IRBAS www.irbas.academyirmbr.com April 2022
International Review of Basic and Applied Sciences Vol. 10 Issue.2

Factors Affecting Oral Participation in Learning English as a Second Language through Learners' Perception at University Level

BAKHT BIBI
Lecturer (Chairperson), Department of English, Balochistan University of IT, Engineering & Management Sciences (BUITEMS), Quetta, Pakistan.
Email: bakht.bibi@buitms.edu.pk

NADIA RAMZAN
SST General, Government Girls High School Quetta.

Abstract

The present research study aims to analyze the factors affecting oral participation in learning English as a second language according to the perception of learners at university level. Quantitative mode of inquiry has been followed in the present study. A random sample of 50 students has been selected to analyze the nature of the mentioned problem. Data has been collected through opinnionnaires adapted by Verapornvanichkul et al (2011). After the analysis of the data it was concluded that there are many factors which affect the oral communication of learners at University level. Motivation and self-confidence are the factors which can have positive effect on oral participation while anxiety and communication apprehension according to learners' perception, are the factors which can bring negative effect on oral participation. The research can be beneficial to the educational psychologists, linguists, and policy makers in the field of learning and teaching English as a second language.

Keywords: *Participation, Oral, Learning, English, Language.*

Introduction

Learning language is affected by different aspects such as human behavior and involves a variety of personality aspects as motivation which motivate learners but learners should have interest in learning as well. Anxiety lessens self-confidence and prevents learners' oral participation in English classes and self-confidence increases the ability of speaking. As self-confidence, motivation and anxiety are the emotional sides of human behavior. The second learning language is a difficult task as it needs interest and this interest will motivate someone to learn language. It is not simple to learn second language as there are some factors in our personality and environment or circumstances which motivate or demotivate our learning language.

Factors contributing in oral participation in learning English have been addressed in this study. The first problem is to show the impact of oral participation in learning English as Second Language (ESL). There are some factors which exert positive or negative influence on the process of foreign language learning. Some factors like anxiety, self-confidence and motivation can affect the learning process of English as a second language. The importance of other circumstances of learning English as a second language includes the role of mother language, culture differences, environment and teachers' methodology of teaching. These factors are of vital significance in learning English as a second language. The factors such as anxiety, self-confidence and motivation have been discussed in the present study as they play an important role in oral participation of students in a classroom context.

Anxiety is an essential element which performs its vital role in English learning as a second language. According to Khan & Khattak (2011) in Pakistani schools, that learners rarely participate in oral communication because of anxiety. However, they have fear of getting unenthusiastic comments from the colleagues and viewers. As they are afraid of being negatively assessed by the teacher and their class fellows as well. Anxious learners always feel that they are not as confident in learning as their class fellows are and in this nervous condition they forget the things about which they had known while during speaking practice they lose their confidence because of the fear of linguistic mistakes.

Motivation is also considered as an important factor in learning English language. The students, who are motivated, learn with interest as compared to the less motivated students. Motivated students actively participate in oral performance and try to defeat their deficiencies in learning. Through motivation, students also defeat the other deficiencies as anxiety and less confidence in learning English as a second language. Motivated students take interest in learning than less motivated students. Students should be motivated, that they do not feel any hesitation in learning English or speaking English. They should be independent in learning, the students who do not depend on teachers, learn quickly and succeed in achieving their goals.

The next factor is self-confidence. The students who have high level of self-confidence, show better performance in oral activities in language learning class then the students who have low level of self-confidence. Low level of self-confidence has negative effect on learners' learning. There are some aspects of human behavior which affect the learners' learning as self-confidence, anxiety, motivation and attitudes. Among these aspects, self-confidence defeat the other deficiencies of personality in learning. Corsini (1994) viewed it as "the way one feels about oneself or the "sense of personal worthy and competence that people associate with their self-concept" (p. 289). Harris (2009) added that it is "a set of attitudes, judgments that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure" (p.9). In self-confidence someone thinks of himself/herself that he/she is able to do that thing. Self-confident learners have belief in their success.

