

Pakistani Students' Anxiety during Classroom Presentations: A Case Study

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Abstract

This case study aims to explore the link between the increased anxiety levels while speaking in class and during presentation performance among ESL students. To this effect, the study employs mixed method approach by adapting The First Language Classroom Anxiety Scale developed by Horwitz et al (1986) and preparing a questionnaire for ESL students using a five-point Likert scale. The respondents (N=120) of the study were Bachelor of Science (BS) students randomly selected from Lasbela University of Agriculture, Water & Marine Sciences (LUAWMS)). Likewise, two teachers also took part in semi structured interviews. Later on, classroom observations were also held in their respective classes to scrutinize and triangulate the data by pinpointing the indicative symptoms of anxiety for substantiating the preceding data. The results showed that L2 speaking anxiety emanates from setting, fear of performance, limited linguistic knowledge and non-systematic error corrections and psycho-social reasons. The semi structured interviews of the teachers indicated that increased speaking anxiety levels among Pakistani students can be attributed to the educational system itself as it is not designed to increase the communicative competence of students resultantly many students experience feelings of uneasiness and anxiety when having to speak in the second language. They postulated that teachers' personal intervention as well as students' interest in enhanced communicative activities like peer discussions and spontaneous use of target language can minimize the incidences of anxiety. In conclusion, ESL classes significantly depend on teachers' and students' concerted efforts to make use of reinforcement and constructive feedback for reducing anxiety during speaking and presentations.

Keywords: Anxiety, Speaking Anxiety, Presentations, Second Language.

Introduction

Academic anxiety can be broadly related to "a unifying formulation for the collection of anxieties learners experience while in schools" (Cassady 2010, p. 1). In a similar vein, Foreign language acquisition (FLA) and Second Language Acquisition (SLA) researches have also frequently demonstrated that Foreign and Second language learning by itself is an anxiety provoking situation (Horwitz, 2010; Spielmann & Radnofsky, 2001; Aida, 1994). Nonetheless, a carefully organized study-based evidence-oriented rebuttal is

highly indispensable to highlight the necessary factors that underlie the learning context that is inundated with lack of confidence and instability in oral productions. Even a large number of students who speak foreign languages like English in everyday situations can readily become anxious at the idea of standing before a group to present their views (Stella, 2001). Similarly, Horwitz et al (1986) also studied the detrimental effects of anxiety particularly related to speaking in language classes.

In the case of Ethiopia, Eba (2011) conducted a study on the causes of speaking anxiety and its impact on the development of speaking skills among students. The causes identified earlier have highly impacted the participants' linguistic performance and stressed that joint student-teacher ventures can monitor the anxiety to maximize optimum performance in the target language speaking skills.

Similarly, Melkamu (2008) conducted a study with respect to students' L2 anxiety and reported that 50% of the participants suffered from L2 anxiety. However, the trends from the findings could not bear much fruit in guaranteeing a considerable degree of improvement, and students' L2 classroom oral anxieties are still a-day-to-day phenomenon. The researchers came across some aspects of second language oral production anxieties while carrying out their routine classroom teachings. Thus, they investigated L2 speaking anxiety situations with special attention to Shambu Preparatory School by using anxiety scale developed by Horwitz et al (1986).

Weaver and Qui (2005) concede that group discussions is an authentic and reliable approach which leads to high academic performance but ironically not all students participate in such activities. For instance, instructors talk in these discussions almost 80% of the time. Only about 10 in 40 students participate in discussions and typically, just 5 of these dominate in the discussion. Crombie et al (2003) have also found that about 90% of interaction in classrooms is dominated by a few numbers of students. Of this proportion, only about one-third are regular participants while half of the students hardly participate during discussions. There are various factors which affect the learning of L2. These include but are not limited to: teaching/learning resources, intelligence, motivation, attitude, age, gender, personality and social anxiety. In view of this, First language acquisition takes place naturally; however, L2 learning in the classroom, for most students, is full of challenges.

One of the known challenges comes from the learners' affective factor, i.e., anxiety. This is what Horwitz et al (1986) define as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). A range of studies have been conducted on the relationship between language learning and anxiety (Brown, 2000; Cheng, 1994; Horwitz et al, 1986). These studies seem to concur that anxiety has a significant impact on language learning and achievement.

Objectives of the Study

- To explore linguistic background of the students.
- To investigate teachers approach to identify students' anxiety.

