Pashto-Speaking Students' Perceptions Of Second Language Speaking Anxiety At Bs Level

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Abstract:

The current study's objective was to determine how Pashto-speaking undergraduate students at Shaheed Benazir Bhutto University in Sheringal, Khyber Pakhtunkhwa, Pakistan's Dir Upper district. district. The study's primary goals were to specifically look into the causes, signs, and coping mechanisms of second language speaking anxiety in the targeted area. The study's sample consisted of 200 Pashto-speaking (150 men and 50 women) BS level students from SBBU Sheringal, Dir Upper, KPK, Pakistan. A questionnaire using a five-point Likert scale was used to collect the data. The questionnaire was adapted and modified from five globally accepted foreign language anxiety questionnaires (Foreign Language Speaking Anxiety Scale (FLCAS) by Horwitz et al. (1986), Personal Report of Public Speaking Anxiety (PRPSA) by McCroskey (2015), Speaker Anxiety Scale (SAS) by Clevenger and Halvorson (1992), Foreign Language Speaking Anxiety Coping Strategies (FLSACS) by Deyuan (2017),Tactics for Coping with Language Anxiety Organized by a Five-Cluster Solution by Kondo and Ying Ling (2004). The study's findings revealed that the significant sources of second language speaking anxiety in the targeted area were fear of making mistakes, self-consciousness in front of a large group or fear of public speaking, and fear of negative evaluation, among other things. The study's findings also revealed that the most common symptoms of second language speaking anxiety in the targeted area were palpitation or rapid heartbeat, disorganized or mixed-up speaking, and stridulated or vibrating voice, among others. Furthermore, the study's findings revealed that the feasible anxiety coping strategies in the targeted area included friendly correction of mistakes, teacher encouragement or praising, and familiarity with speaking activity, among others. It has been determined that BS level Pashto speaking students at SBBU Sheringal, District Dir Upper, KPK, Pakistan suffer from severe second language speaking anxiety.

Key Words: Second language speaking anxiety, anxiety sources, anxiety symptoms, anxiety coping strategies, Foreign Language Speaking Anxiety Scale (FLCAS), Personal Report of Public Speaking Anxiety (PRPSA), Speaker Anxiety Scale (SAS), Foreign Llanguage Speaking Aanxiety Coping Sstrategies (FLSACS), Tactics for Coping with Language Anxiety Organized by a Five-Cluster Solution**.**

Background of the Study

Language is one of the most valuable tools we possess as humans. Without it, we could not have been able to think thoughts expressible to others. It is the unique capacity of all normal human beings, through which they communicate and fulfill their needs in society.

Human being is the only species on the surface of the earth that has been bestowed with this invaluable asset by Almighty God. It is one of the gifted things from Almighty Allah to human species which ascended man to the throne of the universe and made him the ruler of the planet. It is an inextricable part of human society. It is the most effective way of communication and binds the human community together. It is an arrangement of illogical verbal sounds and written symbols used for human communication. Lyons (1981) defines language as 'primary mean of communication used by specific group of people within the community of which they are members. According to Saussure (1959), language is an arbitrary system of signs made up of signifier and signified. Thus, we can say that language is the inseparable communicative mean by which human beings communicate and interact with one another in their daily lives.

A first language (L1) is one that is acquired from birth, while a second language (L2) is a non-native language that is acquired or learned later in life. There is no other alternative for a first language, but there are several alternatives for a second language. A person's first language cannot be chosen. It is an inheritance that he or she receives. On the other hand, a second language is fixed by the user. An individual or a group may choose a second language from a variety of options. According to Noam Chomsky (1972), first language is the language acquired in the critical age (3 to 7 years) while second language is the language acquired or learned after the first language. He further states that first language acquisition is a natural process taking place within the critical age in natural atmosphere while second language learning is an acquired process taking place after the critical age in a specific situation. Lenneberg (1967) states that first language refers to a language learned unconsciously while second language refers to a language acquired or learned consciously. He further states that first language acquisition is an unconsciously acquisition process taking place

before puberty while second language acquisition or learning is a consciously acquiring process taking place after puberty. The process of learning languages (which are used in immediate social context) other than one's native tongue is known as second language learning. For example, in our context when a child's mother tongue is Pashto, he or she begins learning second language like English and Urdu when he or she enters school. The process of second language learning is used to learn English and Urdu. A young child can learn or acquire a second language more quickly than an adult can. Second language speaking is almost considered one of the most complicated aspect of language learning process (Brown et al., 2001). In reality, a huge number of language learners find it sophisticated to express their thoughts and ideas through speaking in the second language. The main purpose of English language teaching is to make the language learners able to use English language effectively and accurately in daily communication (Davies, 1996). The learning procedure of L2 or FL is completely different from child mother tongue development as well as from the study of other academic disciplines (Schumman, 1998).

All normal human beings acquire their first language in natural environment in the critical age, through social interaction with various groups of society such as parents and peers etc. Gradually they acquire mother tongue and become a master of it. But the second language learning process is fairly different as compare to first language learning, because second language learns through proper schooling in formal context or classroom environment with the help of language teachers, language books, modern teaching strategies and methodologies in a specific situation. In most cases learners never achieve the same level of fluency and command in their second language as in their first language.

