on the level of written and oral communication apprehension of accounting students and found that there is no solid link between the level of communication apprehension of learners and their abilities to progress in their studies or on their academic performance levels. The study identified a gap that in the future one can explore the level of anxiety of students while they are communicating in interviews.

McCroskey and Payne (1984) studied the impact of communication apprehension on college student retention and success by using PRCA-24 (1982). They found that high apprehensive learners were almost 29% more likely to quit school before the completion of their first semester and 37% had more chances to quit school in the initial two years than those who had lower level of communication apprehension. Furthermore, they found that those learners who had higher level of communication apprehension got low grade-point averages and to some extent less credit than those with lower level of communication apprehension. It was a longitudinal study and 1,884 incoming freshmen took part in it at West Virginia.

2.14.1 How is Impact Measured?

As the role of impact is increasing day by day, so it is important to know how to measure impact. Measuring impact is essential for the process of impact investing and investment market. It is also important for other fields. However, it is complicated in practice and differs in approach with many methods from various organizations and fields (Measuring Impact, 2014).

Many researchers and evaluators of international development community discuss impact as purely methodological. For many evaluation scholars, impact measurement is totally based on theory of a program and evaluation questions that decide the kind of method for measuring impact of that program. Mostly mixed method approach is given importance (Chambers, Karlan, Ravallion & Rogers, 2009). There have also been lively discussions about the role of experimental and quasi-experimental approaches to assess impact (White, 2010; Stame, 2010; Befani, Ramalingam & Stern, 2015).

Impact is the difference that we make in the lives of people as a result of programs that we carry out. These programs can be research or education and can involve the public directly during its transfer. Nevertheless, the results must ultimately change the attitude or behavior of people or benefit society in other ways (Diem, 2018).

Thus, it is evident that the role of impact is an integral one as it finds out how one thing affects the other thing which can be helpful in solving so many serious problems and can help in finding some solutions according to the level of impact. The researcher feels it important to study the level of communication apprehension in English learners of NUML and IIUI and its impact on their affective outcomes. Before tracing some important literature on affective factors, first of all it is important to know about outcomes

and different domains of learning. Therefore, the researcher will also focus on some of the important literature related to this briefly.

2.15 Outcomes

According to Cambridge Dictionary, outcome means any result or consequence caused by some action, situation etc. (“Outcome”, 2018). Whenever the question about outcome comes, the question of difference between outcome and output also arises. Different people take it differently. Some people consider outputs to be extrinsic while others think of outcomes as intrinsic, but in reality the difference is more deep and fundamental one. Outputs can be defined as the things that we make whether physical or computer-generated for a particular kind of client or purpose. For example, car seats for children and if the result is seen, it can be in the form of comfort and safety that the stuff makes: keep your child safe in the car. So, it can be said that outcomes are the differences made by the outputs (Scofield, 2012).

Outputs are easy to produce. Furthermore, they are measurable and easy to determine. It is appealing to end with outputs because they can easily be produced. You just calculate the number of people you served or the meals you distributed. But it is necessary for one to must try to reach the next level of outcomes and impact. Outcome is an effect that a program produces on the individuals or problems that one wants to serve or address (Fritz, 2018).

It can be concluded that outcomes play a vital role in learners’ success. If outputs are sound, e.g., if there are good teaching techniques, good strategies to handle the learning situation and good teaching material, then good results can be obtained in the form of outcomes. Outcomes are more general in nature and can be seen in the form of good learning which will result in success or good jobs in the future. So, the researcher wants to see the impact of communication apprehension on learners’ affective outcomes. The role of affective factors in learners’ success is a magnificent one. If affective factors like motivation, attitude, self-esteem etc. are sound, then there will be maximum learning and learners will have greater outcomes in the form of good achievements. Furthermore, the researcher feels it important to explain the difference between affective and cognitive outcomes or affective and cognitive domains. Since the research is based on the impact of communication apprehension on learners’ affective outcomes, so it is necessary to differentiate between the two.

2.16 Domains

According to Wilson (2018), there are three main areas of learning and all instructors must be aware of these areas and use them to make lessons. These areas of learning are cognitive (thinking), affective (emotion/feeling) and psychomotor (physical/kinesthetic). Every learning area has a classification with it and all classifications go from easy to complex. These domains of learning were initially presented and explained in between 1956-1972. According to some web references, all domains were presented by Benjamin Bloom, which is basically not true. Though Bloom tried to explain both cognitive and affective domains, but he appeared to be the first author of cognitive domain due to which it is now known as Bloom's Taxonomy. His co-worker David Krathwohl was also a partner in the publication of 1956. Three domains of learning are as follows:

- Benjamin Bloom (Cognitive Domain),
- David Krathwohl (Affective Domain), and
- Anita Harrow (Psychomotor Domain).

Centered on the work of Bloom and Krathwohl (1956), behavioral goals linked to cognition could be divided into subsections. These subsections were organized in a taxonomy and numbered according to the cognitive difficulty - easy to more complex forms. Though the cognitive classification was defined in 1956 and the affective in 1964, the psychomotor domain was not fully described till the 1970s. Apart from Anita Harrows' classification of psychomotor domain, there are two other psychomotor taxonomies which can be used for the maximum outcomes: one is from Dave (1970) and other from Simpson (1972). Wilson (2018) states that teachers should try to make more complete lessons by employing all three domains when creating learning tasks. This variety helps to make more comprehensive learning experiences and meets many learning styles. The use of more variety in the delivery of lessons also assists learners to create more neural links and thus students retain it for a longer period of time.

2.17 Affective Side of Learning

Affective side of learning involves learners' motivational and emotional dimensions which are directly related to the learning process of learners. That is why the affective aspect of learning process is worth attention and cannot be easily neglected as it can enhance the process of language learning. According to Hilgard (1963, as cited by

Brown, 2005), the theories that are related to cognitive side of learning only are not acceptable unless some attention is paid to the affective side of language learning.

Acquiring or learning a second language like English is not an easy task due to which this issue has widely been studied and analyzed. In most cases, it is linked to the personal differences which make a learner different from one another. Its learning is not that simple as it involves different processes and factors which combine together to make it an effective one. For example, cognitive aspects involving different styles and strategies of learning and aptitude in language, metacognitive aspects, affective aspects involving motivation of learners, attitudes and anxiety toward a new language and other demographic aspects. Then, the role of affective factors in learning a foreign language is magnificent one. Researchers have been involved in exploring this matter extensively and there are thousands of articles related to this issue on various online data bases like Cambridge Journals, Wiley, Oxford Journals, Springer Link etc. (Henter, 2014).

Thus, the researcher feels it necessary to cite some of the important literature related to affective factors to know about them and to see their role in language learning success or failure especially when second language like English is involved.

2.17.1 Motivation

Motivation means “the reasons underlying any behavior” (Guay, Chanal, Ratelle, Marsh, Larose & Boivin, 2010, p. 712). For Gredler, Broussard and Garrison (2004), motivation is something that makes us to take or not to take an action. Motivation can be intrinsic (internal) or extrinsic (external). Intrinsic motivation comes from within or from inside involving a person’s personal involvement, pleasure or interest. It is something that gives energy to an action and assures the continuity of that action by giving some internal satisfaction. It lies in behavior like play or quest for something that leads to some external rewards (Deci, Koestner & Ryan, 1999). Intrinsic motivation is usually contrasted with the extrinsic motivation by researchers where extrinsic motivation is a kind of motivation which involves outside factors like job or bonuses. Intrinsic motivation has widely been found more desirable and effective by the educators than extrinsic motivation (Desi et al., 1999).

Bilal, Rehman, Sheikh, Bibi, and Nawaz (2014) conducted a study in which they tried to focus on the importance and role of motivation for English language learners in Pakistan. The aim of the study was to sort out the more popular kind of motivation in

Pakistani learners. They concluded that motivation is an essential part of learning process and it has a significant part in attaining one's aims and goals. This was a quantitative study in which the researchers used a questionnaire to gather data from 50 Pakistani students who were studying at intermediate level in a private college. The questionnaire involved Lickert scale. The group also contained equal number of students from both genders, i.e. 25 males and 25 females. Finally, they came up to the conclusion that in Pakistan the number of those students is high who are motivated due to some external factors (i.e. 70%) than those who are internally motivated (i.e. 24%). In other words, we can say that in Pakistan, learners are mostly motivated externally as they want to have good jobs with more economic benefits. Bilal et al. (2014) also suggested that in order to make learners motivated internally, teachers will have to devise such ways of teaching which could build their interest in learning and help them in attaining their aims and goals. This task can be achieved by using interesting activities along with other motivational programs and materials which can contribute to their motivation.

First language acquisition was initially focused on by Mower who was of the opinion that if a child learns a language, that is basically for the purpose of having contact and interaction with the people around him. Gardner took Mower's idea and made that as the foundation for his work. For Gardner, the students who have integrative or intrinsic motivation want to study the desired language for the sake of better understanding of that language and to have familiarity with the foreign culture. On the other hand, those with instrumental or extrinsic motivation have some practical points like of having a good job or some bonus or salary etc. (Bilal et al., 2014).

Ellis (1997) states that the basic motive behind learning another language is to attain the desire of getting mixed up with the target community and culture. On the contrary, for Gardner and Lambert (1972) instrumental motivation is a channel or way to get hold of some reward in social or economic field with the help of L2 learning. There are other researchers who feel that for learning to be effective, the combination of both types of motivation is necessary. Motivation is not fixed and it differs from person to person depending on situation and context (Ellis, 1997). The classification of motivation remained a matter of concern for the researchers. Motivation, according to Baily and Garratt is divided into Intrinsic and Extrinsic motivation (Bilal et al., 2014).

For some writers like Dornyei (1994a), it is the main feature through which one can find learning in a foreign language. Masgoret and Gardner (2003) were of the view

that the most important and decisive factor responsible for learning a foreign language is motivation. Many researches have indicated that upto .35 of enactment in a foreign language can be guessed through motivation (Henter, 2014).

So, motivation is an important affective variable that can hinder language learning and can also predict the speed and performance of a learner in a new language. Another important affective factor is attitude which can also affect the process of learning.

2.17.2 Attitude

According to Allport, the most powerful tool to determine behavior is attitude. The main issue regarding this is related to training of attitudes which has widely been addressed by investigations. For instance, when a person gets a new stimulus or faces a new situation, he comes under many reactions and the new stimulus can result in positive or negative attitude. If a person is a victim of negative attitude towards the new stimulus, it becomes difficult for him to learn that new thing. Similarly, if a learner feels negative attitude and lack of motivation for a language, it will be difficult for him to learn that new language due to the obstacle in the form of less interest (Henter, 2014).

According to Al-Mamun, Rahman, Rahman and Hossain (2012), attitude is related to psychological construct which explains and describes a specific behavior. For Brown (2001, as cited in Inal, Saracaloglu & Evin, 2005), attitude is something involving emotions at large like one's feelings, self and a person's relations and connection in the community where he lives.

Learnig is possible and effective only when a learner has a positive attitude towards it and in this regard a person's experiences in life also matter as they can be responsible for a person's attitude. Like so many other personality traits, attitude is not directly observable and can be measured through measurable responses which indicate whether a person has positive or a negative attitude about something (Ajzen, 2005, as cited in Dehbozorgi, 2012).

According to Smith's point of view (cited in Oroujlou & Vahedi, 2011), attitudes are something which can be learnt as well as taught. Though they are situation specific, but still they can be applied on a broader level. Then, attitudes work in a specific setting. Sometimes if the targeted object does not result in any attitude, then there are chances of setting or context arousing some attitudes which can be negative as well as positive. Kormos and Csizer are of the view that questionnaires having Likert scales can be used to

measure how a person feels towards another (foreign or second) language and how he takes the learning of that language by quoting previous works (Kormos & Csizer, 2008). Usually it is measured in collaboration with motivation by Attitude Motivation Test Battery (AMTB). There are a great number of studies on a single accessible database where attitude has been shown linked to a foreign language learning due to which Henter also included it among the factors responsible for language learning success or failure (Henter, 2014).

Tella, Othun and Indoshi (2010) found that the most significant factor that can result in learners' bad performance in English is the negative attitude towards English. So, learning of a language involves psychological and social dimensions and it is greatly linked to a learner's motivation and attitude towards that language. It is emphasized that the role of attitude in first or second language is a crucial one and researchers, teachers and students should accept this reality. Furthermore, they should also acknowledge that high level of motivation and optimistic attitude of students can enhance the learning process. If the learners are less motivated and feel negative attitude, then it will be difficult for them to acquire a new language. Learners' attitude, i.e. preferences, beliefs, needs, should be taken care of as it influences their language learning (Eshghinejad, 2016).

In recent years many studies have been done on language attitudes with different perspectives. For example, Bigham (2010) tried to find out teachers' attitude related to the needs of students; Ketabi and Simm (2009) discussed Persian EFL teachers and learners' attitudes toward humor in class ; Al-Mamun et al. (2012), and Bernaus, Masgoret, Gardner and Reyes (2004) tried to find out connection between motivation and attitudes; Jahin and Idrees (2012) and Yang (2010) investigated what people feel and their attitudes toward English; Salehi, Taghavi and Yunus (2015) looked into teachers' attitudes regarding what students believe and their motivation and the consequence of teachers' attitudes regarding communication (Al- Magid & Al- Mamun, 2009). Some of these studies tried to find out peoples' attitudes toward learning languages while others explored the constituents of attitudes, i.e. how attitudes are formed and changed.

Brown (1994), in his outstanding work *Principles of Language Learning and Teaching*, stated that attitudes originate as early as other aspects of development and are greatly influenced by the attitudes of others and their behavior. According to Brown, it will not be wrong to say that many of our attitudes are the result of a negative or a

positive stimulus from our society. Furthermore, attitude can be seen from three different dimensions, and all these dimensions are important as they combine together to bring out language attitude outcomes. They are as follows: behavioral, cognitive and affective (Eshghinejad, 2016). The aspect that is related to behavior accounts for how a person behaves and responds in a specific situation. Positive attitudes give way to positive behavior and one feels more interested to study and learn something. Learners with positive attitudes are not only interested in studies, but also take interest in other day to day life activities (Kara, 2009). The aspect that is related to cognition involves what language learners believe about the knowledge that they are getting and their knowledge of the language learning process. For emotional side of attitude, Feng and Chen (2009) were of the view that learning is something which is greatly emotional. Thus, it is an emotional process and different affective factors influence this process to a greater extent.

As attitude is an important aspect that contributes to language learning success, the researcher feels it important to include it among the affective factors responsible for language learning failure or success.

2.17.2.1 Differences between Attitude and Motivation

When the process and result of second/foreign language learning is involved, imaginary psychological constructs like motivation and attitude cannot be ignored. Both play an important role in the course of learning (Kleppin, 2001; Gardner, 1985, 2010; Noels, 2005; Dornyei, 2003 & Al-Busairi, 1990). While finding empirical evidence for the presence of motivational elements involved in the process of second language acquisition, Gardner and Lambert (1972) proposed that learners' L2 success is not only linked to their overall intelligence or ability in language, but it also involves motivation and learners' interest in that language. As motivation has two basic types, e.g., integrative (intrinsic) and instrumental (extrinsic), but for Gardner integrative motivation is more important as it plays an essential role in the way of second language learning. It is directly linked to achievement in second language as compared to instrumental motivation. On the other side, attitudes of learners for the target language, for the people who speak it and the learning environment may all perform a magnificent part in the success of learning a language (Candlin & Mercer, 2001).

Spolsky (1989) stated that a learner's attitudes are important as they can affect the growth of motivation. This shows a kind of connection between motivation and attitudes.

It seems clear that positive attitudes related to second language learning may lead to success in language learning process while negative attitude may result in reduced motivation which may result in less input and minimum interaction leading to unproductive achievement in the target language (Brown, 1994). Person to person differences are also important as a person's age, his gender, the linguistic background that he has, his friends' impact and the educational level of parents play a crucial role as they can affect the process of learning and attitudes (Merisou-Storm, 2007). For instance, the attitude of female learners towards learning of second language is positive as compared to male learners (Ellis, 1994). Female learners are more interested in buying and studying material written in English language and they give more time to English subject which shows that their attitudes towards studying literature may be better than male learners. Furthermore, learners' attitudes have great connection with the perfection level of learners in the desired language (Siti, 2008).

It means that both motivation and attitude are important factors which can contribute to language learning success or failure. The literature on motivation and attitude shows that both terms are closely linked and have great association. So, it is important to know that how they actually differ. Attitudes are basically different beliefs and motivation shows a kind of answer or reason for performing or doing something. Thus, our beliefs are basically the reason for performing something. A person can be motivated to learn a language if he has a positive attitude towards the culture and people of that language and for the teacher of that subject. On the contrary, if a learner has negative attitude for learning English, so he may be demotivated to learn that language. However, there is some research which suggests that a learner can draw a line between a messenger and his message or can make a difference between both (Oroujlou & Vahedi, 2011). Gardner (1985) showed the intensity of the link between attitude and motivation by stating that both are essential as they show the extent of involvement of a learner in the learning process of a second language.

The literature on motivation and attitude shows that both of these affective factors have a significant role in anyone's success in second language. Motivation has rarely been correlated with CA while attitude has not been correlated with CA to the best of researcher's knowledge. So, this study will try to fill this gap.

2.17.3 Self-Esteem

Self-esteem is the third important affective factor that the researcher has included in her study. It can be described as something which has to do with one's overall emotional evaluation of himself or an attitude towards the self. Beane and Lipka (1986, p. 6) defined self-esteem as "the evaluation that one makes from the description of the self-concept, and more specifically, to the degree to which one is satisfied or dissatisfied, in whole or in part." In other words, self-respect is based on values such as beliefs, attitudes or interests which manifest the self-image of a person in words or feelings like I am worthy or I do not feel love for myself. In this context, Oxford (1990) states that self-worth is a self-assessment of value or value based on a sense of activity. It is a feeling of effective interaction of a person with his own environment.

Self-respect can be generally described in terms of three stages. First, universal or worldwide self-respect is a constant feature inside a person and is an assessment that makes it worthwhile. Second, situational self-worth is one's assessment of one's skills in a specific condition, e.g. work or education. Lastly, task self-esteem stands for the self-respect related to specific activities in specific situations (Brown, 2007).

Self-esteem of a student can have a major effect on his/her academic performance. Brown (2007) is of the opinion that self-respect is the most powerful feature of human behavior. It can easily be said that for the success of any cognitive or affective activity, some degree of self-respect, self-confidence, knowledge of one's self and belief in one's capabilities is extremely important to perform that task effectively. The self-esteem of pupils in foreign language lessons has a relationship with the assessments that students make in certain situations of themselves and the judgments of their ability to learn languages in common.

According to Tsui (1998), in present world education is one of the keystones of attaining success. The level of person's education helps to identify his function, his level of income and position in our society. Therefore, success in a class can affect feelings of a person in a long run. Several personal characteristic variables are related to participation level in the class and one of them is self-esteem (Morrison & Thomas, 1975; Burnett, 1998).

The importance of self-esteem is not only limited to the field of education but is also used by other researchers for various different purposes as the sense of self-worth has

been in recent years researched in the context of the use of social networking sites. Studies have both revealed the absence and presence of the influence of self-esteem on site-related to social networks behaviors. A study showed that as the level of self-image increases, the time spent on Facebook also increases. The number of Facebook registrations per day also goes high (Mehdizadeh, 2010). Similarly, Kalpidou, Costin and Morris (2011) found a negative correlation between self-respect and minutes spent on Facebook. Young people with a low self-esteem benefit from this Facebook because it helps them to expand their social relations (Ellison, Steinfield & Lampe, 2007).

Brown (2007) and Horwitz et al. (1986) stated that the two most powerful affective factors that have greatly been studied in literature are language learning fear and self-respect. Studies have proven that these two factors can affect remarkably a person's process of language learning and that these two variables are intricately intertwined. Research has demonstrated that a person's self-esteem can perform a central role in language acquisition. In reality, people who benefit from increased level of self-respect are expected to experience low anxiety. Thus, they attain great success in language learning situation.

Self-esteem and learning fear have also been found to have relation with each other. It has been found that fear is a main threat to a person's self-confidence. For example, Patten (1983) found a major adverse relationship amid self-esteem and general fear of participants in the study. Likewise, Peleg (2009) found a negative association between language fear and self-worth and a positive relationship between academic success and self-respect.

Halima (2015), in her study, investigated the connection between self-esteem as an important personality factor of learners and its relationship to the speaking skill ability of those learners. She also investigated the level of oral production of those learners in the process of foreign language learning and the importance of teachers' knowledge about self-esteem in the accomplishment of learners' speaking skills. The research was based on the hypothesis that if the self-esteem level of learners is high, they will feel more secure about their abilities. They will trust their capacities which will result in increase in their verbal skill production. The researcher used descriptive method, considering it to be the most suitable method, for describing the relationship amid the two variables. Two questionnaires were used in this study and the analysis of the questionnaires' results showed that both teachers as well as students strongly favored the significance of self-

esteem as an important affective factor in improving the speaking skill abilities of learners.

The researcher reviewed studies related to 'language', 'importance of English', 'English language in Pakistan', 'basic skills of language', 'English learners', 'what is communication?', 'communication apprehension', 'anxiety in speaking', 'the nature of communication apprehension', 'perspectives related to apprehension', 'causes of communication apprehension', 'effects of communication apprehension', 'communication apprehension and academic achievement', 'what is impact?', 'how is impact measured?', 'outcomes', 'domains', 'affective side of learning', 'motivation', 'attitude', 'differences between attitude and motivation', and 'self-esteem'. The review of related literature to CA and academic success shows that CA has a great role in learners' achievement and it can influence their participation in class and outside of their class to a greater extent. It is also evident that in most cases researchers have tried to find the level of communication apprehension of learners in their respective contexts and its effect on their performance and grades. After reviewing the studies from different perspectives, the researcher has found to the best of her knowledge that no study has been conducted on communication apprehension in English learners and its impact on their affective outcomes like attitude, self-esteem and motivation in Pakistani context. The case becomes more serious as there is extremely less research even on the level of CA in Pakistani learners and its effect on oral communication skills of the learners. So, the present study is an attempt to contribute to the existing body of knowledge on language apprehension and its impact on affective outcomes. The proceeding chapter explains the methodology for carrying out this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study is to find communication apprehension in English language learners and to see the effect of communication apprehension on their affective outcomes. This chapter highlights the theoretical foundation of the used methodology. It also presents the research methods through which the data has been collected and analyzed. It gives a comprehensive picture of the subjects of this study; the setting in which data is collected; instruments which are used for the collection of data and ways through which data is collected from the target population.

3.2 Theoretical Framework

According to McCroskey (1978), theory concerning oral communication apprehension is not fully developed yet; however, there are five theoretical propositions related to oral communication apprehension which can be tested to see whether they are correct or incorrect. These propositions are as follows:

- People vary in the degree to which they are apprehensive about oral communication with other people.
- People with high oral communication apprehension seek to avoid oral communication.
- People with high oral communication apprehension engage in less oral communication than do less orally apprehensive people.
- When people with high oral communication apprehension do communicate, their oral communication behaviors differ from those of people who are less apprehensive.
- As a result of their oral communication behavior, high oral communication apprehension is perceived less positively by others than are less apprehensive people.

Many researches have used PRCA to test these propositions. The present study will attempt to test these propositions with respect to Pakistani learners.

Another theoretical underpinning for the present research comes from Stephen Krashen's theory of second language acquisition which has not only enjoyed a lot of exposure, but has also been cited extensively in EFL literature. The theory is so influential that it is also quoted in other countries on daily basis (Burden, 2006).

The theory is based on five main hypotheses out of which the researcher has chosen the Affective Filter Hypothesis. According to this hypothesis there are some affective variables which do not affect language acquisition directly, but create hurdles for the input to reach a device which Chomsky has referred to as the language acquisition device or LAD. According to Chomsky, LAD is the part of brain which plays a vital role in language acquisition. The hypothesis explains that if a learner feels anxiety and his/her self-esteem level is low with the thought of not being a part of that group which speaks that language, then there are chances that he/ she may get the new input but that will not reach the device. A hurdle – the affective filter- will stay the new input out (Krashen, 2013).

Those important affective factors include anxiety, motivation, self-esteem and attitude. Dulay and Burt were of the view that those learners who have positive attitude toward learning something learn quickly as they have a lower level of affective filter (1977). A reduced level of filter means that the learner is more open to the new input of language (Krashen & Terrell, 1983).

3.3 Research Design

The researcher has used survey and correlational methods in her study. The research involved QUAN-QUAL model for data collection that is also known as the triangulation mixed methods design (Gay, Mills & Airasian, 2008). Under this model, the researcher has used concurrent triangulation approach which is the most familiar mixed method approach to many researchers and results in substantiated and well validated findings (Creswell, 2009). This approach has been used to collect both qualitative and quantitative data concurrently (in one phase) and then the results have been compared in the discussion part (Chapter 5) to get a clearer understanding of the target population and the phenomenon under observation. Thus, the research design which has been used in this study is a descriptive one as it tends to describe the issue under observation. The

researcher used a questionnaire and interviewed students to know the reasons of English Language Speaking Apprehension and the effect of this apprehension on their affective side of language learning. Teachers were also interviewed to get more understanding of students' problems related to speaking English and to see the effect of English language speaking apprehension on their motivation, self-esteem and attitude. Teachers and students were also interviewed to know the level of anxiety which students feel when they communicate in English.

3.3.1 Rationale for Selecting the Design

Concurrent triangulation approach has been used in the present study as this model mostly uses different qualitative and quantitative methods for data collection to cover the weaknesses hidden in one method with the strengths of the other or conversely the strength of one method adds to the strength of the other method. Furthermore, the concurrent research approach is beneficial as both quantitative and qualitative data are collected in one phase at research site which saves a lot of time as compared to other research designs (Creswell, 2009).

Also, survey research has been used because we cannot peep into the minds of learners. The purpose behind using survey research was to gather data for describing one or more features of population. It was used to collect some information about learners' attitudes, behaviors, beliefs, and demographic information. For this purpose, students were given questionnaires and were interviewed which according to Gay, Mills and Airasian (2008) are appropriate methods.

Correlational research was also used in this study because the researcher wanted to know the relationship between two variables. The first variable was communication apprehension and the second variable was affective outcomes which further included three affective factors under it. The researcher wanted to know the relation and effect of CA on affective outcomes. Regression analysis was done which showed the effect of one variable on another.

3.4 Study Population

The research included students and teachers as a target group. Students of English Diploma Course at NUML and IIUI constituted the target population. Initially the students of NUML were only included in the research study, but the analyst suggested to increase the population for good results. So, both Morning and Evening students of Fall

2017, Spring 2018 at NUML and Spring 2018 at IIUI were included in the study. Total population of students was 465 students from NUML and IIUI. In this population, 400 students were from NUML and 65 students were from IIUI. The total number of boys from both universities was 299 while there were 166 girls. The population of teachers was 60 teachers from NUML only. They were teaching at NUML in the department of English FC in the Morning and Evening shifts.

3.4.1 Justification for the Population

Islamabad was chosen to collect data for the present research study. Other geographical areas were not included in the study due to time constraints. Furthermore, NUML and IIUI were only included in the study because they offer English Diploma Courses for the English language learners. Some private institutes like 5 Star Institute, Islamabad Institute of Excellence, Sure Success Academy etc. also offer different language courses but they differ in the selection criteria and time duration for the course due to which they were not included in the study.

3.5 Sample

A sample of 350 students was taken out from total population of 465 students. This sample was selected because the analyst had advised to enlarge the sample size from 196 to 350 for good reliability and good results. Secondly, it was a representative sample and the results obtained from this sample were more generalizable. For the collection of quantitative data, proportionate sampling technique was used. According to this technique, larger part of the sample was drawn from NUML because greater part of the population (400 students) was from NUML while smaller part of the sample was taken from IIUI because it had a smaller share (65 students) in total population. Convenience sampling technique was used within proportionate sampling to select the sample for the data collection. Thus, the data were conveniently collected from 320 students from NUML across two semesters and 30 students of one semester from IIUI. Similarly, proportionate and convenience sampling techniques were used for interviews. Eighteen students were interviewed using convenience sampling technique out of which 12 students were from NUML while six students were from IIUI. All of these students were from already selected sample of 350 students. A larger sample was chosen from NUML because it had a larger share in the total population. Also, eight teachers of NUML were interviewed for the collection of qualitative data. Out of eight teachers, two male and six

female teachers were interviewed. The number of students and teachers was not increased in order to avoid saturation of results.

A selection criterion for the sample was English Diploma Course students. It was English language course and the focus was on oral communication skills. For the teacher, the criterion was that they all were English language teachers who were teaching in the department of English (FC). They all had taught speaking skills.

3.5.1 Students

Students of English Diploma of NUML and IIUI took part in the study. Both males and females were included in the research. All students were of different qualification and some of them were even doing jobs. Furthermore, students at English Diploma level were from different areas. Some of them were from Islamabad while others were from different provinces. The researcher tried to include a balanced proportion of 250 male students and 100 female students, from Morning and Evening shifts, to make the sample more representative. Male students constituted a greater part of the population. Therefore, the number of male participants is larger than the female participants in the research study.

3.5.2 Teachers

Eight teachers of NUML from English (FC) department took part in the research study from Morning and Evening shifts who were interviewed to have a deeper look at the issue under study. Interviews were taken from both male and female teachers. Interviews were conveniently taken from those teachers because they had a good understanding of learners' behavior and problems in speaking skills classes. Most of them were taking speaking skills classes at that time and some had taken speaking skills classes even in the previous semesters. So, they gave detailed interviews about learners' speaking apprehension, its causes and effects.

3.6 Research Tools

For the collection of data, the researcher used both qualitative and quantitative methods. Therefore, questionnaire and interviews were used to gather data from the students. Structured questionnaire was used to collect data from the students while semi-structured interviews were taken from the learners and teachers.

3.6.1 The Questionnaire

Questionnaire was used for the collection of quantitative data because at one side the questionnaire could be administered to a large number of participants, and on the other hand the survey could be completed within the given time period. Secondly, the data collected through questionnaires was easily analyzed because all participants were inquired similar questions and the themes could easily be established. Thirdly, it was not that costly to collect data through questionnaires. Three hundred and fifty questionnaires were given to the participants to find out the required information. All participants were from NUML and IIUI (Morning and Evening shifts). Students of only NUML were not sufficient for the survey research. For this reason, the researcher included students of two semesters (Morning and Evening shifts) of NUML and one semester (Morning and Evening shift) of IIU to have a clearer picture of the issue under investigation.

Five point Likert scale response was used in the questionnaire and the participants were allowed to freely express their opinions. The questionnaires were filled in the presence of the researcher, but the researcher did not interfere while the respondents were filling the questionnaires. Confidentiality was assured as the respondents were told that their information will be kept secret, and it will not be used for any other purpose.

The questionnaire had basically two variables. The first variable determined the level of communication apprehension among participants that was measured through Personal Report of Communication Apprehension (PRCA) (McCroskey, 1977a) which is an internationally recognized and standardized questionnaire developed by McCroskey. The questionnaire was adapted to measure the level of language apprehension in students of diploma at NUML and IIUI. The questionnaire basically determines the level of a person's level of CA. The PRCA has been found to be a satisfactory instrument as it has been originated as a reliable and a valid tool to measure the level of CA (McCroskey, 1978). It is a world famous tool for measuring the level of CA of a person (Van Staden, 1994).

The tool is designed to find CA of learners in four different settings:

1. Group Discussions
2. Meetings
3. Interpersonal Conversations

4. Public Speaking

The PRCA by McCroskey has 24 statements which focus on the above mentioned four major areas, but the researcher has only included 22 statements and adapted them to investigate the level of communication apprehension of English learners at NUML and IIUI. The second communicative setting of PRCA, i.e. *meetings* was changed to *giving answers to the teacher in English*. The reason behind this change was that most of the students, who apply for English Language Diploma Course, are not job holders. So, they mostly have no experience of attending meetings. On the other hand answering to teacher in English is a common experience for the learners. So, they know their feelings well related to this communicative setting.

The second variable (also the second part of the questionnaire) measured affective outcomes. It was a complex variable which included three more variables like attitude, self-esteem, and motivation under it. The researcher wanted to measure those affective factors with reference to English language speaking. For this purpose, the researcher used different tools to measure those affective factors. Those tools were adapted for the purpose of research work. The measuring tools which were adapted to measure affective factors were as follows:

3.6.1.1 Motivation

For measuring motivation of English learners with reference to English speaking, the researcher used Attitude/ Motivation Test Battery by Gardner (2004). It is based on scales which measure the individual's affective responses towards different groups, individuals and concepts related to second language learning. The test manual reports that it has a reasonable level of internal consistency, validity and reliability (Henter, 2014). The researcher used some of the most suitable items related to motivation of Attitude/ Motivation Test Battery (AMTB) to measure motivation and adapted them according to the need of the research.

3.6.1.2 Self-Esteem

In order to measure self-esteem, the researcher took items from two different research tools and adapted them according to the present need of research. The first research tool which the researcher used was State Self-Esteem Scale by Heatherton and Polivy (1991). It is a 20-item scale and the items of this scale are further divided into three different sub-categories of self-esteem such as:

- Self-esteem related to performance
- Self-esteem related to social side of life
- Self-esteem related to appearance

The researcher took only those items which were related to the present study. The second research tool that was used by the researcher was Rosenberg Self Esteem Scale (1965) which is designed to measure global self-importance and it measures both negative and positive feelings related to a person's self. It is a 10-item scale and only those items were selected by the researcher which could complete the need of the research.

3.6.1.3 Attitude

Attitude is also considered to be a significant affective factor responsible for good or bad learning. In order to measure attitude related to English speaking, the researcher used Attitude Motivation Test Battery (AMTB) by Gardner (2004). The researcher adapted only those items which were best for measuring attitude related to English speaking.

3.6.1.4 Final Shape of the Questionnaire

After discussing both of the variables in detail, the questionnaire got this shape. First page sought demographic information from the students which included their names, ages, sex, institution and region. On the next page key for the questionnaire was mentioned which followed Likert Scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). Then, twenty-two statements (items) were included to measure the level of communication apprehension among learners. After that, 13 items were included to measure attitude and self-esteem each while 12 items were used to measure motivation of the learners related to English language speaking. Thus, the total number of items in the questionnaire was 60.

3.6.2 Interviews

Another research tool that was used to collect data was through interviews. Qualitative interviews were included in the study to get different perspectives on the research questions. They give a new insight into a phenomenon as they allow the participants to reflect and reason on many subjects in various ways (Folkestad, 2008). For this purpose, semi-structured interviews were conducted and qualitative data was sorted out from the participants. Interviews were taken from both male and female students.

Interviews involved face to face interaction and they were recorded so that an in-depth qualitative analysis could be done. For interviews, 18 students were conveniently selected from the research population. Out of those 18 students, 12 students were interviewed from NUML while six students were interviewed from IIUI. Eight teachers were also interviewed for the research study who were all from NUML. The questions for the interviews were made by keeping in mind the research objectives. Interviews were taken from the research participants in their respective classes (Chenail, 2009) while male and female teachers were also interviewed. So, most of the interviews were conducted in a natural and free environment where the interviewer had got some freedom to involve in open-ended discussion and interviewees could easily explain their thoughts and experiences as recommended by Lindlof & Taylor in their 2011 study. In few interviews with teachers and students, some background noise was uncontrollable, but that did not affect interviews and interviewees fully conveyed their thoughts and feelings. Students were interviewed after they had completed filling the questionnaire.

There were many advantages of using interviews. First of the all the researcher got quick responses. Secondly, the researcher could explain or change the questions to those participants who had problems in understanding. So, more in-depth information was sought from the participants. Thirdly, the non-verbal responses of the participants also helped the researcher to understand their present state of mind. All responses were recorded with participants' permission so that it could help the researcher in its analysis.

3.6.2.1 Procedure used for the Analysis of Interviews

All interviews were, first of all, transcribed into English. The method of analysis that was chosen for this study was thematic analysis. Usually, thematic analysis is considered to be the most extensively used qualitative approach to analyze interviews. The researcher used Braun and Clarke's (2006) theoretical positions as the conceptual framework for the thematic analysis of her interviews. They stated that thematic analysis is a method which is used for "identifying, analysing, and reporting patterns (themes) within the data" (2006, p.79). The intention behind choosing this technique was that "rigorous thematic approach can produce an insightful analysis that answers particular research questions" (Braun & Clarke, 2006, p.97). By keeping in mind Braun and Clarke's six phase guide for thematic analysis (2006), the data was, first of all, read intensively for familiarity. Then, general codes were generated which reduced the data into small chunks of meaning. After that, codes were read and re-read for themes. What

matters as a theme is something that captures the key idea about the data in connection to the research question and which shows some sort of patterned response within the data set (Braun & Clarke, 2006). Themes were identified. Then, they were reviewed and defined, and finally they were written.