Self-confidence affects oral performance in language learning. Self-confidence and anxiety have significant effect on oral communication in language class. Self-confidence provokes the learners to take part in oral participation and anxiety makes the learners fail in oral performance in learning language. If anxiety is in low level then it is good for learning otherwise high level of anxiety affects learning language. Even anxiety affects self-confidence which has the significant impact on oral performance.

Communication apprehension is the fear which is felt by learners in oral communication. Due to shyness and anxiety the learners do not participate in oral communication in English classes. Horwitz et al., (1986) define communication apprehension as: "A type of shyness characterized by fear or anxiety about communicating with people is the difficulty of not understanding the foreign language as well as the learner would not be able to make others understand. (128). Therefore an incapability to express oneself or to understand another individual drags to hindrance and apprehension. While second component related to the first, is fear of negative assessment which infers that learners are not sure of themselves what they are saying or asking; therefore they may have feelings of making no proper social impression. This feeling leads them to negative social estimation. This study seeks to analyze the perceptions of students about the factors affecting oral participation on learning English as second language. The study is significant in terms of its elaboration of language skills as applied in a classroom context. It shall provide an in-depth understanding of different dimensions regarding students' oral participation in a pedagogical scenario. The findings of study shall be beneficial to the realms of linguistics, psychology, and sociology. An understanding of oral skills and learners' perceptions in this regard shall indubitably assist the learners of English as second language in achieving oral proficiency. In this research the impact of oral participation in learning English will be observed. The factors which have been observed in this study will help the teachers, students and policy makers build an in- depth understanding of second language learning with specific reference to the issue of oral participation in a classroom context. The understanding about the nature of oral participation will help the students polish their oral skills. The feedback based on students'

perception will help the teachers, parents and trainers to pay attention to the problems concerning the oral skills of learners in L2 context, thereby seeking their possible solutions. Research objective of the study is to analyze the factors concerning oral participation which effect learning English as a second language at undergraduate level in the opinions of the students.

Literature Review

English language is progressively becoming an imperative lingua franca and is used as the medium of communication among different countries. That is why more countries have shown curiosity in upholding the English Language in education and professional scenarios. As it can be seen in Pakistan, English is used as an essential subject in overall educational career and is also used as professional language. Held et al., (1999) states "It has become the central language of communication in business, politics, administration, science and academia, as well as being the dominant language of globalized advertising and popular culture" (p. 346). English language is used as a language of communication in business, politics and educational system. In many countries English language is learnt as a second language.

Oral participation plays an important role in learning English as a second language and there are some factors which affect oral participation or oral skills. From these factors some affect positively and some affect oral skills negatively so this thesis has helped us understand how we can overcome these factors.

Self-confidence

Self-confidence is an essential component of oral participation as it influences the process of second language learning. AL-Hebaish (2012) tells that childhood is an important period for a person to develop self-confidence and it comes in the result of inter and intra personal communication. Self-confidence is built from ones' perception and others' perception. These perceptions increase or decrease someone's self-confidence as they affect one's belief about one's self. One's successful experiences increase his/her self-confidence and failure experiences decrease self-confidence. Other's messages mostly affect one's self-confidence when others have idea about ones that he/she can do that thing or cannot do that thing. Self-confidence is built in the early stages of life and remains there for the whole life. As in childhood, there is a great influence of parents, teachers and friends commenting on one's self-confidence. The family motivates someone for performing any goal of life so learners try to get successful in that goal. In educational career teachers have very important role in building students' self-confidence and when the teachers appreciate students' learning, then they take more interest in learning and struggle for achieving their goal. Same is the case in learning second language that teacher's appreciation in oral performance increases self-confidence in learners for participation in oral tasks in classes.

