

Role of Foreign Language Speaking Anxiety in Majoring and Non-majoring English Language Learners A Comparative Study

Mari Nargis and Lohar Shoukat Ali

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Abstract

The current study was conducted to investigate foreign language classroom anxiety among students who are studying English as their major subject and those who are studying English as their non-major subject. Three components of anxiety as communication apprehension, test anxiety, fear of negative evaluation were measured. Participants of the study were 23 students from Institute of English Language and Literature University of Sindh Jamshoro, studying as majoring subject and 23 students studying as non-majoring subject from Department of Public Administration, University of Sindh Jamshoro, Sindh Pakistan. Students took part in the study voluntarily and were provided a questionnaire adopted from Horwitz & Cope (1986) on Foreign Language Classroom Anxiety based on five point Likert scale. The result of the studying indicates majoring learners more effected by foreign language classroom anxiety in comparison of non-majoring learners.

Key words: Speaking anxiety, test anxiety, fear of negative evaluation

Introduction

The present study is designed to explain the foreign language classroom anxiety. Since anxiety is a major obstacle between learners and his target. This study examines communication apprehension, test anxiety and fear of negative evaluation and demonstrates the negative effects of the anxiety on majoring learners and non-majoring English learners. Though there is much study done in context of language anxiety in Pakistan but there is a significant need to highlight

the anxiety and anxiety related problems at university level in Sindh Pakistan. Consequently, it

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provides a clear image of negative effect of speaking anxiety among undergraduate learners to English language teachers in general and to Pakistani researchers in particular and language teacher in general.

Literature Review

English language now has become most common language around the world and it is declared as lingua Franca, language to use or communicate globally. The most prominent characteristic of the language is communication, though there are different reasons behind spread of the language for instance colonization of United States of America around the world, another reason is invention and use of computer more than that the installation of English language as operating language in computer. Consequently, English became the language of education, science, politics and technology. About fifty years back English language was limited to theoretical predictions but now it is used globally and it is no more any theoretical prediction. "A language gains a status as a global language when it has a special role that is recognized in every country in the world (Crystal, 1997, cited in Rohmah 2005). People need to have grip on the language to avail more and better opportunities, moreover English language is not an interesting language to learn, it has no charm to learn it intrinsically infect it is extrinsically interested to be master for instance having more opportunities in academic and professional careers. In Pakistan English language is used as second language as it is declared as official language. Constantly it is due on everyone to master the language academically and professionally. On the road of mastering the language there comes some ups and downs, for instance if one feels confident while learning the language the other one may feel demotivated, one may have positive and negative learning attitudes towards learning the language, likewise among all other factors like attitude, motivation, aptitude, anxiety is most researched factor which increases defecting elements in learning the language among learners. Anxiety is defined by various researchers one among them is given by Horwitz, Horwitz & Cope (1986), "a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (P.128. Cited in Gopang et al 2015). Moreover speaking anxiety has three components, communication apprehension, test anxiety and fear of negative evaluation. Communication apprehension refers to anxiety which students feel while communicating with

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others, test anxiety refers to fear of exams finally fear of negative evaluation refers to be miss understood by others. The viewed anxiety is combination of above three components further it is divided into two major elements of anxiety debilitating anxiety and facilitating anxiety. Debilitating anxiety concludes in abandoned learning and facilitating anxiety concludes in facilitating learning, it arises a sense of worry towards learning which leads towards struggles to achieve the target. Many studies has been done illustrating the speaking anxiety among which attitudes towards anxiety of students who has English as their major subject and students who has English as their minor subject is one of the major issues to be examined and provide some advises.

