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FEAR AND LACK OF MOTIVATION AS AN INTERACTIVE BARRIERS IN EFL CLASSROOM AT UNIVERSITY LEVEL

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ABSTRACT

Objective of the current study was to reconnoiter learners' opinions about fear and lack of motivation as an interactive barriers in EFL classroom at the public sector colleges, universities and the sub-campus of these universities located in the South Punjab. Data used in the study was collected through structured questionnaire. Majority of them indicated that their English speaking competence and performance are negatively affected by the two psychological factors namely, fear and lack of motivation. Since the effect of these two factors on the students in EFL class increases, the communicative performance of the students in and outside the class decreases; as the effect of these two psychological factors in EFL class decreases, the communicative skill of the students inside and outside the class increases as though most of the learners have comparatively good command on grammar and English vocab but lose their confidence during communication in English. To overcome this barrier, English teachers should first develop the teaching conditions by giving students enough time to prepare themselves for mutual conversation. Similarly, English teachers must accurately train the students how to use mind map to produce ideas and giving learners abundant time to execute their tasks well in the class.

Key Words: Learners, Perceptions, Fear, Motivation, Communicative, Barriers, EFL

INTRODUCTION

As different students come from diverse societies and surroundings in EFL classrooms that is the reason that they have different language proficiency level, background knowledge and ideas regarding the target language. In Pakistan, learners' English language skills are much different if we have a comparison between the urban and the rural settings. Specifically, some learners from rural, remote and hilly areas usually lack confidences, motivation, feel shyness, lack practices in open task activities and weak in

grammar rules and structures. Due to all these barriers and difficulties they are usually much dependence on teachers so that they become able to follow teachers' lectures in L2 situation (Ahsan, Ghani & Khaliq, 2016). It is crystal clear that English is the language of science, technology, education, economies etc. due to that English language is the hot cake for every individual in the world as it has favorable impacts in so many arenas of life as mentioned above. The significance of learning L2 is not only possessed in writing but is equally important in verbal particularly in day-to-day life because it has been a useful tool of communication used by people all over the globe (Chalak, A., & Kassaian, Z., 2010). This idea was further supported and expanded by Ingram & Sasaki (2003) who were of the opinion that having proficiency in communicative English makes people to become able to communicate with other ethnic groups, regions and localities all over the globe.

According to Mustafa (2015) verbal communication is one of the skills learners have to be acquired in L2 circumstances. Communicative capabilities actually are the mediums and ways for non-native learners to comprehend the learning constituents taught by English language teachers. (Al Hosni, 2014). It has become a paradigm and standard in OC and EC Circle countries if a learner has a sufficient command on speaking English, it becomes a guarantee of success for him/her in life (Mahripah, 2014). It is crystal clear that communication demands an interactive ability for expressing our deep thoughts, feelings, and judgments toward every facet of life. On the contrary, the situation in OC and EC countries is still unfavorable as a number of L2 learners still feel difficulty in using English in communication even though they have learned and practiced English language for a number of years at schools, colleges and universities (Alonso, 2012). Pakistani L2 learners are also encountered such kind of situations and problems in EFL classrooms. They start to learn English language from the very first class to fourteen years of education as compulsory subject, but unfortunately their English language achievement needs a lot of further improvement particularly in interactive area. To improve this skill of the learners Richard (2008) recommends that it is the obligation of the teachers to assist their learners in all those areas of speaking English where they need their assistance. Pinter (2006) strengthens the views proposed by Richards and says that it is the crucial responsibility of English language teachers to focus on developing learners' interactive skill as verbal ability is reflected as the utmost trial for all language learners. Brown (2001) claims with full conviction that English language instructors have to give more prospects to their pupils in EFL classroom to exchange their ideas using speaking activities, which facilitate them to speak English accurately and fluently. Concerning this, it has come into vision that some psychological factors such as fear and lack of motivation are considered as the main causes of learners' disinclination to interact in English. On this topic Gebhard (2000) has the same opinion that the learners' barriers in speaking English are mainly caused by fear and lack of confidence. All the above-mentioned signs indicate only one significant point that English language instructors must give a helping hand to their students in minimizing feelings based on fear and lack of motivation to maximize their learning communicative English.

Language barriers that hamper Students from English communication

In the above-mentioned discussion it has been clearly stated that the psychological factors i.e. fear and lack of motivation are regarded key language barriers to obstruct learners from practicing and performing their speaking in English classroom. These two barriers are described as under:

Fear of making mistakes in and outside of L2 classroom

According to Nunan (1999); Yi Htwe (2007) and Robby (2010) fear of making mistakes in and outside of L2 classroom has become one of the major psychological factors of L2 learners' reluctance to communicate in English in the target language classroom. In relation to the said problem, Aftat (2008) enhances the worth of the concept and affirms that this fear is closely connected to the subject of correction and negative evaluation of the learners in respect to L2 learning. Moreover, learners' are also much influenced by their internal state of fear and anxiety of being hooted and snorted by their classmates or being disapproved by their English teachers. Due to all these demoralizing activities, students generally stop participating in communicative interaction (Hieu, 2011). Consequently, it becomes crucial for English teachers to convince their scholars and make them confident that committing mistakes is not a wrong doing as learners can learn only from their mistakes in a very well manner.