More studies about the effects of self-confidence on students' oral performance have proved that self-confidence is an essential factor in language learning. In language learning, oral skills are correlated with self-confidence that is why self-confident learners get success in learning second language. The highly self-confident learners participate more in speaking skills than the low self-confident learners. Andres (2002), defines self-confidence as "a personal judgment of worthiness that is expressed in attitudes that the individual holds towards himself, and indicates the extent to which the individual believes in himself to be capable, significant and worthy" (p. 48). One's personal judgement about oneself is also the result of others' perception, which he/she receives from others. The learners give up the struggle of doing those things which they could do because of the others' perception.

The relationship between self-confidence and oral communication receives a great concern among researchers in language learning. As Juhana (2012) in her study on psychological factors that hinder students from speaking in English class, states that "the study revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class" (p.100). Some factors, such as anxiety, making mistakes, low self-confidence

and demotivation are the basic obstacles for students while using the target language. Self-confidence provokes the learners of second language learning for speaking the target language. Self-confident learners participate in oral tasks even if they do not have much knowledge. It means that self-confidence has a good influence on oral communication in learning English language. Students with lack of self-confidence face anxiety, shyness and lack of motivation which hinder students from speaking in class.

The students who live far from parents or family, have lack of confidence as parents play momentous role in building confidence in child's personality. Parents have a great role in building the self-confidence of their children. Self-confident learners show development in their learning than the students who lack self-confidence. Parents can motivate their children more for learning than others can do and the parents who do not let their children do their work or solve their problems themselves, decrease their self-confidence. Comparison among children also decrease their self-confidence as comparing children with others also makes confidence low in them. Preferring a child to another by saying that one is not as intelligent as the other, lowers the confidence level of the discouraged child. It indicates that the parents who don't let their children solve their problems rather solve their children's problems on their own, minimize self-confidence. It is true that when parents compare their children's achievements with other children's achievements, this type of factors hinder the development of self-confidence in children's personalities.

Anxiety

The other factor which effects oral participation in learning second language is anxiety. Regarding this factor, Brown (2001) described that it is observed that students are not often willing to speak and the reasons are their shyness and anxiety counted as psychological factors. Anxiety covers our confidence and leads to failure in every field. Anxious students cannot participate in oral concert in language learning class. Stress and fear of making mistakes do not let the students make efforts to participate orally in the class.

Anxiety as someone's personal feelings of strain, uneasiness, tenseness and fear which arouses are nervous system. Lack of self-confidence causes anxiety and nervousness in learning second language. Anxiety has a negative effect on learning and it stops the students from speaking in English classes. Language anxiety develops when the learners are asked for speaking in language learning classes. It increases when the anxious learner has to speak with a good speaker of that target language. Gardner & Maclntyre (1993) claim that there is less verbal participation on the part of concerned students as they find difficulty in the learning process and they are reluctant to answer the questions in the class and share their information in second language. Due to fear of making mistakes, anxious students don't participate orally in second language learning class .Anxious students always keep them away from oral production in classroom. They are unable to answer the questions which are asked by teachers even if they know the answers, and then because of fear of making grammatical mistakes in speaking, they do not answer. This fear also rises through being criticized by teachers. If the teachers guide the students with affection and create a friendly environment in class, then the students will not feel any hesitation in speaking in the target language. Anxious learners do not participate in oral performance during learning second language as they are fearful in commenting mistakes in front of class fellows or being made fun by their peers.

Horwitz & Cope (1991) conceptualized foreign language anxiety 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. 31). Language anxiety arises when only few students get anxious during speaking in class but the other class fellows take part confidently in speaking. It means dissimilarity also produces anxiety that the students feel hesitation in speaking in front of other class fellows. Students feel anxiety during direct communication with others and presentation, which they have to present in front of the class. Because they are conscious that their colleagues will make fun of them while committing grammatical mistakes in speech.

Communication Apprehension

According to Verapornvanichkul (2011), "People who have a high level of communication apprehension are those who are afraid of communication with others" (p. 09). Communication apprehension occurs when the learners get nervous and shy in communication. In communication apprehension, learners' self-confidence reaches low level and anxiety reaches on a high level.