3.6.3 Pilot Survey

Before administering the questionnaire for the large scale study, it was given to seven boys and seven girls of Diploma classes for pilot testing. They read the statements of the questionnaire and questions of interviews. Some of the difficult words in items of the questionnaire were simplified as per their suggestions. Similarly, the questionnaire and the questions for interviews were validated by five PhD teachers of different departments.

3.6.4. Reliability and Validity of the Instruments

Reliability and validity of the instruments were ensured. Reliability of the questionnaire was checked through SPSS (see reliability in Appendix 7). It showed that all variables were reliable with Cronbach Alpha for PRCA .918, for attitude .915, for self-esteem .841 and for motivation.818. For checking validity of the instruments, they were given to five PhD doctors from different departments. They reviewed the questionnaire and questions for interview and gave their precious feedback. The researcher modified and changed the questionnaire and questions of interviews according to the views of scholars.

3.7 Procedure of the Research

First of all, I designed and developed research instruments. After that, I got my research tools reviewed by the research experts and students. They gave their opinions about the instruments. I modified my research instruments according to their suggestions. After preparing the research instruments, I got a letter from the university which showed me as a research scholar and it asked the concerned people to cooperate with me in my research. Then, I got permission from NUML and conducted pilot study at NUML. Instruments were further modified according to the suggestions of the teachers and students. Participants were assured that their anonymity will be intact and I also got their consent to use their information in my research. After getting their consent, I collected the data through questionnaires and interviews from students and teachers. Next, I analyzed the quantitative data through SPSS. Some of the statements were recoded because of the

nature of the research and results were interpreted. Interviews were also deeply studied and analyzed for the main themes and other important information. The quantitative and qualitative data analyses have been discussed in the following sections.

3.8 Data Analysis

3.8.1 Analysis of Quantitative Data

For data analysis, first of all, data from 350 students was entered into SPSS. After that, the data was checked for reliability. In quantitative analysis, the most important task was to see the presence of communication apprehension and then to see communication apprehension in different communicative contexts. For this purpose, the overall mean of first 22 items (which show the presence or absence of CA) was checked through descriptive statistics in SPSS. After that, means of different communicative settings were found through SPSS to see in which setting learners feel more apprehensive when they communicate in English.

Next, correlation analysis was done to see the relation between different variables. Pearson's correlation coefficient was used to see the relation between CA and affective variables like attitude, self-esteem and motivation. Correlation analysis was done to see that whether CA has positive relation with attitude, self-esteem and motivation or negative relation with these affective factors.

Finally, simple regression analysis was done through SPSS to see the impact of CA on affective factors like attitude, self-esteem and motivation.

3.8.2 Analysis of Qualitative Data

For the analysis of qualitative data, all interviews were recorded. Afterwards, they were carefully transcribed by the researcher. Some of the responses that were in Urdu were translated into English and transcribed. Excerpts of relevant part of interviews were included in the analysis section while complete interviews of students and teachers have been given in Appendices 3 and 4. Furthermore, students' and teachers' responses for each question have also been given separately in Appendices 5 and 6.

The coded responses of teachers and students were studied thoroughly in order to know the main themes (major categories) and to find out the answers of desired research questions. For this purpose, responses of teachers and students for each question were separated and then all responses for each question were studied thoroughly to find out the over-all idea of students and teachers related to that issue. Though the teachers and

students had expressed the same opinions mostly, but differences in opinions were also noted. The data collected through interviews was analyzed by keeping in mind the research questions and was supported by the findings of previous research studies in chapter 5.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

This chapter gives a detailed account of analysis of the data collected for this research. The research study basically involves two main variables while the second variable is a complex variable and takes three more variables under it. There are four variables in total. The first variable is communication apprehension (CA) which has been used to determine the level of communication apprehension among English language learners of Diploma Courses at NUML and IIUI. The other three variables namely attitude, self-esteem and motivation stand together to account for the affective factors which play a great role in the success or failure of learners in any learning situation. The researcher aims to see the presence or absence of CA in the learners and its relation to attitude, self-esteem and motivation. Furthermore, the impact of CA on these affective outcomes has also been explored in this chapter. The researcher used two tools for the collection of data, which are questionnaire and interview. Both quantitative data collected through questionnaire and qualitative data collected through interviews have been analyzed separately in this chapter to see the results.

4.2 Analysis of the Questionnaire

The questionnaire has been analyzed through SPSS (Statistical Package for the Social Sciences) to find the CA level of learners and to see the correlation between variables. Regression analysis has also been done through SPSS to see the impact of CA on other affective factors like attitude, self-esteem and motivation. Before starting with correlation and regression of variables, the researcher feels it important to analyze the first variable of the questionnaire as it will give a detailed picture of the presence or absence of language apprehension as well as apprehension of learners in different communicative settings like group discussion, answering to the teacher in English in class, public speaking and conversations.

4.2.1 Communication Apprehension (CA)

Initial part of the quantitative analysis deals with CA which is based on the first 22 statements of the questionnaire (see in Appendix 1). These statements present four different themes or four different communicative contexts and present one's level of fear or comfort in these different contexts. This part basically addresses the first research question as it finds the presence or absence of communication apprehension in English language learners which can greatly influence oral communication skills of the learners (see section 1.3). Five point Likert scale was used for recording the responses of the learners. The scale ranged from Strongly Disagree: 1, Disagree: 2, Undecided: 3, Agree: 4, to Strongly Agree: 5 where Agree: 4 and Strongly Agree: 5 represent the presence of communication fear in learners. For this purpose, means have been calculated through descriptive statistics in SPSS to see the overall means of CA and means of CA in different communicative contexts. The results are as follows:

Table 4.1

Descriptive Statistics of Students' CA

	N	Minimum	Maximum	Mean	Std. Deviation
CA	350	1.45	4.82	3.7679	.69963
Valid N (listwise)	350				

Table 4.1 shows the overall mean of communication apprehension (CA) of 350 learners that is 3.7679 with standard deviation .699. The mean value is above 3 and near to 4 which shows that the majority of learners do feel communication apprehension while using English for communication with someone or using it for various purposes.

Table 4.2

Descriptive Statistics of Students' Responses in Different Communicative Settings

	N	Minimum	Maximum	Mean	Std. Deviation
Group discussion	350	1.20	5.00	3.7943	.92564
Answering to teacher in English	350	1.00	5.00	3.9211	.90902
Conversations	350	1.00	5.00	3.7267	.92812
Public Speaking	350	1.50	4.33	3.6595	.62402
Valid N (listwise)	350				

Table 4.2 represents means of learners' responses in different communicative settings. There were four communicative contexts and the maximum answers were in Agree: 4 or Strongly Agree: 5. Answering to teacher in English has been found to be the most fear creating context with mean value 3.9211 (which is near to 4) and standard deviation .909. The next fear creating context is group discussion with mean value 3.7943 and standard deviation .925. Conversations got third place with mean value 3.7267 and standard deviation .928 while public speaking has been found to be the least fear creating context with mean value 3.6595 and standard deviation .624.

4.2.2 Correlation Analysis

Correlation is a measure through which the extent of relationship between two variables is measured. It measures the direction and strength of relation between two variables. So, the quantitative data collected through questionnaire was run through correlative analysis using SPSS to see the correlation between different variables. For this purpose, Pearson's correlate coefficient was used. If correlation is negative, it means that if the value of variable X increases, the value of Y will decrease where X variable is an independent variable while Y is a dependent variable. On the contrary, if correlation is positive, it means that if X increases, Y will also increase or if X decreases, Y will also decrease. The third type of correlation is zero correlation which shows that there is no

relation or association between the two variables. The second research question of the present research study is to see the effect of language apprehension on affective outcomes of the selected learners (see section 1.3). For this purpose, it is desired to check the correlation between communication apprehension as an independent variable and attitude, self-esteem and motivation as dependent variables. The main purpose was to check whether communication apprehension is positively correlated with affective variables like attitude, self-esteem and motivation or negatively correlated with these affective factors. The results are given in Table 4.3.

Table 4.3.

Correlation of Communication Apprehension with Affective Factors

		CA	Attitude	Self Esteem	Motivation
CA	Pearson Correlation	1	-.784**	-.793**	-.961**
	Sig. (2-tailed)		.000	.000	.000
	N	350	350	350	350
Attitude	Pearson Correlation	-.784**	1	.754**	.746**
	Sig. (2-tailed)	.000		.000	.000
	N	350	350	350	350
Self-Esteem	Pearson Correlation	-.793**	.754**	1	.773**
	Sig. (2-tailed)	.000	.000		.000
	N	350	350	350	350
Motivation	Pearson Correlation	-.961**	.746**	.773**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	350	350	350	350

** . Correlation is significant at the .05 level (2-tailed).

Table 4.3 shows that communication apprehension has a significant negative correlation with attitude, self-esteem and motivation. It means that if the level of communication apprehension increases, the learners feel negative attitude towards speaking in English. Furthermore, it also shows that with high level of CA, their self-esteem level goes down and they start feeling demotivated to communicate in English. The table shows that CA has up to $-.784$ correlation with attitude, $-.793$ correlation with self-esteem which is a strong negative relation while $-.961$ correlation with motivation which is a very strong negative relationship.

Previous studies also support these results. Negative correlation of $-.48$ was found between CA and self-esteem (Lusting, 1974). Similarly, McCroskey, Daly, Richmond, and Falcione (1977), in a series of studies with a variety of population, found negative correlation amid CA and self-esteem. It ranged from $-.52$ to $-.72$. Snavely and Sullivan (1976) also found a strong relationship between high CA and low self-esteem. Motivation has also been correlated with CA in one of the research studies. CA has been found to have negative correlation of $-.476$ with motivation (Wardani, 2017) which is in support of the present research study. A connection between negative attitudes and CA has not been researched before to the best of researcher's knowledge. So, this research study is an attempt to fill this gap.

Table 4.3 indicates further results that attitude has positive correlation with self-esteem, i.e. $.754$ and positive correlation with motivation, i.e. $.746$. Positive correlation means that if one value increases, the other value will also increase and if one value decreases, the other value will also decrease. In case of the present study, positive correlation reveals that with negative attitude towards speaking in English, the learners feel low self-esteem and low motivation to speak in English. Likewise, self-esteem has positive correlation with motivation which shows that with low self-esteem, learners are demotivated to perform in English. Self-esteem has $.773$ positive correlation with motivation. In conclusion, we can say that the table shows correlation which is significant at the level of $.05$.

4.2.3 Graphical presentation of Correlation

Relation between CA and attitude, self-esteem and motivation has also been shown through graphs.

4.2.3.1 Communication Apprehension and Attitude

The figure 4.1 shows the relation between communication apprehension and attitude.

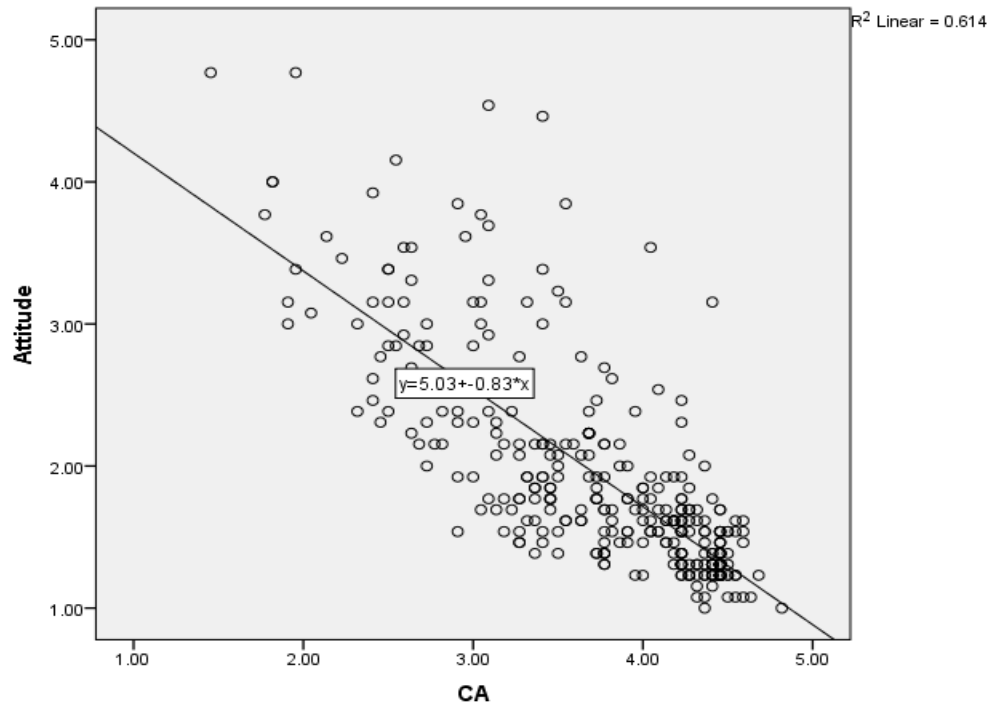


Figure 4.1 Correlation between CA and Attitude

The scatterplot 4.1 is between CA which is an independent variable and attitude as a dependent variable. It shows that both variables on X- Axis and Y- Axis have strong linear relationship where X variable is used to see change and effect on Y variable. Furthermore, the scatterplot also indicates that both variables have negative relation as when CA increases, the attitude towards speaking English decreases in value. Correlation value (R square) is 0.614 which shows strong correlation between CA and attitude.

4.2.3.2 Communication Apprehension and Self-Esteem

The second graphical presentation is between communication apprehension and self-esteem which shows the strength and direction of relation between CA and self-esteem. It is as follows:

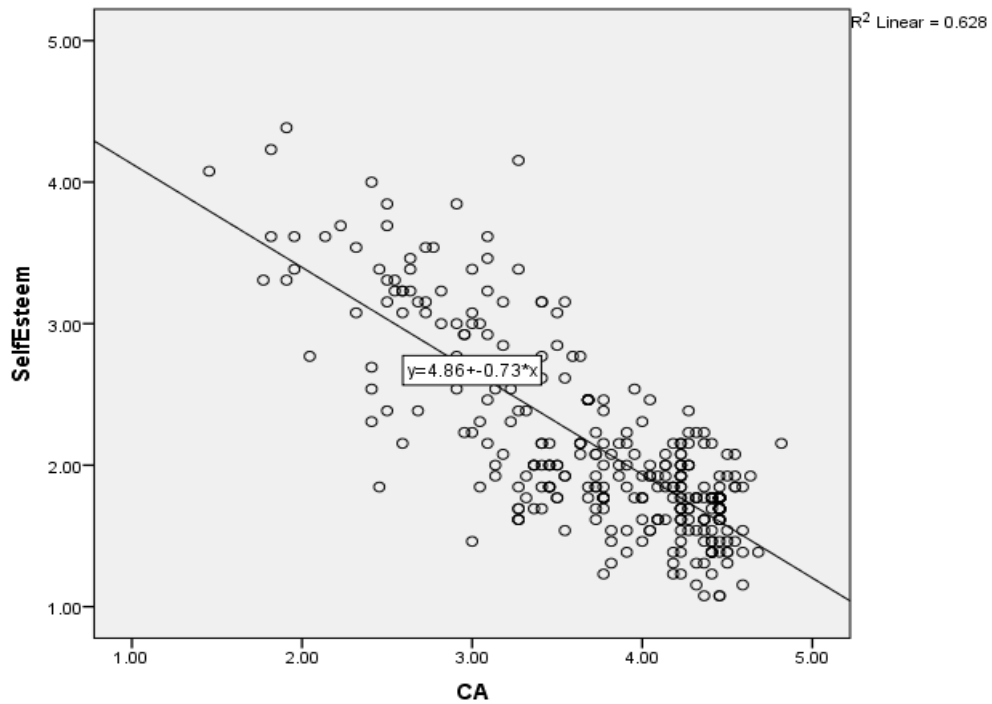


Figure 4.2 Correlation between CA and Self-Esteem

The scatterplot 4.2 shows a strong, linear, and negative correlation between CA and self-esteem. The value of correlation (R Square) is 0.628.

4.2.3.3 Communication Apprehension and Motivation

Final graphical presentation is between communication apprehension and motivation which shows a strong relationship between CA and motivation with correlation value 0.924.

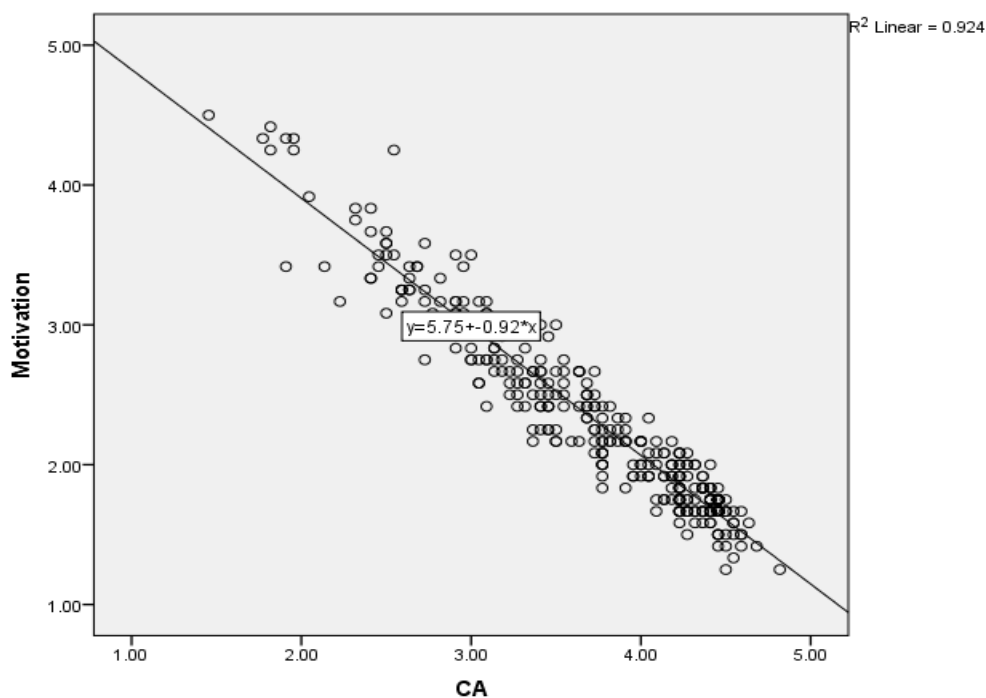


Figure 4.3 Correlation between CA and Motivation

The scatterplot 4.3 shows that both variables are negatively correlated as one (CA) increases and the other (motivation) decreases.

4.2.4 Regression Analysis

This section addresses the second research question of the present research study that is to see the effect of communication apprehension on affective outcomes of the learners (see section 1.3). In order to see the impact of communication apprehension on affective factors, simple regression analysis was done. The impact of CA as an independent variable (X) was checked separately with each dependent variable (Y), which are attitude, self-esteem and motivation. The results are as follows:

4.2.4.1 Communication Apprehension and Attitude

First, regression analysis was carried out to see the impact of communication apprehension on attitude. The results are as follows:

Table 4.4

Model Summary of the Effect of CA on Attitude

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793 ^a	.630	.628	.45711

a. Predictors: (Constant), CA

Table 4.4 presents model summary of the effect of CA on attitude. It is descriptive statistics of regression which includes correlation value R, R square which is a coefficient of determination, adjusted R-square and error of estimation. The model summary describes that there is a strong correlation (R) between CA and attitude that is .793. It gives the value of R Square which is .630 and it is basically the Square of R value, i.e. .793. In other words it can be said that R square is the percentage of change in attitude due to CA. So, this table shows that 63 % change in attitude toward English is due to communication apprehension. R-square shows the strength of the predictor. Thus, it can be said that CA is a good predictor as it can predict up to 63% change in attitude. It means that the remaining 37% change in attitude can be due to other factors. Therefore, it is a useful model summary as it tells us about the significance of independent variable CA. It explains that this variable can bring about change in attitude up to 63%. Furthermore, it can predict change in attitude up to 63%.

Table 4.5

ANOVA Table to Determine Significance of the Predictor

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	123.571	1	123.571	591.397	.000 ^b
Residual	72.714	348	.209		
Total	196.285	349			

a. Dependent Variable: Attitude

b. Predictors: (Constant), CA

ANOVA Table 4.5, which is a regression table, tells us about the predictor's significance. It tells us whether the predictor that we are using is significant or not. The significance value (Sig) .000 (<.05) shows that the predictor is significant. In order to be significant, it is necessary for the predictor value to be less than .05 which is the level of significance or alpha level. If the value of significance is higher than .05, then it means that the predictor is not significant in bringing about change in some other variable. In a nutshell, we can say that on the basis of regression analysis CA is a significant predictor that can predict the attitudes of learners. F value is also significant as it is 591.397 with p value <.005.

Table 4.6

Table of Coefficients to know More Precise Information about the Variables

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	5.133	.135		38.115	.000
	CA	-.856	.035	-.793	-24.319	.000

a. Dependent Variable: Attitude

Coefficient table 4.6 gives more precise information about the variables. It tells us about the extent to which change in one variable can bring about change in the other variable. The value of unstandardized coefficient (Beta) is -.856, which indicates that one unit increase in communication apprehension will bring up to -.85 units negative change in attitude. In other words, one unit decrease in CA will result in positive attitude up to .856 units. The table indicates that coefficient is significant at .05.

4.2.4.2 Communication Apprehension and Self-Esteem

The second regression has been conducted with the help of SPSS to see the impact of communication apprehension on self-esteem. The results are as follows:

Table 4.7

Model Summary of the Effect of CA on Self-Esteem

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793 ^a	.628	.627	.39406

a. Predictors: (Constant), CA

Table 4.7 shows the model summary of the effect of CA on self-esteem. The table presents the value of R Square, i.e. .628, which is basically the square value of correlation (R), i.e. .793. Correlation value (R), i.e. .793 shows strong correlation between CA and self-esteem. The value of R square shows the extent or percentage of change in self-esteem as a result of CA. So, this table shows that 62 % decrease in self-esteem is due to communication apprehension. It shows that CA is a good predictor as far as the level of measurement of self-esteem is concerned. It can predict up to 62% change in self-esteem which indicates that the remaining 38% change in self-esteem can be due to so many other reasons. So, again the model summary is very useful as it tells us about the significance of variable CA. It explains that this variable can bring about change in the level of self-esteem up to 62%. Furthermore, it can predict change in self-esteem up to 62%.

Table 4.8

ANOVA Table to Determine Significance of the Predictor

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	91.409	1	91.409	588.670	.000 ^b
Residual	54.037	348	.155		
Total	145.446	349			

a. Dependent Variable: Self-Esteem

b. Predictors: (Constant), CA

ANOVA Table 4.8, tells us about the predictor's significance in case of self-esteem. It is a regression table which tells us about the significance of communication apprehension as a predictor. The significant value (Sig) is .000 which shows that the predictor is significant as its value is less than .05 which is the level of significance or alpha level. In case of measuring the impact of CA on self-esteem, the value of significance does not exceed .05, which strengthens the positions of CA as a strong predictor. Thus, it can be said that regression equation is significant $F(1, 348) = 588.670$, $p = .000$. It indicates that CA is a significant predictor as it can measure the level of self-esteem or can predict self-esteem of learners.

Table 4.9

Table of Coefficients to know More Precise Information about the Variables

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	4.861	.116			42.070	.000
CA	-.731	.030	-.793		-24.263	.000

a. Dependent Variable: Self-Esteem

Coefficient Table 4.9 gives more exact information about the independent variable, i.e. communication apprehension and dependent variable, i.e. self-esteem. It tells us about the extent to which change in one variable like CA can bring about change into the other variable, e.g., self-esteem. The above table shows the value of unstandardized coefficient (Beta) which is -.731. This value indicates that one unit increase in communication apprehension will bring about up to -.731 units decrease in self-esteem which is a negative change. In other words, one unit decrease in CA will result in .73 units increase in self-esteem. Furthermore, the table presents that coefficient (CA) is significant at .05.

4.2.4.3 Communication Apprehension and Motivation

The final simple regression has been done for motivation. The purpose behind is to know the impact of CA on Motivation. The results are as follows:

Table 4.10

Model Summary of the Effect of CA on Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.961 ^a	.924	.923	.18535

a. Predictors: (Constant), CA

Table 4.10 presents the model summary of the effect of communication apprehension on motivation. It gives the value of R Square, i.e. .924. It is basically the Square of R value (regression) which is .961. R square shows the extent to which CA affects motivation. It shows the percentage of change in motivation as a result of CA. Thus, on the basis of Table 4.10 it can be said that CA affects motivation up to .924 or 92% change in motivation towards speaking in English is due to CA. It is a significant change. So, in this way it can be said that CA is the strongest predictor as it can predict up to 92% change in motivation. It means that just the remaining 8 % change in motivation can be due to other reasons. Therefore, it is a useful model summary as it explains about the importance of independent variable CA. It clarifies that this variable is a very important variable as it can bring about change in motivation up to 92% and can also predict change in motivation up to 92%.

Table 4.11

ANOVA Table to Determine Significance of the Predictor

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	144.533	1	144.533	4207.043	.000 ^b
	Residual	11.956	348	.034		
	Total	156.489	349			

a. Dependent Variable: Motivation

b. Predictors: (Constant), CA

Regression's ANOVA Table 4.11 shows the predictor's significance. The predictor is again CA which is an independent variable. It states whether the predictor that has been used to see the impact on motivation is significant or not. The significance value (Sig) is .000 which shows that the predictor is highly significant as the significant value is smaller than .05 which is the significance or alpha level for the predictor. If it

was higher than .05, then it would not be a significant predictor. In conclusion, we can say that the predictor is exceedingly significant because the regression equation is significant $F(1,348) = 4207.043, p = .000$.

Table 4.12

Table of Coefficients to know More Precise Information about the Variables

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	5.746	.054			105.725	.000
	CA	-.920	.014	-.961		-64.862	.000

a. Dependent Variable: Motivation

Coefficient Table 4.12 gives more precise information about the variables CA and motivation. This table tells us about the extent to which change in one variable (CA) can bring about change into the other variable (Motivation). The value of unstandardized coefficient (Beta) is -.920 which shows that one unit increase in communication apprehension will bring about up to -.920 units negative change in motivation. Moreover, one unit decrease in CA will result in .920 % positive change in motivation. The table also indicates that coefficient is significant at .05.

In this way, it answers the second research question (see section 1.3) as the regression analysis shows that CA has a significant impact on affective factors like attitude, self-esteem and motivation. It can influence these variables as well as predict change in these affective variables.

4.3 Analysis of the Interviews

Interviews were taken from 18 students and eight teachers to get an in depth picture of the present study. The main concerns that have been addressed in this section are:

- i. To see the presence of communication apprehension in learners which can greatly influence oral communication skills of the learners

- ii. To find causes and effects of communication apprehension in the light of interviews taken from the students and teachers
- iii. To see the effects of CA on affective factors, e.g., motivation, attitude and self-esteem

For analysis, all interviews have been transcribed into English. Some of them, which were in Urdu, have also been translated from Urdu into English with great care to convey the original meaning. In order to analyze interviews, they have been studied thoroughly to find out the main themes and to sort out answers of desired questions. The analysis of students' interviews is as follows:

4.3.1 Analysis of Students' Interviews

First of all, students' interviews have been studied thoroughly. They have been analyzed to find different answers of the present research study. In the analysis, P stands for the participants of interviews involving both students and teachers. The findings of the interviews are as follows:

4.3.1.1 Presence of Communication Apprehension

Interviews have been studied thoroughly for the presence of CA. It addresses the first research question (see section 1.3) as it is important to know whether learners feel communication apprehension or not. Students were asked about their level of fear when they communicate in English (see in Appendix 2). They gave different responses which are as follows:

Thirteen learners (see in Appendix 5) said that they feel a lot of speaking apprehension when they use English to communicate because it is very difficult for them to communicate in this language and in some cases they themselves try not to use it, e.g.

P1. *I do feel a lots of apprehension. For it seems very difficult to me. That's why obviously I have taken admission in that Diploma because of this reason because of this apprehension I have to take admission in that diploma course.*

P13. *So, I I myself try my least to speak English.*

Participants number six, 11 and 16 (see in Appendix 5) reported that they do feel apprehension when they use English for speaking, but their fear of speaking is either limited or it is linked to some context, e.g.

P11. *I feel apprehension when I was speaking English to a native speaker....I feel more apprehension.*

P16. *I feel difficulties while speaking English in front of public.*

Furthermore, participant seven said that she feels apprehension of speaking in English up to 40-45% while participant nine told that her fear of speaking in English is about 50-55 % (see in Appendix 5).

4.3.1.2 Reasons behind Communication Apprehension

Next question of the interview with the students was related to different reasons behind students' fear of speaking in English (Q2. see in Appendix 2). Though CA has been found with unlimited causes, which may not be fully known, but in this section the causes described by Pakistani learners have been discussed. This section deals with the first research question and objective (see section 1.3 & 1.4) because it is essential to know the causes of communication apprehension which greatly affects the oral communication skills of the learners. Different learners came up with different responses and described different reasons due to which they experience fear when they use English for different communicative purposes in class and outside of their classes. The reasons are as follows:

1. Non-Native Language

Thirteen learners (see in appendix 5) said that English is not their native language. Their native language is either their regional languages like Punjabi, Sindhi, Pushto etc. or Urdu due to which they feel a lot of fear when they communicate in English, e.g.

P1. *Actually it is not our native language. I am a Pakistani. So, my basic language is Urdu and I am not too fluent in English.*

P2. *English is not our native language. In homes mostly Urdu language is used or read.*

2. Not used in Homes and Society

Since English is not our native language, so it is not usually used in our homes or society. Eleven learners (see in Appendix 5) reported that they do not use English in their homes or in society. They mostly use their mother tongue for different communicative purposes. They also said that English is mostly not liked by family members or friends for communication and if someone tries to use it at home or in society, that person is considered a strange person. In social gatherings, mostly English language is not preferred due to which it is used less. Furthermore, the effort made by a person to speak

in English is not appreciated by family members, friends and other members of society. This results in demotivation and learners feel demotivated to use English for communicative purposes. It further results in negative attitude e.g.

P1. *Our family. Basically my native language is Punjabi. So, we actually speak more Punjabi in our homes as well. So, I feel because of my social gatherings and social relationships we do not normally prefer English. So, when I have to speak English, I feel it a little difficult.*

P4. *and it's not used in our homes and in our society. No. Like in our home English is not spoken. Mostly Pushto is spoken in our home. If we speak in our home, it looks strange and some even laugh at us. They say, "App bohat barhi angrez ban gayi ho".*

P12. *The reason is that at home Punjabi is spoken. In school, we speak Urdu and outside in our society we are supposed to speak English. So, at different places we speak different languages and we can't get expertise in any of them.*

It is basically the atmosphere, society or culture which promotes you to use English, but in our context students suffer due to it as our society or atmosphere is not at all supportive to use English language for speaking. One of the participants said,

P8. *.....and the atmosphere basically promote you to speak in English or to communicate in English but in homes we usually communicate with...I usually communicate with my brothers and sisters in Pushto and even with my friends... I talk to them in Pushto language not in English. So, atmosphere is always not supportive or that much supportive that we talk in English*

Participant 15 responded,

P15. *First of all, our culture. in our culture no one appreciates English. Even if you speak English, no one motivates us. So, we feel demotivated and we just feel that it's not our thing. We should not speak English especially in Pakistan.*

3. Rural Background

Participant five told that she feels fear of speaking in English because she is from village and she got her initial education from there. She studied in Urdu medium school there and faced many problems. She could not speak a single correct sentence and felt a lot of English language speaking apprehension, e.g.

P5. *First of all, I studied in an Urdu medium school, and was in village where English wasn't used much. Even there was no concept of it, and if I speak in that environment, people generally make me feel awkward at times..... So, I used to feel a lot of apprehension. I couldn't even speak a correct sentence in English.*

Furthermore, she told about schools in villages. She said that teachers do not guide them properly and there is no environment for practice. Even English teachers are in habit of using Urdu language. Thus, English is not taught as a language (see in Appendix 5).

4. Education System

The adverse situation of education can not only be seen in villages, but in cities students are also suffering due to low standards of education. They complain about their teachers' improper way of teaching and lack of practice due to which they face many hurdles. Seven participants (see in Appendix 5) talked about our education system and described the reasons behind their fear of speaking in English. Like participant one said,

P1. *... and in our schools as well our teachers have not properly taught complete English language to us. So, it seems little difficult for us.*

Secondly, they told that they are not given chance to take part in different activities which could improve their speaking. Only teachers are delivering their lectures in English, but students are not involved in it (see in Appendix 5).

Other students (see in Appendix 5) reported that since they communicate in their mother language or Urdu at home, so they face problems when they use English in class. Moreover, they use English only in English period which does not give them sufficient practice and they come under many problems and face fear when they use it, e.g.

P14. *At home, we do not usually speak in English. We always speak in Urdu. So, I used to speak in my mother tongue not in English. So, when in school we are speaking in English in English class or in any other class if we have to speak in English, so I feel fear and....*

5. Negative Educational Experience

Participants four and eight (see in Appendix 5) talked about their negative educational experiences. They said that their teachers snubbed them when they wanted to use English. The teachers were mostly interested in maintaining discipline. That is why

they would not answer their teachers even if they knew it because they feared their teachers' insult and peers' laughter, e.g.

P8. *I had negative experiences in education history like in our classes teachers mostly snub us when we...when we wanted to use English or communicate in English because they want to maintain discipline in the class.*

Also, students told that the teachers used to deliver their lectures in Urdu and did not bother to use English for communicative purposes which resulted in many problems for the students (see in Appendix 5).

6. Problems in Grammar

Ten participants (see in Appendix 5) talked about grammar as the main cause of their fear of speaking in English. Participant two said that English is an international language which has too much grammar. It has structures, voices, articles etc. which create a lot of problems for the learners as they cannot understand it properly. They do a lot of grammatical mistakes when they use this language for speaking, e.g.

P2. *Actually ma'am English is an international language or it has too much grammar, structures, functions the active voice, passive voice. It has a lot of grammar that we can't understand how to deal it. This is a problem. Then, there is a problem of article usage which is quite common. We do a lot of article mistakes.*

Participant one said that her teachers might have not taught grammar properly. That is why she feels problems in grammar usage (see in Appendix 5). Similarly, participants felt problems in tenses (Present, Past, Future). They also said that they cannot make correct structures because their grammar is too weak. It is a source of tension for them because they face English language speaking apprehension due to it, e.g.

P8. *...and mostly the major problem that I feel is in grammar. Like nobody has taught us good grammar. I feel a lot of problems in grammar like making a sentence...grammar rules in past, present and future.*

Participant five told that she is trying to improve her grammar by joining different language courses, but still she feels problem and feels apprehension in its usage, e.g.

P5. *Grammar, vocabulary was too poor previously, but now I have done some courses and trying to improve it, but even then... still I feel apprehension.*

7. Lack of Vocabulary

Lack of vocabulary or improper vocabulary was also told to be the main reason of feeling apprehension while using English for communication. Twelve learners (see in Appendix 5) complained about their poor vocabulary and said that sometimes when they want to communicate in English, they face problems due to lack of vocabulary, e.g.

P10. *I feel it is very difficult for me to speak English because I don't have vocabulary.. I don't have that vocabulary. For example, when I am speaking, I don't get vocabulary to communicate my message.*

Participant one said that her teacher might be responsible for their communication apprehension because she has not taught them sufficient vocabulary, e.g.

P1. *Yeah our teachers probably have not taught grammar and vocabulary to the level it should be.*

Students also told that at times words (different ideas) come to their minds, but they do not know how to express them in English. Sometimes they do not find a suitable word in English for conveying some idea, and it results in great discouragement, e.g.

P8. *...and vocabulary...like words are coming into our mind, but we don't know how to use it in English.*

8. Lack of Confidence

Eight participants (see in Appendix 5) said that they feel fear to speak in English because they either do not have that much confidence to speak in English or the lack of exposure to English language has made them less confident, e.g.

P2. *....we are not participating as much as we are. So, we don't get that confidence building that we should get in university. That's why we feel fear.*

9. Problems in Accent and Pronunciation

Four students (see in Appendix 5) reported that they feel problems in accent when they communicate in English and because of it they feel shy and awkward. They are trying to improve their accent but still they are not successful, e.g.