Research on Foreign language Learning Anxiety

An uncountable number of researches has been done on foreign language speaking anxiety around the world and multiple challenges have been discovered by researchers caused by anxiety effecting learners strongly in debilitating or facilitating way. One of the study conducted in 2012 by Trang et al at a university in Vietnam on investigation of anxious students experiencing English learning as foreign language in order to find out wither anxiety is effected on their determination of studying English or not, study concluded that students should be informed by the importance of learning English. Another study conducted in 2015 at Lasbela University Pakistan by Gopang et al suggested that mostly students feel nervous and avoid speaking English and students face speaking anxiety inside and outside of class, students feel more nervous while speaking with native speakers, furthermore the study declares speaking anxiety as a serious issue of undergraduate students in Pakistan. Consequently study conducted by Smith & Schroth in 2014 at University of Southeastern region of United states, reveals that students who remain normal, earn high grades, results also indicate that outside factors like less amount of sleep and lack of preparation often contributed anxiety. Study also reveals that speaking anxiety can effect classroom performance.

Present study is concerned with highlighting the role of foreign language speaking anxiety and comparing the level of speaking anxiety in majoring-English students and non-majoring-English students at university of Sindh Jamshoro . The practical implications or benefits of the study are to create awareness regarding the level of speaking anxiety experienced by majoring and non-

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majoring students when they happen to different situations and provide some suggestions to concerned teachers to tackle with the situation.

Research Questions

Following is the major research question designed by researchers.

What is the role of Foreign Language classroom Anxiety in learning English among major-English students and non-major English students at University of Sindh Jamshoro.

Focusing above main question the researchers answered the below questions.

Q 1: What is the level of anxiety in communication among majoring-English students and non-majoring English students at University of Sindh Jamshoro.

Q 2: What are the effects of anxiety on tests or exams on majoring-English students and non-majoring English students at university of Sindh Jamshoro.

Q 3: At what level fear of negative evaluation exists in majoring and non-majoring students at University of Sindh Jamshoro.

Methodology

Participants

Participants in this research are 46 both male and female, among which 23 belong to students having English as major subject and 23 belong to have English as non-major subject. Who are studying in second year and fourth semester at Institute of English language and literature and Department of Public Administration university of Sindh Jamshoro Pakistan.

Instrument

Foreign language speaking anxiety scale Consisting of 33 items designed by Horwitz et al is adopted to quantify the FLA in this research paper. All the items are administrated as 5-point Likert scale ranging from "strongly agree" to "strongly disagree". FLCAS illustrates three components of speaking anxiety: communication apprehension, text anxiety, fear of negative

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evaluation. FLCAS is reasonably reliable and valid also previously used scale in different researches worldwide.

Data Collections

Data is collected by survey method, participants completed the questionnaire in given time which was around 40 minutes. All the students were informed that survey do not have any effects on their grades constantly students were informed by benefits of the research moreover all the ethical issues were considered as well.

Data Analysis

The data is analyzed into three sections by applying SPSS. In first section communication apprehension is examined of learners having English as major and non-major subject. By analyses of communication apprehension the level of foreign language speaking anxiety is explored and first question of the study is answered. Consequently in second section test anxiety is examined in learners. By analysis of test anxiety the level of test anxiety is discovered and section question of the researched is answered. Constantly in third section fear of negative evaluation is examined in learners and by analysis to fear of negative evaluation third question of the study is answered.

Result

Section 1

By analyses of following eight statements communication apprehension of majoring and non-majoring English learners is elaborated.

I never feel quite sure of myself when I am speaking in my foreign language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	4.3	4.3	4.3
Valid Agree	16	69.6	69.6	73.9
Disagree	6	26.1	26.1	100.0

Total	23	100.0	100.0	
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Table: 1.1: Showing communicative apprehension in majoring learners

1. I never feel quite sure of myself when I am speaking in my foreign language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	13.0	13.0	13.0
Agree	16	69.6	69.6	82.6
Valid Disagree	3	13.0	13.0	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table:1.2: Showing communicative apprehension in non-majoring learners

Students having English as major and students having English as non-major subject both are found 69% unsure about their selves during speaking English in classroom.

9. I start to panic when I have to speak without preparation in language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	34.8	34.8	34.8
Agree	9	39.1	39.1	73.9
Valid Disagree	6	26.1	26.1	100.0
Total	23	100.0	100.0	

Table 1.3: Showing communicative Apprehension in non-majoring learners

9. I start to panic when I have to speak without preparation in language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	26.1	26.1	26.1
Agree	7	30.4	30.4	56.5
Valid Disagree	8	34.8	34.8	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 1.4: Showing communicative apprehension in majoring learners

Table 1.3 and table 1.4 show that non-majoring learners 39% agreed on feeling panic during speaking without preparation in class, while table 1.4 shows that 30% majoring learners agreed on feeling panic during speaking in class without preparation.

