EXAMINING THE PREVALENCE OF ENGLISH LANGUAGE SPEAKING ANXIETY AMONG BS LEVEL STUDENTS: A CASE STUDY OF THE UNIVERSITY OF HARIPUR

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ABSTRACT
This study was carried out to investigate English language speaking anxiety among the students of The University of Haripur at BS level. Specifically, the objectives of the study are, to investigate students' anxiety level towards speaking English as a foreign language to measure the different level of speaking anxiety between male and female students and to identify the factors that cause high level of speaking anxiety among the students. Foreign Language Class Room Anxiety Scale (FLCAS) introduced by (Horwitz, Horwitz& Cope, 1986) was applied as an instrument to measuring the English language speaking anxiety level of the students.The questionnaire consists of 33 items, each one on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree". In this research, Strongly Agree (scale point 5), Agree (scale point 4), Neither Agree nor Disagree (scale point 3), Disagree (scale point 2) and lastly Strongly Disagree (scale point 1) The data obtained was analyzed by using SPSS version-23 Windows and was presented in the form of descriptive statistics which include percentages, standard deviation and mean value. High the mean value more the level of anxiety. Results from the study show that, overall English language speaking anxiety of the participants is at medium level (M=3.0, SD=0.48). Level of speaking anxiety in FLCAS three factors CA ,TA and FNE is at medium level with mean values (M=3.07), (M=2.85) and (M=3.07) respectively. Female students are slightly more anxious with (M=3.10, SD=0.41) as compared to male students with (M=2.94, SD=0.51). The research concludes by bringing together the key findings, recommendations and suggestive areas for further research.
Keywords: Speaking Anxiety, factors, communication apprehension, test anxiety and fear of negative evaluation.

INTRODUCTION
All the languages of the world are essential and representative of their culture, religion, and social values, as well as being important and respected, but some languages are confined to a specific region and are not understood by the rest of the world's population. As a result of the Diaspora, colonization, and business activities, people have moved far away from their homelands, requiring them to communicate in a language other than their mother tongue (Karim, 2003). As a result, people desire a common language in which they can share beneficial information. This need of human beings is fulfilled by English language. The present status of English is partly because the large portion of the globe is ruled by the English and

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secondly, they have produced an astounding number of books in every field of arts, science, and culture, and many books have also been translated into English (Cohn, 1996). Due to their persistent efforts, the English language has achieved status as the international lingua franca. Due to its international status, English is now widely used in nearly all fields, including education, tourism, business and entertainment (Rao, 2019). A person who is proficient in English has excellent employment prospects in multinational corporations in Pakistan and abroad, making English proficiency crucial for education, employment, leisure, and socialization. If you wish to communicate internationally with a person who speaks a language other than your own, you will most likely to use English. In Pakistan English has got the status of Co-official language (Akram & Mahmood,2007), both in the High Court and the Supreme Court, attorneys present their cases in English and all the administrative tasks are also carried out in English. It would not be an exaggeration to state that no nation or individual can advance without knowing this language, as it is the key to the vast repository of knowledge. According to Khan (2016) due to the national and international significance of the English language, students are required to take three to four semesters of ESP (English for Specific Purposes) courses at the university level. The core subjects are also taught in English, so we can say that English is the primary language of instruction from elementary education to university level in Pakistan. Students are expected to participate in a variety of language activities in the English classroom, including group discussions, companion work, and presentations.

Since the students speak only English in the classroom, so they experience numerous difficulties while learning it. Apprehension is one of the key challenges they face during classroom activities, specifically speaking activities. When they are called upon to the stage for a presentation or performance, they experience anxiety. Williams and Andrade (2008, p.186) The learning process can be divided into three essential stages: input, planning, and performance. The input and processing of language in the mind encompass the cognitive aspects of learners' responses and their thought processes, including their concerns, confusions, and reflections, when called upon to participate in a classroom setting. Conversely, the output stage pertains to the tangible and observable actions and responses of the learners. According to Bailey, Onwuegbuzie & Daley (2000), language anxiety has a debilitating impact on each of the aforementioned stages of language acquisition. According to MacIntyre and Gardner (1991a), calm students achieve higher grades in classroom activities than agitated students. Horwitz et al. (1986) found that, just as students sometimes experience anxiety and are unable to perform well in other subjects such as mathematics and science; students who are shy and unwilling to partake in English language classroom activities avoid attending language classes. (MacIntyre and Gardner, 1991a) refer to this phenomenon as avoidance behavior. According to Hadziosmanovic's (2012) research, when students are summoned to the stage for a presentation or other speaking activity, they become tense, shiver, and are unable to speak in the foreign language. Students experience shyness and reluctance to confront an audience, particularly in English language classrooms. Students frequently cite speaking a foreign language is a big source of apprehension (Young, 1990, p.539). Khan (2016) discovered an inverse relationship between student anxiety and language performance. When instructors expect students to perform activities that they have not yet mastered, the task becomes more challenging for the students. In his interview with Young (1992) stated that beginning-level students experience a great deal of anxiety during speaking activities due to the fact that they are expected to perform beyond their level of competence. As a result, these students give subpar performances, and their repeated failure in such activities leads to avoidance behavior. At the beginning level, it is essential to provide learners with activities that are both simple and engaging.