P2. *There is a problem a big problem to me or another is my accent....OK yes.... because I belong to KPK. I have a accent problem also. Sometimes I feel shy in front of my friends when I deliver word.*

P5. *...because my accent it is not exactly as it should be although I am trying a lot to improve. Then, there is no concept of accent there. (In villages)*

Five students (see in Appendix 5) said that they have problems in pronunciation. When they want to say something in English, they fear incorrect pronunciation and because of it they do not participate in any communicative activity. They fear that if they pronounce some word incorrectly, others will make fun of them. One student, who was from KPK, said that she has problems in the pronunciation of some letters, e.g.

P2. *I have a pronunciation problem also. Especially in [a] letter, [o] letter. [i] letter I feel difficulty.*

Participants ten and 12 (see in Appendix 5) told that they are not responsible for their incorrect pronunciation. Society or their previous education is basically responsible for their wrong pronunciation. They learnt pronunciation of different words from different people (including teachers) and later on in their life they discovered that they basically learnt wrong pronunciation from others. They now fear of saying something wrong in English in front of others due to which they do not try to communicate in English, e.g.

P10. *The second point is pronunciation. At times when we speak something, we pronounce it incorrectly. So many words are such that we have been listening since our childhood and when we discover that their actual pronunciation is like this so, one really feels hurt.... There is another person [friend] in my office who pronounced ask as asaak..... These things have saved in us. If you don't know the pronunciation, so you know nothing and we learn pronunciation from others which can be wrong.*

10. Peers' Laughter and Shaming

Six students (see in Appendix 5) complained about peers' laughter. They said that they fear speaking in English because of their friends and class fellows. They told that their friends used to make fun of them and laughed at them when they would use incorrect structures or wrong English. It would create anxiety in them and would increase their fear of communication in English, e.g.

P11. *I feel apprehension because when I am talking in English, my friends laugh at me. When I was in...when I speak wrong English, so he laughs at me every time. So, I feel apprehension that's why he is laughing at me.*

11. Poor Command of English

Participant ten said that he feels apprehension because he does not have the basic skills required for speaking in English. Two students told (participants five & 12, see in Appendix 5) that they feel communication apprehension because they do not have command over English. That is why they face difficulty whenever they want to present something in it, e.g.

P5. *Sometimes I do feel apprehension. Even now because I have no command over English as other students have.*

Students also feared that they would use incorrect structures because they do not have good command over English and fear that others would laugh at them, e.g.

P14. *...because I am afraid of saying something incorrect and being made fun of.*

12. Lack of Fluency

Participants one, three and 13 (see in Appendix 5) told that lack of fluency is the cause of their English language speaking apprehension. They stated that English is not their native language due to which they have not got sufficient practice of speaking. That has made them less fluent and it has become a source of tension and fear for them, e.g.

P1. *Actually it is not our native language. I am a Pakistani. So, my basic language is Urdu and I am not too fluent in English.*

13. When other Person has more Knowledge

Some students were threatened by the knowledge of other person. They (participants three, six & eight, see in Appendix 5) told that if other person has more knowledge of English language or has good skills of speaking in English, then they would definitely be finding out their mistakes. It makes them feel scared to speak in English with anyone because they do not want to lose their self-respect, e.g.

P8. *I feel my confidence level is not that high that I can easily communicate in English because sometimes I fear that if the people around me have good skills in English or good speaking skills, and if I make some mistake in English, they will laugh at me that look at her how is she talking or communicating in English.*

14. Lack of Appreciation

Participants 15 and 18 (see in Appendix 5) told that nobody appreciates their speaking of English because English is not our native language and nobody wants to listen it. They feel fear because nobody encourages their speaking in English, e.g.

P15. *Well, to a great extent because in Pakistan especially no one appreciates us, because English is not what everyone wants to hear.*

In conclusion it can be said that most of the causes described by the learners are in line with the previous researches (see section 2.11). Some of the causes were different like background of village life, lack of vocabulary, problems in grammar, lack of appreciation, non-native language, education system etc.

4.3.1.3 Effects of Communication Apprehension

This section is again in connection to the first research question and research objective (see section 1.3 & 1.4) as it highlights some of the effects of communication apprehension which greatly hamper the oral communication skills of the learners. There can be so many effects of CA, but some of the effects which were told by the participants during their interviews are as follows:

1. Avoidance

One major effect of CA that was told by the students during interviews was avoidance. They told that because of their fear of speaking in English, they try to avoid it and try not to use it for speaking. They also try to avoid people and their teachers who are good at English. Sometimes they try to avoid their assignments or presentations by not attending their classes. At other moments they consider it better not to participate in any speaking activity. They fear if they participate in any speaking activity, they will come up with many mistakes and everyone will make fun of them. Furthermore, they try to sit at the back of their classes where they are not prominent and are not asked to participate in any speaking activity. Also, some students told that they spoke English only in their English period otherwise they avoided that (see in Appendix 5).

2. Forgetfulness

Students also told that due to their fear of speaking in English, they either mix up their ideas or forget them completely in their presentations. Same happens with them when they are asked to participate in any speaking activity, e.g.

P14. *So, when in school we are speaking in English in English class or in any other class if we have to speak in English, so I feel fear and I cannot often speak correctly and I always end up mixing up the words and forgetting whatever I have to say.*

3. Anxiety

All students told that they experience anxiety when they speak in English. It was also a question of interview with students in which they were asked that how much anxiety do they feel when they speak in English (Q3, See in Appendix 2). Students told that they feel a lot of anxiety, restlessness, nervousness and tension when they speak in English and sometimes due to this anxiety they cannot speak or perform properly in the class. In addition to that, one may not sleep properly due to the fear of speaking in English, e.g.

P1. *I really feel anxiety, restlessness. If I have to speak English, I can't properly sleep at times in the night when I have to speak English in the morning session. If I have some presentation, I really feel anxiety because of speaking just to speak English. So it's quite fearful actually.*

Some students also expressed that they feel anxiety when they have to communicate with a person who is new or if someone is more knowledgeable than them (see in Appendix 5). In some cases, one even insults oneself for not using correct structures and language, e.g.

P2. *Even at home one keeps on insulting himself that why I didn't use correct English. One feels a lot of stress.*

P10. *I feel a lot of anxiety and it depends on the person too with whom I am having conversation.*

Participants told that when they are using their mother tongue for communication, they are fine, but their actual state of anxiety starts when they start talking in English. They feel a lot of fear of making mistakes and presenting their assignments or tasks in English. As a result, they face a lot of stress and tension (see in Appendix 5).

Only one participant said that he does not feel anxiety when he communicates in English, and he feels anxiety only when he is talking to a man who speaks good English than him, e.g.

P11. *I don't much feel anxiety when I was speaking English. Sometimes, I feel tension when I am talking to a man who is speaking good English than me. So, I feel anxiety then.*

4. Physiological Changes

Ten students told (see in Appendix 5) that they experience different physical changes when they speak in English. They face extreme anxiety along with rapid heartbeat and shivering. Participant two said that when she speaks something in English, her heartbeat increases and words do not come out of her mouth properly. Her hands shiver and she feels that her whole nervous system is disturbed, e.g.

P2. *Heart beat increases. Sometimes I feel that hands are shivering and words don't come out properly of mouth; and one can't sleep properly. There is a lot of disturbance. In fact whole nervous system is disturbed.*

Participant six said that it results in headache and rapid heartbeat when she is unable to speak in English to the next person (see in Appendix 5). Shivering of legs, sweating and reddening of face were also reported by different participants as physical changes experienced during speaking in English, e.g.

P8. *Mostly when I give presentations in English, I feel like my hands are shaking and my heart beat becomes very fast and I feel like I have sweating and my face gets warm...my face becomes very warm.*

5. Effect of CA on Motivation

Motivation is an important affective factor which has a significant role in language learning. If a person is motivated, then there are maximum chances of learning, but communication apprehension can create some hindrance in this process of learning by decreasing motivation. The fourth question of the interview with the students focused on the effect of CA on motivation of learners (see in Appendix 2). It also addressed the second research question of the present research study (see sections 1.3). Students were asked to tell their feelings regarding this. They all agreed to this and said that communication apprehension does affect their motivation. Interviewees told that due to lack of motivation, they do not want to study English and are not interested to use it for communication. They even do not try to use it for speaking due to which they get less practice of speaking. Thus, when they use it, they experience humiliation, e.g.

P18. *Yes, it has deeply affected my motivation level. Sometimes I just don't want to speak English and I say why I should study when I can't speak English. Even though if it's not English, I just don't want to study other subjects which are in English as I say I don't want to speak English anymore. I just go to Urdu. I will do something else and I just type of get angry and this affects me a lot.*

P13. *Yes, it definitely affected my motivation level. Like when I can't speak English properly, I will definitely not try to speak it again. So, I feel ashamed when I want to speak English.*

Some students told that communication apprehension did affect their motivation and in turn created a hurdle for them because they wanted to go abroad or wanted to get some job, but because of this language barrier they could not fulfill their desires, e.g.

P1. *Yes, exactly. I want to give a GMAT test but I couldn't give that because of this language barrier. So, I feel that I have been slightly demotivated because of that and actually this is the reason I have take to admission there in a Diploma course because I feel that I will be even more demotivated if I will not learn how to speak proper English language.*

P2. *Yeah, definitely. We have a very much ideas in our mind, but we cannot deliver them because of lack of motivation. Especially, those who want to go abroad and want to study there; they need 6.5 bands in IELTS, and bands in speaking and listening and the procedures which are supposed to follow for getting those bands are also difficult. Like in limited time you have to answer forty questions, and then to solve forty MCQ'S in limited time. So, we don't have that speed and lag behind.*

Participant seven added that sometimes due to lack of motivation one cannot ask questions though there is much confusion and there are many questions that one wants to ask (see in Appendix 5). Participant 15 added that no one wants to hear English and due to it one feels demotivated, e.g.

P15. *....and we feel demotivated because English is not what everyone wants to hear. Umm...greatly because the thing is that no one motivates us. When nobody motivates us, so automatically our motivation decreases. Even if someone wants to speak English, but if no one supports him so his motivation goes down and he feels demotivated and this is the problem.*

Though many of the participants said that CA has affected their motivation and they do not want to learn and speak English, but some of them said that they are still motivated and they want to learn English because there is no other way for them. English is extremely important for them and for their future, e.g.

P6. *I should learn it because the criteria has set everywhere that you should know English. You should know how to speak English and like wherever you go, like universities, schools, offices, English is used.*

6. Effect of CA on Attitude

The fifth question of the interview with the students focused on the effect of communication apprehension on attitude (see in Appendix 2) and addressed the second research question (see section 1.3). Attitude is another affective factor which can play a great role in language learning. Interviewees were asked about their attitudes toward English language learning and the effect of communication apprehension on their attitudes. Participants gave mixed responses. Most of the participants said that they have negative attitude toward learning English due to the fear of communicating in English. They said that they hate it and are not interested to learn it or speak it. They consider it a source of problem and insult for them. They felt that it is not their native language and they can use Urdu or other languages for communication instead of it, e.g.

P4. *My attitude toward English has become too negative. I feel this is not our national language and we face insult due to this. So, my attitude is negative.*

P8. *Yes. Like I have faced that much negative experiences that now I feel that what's the use of talking in English when I can communicate easily with others in my language. Like I don't live in America where it is must for me to communicate in English. When I can communicate in Urdu then why...there is no need to talk or speak in English.*

One student said that she feels negative attitude and feels fed up. She also feels angry when she is unable to perform something in English, e.g.

P9. *I feel negative attitude as when someone is unable to perform in something so, one feels fed up and feels angry. Though it is hard but still one should keep on trying.*

Another student told that in class nobody motivates him when he speaks in English due to which he has started feeling negative attitude toward it (participant 16, see in Appendix 5). Some students said that though they feel communication apprehension

and do not like it, but still they have to learn English because it is an international language and has got a lot of importance. Also, it is used everywhere in schools, colleges, offices etc. Thus, they have no other option but to learn it. Furthermore, they feel that by learning this language they might come out of their problems and face less insult of others, e.g.

P4. *Because there is no other way. Everywhere there is demand of English language. In offices, in schools...that's why.*

P8. *Because I feel like the grammatical mistakes that I do mostly and many problems that I face, so I feel like that they may become less with this. So, I will not face too much problem. But my attitude is same. I don't feel it necessary to talk to everyone in English or I present myself to everyone in English. So my attitude has greatly been affected due to all those apprehension of English language speaking.*

Participant one (see in Appendix 5) said that she has negative attitude towards English because it has affected her studies and acting as a barrier in getting admission in medical field from abroad. Participant two (see in Appendix 5) said that in her childhood she was outspoken and used her mother tongue a lot, but now as she has started using English, so she has become quiet. She feels problems in vocabulary and reading newspapers due to which she feels that she should leave it. Few participants (participants six, 11 & 14, see in Appendix 5) said that their attitude change with their performance. They feel positive toward English when they perform well while negative feelings appear when they do not perform well in English, e.g.

P11. *Sometimes, it affects my attitude. When I speak good English then I feel good and when I speak wrong then, I feel bad about the language that it is a strange language.*

Participant five (see in Appendix 5) said that she feels negative attitude toward English because it has spoiled her career and she doesn't like English anymore. Participant 13 said that he does not want to speak in English because it is not encouraged in the society and he feels that he should not speak it (see in Appendix 5).

7. Effect of CA on Self-Esteem

The last question of the interview with the students focused on the effect of CA on self-esteem of the learners (see in Appendix 2). It also addressed the second research question of the present research study (see section 1.3). All students told that

communication apprehension does affect their self-esteem and because of it they face embarrassment. It is a kind of barrier for them, e.g.

P1. *A lot because you know whenever you have to talk to anyone and you cannot complete even a single sentence so you feel your self- esteem it is quite low at that time and you cannot speak regularly at times so you want to turn to your native language. So, yes self-esteem obviously decreases because of that barrier. That's why I have taken admission.*

Participant two (see in Appendix 5) said that self-respect is greatly associated with speaking good English. If someone has good command over English or speaks good English, he is preferred and respected everywhere, e.g.

P2. *Sometimes society doesn't respect you the way it gives respect to an English language teacher. Even if our qualification is high and if we are studying and if someone is with matric degree and speaks good English, then people will give more respect to that person as compared to us as a graduate.*

Many participants told (see in Appendix 5) that communication apprehension has affected their self-esteem and due to it they feel insult. Whenever they say something in front of their friends, they fear making mistakes because their friends make fun of them and sometimes they try to correct their mistakes. It surely affects their self-esteem and they feel discouraged and demotivated, e.g.

P4. *It has affected my self-esteem a lot. I feel insult. Sometimes if we say something in front of our friends, so we feel fear that we may do a mistake in grammar or vocabulary. They correct it and we feel that it has affected our self-respect and we are made fun of.*

P18. *My self-esteem has also been deeply affected by the English language. It has always been a problem for me. I get discouraged. A ...A complex develops in me that I cannot speak English just as good as my friends and like others... and when I say something which is not in that literal meaning in English word and my friends find it out and they just start laughing at me. So, I get discouraged. I get angry. I start to hide myself and it's also a type of nightmare for me.*

Participant 10 (see in Appendix 5) told about his office. He said that he feels problems in understanding English. If someone says something in English during meetings, he feels demotivated and his self-esteem goes down. He further added that if someone wants to join practical life, then command over English is very important.

Participant 16 (see in Appendix 5) told that CA is greatly affecting his self-esteem and he feels shivering and frustration when he presents something in front of a large crowd. He further added that when he is given some difficult topic, then he simply wants to leave the class or goes to the washroom. At times he says he is sick and goes to the doctor. So, he tries to keep himself away from such presentations and class activities.

4.3.2. Analysis of Teachers' Interviews

In section 4.3.1, the interviews of the students were analyzed to see the presence of communication apprehension along with its causes and effects. The effect of CA on affective factors like motivation, attitude and self-esteem was also seen. In this part, teachers' interviews have been analyzed to know their views and ideas related to the presence of communication apprehension along with its causes and effects. It also deals with the effect of CA on affective factors like motivation, attitude and self-esteem.

4.3.2.1 Presence of Communication Apprehension

. This section deals with the first research question (see section 1.3) as it finds the presence of communication apprehension in the learners. First question of the interview with the teachers (see in Appendix 2) also focused on the presence of communication apprehension in learners. Teachers' responses were almost the same regarding the presence of communication apprehension in the learners. Most of the teachers said that yes, it does exist and learners suffer a lot due to it (all responses are given in Appendix 6).

P22. *Yes, in my opinion it does exists and it exists for various reasons.*

P25. *Yes, it exists in English language learners and especially at the Diploma level. Students feel difficulty and when they feel difficulty so, definitely they start fearing inside them that if they are using some incorrect words.*

Only one teacher told that not every single person (student) is scared of speaking English but majority of them are afraid of it (participant 21, see in Appendix 6).

4.3.2.2 Causes of Communication Apprehension

Teachers were interviewed for the causes of CA in the learners (see in Appendix 6). Most of the causes that the teachers told are the same as were told by the students. This section is in connection with the first research objective (see section 1.4). The causes told by the teachers are as follows:

1. Non-native language/ Multilingual society

Most of the teachers said that English is not their first language and it is mostly treated as a second language due to which learners never feel easy to speak in it in front of others. Learners always feel uncomfortable and unready with this language because they feel fear of making mistakes in this language. They mostly use their first language and are mostly the victim of fear while using it (see Appendix 6 for all responses).

P19. *Yes, in English language learners, in a country where English is like exposed or English is presented as a second language, this is quite understood that they come under the stress of learning a second language and if they are battling with one already language or two, it might be Pushto or any other language.. that is obvious that they would have inborn or innate fear for learning the second language.*

P23. *First of all, this is their second language. That's why they don't feel easy in speaking it in front of all the class.*

P20. *So, this apprehension does exist when they speak because they are quite frightened to speak in front of the other people.*

2. Students' Psychology

Participant 22 (see in Appendix 6) said that one of the major reasons of students' CA is their psychology. The students who mostly come for such language courses are from age group 16 to 30 which is an extremely self-conscious age group. This age group is too sensitive about its image (personality) because of which they feel fear to speak in English.

3. Social Pressure

According to participant 22 (see in Appendix 6), students feel CA because there is a lot of social pressure on them. In Pakistan, English language is much valued. People judge each other by their skills of speaking in English. So, learners feel fear of communicating in English because they fear that they will be judged on the basis of their spoken language which can have bad consequences.

4. Universality of English

Participant 23 (see Appendix 6) was of the view that since English has become a universal language, so everyone wants to learn it, but learners also feel problems while speaking this language. For example, they feel shy to communicate in English.

5. Lack of Expression

One of the teachers (participant 19, see in Appendix 6) said that CA is very much linked to lack of expressions. Many students feel CA because they cannot express themselves fully in English due to which they start fearing this language.

6. Unfair Expectations

Participant 21 (see in Appendix6) said that there are high expectations from the learners as far as speaking in English is concerned, but as people do not use English in their day to day life, so they feel scared to use this language. According to her, in Pakistan, everything is measured in terms of one's English which is extremely unfair because people are not exposed to natural environment for speaking and still they are expected to speak good English, e.g.

P21. ...it becomes incredibly pressured because your measure as a human being is taken from your English; your measure as an intelligent person in Pakistan is taken from your English and the measure of your education is taken from your English and so all of these things together make it a very pressurized and very unfair...

7. Non-supportive Atmosphere

Participants 21 and 26 (see in Appendix 6) told that students feel communication apprehension because they do not have a supportive atmosphere for speaking where they are encouraged to speak in English. People mostly use their regional languages or Urdu for speaking due to which learners get no exposure to English language and they face problems while using it.

8. Lack of Motivation

According to participant 26 (see in Appendix 6), students lack enough intrinsic and extrinsic motivations due to which they feel difficulty in speaking English.

9. Negative Educational Experiences

Two teachers told (participants 21 & 25, see in Appendix 6) that some students feel fear to communicate in English because of their negative educational history. At times teachers insult or snub their students for making mistakes and not coming up with the right answer which creates fear in them. Learners start avoiding speaking in English because of their previous negative experiences and shame in front of their classmates.

10. Problems in Grammar and Vocabulary

Many teachers told that one of the major reasons of learners' CA is their poor command of English grammar (see Appendix 6) because of which they feel anxiety and fear to communicate in English. They feel problems in using correct structures which greatly impedes their process of communication, e.g.

P20. *They feel that may be their grammatical competency is not good in that...*

P22. *Another reason could be they feel anxiety because they know that their command of grammar is not that good.*

Lack of Vocabulary was also reported to be the major reason of CA by many teachers (see in Appendix 6). According to participant 19, vocabulary is extremely important because language is all based on words, phrases and clauses. Due to lack of vocabulary, learners feel fear to communicate in English and they make mistakes. Sometimes, they know their ideas well, but they do not find suitable words to communicate their ideas, e.g.

P24. *Because their lack of vocabulary. So, for me I think they are confused about the vocabulary. They have the idea; they want to share something but due to the lack of vocabulary and during the speaking, they continuously making up combining different words in order to make the proper sentences. So, for that reason they have fears.*

Participant 21 (see in Appendix 6) said that mostly students tend to underestimate their vocabulary by saying that they do not have any vocabulary which, in reality, is not the case. The learners may not have active vocabulary, but they have a big passive vocabulary which they can use to convey their messages. Even then they keep underestimating themselves and their vocabulary which is mainly due to the fear of speaking in English that creates anxiety in them.

11. Fear of Incorrect Structures

Some teachers told (see in Appendix 6) that learners feel scared to communicate in English because they are always under the fear of making mistakes. They feel that if they speak in English, they will come up with incorrect structures due to which others will make fun of them and they will feel embarrassed. As participant 25 said,

P25. *...that if they are using some incorrect words. So, they feel difficulty when they are speaking before other students especially the teachers. So, they do feel apprehension...*

and sometimes they feel reluctant because they feel that they might not come up with the right responses which will end up for themselves being embarrassed about their responses.

12. Lack of Ideas

According to participant 25 (see in Appendix 6), sometimes learners lack appropriate ideas due to which they fear to communicate and they prefer to remain quiet.

13. Lack of Confidence

Some teachers told that another reason of students' fear to communicate is their lack of confidence (see in Appendix 6). They can communicate if they try to do so, but all the times they keep degrading themselves by not taking any initiative. Participant 21 said,

P21. *So, a lot of people will say "Oh ma'am my English isn't good, my English isn't good; I can't speak English" and I would say why are you speaking to me now. We are having a conversation. You are expressing your feelings. You are telling me what the problem is; we are face to face speaking English but the impression is that they can't speak at all. So, I would say the anxiety level is really high and in my classes,*

14. Peers' Laughter

Peers' laughter was told to be the other reason of students' CA. Participants 22 and 24 (see in Appendix 6) told that students apprehend to communicate in English in front of their peers because they think that others will make fun of them. At times the learners are young (mostly teenagers) and if they are laughed at, their self-esteem is greatly affected due to which it becomes too difficult for the teachers to make them speak again in English. Learners do not participate in any speaking activity to avoid such embarrassment.

15. Lack of Fluency

According to participant 21 (see in Appendix 6), learners feel CA because they are not that fluent or may be because they feel unsure about their spoken language.

16. Problems in Accent and Pronunciation

For some teachers (participants 23 & 25, see in Appendix 6), the cause of learners' CA is due to the problems of accent and pronunciation. Some students

apprehend to speak due to their accent while others feel that their pronunciation might be wrong which can lead to their insult. Therefore, they try least to speak in English.

17. Presence of Opposite Sex

According to participant 25 (see in Appendix 6), some students feel fear to communicate in English in the presence of opposite sex. For example if male students are present, then female students cannot express themselves and vice versa.

18. Large Groups

Participant 19 said (see in Appendix 6), that sometimes a large audience also becomes the cause of CA. For example, learners feel fear to speak in English in front of a class of 30 or 40 students and sometimes they feel themselves incapable of presenting something in the class.

Again some causes of CA, as told by the teachers, match with the previous researches (see section 2.11).

4.3.2.3 Communication Apprehension and Anxiety

Teachers were interviewed (Q3, see in Appendix 2) to know about the presence of anxiety in learners during their presentations or when they say something in English in their classes. This section also deals with the second research objective as it highlights the effects of CA in the form of anxiety and many physical changes (see section 1.4). All the teachers told that learners do feel a lot of anxiety when they say something in English and it creates a block for them in their process of learning to communicate (see in Appendix 6). According to participant 19, when the student is unable to express himself fully, then feelings of anxiety overtake that student. Another participant (participant 21, see in Appendix 6) said that 90% of this CA problem is due to a psychological block which is created by this anxiety. As mostly people do not use English for communication on daily purpose, so such uncomfortable, unready feelings are natural. This anxiety can either result in demotivation or it can encourage them a lot, e.g.

P22. *This anxiety that students feel when they speak English might demotivate a student altogether or it might encourage or motivate a student in a great way.*

According to participant 23, learners feel shy to present something in front of the class which creates anxiety in them. If they are forced, they get irritated with that and start bunking the classes. In most cases, when they are given some topic for presentation they

want to write that first and even then they seem uninterested to come on dice. They are always in need of some other helping material like a cell phone to decrease their level of anxiety. They feel confident when they have some other helping material which if taken, results in great anxiety and restlessness (participant 24, see in Appendix 6).

Participant 25 was of the view that this is the fear of speaking in English which creates anxiety in learners. As she said,

P25. *I think so anxiety is the thing they always bring from the outside environment to inside class rooms and this anxiety builds up when they are using incorrect language inside of the class room. So, this is one reason is definitely the fear. So, fear brings anxiety or it builds up anxiety in the learners.*

Physiological Changes

Many teachers also told that learners feel a lot of anxiety when they speak something in English and they experience many physical changes due to the fear of speaking in English. They feel shivering and become red while presenting something in English (see in Appendix 6). Participant 20 said,

P20. *You will see those ready expressions on their faces when they come in front of a big group of people. You will feel that they are changing expressions. They are may be fidgeting with their finger. May be you can see that they are like turning pink or red at some of the moments and sometimes they shiver. You can just easily look at their hands and you can notice that shivering. So, that is all because of that very apprehension in them; the fear that they cannot speak.*

At times their mouth dries and they stutter when they speak in English. Participant 26 said,

26. *Physical, I would say, it is quite evident from their body language. Some students tend to stutter while they speak. It is not natural. It is because of this apprehension and anxiety. That's why they stumble. So, these are some of the physical symptoms of anxiety.*

Some participants told (see in Appendix 6) that due to the fear of speaking in English and anxiety, at times change in learners' voice can be felt. They start looking down and try to avoid eye contact. Also they feel sweating and their mouth starts drying, e.g.

P22. *Yeah, then there are physical changes like a student might shiver; a student might go red in the face. Some students have been reported saying that their mouth dries. So, yeah there are some physical signs as well. Maybe some students look down. They don't maintain perhaps eye contact with their listeners.*

4.3.2.4 Communication Apprehension and Motivation

Fourth question of the interview with the teachers focused the effect of speaking apprehension on learners' motivation (see in Appendix 2) which basically addressed the second research question and objective (see sections 1.3 & 1.4). Teachers gave mixed responses. Most of the teachers totally agreed to the question and said that yes, it does affect motivation. One of the interviewees said,

P19. *Well, that apprehension takes them to zero ... like they feel themselves so much under the stress that sometimes they feel incapable of talking..*

Participant 26 told,

P26. *I think it does impact motivation to a great extent because if the learner has the fear of stage fright or even the fear of participating in class, their motivation level is going to go down.*

It means that learners feel fear to participate in class or on stage in English and this fear greatly decreases their motivation. Participant 24 (see in Appendix 6) said that they are comfortable if they are presenting something with the help of some material, but their whole comfort disappears once that material is taken from them. They feel helpless and they do not want to come in front of their friends for any presentation due to the fear of speaking in English. It in turn demotivates them.

According to participant 25 (see in Appendix 6), motivation is greatly linked to healthy state of mind which is basically when students are interested in speaking. Students are always under this fear that if they say something, that will be wrong and others will make fun of them and it greatly affects their motivation. According to her (participant 25, see in Appendix 6), a student fears speaking in English if all are totally attentive to him/her while he/she is in comfort zone if there is some other content or when all are not totally attentive to him/her (see in Appendix 6).

Participant 20 told (see in Appendix 6) that CA affects motivation in a way that it does not make them stop learning, but it makes the process of learning very slow. In the

beginning they feel a lot of apprehension, but with practice they come out of that fear with time e.g.

P20. *....but it does affect in the beginning and sometimes it affects to a greater extent but it makes the learning process delayed, the very apprehension.*

Some of the participants (participants 21 & 22, see in Appendix 6) said that it can go in both ways. Some of the learners may stop learning due to communication apprehension and can have negative feelings about themselves and about learning English, while others can be motivated due to it. They can overcome their fears with practice and hard work. If they get positive experience for their effort, they are more motivated. Otherwise they feel that they have not improved it e.g.

P21. *It doesn't totally demotivate. So some people are may be... Perhaps some people are motivated by it. There may be some people who feel ok I am afraid of speaking English; so, I need to do a diploma; so, I need to improve my speaking. So, may be sometimes it does actually motivate them to do some learning and on the other hand that will only work if they have a positive experience when they come here.*

One interviewee (participant 23, see in Appendix 6) said that CA does not have much effect on learners' motivation. If learners have good command over other three skills (reading, writing & listening), so they can take help from those other three skills and can overcome their weakness in speaking skills. Participant 22 said (see in Appendix 6) that the role of a teacher is extremely important. A teacher should motivate and guide his/her students and tell students that making mistakes in language learning and feeling anxiety are the common things. So, they should not be upset by such things and should learn from different experiences.

4.3.2.5. Communication Apprehension and Self-Esteem

Teachers were also interviewed to know about the effect of CA on self-esteem of the learners (Q5, see in Appendix 2). This section again dealt the second research question (see section 1.3) as it tried to find out the effect of CA on affective factor, i.e. motivation. Most of the teachers said that CA does affect self-esteem of the learners and some of them linked it to motivation also. One of the participants said (participant 19, see in Appendix 6) that if a child is motivated, he will communicate effectively. He will feel confident and his self-esteem would be high. On the other hand, if he has problems in

communication or has fear of communication, then definitely his self-esteem will go down and it will further demotivate him to take part in any speaking activity.

According to participant 21 (see in Appendix 6), self-esteem, confidence level etc. are very important because they make ninety percent of the problem. For her, CA is incredibly damaging one's self-esteem. She told that national language of Pakistan is Urdu, but in Pakistan you are not given importance if you know good Urdu. In Pakistan everything is judged on the basis of English like a person's intelligence is judged on the basis of English, his social status is judged on the basis of it and so on. So, if a person has multiple degrees but his English is not good, it means he is nothing. It creates a block for them and affects their image and self-respect. It further creates negative feelings for the language, e.g.

P21. *Some of them have multiple degrees but because of their English they are treated like they don't know anything and of course that's going to create resentment. It's also going to create very negative image of English. It's going to make them feel like English is a block to their path and that's also unfortunate because it creates not only a negative picture of their achievements in other languages but it also creates a negative picture of English which I think is also very colonial you know that we still have to speak the stupid language we didn't choose to and now everything is in English. So, I think it's directly or psychologically and in terms of identity I think it's a very deep issue.*

Other participant (participant 22, see in Appendix 6) said that English has a magnificent role in our society and it is associated with intelligence. That is why there is a huge pressure on students. If a student does not perform well in English, he is not considered that much intelligent and it damages his self-esteem. It can even demotivate a student and he may not take part in any speaking activity in the future. Furthermore, it also becomes difficult for a teacher to motivate such students. Participant 25 (see in Appendix 5) also supported this point. She said that English has got a lot of importance and students are expected to communicate in English but when they make mistakes, their self-esteem goes down.

Some interviewees said (participants 22 & 23, see in Appendix 6) that CA can affect self-esteem in both ways. Some of the students may leave speaking in English due to the fear of their mistakes or insult by others while others might accept their difficulty and can take it as a challenge. They can do practice and can take help from their teachers.

According to participant 23 (see in Appendix 6), students do not like to be corrected in front of their friends. They consider it to be their insult. They complain that their friends make fun of their mistakes after the class which greatly affects their self-esteem. Participant 20 (see in Appendix 6) told that students are more conscious about their self-esteem when they are in a co-setup. Students especially boys do not want to be labeled for incorrect English. So, CA affects their self-esteem at some point.

4.3.2.6. Communication Apprehension and Attitude

Next question of the interview with the teachers (Q6, see in Appendix 2) focused the effect of CA on attitudes of English language learners. This section addressed the second research question and objective by showing the effect of CA on affective factor like attitude (see sections 1.3 & 1.4). Most of the teachers said that CA greatly affects attitudes of learners and they feel that they should stop learning English. They start feeling demotivated and their confidence disappears. It also makes them anxious e.g.

P19. *If they have the fear then they cannot have positive attitude. Fear and anxiety and stress, it never brings a positive feeling. It always brings stress; it always brings, what do we call, brings your motivation level down and they never feel confident because fear is something that gets you shackled. It never liberates you.*

Participant 23 (see in Appendix 6) said due to the fear of speaking in English, their attitudes change and they try to hide themselves from their teachers. They do not want to participate in front of the class and sometimes they even start bunking the classes. Participant 24 (see in Appendix 6) told that if a teacher corrects students' mistakes, they feel demotivated due to it because learners do not want to be highlighted for their mistakes in front of their peers. In turn it affects their attitudes toward this language. Furthermore, she told that if learners are demotivated, it means that they stop learning.

According to participant 25 (see in Appendix 6), students are fine with reading and writing skills, but their actual problem starts with speaking and listening skills. They specially face problems in speaking skills because they feel difficulty in expressing their ideas. They are also involved in translating Urdu into English while presenting something in English and it makes them more scared because they fear that they may not find a proper equivalent of their language in English language.

Some teachers told (participants 20, 21, 22 & 23, see in Appendix 6) that CA can affect learners in both ways, i.e. in positive as well as in negative way. They told that

some of the learners may be greatly affected by CA and they can give up learning and speaking this language. On the other hand, there can be students who can take this difficulty as a challenge and can improve themselves by a lot of practice and hard work. They become better speakers and learners e.g.

P22. *Again I would say in both ways. It could affect them in a positive way or it could affect them in a negative way. They have that fear but some students try to overcome that fear and in the process of overcoming that fear they become better speakers, better learners. Some might not improve. They might quit but in my experience most of the students are motivated. They make that effort and they improve. They have that fear but they make an effort and they improve. So, this is the story.*

According to participants 20, 21, 24, and 26 (see in Appendix 6), a teacher's role in the class is very important. With teacher's encouragement, they get a lot of confidence and overcome their fears quickly. They also get motivation for speaking. If a student makes some mistake, he/she should indirectly be corrected by not hurting their self-esteem.

4.3.2.7. Overall Effects of Communication Apprehension on Learners

Last question of the interview with the teachers (Q7, see in Appendix 2) addressed overall effects of communication apprehension on learners (see section 1.4). The question was asked from the teachers only in order to have a broader picture of the effects of CA on learners. Since many of the teachers already described the effects of CA during their interviews, that is why their responses have briefly been discussed over here to avoid too much repetition (see in Appendix 6). The effects have been highlighted (bold script) in the discussion that follows.

According to participant 19 (see in Appendix 6), communication apprehension greatly *affects their learning* as it takes them to zero and they start feeling incapable of talking. So, it *directly affects their communication process* because due to fear they cannot express themselves fully which results in *failures* and creates a *block in achieving their goals*. Participant 20 said, that apprehension greatly affects learners and learning process as it *makes learning a tiring and delayed process* and learners *feel a lot of anxiety* due to it. At times even they *quit learning* and *start bunking their classes* (see in Appendix 6). Participant 20 was of the view,

P20. ... on the whole I will say that apprehension is not a positive tool in the learning process I will say. It does exist and it does bother the speakers.

For participant 21, CA affects learners *psychologically, culturally and cognitively* e.g.

P21... I think it affects them psychologically; it affects them culturally and they feel culturally at a disadvantage and it affects them I think cognitively like they have a very low view of their own ability and so, sometimes they would just stop. They would say “I can’t do it; I can’t do it.”

According to participant 21 (see in Appendix 6), people mostly have a strange picture of English. They consider it foreign and feel that they do not have the skills which are required for learning it. Participant 22 said that due to the fear of speaking in English, learners make different mistakes which decrease their *self-esteem* and they start feeling *discouraged*. They feel that should leave speaking and leaving speaking means leaving learning English. It makes them *anxious and depressed*. So, again communication apprehension affects them negatively.

Learners feel *shy* to speak something in English because of the fear of making mistakes and if they are forced, *they start bunking the classes* to avoid any embarrassment. They start losing their *confidence* and it makes them *unable to communicate in the society* e.g.