14. I would not be nervous speaking the foreign language with native speakers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	13.0	13.0	13.0
Agree	10	43.5	43.5	56.5
Disagree	10	43.5	43.5	100.0
Total	23	100.0	100.0	

Table1.5 Showing Communicative apprehension of non-majoring learners

14. I would not be nervous speaking the foreign language with native speakers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	4	17.4	17.4	17.4
Agree	7	30.4	30.4	47.8
Disagree	10	43.5	43.5	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 1.6: showing communication apprehension in majoring learners

Table 1.5 Shows equal percentage on agree and disagree, 43.5% non-majoring learners agree upon feeling nervous during talking with the native speakers of English language while 43.5% learners expressed disagreement on feeling nervous during talking with native speaker of English language. Table 1.6 shows that only 30% majoring learners agreed on feeling nervous during speaking with native speakers and 43.5% learners disagree about feeling nervous on speaking with native speakers. It concludes that both majoring and non-majoring learners are equally confident during talking with native speakers of foreign language.

18. I feel confident when I speak in foreign language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	21.7	21.7	21.7
Agree	13	56.5	56.5	78.3
Valid Disagree	3	13.0	13.0	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 1.7: show communication apprehension in non-majoring learners

18.I feel confident when I speak in foreign language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	26.1	26.1	26.1
Agree	11	47.8	47.8	73.9
Valid Disagree	3	13.0	13.0	87.0
Strongly Disagree	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Table 1.8: Show communicative apprehension in majoring learners

Table 1.7 show that 56.5% agreed on feeling confident during speaking foreign language in classroom and only 13.0% learners disagreed while table 1.8 show that only 47.8% learners agreed on they feel confident when they speak foreign language in classroom. Table 1.7 and table 1.8 conclude that non-majoring learners are more confident to speak foreign language in classroom.

24: I feel very self-conscious about speaking the foreign language in front of other students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	30.4	30.4	30.4
Agree	10	43.5	43.5	73.9

Disagree	6	26.1	26.1	100.0
Total	23	100.0	100.0	

Table 1.9 show communicative apprehension in non-majoring learners

24. I feel very self-conscious about speaking the foreign language in front of other students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	4	17.4	17.4	17.4
Agree	11	47.8	47.8	65.2
Valid Disagree	6	26.1	26.1	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 1.10: show communicative apprehension in majoring learners

Table 1.9 shows that non-majoring learners 43.5% agreed and 30.4% strongly agreed on feeling self-conscious during speaking foreign language in front of other learners, while table 1.10 shows that 47.8% majoring learners agreed and 17.4% strongly agreed while 26.1% learners disagreed on feeling very self-conscious during speaking foreign language in front of other learners. It shows quit less self-conscious to majoring English learners in comparison with non-majoring English learners.

27: I get nervous and confused when I am speaking in my language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	1	4.3	4.3	4.3
Agree	8	34.8	34.8	39.1
Valid Disagree	10	43.5	43.5	82.6
Strongly Disagree	4	17.4	17.4	100.0
Total	23	100.0	100.0	

Table 1.11: show communication apprehension of non-majoring learners

27. I get nervous and confused when I am speaking in my language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	4.3	4.3	4.3
Agree	7	30.4	30.4	34.8
Valid Disagree	12	52.2	52.2	87.0
Strongly Disagree	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Table1.12: show communication apprehension of majoring learners

Table 1.11 show that only 34.8% non-majoring learners agreed and 43.5% learners disagreed upon getting nervous and confused when they speak in language class. While table 1.12 show that 30.4% majoring learners agreed and 52.2% disagreed on feeling nervous and confused when they speak in language class.