In Pakistan in general, especially in Shaheed Benazir Bhutto University (SBBU) Sheringal

district Dir Upper Khyber Pakhtunkhwa (KP) Province the process of second language (English) learning process has been a stable headache to students and teachers. In the said university, second language (English) learning classrooms are equipped with suitable environment, existence of high qualified teachers and availability of modern teaching materials. Along these reliable sources, the teachers have the sound knowledge of language, enough vocabulary, grammar rules and sentence structures of the second language (English). But despite these facts, the students cannot speak English fluently. So, it is obvious that there are some emotional or psychological factors such as emotion, ego, beliefs, attitude, anxiety, shyness, self-confidence, self-esteem, motivation and second language speaking anxiety that negatively affects the inner capability and speaking performance of the learners and makes individuals less fluent than they really are. According to a large number of language scholars the most influential factor of them is L2 speaking anxiety. Generally, L2 speaking anxiety is a psychological state of worry experienced in second language speaking. Gardner and MacIntyre (1993) defined second language speaking anxiety as "apprehension, tension and depressing sensitive reaction provoked when speaking a targeted language''. He further says that if students have high anxiety and has a low motivation then they can't speak in targeted language fluently. Arnold (2007) stated that second language speaking anxiety among high factors affecting language speaking performance both formal and in informal context. Neols et al (2000) recommends that low level of oral anxiety be the cause of willingness to communicate through speaking in second language, but high level of oral anxiety keep a person worried, anxious and unable to verbally communicate. Juhana (2012) was of the opinion that students' main negative factor is the speaking anxiety which hold back them from practicing their speaking in second language. Gebhard (2000) says that the second or foreign language students' problems in speaking are mostly

caused by speaking anxiety. Schwartz (2005) claims that speaking anxiety is the major commonly causing factor of low speaking in L2. Second or FL speaking anxiety has the negative effects that may lead the learners to low speaking performance (Kessler, 2010). It is common observation and views that second language speaking anxiety presents some pervasive negative factors which may leads learners to low speaking performance (Mohamed et al., 2009). So, it can be summarized that the influence of L2 speaking anxiety in the classroom is obvious. This influence is made through the risk of humiliation or embarrassment the learners may face when they speak in second language. As a result, student's proficiency and academic achievement become poor in second/targeted language.

So, on the basis of above-mentioned statements, research recommendations and research problem it can be stated that second language speaking anxiety badly affects students' oral performance and makes individuals less fluent than they really are. No significant research study has been conducted on the existing topic in the targeted area. So far, the researcher intended to conduct a research study to investigate the major sources, main symptoms and coping strategies of the respective paramount psycholinguistic barrier.

Statement of the Problem

The goal of the study is to investigate second language speaking anxiety with particular emphasis on the speaking abilities of BS-level Pashto-speaking students.

Research Gap

This study's main objective is to identify the main causes and symptoms of L2 speaking anxiety and to recommend ways to lessen its detrimental effects. The study looks for things that will assist teachers and students in overcoming their L2 speaking fear and improve all aspects of L2 instruction. Numerous

linguists have studied the anxiety associated with L2 speaking in a variety of settings. Nearly all of these researches` conclusions are similar. This study is brand-new within the current setting. The researcher has pinpointed the main causes, noticeable symptoms, and workable remedies to get rid of L2 speaking anxiety in the current situation.

Significance of the Study

The current study will make a valuable contribution to the study of teaching English as a second language. It will specifically address all types of second language speaking anxiety that have a detrimental impact on the speaking abilities of second language students in the targeted area. Because it offers some solutions for handling the circumstance, it will help English language learners' speaking abilities. It would be extremely beneficial for those learning a second language, teachers of second languages, educators, heads of educational institutions, and other relevant governmental authorities. Additionally, the results of this study will aid curriculum developers and decision-makers in the creation of programmes that are in line with students' levels of anxiety, have the least amount of second language speaking anxiety, and have tasks and activities designed to reduce second language speaking anxiety in the classroom. Furthermore, it will pave the way for upcoming scholars who wish to carry out research in the intended setting.

Research Objectives

The research objectives were as under;

- To identify sources of second language speaking anxiety among Pashto speaking students at BS level.

- To highlight symptoms of second language speaking anxiety among Pashto speaking students at BS level.

- To discover coping strategies of second language speaking anxiety among Pashto speaking students at BS level.

Language

Language is the key to open the box of mind. It is one of the most valuable tools we have as humans. Without it we could not think thoughts expressible to others. It is the unique capacity of all normal human beings, through which they communicate and fulfills their needs in society. It is the most effective way of communication and binds the human community together. It is an arrangement of illogical verbal sounds and written symbols used for human communication. Language is a primary mean of communication used by specific group of people within the community of which they are members (Saussure, 1959). In short, language is the inseparable communicative mean by which human beings communicate and interact with one another in their daily lives.

Second Language

Second language is any language rather than native language that a person use in immediate social context such is in trade, education, administration and public communication. It is a language that is widely used in educational and government functions in a location where all or the majority of the people are non-native. It is often learned later in life and may choose by an individual or a group from a variety of options.