Lack of motivation: a barrier to interactive communication

According to Gagne (2003) personal creativity and resourcefulness improve autonomous motivation because such an answerable behavior of the students increases their learning in L2 field. Motivation is as significant factor which produces inclination, willingness and enthusiasm among L2 learners to achieve their goals and objectives. Harper (2007) further expands the scope and exclaims that it is the obligation of the teacher to prepare and present the object lesson in an attractive way to the pupils as it will help the teachers to improve the level of motivation of their students to learn well.

Relating to this subject matter, self-determination theory which is the theory of motivation is constructed regarding the gratification of psychological necessities. Dörnyei, Z., (2001a) identifies these psychological needs as (a) autonomy, (b) competence, (c) relatedness and he is also of the view that when these three are fulfilled, in return these three enhance the level of self-motivation, mental fitness and contrary to it when these are dissatisfied, these three lead to reduced impulse, motivation, and mental dissatisfaction. This theory also reports the social circumstances and situations that nurture or decrease the level of motivation in corresponding to the fulfillment of psychological needs (Pigott, 2008). Most importantly, the process of L2 learning only can be successfully achieved through communicative interaction because it looks practical and judicious to understand social variables very well. At this point of discussion, English teachers' level of responsiveness regarding the concern invites great importance. It is utmost crucial for the English language teachers to be more vibrant of their animated roles. In this context Glasser (2001) guides English language teachers to perform his/her role as a guiding star, well-equipped and modern managers that reduces classroom anxiety and develop classroom environment more satisfying and nourishing. Similarly, Longworth (2003) recognizes motivating skill of the teachers as the exciting learning because he helps the learners to gain the knowledge of psychology of learning motivation and how to astound barriers

to learning self-confidence. As it is obvious, motivation, one of the affective factors in learning practice, has its an important place in instructive environment. At the end of the discussion it can be clearly elucidated that English language learning, especially communicative interaction needs time and effort from both side of the section i.e. teachers and students. Most frequently students drop their curiosity and eagerness towards L2 education due to destructive stances such as low self-confidence, lack of appreciation, low self-esteem, disproportionate anxiety, teachers' strict and demotivating approach and psychologically anxious classroom atmospheres. Still, it is possible to make students more enthusiastic and willing to learn properly by making courses and lessons more interesting, attractive and appealing through different manageable activities, constructing compassionate and sympathetic environments, and similarly strengthening learners confidently and positively, English language teachers can nurture students' curiosity, concentration and take feasible steps on the track to accumulative their motivational force.

RESEARCH METHODOLOGY

Research Objectives

1. To investigate the situations and sources of fear and lack of motivation as communicative barriers among students in EFL classroom.
2. To overcome the influence of fear and lack of motivation to develop communication skill at undergraduate level.

Questions of the Research

Here are two main research questions through which the researcher will explore and answer in the present work:

1. What are the situations and sources of fear and lack of motivation as communicative barriers among students in EFL classroom?
2. How can teachers and students of L2 overcome the influence of fear and lack of motivation to develop communication skill at undergraduate level?

Delimitation of Present Study

In conducting the present study, a number of delimitations were established, as revealed below:

1. Learners' perceptions towards fear and lack of motivation as communicative barriers in EFL classroom at undergraduate level.
2. The respondents of the research were male and female students and their age limit was ranging from 17 to 19 years.
3. These students were only belong to public sector colleges, universities and their sub-campus of the South Punjab.
4. Three Divisions such as Dera Ghazi Khan, Multan and Bahawalpur were selected for the collection of research data.
5. This research was limited to the English departments of the public sector colleges, universities and their sub-campus of the South Punjab.
6. The participants included in this study were from only semester 1 to 4.

Impact of the Study

The study is substantial as it attempted to determine learners' perceptions towards fear and lack of motivation as communicative barrier in EFL classroom at undergraduate level and its prominence stemmed from the following contemplations:

1. The current research investigates the situations and sources of fear and lack of motivation as communicative barriers among students in EFL classroom.
2. Data from the present study scrutinizes the impact of fear and lack of motivation on students while learning L2.
3. The recent study would contribute curriculum designers in planning suitable L2 curriculum in Pakistani context and specifically for the students of the Southern Punjab.