Research Questions

The current study addresses the following questions:

1. Why do students from Lasbela University of Agriculture, Water & Marine Sciences feel anxiety during oral performance of L2?
2. What is the role of teachers in reducing learners' anxiety to enhance students' participation in class discussion?

Types of Language Anxiety

According to MacIntyre and Gardner (1998) anxiety is a condition whereby a person tends to be nervous or feels unstable regardless of some anticipated agitator. Anxiety for such people remains to be their natural personality trait and it is highly likely that the problem continues even permanently. Such a person continues to feel uneasiness in foreign language speaking situations even for being in a language classroom despite the absence of tasks or activities.

State Anxiety

As its name indicates, state anxiety is linked to some anxiety initiating situations. It is a feeling of nervousness at a certain span of time in reaction to some external stimulus (*ibid*, 1998). It arises when learners are to face some unfamiliar condition. A typical situation could, for example, be when the teacher invites them for questions or answers. In spite of its impacting nature for a certain length of time, this category of language anxiety gradually dwindles as learners use language learning strategies. A smooth rapport with their respective teacher would account for the normalization of the situation. State anxiety is then not so impacting as trait anxiety.

Major Domains of L2 Anxiety

Horwitz et al (1986) illustrated parallels between anxiety in language use and other three generally associated performance anxieties concerned to performance assessment within the domain of negative evaluations. The description of the construct of communication apprehension will lay a foundation for the broader concept of L2 speaking anxiety as it provides an insight to comprehending the sources it can originate from.

Test anxiety has been explained by Horwitz et al (1986) as a type of performance anxiety emanating from the fear of failure in testing situations. It is prevalent in foreign language classes due to its ongoing performance evaluative nature. For anxious students, foreign language classroom practices, more than any other academic subject, necessitate continual assessment by the language instructor as the relatively fluent speaker in the language class. This particularly happens in oral tests, formally or informally. Oral testing has just got the potential to provoke both consequential and performance apprehension for susceptible students (*Ibid*, 1986).

Communication Apprehension pertains to shyness that focuses anxiety about interacting and communicating with people (Horwitz et al, 1986). Several studies have been established on McCroskey's (1997) concept of CA as an individual's level of anxiety linked with communication with others. Therefore, this fearful mood is stated in relation to learners' negative self-perceptions instigated by the inability to understand others and make themselves understood by others. Ohata (2005) labeled it as apprehension about classroom communication apprehension (CCA) or classroom participation. Fear and anxiety of negative assessment is practiced in evaluative and social situation, i.e. job interviews. However, it is a wider perspective related to the teacher's evaluation and shows reactions to others as well (Shamas, 2006). Therefore, it is perceived that L2 anxiety relates to beliefs, complex of self-perceptions, behaviors and feelings associated with language classroom processes developing from language learning procedure (Horwitz et al, 1986).

Speaking Anxiety Reduction Strategies

To reduce second language oral practice anxiety in classes, teachers have to help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem; reduce competitiveness, provide students with constructive feedback or positive reinforcement despite their failures; avoid negative remarks; and motivate students to do things in small groups or pairs (Oxford, 1999; Young, 1991; Gregerson & Horwitz, 2002). Dörnyei (2002) also suggests teachers should use strategies

that remove anxiety provoking factors; social comparison; promote co-operation; enlighten students about the natural incidence of errors even in L1; assess students' transparently and involve them in negotiating marks. Teachers may still organize various activities focusing on meaningful communication such as information gap activities, interviews, storytelling and role plays (Phillip, 1999). Lengthening waiting time, improving questioning techniques, and valuing variable responses could be useful constructive steps (Tsui, 1996).

Types of Language Anxiety

This theory refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is "communicative competence", a term introduced into discussions of language use and second or foreign language learning in the early 1970s (Hymes, 1971). It stresses incorporation of activities that let students focus on meaning as opposed to formal features. Essentially, language is seen as a social tool that speakers use to make meaning. The theory refers to both processes and goals in classroom learning.

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Research Method

In the process of carrying out the study, the researchers used a mixed method approach: a quantitative model followed by a qualitative one. A survey questionnaire was used to generate data that were further clarified through the use of a semi-structured interview. In short, the quantitative approach as a preliminary step served as a stepping stone to enhancing the reliability of the purposive subjects' selection. The qualitative method was largely used to increase the reliability of the study through an in-depth investigation of the participants' orientation in relation to anxiety situations. The technique would help to acquire contextualized and holistic understandings and interpretations of phenomena that occur in different contexts.