P23. ...he will lose the confidence and second thing is that he will not be able to communicate within the society because of it...because so many...mostly the people communicate in English to like for the purpose of getting influence on others. So, obviously, he will be losing some reputation or status because in every institute, everywhere English is compulsory. Even if you are doing a job or even if you are studying or even if you are at home and your neighbors they are coming and if you are doing conversation with her, so if she is speaking English, so, obviously, you will feel fearful or you will feel depressed if you are unable to speak.

Participant 24 also said (see in Appendix 6) that one of the major effects of CA is that *they stop learning*. They feel demotivated which greatly impedes their learning process. *They leave participating in their classes* and *prefer to remain quiet* due to the fear of laughter made by their friends. At times, *they just want to ignore the topic and prefer to skip their class*. For participant 25, CA affects *motivation, self-esteem, and*

attitude of the learners and at times they simply want *to escape any speaking activity*. Participant 26 also said that CA affects learners' motivation, self-esteem and their performance. So, it does *affect their grades and confidence* and learners feel problems *in socializing with other learners or teachers (see in Appendix 6)*.

The analyses show the presence of communication apprehension in English language learners which is also supported by previous researches (see Richmond, McCroskey, McCroskey & Fayer, 2008 & McCroskey, Fayer & Richmond, 1983). Then, the causes and effects told by the students and teachers are also in line with previous research findings (see section 2.11 & 2.12). On the basis of quantitative and qualitative analyses, CA has also been found to have negative impact on attitude, self-esteem and motivation. This has also been supported by few research studies as mentioned above (see section 4.3).

Overall, the analyses greatly support the theoretical grounds of the present research study (see section 3.2). First of all, students have been found with great communication apprehension which in turn affects them in many ways like communication avoidance, improper patterns of speaking with a lot of anxiety and physical changes etc. Secondly, according to the quantitative and qualitative analyses, communication apprehension has been found greatly affecting different affective factors like attitude, self-esteem and motivation which according to Krashen can create a hurdle in the process of learning (see section 3.2). Furthermore, it has been found that the role of teachers in a language class is extremely important. Teachers can make learners feel positive and encourage them by making them use maximum English language. It will increase their motivation and they will feel confident. This will help them not to lose their self-esteem.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

The current research study tried to find the presence of communication apprehension in students of NUML and IIUI and its effect on their oral communication skills. Furthermore, it tried to explore the impact of communication apprehension on affective outcomes (affective factors) of the learners. The main findings of this study, on the basis of analyses done in chapter 4, have been discussed below along with the research questions and objectives. After discussion, conclusion has been drawn. Recommendations and suggestions for future research have also been made in this chapter.

5.2 Main Findings of the Study

In this section the main findings of the quantitative and qualitative analyses have been stated according to the research questions and objectives. The first research question was to see the effect of communication apprehension on oral communication skills of English language learners at English Diploma level at NUML and IIUI (see section 1.3). For this purpose, it was, first of all, desired to see the presence or absence of communication apprehension in English language learners at NUML and IIUI. Then, it was important to know the causes behind communication apprehension which, as a result, can greatly influence the oral communication skills of English language learners. The whole analyses have, first of all, shown the presence of CA in learners of NUML and IIUI which is related to the first research question (see section 1.3). Then, it has addressed the first research objective by highlighting many causes and effects of CA (see section 1.4) some of which have also been discussed by the previous researchers. Thus the findings, based on the quantitative (see section 4.2) and qualitative (see section 4.3) analysis done in chapter 4, addressed the first research question (see section 1.3) by indicating the problematic nature of CA which is a source of tension for the learners. It acts as a barrier for the learners in the process of learning. It also affects their oral communication skills by creating so many problems for them. As a result, at times, they leave communicating in English. Communication apprehension creates a blockade for the students to achieve

their goals and to attain best expressions in the language. In conclusion, it can be said that CA affects learners' oral communication skills to a greater extent. It makes them apprehensive and as a result learners try to avoid communication which influences their communication skills. It was also supported by the second theoretical proposition offered by McCroskey (see hypothesis in section 3.2).

The second research question (see section 1.3) addressed the effect of communication apprehension on affective factors of English language learners at NUML and IIUI as CA can be a great hurdle for the learners and can affect their outcomes. The analyses done in chapter 4 (see sections 4.2.4, 4.3.1.3, 4.3.2.4, 4.3.2.5 & 4.3.2.6) for the second research question conclude that communication apprehension affects affective factors like attitude, motivation and self-esteem of the learners. These affective factors are extremely important for second or foreign language learning and if these affective factors are affected due to CA, then it is a serious issue. Such affective factors decide the amount of intake or input in a second language. The analyses also support the second theoretical underpinning of this research presented by Stephen Krashen (see section 3.2) as affective factors like attitude, motivation, and self-esteem can hamper the process of learning to speak and learn English. If due to CA these factors are affected, then definitely learners' outcomes or performance will also be affected.

5.3 Discussion

The analyses of the data done in chapter 4 are discussed again in this section. First of all, it was desired to know the presence of communication apprehension in English language learners which can greatly influence oral communication skills of the learners (research question 1, see section 1.3). Its presence was checked through first part of the questionnaire (see in Appendix 1). Its presence was also checked through interviews from students and teachers (see in Appendices 3 & 4).

Secondly, it aimed at finding the affective side of language apprehension (research question 2, see section 1.3). It tried to explore the effect of CA on affective outcomes of the learners. Both quantitative and qualitative analyses showed the adverse effect of CA on affective factors which can greatly influence outcomes of the learners. The results of both quantitative and qualitative analyses have been discussed side by side.

5.3.1 Presence of Communication Apprehension

The mean of CA calculated through descriptive statistics using SPSS was 3.76 with standard deviation .699 (see section 4.2.1) where 4 on Likert scale stood for the presence of CA while 5 represented strong approval of the presence of CA. So, the mean value showed that CA does exist in English language learners at NUML and IIUI which is a great problem for them. It has also been supported by many previous researches (McCroskey, 1977b, Booth-Butterfield, 1988, Richmond, McCroskey, McCroskey & Fayer, 2008 & McCroskey, Fayer & Richmond, 1983). The mean of CA in different communicative settings was also calculated through descriptive statistics and it was found that students feel great apprehension when they answer to their teacher in English (see Table 4.2). The mean for answering to teacher in English was 3.92. It was followed by group discussions with mean value 3.79, conversations with 3.72 and public speaking with mean value 3.65. Many researchers have also tried to find means the of CA in different communicative contexts. Like Huwari and Abd Aziz (2010) found public speaking with mean value 3.50 and dyads or conversations with mean value 3.46. In another study by Shung (1998), meetings, which has been replaced with answering to teacher in English in the present study, and public speaking were found to be the fear creating contexts. This shows that CA is situational and varies from one situation to another situation (McCroskey & Richmond, 1995).

In this research study, answering to teacher in English was found to be the most fear creating situation (see Table 4.2) and there can be so many reasons behind it, e.g. snubbing by the teacher, negative educational experience, lack of confidence, peers' laughter, fear of errors etc. (see section 4.3.1.2) The second most fear creating situation is group discussion which shows that students are more apprehensive in classrooms as they feel fear to answer their teachers' questions in English and to communicate in English in group discussions. With this much high fear they are unable to perform well or to answer in group discussions (Ely, 1986, as cited in MacIntyre & Gardner, 1991). They might have fear that their group members or friend will make fun of them if they use wrong English. Learners also feel fear when they have to communicate in English with the other person or when they are in public speaking situation. It depicts that their fear of communicating in English varies from situation to situation. In some contexts they are more apprehensive while in others they are comparatively less apprehensive, but this

apprehension of English language is with them which greatly affects their oral communication skills.

Qualitative analysis related to the presence of communication apprehension showed similar results (see sections 4.3.1.1 & 4.3.2.1). Most of the learners said that they feel a lot of English language speaking apprehension when they communicate in English while some said that they feel CA when they are in some specific context or situation (McCroskey & Richmond, 1995). Two participants said that they feel CA up to 40 to 45% and 50 to 55% (see section 4.3.1.1). Teachers had similar views about the presence of CA in learners. Most of them said that communication apprehension of English language is definitely with the learners who use it as a second language or third language. One teacher told that not every student is apprehensive of using English language, but most of them do have fear of communicating in English. This whole discussion concludes the presence of communication apprehension in learners. It also supports the first theoretical proposition presented by McCroskey (1978) as oral communication apprehension can vary from person to person. It can also vary in terms of scores as it can go from extremely high to extremely low (see section 3.2).

5.3.2 Causes of Communication Apprehension

The first research objective of the present study focuses on the causes of communication apprehension (see section 1.4). It also supports the first research question because in order to know the effect of CA on oral communication skills of the learners, first of all, it is important to know the reasons of communication apprehension. Many researchers have tried to find the causes of communication apprehension, but their causes may be according to their contexts or scenarios. The researcher included this question in the present study to know the causes of CA according to Pakistani context. Many of the causes are in line with the previous researches, but some of them are new like non-native language, linguistic diversity, problems in accent and pronunciation, non-supportive atmosphere, negative attitude of the teachers, poor education system in villages, lack of appreciation etc. The causes told by the teachers and students (see sections 4.3.1.2 & 4.3.2.2) have been discussed side by side, but as most of the causes are similar, so they have generally been discussed. The causes have been written in italics to make them prominent.

Most of the students said that they feel CA because English is *not their native language*. Definitely as English is not our mother tongue, therefore we face many problems due to it. It is not our first language because of which it is *not usually used in our homes and society*. At homes mostly our first language is used and our first language is mostly our regional languages like Punjabi, Pashtu etc. Furthermore, outside in the society mostly Urdu language is used for communication or our regional languages are given preference. English is only limited to schools, colleges or other educational institutions. Many teachers also supported the same point. They said that we are living in *a multilingual society* (Rahman, 2015) where many languages are used at a time and English is not used at home or in society. It shows that linguistic diversity and *non-supportive atmosphere* are barriers for the learners to learn or speak English. They cannot practice or focus on English language because of lack of support from others. They fear communicating in English because they do not want to look strange or awkward. If someone tries to speak in English, he or she is *not appreciated* and others make fun of that person As a result their skills to communicate in English are affected. Furthermore, there *is lack of appreciation* from other members of society or home if English is used for communication. People do not like to listen and communicate in it and it discourages learners to use English for communicative purposes due to which their oral communication skills are affected. They give more preference to their own language, but as English has become a *universal language* (Firth, 1996), therefore there is a lot of *social pressure*. Everywhere, English is given importance. It is considered to be the language of educated people and a mark of intelligence. It is given a standing position in the field of education especially in higher education and a person's education and intelligence is measured through his education. It is considered to be compulsory for a good job. Thus, whenever learners use it, they feel apprehensive because they feel that they will be judged on the basis of their spoken language. In Pakistan, if a person is good in English, so he is valued a lot. On the other hand, if a person is good in many other languages, but lacks expertise in English, he is not given much importance (see in Appendix 6, participant 21). Though there are many problems for the learners, but still there are many expectations from them. Learners are expected to suddenly start speaking without providing natural environment for learning and practicing English. Hence, such *expectations* are totally *unfair* (McCroskey 1982).

Then, if we take our education system, it is also greatly responsible for causing communication apprehension in students. First of all, *education system is not good in villages*. There are Urdu-medium and English medium schools, but mostly people in villages are poor and they cannot afford expensive education. Therefore, they send their children to Urdu medium schools. In Urdu medium schools, mostly Urdu is used for communication and in some cases regional languages are preferred. Even in English period, teachers use Urdu for teaching English and they do not guide their students properly (participant 5, see in Appendix 5). So, there is no environment for practice and it results in CA in learners which affects their skills to communicate in English.

Many students talked about the *education system* generally. They said that education system of Pakistan is basically responsible for their communication apprehension which is to a larger extent true. Learners feel problems in *grammar and vocabulary* due to which they feel CA. They face problems in making correct structures because their tenses are weak and they have no command over grammar. They at times try to translate Urdu language into English during their speaking which affects their fluency and slows down the communication process. Similarly, learners suffer due to *lack of vocabulary*. Many learners told that their teachers might have not taught them good vocabulary to communicate. That is why whenever they want to speak in English, they do not find proper words for conveying their ideas. Sometimes they know the words, but cannot recall them and sometimes due to the fear of language they cannot learn the words and this fear of language greatly affects the basic process of acquisition and production of vocabulary (MacIntyre & Gardner, 1991). It creates a hurdle for them and in turn it affects their oral communication skills. Teachers also talked about grammar and vocabulary to be the causes of CA in learners. It shows that teachers should not ignore grammar and vocabulary. They should give more time to these aspects of language. Teachers also told that one of the most important reasons of CA in learners *is students' psychology*. It means that learners of English language courses are usually young and they feel insulted if others make fun of them while they are using English for speaking or for other purposes. It affects their self-esteem and in most cases they develop negative attitude toward it.

Fear of incorrect structures was also reported to be the cause of CA by the teachers. Teachers told that students are all the times under the fear that if they speak, they will be using incorrect structures due to which everyone will make fun of them

(Paakkanen & Pirinen 1990; Korpela, 2011). Such kind of mindset is very much expected from the learners who learn it as a second or foreign language, but students should be told that learning a language is a rigorous process where making mistake is a normal thing. Thus, they fear their *peers' laughter*. Definitely, if someone's efforts to speak in a language are responded negatively, or in a humorous manner, so surely it will result in negative attitude and will lead to more CA (McCroskey, 1982).

Sometimes they fear that if the other person has *more knowledge of English language*, he/she will be pointing out their mistakes and will make fun of them. Many students also said that they do not want to speak in English because their friends make fun of them and they feel *lack of confidence*. It also affects their *fluency*. Sometimes their fluency is affected by their *lack of ideas* because they do not have sufficient ideas or knowledge to speak on the topic. Similarly, they lack fluency because they do not have proper knowledge of grammar; they fear making mistakes; they lack vocabulary; they fear their peers' laughter etc. It shows that all these causes of CA are interlinked to one another and they all act together to affect oral communication skills of the learners.

Many students told that they feel fear of speaking in English because they have problems in *pronunciation* and *accent* (Paakkanen & Pirinen, 1990). They told that they fear pronouncing words incorrectly and fun made by others. Some students also told that basically their teachers and society are responsible for their wrong pronunciation. They heard pronunciation of different words from others and later on in their life they discovered that they had learnt wrong pronunciation. It shows that they learnt their pronunciation by modeling and copying others (McCroskey 1997b) which later on proved to be wrong. Then, they feel fear of speaking in English because they feel that their accent is not that good which is true in our case. As it is not our native language, so we are not familiar to its accent and we face problems due to it.

Due to all these different causes and due to *negative educational experiences*, students *feel lack of command over English*. It makes them feel *demotivated* and increases their level of CA. Sometimes they also feel that they should leave this language. *Teachers' negative treatment* was also told to be an important cause of CA where students told that they had negative educational experiences because their teachers used to snub them or tried to correct their mistakes in front of all when they wanted to say something to their teachers. This should strongly be avoided by the teachers as this can lead to negative attitude in students and can impede their learning (Hurt et al., 1978).

Furthermore, students told that their teachers were more concerned with maintaining discipline in their classes where students were not motivated to communicate which is totally wrong. In order to make students good in communication, they must be given chances of sufficient practice by ignoring discipline issues. It shows that in some cases teachers are also responsible for creating CA in learners (McCroskey, 1983). Thus, the whole discussion has highlighted many causes of CA felt by Pakistani learners. These causes should be addressed as they cause communication apprehension which greatly affects communication skills of the learners.

5.3.3 Effects of Communication Apprehension

This section addresses the first research question as it aims to see the effects of language apprehension (CA) on oral communication skills of the learners (see section 1.3). For this purpose, teachers were interviewed about the effects of CA as were discussed in chapter 4 (see section 4.3.2.7). Some students also told some of the effects of CA (see section (4.3.1.3). All effects of CA will be discussed by referring back to the theoretical grounds of this research (see section 3.2) and by referring to other studies.

Feelings of Anxiety

Teachers and students were interviewed (see in Appendix 2) about the feelings of anxiety and physical changes felt during speaking in English. Anxiety was found to be a great effect of CA. All students told that they feel anxiety, nervousness and tension when they have to communicate in English and due to this anxiety, sometimes, they are unable to communicate properly. As it is not our native language which is not usually practiced, so feeling unready and uncomfortable are natural things for the learners. This anxiety further aggravates when someone is more knowledgeable than the other person and at times it leads to self-insult (Young, 1991). Students feel free and relaxed when they use their native language, but their actual tension starts with another language. They fear making mistakes in that language due to which they rarely use that language for communication. It greatly affects their oral communication skills because without using or practicing a language, one cannot have good command over a language. So, anxiety can play a negative role by totally demotivating a student to communicate in English or to avoid communication situations. It can perform a positive role by giving a sense of realization and leading a person to have more effort and practice to overcome such feelings of anxiety.

Teachers also reported that students feel excessive anxiety when they are using English for speaking (see section 4.3.2.7). It means that due to the fear of speaking in English, they come under stress and become very nervous. It, at times, makes them feel shy. They want to take help from other materials to reduce their level of anxiety. If such anxious students are forced to communicate in English, it results in more anxiousness and they start leaving their classes. Therefore, this anxiety is a great psychological block for the learners which slows down the process of learning. It makes them avoid those situations which involve communication and due to the feelings of anxiety and nervousness they leave practicing and using English language which influences their oral communication skills. Thus, anxiety is an important affective factor (Krashen as cited by Olivares-Cuhat, 2010) which greatly affects the process of learning and oral communication skills of the students. It is a huge hurdle in the process of learning to communicate in another language (Horwitz et al., 1986) and it greatly affects the performance of students.

The presence of feelings of anxiety with high oral communication apprehension supports the second theoretical proposition (see section 3.2) offered by McCroskey (1978). Those people who have high oral communication apprehension feel a lot of anxiety and due to this anxiety they try to avoid oral communication. They do not want to participate in any situation which involves communication in English because they do not want to experience those feelings of anxiety which are associated with communication in English. It also supports the third proposition presented by McCroskey (1978) because people who have high oral communication apprehension try to communicate less than less apprehensive people. They feel great anxiety with communication and it all highly affects their oral communication skills. They suffer from low-esteem and it makes them more sensitive to their peers' opinion or teachers' remarks about their performance (Young, 1991).

Physiological Changes

Many physiological changes were reported by the students due to the fear of speaking in English (see section 4.3.1.3). Examples are: increase in heartbeat, drying of mouth, shivering, sweating, headache etc. (McCroskey & Richmond, 1995). Teachers also supported the argument by saying that those students who are apprehensive of speaking in English, try to avoid eye contact. They have many expressions on their faces which they want to hide. Sometimes they even stutter when they try to communicate in

English and at times they look down when they are presenting something. Also a change in their voice can be seen at that time with many other changes (see section 4.3.2.3). Some CA apprehensive students are more sensitive to their body sensations (Kangas Dwyer & Cruz, 1998) due to which different physical changes are more visible in them. Such students can be helped with additional education and training. It will make them feel comfortable and they will start taking interest in communication situations. It supports the 4th theoretical proposition (see section 3.2) presented by McCroskey (1978). People with high CA mostly try to avoid communication behavior, but when they communicate; their communication behavior seems different from those who are less communication apprehensive. They become anxious and restless and suffer many physiological changes due to which sometimes others make fun of them. This makes them more communication apprehensive and they try to quit communication in English which influences their oral communication skills. Thus, the discussion addresses the first research question by showing the difficult nature of CA and its effects on oral communication skills of the learners (see section 1.3).

Over-all Effects of CA on Learners

Teachers and students told many effects of CA during their interviews as were stated in chapter 4 (see sections 4.3.1.3 & 4.3.2.7) which showed that CA is a big problem for the students and it creates a great hurdle for them in the process of learning to communicate well in English. In other words, it makes learning a delayed process. It makes students tired of learning and they either want to remain silent or ignore the topic by bunking the classes. It makes them anxious and they feel shy to communicate in English. Students try to avoid speaking activity by not taking part in speaking activities (McCroskey & Richmond 1995). They fear communicating in English in the society and in their classes. They feel that others (including peers) will make fun of them if they make some mistake. They also fear the negative response of their teachers in the form of snubbing or lack of appreciation. Furthermore, they fear that their society will not accept their usage of English language. It makes them less confident and results in discouragement. Such communication apprehensive students are also not liked by others. In some cases, teachers prefer to involve those students in different communicative activities who are less apprehensive and are confident. Furthermore, less apprehensive students also attain good scores in their exams and perform well in different tasks. In future they get good jobs for their good communication skills while communication

apprehensive students suffer and are negatively perceived by others which also supports the fifth proposition of the theory related to oral CA (proposition 5, see section 3.2). They suffer due to extreme anxiety (as has been discussed above in this section) and at times they prefer to quit learning. Communication apprehension affects learners' cognitive outcomes by affecting their grades and scores (McCroskey & Richmond, 1995) and influences their affective outcomes by affecting affective factors like motivation, attitude, self-esteem and anxiety etc.

Thus, the whole discussion, on the basis of analyses done in chapter 4, greatly supports the first research question (see section 1.3). Communication apprehension does exist in the learners of NUML and IIUI and it affects their oral communication skills by hampering the process of communication.

The second research objective of the present research study aimed at finding the affective side of language apprehension (see section 1.4). It tried to explore the effect of CA on affective outcomes of the learners (research question 2, see section 1.3). Both quantitative and qualitative analyses, done in Chapter 4, showed the adverse effect of CA on affective factors (see sections 4.2.2, 4.2.4, 4.3.1 & 4.3.2) which can greatly influence outcomes of the learners. The results of both quantitative and qualitative analyses have been discussed side by side.

5.3.4 Communication Apprehension and Attitude

Both quantitative and qualitative analyses showed that CA has negative relation with attitude. Attitude is an important affective factor which has a strong position in language learning and it is extremely important for a person to be successful in language learning (Youssef, 2012). This same argument is also supported by Young (2006) who claimed that those learners who have positive attitude are good in language learning and interaction in second language (cited in Yu, 2010). It shows that the role of positive attitude in language learning is an essential one.

First, quantitative analysis has been discussed. The results of correlation and regression analyses showed that CA has negative correlation with attitude. CA has been found to have negative correlation of -0.784 with attitude which is a strong negative correlation. It shows that with high communication apprehension, students tend to have negative attitude toward communication in English (see sections 4.2.2). On the other hand, if they have positive attitude toward learning or speaking English, they will have

high self-esteem and great motivation. In the present study, learners have been found with negative attitude due to CA and as a result they have been found with low self-esteem and low motivation. Regression analysis (see section 4.2.4) showed that CA has a great impact on attitude. It also showed that CA is a good predictor as it can predict up to 63% change in attitude.

Qualitative analysis showed similar results (see sections 4.3.1.3 & 4.3.2.6). Most of the learners said that CA affects their attitudes to a greater extent. The fear of communicating in English creates feelings of hatred in them because they face low self-esteem and insult due to it. Therefore, it is a source of tension for the learners. It makes them feel fed up of learning to communicate in English. Learners do not like to communicate in it. They feel angry if they are unable to communicate in it and they keep on degrading themselves and their abilities for their poor performance (Young, 1991). Consequently, they give more preference to their native language for communication. It shows that the role of positive attitudes in language learning is extremely important which is greatly affected by the fear of communicating in English.

Some learners told that though they do not like to learn and communicate in English, but still they are supposed to learn it. It indicates that learners have no choice, but to learn it because English has got a lot of importance. It is used and preferred everywhere. Though learners have many fears and problems to communicate in English, but still they are trying to learn it. They feel that learning this language might reduce their fear of communicating in English, and in turn it can save them from others' insult. Some participants told that their attitude is positive if they perform well in English while they feel negative if they do not perform well. It shows that their attitude is greatly linked to their performance in English, but again the point is that for good performance, they are in need of good English with command over speaking skills.

Many students told they got negative attitude because of CA as it resulted in their failures and became a hurdle in attaining their goals. Furthermore, it spoiled their careers as they could not communicate well in English. This shows that CA is a grave issue which is affecting attitudes of the learners and affecting their lives too. Learners cannot fulfill their wishes and face failures due to it. Society has also played its share. It is also responsible for making others feel negative toward speaking English. People feel negative attitude toward participating in English because it is not encouraged in our society. People do not like to communicate in English. They also do not like to listen it. Even people

make fun of those who speak in English due to which negative attitude toward this language develops (McCroskey, 1982). Hence, there are many factors which contribute to negative attitude and negative attitude is a great hurdle in the process of learning.

Teachers supported the same views about the attitudes of learners toward speaking and learning of English (see section 4.3.2.6). They said that due to negative experiences of CA, learners feel that they should stop learning. It shows that due to CA, learners feel demotivated and their confidence disappears which in turn inhibits their learning process. Furthermore, it makes them anxious and bounded. Students try to hide themselves from their teachers by bunking classes or by avoiding speaking activities because they do not want to participate in any such activity or communication. They are happy with reading and writing skills, but their actual problem starts with speaking skills. Learners do not want their teachers to correct their mistakes while speaking something in English. If teachers correct their mistakes, it makes their attitude negative toward learning or speaking English because they do not want others to make fun of them. Research also shows that learners should not be corrected for their mistakes in front of all or their peers because it can stop them from learning further and from participation in the future (Hurt et al. 1978).

Then, teachers told that CA can affect learners' attitudes in both ways. They can take their problems and fear of communicating in English in positive way and can do efforts to overcome their weaknesses or they can become too negative and can completely quit it (Youssef, 2012). Therefore, teachers' role in the class is very important. They can change learners' attitudes by encouraging them and by correcting their mistakes indirectly without hurting their self-respect. They can motivate learners to keep on doing practice of speaking in English. They can also tell learners that making mistakes in foreign language learning is a common thing. So, they should remain positive and should not show negative attitude toward learning and speaking English.

5.3.5 Communication Apprehension and Motivation

Motivation is another important affective factor which can greatly influence the process of learning (Henter, 2014). It is a force that leads a person to work hard for having knowledge and ability of a language. It makes a person decide to adopt an action or to leave it (Gredler, Broussard & Garrison, 2004). So, it was important to know the effect of CA on learners' motivation. Again both quantitative and qualitative analyses,

done in Chapter 4, showed that CA has a great effect on motivation (see sections 4.3.1.3 & 4.3.2.4).

Quantitative analysis showed that CA has a huge effect on motivation of learners to speak in English. Correlation analysis showed that CA has -.961 negative correlation with motivation (see section 4.2.2) which means that high communication apprehension results in decreased motivation (Wardani, 2017). Regression analysis (see section 4.2.4) also supported the results. It showed that CA can greatly impact motivation of the learners. It showed that CA can bring about 92% change in motivation (see table 4.10). So, it shows that CA can greatly influence motivation.

Qualitative analysis also showed that CA has a great influence on motivation of learners to communicate and learn English (see sections 4.3.1.3 & 4.3.2.4). Most of the learners strongly agreed to it which shows that CA is a great barrier for the learners in their learning process. It makes them demotivated and they feel that they should leave using and learning English because they do not want to face insult due to it. They feel that their self-esteem will affect due to it. On the other hand, if they leave practicing and using English due to lack of motivation, it can affect their learning and they can suffer a lot due to it in the future. Many learners feel demotivated toward learning English because due to CA, they could not fulfill their wishes in the past and it constantly remains a source of tension for them. Absence of motivation stops them from asking questions and from taking part in class discussions. Sometimes, they do not like to participate in any speaking activity due to CA because they fear making mistakes and embarrassment due to others which again demotivates them. Learners also feel demotivated because English language is not encouraged in our society, and people do not like to listen to it. Still students are learning to communicate in English because it has got a lot of importance, and it seems impossible to progress without it. It shows that students in Pakistan have extrinsic motivation to learn English. They are not personally interested to learn it, but they are learning it due to many external factors (Bilal et al, 2014).

Teachers also agreed to students' views and said that learners feel apprehensive of participating in English, and it decreases their motivation towards learning English (see section 4.3.2.4). If others make fun of their language, it also discourages them and they feel demotivated. It shows that motivation has got a significant role in learning a second or a foreign language (Masgoret & Gardner, 2003). Learners feel happy and relaxed if they have some written content with them for their presentations. They feel that with

some content or help, there will be less chances of making mistakes and insult. One of the teachers said that CA affects motivation of learners which makes the process of learning very slow and this view was also supported by Krashen. He believed that affective factors do not directly influence the process of learning, but it indirectly affects the process of learning by making it a slow process. Such affective factors create a hurdle by keeping the new input out (Krashen, 2013). Though CA has been found having influence on motivation of learners, but it can influence learners in both ways. It can make them realize their mistakes and problems and can make learners more motivated or it can result in total demotivation of the learners by creating negative attitude and hatred for it. So, it is the duty of teachers and other members of society to keep encouraging and motivating students to practice and use English more.

5.3.6 Communication Apprehension and Self-Esteem

Self-esteem, self-confidence, self-image etc. are important concepts for the learners which can greatly influence the process of their language learning. They can act as an affective filter and can slow down the process of language learning by creating a blockade for the new input (Latifi, Ketabi, & Mohammadi, 2013). The concept of self in classroom research has remained very important. It has also been linked to achievement in the class by many researchers (Brookover & Shailer, 1964; Bledsoe, 1967 & Dyson, 1967). That is why the effect of CA on self-esteem of the learners was checked through questionnaire and interviews. The results have been discussed here on the basis of analyses done in chapter 4 (see sections 4.2.2, 4.2.4, 4.3.1.3 & 4.3.2.5). Both quantitative and qualitative results have been discussed here.

Quantitative results showed (see section 4.2.2) that CA has a strong negative correlation of -0.793 with self-esteem (see table 4.3). It shows that with high oral communication apprehension, learners feel low self-esteem (McCroskey, Daly, Richmond & Falcione, 1977). Regression analysis also supported the result by showing strong impact of CA on the learners (see section 4.2.4). Furthermore, regression analysis showed that CA can predict upto 62% change in self-esteem. It means that CA is a good predictor as it can indicate that upto 62% change in self-esteem will be due to self-esteem which is not a negligible change (see section 4.2.4). Thus, the quantitative results are in line with the previous research studies. Both the theory and research has strongly favoured the idea that the perceptions related to a person's self greatly affect a person's

attitude, evaluations, cognitive processes etc. (McCroskey, Daly, Richmond & Falcione, 1977).

Qualitative analysis also shows that communication apprehension greatly affects self-esteem of the learners (see sections 4.3.1.3 & 4.3.2.5). Due to CA, learners feel insult and they feel low of themselves. They do not like to communicate in English because they fear making mistakes and fun made by others which decreases their self-esteem. It can be simply said that people derive their feelings about them with their contacts with others. If they face negative response, it makes them more repulsive and they avoid such situations in the future (Cooley, 1902). Sometimes if their mistakes are corrected in front of others by their teachers or by their friends, they feel embarrassed. It makes them demotivated and they feel discouraged. The problem becomes more intense if someone tries to communicate with you and you are unable to answer or understand other person's words.

High CA also results in decrease in motivation as many students told that they feel demotivated when others make fun of them or when they cannot communicate properly in English. Due to the fear of insult, high communication apprehensive learners tend to avoid communication. They feel frustrated and suffer many physical changes if they have to present something in front of a large crowd (Bowers, 1986). It also decreases their confidence level and they try to avoid communication and interaction with others. It has been found in our society that people who speak good English are given more importance. They are considered intelligent and educated. Even a person's social status is judged on the basis of English. People give them more worth and as a result they feel more motivated and their self-esteem goes high.

The opposite is true for the people who are apprehensive of communicating in English. CA can incredibly damage one's self-esteem. It can make learners escape from communication which will also influence their oral communication skills. Thus, if a learner has low CA, he will have high self-esteem and will feel motivated to communicate in English. Teachers reported the same results (see section 4.3.2.5). They told that CA is a block for the learners which greatly affects their image, self-confidence and self-respect. It can decrease their self-esteem and can stop learners from participating in the future by demotivating them. So, low self-esteem results in low motivation (Deci, 1975).

It can be said that self-esteem is an important affective factor which is greatly affected by CA. It has also been found that low self-regard or low self-esteem is associated with a diversity of disturbed and neurotic behaviors (Brownfain, 1952; Crandall & Bellugi, 1954), but it can go in both ways. Some learners may realize their problems of speaking due to CA and they can try to overcome their problems by practice and hard work. While other can take it negatively and can totally leave communication and interaction with others which can affect their performance and oral communication skills also.

On the basis of above mentioned discussion on affective factors (attitude, motivation & self-esteem), it can be said that communication apprehension does affect affective outcomes of the learners which answers the second research question and second research objective (see sections 1.3 & 1.4) of the present study. It makes the process of learning to communicate slow and affects their performance inside and outside of their classrooms.

5.4 Conclusion

Main findings (see section 5.2) and discussion (see section 5.3) of the present research study state that communication apprehension is a serious matter for Pakistani learners. It not only affects their oral communication skills, but also affects their affective factors which can result in good outcomes and success in language learning situations. It hinders the communication process of English language learners which can result in great failures in this advanced era where English language has got a key position. Those who have good oral communication skills of English language are given preference everywhere and they get good jobs. They are considered educated and intelligent. They enjoy good positions everywhere. In order to be good in oral communication skills, interest with high motivation, high self-esteem, positive attitude etc. is extremely important. Furthermore, the role of teachers and good education system is also central to this whole process. Therefore, learners should be taken out of this apprehension for their better future and successful life.

5.5 Suggestions

The whole research shows that communication apprehension not only affects students in other parts of the world, but it also influences the language learners in

Pakistan. Therefore, it should be seriously dealt. For this purpose, the researcher has given some suggestions which are as follows:

- Our government should have proper check on our education system. It should have such system of check and balance which could properly monitor our education system all over the country. It should check the content taught to the students, problems of the learners, teachers' way of teaching etc. Furthermore, our government should arrange trainings for the teachers to deal with CA in education set-up.
- There should be some courses which could focus on how to identify CA in learners and how to deal with it. Such courses will help teachers in handling CA.
- Then, our curriculum should focus on all skills with more focus on speaking skills. Grammar, vocabulary, pronunciation etc. should also be given importance because they make students apprehensive of using English for communication. All the times learners are worried about their incorrect structures and lack of vocabulary. So, students should be taken out of such worries by paying full attention to grammar and by enhancing their vocabulary.
- Next, there should be sufficient time for using and practicing English at school level because CA should be controlled at initial level. In our homes and in society, English is usually not used. So, in schools, colleges, universities etc. maximum chances of speaking English should be given to the learners. Furthermore, students should be told to listen maximum English as listening will help to learn many things. They should also be motivated to use maximum English with their family members and friends. Though it is not encouraged in our society, but still students will have to practice it to overcome their fears.
- Teachers should play a best role in controlling CA of English learners. They should be a role model for their students. They should adopt such effective techniques which could encourage students to communicate in English. They should use maximum English for communicating with their students and should also encourage their students to use English for speaking. They should try to teach their subjects in English and should also give chance to the learners to use it.
- Teachers should not ignore the affective factors which can result in maximum learning. They should motivate their students to use maximum English not only in

educational setting but also in their homes and in society. Furthermore, they should help students to overcome their negative attitudes by encouraging them and by making them confident. They should also try to control such situations which could hurt self-esteem of the learners. They should strictly stop other students who are always ready to make fun of others.

- Teachers should also guide students about the status of English language in our country and should clearly tell to their students that as a second or foreign language, it is quite natural to make mistakes in it. So, learners should not take their mistakes negatively. Infact they should do more effort to excel it.

5.6 Recommendations for Future Researchers

As CA has not been much researched in Pakistani context, so future researchers can explore this area for the betterment of learners and other people. For this purpose, there are few suggestions which are as follows:

- In this research study only two universities from Islamabad have been included, but other researchers can include more univeristies or educational institutions.
- In this study only students of English Diploma course were included, but other researchers can include students of different degree programmes.
- Researchers can also explore the level of CA at different places and can compare or contrast the levels of CA. They can investigate why CA is high at one place while it is low at another place.
- Researchers can also find the level of CA in males and females to see who are more apprehensive of communication in English and why.
- Affective factors are extremely important for good learning. So, future researchers can also see the relation of CA with other affective factors like introversion/extroversion, anxiety, willingness to communicate, risk taking etc.

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APPENDICES

Appendix 1

Questionnaire for Students

Dear Participants,

I am conducting a research on “Language Apprehension in English Learners and its Impact on their Affective Outcomes” for my MPhil degree. You are requested to give your valuable information. Your support will be highly appreciated. The information obtained will be used for academic purposes only.

Thanking you!