In the 1970s, a few researchers, including Scovel (1978), found a positive correlation between anxiety and language acquisition. This was due to a lack of information about foreign language anxiety and a dearth of tools for measuring this psychological phenomenon. According to Kleinmann (1977), we cannot assert that a foreign language influences the overall academic performance of students. In contrast, the majority of later researchers discovered that language anxiety has a devastating impact on the language acquisition process (Khaliq,2015; Ishaq, 2016). Spielberger (1983, p.15) language anxiety can be defined as a "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system". Abu-Rabia (2004, p.711) defines anxiety as emotional response to a perceived threat or danger by a sudden and uncontrollable surge of anxiety he explains anxiety as

"fear, panic, and worry". Old studies have identified three fundamental types of anxieties. "Trait anxiety, a personality attribute, state anxiety, A momentary apprehension is felt, Situational anxiety, Anxiety experienced within a clearly defined situation." (MacIntyre& Gardner, 1991a p.1). According to MacIntyre and Gardne (1991a), FLCA is a situational anxiety that is triggered by specific situations and activities in English language classroom. According to Occhipinti (2009), the questionnaires presented by various researchers outlined the potential factors that cause anxiety in foreign language learners. Horwitz et.al, (1986 p.127) are of the opinion that When considering the evaluation of performance in an academic and social setting, foreign language anxiety can be understood by examining three similar anxieties: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. By exploring these components, we can effectively describe foreign language anxiety and its impact. The focus of this study is to examine three factors that contribute to anxiety in foreign language contexts, among the students during classroom speaking activities. Despite the abundance of literature on FLCA, the analysis of anxiety in speaking skills at the university level has been the subject of a relatively small number of studies. This study investigates English language speaking anxiety at the university level, differences in anxiety between male and female students, and factors that contribute to male students' high levels of speaking anxiety.

Statement of the Problem

English language learning is crucial for Pakistani students as it has become their necessity. There is no field of knowledge for which an adequate number of texts have not been written or translated into English from other languages. If a person intends to study science or conduct research, learning English is an absolute necessity. English remains the vernacular of the elite and the educated. The medium of instruction in all Pakistani universities is English, but as it is a foreign language, students encounter many difficulties with its use. It has been observed that speaking activities in English are a significant source of anxiety for students. While teaching English in various disciplines at The University of Haripur (UOH), it has been observed that students become anxious during speaking activities, to the point that they avoid attending English language classes. Therefore, it encouraged the researchers to conduct further study on this subject. On such occasions, students' behavior reveals their anxiety; they become pale and tense, want to leave class by making excuses, and if they reach the podium, they are trembling, lack the courage to make eye contact with the audience, and some become stuttering and unable to speak. Even intelligent students who score well on written examinations are reticent and timid during oral presentations. These observations during teaching have inspired the researcher to investigate the anxiety level of students during speaking activities and to identify the factors that contribute to this anxiety in male and female students. It is also suggested what measures could be made to lessen the impact of this anxiety. FLCAS developed by Horwitz, Horwitz, and Cope (1986) was used to obtain students' perspectives on the issue. There are numerous questions on the FLCAS that allow us to readily determine the level of anxiety. Throughout this study, the researcher discovered that each learner has unique experiences and perceptions regarding English language speaking anxiety. In order for students to participate in speaking activities with ease, it is suggested that in every institution where foreign language instructors are employed, researchers should investigate the factors that result in a high level of anxiety among the students and take the necessary steps to mitigate its impact.

Significance of the Study

This research is especially beneficial for university-level teachers and students who struggle with foreign (English) language speaking anxiety. Drawing form the outcome of this study, course designers and instructors will be able to design and select teaching methods, classroom activities, and curricula that eliminate or significantly reduce speaking anxiety in the language classroom. This research will also aid in fostering an environment conducive to the language-learning process. It is of the utmost importance that students perform well in oral activities in the English classroom, without hesitation or reluctance.

Research Questions

- What is the extent of anxiety experienced by students when speaking English as a foreign language?
- Which factors cause high level of speaking anxiety among the students?

- What is the difference of speaking anxiety between the male and female students?

Delimitations

The present research study is delimited to:

- English language speaking anxiety among the students of The University of Haripur
- English language speaking anxiety in class room activities
- 50 students at BS level participated in the study including department of Economics, Management Sciences, Education, Islamic and Religious studies
- FLCAS is used as a research instrument.

RESEARCH METHODOLOGY

This research employs Quantitative Research methodology in order to objectively assess the anxiety of students. This research is founded on the collection of quantitative data from respondents; FLCAS (see appendix-1) is used as a data collection instrument, and statistical and computational techniques are used to analyze the frequency of speaking anxiety among students. There are three main frequency categories: low level, medium level, and high level (see table 3.1).

Research Design

As the present study focuses on the measurement of anxiety that has already been observed in the students, the descriptive research design is optimal for analyzing and interpreting the study's objectives. The researchers primarily intend to determine its severity and which factor has the most debilitating impact on students.

Theoretical Framework

According to Occhipinti (2009) The questionnaires developed by numerous researchers shed light on potential factors causing language anxiety with in foreign language class room. Gardner et al. (1976) determined the French students'self-perceptions regarding French Classroom Anxiety". This investigation encouraged other researchers to develop classroom anxiety scales which include possible factors/situations that cause foreign language anxiety it includes "English Use Anxiety" (Clément et al., 1977) or "The English Test Anxiety" (Clément et al., 1980) and Foreign Language Classroom Anxiety Scale (FLCAS) by (Horwitz, etal., 1983). Horwitz et al. (1991) elaborated in their study that FLCA is caused by various factors, which they investigated as Communication Anxiety (CA), Test Anxiety (TA), and Fear of Negative Evaluation (FNE). Later, they introduced a 33-item questionnaire (FLCAS) that reflects these three factors that contribute to classroom anxiety among students. In this research only these factors are considered to gauge the speaking anxiety of the students. This study also identifies which factor increases students' speaking anxiety the most. To find out the intensity of anxiety and to measure its level in different factors which cause this problem among the students, a five point Likert scale is used to convert their response in to statistical values where scale point five present strongly agree, scale point four indicates Agree, three reflects Neither agree Nor disagree, four presents disagree and scale point one indicates strongly disagree. SPSS verson-23 is used to interpret the quantitative results in mean scores high the mean value more the level of anxiety.