29: I get nervous when I do not understand every word the language teacher says.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	21.7	21.7	21.7
Agree	12	52.2	52.2	73.9
Valid Disagree	6	26.1	26.1	100.0
Total	23	100.0	100.0	

Table1.13: table show communication apprehension of non majoring learners

29. I get nervous when I do not understand every word the language teacher says.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5	21.7	21.7	21.7
Agree	7	30.4	30.4	52.2
Valid Disagree	9	39.1	39.1	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 1.14: Show communication apprehension of majoring learners

Table 1.13 show that 52.2% non-majoring learners agreed, 21.7% strongly agreed while 26.1% learners disagreed upon feeling nervous when they do not understand every said word by teacher. table 1.14 shows that 30.4% majoring learners agreed, 21.7% strongly agreed while 39.1% disagreed upon feeling nervous when they do not understand every said word by teacher. It concludes that non-majoring learners become more nervous when they do not understand each said word by teacher.

32: I would probably feel comfortable around native speakers of the foreign language.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	8.7	8.7	8.7
Agree	14	60.9	60.9	69.6
Disagree	7	30.4	30.4	100.0
Total	23	100.0	100.0	

Table 1.15: Show communicative apprehension of non-majoring learners

32. I would probably feel comfortable around native speakers of the foreign language.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	6	26.1	26.1	26.1
Agree	8	34.8	34.8	60.9
Disagree	8	34.8	34.8	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 1.16: Show communication apprehension of majoring learners

Table 1.15 show that 60.9% non-majoring learners agreed on probably feeling comfortable around native speakers of foreign language while only 34.8% majoring learners agreed upon probably feeling comfortable around native speakers. it concludes majoring learners more attentive towards their speaking skills which puts them uneasiness.

Section 2:

Section two analysis the test anxiety among majoring and non-majoring English Learners, it consists five statements of FLCAS and answers second question of the study.

2. I do not worry about making mistakes in language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	2	8.7	8.7	8.7
Agree	18	78.3	78.3	87.0
Valid Disagree	2	8.7	8.7	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 2.1: showing test anxiety among non-majoring learners

2. I do not worry about making mistakes in language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5	21.7	21.7	21.7
Agree	7	30.4	30.4	52.2
Valid Disagree	8	34.8	34.8	87.0
Strongly Disagree	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Table 2.2: showing test anxiety among majoring learners

Table 2.1 show that 78.3% non-majoring learners do not worry about making mistakes while talking in the second language while in table 2.2 it has been showed that majoring learners have agreed only 30.4% on not being worried about making mistakes. It shows that majoring learners are more tensed regarding making mistakes in language class.

8. I am usually at easy during tests in my language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	13.0	13.0	13.0
Agree	12	52.2	52.2	65.2

Disagree	8	34.8	34.8	100.0
Total	23	100.0	100.0	

Table 2.3 show test anxiety among non-majoring learners

8. I am usually at easy during tests in my language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	4.3	4.3	4.3
Agree	15	65.2	65.2	69.6
Valid Disagree	5	21.7	21.7	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 2.4: show test anxiety among majoring learners

Table 2.3 shows that 52.2% non majoring learners feel easy during tests in language class, constantly 65.2% majoring learners agree on feeling easy during tests in languages class. It concludes that though majoring learners are more easy with language tests but non-majoring learners also feel easy with language tests.

10. I worry about the consequences of failing my foreign language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	26.1	26.1	26.1
Agree	9	39.1	39.1	65.2
Valid Disagree	7	30.4	30.4	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 2.5 show test anxiety among non-majoring learners

10. I worry about the consequences of failing my foreign language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	8.7	8.7	8.7
Agree	15	65.2	65.2	73.9

Disagree	3	13.0	13.0	87.0
Strongly Disagree	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Table 2.6 show test anxiety among majoring learners

Table 2.5 shows that 39.1% non-majoring learners are worried about consequences of failing the language class while 65.2% majoring learners have agreed on being worried about the consequences of failing the language class. It concludes that majoring learners are more worried than non-majoring learners about consequences of failing language class.