Second Language Speaking Anxiety

L2 speaking anxiety is not a recent field of study; it has occupied language researchers' attention for the last three eras of the 20th century. One of the most prominent contributions in exploring second language speaking anxiety is to be referred towards Horwitz, Horwitz and Cope (1986) because their work helped new language researchers greatly to investigate the factors, symptoms, levels, impact and the most relevant affective approaches to reduce second language speaking anxiety. Most of the language researchers have

ranked it one of the most significantant elements that negatively affect students' speaking performance in second language. According to Worde (1998) more than half of all foreign language students endure speaking anxiety during their studies. Second language speaking anxiety is argued to be a potential problem for second language learners (Kondo and Ying-Ling, 2004). Learners who are concerned about learning a foreign language may find it difficult to enjoy their studies due to foreign language speaking anxiety (Gregersen, 2005). Generally, second language speaking anxiety is a psychological state of worry experienced in second language speaking. It is a mental and physical condition marked by a variety of emotional, physical, cognitive, and behavioral symptoms. It is a sensation of worry and unease experienced in learning a second language. Every researcher has or her their own definition of L2 speaking anxiety. Horwitz et al., (1986) states that among other affective variables, anxiety stands on top among the main blocking factors for affective second or foreign language learning. According to them, it is a distinguish ccompound phenomena of self-concepts, behaviours, moods and beliefs associated with classroom speaking activities, which may appear through the unique phenomena from the speaking environment of second or foreign language. According to Spielberger (1972) second language speaking anxiety is a psychological state of worry experienced in second language speaking. It is a mental and physical condition marked by a variety of emotional, physical, cognitive, and behavioral symptoms. He further states that it can be considered as the most important obstacles of targeted or foreign language speaking performance and achievement. Therefore, less achievement with much anxiety is attributed towards negative effects or positive correlation with second or foreign language speaking performance.

According to Krashen (1985) second language speaking anxiety is very significant variable that may prohibit learners from a

successful speaking communication. Thus, it is called "a mental block" that associate negatively with language learning and speaking performance. Whenever this block is high, then verbal communication will be ineffective and vice versa. So, speaking performance will be better if the block is lower to the highest degree. But, if the language teachers are unable to get rid or even to lower this block in their classrooms environment, then undoubtedly students speaking power will be successfully enhance or even strictly influenced. According to Young (1991) second language speaking anxiety is a psychological state of worry experienced in second language speaking. It is a mental and physical condition marked by a variety of emotional, physical, cognitive, and behavioral symptoms. He further states that it can be considered as the most important obstacles of targeted or foreign language speaking performance and achievement. Therefore, less achievement with much anxiety is attributed towards negative effects or positive correlation with second or foreign language oral performance. In a nutshell, L2 oral anxiety is a state of worry, tension, apprehension, discomfort and depressing emotional reaction aroused during speaking a second language.

Elements/Components of Second Language Speaking Anxiety

Horwitz et al., (1986) made one of the most significant contributions to understanding the elements of second or foreign language speaking anxiety, as their work greatly aided new language researchers in investigating the elements, factors, symptoms, levels, impact, and most relevant affective approaches to reduce second or FL speaking anxiety. They stated that there are three elements of L2 or FL speaking anxiety which are communication apprehension, fear of negative evaluation, and test anxiety. They said that communication apprehension is a fear of contact with people. Fear of negative evaluation is a fear of being judged. At the end, test anxiety is a type of fear of failure. MacIntyre (1995) also pointed out three components of second language speaking

anxiety. Communicative apprehension is the level of learner anxiety or fear of contact with other people McCrosky (1978). In his study McCrosky discovered that 20% of the participants had anxiety about performing in front of an audience. In addition, he discovered that one out of every five students who had oral performance anxiety had a negative impact on their oral performance and achievement. According to Gardner and MacIntyre (1993), apprehension of negative assessment is closely linked to fear of contact. When learners are unsure about what they are speaking, they are afraid of being negatively judged, and they doubt their capability to have positive results. They further states that students' apprehension of negative assessment can observed when they are exposed to oral social activities like job interview, demonstration, commentary, presentation, public speech, live interview etc. Test anxiety is the bent to judge the performance in a judging circumstance (Sarason, 1984). As compared to other subjects' learners, language learners have a higher level of test anxiety (Young, 1991). When students' performance on previous tests has been low, they develop test anxiety. As a result, the students have a negative view of assessments and have incorrect perceptions in evaluative circumstances. This negative experience is unintentionally passed on to the language learning class (Chan & Wu, 2000). Similarly, students can have inaccurate perceptions of language learning. They may consider any poor test result to be a failure (Horwitz et al., 1986). Test anxiety is a psychological and behavioural condition associated with the fear of failing tests or receiving a poor grade (Mandler and Sarason, 1952). According to Young (1991) test anxiety may have a greater impact on poor students' results than on students with higher proficiency levels and more anxiety in evaluative situations. Aida (1994) found that test anxiety had statistically significant negative effects on students' oral performance. Test anxiety is one of three elements of L2 or FL anxiety and it is caused by the fear of failing exams Horwitz, Horwitz and Cope (1986).