Instrument

Choice of Research instrument or measurement tool is very important for research because it is used to gather data about the variables selected for the study. Carefully selected research instrument helps the researcher to give credible and convincing answers to the target study. Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) (see appendix-1) is used in this study because it best suits the objectives of the study.

FLCAS

FLCAS comprised of 33 components which reflect three factors/ situations which produces foreign language classroom anxiety in the subjects and these situations are CA, TA, FNE. Endler,1980 as cited in Occhipinti, 2009 stated that, The study of anxiety entails examining how individuals interact within the situations that elicit such anxiety. Actually these situations are the main factors of producing anxiety in the language class. As according to Harwitz (1986) anxiety is a big barrier in students' performance in

Foreign language classroom but it is produced by three performance anxiety factors viz. CA, TA and FNE. These three factors are presented in Horwitz Questionnaire (FLCAS) 33 items. Item no 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32 reflects CA. Item no 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28 indicates TA and 2, 7, 13, 19, 23, 31, and 33 presents FNE. Item no 2, 5, 8, 11, 14, 18, 22, 28, and 32 are negatively presented in the questionnaire and their scores are reversely calculated. The response of the students are measured on Five point Likert scale and results are presented by the means of descriptive statistics.

Intensity of Speaking Anxiety

The following table presents the intensity of speaking anxiety by using FLCAS, these categories are used by Khaliq (2015) in his PhD thesis. According to this table below 2.5 mean value indicates low level of anxiety 2.5 and above mean value describes medium level of anxiety, whereas 3.5 and above mean value reflects high level of anxiety.

Table 3.1 Frequencies of speaking anxiety

No	Intensities of speaking anxiety	M
i	Low	Below 2.5
ii	Medium	2.5&Above
iii	High	3.5&Above

Participants of the Study

The target population is comprised of all BS-level students. The questionnaire is distributed to the University of Haripur's departments of Economics, Management Sciences, Education, Islamic and Religious Studies. The researcher handed out a total of 70 questionnaires to the participants, of which 54 were filled out and returned. It consists of 34 men and 20 women. The respondents were studying at BS level and they were non-native speakers of English language and their mother languages were Urdu, Pashto, Hindko and Punjabi most of them started learning English at their school level, in the multi-lingual system of language learning. Prior to distributing the questionnaires, respondents' verbal consent was obtained. The students' ages ranged between 22 and 26.

Data Collection Procedure

Before disseminating the FLCAS to respondents, the researcher explained the study and its purpose to the respective Chairmen and received their verbal consent; the Chairmen assured the researcher of their cooperation. The researcher is a member of The UOH's faculty. In the first five minutes, the questionnaire (FLCAS) were provided with an explanation and reassurance to the students that their responses would remain confidential and solely utilized for research purposes, allowing them to respond honestly.

Data Analysis Procedure

Questionnaires were collected and data were transferred to the SPSS grade sheet (version23) software was used to measure percentages, standard deviation and mean value to infer results for the present study.

RESULTS AND DISCUSSION

Data was collected from the students by FLCAS, 70 questionnaires were distributed by the researcher out of which 54 were returned back by the participants it include 34 male students and 20 female students. The researcher instructed respondents to complete the questionnaire while keeping oral activities in the English language classroom in mind. These students belong to The University of Haripur and were studying in different semesters of BS level and their ages were between 20 to 24 years at the time of preset study. Items in FLCAS overall reflects three factors that cause English language speaking anxiety in foreign language classroom these three factors CA, TA and FNE. In this study only these three factors are analyzed in context of speaking anxiety.Five-point Likert scale is used to convert their response in to statistical values where scale point five present strongly agree, scale point four indicates Agree, three reflects Neither agree Nor disagree, four presents disagree and scale point one indicates strongly disagree. SPSS verson-23 is used to interpret the quantitative results in mean scores high the mean value more the level of anxiety. below 2.5 mean value indicates low level of anxiety 2.5 and above mean value describes medium level of anxiety whereas 3.5 and above mean value reflects high level of anxiety (see table-

3.1).The results are rounded to the nearest hundredths.Data is presented in the form of tables and graphs which follows Narrative description.

Table 4.1: Gender wise respondents

Gender	No of respondents
Male	N=34
Female	N=20
Total	N=54

Table4.1: Provides details regarding the participant sample chosen for the current study. The total number of participants are 54, including 34 males and 20 females.

Table 4.2: Reliability Statistics of FLCAS in the present study

Cronbach's Alpha	No of items
.85	33

Table 4.2 The reliability statistics among the 33 items of FLCAS is 0.85 which indicates the uniformity of the response of the students about the answers which they have provided for the study. On the other hand, it demonstrates that the majority of students face the issue highlighted in the study and reflected in the questionnaire.

Table 4.3: Overall English language speaking anxiety

No. of students	Mean	SD	Overall anxiety
54	3.0	0.48	Medium level

Figure 4.1: Speaking anxiety in all 33 items of FLCAS
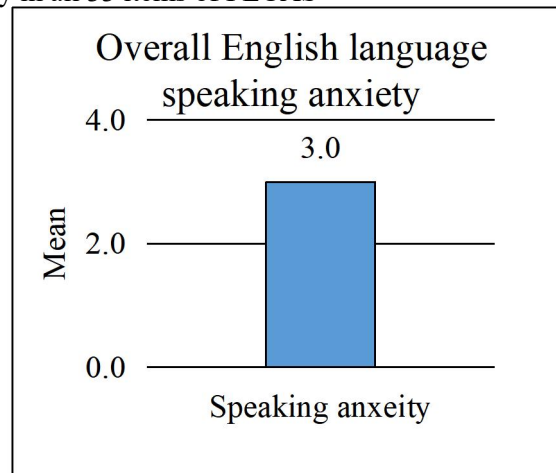
Table4.3 and Figure4.1 reflects the overall english language speaking anxiety of the participants in 33 items of FLCAS which is at medium level (M=3.0, SD=0.48). This indicates that in all the factors mentioned in Foreign Languae Classroom Anxiety Scale students expressed moderate level of apprehension. This anxiety hinders in the performance of the students in different oral activities performed in the language classroom it is necessary to minimize its effect to enhance studnets perfomance.