19. I am afraid that my language teacher is ready to correct every mistake I make.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	26.1	26.1	26.1
Agree	10	43.5	43.5	69.6
Valid Disagree	5	21.7	21.7	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 2.7 shows test anxiety among non-majoring learners

19. I am afraid that my language teacher is ready to correct every mistake I make.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	26.1	26.1	26.1
Agree	8	34.8	34.8	60.9
Valid Disagree	8	34.8	34.8	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 2.8 shows test anxiety among majoring learners

Table 2.7 shows that 43.5% non-majoring learners are afraid of language teacher for making their mistakes correct in language class while table 2.8 shows that only 34.8% majoring learners are afraid of language teacher for making their mistakes correct in language class. It concludes that non-majoring learners are more afraid of language teacher for correcting their mistakes.

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21. The more I study for a language test, the more confused I get.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	1	4.3	4.3	4.3
Agree	8	34.8	34.8	39.1
Valid D isagree	12	52.2	52.2	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 2.9 shows test anxiety among non-majoring learners

21. The more I study for a language test, the more confused I get.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	8.7	8.7	8.7
Agree	9	39.1	39.1	47.8
Valid Disagree	7	30.4	30.4	78.3
Strongly Disagree	5	21.7	21.7	100.0
Total	23	100.0	100.0	

Table 2.10 shows test anxiety among majoring learners

Table 2.9 shows that 52.2% non-majoring learners disagreed upon getting confused as much as they study for language class, while table 2.10 shows that 30.4% majoring learning disagreed on getting as much confused as they study for language class. It concludes that majoring learners get as much confused as much they study for language class. Consequently in this situation test anxiety effect more to majoring learners.

Section 3

Section three analyses the fear of negative evaluation among majoring and non-majoring English learners, it consists eight statements of FLCAS and answers the third question of the study.

3. I trouble when I know that I am going to called on language class.

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	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	26.1	26.1	26.1
Agree	2	8.7	8.7	34.8
Valid Disagree	10	43.5	43.5	78.3
Strongly Disagree	5	21.7	21.7	100.0
Total	23	100.0	100.0	

Table 3.1: Shows Fear of negative evaluation among non-majoring learners

3. I trouble when I know that I am going to called on language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	4.3	4.3	4.3
Agree	10	43.5	43.5	47.8
Valid Disagree	11	47.8	47.8	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 3.2: Shows fear of negative evaluation among majoring learners

Table 3.1 shows that 43.5% non-majoring learners disagree upon feeling in trouble on being called in language class, consequently table 3.2 shows that 47.8% majoring learners disagree upon feeling in trouble on being called in language class, constantly it concludes that both majoring and non-majoring learners do not feel their selves in trouble when they are called in language class.

7. I keep thinking that the other students are better at language than I am.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	1	4.3	4.3	4.3
Agree	12	52.2	52.2	56.5
Valid Disagree	5	21.7	21.7	78.3
Strongly Disagree	5	21.7	21.7	100.0
Total	23	100.0	100.0	

Table 3.3: shows fear of negative evaluation among non-majoring learners

7. I keep thinking that the other students are better at language than I am.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	8	34.8	34.8	34.8
Agree	8	34.8	34.8	69.6
Valid Disagree	4	17.4	17.4	87.0
Strongly Disagree	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Table 3.4: Shows fear of negative evaluation among majoring learners

Table 3.3 shows that 52.2% non-majoring learners agreed that they keep thinking that other students are better at language than them, on the other hand only 34.8% majoring learners agreed upon thinking that other students are better than them at language. It concludes that non-majoring learners are more affected by fear of each other's linguistic abilities.

13. It embarrasses me to volunteer answers in my language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	2	8.7	8.7	8.7
Agree	11	47.8	47.8	56.5
Valid Disagree	9	39.1	39.1	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 3.5: Shows fear of negative evaluation among non-majoring learners

13. It embarrasses me to volunteer answers in my language class

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	8.7	8.7	8.7
Agree	10	43.5	43.5	52.2
Valid Disagree	9	39.1	39.1	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 3.6: Shows fear of negative evaluation among majoring learners

Table 3.5 shows that 47.8% non-majoring learners get embarrass to volunteer answers in language class while 43.5% majoring learners agreed upon getting embarrass to volunteer answers in language class. It shows though majoring learners feel uncomfortable but non-majoring learners are more uncomfortable while answering voluntarily in language class.