Speaking in the target language is a frightful experience for anxious learners and they try to hide themselves from oral participation in class. If they are ever called for speaking in the target language, they fail to speak in the target language. Teachers' correction of their mistakes in front of other classmates also intensifies their anxiety. Fear of correction is also the reason, when anxious students ignore participation in oral concert in English classes. It can be seen that the anxiety or lack of confidence in students create failure in communication. As they compare themselves with the students who speak English with fluency and they lose their confidence of learning. The cause of communication apprehension is to correct their mistakes in front of their class fellows by the teacher. Then they only focus on their mistakes and because of this cannot speak the target language with fluency. They fail to get success in learning the second language and even they are unable to speak in target language in future.

In our country, English is taught compulsorily as a foreign language from primary to high level education. English language is used as a compulsory subject in education career and is also used as a professional language. In modern times, if learners speaks with fluency, they are preferred to other learners and their arguments about any topic are listened attentively by others. And the learners who do not try to speak in English class then they always feel difficulty in speaking in English everywhere and communication apprehension occurs in their communication whenever they have to communicate with others. Learners who did not have any experience of oral performance during the period of learning second language in primary education, they face too much anxiety in speaking in higher education or at university level. Such learners get anxious in communication in English language.

Motivation

Motivation has an important role in learning second language as it is an essential part of the students to get success in learning. The students who are motivated for learning take much interest in learning than less motivated students. Harmer (1991) explains "the meaning of motivation as the "internal drive" that pushes somebody to do something if we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called "the action driven by motivation" (p. 03). Motivation compels the learners to achieve their goal or ambitions. Low confident learners need more motivation than the more confident learners. Parsons, Hinson & Brown (2001) define "motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourages us to go through the learning process" (p. 28). Motivation is the factor which develops interest in the leaner for learning. Through motivation, the learners can achieve aims for which they study.

Motivation is the factor which pushes learners to achieve what they want to do. In learning second language, motivation has a very significant role as it motivates the learners for speaking. The needs of the learners also motivate them for achieving goals as some learners study for getting job and passing an examination. That is why the learners who do not have any ambition in life do not take interest in learning. Anxious students require more motivation than the confident students. Motivation is the primary source for learning, the learners study due to motivation by the teachers. Highly motivated students get success in learning than the less motivated students.

As teachers should discuss some interesting topics in English class that may motivate the students to speak. When the topic is easy in the start of class then the students would participate with interest. Interest in learning and relaxed environment of class play important role in learning second language. If there is relaxed environment in the class, then the students will not feel hesitation and anxiety in oral communication. Students get nervousness because of the stressful environment in speaking class in which they rarely communicate orally. Teachers can motivate the learners who have interest in learning and the students who do not have any interest in learning cannot be motivated by teachers. Getting marks in examination and parental force also motivate the learners for learning.

Babu (2010) argues that students hesitate to participate in class due to lack of motivation. The learners who feel hesitation during communication in English classroom, lack motivation. Teachers are more responsible for the students' this condition as they do not motivate them to communicate in English where as Aftat, (2008) also believes that good teaching has an effect on students' motivation. A best teacher motivates the learners for learning as in language teaching class, motivated students more participate in speaking than less motivated students. He also emphasizes that students must be motivated in learning process and communication. Teaching performance of the teachers is very important factors they must be interested in students' involvement. Therefore, it is important that teachers should also show eagerness in their teaching performance. Due to teacher's contribution in learning, students get the feelings of self-improvement" (p. 7). Students' interest and struggle for achieving their goals is also necessary for motivation to learn language. Teacher should motivate the learners for success in learningand should provide comfortable environment in the classroom so that students may feel relaxed during learning. There should be emotional attachment of learning between teacher and students that students may not feel any hesitation in asking question. The gap here is that this study shows the factors which have an effect on oral participation. The effect can be positive or negative according to the perception of students.