Yours truly,

Saira Rahman

MPhil Linguistics scholar,

NUML, Islamabad.

Demographic Information

Name: _____

Sex: (i) Male (ii) Female

Institution: _____

Age: (i) 15 – 20 (ii) 21 - 25 (iii) 26 – 30 (iv) 31-35
(v) More than 35

Region: _____

Instructions

Please tick (✓) any one from the following as per key:

Key

- | | |
|---------------------------|------------------|
| 1. Strongly Agree (SA) | 2. Agree (A) |
| 3. Undecided (U) | 4. Disagree (DA) |
| 5. Strongly Disagree (SD) | |

Communication Apprehension

Sr. No.		S A	A	U	D A	S D
1	Group discussions don't attract me much.					
2	Normally, I am at ease when I participate in any group discussion.					
3	I remain worried while taking part in group negotiations.					
4	Group discussions always appeal me.					
5	It makes me upset to participate in group negotiations with unfamiliar people.					
6	Answering to my teacher in English generally makes me nervous.					
7	Usually giving answers to my teacher in English does not affect me as I remain calm and comfortable.					
8	I remain at peace when I am asked to share my opinion about something in English by my teacher.					
9	I feel scared when I am asked to communicate my views in English to my teacher.					
10	I don't feel any fear when I have to answer questions of my teacher in English.					
11	Conversation with a new friend doesn't upset me as I feel relaxed.					
12	It makes me nervous to have conversation with a new friend.					
13	I don't feel any apprehension for communicating in conversations.					
14	Normally, conversations make me nervous and tense.					
15	Usually, conversations don't affect me as I remain calm and stress free.					
16	I feel apprehension to have part in any speaking activity.					
17	I have no horror of delivering a speech.					
18	While delivering a speech, some parts of my body get stiff.					
19	Delivering a speech doesn't upset me as I remain peaceful.					
20	While giving a speech, I feel that my ideas mix up.					
21	Because of nervousness, I forget so many known things during my speech.					
22	I wish I could deliver a speech with confidence in the future.					

Attitude

Sr. No.		S A	A	U	D A	S D
23	I don't like to communicate in English at any place as it makes me anxious.					
24	I feel communication in English can make me have good friends and relations.					
25	I prefer to polish my speaking with someone who speaks good English.					
26	I think I can have a good personality with speaking English.					
27	While saying something in English before my class, I feel embarrassed.					
28	I wish I could speak English the way it is spoken by its native speakers.					
29	I am not interested to attend my English Speaking class.					
30	I feel my performance in English speaking class is not at all good.					
31	I feel communicating in English will give me more information about worldly affairs.					
32	Speaking English language makes me feel proud.					
33	I feel it is enjoyable to speak foreign languages like English.					
34	I think it is very hard to communicate in English language.					
35	Speaking good English is not an important aim of my life.					

Self-Esteem

Sr. No.		S A	A	U	D A	S D
36	Overall, I am happy with myself as I have good command over speaking English.					

37	Sometimes I feel I am nothing as far as speaking in English is concerned.					
38	I can speak English as fluently as many other people can do.					
39	I at times feel useless due to my inability to present something in English.					
40	On the whole, I feel myself to be a failure when speaking in English is involved.					
41	Due to my command over spoken English, I feel I am as worthy as are others.					
42	All in all, I am happy with my abilities to communicate well in English.					
43	I take tension about my status as a success or failure in English speaking.					
44	I feel others give me worth due to my abilities of presenting well in English.					
45	I think I am not performing well in English.					
46	My abilities in speaking English are lower than those of others.					
47	I feel conscious about my impression that I make with my English usage.					
48	I feel worried about what others think of my English.					

Motivation

Sr. No.		S A	A	U	D A	S D
49	I wish I could speak English as perfectly as others do.					
50	My parents motivate me to speak English well.					

51	I am interested to go to my English speaking class.					
52	I feel it is a great fun to speak English.					
53	I think speaking English has a great significance as it will give me more opportunities to have a good job.					
54	I try to understand everything that I hear in English.					
55	I think my English speaking class teacher is not at all good.					
56	I detest speaking English.					
57	I will be in ease to contact and converse with more people if I speak English.					
58	I at times feel I should leave communicating in English when I face problems in its usage.					
59	I actually do a lot of effort to speak English well.					
60	It is important to speak English as I will have more respect with this.					

Appendix 2

Questions for Interviews

Students

- Q1. To what extent do you feel English language speaking apprehension?
- Q2. Why do you feel apprehension when you speak English?
- Q3. How much anxiety do you feel due to the fear of speaking in English?
- Q4. Has your motivation been affected due to the apprehension of speaking in English?
- Q5. Has English language speaking apprehension affected your attitude toward English?
- Q6. How far has your self-esteem been affected by the English language speaking fear?

Teachers

- Q1. Do you think that English language speaking apprehension exists in English language learners?
- Q2. Why do learners feel apprehension when they are supposed to use English for speaking?
- Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners?
- Q4. How does English language speaking apprehension influence motivation of learners during language learning?
- Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?
- Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English?
- Q7. In what ways does English language speaking apprehension affect the learners?

Appendix 3

Transcript of Interviews with Students

Participant 1

I am Amna Azam and I have done F.SC from Bahria College and now I am doing English Diploma course from NUML.

Q1. To what extent do you feel English language speaking apprehension?

I do feel a lots of apprehension. For it seems very difficult to me. That's why obviously I have taken admission in that Diploma because of this reason because of this apprehension I have to take admission in that diploma course.

Q2. Why do you feel apprehension when you speak English? Like what are the reasons behind it?

Actually it is not our native language. I am a Pakistani. So, my basic language is Urdu and I am not too fluent in English and in our schools as well our teachers have not properly taught complete English language to us. So, it seems little difficult for us. Aaaa...Then, there are other reasons as well. Our family. Basically my native language is Punjabi. So, we actually speak more Punjabi in our homes as well. So, I feel because of my social gatherings and social relationships we do not normally prefer English. So, when I have to speak English, I feel it a little difficult.

Ok. Any other reason due to which you feel that you are having English language speaking apprehension?

Yeah our teachers probably have not taught 5 grammar and vocabulary to the level it should be so, I feel it difficult and I have some accent problem as well. So, I try to avoid that English language.

Q3. How much anxiety do you feel due to the fear of speaking in English?

I really feel anxiety, restlessness. If I have to speak English, I can't properly sleep at times in the night when I have to speak English in the morning session. If I have some presentation, I really feel anxiety because of speaking just to speak English. So it's quite fearful actually.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, exactly. I want to give a GMAT test but I couldn't give that because of this language barrier. So, I feel that I have been slightly demotivated because of that and actually this is the reason I have taken admission there in a Diploma course because I feel that I will be even more demotivated if I will not learn how to speak proper English language.

Q5. Has English language speaking apprehension affected your attitude toward English?

Yes definitely, it has because my even my different other courses have been affected, I am not an actually English student but I have to learn that. My preference field is medical but because I have to give test in abroad and they are mostly in English language. So, I have slightly been a bit negative towards English language because it is acting as a barrier towards my career.

Q6. How far has your self-esteem been affected by the English language speaking fear?

A lot because you know whenever you have to talk to anyone and you cannot complete even a single sentence so you feel your self-esteem it is quite low at that time and you cannot speak regularly at times so you want to turn to your native language. So, yes self-esteem obviously decreases because of that barrier. That's why I have taken admission.

Participant 2

My name is Umber. I have completed my graduation from..... university and now I am doing Diploma of English language centre from university..... **You are doing diploma from this NUML... Yeah**

Q1. To what extent do you feel English language speaking apprehension?

Lots of time I feel apprehension and fear..... **So, you feel a lot of English language speaking apprehension?... yeah, lots of.**

So, do you feel English language speaking apprehension?

Yeah, I feel a lot of English language speaking apprehension.

Q2. Why do you feel apprehension when you speak English? What are the reasons?

Actually ma'am English is an international language or it has too much grammar, structures, functions the active voice, passive voice. It has a lot of grammar that we can't understand how to deal it. There is a problem a big problem to me or another is my accent....**OK yes**.... because I belong to KPK. I have a accent problem also. Sometimes I feel shy in front of my friends when I deliver word. I have a pronunciation problem also. Especially in [a] letter, [o] letter. [i] letter I feel difficulty. Sometimes I feel very shy. Then, I think that I should skip this topic. I should leave the topic and should not go for English.... **Ok other reasons?**

Another reasons is grammar, vocabulary. Sometime, vocabulary because English is a huge language. It has a very much vocabulary. Sometimes, at the time of speaking I can't remember a suitable word. Especially if we want to talk about nouns, we start talking about adjectives...there is a problem in this... and if we want to talk about adjectives, other word come into mind. So, this is a problem. Then, there is a problem of article usage which is quite common. We do a lot of article mistakes.

...and any other reason that you feel about this language?

Hmm...English is not our native language. In homes mostly Urdu language is used or read. In colleges, we don't get that much chance to speak in English or have some activity in English. Teachers are speaking their lectures in English but we are not participating as much as we are. So, we don't get that confidence building that we should get in university. That's why we feel fear.

Q3. How much anxiety do you feel due to the fear of speaking in English?

Sometimes, if some mistake is done and if friends make fun of us then, that day is really full of anxiety. Even at home one keeps on insulting himself that why I didn't use correct English. One feels a lot of stress.

.....Do you feel any physical change when you are speaking in English?

Heart beat increases. Sometimes I feel that hands are shivering and words don't come out properly of mouth; and one can't sleep properly. There is a lot of disturbance. In fact whole nervous system is disturbed.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes. Sometimes, as such like after doing graduation I wanted to do job, but couldn't do job due to less command over English. So, I thought of doing English language Diploma. Sometimes a person wants to do something, but can't do that and leaves the task.

So, you feel it has affected your motivation?

Yeah, definitely. We have a very much ideas in our mind, but we cannot deliver them because of lack of motivation. Especially, those who want to go abroad and want to study there; they need 6.5 bands in IELTS, and bands in speaking and listening and the procedures which are supposed to follow for getting those bands are also difficult. Like in limited time you have to answer forty questions, and then to solve forty MCQ'S in limited time. So, we don't have that speed and lag behind.

Q5. Has English language speaking apprehension affected your attitude toward English?

Hmmm...Yes. In childhood we were out spoken in Urdu language but since we have started using English, so we have become quiet.

Do you feel some feelings of hatred for this language that you should leave it or this is a very difficult language or a hard language?

Yeah. Whenever I want to read DAWN newspaper, and if I face problem in its words meanings, then I feel I should leave it.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Sometimes society doesn't respect you the way it gives respect to an English language teacher. Even if our qualification is high and if we are studying and if someone is with matric degree and speaks good English, then people will give more respect to that person as compared to us as a graduate.

So you feel your self-respect has been affected by this? So much time...You feel discouraged, you feel demotivated?

Demotivated.

Participant 3

I am Khazran Fatima, I am from Gilgit Baltistan and I have done my FSc from Punjab group of College and my subject is pre-engineering. Now, I have taken admission here for learning English.

Q1. To what extent do you feel English language speaking apprehension?

Yes, I am feel.

Q2. Why do you feel apprehension when you speak English?

Because we can't can't speak fluently and speak... properly. That's why.

Any other reason according to you?

Hmm.. we can't speak well and the other person is speak well, then.

Then you start feeling fear?

Yes.

Q3. How much anxiety do you feel due to the fear of speaking in English?

Yes, too much anxiety I feel. It becomes difficult to speak English.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Reduced our motivation.

And then you feel that you should leave this language?

No.

No but at that time you feel that your motivation level is going down.

Yes. Because people makes fun, that's why.

Q5. Has English language speaking apprehension affected your attitude toward English? Do you feel positive toward this language or... ?

Positive.

And you feel you should learn it?

Yes.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Yes. If you speak well, then all people think that she is good she is educated otherwise people think that she is uneducated and has no personality. So, it has affected my self-esteem.

Participant 4

My name is Ayesha Khan and I have done my FSc from government college for women Karachi. Now I am doing English Diploma course from Islamic University.

Q1. To what extent do you feel English language speaking apprehension?

I feel a lot of English language speaking apprehension.

Q2. Why do you feel apprehension when you speak English?

First of all because this is not our native language and it's not used in our homes and in our society. And other reason, because of our teachers. Even if we know the answers but because of fear we cannot answer. We have fear that other students may laugh at us or the teachers can make us quiet that don't answer. And vocabulary, grammar...due to all these.

Any other reason?

Due to lack of confidence. We feel a lot of fear and fear that the word that we are going to pronounce is pronounced correctly by us or not.

And what about your teachers? Like you said your teachers maintained strict environment in the class. So, even you knew the answer but still you could not answer?

Teachers used to make us quiet. And our friends would laugh at us.

And what about your home environment? Do they support that you should speak in English?

No. Like in our home English is not spoken. Mostly Pushto is spoken in our home. If we speak in our home, it looks strange and some even laugh at us. They say (App bohat barhi angrez ban gayi ho).

Q3. How much anxiety do you feel due to the fear of speaking in English?

I feel a lot of anxiety when I speak in ENGLISH. I feel fear.

Any other thing that you feel?

My hands tremble and heart beat increases. Even ears become red.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, my motivation has greatly been affected. I feel low motivation.

Do you feel you that should learn it or you should not learn it?

No. I feel I should leave it.

Q5. Has English language speaking apprehension affected your attitude toward English?

My attitude toward English has become too negative. I feel this is not our national language and we face insult due to this. So, my attitude is negative.

But even then you are doing this course. Why?

Because there is no other way. Everywhere there is demand of English language. In offices, in schools...that's why.

Q6. How far has your self-esteem been affected by the English language speaking fear?

It has affected my self-esteem a lot. I feel insult. Sometimes if we say something in front of our friends, so we feel fear that we may do a mistake in grammar or vocabulary. They correct it and we feel that it has affected our self-respect and we are made fun of.

Participant 5

I am Naila Ahmed from Chakwal and I have taken admission in NUML in an English Diploma Course.

Q1. To what extent do you feel English language speaking apprehension?

Basically I belong from a village. So, when I came here in Islamabad few years back that was when I was in a school, so I used to live in a hostel for some time and I didn't know anything about English because I have studied from an Urdu medium institution. So, I used to feel a lot of apprehension. I couldn't even speak a correct sentence in English. So, yes I feel a lot of apprehension.

Q2. Why do you feel apprehension when you speak English?

Sometimes I do feel apprehension. Even now because I have no command over English as other students have. First of all, I studied in an Urdu medium school, and was in village where English wasn't used much. Even there was no concept of it, and if I speak in that environment, people generally make me feel awkward at times. Now, when I have come over here, I still feel awkward here as well because my accent it is not exactly as it should be although I am trying a lot to improve. Grammar, vocabulary was too poor previously, but now I have done some courses and trying to improve it, but even then... still I feel apprehension.

Is there any other reason that you feel for your English language speaking apprehension?

Basically, in villages our schools are like this. Teachers don't guide us properly. There is no environment for practice. Even our English teachers use Urdu in our villages. So, language is not taught as a language. Then, there is no concept of accent there. Our native language is Punjabi, and then we have Urdu. So, there is no concept of English. Our culture is like this that we study in Urdu medium or in Punjabi medium. We are not taught. Our background is like this.

Q3. How much anxiety do you feel due to the fear of speaking in English?

A lot of anxiety. The day when I have some assignment, I can't sleep the whole night because of that fear and anxiety that I will have to speak in English in the morning. It is may be due to my background. I see other students, they are tension free but I do a lot of practice for many days but even then, I feel a lot of anxiety.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, to some extent. Previously, I had great interest to become an engineer but course books were not that clear to me because I had lack of understanding of English and had less knowledge. All lecture used to be in English. I would miss that due to my problems of understanding English. So, I couldn't do engineering. I have been demotivated because of that. That's why I feel demotivated due to that. This is the reason that I have come over here to study so that I might improve my English.

Q5. Has English language speaking apprehension affected your attitude toward English?

Yes, because it spoiled my career. In villages we are made fun of and here in city when people listen my English and I try... That's why my attitude has totally changed. I don't like English anymore. Even I am trying to learn English but I have to. As a language I don't like it.

Q6. How far has your self-esteem been affected by the English language speaking fear?

A lot of time it. When I sit at the last seat in the class. If teacher gives assignment, I try to avoid that because I have no command over English. So, I try not to participate in any activity. So, it has certainly decreased my self-esteem. I try to avoid people; I try to avoid teacher. My confidence level has totally ended.

Participant 6

My name is Manahil and I have done BSc Psychology.

And now you are here for this course?

Yes.

Q1. To what extent do you feel English language speaking apprehension?

I feel apprehension to some extent.

Q2. Why do you feel apprehension when you speak English?

Because like wherever we go, English is must. Like, we should know how to speak in English. That's why.

No and why like when you feel apprehension or fear of speaking in English, so why do you feel? What are the reasons of your fear?

Lack of confidence may be, or may be like English is not our mother... native language or plus we don't usually speak in English in our homes, in our parents, and like we are our friends. Like we don't speak English. Don't usually speak English. Like we speak in English in our schools or with our teachers. That's why.

Q3. How much anxiety do you feel due to the fear of speaking in English?

Like when I speak...when I speak English, I feel like that the other person is know more about English. Like I feel like maybe I will be wrong or something like that. So, I feel like...my headache like aches me like you know like.

You can even express in Urdu.

and one gets a strange feeling that you cannot speak English to the next person. Heartbeat increases and headache starts at time.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Sometimes. I feel demotivated.

And what are the over-all like....what do you think about this language that you should learn it or you should leave it?

I should learn it because the criteria has set everywhere that you should know English. You should know how to speak English and like wherever you go, like universities, schools, offices, English is used.

And one should be perfect in this?

Yes.

Q5. Has English language speaking apprehension affected your attitude toward English?

Aww...Sometimes I feel positive and sometimes negative. When I can't speak it then, I feel negative and like sometimes it is positive too.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Awww...Many times .it has affected my self-esteem.

Like you have been hurt due to this English language speaking fear?

Yes.

Participant 7

My name is Tayyaba. I am from Rawalpindi. I am 21 years old.

Q1. To what extent do you feel English language speaking apprehension?

At least I feel fifty to fifty-five percent.

Q2. Why do you feel apprehension when you speak English?

It is not our native language and we have a lot of problems like tenses, confidence and grammar.

Q3. How much anxiety do you feel due to the fear of speaking in English?

I feel a lot of anxiety and less confidence when I present in front of my class. Like my legs are shivering and my heart beat increases.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes. I have a lot of things to ask but I don't have words to ask the questions. Then, I control my questions and don't ask them. When I speak English, no one listens to me and I can't clarify my point.

Q5. Has English language speaking apprehension affected your attitude toward English?

Positive. Somehow it is negative. Like most of the people can't speak English and they ask this question from them that why they can't speak English. As our national language is Urdu so we must speak Urdu. But now a day it's common to speak English so we feel that we should learn it.

Q6. How far has your self-esteem been affected by the English language speaking fear?

I feel insulted when I am unable to speak English where I am used to speak English. I ask that why I can't speak English.

Participant 8

Aww.. My name is Mehreen Tariq and I had done my BA from Government College Pindi and now I am doing English Diploma course from Islamic University.

Q1. To what extent do you feel English language speaking apprehension?

Umm... I..I feel English language apprehensions to a greater extent.

Like you feel a lot of apprehension English language speaking apprehension.

Yes.

Q2. Why do you feel apprehension when you speak English?

Aww... Basically I am from Mardan and I..I I get my education like 9th, 10th, 1st year, 2nd year and BA from here Pindi. So, my educational history is not that much supportive for English language communication. Aww... I had negative experiences in education history like in our classes teachers mostly snub us when we...when we wanted to use English or communicate in English because they want to maintain discipline in the class and English is not our... also not our native language like in our homes or also in our homes or we friends... and we friends don't use English when we talk to each other and in classes our teachers usually talk to us in Urdu and they don't bother to use English. They even don't try to communicate with us in English or we also fear that what if we use English and students start laughing at us and the atmosphere is also not very supportive. Like when we are performing something or giving presentations in English and we make some mistake while presenting, so most of the students usually laugh or make fun of us and student..student.. I feel my confidence level is not that high that I can easily communicate in English because sometimes I fear that if the people around me have good skills in English or good speaking skills, and if I make some mistake in English, they will laugh at me that look at her how is she talking or communicating in English. And mostly the major problem that I feel is in grammar. Like nobody has taught us good grammar. I feel a lot of problems in grammar like making a sentence...grammar rules in past, present and future and vocabulary...like words are coming into our mind but we don't know how to use it in English and mostly I have pronunciation problem. There are many words that I feel that I am pronouncing them correctly, but now I have realized that those pronunciations are not correct. And the atmosphere basically promote you to speak in

English or to communicate in English but in homes we usually communicate with...I usually communicate with my brothers and sisters in Pushto and even with my friends... I talk to them in Pushto language not in English. So, atmosphere is always not supportive or that much supportive that we talk in English.

Q3. How much anxiety do you feel due to the fear of speaking in English?

Mostly when I give presentations in English, umm...I feel like my hands are shaking and my heart beat becomes very fast and I feel like I have sweating and my face gets warm...my face becomes very warm. So, I feel a lot of anxiety.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, I, I, I mostly had bad experiences like my experiences were not good. Whenever I communicate in English, or talk in English, so yes my motivation has been greatly affected due to the apprehensions of speaking in English.

Q5. Has English language speaking apprehension affected your attitude toward English?

Umm... Yes. Like I have faced that much negative experiences that now I feel that what's the use of talking in English when I can communicate easily with others in my language. Like I don't live in America where it is must for me to communicate in English. When I can communicate in Urdu then why...there is no need to talk or speak in English.

But why are you doing this course if you feel there is no need to talk?

Because I feel like the grammatical mistakes that I do mostly and many problems that I face, so I feel like that they may become less with this. So, I will not face too much problem. But my attitude is same. I don't feel it necessary to talk to everyone in English or I present myself to everyone in English. So my attitude has greatly been affected due to all those apprehension of English language speaking.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Ummm. My self-esteem has greatly been affected because I have not that much confidence now. Because I fear if I make mistakes, others will make fun of me. My self-respect will get affected from that. So, greatly affected.

Participant 9

My name is Kanwal Fatima and I have done Inter.

Q1. To what extent do you feel English language speaking apprehension?

I feel English language speaking apprehension from 40 to 45%.

Q2. Why do you feel apprehension when you speak English?

Obviously the language that you cannot speak, you feel hesitation while using that language. You feel the fear of insult.

Q3. How much anxiety do you feel due to the fear of speaking in English?

Due to tension, I cannot reply to something. Ideas are going in mind but cannot express them in words. Nothing is difficult but it depends on us that how we focus them.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

I feel demotivated because everywhere English is used only. I feel demotivated that why I can't speak this language though I have been learning it since childhood, but still I want to learn it.

Q5. Has English language speaking apprehension affected your attitude toward English?

I feel negative attitude as when someone is unable to perform in something so, one feels fed up and feels angry. Though it is hard but still one should keep on trying.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Sometimes one feels humiliation if someone makes fun of me but I have ignored this thing and have come here to learn.

Participant 10

My name is Jaleel and I am doing job in Pakistan Mineral Development Corporation. I have done Intermediate from here.

Q1. To what extent do you feel English language speaking apprehension?

I feel it is very difficult for me to speak English because I don't have vocabulary and the basic skills that are needed for speaking English.

Q2. Why do you feel apprehension when you speak English?

Actually, it is not our native language and I don't have that vocabulary. For example when I am speaking, I don't get vocabulary to communicate my message. The second point is pronunciation. At times when we speak something, we pronounce it incorrectly. So many words are such that we have been listening since our childhood and when we discover that their actual pronunciation is like this so, one really feels hurt. I had a friend who used to pronounce knowledge as knowledje. Such examples are in front of us. There is another person [friend] in my office who pronounced ask as asaak. So, such examples are in front of us. We learn it from others, or from our elders or from our surroundings. These things have saved in us. If you don't know the pronunciation, so you know nothing and we learn pronunciation from others which can be wrong.

Q3. How much anxiety do you feel due to the fear of speaking in English?

I feel a lot of anxiety and it depends on the person too with whom I am having conversation. If the person is new, so I feel a lot of apprehension. In fact I forget my ideas and we also forget our topics of discussion due to the fear of English. So, I feel a lot of anxiety.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

It has reduced my motivation.

Q5. Has English language speaking apprehension affected your attitude toward English?

Yes, because whenever I talk to someone in English, he asks me many questions regarding English whenever I am unable to convey my message so definitely it affects my attitude. Then, I feel that one should not speak English. If one wants to speak, so first he should learn.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Self-esteem has affected a lot. For example when we attend meetings and if someone says something in English then, we can't comprehend that. At that time we feel demotivated and our self-esteem goes down. This is a big gap in us and in our lives. If you want to go to practical life, then English is important. So, I feel my self-esteem has been affected due to it.

Participant 11

My name is Kashif Munawwar and I am from Islamabad. I am now in FSc.

Q1. To what extent do you feel English language speaking apprehension?

I feel apprehension when I was speaking English to a native speaker. Then, I feel that I have to improve my English.

So, it means that you feel apprehension?

Yes ma'am.

Do you feel more language apprehension or less English language speaking apprehension?

I feel more apprehension.

Q2. Why do you feel apprehension when you speak English? What are the reasons in your point of view?

I feel apprehension because when I am talking in English, my friends laugh at me. When I was in...when I speak wrong English, so he laughs at me every time. So, I feel apprehension that's why he is laughing at me.

Any other reason?

Not any other reason.

Q3. How much anxiety do you feel due to the fear of speaking in English?

I don't much feel anxiety when I was speaking English.

You don't feel much anxiety. Like you are normal?

Yes ma'am.

No nervousness, no tension you feel?

Sometimes, I feel tension when I am talking to a man who is speaking good English than me. So, I feel anxiety then.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, awww...English speaking affect my motivation. Awww

How it affects your motivation?

It affects when I am speaking in a class or having a presentation in a class. So, at that time I feel apprehension and my motivation is affected and I feel that I should improve my English.

Q5. Has English language speaking apprehension affected your attitude toward English?

Sometimes, it affects my attitude. When I speak good English then I feel good and when I speak wrong then, I feel bad about the language that it is a strange language.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Self-esteem has been affected. When I was in café and was talking in English and my friend asked me that you are speaking wrong English at that time I felt hurt. I feel I have to improve my English to a great level so that I could speak to other people.

Participant 12

My name is Muhammad Umer. I have just completed my graduation and have joined English Diploma Course.

Q1. To what extent do you feel English language speaking apprehension?

I feel a lot of English language speaking apprehension because a thing that you don't know, and when you come to present that you say that it is a difficult work and I may not be able to do that. So, I also feel like this.

Q2. Why do you feel apprehension when you speak English?

The reason is that at home Punjabi is spoken. In school, we speak Urdu and outside in our society we are supposed to speak English. So, at different places we speak different

languages and we can't get expertise in any of them. Secondly, there is lack of vocabulary. We speak different languages at different places and some words we totally mispronounce. Basically they are something else and we pronounce them differently. Same happens with me. I face problem of lack of vocabulary and as I don't use this language much, so whenever there is a need of speaking in this language, so I feel it hard.

Q3. How much anxiety do you feel due to the fear of speaking in English?

When I am asked to present something in English or tell about it in English and as I don't have much words. So, when I go in front to present, I feel like as if I am going to die.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

It is obvious that when I can't speak in English so, I feel that it is better If am not called for the presentation and I feel more comfortable then.

Q5. Has English language speaking apprehension affected your attitude toward English?

It has affected my attitude to some extent as I feel that it would be better to leave this language.

Q6. How far has your self-esteem been affected by the English language speaking fear?

It has affected my self-esteem to a greater extent because my younger cousins who have studied in Roots or Beacon House school system speak fluent English and I feel embarrassed when I can't answer them. At that time my self-esteem is greatly affected.

Participant 13

I am Muhammad Shaheer Ul Haq and I have done FSc and now I am a student of English Diploma at NUML.

Q1. To what extent do you feel English language speaking apprehension?

Aww...Like when I speak English language, I mean there is a lot of anxiety and fear because as it is not our mother tongue. We are not very fluent in it and because our accent is also not that good. So, I I myself my least to speak English.

Ok. So, you feel a lot of English language speaking apprehension?

Yeah.

Q2. Why do you feel apprehension when you speak English? Like what are the reasons according to you or your mind because of which you feel a lot of speaking apprehension?

Ma'am because of because of lack of my vocabulary and also I cannot properly make sentences. It is not our mother tongue. So, my accent is also not that good. So, it basically affects my fluency and I cannot speak English like in a very good manner.

And any other reason... Do you think that because of your grammar or structures do you feel problem? Do you think that these can be the reasons?

Yes, definitely these are also affected towards my English apprehension and these also contribute towards my not speaking English.

Q3. How much anxiety do you feel due to the fear of speaking in English?

I would say to a greater extent. Like also especially when I am talking to a crowd or giving a speech, the fear is a lot. I am very stressful and I basically most of the times I forget my ideas and what I am about to convey.

Any other changes any physical changes that you feel in yourself when you?

Yes, I definitely feel my heart beat has increased and sometimes I would experience shivering.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, it definitely affected my motivation level. Like when I can't speak English properly, I will definitely not try to speak it again. So, I feel ashamed when I want to speak English.

Q5. Has English language speaking apprehension affected your attitude toward English? Do you get some negative ideas towards it? Like if you are feeling fear, apprehension...

Basically when we speak English, we are not very encouraged in the society when we speak English so that basically gives you the idea that you should not speak English.

And so you get some negative attitude towards it?

Yes.

Q6. How far has your self-esteem been affected by the English language speaking fear?

My self-esteem has greatly been affected like because of the fear of speaking English I I only want to speak in Urdu and don't want to speak in English and because of that like my bilingual skills are affected.

And you at times feel that you should leave it?

Yeah that I should totally leave it and like when I am making giving a speech I think that I should leave the speech and just go.

Participant 14

Assalam-U-Alaikum. My name is Muhammad Abdul Rafey. I have a diploma in FSc and currently I am getting English Diploma at NUML.

Q1. To what extent do you feel English language speaking apprehension?

My English speaking language is very poor like it is not actually my mother language. So, it is poor on my side. At home, we do not usually speak in English. We always speak in Urdu. So, I used to speak in my mother tongue not in English. So, when in school we are speaking in English in English class or in any other class if we have to speak in English, so I feel fear and I cannot often speak correctly and I always end up mixing up the words and forgetting whatever I have to say.

Like, just because of this even in school you faced this problem and you faced problem in speaking English. So, it means you feel a lot of English language speaking apprehension.

Yes. Yes I have.

Q2. Why do you feel apprehension when you speak English?

Because as it is not my mother tongue. When I try to... always speak English...when always speak English. I feel that my heart race is increasing and on multiple occasions my legs like go na because I am afraid of saying something incorrect and being made fun of. So, I have...

Ok. What are the other reasons of like of your this English language speaking apprehension?

Mostly because people say... people say mostly...due to the grammar. It is my grammar is very....you can say very bad. Whenever I speak English, so I say words incorrectly or I use them incorrectly along with the vocabulary...my vocabulary is like very poor.

Q3. How much anxiety do you feel due to the fear of speaking in English? Means how much anxiety or restlessness do you feel when you speak in English?

Like If I am speaking in my mother tongue, I am fine. However, due to I am speaking in English and I do not speak it commonly. So, whenever I am in front of a crowd or on a stage and when I am told to speak English, I cannot because I have a fear that if I say something incorrectly, all the students will hear and I will be made fun of. So, like my heart race always increases and I always end up getting very nervous.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, because...because I... because of in my old school I used to speak in Urdu. So, all the speeches I did or everything presentations were used to be in Urdu. However, since now I have to speak English so much so due to that I am have a constant fear of speaking incorrectly and this is happen multiple times as I have become somewhat to get cold fear people.

And you feel demotivated at times because of this.

Yes. Yes.

Q5. Has English language speaking apprehension affected your attitude toward English?

Ummm...

Do you have positive attitude or negative attitude?

Mostly you can say I have positive however in some cases it also become negative as I am not in other words..

You are not confident. Just because of this?

No, I do have confidence but sometimes it ends.

Like, your confidence even vanishes. That's why you feel negative attitude towards this.

Yes.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Umm...

Like your self-respect...Do you think has it decreased because of this?

You can say it has decreased very much as whenever I speak on stage and I make a mistake and people make fun of it. So, due to this my motivation has decreases along with my confidence. So actually go and speak about something openly.

Participant 15

My name is Ghufran Ahmed and I have done FSC and currently I am doing Diploma in English at NUML.

Q1. To what extent do you feel English language speaking apprehension?

Well, to a great extent because in Pakistan especially no one appreciates us, and we feel demotivated because English is not what everyone wants to hear. It is not our mother tongue especially. That's the main reason.

And not in our culture...That's why

Yes.

Q2. Why do you feel apprehension when you speak English?

Well, there are a lot of reasons. First of all, our culture.. in our culture no one appreciates English. Even if you speak English, no one motivates us. So, we feel demotivated and we just feel that it's not our thing. We should not speak English especially in Pakistan.

Ok. Other reasons?

Secondly, our homes. In our homes nobody speaks English and they are not even interested to speak it. So that's why we can't even speak English in our homes and even in schools if we speak English, it's only in our English period. Otherwise we don't speak English. So, these are the main reasons.

Any other reason that you feel?

Aww... Well..grammar...Our grammar is not that good. We can't make proper sentences all the times and vocabulary...Our vocabulary isn't that good. So, these are the main reasons.

Q3. How much anxiety do you feel due to the fear of speaking in English?

Well..Aww...I feel anxiety because we can't speak it properly. It's not my mother tongue.

Do you feel any changes in yourself? Like when you are speaking in English?

Yes, I feel like shivering. Sometimes my heart beat increases. I don't know why because again it's not our thing.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Umm...greatly because the thing is that no one motivates us. When nobody motivates us, so automatically our motivation decreases. Even if someone wants to speak English, but if no one supports him so his motivation goes down and he feels demotivated and this is the problem.

So, you feel that your motivation level goes down?

Yeah.

Q5. Has English language speaking apprehension affected your attitude toward English?

Aww....Yes, because I feel that English is not the right language because the thing is that no one even likes English especially in Pakistan. No one appreciates us; no one motivates us. So, I feel like English is not my thing. English is not the language that I should speak. So, I get negative attitude towards it.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Aww...well..Yes, because whenever we speak English...awww.. someone insults us. They make fun of us due to which our self-esteem automatically goes down. This is the

main thing that we can't speak English in front of other people because they do not appreciate us at any cost.

Participant 16

My is Junaid Afzaal and I am in FSc. Currently doing English Diploma in NUML.

Q1. To what extent do you feel English language speaking apprehension?

First of all I feel a lot of anxiety while speaking English. I feel difficulties while speaking English in front of public and it's not my mother language. So, this is the main reason.

So you feel a lot of English language speaking apprehension?

Yes.

Q2. Why do you feel apprehension when you speak English?

Aww...The main reason is this. First of all it is not our mother language. English is not very common in our society. Many people are not used to it and that is the main reason.

These are the main reasons. Any other reason that you feel due to which you feel like that English...you feel apprehension?

The other reason is that I have many problems in grammar and vocabulary skill and a lack of confidence also. The main reason.

Q3. How much anxiety do you feel due to the fear of speaking in English?

Aww...I...I feel great anxiety while speaking English in front of a very large crowd and public. My confidence decreases and due to the lack of appreciation by the students and class fellows, I am unable to speak English in great manner. I feel stress and my body starts shivering while speaking English.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, I feel outclass and feel problems due to the lack of vocabulary and grammar skills and it also decreases my motivation and I feel demotivated.

What do you feel that you should leave this language or what?

No. We should speak this language but to extent not too far but less.

Q5. Has English language speaking apprehension affected your attitude toward English?

Aww...Yes. The thing that affects my attitude is that my class fellows and my friends do not try to appreciate me when I am speaking English and due to this a negative attitude showed up.

Q6. How far has your self-esteem been affected by the English language speaking fear?

Aww...It is greatly affecting my self-esteem. Sometimes I feel frustrated and my body starts shivering while speaking towards a large crowd or public and I am unable to speak English in a great manner because of the lack of vocabulary and grammar skills.

But do you feel any decrease in your self-respect due to this? Do you feel hurt? Do you think that your self-image has...

Yes, I feel hurt when my friends and class fellows laugh at me and make fun of my English speaking.

So, at that time your self-esteem goes down.

Nodded in yes.

Participant 17

Hello. Assalam U Alaikum .My name is Muhammad Ali Haider. I have done FSc and I am doing English Diploma course at NUML.

Q1. To what extent do you feel English language speaking apprehension?