15. I get upset when I do not understand what the teachers is correcting.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	4	17.4	17.4	17.4
Agree	9	39.1	39.1	56.5
Valid Disagree	9	39.1	39.1	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 3.7: Show fear of negative evaluation among non-majoring learners

15. I get upset when I do not understand what the teachers is correcting.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	7	30.4	30.4	30.4
Agree	11	47.8	47.8	78.3
Valid Disagree	4	17.4	17.4	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 3.8: show fear of negative evaluation among majoring learners

Table 3.7 shows that 39.1% non-majoring learners agree upon getting upset on not understanding of what teacher is correcting while they speak language in language class, on the other hand table 3.8 shows that 47.8% majoring learners agreed upon getting upset for not understanding the correction done by teacher. It concludes that majoring learners feel more upset when they do not understand the context of teacher.

20. I can feel my heart pounding when I am going to be called on in language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	13.0	13.0	13.0
Valid Agree	15	65.2	65.2	78.3
Valid Disagree	5	21.7	21.7	100.0
Total	23	100.0	100.0	

Table 3.9: Show fear of negative evaluation among non-majoring learners

20. I feel my heart pounding when I am going to be called on in language class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	9	39.1	39.1	39.1
Valid Agree	6	26.1	26.1	65.2
Valid Disagree	7	30.4	30.4	95.7
Valid Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 3.10: Show fear of negative evaluation among majoring learners

Table 3.9 shows that 65.2% non-major learners expressed their plus high when they were called on in language class, on the other hand only 26.1% agreed and 30.4% majoring learners disagreed upon feeling their hurt pounding when they are going to be called on in language class. It concludes that non-majoring learners are more afraid of being called on in language class.

23: I always feel that the other students speak the foreign language better than I do.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	13.0	13.0	13.0
Valid Agree	10	43.5	43.5	56.5
Valid Disagree	8	34.8	34.8	91.3
Valid Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 3.11: show fear of negative evaluation among non-majoring learners

23. I always feel that the other students speak the foreign language better than I do.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	13.0	13.0	13.0
Agree	14	60.9	60.9	73.9
Valid Disagree	5	21.7	21.7	95.7
Strongly Disagree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 3.12: Show fear of negative evaluation among majoring learners

Table 3.11 shows that 43.5% non-majoring learners agreed upon feeling that other students speak the language more better than them, on the other hand table 3.12 shows that 60.9% majoring learners agreed with the statement which concludes that majoring learners are more afraid of other's speaking skills.

25: Language class moves so quickly I worry about getting left behind.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	13.0	13.0	13.0
Agree	11	47.8	47.8	60.9
Valid Disagree	6	26.1	26.1	87.0
Strongly Disagree	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Table 3.13: Show fear of negative evaluation among non-majoring learners

25. Language class moves so quickly I worry about getting left behind.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	8.7	8.7	8.7

Agree	11	47.8	47.8	56.5
Disagree	8	34.8	34.8	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 3.14: Show fear of negative evaluation among majoring learners

Table 3.13 shows that 47.8% non-majoring learners agreed upon quick moving of language class and fear of getting left behind consequently exact 47.8% majoring learners showed the same feelings about quick move of language class.

33: I get nervous when the language teacher asks questions which I have not prepared in advance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	21.7	21.7	21.7
Agree	12	52.2	52.2	73.9
Valid Disagree	4	17.4	17.4	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 3.15: Show fear of negative evaluation among non-majoring learners

33.I get nervous when the language teacher asks questions which I have not prepared in advance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5	21.7	21.7	21.7
Agree	10	43.5	43.5	65.2
Valid Disagree	6	26.1	26.1	91.3
Strongly Disagree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Table 3.16: show fear of negative evaluation among majoring learners

Table 3.15 shows that 52.2% non-majoring learners agreed upon feeling nervous if not prepared in advance for language class, on the other hand 43.5% majoring learners agreed on the

statement which shows that non-majoring learners have more nervousness if not prepared for language class in advance.