Research Methodology

It is Quantitative research and the opinionnaire adapted for the research question to show the effect of factors on oral participation in learning English language, was presented by Verapornvanichkul et al (2011).The opinionnaire mentioned the aspects which affect positively or negatively with regard to oral participation in learning English as a second language. Based on the themes of opinionnaires, following is an overview of factors which effect the oral participation in learning English as a second language.

1. The effect of communication anxiety on oral communication.
   The students were asked to decide whether anxiety has an effective role on their oral communication.
2. The influence of communication apprehension on oral communication
   The students were asked that how communication apprehension influenced their oral communication.
3. The effect of motivation on oral communication
   The students were asked whether oral communication in learning English needs motivation or not?
4. The effect of self-confidence on oral communication
   The students were asked whether self-confidence has effect on oral communication in learning English language as a second language.
   The data collected through the selected questionnaire after being processed through SPSS, was analyzed through the lens of theoretical framework as employed by the researcher in the present research context.

Data Analysis

The opinnionnaire addressed the factors that affect the oral communication positively or negatively in the context of learning English as L2 according to students' perception. The five-point Likert scale was used to

identify the opinion of the respondents. The options were: *strongly disagree*, *disagree*, *neutral*, *agree* and *strongly agree*. The tables mentioned below again shows the mean values and the standard lying in the range of strong agreement of respondent. The tables in a systematic order deal with four basic factors as mentioned in the opinnionnaire adapted by Verapornvanichkul et al (2011) including *anxiety*, *communication apprehension*, *motivation*, and *confidence*.

Based on the mean values and the standard deviation obtained as a result of statistical means of data analysis, it has been revealed that according to respondents' perception, factors like anxiety, communication apprehension, motivation, and self-confidence exert a dynamic influence on learning English as second language.

With regard to the factor of anxiety, majority of the respondents with a mean value of 4.00, and standard deviation of .69985, were of the view that they feel uneasy and worried in communicative contexts while speaking English as a second language. Moreover, in majority of responses, ranging within the mean values above 3.900, responded that incompetence to understand teachers' lectures frightened them. Majority of them with the highest mean values of 4.0400, 4.1600, 4.000, 4.0200, 4.1200, and 4.000, with standard deviations ranging from .34759 to .69985, revealed that when teachers ask them to respond to any question, they get frightened because of poor grammar and weak comprehension skills. They expressed that the time duration to speak English fluently, seems limited to them. They also expressed their fear with regard to pronunciation, choice of vocabulary items and syntactic arrangement of words in a speech. The responses of learners show a visible gap between the reflexive relationship existing between the instructional design and the nature of interaction itself. Seedhouse (2004) emphasizes the significance of harmony and coherence between the mode of instruction and the practice of interaction prevalent in a second language learning classroom. According to his interactional architecture of classroom, while developing any instructional design, the students' needs should be taken into account, otherwise, a lack of coherence between interactional and instructional focus would not yield the required results. The argument can be viewed in the present research context as well where the lack of any coherent relationship between instruction itself and the interactional attempts on the part of students ended up in maximizing anxiety among the learners.

Similarly, their responses with regard to communication apprehension also revealed significant dynamics of the issue. The mean values with regard to strong agreement ranging within the mean values of 3.7200 to 4.4800, with standard deviations ranging in between .57888 to .93481, reflected that nervous feelings made learners of English as second language avoid communicating in English in front of other speakers. Most of them agreed to the statement that low self-esteem is the biggest cause contributing to communication apprehension. The results elucidated the reason behind introverted nature of the incompetent speakers of English as second language. They agreed with the statements revolving around the proposition regarding shyness to be one of the main causes behind communication apprehension. Majority of the respondents with the mean score value of 4.4600, and standard deviation of .57888 shared that a demand for formal speech in English in L2 context, was the cause behind stress and communicative anxiety. The findings in this regard shed light on the dynamic role of an instructional design preferred by the teacher. Seedhouse (2004) in his interactional architecture of language classroom states that in an L2 classroom, the pedagogical content is introduced by instructor, in some of the rare cases however, the instructional content is suggested by the learners as well. It is important to mention that teachers while presenting their instructional content, must focus on the special needs of introverted learners as well. It can be suggested that group based activities, with focus on individual learners' learning potentials, can inculcate a zeal for class participation amongst shy learners as well. With regard to the context, slowly and gradually, a focus from group specific speaking task can be shifted to individual specific tasks so as to make learners participate orally in L2 classroom context.