Figure 4.2: Level of speaking anxiety in FLCAS 33 items
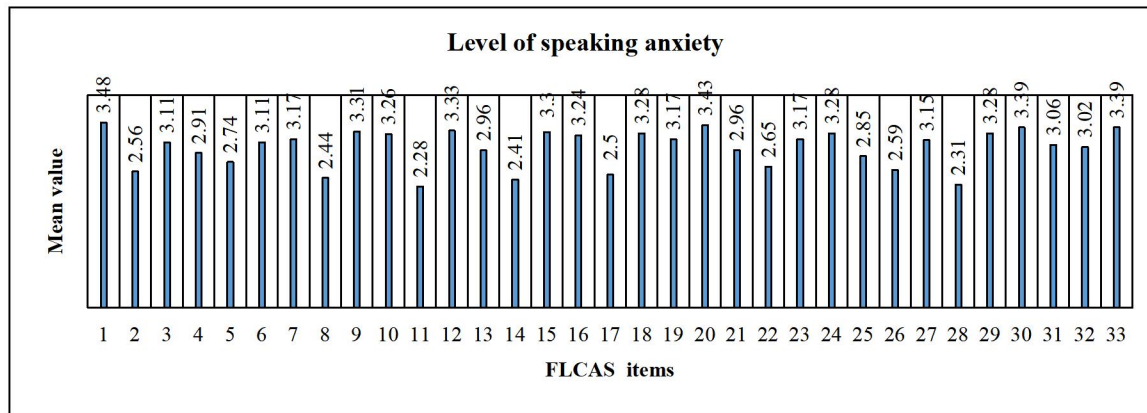
Level of speaking anxiety

Fig 4.2 elaborates the level of speaking anxiety in FLCAS 33 items which is at medium level because in all the factors/situations mentioned in FLCAS the mean values of all the individual items are more than 2.5 and less than 3.50 except item no 08,11,14 and 28 which show low level of anxiety having mean value less than 2.5. So according to the response of the students the statistical figures show moderate level of anxiety in all most all the items of FLCAS. The33 items in FLCAS presents three main factors that produce Foreign (English) language classroom anxiety these factors are Communication apprehension, Test anxiety and Fear of Negative Evaluation. Following table describes the different levels of speaking anxiety in these three situations to make it clear that which factor creates more ELCA in the target population.

Table 4.5: Factors that cause high level of speaking anxiety

FLCAS Sub-categories	No. of students	Mean	SD	Frequency of anxiety in each category
CA	54	3.07	0.49	Medium level
TA	54	2.85	0.59	Medium level
FNE	54	3.07	0.60	Moderate level

Figure 4.3: Factors that cause high level of speaking anxiety

English Language speaking anxiety in three categories CA,TA and FNE
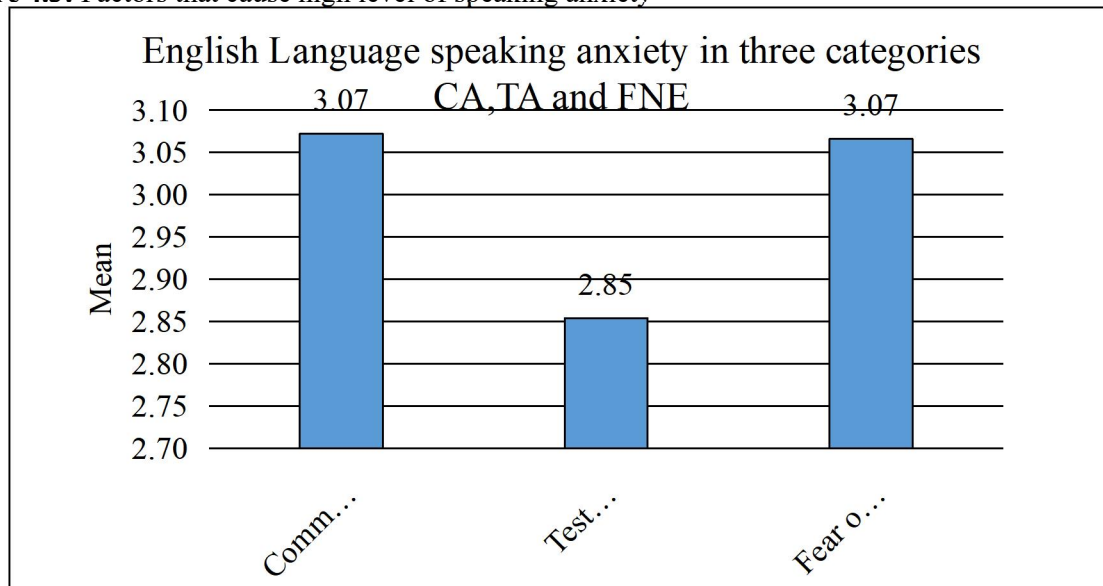
Table 4.5& Fig 4.3 represent the English language speaking anxiety level in FLCAS three items that is communication anxiety, 11 items (M=3.07, SD=0.49), test anxiety, 15 items (M=2.85, SD=0.59) and fear of negative evaluation, 7 items (M=3.07, SD=0.60). Overall moderate level of anxiety is expressed by the students in these three categories. there is no big difference in the mean value of these three categories Gopang et al. (2015) correlation between three factors of FLCAS are same as in this study (CA=TA=FNE). Students feel more apprehension in CA and FNE with mean score of 3.07 each, whereas they showed less anxiety in TA with mean value of 2.85. Form these results it become clear that students feel more anxiety in informal evaluative situations when they are exposed in front of the whole class, whereas in formal test situation where they are prepared in advance they feel less anxiety. So it is necessary to overcome this situation by bringing necessary changes in the classroom environment in which students feel free to express themselves in front of the whole class in informal situation as well.