Above three sections delineated communication apprehension, test anxiety and fear of negative evaluation in learners who are studying English as major and non-major subject at university of Sindh Jamshoro.

Discussion

In section of communication apprehension anxious feelings of one during conversation as being panic, nervous or feeling comfortable or not in speaking with native speakers, speaker's confidence towards foreign language, self-consciousness, getting nervous due to not understand every said word by teacher are analyzed, in order to determine level of anxiety in communication apprehension, among students who are studying English as their major subject and students who study English as non-major subject and learn English as foreign language at University of Sindh Jamshoro, Sindh Pakistan.

Commonly it is expected in Pakistani context that non-majoring learners are more nervous and unsure about their language skills as compare to majoring learners but this study surprisingly illustrates that both kind of learners are equally conscious about their language during speaking which indicates that both the learners are equally worried about representing their linguistic abilities. That feeling of worry for sure arise much more anxious feeling but it is research that as per situations majoring and non-majoring learner have shown controlled and uncontrolled behaviors. As both the learners are equally worried but during talking non-majoring learners have shown less frightening feelings while majoring learners are often failed in controlling their such feelings. Consequently it surprisingly discovers that majoring learners have less confidence during communicating in language class. There are two reasons behind more confidence in non-majoring learners one that they do not feel over whelmed by self-consciousness or they have enough good control on their inner situations and the other reason is both non-majoring and majoring learners believe that their co-learners are more good at language then them but non-

majoring learners get less effected by that belief in comparison to majoring learners. Constantly non-majoring learners show same confidence in communicating with native speakers as majoring learners claim but due to being worried and self-conscious the question remain objected that whether majoring learner would be able to communicate with native speakers confidently or not as they have been discovered less confidante in comparison to non-majoring learners.

Consequently, in section two test anxiety is measured among majoring and non-majoring learners in order to determine the level of being worried, being easy or uneasy, being afraid of failing consequences and being corrected by teacher in language classroom.

The study illustrates that non-majoring learners are more confident they have less anxiety, they are not worried about making mistakes as making mistakes is a part of learning while majoring learners are found mostly worried and anxious at a high level for making mistakes in language class. Furthermore in comparison to non-majoring learners, majoring learners are found more worried about failing consequences of the test in language class, probably because of its strong effect on their educational and professional careers. Though majoring and non-majoring learners equally claim for feeling easy during tests but as per all round worries of majoring learners their claim is questionable and both the learners get as much anxious and nervous as they study but high level of anxiety has been discovered among non-majoring learners during tests on the other hand majoring learners have intense anxiety which is more effective negatively. Throughout the section non majoring learners are only found afraid of teachers for making their mistakes correct in language class.

Section three provides an image of often faced fear of negative evaluation by learners during talking in second/foreign language. Learners have trouble, they feel fear of being called on in language class they also keep thinking that other learners are better than them constantly it embarrasses them to come forward in language class voluntarily. These situations collectively upset learners when teachers correct their mistakes. A sense heart pounding comes across during being called in language class. Another fear included among above all is getting left behind due

to quickness of the class which continuously arise anxiety among learners and they feel nervous until and unless they do not prepare in advance for language class.

Measurement of fear of negative evaluation in third section concludes that both majoring and non-majoring learners are afraid of moving language class quickly. Both majoring and non-majoring learners do not feel their selves in trouble on being called in language class but both learners are effected by fear of their fellow learners linguistic abilities. Furthermore non-majoring learners do not feel comfortable if they are called in language class without preparation they also avoid voluntarily participation in class while majoring learners do face these situations better than non-majoring learners. Moreover in comparison to non-majoring learners majoring learners are negatively affected and nervous when language teacher corrects their mistakes.