Respondents expressing their responses regarding motivation role in the process of English as second language revealed their strong agreement ranging in between the mean score values of 4.1400 to 4.2600,

with standard deviation of .45356 to .48697. The respondents expressed that career advancement and promotions enhance the motivation for learning English as L2. Burden of tasks and inadequate testing criteria with regard to learning English as second language according to them minimize the level of motivation, moreover, majority of them shared that writing was comparatively easier to them as that of speaking. Seedhouse's (2004) interactional architecture of second language classroom emphasizes the teachers' role of feedback in second language learning context. If the feedback with regard to linguistic forms is given on time, the students can receive it and improve their oral fluency in L2. The practice can motivate them in real sense of the term. Speaking incorrect version of language, based on lack of proper knowledge can minimize their capacity to produce correct speech which can demotivate them as learners.

Self- confidence as one of the significant factors of learning English as second language also revealed some of the considerable results. It was found on the basis of results that students were confident with regard to improving oral participation in L2 learning class. Few among them, with the mean score of 3.8000, and standard deviation of 1.03016, shared that they felt confident while speaking English with their teachers. It was however depressing to know that few amongst them with a mean score of 3.5200 and standard deviation of 1.01499 expressed that they felt relaxed while speaking English in a classroom context. The students, in general, were of the view that self confidence in a second language learning context, could be minimized after the learners got teased at by their peers. Keeping in view the diverse natures of individuals, some of the learners with a mean score value of 4.0200, and the standard deviation of .74203 categorically expressed that despite the apprehension of being laughed at by others, they continue to boost up their confidence. It was analyzed that all of the learners in general had an explicit understanding of the role of self-confidence in learning English as a second language. The level of confidence, however, they deemed, keep on altering, keeping in view the environment of second language classroom. It is important to mention that according to Seedhouse (2004), providing instruction of L2 is a core institutional goal in an L2 learning context; the third dimension with regard to the institutional goal, according to Seedhouse (2004) is an evaluation of linguistic forms as expressed by learners. Learners' responses in the present research revealed that though they were confident while speaking, however, they were conscious of the linguistic forms while speaking. Learners' inability to produce correct linguistic forms with specific regard to pronunciation, lexis, syntax, and semantic structures of language hinder their self-confidence. Here again, the role played by instructor is of vital significance. The instructors' feedback, introduction to learning based activities, appreciation of class discussion tasks, choice of the content focusing oral participation, can improve learners' speaking skills. Besides, an important argument concerning the present theme, according to Seedhouse (2004) is the role of observation in learning oral skill. Appreciating comparatively good speakers in a classroom, observed by the other learners can also improve the oral participation of learners; such participation can have a positive impact on learning English. It is on the basis of learners' observation that he/ she is able to take responsive turns with regard to the instructional design as preferred by the teacher. All of the above mentioned factors exert a dynamic role in oral participation. The factor like communication apprehension and anxiety influence the learners negatively while self-confidence and motivation can influence the learners positively with regard to improving their oral skill, thereby improving L2 proficiency. The instructional designs selected by the teacher, the role played by the classroom environment, the nature of content required to be taught by the teacher and myriads other dimensions must be taken into consideration so as to improve the quality of L2 learning in a pedagogical scenario.