I feel up to a great extent English language speaking apprehension because I feel very ashamed in front of any audience. I have very low confidence. Even when I am giving this interview, I feel very low confidence and I am shivering sometimes (Even shivering at that time).

Q2. Why do you feel apprehension when you speak English?

Aww... You can say that I am not that much used to English. When I go to home, I speak Urdu. It's just like when English...when my English period comes. I only speak English at that time.

Ok. Otherwise you try to avoid it?

Yes ma'am. I try to avoid it.

Do you mean that you don't have that environment for speaking in English?

Yeah...sometimes when other peoples...when other person speak English, I also... I always laugh at him and when I speak English; it also feels ashamed how that he feels.

Q3. How much anxiety do you feel due to the fear of speaking in English?

I feel a lot of anxiety when I am speaking English and it is very a fearing moment. First, when I was doing a speech at this university, ma'am I was very very embarrassed because they were looking at me as like I was an outcast. Aww.. Yeah

So, you feel a lot of anxiety?

Yes.

Any change that you feel in yourself?

Yeah I think we need to get some practice and I think I will be ok and my confidence will increase.

No. Any change that you feel in yourself when you are delivering a speech or when you are coming to the rostrum and giving some presentation. At that time do you think anybody change?

Yeah...My body moves a lot and I think to stop and I have to do a lot of practice.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes. I have been very very greatly demotivated and affected when I am speaking English. I always make a lot of mistakes and I bet you that I am also making a lot of mistakes while giving this interview.

Q5. Has English language speaking apprehension affected your attitude toward English?

Yes. My attitude...I sometimes get too much angry and I will say I just really really hate English. I want to study something else because it really...its vocabulary, grammar and everything is so hard to learn.

Q6. How far has your self-esteem been affected by the English language speaking fear?

My self- esteem has been greatly affected by...very deep down affected by this language and speaking English is meaning I have not speaking in that much English every time. Aww...it's pretty hard for me.

Ok. So you feel that it has affected your self-esteem?

Yes.

You feel discouraged, you feel demotivated?

I feel very very much discouraged and sometimes very very much embarrassed.

Participant 18

Assalam U Alaikum. My name is Yousuf Bin Muhammad. I have done FSc and currently I am studying in NUML and I am doing English Diploma course from here.

Q1. To what extent do you feel English language speaking apprehension?

To a great extent. I have a fear of speaking in English. I have always been discouraged to speak English in front of my friends and family. When I speak English in front of my friends, they laugh at me that I am a type of a foreign guy and if I don't speak they say that I am a type of an illiterate guy so I feel confused at that time.

Q2. Why do you feel apprehension when you speak English?

Main reason is that this is not my mother tongue. My mother tongue is Urdu. So, I speak Urdu at home and Punjabi with my family and friends. So, probably I just speak Urdu at my university and wherever some time with my foreign friends also. So, it's just used so much less and I do not have a good vocabulary. I have not used it so much. Sometimes I want to speak in English but I cannot find the specific word for that. This discourages me a lot and I just want to type of leave English at that time that why I should speak in English when I don't know its words.

Q3. How much anxiety do you feel due to the fear of speaking in English?

Awwmm...It's always been a fear for me. I have seen... I have nightmares for it that I have gone to the stage and I am speaking wrong English. When I go to stage for some speech or something, I get discouraged. I start shivering. Sometimes headache...headache

develops and it's type of very... have a complex that I cannot speak English as much good as others. So, I get discouraged and that is a type of very big fear for me.

Q4. Has your motivation been affected due to the apprehension of speaking in English?

Yes, it has deeply affected my motivation level. Sometimes I just don't want to speak English and I say why I should study when I can't speak English. Even though if it's not English, I just don't want to study other subjects which are in English as I say I don't want to speak English anymore. I just go to Urdu. I will do something else and I just type of get angry and this affects me a lot.

Ok. So it has affected your motivation also. You feel demotivated. You feel that you should leave this language? You feel some hard feelings?

Sometimes when I have a type of problem with speaking English and when everyone laughs at me, so then I feel like I should leave English for my better. It's better for me but then I just think that if I try again and again but I still feel that I should leave English as it is not my mother tongue and can do.....

Q5. Has English language speaking apprehension affected your attitude toward English?

Yes it has. I started to hate English and English language is a type of problem for me now and Urdu is easy for me now. Even Arabic. I studied Arabic a few time. It is easy for me now but English... I have always fear for English.

Q6. How far has your self-esteem been affected by the English language speaking fear?

My self-esteem has also been deeply affected by the English language. It has always been a problem for me. I get discouraged. A ...A complex develops in me that I cannot speak English just as good as my friends and like others... and when I say something which is not in that literal meaning in English word and my friends find it out and they just start laughing at me. So, I get discouraged. I get angry. I start to hide myself and it's also a type of nightmare for me.

Does it affect your sitting arrangement, sitting position in the class? Like you feel that should sit at the back of class so that you are not called for any presentation or not called for any performance and you are not visible at that time?

Sometimes it depends on the topic on which you are talking. If a class is going on and if the topic is a difficult topic, then I just want to leave the class or go to the washroom or say I am sick and want to go to the doctor. So that I can just skip this period and I can protect myself from these class presentations.

Appendix 4

Transcript of Interviews with Teachers

Participant 19

My name is Fareeba and I am a language Instructor. I am working with NUML since like for almost two years and I am working as a language instructor for almost like thirteen to fourteen years.

Q1. Do you think that English language speaking apprehension exists in English language learners?

Yes, in English language learners, in a country where English is like exposed or English is presented as a second language, this is quite understood that they come under the stress of learning a second language and if they are battling with one already language or two, it might be Pushto or any other language so, that is obvious that they would have inborn or innate fear for learning the second language.

Q2. Why do learners feel apprehension when they are supposed to use English for speaking?

Aww...the apprehension is very much related to the lack of expression, confidence, lack of vocabulary because language is all about from the words to sentences to phrases and to clauses. When they are not well aware of the language structures, how to express them so that is quite understood that they lack or they feel themselves incapable of coming with a sufficient vocabulary to express. So, that is somehow understood that they would they would come across this you know feeling of apprehension.

Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners?

Well, English speaking apprehension is greatly responsible for creating anxiety because as I actually talked about before it is somehow really very much relevant to this. When the student is incapable of expressing or choosing the best, what do we call, expressions to express themselves or to communicate their thoughts or to execute herself or to talk about what she wants to deliver, when they actually do not find those very things to bridge up their thoughts so obviously that very anxiety overcomes like takes them over.

Q4. How does English language speaking apprehension influence motivation of learners during language learning?

Well, that apprehension takes them to zero. Aww... like they feel themselves so much under the stress that sometimes they feel incapable of talking. Talking like I am not talking about the very general audience or as student of thirty or students or class of thirty or forty, sometimes they feel incapable even while the teacher asks them to face them. So, that is the fear exists in them or it highly affects. You know their motivation level and it goes to the stretch ?

Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?

Well, motivation is very much relevant to self-esteem. When a child is motivated, a child is innerly satisfied, a child knows that I am doing something well and I will be appreciated for that, so this is understood that the self-esteem would go high but if he knows that I cannot actually bridge up the gap, I cannot deliver what I am supposed to do, I am not giving what I am supposed to do; I am not like, what do we call, fulfilling the very requirement of the course I am supposed to do so, self-esteem would automatically go down. So, according to my experience self-esteem is highly connected to motivation. Self-esteem is basically connected to communication. When you are not communicating effectively, this is understood that you cannot utter a word how would you express, and when you would not express yourself, how would you actually be successful. That would actually bring your self- esteem down.

Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English?

Aww...

Do you think they have positive attitudes or negative attitudes? What do you think? What do you feel about them?

If they have the fear then they cannot have positive attitude. Fear and anxiety and stress, it never brings a positive feeling. It always brings stress; it always brings, aww.. what do we call, brings your motivation level down and they never feel confident because fear is something that gets you shackled. It never liberates you. It never, you know, gives you space to go ahead. So, language learner then he is like, he comes under the fear of expressing himself and he cannot do that , this is understood that attitude would somehow over take the child and it would become a disastrous like failure.

Q7. How does English language speaking apprehension affect the learners?

Overall... what do you feel what is the overall effect of this communication apprehension on the learners?

Well, we talk about in terms of the objectives. The very objective we talk about to use the language. Why do we teach English language? To make the students able to communicate effectively, to deliver their thoughts and to talk about the things they are supposed to do and to communicate effectively themselves not in isolation but in the pub. So apprehension, it affects the students' learning, students' communication process straightly. So, that's somehow I feel fear overcomes and fear overtakes them wholly and they become failures in expressing themselves and failure in achieving their goals and aims.

Participant 20

Assalam- U- Alaikum. I am Amina and I have done my MS in English from COMSATS and I have been working with NUML from last five years almost and primarily, I have been dealing with language instruction of all levels.

Q1. Do you think that English language speaking apprehension exists in English language learners?

Yes, it does because since for most of the readers language English language is not their first language. It's their second language. So, they feel quite aww..aww..confused and they apprehend the fact that they might not come up with the right responses. So, this apprehension does exist when they speak because they are quite frightened to speak in front of the other people.

Q2. Why do learners feel apprehension when they are supposed to use English for speaking?

Because they feel sometimes they are lacking vocabulary and they have this very issue that they may lack the accuracy which is needed for speaking competency. So, for this similar reason, they feel apprehensive and sometimes they feel reluctant because they feel that they might not come up with the right responses which will end up awww..aw..for themselves being embarrassed about their responses.

Any other reason? Anything that you have observed in your speaking skills classes with diploma students?

Yes, it is. I have always come across these two major, what you can say..reasons. One is that they feel that may be their grammatical awww..aww..aww..competency is not good in that and secondly, may be they are lacking the vocabulary.

Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners?

It is greatly responsible I will say because you will see those ready expressions on their faces when they come in front of a big group of people. You will feel that they are changing expressions. They are may be **fidgiting with their finger. May be you can see that they are like** turning pink or red at some of the moments and sometimes they shiver. You can just easily look at their hands and you can notice that shivering. So, that is all because of that very apprehension in them; the fear that they cannot speak.

Q4. How does English language speaking apprehension influence motivation of learners during language learning?

It influences in a way that it doesn't make them stop learning. Of course they do learn but that makes it up a delayed process. Aww...they will not be very prompt in learning language because they have that fear no matter what. But with the passage of time and with their practice they get over with that fear but it does affect in the beginning and sometimes if affects to a greater extent but it makes the learning process delayed, the very apprehension.

Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?

Aww..We see that the learner they sit in a mixed group. Sometimes, there are girls, sometimes there are boys. They have like you know a co-set up and there they have this feeling that if we aww..come up with incorrect responses, then may be our partners or co-partners they may laugh at us. So, of course that very self-esteem in respect especially in the case of boys. They don't want themselves be labeled as that you are speaking incorrect English in front of girls. So, that very self-respect that damages somewhere and that is of course because of that very fear of not speaking correct language.

Ok. So, that is like affected? Self-esteem is...

Self-esteem is affected of course.

Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English? What do you think? How do they feel towards this language? Do they have positive attitude or negative attitude?

It goes both way..both ways. Awww ..There are few of the learners who will take it as a challenge and they will say, “Ok, fine. If it’s difficult; we will make it easier for us.” They will take it as a challenge and they say, “Ok. We will be learning language,” and it..it..it may cost anything to them but they want to learn it but on the other hand there are few of the learners who might not be very strong enough...aww..If you talk about their temperaments, they may give up soon. They will say that “No” if...this is not our..what you can say.. cup of tea and we will not be taking it. So, it has both effects but to a greater extent what I have noticed in the class room is that the teacher is a kind of like encouragement... that yes you can do it, you can do it. Aww...If we talk about their own, what you can say, efforts, we find very rare cases where the students are performing well on their own. For most of the cases the teachers are aww like you know backing them up. They are encouraging them.

Q7. How does English language speaking apprehension affect the learners? What do you think what is the overall effect? What do you feel?

Awww...Its... aww... I will feel this thing that very apprehension aww make them tired of learning. It is sometimes like you know they do not feel comfortable. They feel it as if it is a very difficult task for them because that very psychological conflict they have, they never come out of it aww and initially it makes it tiring; it makes it a delayed process; it puts them into anxiety which sometimes makes them to give that thing up, but later on if just they take it as a challenge and they try to it get over. So, it also becomes a positive tool as well but on the whole I will say that apprehension is not a positive tool in the learning process I will say. It does exist and it does bother the speakers.

Participant 21

My name is Ursela and I am from the UK and I teach speaking at the moment to a short course of government officers and to Intermediate class

And at this time like you are working at NUML?

Yes.

Q1. Do you think that English language speaking apprehension exists in English language learners?

Yes. I think not every single person I teach is afraid of speaking English but I would say that the majority of them are when they come to my class.

Q2. Why do learners feel apprehension when they are supposed to use English for speaking?

I think there are so many reasons. I think one main reason is the negative experience in the educational history. So, one thing is perhaps very often teachers have ashamed them for making mistakes. So, if your educational experience is all about giving the correct answers, then you get the impression that English is always going to be against you. If you make a mistake, you completely fail and that's now how we learn languages. Just we have to make mistakes. We have to try. So I think that's one reason that students have been ashamed in the past by teachers. They have also been laughed at by other students. That's the other reason that people are not used to a supported atmosphere. They are usually not in a really encouraging atmosphere for language learning. So there are two things and the other thing is of course in the education system, higher education system especially, things are based on using English but most people aren't using English every day in a normal life. So, it becomes either artificial or it becomes incredibly pressured because your measure as a human being is taken from your English; your measure as an intelligent person in Pakistan is taken from your English and the measure of your education is taken from your English and so all of these things together make it a very pressurized and very unfair because people are not being exposed to natural spoken English every day and yet they are expected to suddenly start speaking English and to get everything right. So, it's the combination of unfair expectation and negative experiences and also just the education system.

Ok fine. Any other thing that you want to mention?

Umm....I think these are the main ones and I think all learners of a second language or another language or a foreign language feel apprehensive when they speak and most not all but most because most of all don't use it every day and so, feeling uncomfortable, feeling unready is a very natural thing but it's just become even more negative by having negative experiences.

Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners?

I think to a greater extent because some people umm...have the impression because they are not fluent may be or because they are unsure of their spoken English. They tend to underestimate their vocabulary. They tend to say to me, "Oh ma'am I don't have any vocabulary" which is really not true and also I need to show them that we have passive vocabulary and active vocabulary and often what they mean is that they don't have a huge active vocabulary but I want them to realize that they have a big passive vocabulary. They have many words they understand. They just may be not sure how to use them but even if they feel it, their active vocabulary, it's still much more than they realize and I think the reason they underestimate it is because their fear of speaking English creates the anxiety. So, a lot of people will say "Oh ma'am my English isn't good, my English isn't good; I can't speak English" and I would say why are you speaking to me now. We are having a conversation. You are expressing our feelings. You are telling me what the problem is; we are face to face speaking English but the impression is that they can't speak at all. So, I would say the anxiety level is really high and in my classes, when they first come to me, that's my priority is to deal with the anxiety that comes from this feeling that they can't speak English even though they can so yeah. So, I would say almost 90% of the problem is a psychological block which is this anxiety. I would say about 90% of it...

Do you find any physical changes in them when they are presenting something?

Yup...So, I actually started to break down presentations into very short presentations in the beginning focusing on their voice. So, actually I spent a lot of time focusing on their voice and on using their voice and using their breath and the things which I think most people haven't done before. Just because language is physical and we often forget that and we think that it's all mental or intellectual and actually it is profoundly physical which means it's profoundly emotional as well. So, I used to teach refugees and whose emotional state has a huge impact on your memory, on your learning, on your capacity to speak. So, I used that experience in my classes now and I do feel physical differences. Some of them have learnt to breathe better which is also to relax them or perhaps some other anxiety. I have been able to look at issues in intonation, how they use their voice as well as volume and we break all those things down so that they don't have to think about everything at the same time. So I would say one of the main issues in speaking is that you are multi-tasking. You are trying to remember grammar and vocabulary; you are trying to use your voice; you might be nervous so you got trembling and you have all these things going on and I think breaking it down helps the students to focus on one skill at a time

instead of expecting them to multi-task completely perfectly. So yeah I have seen I have seen such changes.

Q4. How does English language speaking apprehension influence motivation of learners during language learning?

It doesn't totally demotivate. So some people are may be... Perhaps some people are motivated by it. There may be some people who feel ok I am afraid of speaking English; so, I need to do a diploma; so, I need to improve my speaking. So, may be sometimes it does actually motivate them to do some learning and on the other hand that will only work if they have a positive experience when they come here. If they don't have a positive experience in their speaking class, I would say, they just gonna feel that they haven't improved; that they don't know enough and they would go back to the negative thinking about their vocabulary; they would say they don't know any grammar and so, it can have a really demotivating effect and umm....yeah and I think that's what people... most people for me in my class are concerned about their speaking than any other goal.

So, do you think that it does have some effect on their motivation or it does not affect them basically?

No, it does affect them but what I am saying is that it might go two ways. Some people might stop learning. They may say well I am rubbish. I can't do it and some people might think "No" because I am so afraid, because I feel so bad about speaking, I must do practice. So, it really depends on which way they take it but it also depends on whether they then have a positive experience. I think if they then have a negative experience, they will be demotivated and they are also expected... or they can expect that people will disrespect them because their English is not amazing and due to that I would say a huge demotivating thing.

Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?

Like I say I think self-esteem, confidence level these kinds of things are about ninety percent of the problem. Aww...When people relax, they become more fluent. So, often I do like a little survey in the beginning of the semester to see what people feel about their English and it helps me to know whether they are confident or not confident. Most people when it comes to presentations especially, the number one problem they have is confidence and of course that's not just about presentations, it's about your confidence as

an adult and as an adult learner and as an adult he wants to take part in anything that work in their class. So, it has a big effect on people's self-esteem. I would say it goes very very deep because people are being judged on the basis of their English. Like I said, their intelligence is judged; their social status is judged.

So, you think it really affects their self-esteem?

So, I think it is incredibly.... damaging and it's very unfortunate because one of the things that really makes me angry is Urdu is a national language in Pakistan, but if you have an excellent knowledge of Urdu, if you are highly qualified in Urdu, nobody cares. It doesn't mean anything. And so it's definitely not seen as an intelligent even or as qualified as somebody has much lesser qualification but using English and so people who come through the government school system or may be even the villagers' educational system, some of them come to our classes and they are highly qualified in their backgrounds. Some of them have multiple degrees but because of their English they are treated like they don't know anything and of course that's going to create resentment. It's also going to create very negative image of English. It's going to make them feel like English is a block to their path and that's also unfortunate because it creates not only a negative picture of their achievements in other languages but it also creates a negative picture of English which I think is also very colonial you know that we still have to speak the stupid language we didn't choose to and now everything is in English. So, I think it's directly or psychologically and in terms of identity I think it's a very deep issue.

Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English?

I would say it's a mixed one. I would say most of the class would have some kind of negative sense. Ohh English is very difficult; ohh English is impossible; I am rubbish in English whatever and then I would have a minority who have much vocabulary and for whatever reason they had a good experience and they are not so afraid.

So you mean to say that like majority of the students they they get some negative attitude?

Yeah, I would say most of them feel like learning English is something they are forced to do and so I think most a lot of my students come into my classes feeling that English is unnatural and they are trying to do something unnatural probably not very Pakistani and you know it's very difficult to be yourself in another language umm but I try to encourage

them to think that many of them will have multiple languages and they just don't have one language. They already have two or three and sometimes more and actually your personality is a little bit different in every language and so to think about English in a more positive way and just to say, it might take your time. You will find your English personality as it works. You don't have to become an English person. You will find you own self. I am speaking English but it might take time. So, I would say most people haven't been given a very natural picture of English language learning but some people are highly motivated and even if they are afraid, I think they are highly motivated and they really try. So, it's a real mixture ...It's a mixture I would say still the majority is negative.

Q7. How does English language speaking apprehension affect the learners?

I think it affects them psychologically; it affects them culturally and they feel culturally at a disadvantage and it affects them I think cognitively like they have a very low view of their own ability and so, sometimes they would just stop. They would say "I can't do it; I can't do it." If you think you can't do it, you are also not going to be putting your energy into using it. And so I think some people just think, well I just need to do the minimum and some people also the other.. it's also not exactly the effect of fear fear. Some people have a very unrealistic view of learning English. So they think it's like a formula like just give us this information and then suddenly we would know everything and they think that in one or two months they would suddenly be perfect in English. So, I think because people see English very differently to the other languages. They have very different expectations of English. So, it seems a bit fake may be. It seems unnatural and it seems foreign and when I say to them how did you learn your mother tongue? Did you learn it using a grammar book? They say no so I say ok. So, let's think about how you learnt Pushto, how you learnt Punjabi or whatever. You used listening and you.. that's gonna be the same for English. So, you need to do a lot of listening. So, I think sometimes people have this very strange picture of English. Aww.. for all of these reasons, some of them are positive; some of them are negative, but.. but they have this idea that English is completely different from other languages and so they don't think they have the skills to learn English where actually they do have the skills as they are already multi-linguals. You just need to use those skills in English and usually they simply haven't been taught in a natural way. So, yeah it's a big block for the people but I think if they realize that they can apply the skills they already had, they may have much more positive view.

Participant 22

My name is Hamid Naveed and I have been teaching at the department of English (FC) for the past six seven years. I teach to different levels of students: Certificate, Foundation, Diploma and Advance Diploma. I have been teaching all skills. I have taught speaking many times.

Q1. Do you think that English language speaking apprehension exists in English language learners?

Aww...Yes, in my opinion it does exist and it exists for various reasons. In my opinion the very first reason or may be one of the biggest reasons is students' psychology. Students...we we... If I talk about NUML, so most of the students that we have here are let's say are around age 16, 17 to up to let's say age 30. This age group is very self-conscious and they are very particular about their image, their face. So, whenever they to...whenever they attempt to speak English or second language so they do fear...they do have anxiety and again it could be like one of the reasons is psychology another reason is they have a lot of pressure on them. Pressure in the sense that in Pakistan English is considered like a language of the educated people. It's considered a mark of intelligence. So, when students speak it, there is a pressure on them and they feel...they believe yes that's the case as well that they will be judged. When they speak, they have this fear that they will be judged on the basis of their spoken English. I. I don't think it's the case with reading or listening or writing or speaking but when it comes to speaking English, so yes we consciously or subconsciously judge each other for how good or otherwise we speak. So, yes students do feel anxiety and language apprehension. They do feel that.

Q2. Why do learners feel apprehension when they are supposed to use English for speaking?

I just described one of the reasons is psychology. Another reason could be they feel anxiety because they know that their command of grammar is not that good; their vocabulary is not that good. So, when they speak so, they will be making mistakes and aww... they feel that they will be making mistakes and others might their friends and co-learners might laugh at them. So, again I say that most of the learners are quite young. So, they don't feel or they don't like being laughed at. So, they are very particular about their image.

Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners?

Aww...I would say it is responsible to a great extent. This anxiety that students feel when they speak English might demotivate a student altogether or it might encourage or motivate a student in a great way. If they speak and they have this fear and then they make mistakes and they have apprehension so they might have a low self-esteem of themselves that could discourage them further from speaking English and speaking means may be learning English like I have had students who try to speak and others may be laughed at them and the students got so discouraged. Then it was very difficult for the teacher to make him speak the next time. Some students even drop out. They feel that ohh they have a lot of anxiety to deal with and that they can't cope with that and they quit. So, it could have a negative impact but it could have a positive impact as well. Students come to know that this is their problem. They feel anxiety and some students work on that and they improve so it could be either way.

Ok fine and do you find or see any physical change?

Yeah, then there are physical changes like a student might shiver; a student might go red in the face. Aww.. Some students have been reported saying that their mouth dries. So, yeah there are some physical signs as well. May be some students look down. They don't maintain perhaps eye contact with their listeners. So, yeah there are physical signs as well.

Q4. How does English language speaking apprehension influence motivation of learners during language learning?

Aww...Yes, this apprehension aww does influence motivation. Again it could influence motivation in the positive way or in the negative way. So, it could go in any direction like it might demotivate students so much that they stop making any effect. They believe that they can't make progress or it might motivate them in a certain way that yes, this is my problem and I have to work on it and I have to somehow improve this area.

Ok sir. Any other thing related to this?

Aww..so..umm..May be the role of a teacher is very important. I believe we should guide our students. We should motivate them; we should instruct them and we need to instill certain points and tell about how we learn a second language? We learn a second language by making mistakes, by going through a rigorous process, by going through a tensed process I would say. Yes, we all make mistakes. Language learning is a skill and we will make mistakes and we have this anxiety and but probably feeling this anxiety is a

part of the process. So, we should make it very clear as a language learner and as language teacher we should make it clear to the students that feeling anxiety is fine. It's natural. Everybody feels anxiety especially in a second language; and especially in front of their friends. So it's nothing...something not to be afraid of and we can learn from this experience.

Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?

Yeah again, as I said that whenever we open our mouth and whenever we speak English, so English has a very important role in our society. We consider it to be a mark of intelligence, and anybody who speaks fluent English, we consider him or her to be very intelligent. So, there is this pressure on the students but if a student doesn't perform well, so again it could damage his or her self-esteem and may be next time then it's very difficult for the teacher to motivate that student. So, yes it does affect self-esteem may be both in a positive and negative way.

Sir how like...how in positive...?

Positive in the sense that I believe that any difficulty...that there are... If you ask me there are two ways of approaching a difficulty. A difficulty is a difficulty. It may demotivate you. You quit altogether but you could... you could take a difficulty. A difficulty could be an opportunity as well. In life, in language learning situations you come to know this is the difficulty, my weakness and I need to work on this and I have to improve. We could train...we should train our students that way, that line, in that direction.

Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English? Do you think it affects their attitudes?

Again I would say in both ways. It could affect them in a positive way or it could affect them in a negative way. They have that fear but some students try to overcome that fear and in the process of overcoming that fear they become better speakers, better learners. Some might not improve. They might quit but in my experience most of the students are motivated. They make that effort and they improve. They have that fear but they make an effort and they improve. So, this is the story.

Q7. How does English language speaking apprehension affect the learners? Like what is the overall effect? What do you think...according to your experience?

Umm... Again may be I might be repeating my points but again over-all students know that this is the fear that I have; this is the apprehension that I have but probably if the student looks at other learners, so everybody has that fear. So, maybe we are all the same. So a student could take it that way or we as teachers could help those students to take or to respond to that fear that way. So, again it could have a positive impact or it could have a negative impact but in my experience most of the students are affected in a positive way by this anxiety. They make an effort. They know that ohhh this is the problem I have and I need to get rid of it; I need to overcome it.

Participant 23

I am working in NUML. My name is Ayesha. I am working in FC evening department. I am taking speaking skills classes here.

Q1. Do you think that English language speaking apprehension exists in English language learners?

Yes, it exists in English language learners specifically because English, first of all, that is a universal language that is like we need it for so many purposes in our life. That's why everyone wants to learn it but they feel shy when they do speak it. May be they are able to write it but they are very shy in speaking English. May be sometimes because of their accent, sometimes they don't have sufficient vocabulary. That's why and sometimes they are unable to make even the proper structures of the sentences. That's why they feel difficulty in learning it.

Q2. Why do learners feel apprehension when they are supposed to use English for speaking?

First of all, this is their second language. That's why they don't feel easy in speaking it in front of all the class. Aww... Like in class, you are having twenty five to thirty students and it's not easy for everyone to speak in front of those thirty people. Aww... Even sometimes the people who are very much confident in speaking English, sometimes they also aww... like lose their confidence because if they don't know the information, if they don't have the information related to the topic; if they are not having sufficient points to speak, so their confidence level that gradually decreases.

Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners?

To some extent English language is responsible for creating anxiety in the learners because aww...sometimes students... They don't want to speak. Sometimes they come only for improving their writing skills. They don't have this...aww...Like they are not obsessed with English language speaking that much. They don't want to speak rather they want to learn how to write well and sometimes they say like only when we need to speak it in a particular situation, so we can speak there but in front of the class, they feel shy. So, this creates anxiety in them. Sometimes, they are unable to speak. They feel very shy and if the teacher is, if the teachers force them to come in front of the class and speak, sometimes students get irritated because of that and they start bunking the classes as well.

And do you feel any change any physical changes or any physical change when they are presenting or when they are speaking in front of the class?

Aww...Sometimes students they start shivering and sometimes they like do have sweating as well. Aww.. These are the things which they are suffering like...

Q4. How does English language speaking apprehension influence motivation of learners during language learning?

Ok. It will affect only like in rest of three skills if they are good and they are not good only in speaking skills, so I think so their motivation level that will not be that much affected because of it because they are proficient in rest of the three skills. If they are not proficient in speaking skills, so maybe they can overcome this skill by using the rest of the three skills. Sometimes they are very good writers of English but they cannot speak. So, they can go in that particular field where they will be writing more instead of speaking.

So, what do you think that does it affect their motivation or it does not have that much effect?

No no no. It doesn't have that much effect on their motivation.

Ok, and still they want to learn English even though they feel English language speaking apprehension?

Yes. Even though they feel, still they want to learn. That's why they are here otherwise they can stay home.

Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?

It affects the self-esteem. For example if two students are in class and one is very good in speaking English and the other one is not, so obviously his self-esteem will be affected because he is not able to speak with his fellows. That's why his self-esteem can be affected.

Q. And in another situation if someone is called on the rostrum for presentation and if that student is unable to present so what do you think at that time how do you feel that whether self-esteem of that student is affected or is not affected?

Yes, it varies from person to person. Sometimes students they are determined to learn and they don't feel any hesitation. Even if they feel difficulty, they stay there on the rostrum and they start speaking. If they are having any difficulty, they ask from the teachers to help them and in some cases students they feel as if their self-esteem is being affected especially when the teacher interrupts them, if they commit any mistake.

Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English?

Ok. Their attitudes...If they are having fear of learning English speaking language so, their attitudes will be changed like first of all, as I told you earlier sometimes students start bunking the classes. Sometimes, they try to hide themselves from the teachers because they don't want to speak in front of the class. They are not having confidence. They feel fearful, that's why they always try to hide themselves. So, that their turn will not come and they will not be speaking in front of the class.

Q. So, do you think that do they develop negative attitudes toward this language or no still they are positive?

No, no no they remain positive because this is just a language which they want to learn and they are trying for that. Even then if they are unable to learn so, I think so they will not be blaming the language. Rather, they will be blaming themselves.

Q7. How does English language speaking apprehension affect the learners? Like what is the overall effect on the learners?

Ok. If the learner is unable to speak English then, first of all, his confidence level will be decreased because he will not be able to communicate in English language within the society, within his particular class room or in the home as well. So, his confidence level...

he will lose the confidence and second thing is that he will not be able to communicate within the society because of it because so many mostly the people communicate in English to like for the purpose of getting influence on others. So, obviously, he will be losing some reputation or status because in every institute, everywhere English is compulsory. Even if you are doing a job or even if you are studying or even if you are at home and your neighbors they are coming and if you are doing conversation with her, so if she is speaking English, so, obviously, you will feel fearful or you will feel depressed if you are unable to speak.

Participant 24

My name is Bushra and I am teaching here. I am teaching at NUML since 2015.

Q1. Do you think that English language speaking apprehension exists in English language learners?

Yes, definitely. English language fears in speaking skills they are there.

Q2. Why do learners feel apprehension when they are supposed to use English for speaking

Because their lack of vocabulary. First of all they have fear that they might be making mistakes in the tenses. So, for me I think they are confused about the vocabulary. They have the idea; they want to share something but due to the lack of vocabulary and during the speaking, they continuously making up combining different words in order to make the proper sentences. So, for that reason they have fears.

So lack of vocabulary you feel that this is the main issue. Any other reason that you feel for this?

Aww..Their first language influence is there. First of all they think in their first language and then translate that knowledge into language (English language).

Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners? Like do they feel anxious due to the fear of speaking English?

Yes. Exactly, they feel conscious while they are speaking because whenever I give them the topic to speak about it, so their more focus were... They want to write first, they want

to practice, they want to repeat that written material twice or thrice times and even then they are not willing to come on the dice and to speak in front of their class members.

Like do they feel restlessness, nervousness, anxiety sort of things?

Exactly, exactly.

And do you find any changes any physical change while they are presenting in English?

Their sounds are not combined. They are not giving the attention to whatever they are saying and they want some other material to seek help from that. For example they want to use their cell phones in order to reduce their tension, reduce their anxiety. If they have any material in front of them, they are very confident but once the material is taken from them, then they are very confidence less.

Q4. How does English language speaking apprehension influence motivation of learners during language learning?

It decreases their motivation because whenever material is taken away from them, they are helpless and they have to find some ways because they have to present by their own without any helping material. So, they are demotivated because they don't want to come in front of their peers. So, again peer fear is also there. That's why they have lack of confidence. They don't want to come. So, they feel demotivated.

Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?

Whenever they come for the presentation; whenever it comes to the speaking skills, they cannot interact with the teacher. The reason is that whenever I speak with them, I use to correct them sometimes. So, they feel like it's a sort of insult for them, in front of their class fellows. So, this is the main reason.

So, you mean that it does affect their self-esteem and they start feeling a kind of disrespect.

Yes and during their classes, during this teaching experience, there are some students they came to me and personally talked to me and they said to me, "ma'am, please don't say, don't highlight our mistakes in front of our class fellows" because after the class, when

the class is over, and after the class there are so many students they make fun of their mistakes. So, this is the problem.

Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English? Do you think that the fear of speaking English affects their attitudes/ Do they feel positive or negative or what?

Yes, once like if they are demotivated towards learning English because of this problem that the teacher is continuously correcting them and if they are committing mistakes, the teacher's job is there. The teacher has to correct them. Sometimes after the...in indirect way teachers have to correct them. So, language learning affects a lot there. Once they are demotivated, it means your learners stop learning. So, it does affect their attitudes. They are not willing. The way they were motivated...once they are highlighted due to their mistakes, they have to come forward to speak, they are demotivated because peer fear is there; lack of confidence is there. Due to these things they are demotivated.

Q7. How does English language speaking apprehension affect the learners? What do you think what is the overall effect on learners of this thing like how does English language speaking apprehension affect them?

First of all, they stop their learning. The one and the major reason in my view point they stop learning. Their learning process stops there, the moment they got demotivated ok. Their learning process will be stopped there and secondly after that....They don't want to participate in the class anymore. They want to keep silent in the class rooms because of the friends, because of this fear that they have lack of vocabulary one thing, they are shy, they become shy; they just want to ignore the topic; the major thing is that, they just want to skip that class.

Participant 25

My name is Ismet Abbas and I am teaching in NUML University in FC department in the evening. I am taking speaking skills of Diploma students here.

Q1. Do you think that English language speaking apprehension exists in English language learners?

Yes, it exists in English language learners and especially at the Diploma level. Students feel difficulty and when they feel difficulty so, definitely they start fearing inside them

that if they are using some incorrect words. So, they feel difficulty when they are speaking before other students especially the teachers. So, they do feel apprehension.

Q2. Why do learners feel apprehension when they are supposed to use English for speaking?

Aww... Sometimes, they don't have enough words; sometimes they don't have appropriate idea for sharing at that time and sometimes even if male students are sitting there and some females are talking, so males they will not express themselves fully and sometimes females do not express themselves fully... in spite of these... and sometimes they mispronounce some words. So, again they fear that if we will say those words, so people will laugh at us and sometimes even the teachers they snub some students that why are you using this word in this way. So, this shows the reasons of their fear.

So do you think a teacher is also responsible for this?

To some extent, to some extent they do this kind of act because they expect that diploma students should talk in that way and they should use some of the words because this is again the prerequisite sort of knowledge which students must have.

Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners?

I think so anxiety is the thing they always bring from the outside environment to inside class rooms and this anxiety builds up when they are using incorrect language inside of the class room. So, this is one reason is definitely the fear. So, fear brings anxiety or it builds up anxiety in the learners and whenever they start talking so sometimes they start shivering; sometimes they start sweating and even sometimes they say that "Ok, we do not want to talk more." So, they want to simply, you can say, escape from that speaking activity.

Q4. How does English language speaking apprehension influence motivation of learners during language learning?