First factor (Communication apprehension)

According to Horwitz et al (1986), "Communication apprehension is the fear an individual experience in oral communication".
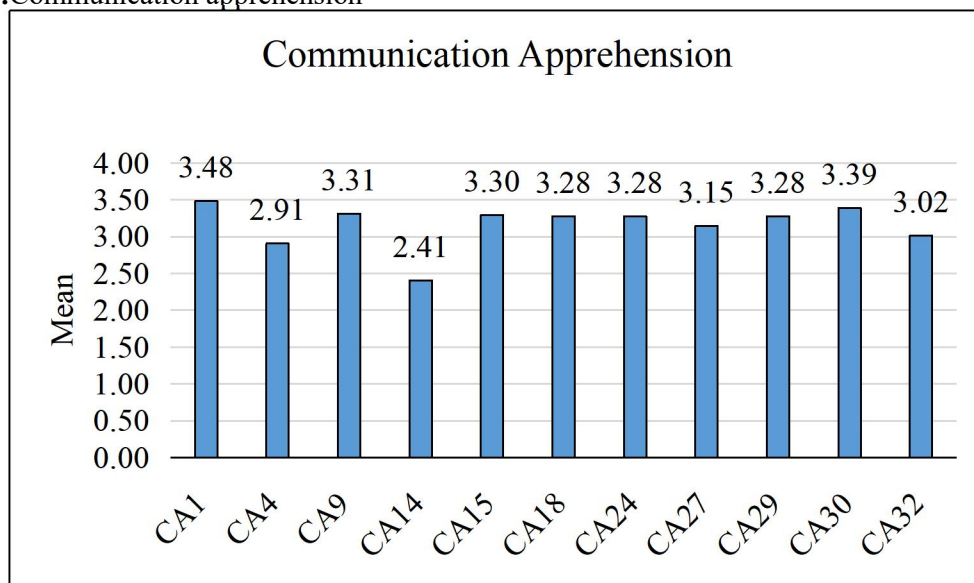
Figure 4.4: Communication apprehension

Fig 4. The response of the learners show medium level of speaking anxiety in CA according to the descriptive statistics with (M=3.07, SD=0.49).

The following report reveals the perceptions of the students regarding Communication apprehension. Question No, 1. (M=3.48, SD=1.04) quite high level of CA. Item No 4. (M=2.91, SD=1.22) medium level of CA. item no 9. (M=3.31, SD=1.36), shows medium level of anxiety. Item No, 14. (M=2.41, SD=1.39) this describes slightly medium level of anxiety. Item No.15. (M=3.30, SD=1.11) reveals medium level of communication anxiety. Item No 18. (M=2.28, SD=1.19) describes medium level. 24. (M=3.28, SD=1.14) medium level of apprehension. 27. (M=3.15, SD=1.22) medium anxiety of CA.29. (M=3.28, SD=1.25) medium level. 30. (M=3.39, SD=1.02) medium level of CA. 32. (M=3.02, SD=1.19) this item the students reveals medium level of anxiety.

Most students are hesitant when speaking in front of an audience in an English language classroom because they perceive their English language proficiency to be inadequate. When students are called to the stage without preparation, they experience high levels of anxiety and fear. Often, they tremble and fidget. According to researchers such as Young (1991) and Horwitz (1986), such activities should be avoided until students acquire adequate proficiency in the target language. In the same way, due to a lack of English vocabulary, some students are unable to comprehend their teachers and are unable to recognize the errors identified by their instructors; in such cases, teachers should assist their students and refrain from treating them harshly. In language class, teachers place more emphasis on language accuracy and less on the fluency of speaking activities. As a result, students become overwhelmed by the rules,

which negatively impacts their performance. Respondents exhibit a moderate level of anxiety when speaking in groups and pairs in informal settings, which is undesirable, particularly for speaking activities, as it will negatively impact their practical performance in the target language.

Second factor (Test anxiety)

Second factor that cause anxiety among the students is test anxiety it is stated by Horwitz et al. (1986) as a form of anxiety arising from a fear of failure in formal testing situations

Figure 4.5: Test anxiety in Oral activities
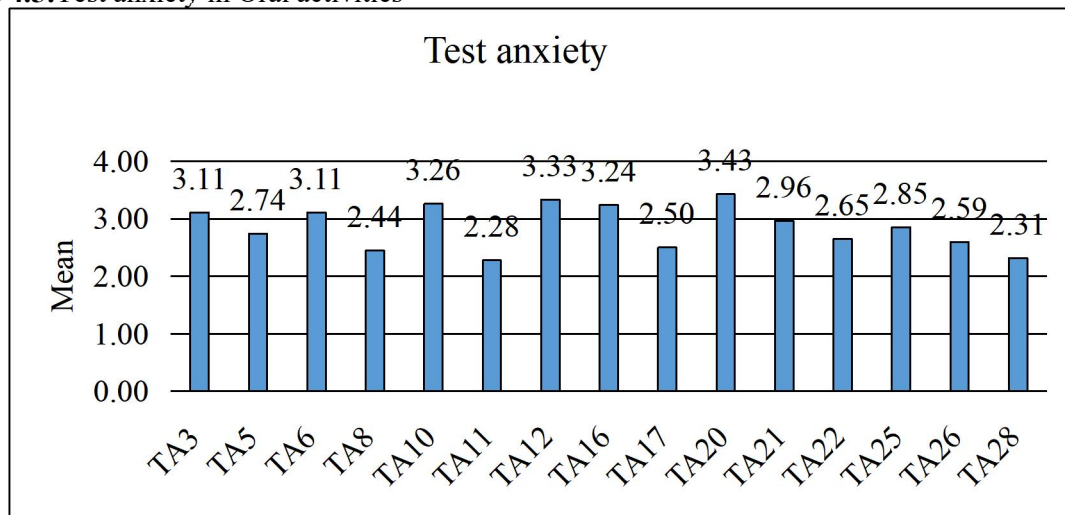
Fig 4.5The participants expressed moderate level of fear while participation in the formal test situation in different components of Test anxiety in FLCAS with (M=2.85, SD=0.59)