Findings

Respondents believed that there are some factors which have positive or negative effect on oral participation. Anxiety is the factor which has a negative effect on oral performance in English language class. The findings of the study also indicate that the other factors such as self-confidence and communication apprehension were also affected by anxiety. Through the findings of the study, it was revealed that motivation plays an important role in learning English language. The students agreed that discouraging and de motivation minimizes the skill of oral proficiency in a classroom. It is also found from thorough analysis that self-confidence plays very important role in oral performance in English learning

classroom and self-confident learners take more part in oral activities than the low confident learners. Learners of second language get more anxious when they are required to speak in front of others. Anxious students always try to refrain from participating in the oral activities in English classroom. Appreciation and encouragement of teachers and parents increase the motivation of learners in learning while criticism and class fellows' mocking at learners' mistakes while speaking also decrease the motivation. High level of self-confidence develops learners' ability of speaking in second language classroom while high level of anxiety decreases the oral tasks of learners in English class. The impact of oral participation on learning English as second language and the factors effecting oral participation in learning English as second language after being described statistically by the researcher were viewed through the lens of Seedhouse (2004). It was found that the overall instructional design must be structured in such a way that students may improve their oral proficiency. The content introduced by the teacher must be of the kind which may enhance their learning specific to their oral proficiency. Moreover, when the overall data was analyzed through the lens of Seedhouse's (2004) theoretical framework, it was observed that during L2 classroom interaction, the less proficient learners keenly observe the speech of more proficient learners and strive to improve their own leaning. A teacher must therefore encourage the kinds of activities in a classroom that may promote second language interaction on the part of comparatively more proficient learners. Slowly and gradually, the learners consciously attempt to improve their oral proficiency and take responsive turns with regard to interactional design preferred by the teacher. Moreover, it was also explored and investigated that classroom instructional design and the concerning assessment criteria must be structured in such a way that students may get maximum chances to express themselves so as to ensure self-confidence and motivation. A teacher is required to give corrective feedback duding students' class participation, without discouraging them; by doing so, the instructional goals can be achieved successfully. Majority of the learners regarded incorrect pronunciation as the main cause behind their lack of participation in a classroom. They were of the view that incorrect pronunciation, along with lack of proper lexical and syntactic knowledge many at times, and refrain them from playing any role in classroom participation. Keeping in view the findings of the present study, it can be anticipated as an optimistic note that once the problems highlighted by the learners with regard to the issue of oral participation are taken into consideration, progress and development with regard to the present context can undoubtedly be guaranteed.

Conclusion

The purpose of the study was to investigate the effect of factors which had positive or negative effect on oral communication. The opinnionnaire distributed among the students was about the factors which affect oral communication. It was analyzed that the factor of anxiety has a negative effect on oral performance in learning English language. According to the respondents, anxious students due to fear of making mistakes and being laughed by others, do not participate orally in English class. Learners believed that anxiety affects the factor of self-confidence in learning English language. They viewed that self-confidence has a positive role in learning English language but it is affected by anxiety.

The respondents further shared that motivation has a great role in learning English language. Discouraging students minimizes the level of oral proficiency in second language. The last factor in the opinnionaire was that of communication apprehension. The respondents believed that the big reason to avoid class participation revolved around anxiety and low level of self-esteem. Introversion, shyness and demand for formal English communication, according to them, create stress and communication anxiety. It can be concluded on the basis of statistically revealed results that according to participants, anxiety is the factor which has a negative effect on oral performance in English language class, it can even influence other factors like self-confidence and communication apprehension. Anxiety prevents the progression of learners in learning the second language. Students in oral communication class of English language, get more anxious and in this way they lose their confidence in oral performance. Anxiety and self-confidence both have significant effect on second language learners' oral performance. Respondents shared that learners who have high level of anxiety and low level of self-confidence, fail in learning the second language and the learners with high level of self-confidence and low level of anxiety succeed in learning language. The

correlation among anxiety, self-confidence, communication apprehension, motivation and oral performance in learning the second language revealed significant results. It was in short, shared through learners' responses that anxiety and communication apprehensions have negative effect on oral performance while self-confidence and motivation have positive effect on oral performance with regard to learning English as second language.

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