I think motivation always comes when the students they are in healthy state of mind and from healthy state of mind I mean when they are... when they have interest in speaking. So, beside with this sort of fear, "If I am saying something so it will be taken as wrong," this thing I think so negatively affects motivation because they always start feeling

uneasy whenever the speaking activity starts and even if the teacher explains so many things to these students, again they think that “Ok, now I have or we have to talk.” Then, they always hesitate in getting the attention of the other people. So, for that reason sometimes I always give them some topic. When the students are discussing something and all of us have attention on that specific content, then the students they start feeling a sort of comfort inside them. Otherwise, if I will simply assign them one of the topics and they have to talk on the topic and all of the students and a teacher have only one thing and that is the student and they are looking at the students, so definitely the student does not perform well. If some content is there, so then they think that the attention is on the content. So, then they feel comfort and then they talk. So, yes motivation is always affected because they think that if all of the people have attention on me, so then disturbance starts inside of them.

Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?

I think self-respect always comes. In our society this is the self-respect and we sometimes think English language to be one of the factors that also, you can say...we think this is the matter of self-respect. If I am not talking in good English language, and some of the times people are not using good language but still they think they have some some words of English language. So, in this way we can also find self-esteems in the learners, but here this is an academic sort of environment. So, here people think that we should use the language academically and even the teachers they also expect that the students they should use the language academically, but I think so this also affects their self-esteem if they are not using language correctly.

Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English?

Ok. I think so most of the times, students they are in a habit of learning the language through their eyes in our context. When they are reading something; when they are writing something, they are very comfortable and they are always, I think so, sharing some of the views but as far as when it comes to speaking and it comes to listening, these two areas are very weak in the language learning and especially at the diploma level they also face this sort of difficulty. When the teacher has to... All the things we know that this is our tradition. I always give them the topic which is related to our everyday, you

can say, knowledge and everyday use of language but still in those topics, they feel a sort of fear that how can...and they always say this thing that we cannot express these ideas and these words because they all the time...and one reason is also there because they translate Urdu language to English language and when they start translating this thing and when there is some other activity going inside of their minds, so definitely they are under the fear of this thing that maybe we cannot bring a right, equivalent to one which is in our language.

So do they develop positive attitude toward learning English even though they have English language speaking fear or do they build or get negative attitude towards this English language? What do you think?

I think so both sorts of attitudes are there. This is again, I think so, related to personality factor. Some of the students they think that if we are getting able to use the language correctly, so this is I think so a positive thing but if the same students think or some others think that we are unable to use the language in this much small period of time, so in one way demotivation starts in them, that ok fine we cannot learn this language. So, I think in both ways. I cannot say that this is only negative thing but it goes in both ways positive as well as negative.

Q7. How does English language speaking apprehension affect the learners?

In what ways does English language speaking apprehension affect the learners? Like overall effect?

The over-all effect is what I told you above. The very first thing is their motivation. Sometimes they are coming inside of the class room with great motivation that ok, after ending this course we will be very good speakers of the language. So, I think this is against their natural affinity as well. You cannot learn the language in that much smaller period of time but again with their self-esteem is that ok “We cannot learn the language, how that person has started learning,” but this is again the first step of learning the language. We cannot say that in this much smaller period of time they can be the good speakers of the language. So, their motivation, self-esteem and attitude is affected. I think so this is again your bent of mind; this is capability of your mind or affinity of your mind that you are using the language. So, it definitely affects when you think that ok fine in this much period of time I am in the same condition but still learning is going inside of their minds. Sometimes they are unaware of this learning.

Participant 26

My name is Afzal Khan Arbab and I have been teaching English for about seven semesters here at NUML.

Q1. Do you think that English language speaking apprehension exists in English language learners?

Yes, I think it does exist. Umm in my experience I have seen not only at it here at NUML but in other universities overall in Pakistani context. Apprehension does exist among the learners.

Q2. Why do learners feel apprehension when they are supposed to use English for speaking?

There could be a number of reasons. I personally believe the first one is the lack of exposure that they have and the second one would be because there is not enough intrinsic and both extrinsic motivation for the speakers. So, that is why they feel barriers. There could be so many other reasons but these two are the major reasons.

Q3. In the light of your experience how far English language speaking apprehension is responsible for creating anxiety in learners?

It plays a vital role in creating anxiety among the learners. They would normally raise their differences because of the fear of speaking or because of the fear of speaking incorrect English. So, I think it does create anxiety among learners even among the most confident learners it does.

Do you feel any physical change in them when they are presenting English or when they are speaking in speaking skills class?

Physical, I would say, it is quite evident from their body language. Some students tend to stutter while they speak. It is not natural. It is because of this apprehension and anxiety. That's why they stumble. So, these are some of the physical symptoms of anxiety.

Q4. How does English language speaking apprehension influence motivation of learners during language learning?

I think it does impact motivation to a great extent because if the learner has the fear of stage fright or even the fear of participating in class, their motivation level is going to go down.

Q5. According to your experience how does English language communication apprehension affect self-esteem of the learners?

I think it is interlinked to the previous question. It does affect the motivation and in turn it would have negative impact on the self-esteem for the learners as well. If learners are not motivated, it ruins the confidence level and may be their image and may be their motivation for the future to speak and to participate in class. So their self-esteem is adversely affected.

Q6. What are the attitudes of English language learners toward learning English due to the fear of speaking English?

They would normally hide or choose to remain silent in class which in fact makes them passive in a way. So, the fear of speaking because there is a misconception among students in these days. Students would speak or they would think that they would start speaking once they learn how to speak but they cannot learn how to speak unless they start speaking. That is the misconception that needs to be addressed.

So, what do you think do they have positive attitudes? Even though they are like having English language speaking apprehension or they have negative attitudes towards this language?

I think it gets better with time. Their attitude changes with time and it depends on the overall environment in which learning or speaking takes place. So, if the teacher is motivating them obviously they can be positive. If he or she is not, then for certain it is going to have no like.

Q7. In what ways does English language speaking apprehension affect the learners? Like overall effect?

We look at the broader picture. This apprehension or the fear of speaking English, it does affect the motivation, the self-esteem and in the longer run it affects their performance, their output. So, it does affect...it does have a major impact on their grades, on their level of confidence, on their level of socializing and with other students or teachers as well.

Appendix 5

Categorization of Students' Interviews

Presence of CA

1st Category (13 Students)

P1. I do feel a lots of apprehension. For it seems very difficult to me. That's why obviously I have taken admission in that Diploma

P2. Lots of time I feel apprehension and fear.

P3. Yes, I am feel.

P4. I feel a lot of English language speaking apprehension.

P5. So, I used to feel a lot of apprehension. I couldn't even speak a correct sentence in English. So, yes I feel a lot of apprehension.

P8. Umm I.I feel English language apprehensions to a greater extent.

P10. I feel it is very difficult for me to speak English because I don't have vocabulary and the basic skills that are needed for speaking English.

P12. I feel a lot of English language speaking apprehension because a thing that you don't know, and when you come to present that you say that it is a difficult work and I may not be able to do that. So, I also feel like this.

P13. Aww...Like when I speak English language, I mean there is a lot of anxiety and fear because as it is not our mother tongue.

P14. My English speaking language is very poor like it is not actually my mother language. So, it is poor on my side..... so I feel fear and I cannot often speak correctly and I always end up mixing up the words and forgetting whatever I have to say.

P15. Well, to a great extent because in Pakistan especially no one appreciates us, and we feel demotivated because English is not what everyone wants to hear. It is not our mother tongue especially. That's the main reason.

P17. I feel up to a great extent English language speaking apprehension because I feel very ashamed in front of any audience. I have very low confidence. Even when I am giving this interview, I feel very low confidence and I am shivering sometimes (Even shivering at that time).

P18. To a great extent. I have a fear of speaking in English. I have always been discouraged to speak English in front of my friends and family.

2nd Category (Three Students)

P6. I feel apprehension to some extent.

P11. I feel apprehension when I was speaking English to a native speaker. Then, I feel that I have to improve my English.

P16. First of all I feel a lot of anxiety while speaking English. I feel difficulties while speaking English in front of public and it's not my mother language. So, this is the main reason.

3rd Category (Two Students)

P7. At least I feel 50 to 55 %.

P9. I feel English language speaking apprehension from 40 to 45%.

Causes of CA

1. Non- Native Language (13 Students)

P1. Actually it is not our native language. I am a Pakistani. So, my basic language is Urdu and I am not too fluent in English.

P2. Hmm...English is not our native language. In homes mostly Urdu language is used or read.

P4. First of all because this is not our native language.

P6. ...or may be like English is not our mother... native language or plus.

P7. It is not our native language

P8. English is not our... also not our native language

P9. Obviously the language that you cannot speak, you feel hesitation while using that language. You feel the fear of insult.

P10. Actually, it is not our native language.

P13. ...because as it is not our mother tongue.... It is not our mother tongue.

P14. It is not actually my mother language. So, it is poor on my side.... My English speaking language is very poor like it is not actually my mother language.

P15. It is not our mother tongue especially. That's the main reason. It is not our mother tongue especially. That's the main reason.

P16.it's not my mother language. So, this is the main reason.....So, it is poor on my side.....Because as it is not my mother tongue. When I try to... always speak English...when always speak English...and it's not my mother language. So, this is the main reason... Aww...The main reason is this. First of all it is not our mother language.

P18. Main reason is that this is not my mother tongue.

2. Not used in Homes and Society (11 Students)

P1. Our family. Basically my native language is Punjabi. So, we actually speak more Punjabi in our homes as well. So, I feel because of my social gatherings and social relationships we do not normally prefer English. So, when I have to speak English, I feel it a little difficult.

P4. ...and it's not used in our homes and in our society. No. Like in our home English is not spoken. Mostly Pushto is spoken in our home. If we speak in our home, it looks strange and some even laugh at us. They say (App bohat barhi angrez ban gayi ho).

P5. Our native language is Punjabi, and then we have Urdu. So, there is no concept of English. Our culture is like this that we study in Urdu medium or in Punjabi medium. We are not taught. Our background is like this.

P6. or plus we don't usually speak in English in our homes, in our parents, and like we are our friends. Like we don't speak English. Don't usually speak English.

P8.like in our homes or also in our homes or we friends... and we friends don't use English when we talk to each other

P12. The reason is that at home Punjabi is spoken. In school, we speak Urdu and outside in our society we are supposed to speak English. So, at different places we speak different languages and we can't get expertise in any of them.

P14. At home, we do not usually speak in English. We always speak in Urdu. So, I used to speak in my mother tongue not in English. So, when in school we are speaking in English in English class or in any other class if we have to speak in English, so I feel fear and....

P15. Secondly, our homes. In our homes nobody speaks English and they are not even interested to speak it. So that's why we can't even speak English in our homes.

P16. English is not very common in our society. Many people are not used to it and that is the main reason.

P17. You can say that I am not that much used to English. When I go to home, I speak Urdu. It's just like when English...when my English period comes. I only speak English at that time.

P18. Main reason is that this is not my mother tongue. My mother tongue is Urdu. So, I speak Urdu at home and Punjabi with my family and friends. So, probably I just speak Urdu at my university and wherever some time with my foreign friends also.

3. Village Background (One Student)

P5. First of all, I studied in an Urdu medium school, and was in village where English wasn't used much. Even there was no concept of it, and if I speak in that environment, people generally make me feel awkward at times..... So, I used to feel a lot of apprehension. I couldn't even speak a correct sentence in English.

Basically, in villages our schools are like this. Teachers don't guide us properly. There is no environment for practice. Even our English teachers use Urdu in our villages. So, language is not taught as a language.

4. Education System (Seven Students)

P1. ... and in our schools as well our teachers have not properly taught complete English language to us. So, it seems little difficult for us.

P2. In colleges, we don't get that much chance to speak in English or have some activity in English. Teachers are speaking their lectures in English but we are not participating as much as we are.

P5. Our native language is Punjabi, and then we have Urdu. So, there is no concept of English. Our culture is like this that we study in Urdu medium or in Punjabi medium. We are not taught. Our background is like this..... Basically, in villages our schools are like this. Teachers don't guide us properly. There is no environment for practice. Even our English teachers use Urdu in our villages. So, language is not taught as a language.

P6. Like we speak in English in our schools or with our teachers. That's why.

P14. At home, we do not usually speak in English. We always speak in Urdu. So, I used to speak in my mother tongue not in English. So, when in school we are speaking in English in English class or in any other class if we have to speak in English, so I feel fear and....

P15. ...and even in schools if we speak English, it's only in our English period. Otherwise we don't speak English. So, these are the main reasons.

P17. You can say that I am not that much used to English. When I go to home, I speak Urdu. It's just like when English...when my English period comes. I only speak English at that time.

5. Negative educational Experience (Two Students)

P4. And other reason, because of our teachers. Even if we know the answers but because of fear we cannot answer. We have fear that other students may laugh at us or the teachers can make us quiet that don't answer.

P8. Basically I am from Mardan and I.I I get my education like 9th, 10th, 1st year, 2nd year and BA from here Pindi. So, my educational history is not that much supportive for English language communication. Aww... I had negative experiences in education history like in our classes teachers mostly snub us when we...when we wanted to use English or communicate in English because they want to maintain discipline in the class. Teachers used to make us quiet...and in classes our teachers usually talk to us in Urdu and they don't bother to use English. They even don't try to communicate with us in English or

6. Problems in Grammar (Ten Students)

P1. Yeah our teachers probably have not taught us grammar.

P2. Actually ma'am English is an international language or it has too much grammar, structures, functions the active voice, passive voice. It has a lot of grammar that we can't understand how to deal it. This is a problem. Then, there is a problem of article usage which is quite common. We do a lot of article mistakes.

P4. And vocabulary, grammar...due to all these...

P5. Grammar, vocabulary was too poor previously, but now I have done some courses and trying to improve it, but even then... still I feel apprehension.

P7. ...and we have a lot of problems like tenses, confidence and grammar.

P8. ...and mostly the major problem that I feel is in grammar. Like nobody has taught us good grammar. I feel a lot of problems in grammar like making a sentence...grammar rules in past, present and future.

P13. ...and also I cannot properly make sentences.....Yes, definitely these are also affected towards my English apprehension and these also contribute towards my not speaking English.

P14. Mostly because people say... people say mostly...due to the grammar. It is my grammar is very... you can say very bad. Whenever I speak English, so I say words incorrectly or I use them incorrectly.

P15. ... Aww...Well..grammar.. Our grammar is not that good.

P16. The other reason is that I have many problems in grammar.

7. Lack of Vocabulary (12 Students)

P1. Yeah our teachers probably have not taught grammar and vocabulary to the level it should be....

P2.vocabulary. Sometime, vocabulary because English is a huge language. It has a very much vocabulary. Sometimes, at the time of speaking I can't remember a suitable word. Especially if we want to talk about nouns, we start talking about adjectives...there is a problem in this... and if we want to talk about adjectives, other word come into mind

P4. ...and vocabulary, grammar...due to all these...

P5.vocabulary was too poor previously, but now I have done some courses and trying to improve it, but even then... still I feel apprehension.

P8. ...and vocabulary. Like words are coming into our mind but we don't know how to use it in English.

P10. I feel it is very difficult for me to speak English because I don't have vocabulary. I don't have that vocabulary. For example when I am speaking, I don't get vocabulary to communicate my message.

P12. Secondly, there is lack of vocabulary. We speak different languages at different places. I face problem of lack of vocabulary and as I don't use this language much, so whenever there is a need of speaking in this language, so I feel it hard.

P13. Ma'am because of because of lack of my vocabulary.

P14. Whenever I speak English, so I say words incorrectly or I use them incorrectly along with the vocabulary... my vocabulary is like very poor.

P15. ...and vocabulary... Our vocabulary isn't that good. So, these are the main reasons

P16. ...and vocabulary skill.

P18. So, it's just used so much less and I do not have a good vocabulary. I have not used it so much. Sometimes I want to speak in English but I cannot find the specific word for that. This discourages me a lot.

8. Lack of Confidence (Eight Students)

P2. We are not participating as much as we are. So, we don't get that confidence building that we should get in university. That's why we feel fear.

P4. Due to lack of confidence. We feel a lot of fear.

P5. My confidence level has totally ended.

P6. Lack of confidence may be.

P7. ...confidence.

P8. I feel my confidence level is not that high that I can easily communicate in English because sometimes I fear that if the people around me have good skills in English or good speaking skills, and if I make some mistake in English, they will laugh at me that look at her how is she talking or communicating in English.

P16. ...and a lack of confidence also. The main reason.

P17. I feel very ashamed in front of any audience. I have very low confidence. Even when I am giving this interview, I feel very low confidence.

9. Problems in Accent and Pronunciation

Accent (Four Students)

P1. I feel it difficult and I have some accent problem as well.

P2. There is a problem a big problem to me or another is my accent....OK yes.... because I belong to KPK. I have a accent problem also. Sometimes I feel shy in front of my friends when I deliver word.

P5. Now, when I have come over here, I still feel awkward here as well because my accent it is not exactly as it should be although I am trying a lot to improve. Then, there is no concept of accent there. (In villages)

P13. ...and because our accent is also not that good. So, my accent is also not that good.... because our accent is also not that good.

Pronunciation (Five Students)

P2. I have a pronunciation problem also. Especially in [a] letter, [o] letter. [i] letter I feel difficulty.

P4. ...and fear that the word that we are going to pronounce is pronounced correctly by us or not.

P8. ...and mostly I have pronunciation problem. There are many words that I feel that I am pronouncing them correctly, but now I have realized that those pronunciations are not correct.

P10. The second point is pronunciation. At times when we speak something, we pronounce it incorrectly. So many words are such that we have been listening since our childhood and when we discover that their actual pronunciation is like this so, one really feels hurt. I had a friend who used to pronounce knowledge as knowledje. Such examples are in front of us. There is another person [friend] in my office who pronounced ask as asaak. So, such examples are in front of us. We learn it from others, or from our elders or from our surroundings. These things have saved in us. If you don't know the pronunciation, so you know nothing and we learn pronunciation from others which can be wrong.

P12. ...and some words we totally mispronounce. Basically they are something else and we pronounce them differently.

10. Peers' laughter (Six Students)

P2. Sometimes, if some mistake is done and if friends make fun of us then, that day is really full of anxiety.

P4. We have fear that other students may laugh at us. And our friends would laugh at us.

P7. Yeah...sometimes when other peoples...when other person speak English, I also... I always laugh at him and when I speak English; it also feels ashamed how that he feels.

P8. ...we also fear that what if we use English and students start laughing at us and the and the atmosphere is also not very supportive. Like when we are performing something

or giving presentations in English and we make some mistake while presenting, so most of the students usually laugh or make fun of us and student.

P11. I feel apprehension because when I am talking in English, my friends laugh at me. When I was in...when I speak wrong English, so he laughs at me every time. So, I feel apprehension that's why he is laughing at me.

P18. When I speak English in front of my friends, they laugh at me that I am a type of a foreign guy and if I don't speak they say that I am a type of an illiterate guy so I feel confused at that time.

11. Poor Command of English (Three Students)

P5. Sometimes I do feel apprehension. Even now because I have no command over English as other students have.

P10. I don't have vocabulary and the basic skills that are needed for speaking English.

P12. I feel a lot of English language speaking apprehension because a thing that you don't know, and when you come to present that you say that it is a difficult work and I may not be able to do that. So, I also feel like this.

Fear of incorrect structures (Three Students)

P6. Like I feel like maybe I will be wrong or something like that.

P9. Obviously the language that you cannot speak, you feel hesitation while using that language. You feel the fear of insult.

P14. ...because I am afraid of saying something incorrect and being made fun of. So, I have...

12. Lack of fluency (Three Students)

P1. Actually it is not our native language. I am a Pakistani. So, my basic language is Urdu and I am not too fluent in English.

P3. Because we can't can't speak fluently and speak... properly. That's why.

P13. We are not very fluent in it...So, my accent is also not that good. So, it basically affects my fluency and I cannot speak English like in a very good manner.

13. When other person has more Knowledge (Three Students)

P3. Hmm.. we can't speak well and the other person is speak well, then.

P6. ...when I speak English, I feel like that the other person is know more about English.

P8. I feel my confidence level is not that high that I can easily communicate in English because sometimes I fear that if the people around me have good skills in English or good speaking skills, and if I make some mistake in English, they will laugh at me that look at her how is she talking or communicating in English.

14. Lack of appreciation

P15. Well, to a great extent because in Pakistan especially no one appreciates us, because English is not what everyone wants to hear.

P18. I have a fear of speaking in English. I have always been discouraged to speak English in front of my friends and family.

Effects of CA

Avoidance

P1. So, I try to avoid that English language.

P5. When I sit at the last seat in the class. If teacher gives assignment, I try to avoid that because I have no command over English. So, I try not to participate in any activity.

P13. ...So, I I myself my try least to speak English.

P14. ...So, when in school we are speaking in English in English class or in any other class if we have to speak in English, so I feel fear and I cannot often speak correctly and I always end up mixing up the words and forgetting whatever I have to say.

P17. ...when my English period comes. I only speak English at that time.

Ok. Otherwise you try to avoid it?

Yes ma'am. I try to avoid it.

P18. Sometimes I want to speak in English but I cannot find the specific word for that. This discourages me a lot and I just want to type of leave English at that time that why I should speak in English when I don't know its words.

P5. I try to avoid people; I try to avoid teacher.

Forgetfulness

P14. I cannot often speak correctly and I always end up mixing up the words and forgetting whatever I have to say.

A lot of Anxiety

P1. I really feel anxiety, restlessness. If I have to speak English, I can't properly sleep at times in the night when I have to speak English in the morning session. If I have some presentation, I really feel anxiety because of speaking just to speak English. So it's quite fearful actually.

P2. Even at home one keeps on insulting himself that why I didn't use correct English. One feels a lot of stress.

P3. Yes, too much anxiety I feel. It becomes difficult to speak English.

P4. I feel a lot of anxiety when I speak in English. I feel fear.

P5. A lot of anxiety. The day when I have some assignment, I can't sleep the whole night because of that fear and anxiety that I will have to speak in English in the morning. It is may be due to my background. I see other students, they are tension free but I do a lot of practice for many days but even then, I feel a lot of anxiety.

P6. Like when I speak...when I speak English, I feel like that the other person is know more about English. Like I feel like maybe I will be wrong or something like that. So, I feel like...my headache like aches me like you know like... (its reasons also used above.)

P7. I feel a lot of anxiety and less confidence when I present in front of my class. Like my legs are shivering and my heart beat increases.

P8. So, I feel a lot of anxiety.

P9. Due to tension, I cannot reply to something. Ideas are going in mind but cannot express them in words. Nothing is difficult but it depends on us that how we focus them.

P10. I feel a lot of anxiety and it depends on the person too with whom I am having conversation. If the person is new, so I feel a lot of apprehension. In fact I forget my ideas and we also forget our topics of discussion due to the fear of English. So, I feel a lot of anxiety.

P11. I don't much feel anxiety when I was speaking English. Sometimes, I feel tension when I am talking to a man who is speaking good English than me. So, I feel anxiety then. Sometimes, I feel tension when I am talking to a man who is speaking good English than me. So, I feel anxiety then.

P12. When I am asked to present something in English or tell about it in English and as I don't have much words. So, when I go in front to present, I feel like as if I am going to die.

P13. Like when I speak English language, I mean there is a lot of anxiety and fear...I would say to a greater extent. Like also especially when I am talking to a crowd or giving a speech, the fear is a lot. I am very stressful and I basically most of the times I forget my ideas and what I am about to convey.

P14. Like If I am speaking in my mother tongue, I am fine. However, due to I am speaking in English and I do not speak it commonly. So, whenever I am in front of a crowd or on a stage and when I am told to speak English, I cannot because I have a fear that if I say something incorrectly, all the students will hear and I will be made fun of. So, like my heart race always increases and I always end up getting very nervous.

P15. Well...I feel anxiety because we can't speak it properly. It's not my mother tongue.

P16. First of all I feel a lot of anxiety while speaking English. I feel difficulties while speaking English in front of public. I...I feel great anxiety while speaking English in front of a very large crowd and public. My confidence decreases and due to the lack of appreciation by the students and class fellows, I am unable to speak English in great manner. I feel stress and my body starts shivering while speaking English.

P17. I feel a lot of anxiety when I am speaking English and it is very a fearing moment. First, when I was doing a speech at this university, ma'am I was very very embarrassed because they were looking at me as like I was an outcast.

P18. It's always been a fear for me. I have seen... I have nightmares for it that I have gone to the stage and I am speaking wrong English. When I go to stage for some speech or something, I get discouraged. I start shivering. Sometimes headache, headache develops and it's type of very... have a complex that I cannot speak English as much good as others. So, I get discouraged and that is a type of very big fear for me.

Physical Changes

P2. Heart beat increases. Sometimes I feel that hands are shivering and words don't come out properly of mouth; and one can't sleep properly. There is a lot of disturbance. In fact whole nervous system is disturbed.

P4. My hands tremble and heartbeat increases. Even ears become red.

P6. ...and one gets a strange feeling that you cannot speak English to the next person. Heartbeat increases and headache starts at time.

P7. Like my legs are shivering and my heart beat increases.

P8. Mostly when I give presentations in English, umm...I feel like my hands are shaking and my heart beat becomes very fast and I feel like I have sweating and my face gets warm...my face becomes very warm.

P13. Yes, I definitely feel my heart beat has increased and sometimes I would experience shivering.

P14. I feel that my heart race is increasing and on multiple occasions my legs like go na

P15. Yes, I feel like shivering. Sometimes my heart beat increases. I don't know why because again it's not our thing.

P17. ...and I am shivering sometimes (Even shivering at that time). Yeah...My body moves a lot and I think to stop and I have to do a lot of practice... Yeah I think we need to get some practice and I think I will be ok and my confidence will increase.

P18. It's always been a fear for me. I have seen... I have nightmares for it that I have gone to the stage and I am speaking wrong English. When I go to stage for some speech or something, I get discouraged. I start shivering. Sometimes headache, headache develops and it's type of very... have a complex that I cannot speak English as much good as others. So, I get discouraged and that is a type of very big fear for me.

Effects of CA on Motivation

P1. Yes, exactly. I want to give a GMAT test but I couldn't give that because of this language barrier. So, I feel that I have been slightly demotivated because of that and actually this is the reason I have take to admission there in a Diploma course because I feel that I will be even more demotivated if I will not learn how to speak proper English language.

P2. Yes. Sometimes, as such like after doing graduation I wanted to do job, but couldn't do job due to less command over English. So, I thought of doing English language Diploma. Sometimes a person wants to do something, but can't do that and leaves the task.

So, you feel it has affected your motivation?

Yeah, definitely. We have a very much ideas in our mind, but we cannot deliver them because of lack of motivation. Especially, those who want to go abroad and want to study there; they need 6.5 bands in IELTS, and bands in speaking and listening and the procedures which are supposed to follow for getting those bands are also difficult. Like in limited time you have to answer forty questions, and then to solve forty MCQ'S in limited time. So, we don't have that speed and lag behind.

P3. Reduced our motivation.

And then you feel that you should leave this language?

No.

No but at that time you feel that your motivation level is going down.

Yes. Because people makes fun, that's why.

P4. Yes, my motivation has greatly been affected. I feel low motivation.

Do you feel you that should learn it or you should not learn it?

No. I feel I should leave it.

P5. Yes, to some extent. Previously, I had great interest to become an engineer but course books were not that clear to me because I had lack of understanding of English and had less knowledge. All lecture used to be in English. I would miss that due to my problems of understanding English. So, I couldn't do engineering. I have been demotivated because of that. That's why I feel demotivated due to that. This is the reason that I have come over here to study so that I might improve my English.

P6. Sometimes. I feel demotivated.

And what are the over-all like....what do you think about this language that you should learn it or you should leave it?

I should learn it because the criteria has set everywhere that you should know English. You should know how to speak English and like wherever you go, like universities, schools, offices, English is used.

And one should be perfect in this?

Yes.

P7. Yes. I have a lot of things to ask but I don't have words to ask the questions. Then, I control my questions and don't ask them. When I speak English, no one listens to me and I can't clarify my point.

P8. Yes, I, I, I mostly had bad experiences like my experiences were not good. Whenever I communicate in English, or talk in English, so yes my motivation has been greatly affected due to the apprehensions of speaking in English.

P9. I feel demotivated because everywhere English is used only. I feel demotivated that why I can't speak this language though I have been learning it since childhood, but still I want to learn it.

P10. It has reduced my motivation.

P11. Yes... English speaking affect my motivation.

How it affects your motivation?

It affects when I am speaking in a class or having a presentation in a class. So, at that time I feel apprehension and my motivation is affected and I feel that I should improve my English.

P12. It is obvious that when I can't speak in English so, I feel that it is better If am not called for the presentation and I feel more comfortable then.

P13. Yes, it definitely affected my motivation level. Like when I can't speak English properly, I will definitely not try to speak it again. So, I feel ashamed when I want to speak English.

P14. Yes, because, because I...because of... In my old school I used to speak in Urdu. So, all the speeches I did or everything presentations were used to be in Urdu. However, since now I have to speak English so much so due to that I am have a constant fear of speaking incorrectly and this is happen multiple times as I have become somewhat to get cold fear people.

And you feel demotivated at times because of this.

Yes. Yes.

P15.and we feel demotivated because English is not what everyone wants to hear. Umm...greatly because the thing is that no one motivates us. When nobody motivates us,

so automatically our motivation decreases. Even if someone wants to speak English, but if no one supports him so his motivation goes down and he feels demotivated and this is the problem.

So, you feel that your motivation level goes down?

Yeah.

P16. Yes, I feel outclass and feel problems due to the lack of vocabulary and grammar skills and it also decreases my motivation and I feel demotivated.

What do you feel that you should leave this language or what?

No. We should speak this language but to extent not too far but less.

P17. Yes. I have been very very greatly demotivated and affected when I am speaking English. I always make a lot of mistakes and I bet you that I am also making a lot of mistakes while giving this interview.

P18. Yes, it has deeply affected my motivation level. Sometimes I just don't want to speak English and I say why I should study when I can't speak English. Even though if it's not English, I just don't want to study other subjects which are in English as I say I don't want to speak English anymore. I just go to Urdu. I will do something else and I just type of get angry and this affects me a lot.

Ok. So it has affected your motivation also. You feel demotivated. You feel that you should leave this language? You feel some hard feelings?

Sometimes when I have a type of problem with speaking English and when everyone laughs at me, so then I feel like I should leave English for my better. It's better for me but then I just think that if I try again and again but I still feel that I should leave English as it is not my mother tongue and can do.....

Effects of CA on Attitude

P1. Yes definitely, it has because my even my different other courses have been affected, I am not a actually English student but I have to learn that. My preference field is medical but because I have to give test in abroad and they are mostly in English language. So, I have slightly been a bit negative towards English language because it is acting as a barrier towards my career.

P2. Yes. In childhood we were out spoken in Urdu language but since we have started using English, so we have become quiet.

Do you feel some feelings of hatred for this language that you should leave it or this is a very difficult language or a hard language?

Yeah. Whenever I want to read DAWN newspaper, and if I face problem in its words meanings, then I feel I should leave it.

P3. Positive.

And you feel you should learn it?

Yes.

P4. My attitude toward English has become too negative. I feel this is not our national language and we face insult due to this. So, my attitude is negative.

But even then you are doing this course. Why?

Because there is no other way. Everywhere there is demand of English language. In offices, in schools...that's why.

P5. Yes, because it spoiled my career. In villages we are made fun of and here in city when people listen my English and I try... That's why my attitude has totally changed. I don't like English anymore. Even I am trying to learn English but I have to. As a language I don't like it.

P6. Sometimes I feel positive and sometimes negative. When I can't speak it then, I feel negative and like sometimes it is positive too.

P7. Positive. Somehow it is negative. Like most of the people can't speak English and they ask this question from them that why they can't speak English. As our national language is Urdu so we must speak Urdu. But now a day it's common to speak English so we feel that we should learn it.

P8. Yes. Like I have faced that much negative experiences that now I feel that what's the use of talking in English when I can communicate easily with others in my language. Like I don't live in America where it is must for me to communicate in English. When I can communicate in Urdu then why...there is no need to talk or speak in English.

But why are you doing this course if you feel there is no need to talk?

Because I feel like the grammatical mistakes that I do mostly and many problems that I face, so I feel like that they may become less with this. So, I will not face too much problem. But my attitude is same. I don't feel it necessary to talk to everyone in English or I present myself to everyone in English. So my attitude has greatly been affected due to all those apprehension of English language speaking.

P9. I feel negative attitude as when someone is unable to perform in something so, one feels fed up and feels angry. Though it is hard but still one should keep on trying.

P10. Yes, because whenever I talk to someone in English, he asks me many questions regarding English whenever I am unable to convey my message so definitely it affects my attitude. Then, I feel that one should not speak English. If one wants to speak, so first he should learn.

P11. Sometimes, it affects my attitude. When I speak good English then I feel good and when I speak wrong then, I feel bad about the language that it is a strange language.

P12. It has affected my attitude to some extent as I feel that it would be better to leave this language.

P13. Basically when we speak English, we are not very encouraged in the society when we speak English so that basically gives you the idea that you should not speak English.

And so you get some negative attitude towards it?

Yes.

P14. Mostly you can say I have positive however in some cases it also become negative as I am not in other words.

You are not confident. Just because of this?

No, I do have confidence but sometimes it ends.

Like, your confidence even vanishes. That's why you feel negative attitude towards this.

Yes.

P15. Yes, because I feel that English is not the right language because the thing is that no one even likes English especially in Pakistan. No one appreciates us; no one motivates us.

So, I feel like English is not my thing. English is not the language that I should speak. So, I get negative attitude towards it.

P16. Yes. The thing that affects my attitude is that my class fellows and my friends do not try to appreciate me when I am speaking English and due to this a negative attitude showed up.

P17. Yes. My attitude...I sometimes get too much angry and I will say I just really really hate English. I want to study something else because it really...its vocabulary, grammar and everything is so hard to learn.

P18. Yes it has. I started to hate English and English language is a type of problem for me now and Urdu is easy for me now. Even Arabic. I studied Arabic a few time. It is easy for me now but English... I have always fear for English.

Effects of CA on Self-Esteem

P1. A lot because you know whenever you have to talk to anyone and you cannot complete even a single sentence so you feel your self- esteem it is quite low at that time and you cannot speak regularly at times so you want to turn to your native language. So, yes self-esteem obviously decreases because of that barrier. That's why I have taken admission.

P2. Sometimes society doesn't respect you the way it gives respect to an English language teacher. Even if our qualification is high and if we are studying and if someone is with matric degree and speaks good English, then people will give more respect to that person as compared to us as a graduate.

So you feel your self-respect has been affected by this?

So much time...

You feel discouraged, you feel demotivated?

Demotivated.

P3. Yes. If you speak well, then all people think that she is good she is educated otherwise people think that she is uneducated and has no personality. So, it has affected my self-esteem.

P4. It has affected my self-esteem a lot. I feel insult. Sometimes if we say something in front of our friends, so we feel fear that we may do a mistake in grammar or vocabulary. They correct it and we feel that it has affected our self-respect and we are made fun of.

P5. A lot of time it. When I sit at the last seat in the class. If teacher gives assignment, I try to avoid that because I have no command over English. So, I try not to participate in any activity. So, it has certainly decreased my self-esteem. I try to avoid people; I try to avoid teacher. My confidence level has totally ended.

P6. Many times it has affected my self-esteem.

Like you have been hurt due to this English language speaking fear?

Yes.

P7. I feel insulted when I am unable to speak English where I am used to speak English. I ask that why I can't speak English.

P8. My self-esteem has greatly been affected because I have not that much confidence now. Because I fear If I make mistakes, others will make fun of me. My self-respect will get affected from that. So, greatly affected.

P9. Sometimes one feels humiliation if someone makes fun of me but I have ignored this thing and have come here to learn.

P10. Self- esteem has affected a lot. For example when we attend meetings and if someone says something in English then, we can't comprehend that. At that time we feel demotivated and our self-esteem goes down. This is a big gap in us and in our lives. If you want to go to practical life, then English is important. So, I feel my self-esteem has been affected due to it.

P11. Self-esteem has been affected. When I was in café and was talking in English and my friend asked me that you are speaking wrong English at that time I felt hurt. I feel I have to improve my English to a great level so that I could speak to other people.

P12. It has affected my self-esteem to a greater extent because my younger cousins who have studied in Roots or Beacon House school system speak fluent English and I feel embarrassed when I can't answer them. At that time my self-esteem is greatly affected.

P13. My self-esteem has greatly been affected like because of the fear of speaking English I only want to speak in Urdu and don't want to speak in English and because of that like my bilingual skills are affected.

And you at times feel that you should leave it?

Yeah..that I should totally leave it and like when I am making...giving a speech I think that I should leave the speech and just go.

P14. You can say it has decreased very much as whenever I speak on stage and I make a mistake and people make fun of it. So, due to this my motivation has decreases along with my confidence. So actually go and speak about something openly

P15. Yes, because whenever we speak English...someone insults us. They make fun of us due to which our self-esteem automatically goes down. This is the main thing that we can't speak English in front of other people because they do not appreciate us at any cost.