Item no 3. (M=3.11, SD=1.21) this item describes medium level of test anxiety. 5. (M=2.74, SD=1.23) students indicates medium level of test anxiety 6. "(M=3.11, SD=1.25) indicates moderate level of Test anxiety. Item 8. (M=2.44, SD=0.88) describes moderate level of TA. Item 10. (M=3.26, SD=1.15) moderate level of test anxiety. 11. (M=2.28, SD=0.90) medium level of TA. 12. (M=3.33,SD=0.90) medium level of TA 16. (M=3.24, SD=1.29) medium level of Test apprehension.17. (M=2.50, SD=1.22) medium level of TA.   20. (M=3.43, SD=1.21) slightly high level of test anxiety.   (M=2.96, SD=1.18) medium level of Test anxiety.   22. (M=2.65, SD=1.18) medium level of Test anxiety.   25. (M=2.85, SD=1.12) medium level of Test anxiety. 26. (M=2.59, SD=1.09) moderate level of TA. 28. (M=2.31, SD=1.02) students describe low level of Test anxiety.

The majority of items in this category exhibit a moderate level of anxiety. According to the students, fear of failure causes them to become speechless when they are asked to perform in front of an audience. In the EFL classroom, students become so anxious during examinations that, rather than concentrating on their language activities, they are more concerned with public humiliation. Even though they are well-prepared, the majority of students fear failing their oral performance due to test and competition pressure. In language classrooms, more emphasis should be placed on the participation of students, particularly in the development of speaking skills, and less on competition and tests.

Third factor (Fear of Negative Evaluation)

Fear of Negative Evaluation. is the third factor highlighted by Horwitz et al. (1986) Watson & Friend (1969 p.448) explains it as "the apprehension of other's evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively". FNE is different form TA as it is not only confined to formal test situation in the classroom it is a tension which is related to any social evaluative situation to which the language learner come across during performance such as group discussion, pair work, stage performance, interviews, presentations etc (Horwitz et al., 1986).

Figure 4.6 Fear of negative evaluation
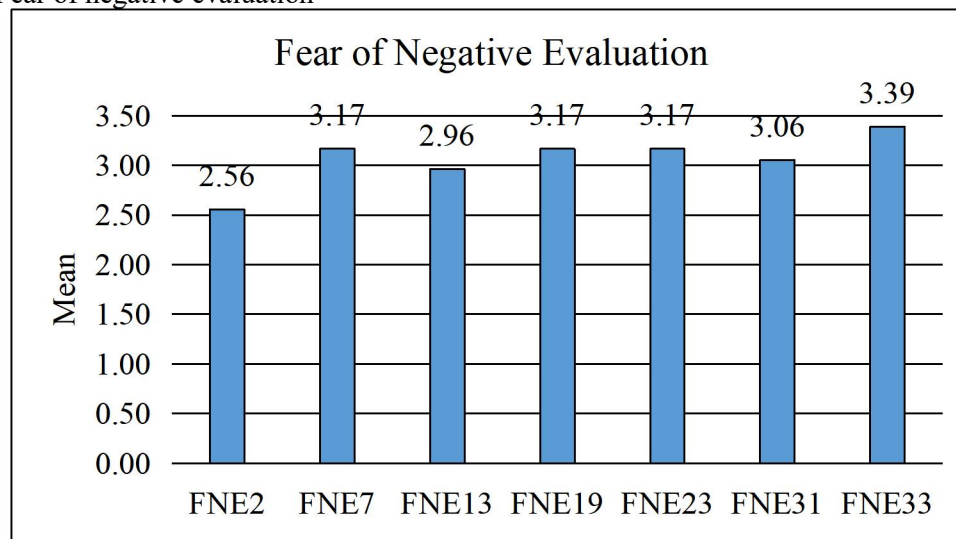
Fig 4.6 All items responded in this category present medium level of speaking anxiety with (M=3.07, SD=0.60).

Item no 2. (M=2.56, SD=1.11). Item no:7. (M=3.17, SD=1.19).Item no: 13. (M,2.96, SD=1.10). Item no:19. (M=3.17, SD=1.30).Item no: 23. "I always feel that the other students speak the foreign language better than I do." (M=3.17, SD=1.24). Item no: 31. (M=3.06, SD=1.25). and item no: 33 (M=3.39, SD=1.09).

Students in this situation believe that they are less competent than their peers in the language class and that others will laugh at them if they use incorrect language structure or are unable to provide the correct response to any question. As a result of this public embarrassment, they stop participating in oral activities. The responses of these pupils reveal a moderate level of anxiety, which is not desirable. Students should receive appropriate counseling to alleviate this anxiety situation. Teachers pay particular attention to students with a high level of public speaking anxiety and attempt to motivate and encourage them to participate in various speaking activities.