Types of Second Language Speaking Anxiety

Generally, L2 speaking anxiety can be classified as 'trait anxiety' and 'state' anxiety. Separating between the above-mentioned types of second language speaking anxiety, McCrosky and Richmond (1987) stated that the first one is a transitory comprehension occurring at a particular moment while the second one the permanent comprehension occurring in extensive range of situations. Horwitz, Horwitz, and Cope (1986) stated that there are three types of anxiety, i.e. situation specific anxiety, state anxiety andtrait anxiety. They further state that state anxiety is for a short time while trait anxiety shows stability over time. The study of situational anxiety has significant consideration in the field of L2 or FL learning and speaking performance. This type of apprehension take place by a particular type of situation, such as class participation, viva and public speaking or social gathering. It indicates that second language learners frequently or habitually face language anxiety. This type of situation specific anxiety is concerned with efforts to learn second language and also verbally communicate in it. MacIntyre (1995) identified only two types of second language speaking anxiety named state anxiety and trait anxiety. He further stated that state anxiety is a temporary negative emotional experience while state anxiety is a permanent negative emotional experience. Second language speaking anxiety is classified into situation specific anxiety, state anxiety and trait anxiety. The State anxiety is a temporary psychological condition aroused at a certain moment while trait anxiety is a permanent psychological condition aroused at a various moment. Situational specific anxiety is a comprehension experienced at specific situations (Spielberger, 1983).

Woodrow (2006) also presented three types of second language speaking anxiety named state anxiety, trait anxiety and situational specific anxiety. She further explained that state anxiety is an transitory psychological state experienced at a particular

prompt while trait anxiety is permanent psychological condition experienced in various situations. Finally, situational specific anxiety reflects a attribute that frequently occurs in certain situations. Second or foreign language speaking anxiety is grouped into state anxiety and trait anxiety. The first one is the tendency to be anxious respective of the situation while the second one is the tendency to be anxious respective of the situation (Riasati, 2011). Sanaei (2015) classified second or foreign language speaking anxiety into three types- state anxiety, trait anxiety and situational specific anxiety. According to him state anxiety is a fear that is experienced at a specific time while trait anxiety is fear that is experienced at various situations. Lastly, situational specific anxiety is a fear experienced at specific situations. Fear of public speaking (Glossophobia) is an example of situational specific anxiety. Second language speaking anxiety is divided into two categories by Pappamihiel (2002): state anxiety and trait anxiety. State anxiety is a sort of anxiety that emerges when students are exposed to specific settings or conditions like active classroom participation and public speaking while trait anxiety is a sort of anxiety that shows stability overtime and occurs at various situations. Ellis (1994) classified second language speaking anxiety into state anxiety, trait anxiety and situation specific anxiety. He stated that state anxiety is a non-stable anxious condition aroused at a specific time while trait anxiety is a firm nervous condition aroused at various times. Lastly, situation specific anxiety is an attribute aroused at definite situation.

So, rounding off the discussion on types of second language speaking anxiety it is concluded that second language speaking anxiety has three types; situation specific anxiety, state anxiety andtrait anxiety. State anxiety is for a short time while trait anxiety shows stability over time. Lastly, situational specific anxiety is a fear experienced at specific situations.

Negative Impact of Second Language Speaking Anxiety on Second Language Speaking Process

Speaking anxiety in a second language is a serious problem that has a significant harmful impact on second language learning process. It is linked to feelings of unease, worry and apprehension which causes learners to evade speaking the targeted language. Many language researchers have proven that L2 speaking anxiety has a harmful impact on second language learning process. Macintyre (1999) stated that L2 speaking anxiety

has a detrimental consequence on the process of L2 learning? He further stated that it can badly affects learners' social life, academic performance, cognitive level, communication output and personality. Melouah (2013) stated that speaking anxiety in second or foreign language is one of the most significant elements among several that negatively affects learners' speaking power. Oxford (1999) ranked L2 speaking anxiety one of the most significant cause that negatively affect learners' speaking performance in second language. A high degree of oral anxiety can lead to various issues, including failing students and resulting in poor results. Language learners with high anxiety levels often perform poorly, have low achievement, and are nervous about language learning. Second language students who perform poorly in classes and exams almost have high level of anxiety. Many language instructors' views have been concerned regarding the possibility that L2 or FL anxiety stop learners to achieve the second or foreign languages with a high level of proficiency (Aida, 1994). L2 or FL speaking anxiety has the pervasive negative effects that may lead the learners to low speaking performance (Mohamed et al, 2009). Philips (1992) claims that almost all anxious learners show lower performance in language speaking test. Kessler (2010) was of the opinion that L2 or FL speaking anxiety has a detrimental impact in the classroom. He added that when students speaks in classroom, they face the risk of humiliation

or embarrassment As compare to less anxious second language learners more anxious second language learners are more probable to drop out their courses (Bailey, 1983). Melouah (2013) stated that speaking anxiety in second or foreign language is one of the most significant elements among several that negatively affects learners' speaking power. Oxford (1999) ranked L2 speaking anxiety one of the most significant cause that negatively affect learners' speaking performance in second language.A high degree of oral anxiety can lead to various issues, including failing students and resulting in poor results. Language learners with high anxiety levels often perform poorly, have low achievement, and are nervous about language learning. Second language students who perform poorly in classes and exams almost have high level of anxiety. Many language instructors' views have been concerned regarding the possibility that L2 or FL anxiety stop learners to achieve the second or foreign languages with a high level of proficiency (Aida, 1994). L2 or FL speaking anxiety has the pervasive negative effects that may lead the learners to low speaking performance (Mohamed et al, 2009). Philips (1992) claims that almost all anxious learners show lower performance in language speaking test. Kessler (2010) was of the opinion that L2 or FL speaking anxiety has a detrimental impact in the classroom. He added that when students speak in classroom, they face the risk of humiliation or embarrassment as compare to less anxious second language learners more anxious second language learners are more probable to drop out their courses (Bailey, 1983).