P16. It is greatly affecting my self-esteem. Sometimes I feel frustrated and my body starts shivering while speaking towards a large crowd or public and I am unable to speak English in a great manner because of the lack of vocabulary and grammar skills.

But do you feel any decrease in your self-respect due to this? Do you feel hurt? Do you think that your self-image has...

Yes, I feel hurt when my friends and class fellows laugh at me and make fun of my English speaking.

So, at that time your self-esteem goes down?

Nodded in yes.

P17. My self-esteem has been greatly affected by...very deep down affected by this language and speaking English is meaning I have not speaking in that much English every time. Aww...it's pretty hard for me.

Ok. So you feel that it has affected your self-esteem?

Yes.

You feel discouraged, you feel demotivated?

I feel very very much discouraged and sometimes very very much embarrassed

P18. My self-esteem has also been deeply affected by the English language. It has always been a problem for me. I get discouraged. A ...a complex develops in me that I cannot speak English just as good as my friends and like others... and when I say something which is not in that literal meaning in English word and my friends find it out and they just start laughing at me. So, I get discouraged. I get angry. I start to hide myself and it's also a type of nightmare for me.

Does it affect your sitting arrangement, sitting position in the class? Like you feel that should sit at the back of class so that you are not called for any presentation or not called for any performance and you are not visible at that time?

Sometimes it depends on the topic on which you are talking. If a class is going on and if the topic is a difficult topic, then I just want to leave the class or go to the washroom or say I am sick and want to go to the doctor. So that I can just skip this period and I can protect myself from these class presentations.

Appendix 6

Categorization of Teachers' Interviews

Presence of Communication Apprehension

P19. Yes, in English language learners, in a country where English is like exposed or English is presented as a second language, this is quite understood that they come under the stress of learning a second language and if they are battling with one already language or two, it might be Pushto or any other language...

P20. Yes

P21. Yes. I think not every single person I teach is afraid of speaking English but I would say that the majority of them are when they come to my class.

P22. Yes, in my opinion it does exist and it exists for various reasons

P23. Yes, it exists in English language learners specifically because English

P24. Yes, definitely. English language fears in speaking skills they are there.

P25. Yes, it exists in English language learners and especially at the Diploma level. Students feel difficulty and when they feel difficulty so, definitely they start fearing inside them that if they are using some incorrect words.

P26. Yes, I think it does exist. Umm in my experience I have seen not only at it here at NUML but in other universities overall in Pakistani context. Apprehension does exist among the learners.

Reasons behind Communication Apprehension

1. Non- Native Language/ Multilingual Society

P19. Yes, in English language learners, in a country where English is like exposed or English is presented as a second language, this is quite understood that they come under the stress of learning a second language and if they are battling with one already language or two, it might be Pushto or any other language.. that is obvious that they would have inborn or innate fear for learning the second language.

P20. It does because since for most of the readers language English language is not their first language. It's their second language. So, they feel quite confused and they apprehend the fact that they might not come up with the right responses. So, this apprehension does

exist when they speak because they are quite frightened to speak in front of the other people.

P21. I think these are the main ones and I think all learners of a second language or another language or a foreign language feel apprehensive when they speak and most not all but most because most of all don't use it every day and so, feeling uncomfortable, feeling unready is a very natural thing but it's just become even more negative by having negative experiences.

P23. First of all, this is their second language. That's why they don't feel easy in speaking it in front of all the class. Like in class, you are having twenty five to thirty students and it's not easy for everyone to speak in front of those thirty people.

2. Students' Psychology

P22. In my opinion the very first reason or may be one of the biggest reasons is students' psychology. Students...we we... If I talk about NUML, so most of the students that we have here are let's say are around age 16, 17 to up to let's say age 30. This age group is very self-conscious and they are very particular about their image, their face. So, whenever they to...whenever they attempt to speak English or second language so they do fear...

3. Social Pressure

P22.another reason is they have a lot of pressure on them. Pressure in the sense that in Pakistan English is considered like a language of the educated people. It's considered a mark of intelligence. So, when students speak it, there is a pressure on them and they feel...they believe yes that's the case as well that they will be judged. When they speak, they have this fear that they will be judged on the basis of their spoken English. I. I don't think it's the case with reading or o writing or speaking but when it comes to speaking English, so yes we consciously or subconsciously judge each other for how good or otherwise we speak. So, yes students do feel anxiety and language apprehension. They do feel that.

4. Universality of English

P23. First of all, that is a universal language that is like we need it for so many purposes in our life. That's why everyone wants to learn it but they feel shy when they do speak it. May be they are able to write it but they are very shy in speaking English.

5. Lack of Expression

P19. The apprehension is very much related to the lack of expression

6. Unfair expectations

P21. The other thing is of course in the education system, higher education system especially, things are based on using English but most people aren't using English every day in a normal life. So, it becomes either artificial or it becomes incredibly pressured because your measure as a human being is taken from your English; your measure as an intelligent person in Pakistan is taken from your English and the measure of your education is taken from your English and so all of these things together make it a very pressurized and very unfair because people are not being exposed to natural spoken English every day and yet they are expected to suddenly start speaking English and to get everything right. So, it's the combination of unfair expectation and negative experiences and also just the education system.

7. Non-supportive Atmosphere

P21. That's the other reason that people are not used to a supported atmosphere. They are usually not in a really encouraging atmosphere for language learning.

P26. I personally believe the first one is the lack of exposure that they have.

8. Lack of Motivation

P26. The second one would be because there is not enough intrinsic and both extrinsic motivation for the speakers. So, that is why they feel barriers.

9. Negative Educational Experience

P21. I think one main reason is the negative experience in the educational history. So, one thing is perhaps very often teachers have ashamed them for making mistakes. So, if your educational experience is all about giving the correct answers, then you get the impression that English is always going to be against you. If you make a mistake, you completely fail and that's now how we learn languages. Just we have to make mistakes. We have to try. So I think that's one reason that students have been ashamed in the past by teachers.

P25. Sometimes even the teachers they snub some students that why are you using this word in this way. So, this shows the reasons of their fear.

So do you think a teacher is also responsible for this?

To some extent, to some extent they do this kind of act because they expect that diploma students should talk in that way and they should use some of the words because this is again the prerequisite sort of knowledge which students must have.

10. Problems in Grammar and Vocabulary

P19. When they are not well aware of the language structures, how to express them so that is quite understood that they lack or they feel themselves incapable of coming with a sufficient vocabulary to express. So, that is somehow understood that they would they would come across this you know feeling of apprehension.

P20. They feel that may be their grammatical awww..aww..aww..competency is not good in that and..

P22. Another reason could be they feel anxiety because they know that their command of grammar is not that good.

P23. That's why and sometimes they are unable to make even the proper structures of the sentences. That's why they feel difficulty in learning it.

P24. First of all they have fear that they might be making mistakes in the tenses.

Lack of Vocabulary

P19. ...lack of vocabulary because language is all about from the words to sentences to phrases and to clauses.

P20. Because they feel sometimes they are lacking vocabulary... secondly, may be they are lacking the vocabulary.

P21. They tend to underestimate their vocabulary. They tend to say to me, "Oh ma'am I don't have any vocabulary" which is really not true and also I need to show them that we have passive vocabulary and active vocabulary and often what they mean is that they don't have a huge active vocabulary but I want them to realize that they have a big passive vocabulary. They have many words they understand. They just may be not sure how to use them but even if they feel it, their active vocabulary, it's still much more than they realize and I think the reason they underestimate it is because their fear of speaking English creates the anxiety.

P22. Their vocabulary is not that good. So, when they speak so, they will be making mistakes.

P23. Sometimes they don't have sufficient vocabulary.

P24. Because their lack of vocabulary. So, for me I think they are confused about the vocabulary. They have the idea; they want to share something but due to the lack of vocabulary and during the speaking, they continuously making up combining different words in order to make the proper sentences. So, for that reason they have fears.

P25. Sometimes, they don't have enough words.

11. Fear of Incorrect Structures

P20. ...and they have this very issue that they may lack the accuracy which is needed for speaking competency.

P22. They feel that they will be making mistakes. If they speak and they have this fear and then they make mistakes and they have apprehension.

P25. ...that if they are using some incorrect words. So, they feel difficulty when they are speaking before other students especially the teachers. So, they do feel apprehension... and sometimes they feel reluctant because they feel that they might not come up with the right responses which will end up for themselves being embarrassed about their responses.

12. Lack of Ideas

P25. Sometimes they don't have appropriate idea for sharing at that time.

13. Lack of Confidence

P19. Confidence.

P21. So, a lot of people will say "Oh ma'am my English isn't good, my English isn't good; I can't speak English" and I would say why are you speaking to me now. We are having a conversation. You are expressing our feelings. You are telling me what the problem is; we are face to face speaking English but the impression is that they can't speak at all. So, I would say the anxiety level is really high and in my classes....

P23. Even sometimes the people who are very much confident in speaking English, sometimes they also like lose their confidence because if they don't know the

information, if they don't have the information related to the topic; if they are not having sufficient points to speak, so their confidence level that gradually decreases.

14. Peers' Laughter

P22. ...their friends and co-learners might laugh at them. So, again I say that most of the learners are quite young. So, they don't feel or they don't like being laughed at. So, they are very...

I have had students who try to speak and others may be laughed at them and the students got so discouraged. Then it was very difficult for the teacher to make him speak the next time.

P24. They don't want to come in front of their peers. So, again peer fear is also there. That's why they have lack of confidence. They don't want to come. So, they feel demotivated.

15. Lack of Fluency

P21.because they are not fluent may be or because they are unsure of their spoken English.

16. Problems in Accent and Pronunciation

P23. May be sometimes because of their accent.

P25.and sometimes they mispronounce some words. So, again they fear that if we will say those words, so people will laugh at us and....

17. Presence of Opposite Gender

P25.some females are talking, so males they will not express themselves fully and sometimes females do not express themselves fully...in spite of these

18. Large Groups

P19. Talking like I am not talking about the very general audience or as student of thirty or students or class of thirty or forty, sometimes they feel incapable even while the teacher asks them to face them.

Effects of CA

Anxiety

P19. ...feels anxiety and many things are responsible for this... Well, English speaking apprehension is greatly responsible for creating anxiety because as I actually talked about before it is somehow really very much relevant to this. When the student is incapable of expressing or choosing the best, what do we call, expressions to express themselves or to communicate their thoughts or to execute herself or to talk about what she wants to deliver, when they actually do not find those very things to bridge up their thoughts so obviously that very anxiety overcomes like takes them over.

P20. It is greatly responsible I will say.

P21. I think to a greater extent because some people umm... So, I would say almost 90% of the problem is a psychological block which is this anxiety. I would say about 90% of it... because most of all don't use it every day and so, feeling uncomfortable, feeling unready is a very natural thing but it's just become even more negative by having negative experiences.

P22. ...they do have anxiety and again it could be like one of the reasons is psychology a... So, yes students do feel anxiety and language apprehension. They do feel that...I would say it is responsible to a great extent. This anxiety that students feel when they speak English might demotivate a student altogether or it might encourage or motivate a student in a great way.

P23. To some extent English language is responsible for creating anxiety in the learners because sometimes students...they don't want to speak. Sometimes they come only for improving their writing skills. They don't have this...Like they are not obsessed with English language speaking that much. They don't want to speak rather they want to learn how to write well and sometimes they say like only when we need to speak it in a particular situation, so we can speak there but in front of the class, they feel shy. So, this creates anxiety in them.

.....they say like only when we need to speak it in a particular situation, so we can speak there but in front of the class, they feel shy. So, this creates anxiety in them. Sometimes, they are unable to speak. They feel very shy and if the teacher is, if the teachers force

them to come in front of the class and speak, sometimes students get irritated because of that and they start bunking the classes as well.

P24. Yes. Exactly, they feel conscious while they are speaking because whenever I give them the topic to speak about it, so their more focus were... they want to write first, they want to practice, they want to repeat that written material twice or thrice times and even then they are not willing to come on the dice and to speak in front of their class members.

Like do they feel restlessness, nervousness, anxiety sort of things?

Exactly, exactly.

They are not giving the attention to whatever they are saying and they want some other material to seek help from that. For example they want to use their cell phones in order to reduce their tension, reduce their anxiety. If they have any material in front of them, they are very confident but once the material is taken from them, then they are very confidence less.

P25. I think so anxiety is the thing they always bring from the outside environment to inside class rooms and this anxiety builds up when they are using incorrect language inside of the class room. So, this is one reason is definitely the fear. So, fear brings anxiety or it builds up anxiety in the learners and...

P26. It plays a vital role in creating anxiety among the learners. They would normally raise their differences because of the fear of speaking or because of the fear of speaking incorrect English. So, I think it does create anxiety among learners even among the most confident learners it does.

Physical Changes

P20. You will see those ready expressions on their faces when they come in front of a big group of people. You will feel that they are changing expressions. They are may be fidgeting with their finger. May be you can see that they are like turning pink or red at some of the moments and sometimes they shiver. You can just easily look at their hands and you can notice that shivering. So, that is all because of that very apprehension in them; the fear that they cannot speak.

P21. So, I actually started to break down presentations into very short presentations in the beginning focusing on their voice. So, actually I spent a lot of time focusing on their

voice and on using their voice and using their breath and the things which I think most people haven't done before. Just because language is physical and we often forget that and we think that it's all mental or intellectual and actually it is profoundly physical which means it's profoundly emotional as well. So, I used to teach refugees and whose emotional state has a huge impact on your memory, on your learning, on your capacity to speak. So, I used that experience in my classes now and I do feel physical differences. Some of them have learnt to breathe better which is also to relax them or perhaps some other anxiety. I have been able to look at issues in intonation, how they use their voice as well as volume and we break all those things down so that they don't have to think about everything at the same time. So, I would say one of the main issues in speaking is that you are multi-tasking. You are trying to remember grammar and vocabulary; you are trying to use your voice; you might be nervous so you got trembling and you have all these things going on and I think breaking it down helps the students to focus on one skill at a time instead of expecting them to multi-task completely perfectly. So, yeah I have seen I have seen such changes.

P22. Yeah, then there are physical changes like a student might shiver; a student might go red in the face. Some students have been reported saying that their mouth dries. So, yeah there are some physical signs as well. May be some students look down. They don't maintain perhaps eye contact with their listeners. So, yeah there are physical signs as well.

P23. Sometimes students they start shivering and sometimes they like do have sweating as well. These are the things which they are suffering like...

P24. Their sounds are not combined.

P25. and whenever they start talking so sometimes they start shivering; sometimes they start sweating and even sometimes they say that "Ok, we do not want to talk more." So, they want to simply, you can say, escape from that speaking activity.

P26. Physical, I would say, it is quite evident from their body language. Some students tend to stutter while they speak. It is not natural. It is because of this apprehension and anxiety. That's why they stumble. So, these are some of the physical symptoms of anxiety.

Effects of CA on Motivation

P19. Well, that apprehension takes them to zero...like they feel themselves so much under the stress that sometimes they feel incapable of talking. Talking like I am not talking about the very general audience or as student of thirty or students or class of thirty or forty, sometimes they feel incapable even while the teacher asks them to face them. So, that is the fear exists in them or it highly affects. You know their motivation level and it goes down.

P20. It influences in a way that it doesn't make them stop learning. Of course they do learn but that makes it up a delayed process. They will not be very prompt in learning language because they have that fear no matter what. But with the passage of time and with their practice they get over with that fear but it does affect in the beginning and sometimes it affects to a greater extent but it makes the learning process delayed, the very apprehension.

P21. It doesn't totally demotivate. So some people are may be... Perhaps some people are motivated by it. There may be some people who feel ok I am afraid of speaking English; so, I need to do a diploma; so, I need to improve my speaking. So, may be sometimes it does actually motivate them to do some learning and on the other hand that will only work if they have a positive experience when they come here. If they don't have a positive experience in their speaking class, I would say, they just gonna feel that they haven't improved; that they don't know enough and they would go back to the negative thinking about their vocabulary; they would say they don't know any grammar and so, it can have a really demotivating effect and yeah and I think that's what people... most people for me in my class are concerned about their speaking than any other goal.

So, do you think that it does have some effect on their motivation or it does not affect them basically?

No, it does affect them but what I am saying is that it might go two ways. Some people might stop learning. They may say well I am rubbish. I can't do it and some people might think "No" because I am so afraid, because I feel so bad about speaking, I must do practice. So, it really depends on which way they take it but it also depends on whether they then have a positive experience. I think if they then have a negative experience, they will be demotivated and they are also expected... or they can expect that people will

disrespect them because their English is not amazing and due to that I would say a huge demotivating thing.

P22. Yes, this apprehension does influence motivation. Again it could influence motivation in the positive way or in the negative way. So, it could go in any direction like it might demotivate students so much that they stop making any effort. They believe that they can't make progress or it might motivate them in a certain way that yes, this is my problem and I have to work on it and I have to somehow improve this area.

Ok sir. Any other thing related to this?

Maybe the role of a teacher is very important. I believe we should guide our students. We should motivate them; we should instruct them and we need to instill certain points and tell about how we learn a second language? We learn a second language by making mistakes, by going through a rigorous process, by going through a tense process I would say. Yes, we all make mistakes. Language learning is a skill and we will make mistakes and we have this anxiety and but probably feeling this anxiety is a part of the process. So, we should make it very clear as a language learner and as a language teacher we should make it clear to the students that feeling anxiety is fine. It's natural. Everybody feels anxiety especially in a second language; and especially in front of their friends. So it's nothing...something not to be afraid of and we can learn from this experience.

P23. Ok. It will affect only like in rest of three skills if they are good and they are not good only in speaking skills, so I think so their motivation level that will not be that much affected because of it because they are proficient in rest of the three skills. If they are not proficient in speaking skills, so maybe they can overcome this skill by using the rest of the three skills. Sometimes they are very good writers of English but they cannot speak. So, they can go in that particular field where they will be writing more instead of speaking.

So, what do you think that does it affect their motivation or it does not have that much effect?

No no no. It doesn't have that much effect on their motivation.

Ok, and still they want to learn English even though they feel English language speaking apprehension?

Yes. Even though they feel, still they want to learn. That's why they are here otherwise they can stay home.

P24. It decreases their motivation because whenever material is taken away from them, they are helpless and they have to find some ways because they have to present by their own without any helping material. So, they are demotivated because they don't want to come in front of their peers. So, again peer fear is also there. That's why they have lack of confidence. They don't want to come. So, they feel demotivated.

P25. I think motivation always comes when the students they are in healthy state of mind and from healthy state of mind I mean when they are...when they have interest in speaking. So, beside with this sort of fear, "If I am saying something so it will be taken as wrong," this thing I think so negatively affects motivation because they always start feeling uneasy whenever the speaking activity starts and even if the teacher explains so many things to these students, again they think that "Ok, now I have or we have to talk." Then, they always hesitate in getting the attention of the other people. So, for that reason sometimes I always give them some topic. When the students are discussing something and all of us have attention on that specific content, then the students they start feeling a sort of comfort inside them. Otherwise, if I will simply assign them one of the topics and they have to talk on the topic and all of the students and a teacher have only one thing and that is the student and they are looking at the students, so definitely the student does not perform well. If some content is there, so then they think that the attention is on the content. So, then they feel comfort and then they talk. So, yes motivation is always affected because they think that if all of the people have attention on me, so then disturbance starts inside of them.

P26. I think it does impact motivation to a great extent because if the learner has the fear of stage fright or even the fear of participating in class, their motivation level is going to go down.

Effects of CA on Attitude:

P19. If they have the fear then they cannot have positive attitude. Fear and anxiety and stress, it never brings a positive feeling. It always brings stress; it always brings, aww.. what do we call, brings your motivation level down and they never feel confident because fear is something that gets you shackled. It never liberates you. It never, you know, gives you space to go ahead. So, language learner then he is like, he comes under the fear of

expressing himself and he cannot do that, this is understood that attitude would somehow overtake the child and it would become a disastrous like failure.

P20. It goes both way...both ways. Awww. There are few of the learners who will take it as a challenge and they will say, "Ok, fine. If it's difficult; we will make it easier for us." They will take it as a challenge and they say, "Ok. We will be learning language," and it..it..it may cost anything to them but they want to learn it but on the other hand there are few of the learners who might not be very strong enough...aww... If you talk about their temperaments, they may give up soon. They will say that "No" if...this is not our...what you can say.. cup of tea and we will not be taking it. So, it has both effects but to a greater extent what I have noticed in the class room is that the teacher is a kind of like encouragement... that yes you can do it, you can do it. Aww...If we talk about their own, what you can say, efforts, we find very rare cases where the students are performing well on their own. For most of the cases the teachers are aww like you know backing them up. They are encouraging them.

P21. I would say it's a mixed one. I would say most of the class would have some kind of negative sense. Ohh English is very difficult; ohh English is impossible; I am rubbish in English whatever and then I would have a minority who have much vocabulary and for whatever reason they had a good experience and they are not so afraid.

So you mean to say that like majority of the students they they get some negative attitude?

Yeah, I would say most of them feel like learning English is something they are forced to do and so I think most a lot of my students come into my classes feeling that English is unnatural and they are trying to do something unnatural probably not very Pakistani and you know it's very difficult to be yourself in another language umm but I try to encourage them to think that many of them will have multiple languages and they just don't have one language. They already have two or three and sometimes more and actually your personality is a little bit different in every language and so to think about English in a more positive way and just to say, it might take your time. You will find your English personality as it works. You don't have to become an English person. You will find your own self. I am speaking English but it might take time. So, I would say most people haven't been given a very natural picture of English language learning but some people are highly motivated and even if they are afraid, I think they are highly motivated and

they really try. So, it's a real mixture ...It's a mixture I would say still the majority is negative.

P22. Again I would say in both ways. It could affect them in a positive way or it could affect them in a negative way. They have that fear but some students try to overcome that fear and in the process of overcoming that fear they become better speakers, better learners. Some might not improve. They might quit but in my experience most of the students are motivated. They make that effort and they improve. They have that fear but they make an effort and they improve. So, this is the story.

P23. Ok. Their attitudes...If they are having fear of learning English speaking language so, their attitudes will be changed like first of all, as I told you earlier sometimes students start bunking the classes. Sometimes, they try to hide themselves from the teachers because they don't want to speak in front of the class. They are not having confidence. They feel fearful, that's why they always try to hide themselves. So, that their turn will not come and they will not be speaking in front of the class.

Q. So, do you think that do they develop negative attitudes toward this language or no still they are positive?

No, no no they remain positive because this is just a language which they want to learn and they are trying for that. Even then if they are unable to learn so, I think so they will not be blaming the language. Rather, they will be blaming themselves.

P24. Yes, once like if they are demotivated towards learning English because of this problem that the teacher is continuously correcting them and if they are committing mistakes, the teacher's job is there. The teacher has to correct them. Sometimes after the...in indirect way teachers have to correct them. So, language learning affects a lot there. Once they are demotivated, it means your learners stop learning. So, it does affect their attitudes. They are not willing. The way they were motivated...once they are highlighted due to their mistakes, they have to come forward to speak, they are demotivated because peer fear is there; lack of confidence is there. Due to these things they are demotivated.

P25. Ok. I think so most of the times, students they are in a habit of learning the language through their eyes in our context. When they are reading something; when they are writing something, they are very comfortable and they are always, I think so, sharing

some of the views but as far as when it comes to speaking and it comes to listening, these two areas are very weak in the language learning and especially at the diploma level they also face this sort of difficulty. When the teacher has to... All the things we know that this is our tradition. I always give them the topic which is related to our everyday, you can say, knowledge and everyday use of language but still in those topics, they feel a sort of fear that how can...and they always say this thing that we cannot express these ideas and these words because they all the time...and one reason is also there because they translate Urdu language to English language and when they start translating this thing and when there is some other activity going inside of their minds, so definitely they are under the fear of this thing that maybe we cannot bring a right, equivalent to one which is in our language.

So do they develop positive attitude toward learning English even though they have English language speaking fear or do they build or get negative attitude towards this English language? What do you think?

I think so both sorts of attitudes are there. This is again, I think so, related to personality factor. Some of the students they think that if we are getting able to use the language correctly, so this is I think so a positive thing but if the same students think or some others think that we are unable to use the language in this much small period of time, so in one way demotivation starts in them, that ok fine we cannot learn this language. So, I think in both ways. I cannot say that this is only negative thing but it goes in both ways positive as well as negative.

P26. They would normally hide or choose to remain silent in class which in fact makes them passive in a way. So, the fear of speaking because there is a misconception among students in these days. Students would speak or they would think that they would start speaking once they learn how to speak but they cannot learn how to speak unless they start speaking. That is the misconception that needs to be addressed.

So, what do you think do they have positive attitudes? Even though they are like having English language speaking apprehension or they have negative attitudes towards this language?

I think it gets better with time. Their attitude changes with time and it depends on the overall environment in which learning or speaking takes place. So, if the teacher is

motivating them obviously they can be positive. If he or she is not, then for certain it is going to have no like.

Effects of CA on Self-Esteem

P19. Well, motivation is very much relevant to self-esteem. When a child is motivated, a child is innerly satisfied, a child knows that I am doing something well and I will be appreciated for that, so this is understood that the self-esteem would go high but if he knows that I cannot actually bridge up the gap, I cannot deliver what I am supposed to do, I am not giving what I am supposed to do; I am not like, what do we call, fulfilling the very requirement of the course I am supposed to do so, self-esteem would automatically go down. So, according to my experience self-esteem is highly connected to motivation. Self-esteem is basically connected to communication. When you are not communicating effectively, this is understood that you cannot utter a word how would you express, and when you would not express yourself, how would you actually be successful. That would actually bring your self- esteem down.

P20. We see that the learner they sit in a mixed group. Sometimes, there are girls, sometimes there are boys. They have like you know a co- set up and there they have this feeling that if we aww..come up with incorrect responses, then may be our partners or co-partners they may laugh at us. So, of course that very self-esteem in respect especially in the case of boys. They don't want themselves be labeled as that you are speaking incorrect English in front of girls. So, that very self-respect that damages somewhere and that is of course because of that very fear of not speaking correct language.

Ok. So, that is like affected? Self-esteem is...

Self-esteem is affected of course.

P21. Like I say I think self-esteem, confidence level these kinds of things are -about ninety percent of the problem. Aww...When people relax, they become more fluent. So, often I do like a little survey in the beginning of the semester to see what people feel about their English and it helps me to know whether they are confident or not confident. Most people when it comes to presentations especially, the number one problem they have is confidence and of course that's not just about presentations, it's about your confidence as an adult and as an adult learner and as an adult he wants to take part in anything that work in their class. So, it has a big effect on people's self-esteem. I would

say it goes very very deep because people are being judged on the basis of their English. Like I said, their intelligence is judged; their social status is judged.

So, you think it really affects their self-esteem?

So, I think it is incredibly damaging and it's very unfortunate because one of the things that really makes me angry is Urdu is a national language in Pakistan, but if you have an excellent knowledge of Urdu, if you are highly qualified in Urdu, nobody cares . It doesn't mean anything. And so it's definitely not seen as an intelligent even or as qualified as somebody has much lesser qualification but using English and so people who come through the government school system or may be even the villagers' educational system, some of them come to our classes and they are highly qualified in their backgrounds. Some of them have multiple degrees but because of their English they are treated like they don't know anything and of course that's going to create resentment. It's also going to create very negative image of English. It's going to make them feel like English is a block to their path and that's also unfortunate because it creates not only a negative picture of their achievements in other languages but it also creates a negative picture of English which I think is also very colonial you know that we still have to speak the stupid language we didn't choose to and now everything is in English. So, I think it's directly or psychologically and in terms of identity I think it's a very deep issue.

P22. If they speak and they have this fear and then they make mistakes and they have apprehension so they might have a low self-esteem of themselves that could discourage them further from speaking English and speaking means may be learning English like I have had students who try to speak and others may be laughed at them and the students got so discouraged. Then it was very difficult for the teacher to make him speak the next time... Some students even drop out. They feel that ohh they have a lot of anxiety to deal with and that they can't cope with that and they quit. So, it could have a negative impact but it could have a positive impact as well. Students come to know that this is their problem. They feel anxiety and some students work on that and they improve so it could be either way.

Yeah again, as I said that whenever we open our mouth and whenever we speak English, so English has a very important role in our society. We consider it to be a mark of intelligence, and anybody who speaks fluent English, we consider him or her to be very intelligent. So, there is this pressure on the students but if a student doesn't perform well,

so again it could damage his or her self-esteem and may be next time then it's very difficult for the teacher to motivate that student. So, yes it does affect self-esteem may be both in a positive and negative way.

Sir how like..how in positive...?

Positive in the sense that I believe that any difficulty...that there are.. If you ask me there are two ways of approaching a difficulty. A difficulty is a difficulty. It may demotivate you. You quit altogether but you could.. you could take a difficulty.. A difficulty could be an opportunity as well. In life, in language learning situations you come to know this is the difficulty, my weakness and I need to work on this and I have to improve. We could train...we should train our students that way, that line, in that direction.

P23. It affects the self-esteem. For example if two students are in class and one is very good in speaking English and the other one is not, so obviously his self- esteem will be affected because he is not able to speak with his fellows. That's why his self-esteem can be affected.

Q. And in another situation if someone is called on the rostrum for presentation and if that student is unable to present so what do you think at that time how do you feel that whether self-esteem of that student is affected or is not affected?

Yes, it varies from person to person. Sometimes students they are determined to learn and they don't feel any hesitation. Even if they feel difficulty, they stay there on the rostrum and they start speaking. If they are having any difficulty, they ask from the teachers to help them and in some cases students they feel as if their self-esteem is being affected especially when the teacher interrupts them, if they commit any mistake.

P24. Whenever they come for the presentation; whenever it comes to the speaking skills, they cannot interact with the teacher. The reason is that whenever I speak with them, I use to correct them sometimes. So, they feel like it's a sort of insult for them, in front of their class fellows. So, this is the main reason.

So, you mean that it does affect their self-esteem and they start feeling a kind of disrespect.

Yes, and during their classes, during this teaching experience, there are some students they came to me and personally talked to me and they said to me, "ma'am, please don't

say, don't highlight our mistakes in front of our class fellows" because after the class, when the class is over, and after the class there are so many students they make fun of their mistakes. So, this is the problem.

P25. I think self-respect always comes. In our society this is the self-respect and we sometimes think English language to be one of the factors that also, you can say...we think this is the matter of self-respect. If I am not talking in good English language, and some of the times people are not using good language but still they think they have same words of English language. So, in this way we can also find self-esteem in the learners, but here this is an academic sort of environment. So, here people think that we should use the language academically and even the teachers they also expect that the students they should use the language academically, but I think so this also affects their self-esteem if they are not using language correctly.

P26. I think it is interlinked to the previous question. It does affect the motivation and in turn it would have negative impact on the self-esteem for the learners as well. If learners are not motivated, it ruins the confidence level and may be their image and may be their motivation for the future to speak and to participate in class. So their self-esteem is adversely affected.

Overall Effects of CA

P19. Well, that apprehension takes them to zero. Like they feel themselves so much under the stress that sometimes they feel incapable of talking. Well, we talk about in terms of the objectives. The very objective we talk about to use the language. Why do we teach English language? To make the students able to communicate effectively, to deliver their thoughts and to talk about the things they are supposed to do and to communicate effectively themselves not in isolation but in the pub. So apprehension, it affects the students' learning, students' communication process straightly. So, that's somehow I feel fear overcomes and fear overtakes them wholly and they become failures in expressing themselves and failure in achieving their goals and aims.

P20. I will feel this thing that very apprehension aww... make them tired of learning. It is sometimes like you know they do not feel comfortable. They feel it as if it is a very difficult task for them because that very psychological conflict they have, they never come out of it aww and initially it makes it tiring; it makes it a delayed process; it puts them into anxiety which sometimes makes them to give that thing up, but later on if just

they take it as a challenge and they try to get over. So, it also becomes a positive tool as well but on the whole I will say that apprehension is not a positive tool in the learning process I will say. It does exist and it does bother the speakers.

P21. I think it affects them psychologically; it affects them culturally and they feel culturally at a disadvantage and it affects them I think cognitively like they have a very low view of their own ability and so, sometimes they would just stop. They would say “I can’t do it; I can’t do it.” If you think you can’t do it, you are also not going to be putting your energy into using it. And so I think some people just think, well I just need to do the minimum and some people also the other.. it’s also not exactly the effect of fear fear. Some people have a very unrealistic view of learning English. So they think it’s like a formula like just give us this information and then suddenly we would know everything and they think that in one or two months they would suddenly be perfect in English. So, I think because people see English very differently to the other languages. They have very different expectations of English. So, it seems a bit fake may be. It seems unnatural and it seems foreign and when I say to them how did you learn your mother tongue? Did you learn it using a grammar book? They say no so I say ok. So, let’s think about how you learnt Pushto, how you learnt Punjabi or whatever. You used listening and you... that’s gonna be the same for English. So, you need to do a lot of listening. So, I think sometimes people have this very strange picture of English. Aww.. for all of these reasons, some of them are positive; some of them are negative, but.. but they have this idea that English is completely different from other languages and so they don’t think they have the skills to learn English where actually they do have the skills as they are already multi-linguals. You just need to use those skills in English and usually they simply haven’t been taught in a natural way. So, yeah it’s a big block for the people but I think if they realize that they can apply the skills they already had, they may be much more positive.

P22. If they speak and they have this fear and then they make mistakes and they have apprehension so they might have a low self-esteem of themselves that could discourage them further from speaking English and speaking means may be learning English like. Again may be I might be repeating my points but again over-all students know that this is the fear that I have; this is the apprehension that I have but probably if the student looks at other learners, so everybody has that fear. So, maybe we are all the same. So a student could take it that way or we as teachers could help those students to take or to respond to that fear that way. So, again it could have a positive impact or it could have a negative

impact but in my experience most of the students are affected in a positive way by this anxiety. They make an effort. They know that ohhh this is the problem I have and I need to get rid of it; I need to overcome it.

P23. They say like only when we need to speak it in a particular situation, so we can speak there but in front of the class, they feel shy. So, this creates anxiety in them. Sometimes, they are unable to speak. They feel very shy and if the teacher is, if the teachers force them to come in front of the class and speak, sometimes students get irritated because of that and they start bunking the classes as well.

If the learner is unable to speak English then, first of all, his confidence level will be decreased because he will not be able to communicate in English language within the society, within his particular class room or in the home as well. So, his confidence level... he will lose the confidence and second thing is that he will not be able to communicate within the society because of it because so many mostly the people communicate in English to like for the purpose of getting influence on others. So, obviously, he will be losing some reputation or status because in every institute, everywhere English is compulsory. Even if you are doing a job or even if you are studying or even if you are at home and your neighbors they are coming and if you are doing conversation with her, so if she is speaking English, so, obviously, you will feel fearful or you will feel depressed if you are unable to speak.

P24. First of all, they stop their learning. The one and the major reason in my view point they stop learning. Their learning process stops there, the moment they got demotivated ok. Their learning process will be stopped there and secondly after that....they don't want to participate in the class anymore. They want to keep silent in the class rooms because of the friends, because of this fear that they have lack of vocabulary one thing, they are shy, they become shy; they just want to ignore the topic; the major thing is that, they just want to skip that class.

P25. The over-all effect is what I told you above. The very first thing is their motivation. Sometimes they are coming inside of the class room with great motivation that ok, after ending this course we will be very good speakers of the language. So, I think this is against their natural affinity as well. You cannot learn the language in that much smaller period of time but again with their self-esteem is that ok "We cannot learn the language, how that person has started learning," but this is again the first step of learning the

language. We cannot say that in this much smaller period of time they can be the good speakers of the language. So, their motivation, self-esteem and attitude is affected. I think so this is again your bent of mind; this is capability of your mind or affinity of your mind that you are using the language. So, it definitely affects when you think that ok fine in this much period of time I am in the same condition but still learning is going inside of their minds. Sometimes they are unaware of this learning.

.... and even sometimes they say that “Ok, we do not want to talk more.” So, they want to simply, you can say, escape from that speaking activity.

P26. We look at the broader picture. This apprehension or the fear of speaking English, it does affect the motivation, the self-esteem and in the longer run it affects their performance, their output. So, it does affect...it does have a major impact on their grades, on their level of confidence, on their level of socializing and with other students or teachers as well.

Appendix 7

Reliability of PRCA

```

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Reliability Statistics

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Reliability of Attitude

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Reliability Statistics

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Reliability of Self-Esteem

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Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability of Motivation

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Reliability Statistics

Cronbach's Alpha	N of Items
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