Participants

In the academic year of 2021, BS students (N=120) were randomly selected from a total of 550 to fill out the questionnaire adapted from Foreign Language Classroom Anxiety Scale developed by Horwitz et al (1986). Two teachers at LUAWMS were also randomly selected for semi-structured interview and observation.

Data Collection Instruments

In the hope of collecting relevant data concerning the main causal agents of students' second language speaking anxiety and of coming up with some anxiety control or reduction strategies, the researchers chose three data gathering instruments: questionnaire, semi-structured interview and classroom observation. The survey questionnaire was used to check the responses of the target population as to where their speaking anxieties during language classes stemmed from and what could have been done to calm their anxieties experienced during those sessions. An adapted version of The Foreign Language Anxiety Scale pioneered

by Horwitz et al (1986) was made use of to elicit data from the users of the ESL. Through careful use of this tool, the researchers made a concerted effort to extract as much relevant data for the study's ultimate purpose as possible. The original FLCAS contains 33 items which were reduced to 25. The questionnaire for the students was prepared by employing a five point Likert scale ranging from "Strongly Agree" to "Strongly Disagree".

The very purpose of the interview was to enrich the data collected through students' survey questionnaire and classroom observation. The interview was given categories in relation to the different perspectives of teachers depending on the relatedness of the questions asked. Under each category, close and open-ended items were employed for probing the participants' positions in context. The interviews were recorded in note form and later transcribed for the analysis phase. In line with the informed consent, the interviewees were labelled T1, T2, to comply with anonymity matters.

In order to triangulate the data, two classes were observed twice each to prove whatever unfolds while the lesson is underway in classes. Observations provide firsthand account of situations under study. The researchers observed classes of the same teachers who were interviewed. The checklist model of data compilation method was used with two categories based on teachers' and students' conditions in connection with the topic under investigation.

Data Analysis

The adapted version of FLCAS contains 25 items, each answered on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree". It measures a person's level of anxiety by coming up with an anxiety score by adding up the ratings on the 25 items. The possible range is 25 to 125; the higher the number, the higher the level of foreign language anxiety. The construct validity of the FLCAS is based on correlations which indicate that the FLCAS can be distinguished from measures of other types of anxiety.

Results and Discussion

Causes of L2 Speaking Anxiety

The very reason for conducting this study was to explore L2 speaking anxiety causes and solutions as sought by English teachers and students. To this end, a survey questionnaire was designed both with close and open-ended questions to seek reasonable answer for research questions 1 and 2; that is, the major causal factors for L2 speaking anxiety and students' suggestions in handling them.

Table 1. Setting-related causes (N=120)

N	Indicators	Respondents' Choices									
		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	I don't worry at all about L2 classes	-	-	-	-	6	5	96	80	18	15
2	I feel comfortable during L2 classes	9	7.5	21	17.5	9	7.5	66	55	15	12.5
3	I turn tense and forget things in L2 classes	93	77.5	15	12.5	-	-	12	10	-	-
4	I feel upset despite any preparation in advance	72	60	21	17.5	9	7.5	18	15	-	-
5	I feel like not going to L2 classes	75	62.5	24	20	3	2.5	15	12.5	3	2.5
6	I feel happy and relaxed about L2 classes	3	2.5	21	17.5	-	-	90	75	6	5

Table 1, Item 1 above, indicates that 96 (80%) of the respondents reacted that they worry about L2 classes. No respondent expressed any agreement to the situation. Only a small proportion of the participants, 9

(7.5%) and 21 (17.5%) respectively, expressed their strong agreement and agreement to whether they felt at ease during L2 classes. On the contrary, a good proportion, 66 (55%), of the participants agreed to such an idea. As for turning forgetfulness of the previously learned material while in the L2 classroom, 93 (77.5%) of them, witnessed their failure to remember and recollect properly. Similarly, 72 (60%) of the respondents admitted that they feel overwhelmed in L2 classes despite initial careful preparations. Seventy-five (62.5%) of the participants still strongly agreed that they often felt like not going to L2 classes. The vast majority, 90 (75%), of the participants stated they disagreed to the point of any happy feeling or relation during L2 classes. This clearly assures that foreign language classes posed a huge threat to most of the students who participated in the study. The result from this part of the overall study complies with Young's (1991) assertion of foreignness to the language and its formalities as posing threat to L2 classes.