Keeping in view the above detailed account of literature on coping strategies of second language anxiety we come to the conclusion that second language speaking anxiety can lower by following strategies; creating friendly environment in classroom, tolerating mistakes, working in small group, role plays, well preparation, encouraging students, allowing students continuously to oral performance and accepting more than one answers.

Approach to the Study

It was observed for a long time that there were students including researcher himself and even qualified people who could not express themselves in Second language (English), although they have sound skills of listening, reading and writing. The researcher realized that there are some emotional factors such as emotion, ego, beliefs, attitude, anxiety, shyness, self-confidence, self-esteem and motivation especially second language speaking anxiety which negatively affects the second language speaking process. So, that's why, this topic was selected and intense need was felt to investigate the sources, symptoms and coping strategies of the respective psycholinguistic barrier.

Research Design

This research was guided by a survey research design. According to Creswell (2003), survey research design is one of the research study methodologies used to identify perceptions of persons in a population. In this study, the perceptions are related to learners' second language speaking anxiety. A closed-ended questionnaire was used to collect data in accordance with the study design, which included sources, symptoms and coping strategies of second language speaking anxiety. Hartas (2010) recommended closed-ended questionnaire as the best tool for data collection in survey research. The sample for this study was taken using the random sampling method by the researcher. The obtained data were quantitatively examined through SPSS (Descriptive Statistics) software in the form of tables and figures.

Research Population and Sample of the Study

According to Pilot and Hungler (1999) population of the research study means the whole accumulation of the respondents of the study that meet the chosen set of criteria, whereas the sample is used to represent or

partially represent the population which are going to be researched. Data was collected from 200 students (150 Male and 50 Female) at BS level Pashto speaking students of eight departments (English, Pharmacy, Geology, Zoology, Sociology, Botany, Chemistry and Agriculture) of SBBU Sheringal, Dir Upper, Khyber Pakhtunkhwa, Pakistan. The age of participants ranged from 19 to 25. These participants were physically fit and mentally prepared to prove information to the researcher.

Research Instrument

The quantitative approach was used through the instrument of closed-ended questionnaire for the data collection. Hartas (2010) strongly recommended the closed-ended questionnaire as the best tool for survey because in case of open-ended questionnaire most respondents face difficulties or not willing to write the answers of the questions.

Description of the Instrument

The researcher has used Five Point Likert Scale Questionnaire which was adopted and modified from five globally accepted foreign language anxiety questionnaires. These source questionnaires are briefly discussed below.

Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al (1986)

It contains. 33. items using five, point, Likert, scale. It measures foreign language learners' perceptions regarding, sources, of, foreign, language speaking anxiety., It is comprised of three dimensions; communication apprehension, fear of negative evaluation, and test. anxiety. Statements number 1,2,3,4,5,6,7,9,10,12 and 14 are adopted and modified from it.

Personal. Report of Public, Speaking. Anxiety (PRPSA) by McCroskey. (2015)

It contains 34 items using five-point Likert scale. It measures respondents' perceptions regarding communication apprehension.

Statements number 13,17,22,23,24,25 and 27 are adopted and modified from it.

Speaker, Anxiety. Scale (SAS) by Clevenger. and Halvorson (1992)

It contains 32 items using five-point Likert scale. It measures foreign language learners' perceptions regarding state anxiety. Statements number 11,16,19,20,21,26,29 and 30 are adopted and modified from it.

Foreign Llanguage Speaking Aanxiety Coping Sstrategies (FLSACS) Questionnaire by Deyuan He (2017)

It contains 12 items using five-point Likert scale. It measures foreign language learners' perceptions regarding FLSA coping strategies. Statements number 34,35,38,39,42,43,44,45,46,47,49,50,51 and 52 are adopted and modified from it.

Tactics, for Coping with Language. Anxiety Organized. by a Five-. Cluster Solution by Kondo, and. Ying-Ling (2004)

It contains 70 basic tactics. for coping, which language, anxiety which are further cohered into five. strategy; categories; preparation, relaxation,' positive thinking.; Peer seeking; and. resignation. Statements number 36,37,40,41 and 48 are adopted and modified from it.

Statements number 08,15,18,28,31,32 and 33 are adopted by the researcher. The present questionnaire is consisting of fifty-two statements. The questionnaire is divided into three sections. The first section (01 to 18) deals with source of second language speaking anxiety. The second section (19 to 33) deals with the symptoms of second language speaking anxiety. The third section (34 to 52) deals with the coping strategies of second language speaking anxiety.

Pilot Study

Cohen et al., (2011) stated that a pilot study is very essential part of research process because it shows that weather the questionnaire is too short or too long or too easy or too difficult. It also helps to suggest the required time to complete the questionnaire. A pilot study was conducted on twenty-five BS level Pashto speaking students of various departments in the targeted university. who were. not the participants. of the study, to check the validity. and reliability; of the. questionnaire as well as to obtain feedback from the respondents. All respondents smoothly filled the questionnaire. No notable changes were recommended.