Table 4.9: Difference of English language speaking anxiety between male and female students

Gender	N	Mean	SD
Male	34	2.94	0.51
Female	20	3.10	0.41

Figure 4.7: Difference of English language speaking anxiety between male and female students

English language speaking anxiety
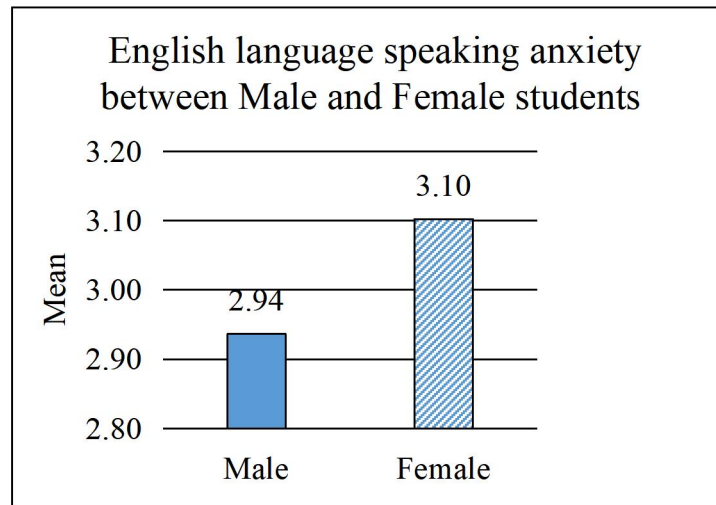between Male and Female students

Fig 4.7 This study also investigates the difference of anxiety in male and female students in Coeducation system of the University. The experts in the former literature revealed that in different educational intuitions according to the percentage of the gender of the students in the classroom may also affect the participation of the students in classroom activities. According to Krohne et al. (2001, p.125), Women exhibited a higher degree of "vigilance" in their attitudes compared to men, whereas men displayed a greater tendency for avoidance behavior in situations that trigger anxiety. according to the response given by 34 male and 24 female students in the University, females students are shyer in different situations in the speaking activities in the English language classroom with mean value of (M=3.10, SD= 0.41) whereas male students are less shy with mean value (M=2.94, SD=0.51). This may be due to less strength of female students in The UOH as compared to the male students.

RESEARCH FINDINGS AND DISCUSSION
Overall anxiety level of the students in speaking activities.
Overall, the English-speaking apprehension of the participants is moderate. The average value of all 33 FLCAS items is (M=3.0, SD=0.48). CA, TA, and FNE are the three primary groups of factors that contribute to public speaking anxiety. The total of these variables indicates the overall level of anxiety. There may be many other facts and perceptions of pupils that may cause anxiety, but only these three are considered in this study.
Factors that cause high level of speaking anxiety
According to Harwitz (as cited in Gopang, 2015) if the mean score of FLCAS items are more than 3.01 than anxiety level of the students is high.
High rated statements in CA
Items which are highly rated by the respondents in the first factor CA are: "I never feel quite sure of myself when I am speaking in my foreign language class." (M=3.48, SD=1.04) This statement describes the situation in the English language classroom when students get blank in front of the audience due to anxiety, because they feel that they are speaking incorrect language. 9. "I start to panic when I have to speak without preparation in language class." (M=3.31, SD=1.36) This statement is related with the situation when students are called on the stage without preparation according to students' response this condition generates maximum level of anxiety it is suggested that at the beginning level topics should be given to the students in advance for the presentation. "I get upset when I don't understand what the teacher is correcting." (M=3.30, SD=1.11) This is a comprehension situation due to less vocabulary of English language students are unable to understand the mistakes identified by their teacher in their work which cause anxiety in them.27. "I get nervous and confused when I am speaking in my language class" (M=3.15, SD=1.22) When ever students are exposed to speaking situation they get nervous. 30. "I feel overwhelmed by the number of rules you have to learn to speak a foreign language." (M=3.39, SD=1.02) This factor indicates about the language rules that in language class teachers give more concentration on

the language rules and not on the fluency and content in speaking activities in result of that students are just thinking about the right use of structure which hinders their speaking capability. 32. "I would probably feel comfortable around native speakers of the foreign language." (M=3.02, SD=1.19) In UOH we have less situations in which students get chance to meet with native speakers only in some international seminars or workshops they get chance to interact with the native speakers but they describe their experience that in such situations they also feel apprehension. In all the factors/situations which are described above the mean value is more than 3.01 which indicates students' apprehension level moderately high in this category.

High rated statements in TA

Items which are highly rated by the respondents in the second factor TA are 3. "I tremble when I know that I'm going to be called on in language class." (M=3.11, SD=1.21) In this situation most of the students get blank especially when they are called on to perform something in front of the audience in English language classroom 6. "During language class, I find myself thinking about things that have nothing to do with the course." (M=3.11, SD=1.25) this statement describes the psychological contestation of the students in the FL classroom that instead of focusing on activities they are thinking about the public embarrassment. 10. "I worry about the consequences of failing my foreign language class." (M=3.26, SD=1.15) Students are worried to get less grads in their Oral performance for the fact they are nervous and are reluctant in the classroom activities, it is suggested that in informal activates students should not be given the grads and may not be humiliated so that they feel free to express themselves in the foreign language. 12. "In language class, I can get so nervous I forget things I know." Students are that much worried that they even forget those things which they have well prepared and rehearsed. When they come in front of the audience, they get blank (M=3.33, SD=0.90) 16. 20. "I can feel my heart pounding when I'm going to be called on in language class." (M=3.43, SD=1.21) As anxiety deals with the autonomic nervous system the continuous anxiety provoking situations in the language class create certain psychological and nervous problems in the students which are quite necessary to examine and eradicate so that students may practice language speaking skills in a relaxed environment Young (1991) said that the focus of language class should be on performance and skill development rather than building competition among the students.