Table 2. Performance-related causes (N=120)

N	Indicators	Respondents' Choices									
		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
7	I panic during spontaneous productions in L2 classes	30	25	81	67.5	-	-	9	7.5	-	-
8	I feel confident while speaking in L2 classes	-	-	18	15	15	12.5	66	55	21	17.5
9	I tremble when to be called on for performances	33	27.5	60	50	9	7.5	12	10	6	5
10	I develop nervousness and tension while speaking in L2 Classes	39	32.5	57	45	6	5	18	15	3	2.5
11	I feel tense speaking unprepared	30	25	63	52.5	9	7.5	9	7.5	9	7.5

Table 2 indicates that a very significant proportion of the participants 81 (61%), agreed to the situation that spontaneous productions caused them to panic. A quarter of the respondents, 30 (25%), strongly agreed that they panicked during such occasions. A significant proportion, 21 (17.5%), of them strongly objected to the idea that they felt confident during speaking tasks. More than half, 66 (55%), of the respondents claimed their in confidence during such situations. Half of the respondents, 60 (50%), acknowledged trembling and shaking while being called on for communicative practices in L2 classes. Nearly one third, 39 (32.5%), of the respondents strongly agreed and a marked proportion, 54 (45%), of them mentioned their agreement for the fact of being confounded and nervous in L2 speaking. More than half, 63 (52.5%), of the respondents said that they never felt relaxed for questions they were not prepared for and 30 (25%) of them strongly agreed to feeling tense in those circumstances.

The result of the questionnaire data also unequivocally shows that the communicative nature of L2 speaking classes hampers L2 students from freely participating. In other words, L2 speaking classes are communicative and interactional in nature and students' lack of confidence to participate shows presence of speaking anxiety. McCrosky (1997) posited that communication apprehension, which is fear of either real or imagined communication with others, is often a typical characteristic of L2 classes.

Table 3 above shows that a large percentage, 87 (75.5%), of the respondents agreed to Item 12, getting overwhelmed by the number of rules the foreign language embraces. Furthermore, a significant proportion, 15 (12.5%), of them strongly agreed that thinking of the rules embedded in the L2 severely affected their comfort zone in the speaking classes. Fifty four (45%) of the participants did not find the non-native teachers' teaching styles satisfactory. Thirty three (27.5%) of the participants stressed their strong support for the idea of non-native L2 teachers' lack of the proper pedagogical repertoire and skill to keep their respective students devoid of anxiety causing teaching/learning procedures. While 30 (25%) of respondents expressed their strong consent to the irregular nature of pronunciation and spelling of words in the target language. Others, 66 (55%), normally ascertained the case as damaging their stability during oral practices.

The unending and emergent nature of the encounter with strange L2 vocabulary items still strongly affected the participants' confidence to comfortably use them for the interactional purpose. The idea was supported by 45 (37.5%) of the respondents through strongly agreeing and 51 (42.5%) normally agreeing. According to the data in the table above, half, 63 (52.5%), of the informants expressed their consent that the learning speed during the speaking lessons affected their ease of participation.

Table 3. Pedagogical causes (N=120)

N	Indicators	Respondents' Choices									
		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
21	I often think of things unrelated to the learning points	33	27.5	69	57.5	6	5	12	10	-	-
22	I worry much about consequential implications of likely failure.	72	60	27	22.5	9	7.5	6	5	6	5
23	I feel embarrassed in volunteering in L2 classroom oral participations	30	25	63	52.5	12	10	12	10	3	2.5
24	I feel self-conscious about standing in front of classmates	24	20	81	67.5	-	-	9	7.5	6	5
25	I usually think of others as better performers than I am	33	27.5	57	47.5	12	10	15	12.5	3	2.5

Furthermore, to identify more language-related anxiety causes, the researchers interviewed the teachers how they provide the speaking tasks lest it should be one of the causes of the anxiety. The first respondent, T1 said, "Language pedagogical skills are implemented in line with the national language syllabus framed by the Ministry of Education. He added that the current curriculum assigns as to rely on student-fronted classes whereby the longstanding traditional teacher- dominated approach has still inundated the mentality of our students. He also said that most of the students, during oral practices, behave as if they were attending the other subjects meaning that the vast majority of students either resort mother tongue during oral pair or group discussions or prefer to be guided by the subject teacher every step of their activities and just prefer being spoon-fed. T1 also reported that during his classes, students look terrified and perplexed especially during activities deserving speaking. He added, "When I assign them to discuss in pair or small groups, they often project symptoms of anxiety which may be the result of being invited for oral presentation/report."