Data Collection

The aim of the study was. to examine. perceptions of BS level Pashto speaking student of SBBU Sheringal, Dir Upper, Khyber Pakhtunkhwa, Pakistan regarding second language speaking anxiety, so the data were collected from eight departments (English, Pharmacy, Geology, Zoology, Sociology, Botany, Chemistry and Agriculture). The aim of the current research was. properly discussed. Introductory sessions were conducted in classrooms about the objectives of the research study. Students were briefed about filling the questionnaire. The students were also assured that their given information will be kept under high confidentiality. Then, the questionnaires were provided to the participants, and were requested to respond to the questions. The participants filled the questionnaire voluntarily.

Data Analysis Procedure

Pilot and Hungler (1999) stated that data. analysis procedure; means the. Systematic. organization and; synthesis of the collected. data and the testing. of the research; questions. The data have been analyzed through SPSS (Descriptive Statistics) software. Findings were presented through tables and figures and were discussed according to the research objectives.

Sources of Second Language Speaking Anxiety

The first. segment of the questionnaire was about the sources of L2 speaking. anxiety. There were eighteen statements (1 to 18) and the results of which are given in the following tables and figures.

Results Discussion and Findings

The present research study was an effort to investigate about the second language speaking. anxiety which negatively affects second language learning process at BS level within the context of Pashto speaking students at SBBU Sheringal, District Dir. Upper, Khyber Pakhtunkhwa through using a five-point Likert scale questionnaire. The questionnaire was consisting of fifty-two statements which was divided in three sections. The first section (01 to 18) dealt with source of second language speaking anxiety while the second section (19 to 33) dealt with the symptoms of second language speaking anxiety. At last the third section (34 to 52) dealt with the coping strategies of second language speaking anxiety. Findings of each section has been analyzed and discussed below by sequence.

Table 1: Sources, symptoms and coping strategies of Second Language Speaking Anxiety

SOURCES OF SLSA			SYMPTOMS OF SLSA			COPING STRATEGIES OF SLSA		
Items	Percentage	Rank	Items	Percentage	Rank	Items	Percentage	Rank
Fear of making mistakes	65	1	Ppalpitation or rapid heartbeat	71.5	1	Correcting mistakes friendly	74.5	1

Self-consciousness in front of large group or fear of public speaking	63	2	Ddisorganized or mixed-up speaking	70	2	Encouraging or praising students	73.5	2
Fear of negative evaluation	62	3	Sstridulated or vibrating voice	69	3	Familiarity with the speaking activity	71	3
Fear of test	60	4	Becoming blank-minded	67.5	4	Ccorrecting mistakes indirectly	68.5	4
Lack of proficiency in English	59.5	5	Avoiding eye contact with teacher and other students	65	5	Avoiding thinking of people around	66	5
Dissatisfaction with his or her abilities	55.5	6	Trembling of body	63	6	Creating ffriendly classroom environment	64	6
Insufficient or poor preparation	55	7	Ddominance of hesitation	59	7	Ccounselling or convincing of students	62	7
Lack of confidence or fear of appearing nervous	54	8	Drying of mouth	57	8	Use of humor in class	58.5	8
Lack of familiarity with the speaking activity	53.5	9	Hhyperventilation or shortness of breath	55	9	Adequate preparation or pre-planning	58	9
Comparing himself/herself to other students or inferiority complex	53	10	Loosing balance of body	50	10	Motivatedng students	56.5	10
Low self-belief or low self-esteem	50.5	11	Sstammering or pausing speaking	42.5	11	Patiently teaching	55	11

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Familial communication pattern	48.5	12	Perspiring or sweating	39	12	Aaccepting many answers of a question by teacher	53.5	12
Fear of being judged	45	13	Muscle stress	35	13	Self-boosting or self-assurance	48.5	13
Unpleasant classroom environment or uninspired teaching method	40	14	Imperfect pronunciation	28.5	14	Ignoring grammatical mistakes by teacher	38.5	14
Fear of failure	36.5	15	Urge to escape or leave	25	15	Positive thinking	36	15
Shy or blushing personality	30	16				Working in small groups	32.5	16
Lack of motivation	26.5	17	Disorganised or mixed-up speaking	70	2	Taking deep breath during speaking	23.5	17
Insufficient wait time	25	18	Sstridulated or vibrating voice	69	3	Participating an L2 ssupporting group or activity	20	18