Conclusion

This study concludes that majoring English learners and non-majoring English learners both are equally anxious both have equall level of anxiety, both are equally worried about their linguistic abilities. While majoring learners have less confidence in communicating with native and non-native speakers in comparion to non-majoring learners. This study also concludes that majoring learners have less confidence and high anxiety during language lests, they are afraid of making mistakes and being corrected by teacher in comparision to non-majoring learners. Likewise majoring are more afraid of failing the tests/exam. Furthermore non-majoring learners are found more afraid of teacher for making their mistakes correct. Study further concludes that Both the learners are affraid of their fellowlearner's linguistic abilities, they have fear for being wrong infront of them. Both are afraid of quick move of language class as it cases misunderstandings between speaker and hearer. Futhermore non-majoring learners get afraid if they are called on in language class without preparation and majoring learners get more afraid if language teacher corrects their mistakes.

Padagogical Implication

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Bellow are the sggestons for teachers to implay in their classes.

For Majoring

1. Teachers should encourage learners to have faith in their linguistic abilities.
2. Teachers should implay multipule speaking strategies to decrease anxiety in communication.
3. Teachers should not dirrectly correct mistakes of learners as it cases negative affects on learner's learning abilities..
4. Teachers should make sure that durring tests/exams learners are feeling easy and positive and are not thinking about failing the exam.
5. Teacher should take care that language class should not run fastly.

For Non-majoring

1. Teachers should encourage learners to have faith in their linguistic abilities.
2. Teachers should develop self-confidence among learners
3. Teacher should prepare learners towards situational practices for making tham prepare to handle situations without preparation.
4. Teachers should implay multipule speaking strategies to decrease anxiety in communication.
5. Teachers should not dirrectly correct mistakes of learners as it cases negative affects on learner's learning abilities.
6. Teacher should take care that language class should not run fastly.

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Appendix

Questionnaire

Participant's details.

Name: _____

Class: _____

Gender: _____

Age: _____

Department: _____

Contact: _____

1. I never feel quite sure of myself when I am speaking in my foreign language class.
(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
2. I do not worry about making mistakes in language class.

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- (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
3. I trouble when I know that I am going to be called on in language class.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
4. It frightens me when I do not understand what the teacher is saying in the foreign language.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
5. It would not bother me at all to take more foreign language classes.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
6. During language class, I find myself thinking about things that have nothing to do with the course.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
7. I keep thinking that the other students are better at language than I am.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
8. I am usually at ease during tests in my language class.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
9. I start to panic when I have to speak without preparation in language class.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
10. I worry about THE consequences of failing my foreign language class.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
11. I do not understand why some people get so upset over foreign language classes.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
12. In language class, I can get so nervous I forget things I know.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
13. It embarrasses me to volunteer answers in my language class.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
14. I would not be nervous speaking the foreign language with native speakers.
 (a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

15. I get upset when I do not understand what the teachers is correcting.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
16. Even if I am well prepared for language class, I feel anxious about it.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
17. I often feel like not going to my language class.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
- 18: I feel confident when I speak in foreign language class.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
- 19: I am afraid that my language teacher is ready to correct every mistake I make.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
- 20: I can feel my heart pounding when I am going to be called on in language class.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
- 21: The more I study for a language test, the more confused I get.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
- 22: I do not feel pressure to prepare very well for language class.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
- 23: I always feel that the other students speak the foreign language better than I do.
(a)Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree
- 24: I feel very self-conscious about speaking the foreign language in front of other students.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

25: Language class moves so quickly I worry about getting left behind.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

26: I feel more tense and nervous in my language class than in my other classes.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

27: I get nervous and confused when I am speaking in my language class.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

28: When I am on my way to language class, I feel very sure and relaxed.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

29: I get nervous when I do not understand every word the language teacher says.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

30: I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

31: I am afraid that the other students will laugh at me when I speak the foreign language.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

32: I would probably feel comfortable around native speakers of the foreign language.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

33: I get nervous when the language teacher asks questions which I have not prepared in advance.

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly Disagree

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Mari Nargis
MS Scholar at Mehran University of Engineering and Technology Jamshoro
Sindh
Pakistan
mari_nargis@yahoo.com

Lohar Shoukat Ali
Assisntent Professor at Mehran University of Engineering and Technology Jamshoro
Sindh
Pakistan
Shoukat.ali@faculty.muet.edu.pk