T2 explained that even though developing native-like accent is unquestionably encouraged, in the Ethiopian context where almost all English teachers are non-native; trying to appear like a native often makes the pronunciation artificial. This, as T2 notes it, deprives teachers of comfortable intelligibility that would account for students' failure to understand the learning points and this inevitably leads to anxiety. The teacher informants' data thus underpins any dearth of reliable linguistic knowledge and pedagogical efficacy would amount to a high level of ambiguity and performance anxiety in L2 and oral practices. Young (1991) posited that L2 instructors have got to be sensitized to teacher-facilitated and student-centered teaching /learning dynamics and environments.

In Table 4 below, the vast majority, 84 (70%), of the participants expressed their objection to the situation that oral practices do not cause any worry to L2 students. It is strongly objected to this situation by 15 (12.5%) of the participants. A good number, 45 (37.5%), of the respondents ascertained that they felt upset when they misunderstood what aspect of their language was corrected. There was strong agreement on the part of 42 (35%) of the subjects that misunderstanding the errors corrected posed a huge threat to their L2 speaking class feelings. It has been stressed by 48 (40%) of the participants that the way their errors were corrected could account for the major source of anxiety during oral practices. The remarkable number of

the participants, 45 (37.5%), manifested strong claim about the manner errors would be corrected. Half of the respondents thought every mistake they made would be corrected and 27 (22.5%) of them strongly agreed to the idea. The data clearly show that the vast majority of the participants of the study worried much about their mistakes/errors or how they were being corrected by their respective L2 teachers. A significant proportion of them strictly believed error-related factors as contributors to L2 students' speaking anxiety. This finding matches with Young's (1990) view that despite the necessity of correcting potentially destructive errors, non-systematic manner of doing so would turn students dumb and inept.

TABLE 4. Error-related causes (N=120)

N	Indicators	Respondents' Choices									
		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
17	I don't worry about making mistakes during oral practices	6	5	15	12.5	-	-	84	70	15	12.5
18	I feel upset misunderstanding which errors have been corrected	42	35	45	37.5	9	7.5	18	15	6	5
19	Manner of correction by L2 teacher gets me anxious	45	38.5	48	40	-	-	21	12.5	6	5
20	I think every error I commit will be corrected	27	22.5	60	50	12	10	12	10	9	7.5

Teacher interviewees looked at this section more broadly. T2, for example, reported that he could not appreciate the belief that errors during language classes have to be tolerated. He added, "As far as I can, I correct all errors, but I have to do it technically." The same respondent reacted that he knows correcting every error may put students into hopelessness but the students have to be convinced of the importance of knowing every bit of their failure. T1, however, stressed that not all errors should be corrected. Consistent with Tanveer (2007), T1, who deliberated on the inevitable practical of the student-centered approaches in the preceding interview session, stressed that any attempt to get student free of errors during L2 speaking would possibly end up causing chaos to students' confidence. He further emphasized that following every trace of students with correction has often kept them reticent in L2 classroom speaking. He finally underlined that when students fail to understand what aspect of their performance has been corrected because of teachers' manner of correction; they often become terrified and disillusioned.

TABLE 5. Psycho-social causes (N=120)

N	Indicators	Respondents' Choices									
		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
21	I often think of things unrelated to the learning points	33	27.5	69	57.5	6	5	12	10	-	-
22	I worry Much about consequential implications of likely failure.	72	60	27	22.5	9	7.5	6	5	6	5
23	I feel embarrassed in volunteering in L2 classroom oral participations	30	25	63	52.5	12	10	12	10	3	2.5
24	I feel self-conscious about standing in front of classmates	24	20	81	67.5	-	-	9	7.5	6	5
25	I usually think of others as better performers than I am	33	27.5	57	47.5	12	10	15	12.5	3	2.5

This last table holds some psycho-social causes as likely determinants of L2 speaking anxiety. Accordingly, the analytic data starts off with things having no significant relation with language learning whereby the majority, 69 (57.5%), of the respondents agreed to be worrying about. A marked percentage, 33 (27.5%) of them mentioned their strong consent on thinking about things unrelated to the learning (talking) points. A good majority, 72 (60%) of the subjects strongly acknowledged worrying much about consequential implications, and several others, 27 (22.5%), agreed to such item 21. More than half, (52.5%), of the

respondents clearly agreed that embarrassment overran their spirit blocking them from volunteering participation in spoken classes. A quarter of the subjects showed a strong consent to the case. As for self-consciousness about standing in front of classmates or their respective L2 teacher, a significant majority, 81 (67.5%), of the participants reacted with an agreement to the incident while 20% of them even agreed strongly. With regard to comparison with other fellow classmates, 57 (47.5%) of them showed a remarkable presence of valuing others as better performers. A marked proportion, 33 (27.5%), of the subjects strongly agreed others performed better than they did.