Figure 1: Sources of Second Language Speaking Anxiety
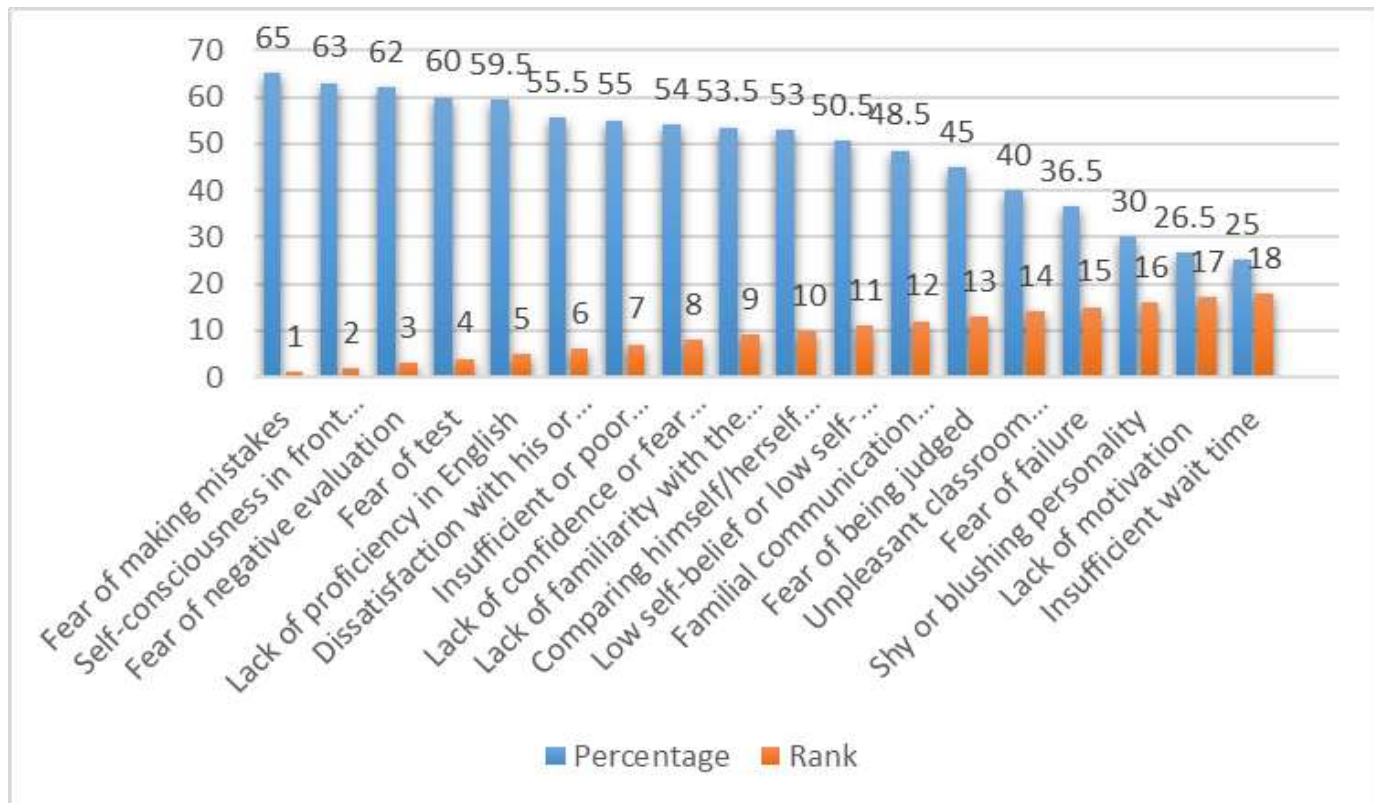
The first goal of the study was to identify the sources of second language speaking anxiety among Pashto-speaking BS students at the targeted university. The study's findings revealed that the most significant sources were fear of making mistakes, self-consciousness in front of a large group or fear of public speaking, and fear of negative evaluation. Table 1 and Figure 1 show that of the possible sources of second language oral anxiety, fear of making mistakes was the most significant source (65%). Self-consciousness in front of a large group, fear of public speaking, and fear of negative evaluation were the next most frequently selected sources of second language speaking anxiety. Other; second causes language anxiety can be looked in the above table and graph.

Figure 2: Symptoms of Second Language Speaking Anxiety
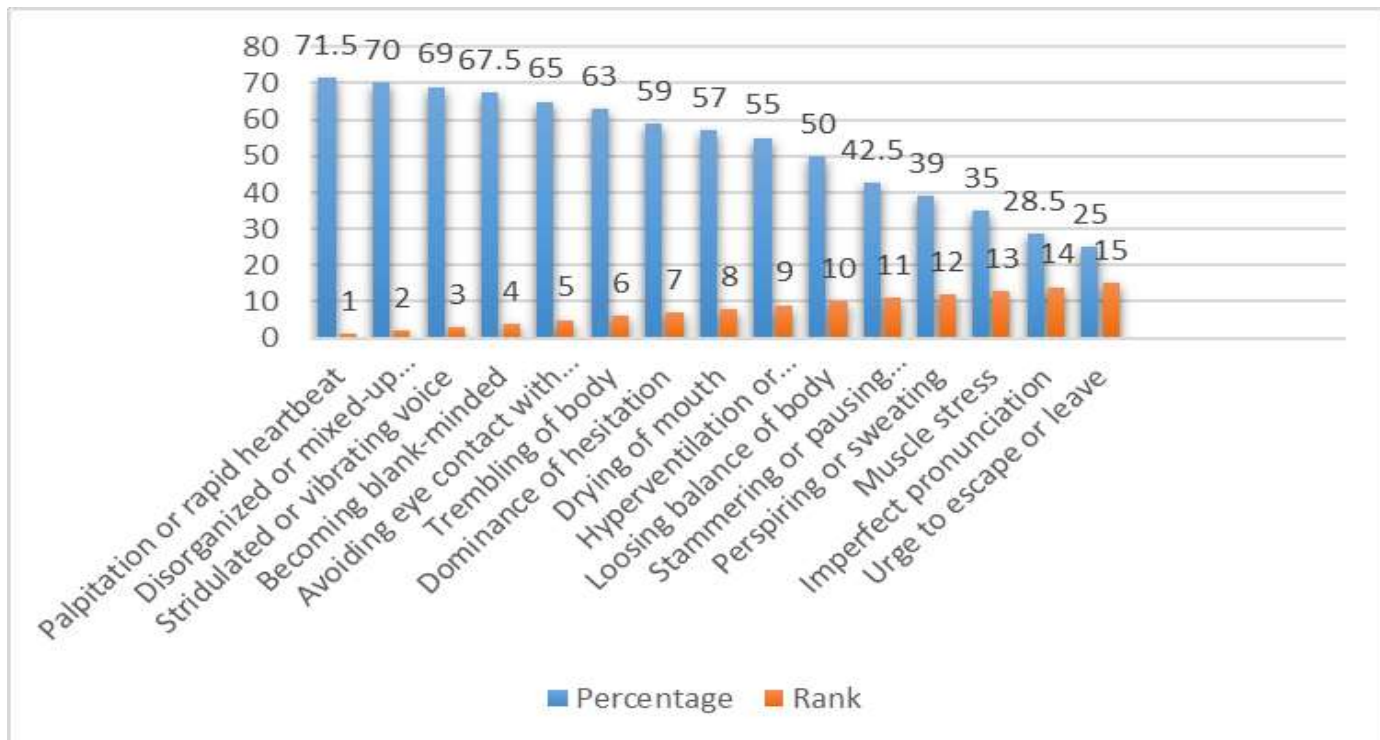
The study's second goal was to identify second language speaking anxiety symptoms in Pashto-speaking BS students at the chosen university. The study's findings revealed that the three most important symptoms were a palpitating or rapid heartbeat, jumbled or slurred speech, and a strident or vibrating voice. The table 1 and figure 2 show that palpitation or a quick heartbeat was the most significant