High rated statements in FNE

Items which are highly rated by the respondents in the third factor FNE are 7. "I keep thinking that the other students are better at languages than I am." (M=3.17, SD=1.19) This is the situation or mental condition in which student things that I am weak in English language than other students hence they get anxious in speaking activities 19. "I am afraid that my language teacher is ready to correct every mistake I make." This is the dilemma in our education system that without getting necessary competence teaches expect their students to give hundred percent correct and accurate performance which is not possible and hence creates anxiety among the students (M=3.17, SD=1.30). 23. "I always feel that the other students speak the foreign language better than I do." (M=3.17, SD=1.24). 31. "I am afraid that the other students will laugh at me when I speak the foreign language." (M=3.06, SD=1.25). Students are afraid from the public embracement that people will laugh on them if they speak wrong English it the responsibility of the teachers to remove such doubts from the mind of the students. item no: 33. "I get nervous when the language teacher asks questions which I haven't prepared in advance". (M=3.39, SD=1.09). Students are reluctant in surprising and volunteer questions and presentations such type of activities should be avoided unless students get sufficient practice and operational command in the target language because some time shy students avoid attending language classes even some time they totally left the course to escape from public embarrassment.

Difference of anxiety level between male and female student

Within this study, the association between gender and anxiety levels in English language learning is examined. According to the findings of this study, female students are slightly more shy than male students in English language classroom speaking activities (M=3.10, SD=0.41), but the difference is not statistically significant. Mahmood and Iqbal (2010) reached on the same results in their study where they find out male students as more vigilant in English language classroom activities.

CONCLUSION

With the assistance of the FLCAS, we are able to measure the difference in anxiety levels between students, as well as identify the situations or factors that cause the most anxiety in students, and then we can take the appropriate measures. It is evident from this study that students are moderately affected by English language speaking anxiety and that it has intolerable effects on their classroom speaking performance. All of the factors mentioned in the FLCAS have a moderate effect on the anxiety of students. There are a number of factors that contribute to classroom speaking anxiety. Mostly students are reluctant while speaking in front of audience in English language classroom because they feel that they may create different mistakes in their performance. When students are called on the stage without preparation this situation also create high anxiety and fear among them sometime, they got shivering and fidgeting according to some researcher like Young (1991) and Horwitz (1986) such activities should be avoided until students acquire adequate proficiency in the target language. Similarly, due to inadequate English vocabulary, some students are unable to comprehend their teachers and cannot identify the errors identified by their instructors. In such circumstances, teachers should assist their pupils and avoid being harsh with them. Another factor which causes speaking anxiety among the students is the language rules. In the language classroom, teachers place more emphasis on language accuracy and less on fluency in speaking activities. As a result, students become inundated by the rules, which negatively impacts their performance. According to student feedback, the second issue is test anxiety, which causes them to freeze when asked to perform in front of an audience. Students in EFL classrooms become so anxious that, rather than concentrating on their language activities, they are more concerned with public humiliation. Even if they are well-prepared, most students are anxious about failing their oral performance due to apprehension. Fear of Negative Evaluation is the final factor. In this situation or mental state, the student believes he or she is less proficient in English than other students. As a result, they become apprehensive during speaking activities, particularly in pairs and groups. Learners develop a fear of public humiliation as a result of the possibility that people will snicker at them if they speak improper English. If look at gender differences, female students are marginally more anxious than male students during English language classroom speaking activities (M = 3.10, SD = 0.41 vs. M = 2.94, SD = 0.51; p 0.05). Anxiety is associated with the autonomic nervous system; therefore, continuous anxiety-inducing activities in the language classroom lead to psychological and nervous issues among the students. It is essential to investigate and reduce these factors, as they may result in long-term avoidance behavior in which students refuse to attend class.

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APPENDIX-1
Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz, E. K. , Horwitz, M. B. , & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125-132.

For the following statements, please indicate the extent to which you feel that best fits by using a tick mark: " ✓ "

_____

1. I never feel quite sure of myself when I am speaking in my foreign language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

2. I don't worry about making mistakes in language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

3. I tremble when I know that I'm going to be called on in language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

4. It frightens me when I don't understand what the teacher is saying in the foreign language.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

5. It wouldn't bother me at all to take more foreign language classes.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

6. During language class I find myself thinking about things that have nothing to do with the course
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

7. I keep thinking that the other students are better at languages than I am.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

8. I am usually at ease during tests in my language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

9. I start to panic when I have to speak without preparation in language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

10. I worry about the consequences of failing my foreign language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

11. I don't understand why some people get so upset over foreign language classes.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

12. In language class, I can get so nervous that I forget things I know.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

13. It embarrasses me to volunteer answers in my language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

14. I would not be nervous speaking the foreign language with native speakers.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

15. I get upset when I don't understand what the teacher is correcting.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

16. Even if I am well prepared for language class, I feel anxious about it.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

17. I often feel like not going to my language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

18. I feel confident when I speak in foreign language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

19. I am afraid that my language teacher is ready to correct every mistake I make.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

20. I can feel my heart pounding when I'm going to be called on in language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

21. The more I study for a language test, the more confused I get.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

22. I don't feel pressure to prepare very well for language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

23. I always feel that the other students speak the foreign language better than I do.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

24. I feel very self-conscious about speaking the foreign language in front of other student.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

25. Language class moves so quickly that I worry about getting left behind.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

26. I feel more tense and nervous in my language class than in my other classes.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

27. I get nervous and confused when I am speaking in my language class.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

28. When I'm on my way to language class, I feel very sure and relaxed.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

29. I get nervous when I don't understand every word the language teacher says.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

30. I feel overwhelmed by the number of rules you have to learn to speak a foreignlanguage
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

31. I am afraid that the other students will laugh at me when I speak the foreign language.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

32. I would probably feel comfortable around native speakers of the foreign language.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.
Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