In the interview responses, T1 stressed that it is highly likely that students regard themselves as limited in comprehension with their fellow partners. T2 added that students' low self-concept is not a secret agenda. He repeated that students' feelings of embarrassment often arise from the under-grounded belief of branding themselves as less capable, but trying to please their audiences. The result here strictly convinces us that deeply-inculcated traditional belief and traits are crucial determinants of students' anxiety levels during L2 speaking. It is thus undoubted that students' standard of confidence to perform in those occasions cross the boundary lines of school setting where L2 teaching and learning takes place.

Teachers' Suggestive Measures to Reduce Students' L2 Anxiety

The researchers have come across the following results that encircle three broadly teacher-inclusive anxiety conditions. This part of the enquiry answered research questions related to speaking anxiety solutions, particularly EQ2 and EQ3, to know anxiety alleviative strategies teachers use.

Linguistic and Pedagogical Suggestive Measures

What both teachers unanimously recommended was that students be convinced of the importance of peer discussion and remain patient as improvements can't happen overnight. T2 further emphasized the importance of multiple educative sources including English by media as suitable systematic amelioration to at least loosen the deadlock of giving into ever anxiety causing foreign language classes. Both of them suggested that the traditional rote learning should make way for the contemporary constructivist and spontaneous use of the target language. This according to T1 is because to keep ahead with the former approach allows for unconditional looming of anxiety while performing willingly or compulsorily during L2 oral activities.

Error Correction Suggestive Measures

The most demanding suggestive measure forwarded in a nearly similar way was that mild errors should oftentimes be tolerated. T2 himself came to the decision that deep-rooted traditions of immediate and harassing corrective measures confiscated from previous schoolmasters have to be swept away out of L2 teachers' minds. They both agreed on the fact that every bit of errors should never be dug out, but if need be, constructive corrective styles should be sought for. For probable failure to understand aspects of language corrected, T1 recommended smooth and sustained follow-up to prove the errors have been systematically corrected. In short, the two interviewees uniformly suggested punishment-free and emotionally constructive feedback tactics during L2 speaking activities so that students' anxiety levels could be lowered. This suggestive measure still matches with Young's (1990) finding of the necessity of correcting students' errors while performing in L2 speaking yet doing it technically.

Psycho-Social Suggestive Measures

The respondents remarked that children should never be silenced or deprived of their freedom to socialize with others from an early stage of development. T1 stressed, "Students who grow up under the strictest and the toughest control by their respective guardian often turn shy and passive in language communication. Ill-conduct and socialization often appear as confusingly the same to parents, however, children have to be allowed to socialize themselves with others in a rightful ethical framework. Likewise, T2 emphasized the

importance of positive reinforcement to guide children to free social interactional situations. Students from this physiological upbringing, according to him, would not easily give in to such psycho-social anxiety conditions. From this recommendable solution, one can understand that L2 students speaking anxiety is not a recent incident. It dates back to the early days of childhood parenting. It appears that students who had ample opportunity to socialize with others without violating the necessary cultural ethical codes of behavior feel freer while performing than the deprived ones. T

Conclusion

Analyzing the questionnaire, the semi-structured interview and the supplementary direct classroom observation, the researchers came up with additional affective variables that the current student-centered classroom dynamics considerably affect L2 students' ease of engagement in the speaking classes. The results address the questions of the research with the help of extensive data. Multiple factors of student anxiety as well as teachers' role in reducing the anxiety are identified. It could have also been ensured that the out-of-school long-standing L2 students' personality features in connection with parenting styles hugely influenced students' verbalization efforts in social settings including classroom status quo. It has been plainly elaborated that L2 class performance, L2 knowledge deficit, manners of error correction and students' own self-identity contribute to speaking anxiety situations in L2 classes. Another crucial conclusion of the results is the reality that lack of schooling in L2 learning and lack of well-trained L2 teachers would unquestionably overshadow learners' ease of participation in L2 oral classes.

Implications

The results imply that there should be a smooth and friendly rapport between English teachers and students to build trusts and conveniences and a systematic and constructive reinforcement while giving teacher and peer feedback on errors and regular practices should be in place to socialize L2 students in communicative situations.

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