signal of SL anxiety (71.5%), out of all the potential symptoms. The next two most often chosen signs of speaking in a second language were stridulated or vibrating voice and disordered or mixed-up speaking, respectively. The table 54 lists additional second language and anxiety symptoms in percentage terms and descending order.

Figure 3: Coping Strategies of Second Language Speaking Anxiety
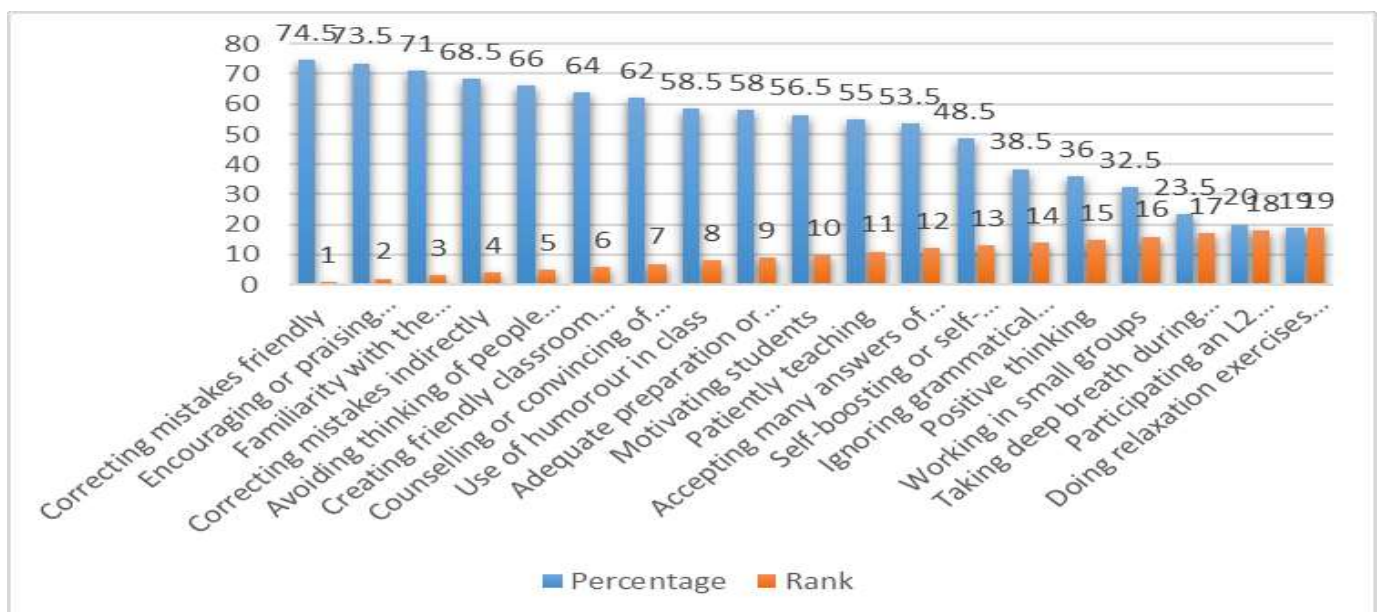
Finding coping mechanisms for speaking anxiety in a second language among Pashto-speaking BS students at the study's target university was its third goal. The study's findings revealed that courteous correction of errors, teacher encouragement or praise, and comfort with speaking activities were the three most important coping mechanisms. Correcting errors in a courteous manner was the most important coping mechanism for second language speaking anxiety, according to Table 1 and Figure 3 (74.5%). Disorganized or mixed-up speech and strident or vibrating voice, respectively, came in at number two and number three in terms of second language speaking coping techniques. The table 1 and figure 3 mention the list of other second language anxiety coping mechanisms in descending percentage order.

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