Research Sites

For this research plan the required data was composed from 10 government colleges, universities and their sub-campuses of the South Punjab (Pakistan). Three divisions (9 districts) of the South Punjab namely, Bahawalpur, D. G. Khan and Multan were selected for collecting sample and data was collected from those govt. colleges, universities and their sub-campuses where BS English program is running. The said institutions are gender-integrated from graduation to post-graduation level.

Information about the Participants

The requisite data was collected through managing a research questionnaire. The sample included subject to age group of 17 to 21. The students (male & female on equal ratio) who were selected for the current study and they were from BS English program of the selected public sector colleges, universities and their sub-campuses in the 2020 academic year which is badly affected by Covid-19.

6.7 Design of the Current Study

Study under investigation was accomplished with the help of a mixed method variety which deals with quantitative and qualitative data analysis. Nominated locations of this study were public sector colleges and universities of three divisions like D. G. Khan, Bahawalpur and Multan. Total 300 plus questionnaires were distributed (due to pandemic 19) to the informants and only 200 questionnaires were returned. The students (male & female on equal ratio) who were selected for the current study were from BS English program of the selected colleges and the universities in the 2020 academic year. There was only one source of data used in the study that was structured questionnaire in which the survey respondents were asked to indicate their level of approval or divergence on a four-point rating scale, including Yes, No, No Idea, and No Comments. Students' questionnaire was the data collection technique. It was also developed from the studies by Moiinavaziri, M., (2008), Shirkey, D., (2003), Huang, C., (2007), and Alonso, Rocio Segura (2012) as models.

Students Responses Analysis (Questionnaire Wise)

Table 7.1 I tremble when I have to speak in English in front of big gathering.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
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Yes	166	83.0	83.0	83.0
No	26	13.0	13.0	96.0
No Idea	04	02.0	02.0	98.0
No Comments	04	02.0	02.0	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about “I tremble when I have to speak in English in front of big gathering.”

Table 7.1 indicates that majority of the respondents reacted that they get chaotic while communicating in English language. 166 out of 200 students which were 83.0% of the total number of the students who added in this project and they were stimulated to learn and improve their communicative English in L2 classroom but they cannot do that as they were of the opinion that they get confused and trembled when they have to speak in English in front of big gathering and it is a big barrier due to fear and lack of motivation in this context. The valid and cumulative percentage of the first scale is also 83.0. Similarly, 24 out of 200 students which were 12.0% of the total number of the students who were of the observation that they do not get confused and trembled when they have to speak in English in front of big gathering. This second category of the students had 13.0 valid and 96.0 cumulative percentages. On the contrary to the previous two points of the four-point rating scale only 04 students out of 200 which were merely 02.0% of the whole number, valid percentage remains same as 02.0 while cumulative reached to 98.0 and they were of the view that they do not have idea whether they get confused and trembled when they have to speak in English in front of big gathering or not. In respect of the above mentioned comment only 04 out of 200 students said that they do not want to comment on the issue and it was 02.0% of the total number, valid percentage was also 02.0 while cumulative percentage reached to 100.0. If we have a comparison between the students who responded that they get confused and trembled when they have to speak in English in front of big gathering, around 166 out of 200 students which were 83.0 % of the total number of the students. Contrary to it only 12.0% of the total number was of the view that according to their reaction they do not get confused and trembled when they have to speak in English in front of big gathering and they were 24 students out of 200. It is sizable difference between the two main ‘Yes’ and ‘No’ scale category of the selected sample.

Table 7.2 My classmates unnecessarily laugh at my minor mistakes.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	131	65.5	65.5	65.5
No	40	20.0	20.0	85.5
No Idea	12	06.0	06.0	91.5
No Comments	17	08.5	08.5	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about “my classmates unnecessarily laugh at my minor mistakes.”

The statement “my classmates unnecessarily laugh at my minor mistakes” table 7.2 reveals that most of the L2 learners who desire to be a good communicator responded that their classmates unnecessarily laugh at their minor mistakes. 131 students out of 200 which were 65.5% of the respondents

who were interested to learn and improve their interactive capability but they were of the opinion that their classmates unnecessarily laugh at their minor mistakes in L2 classroom. The valid and cumulative percentage of the first scale is same as 65.5. On the other hand, surprisingly 40 out of 200 students which were 20.0% of the total number of the students who were of the belief that their classmates do not laugh at their minor mistakes. This second category of the students had 20.0 valid and 85.5 cumulative percentage. On the contrary to the previous two main points of the four-point rating scale 12 students out of 200 which were 06.0% of the whole number, valid percentage remains same as 06.0 while cumulative reached to 91.5 and they were of the reflection that they do not have any idea whether their classmates unnecessarily laugh at their minor mistakes or not. 17 out of 200 students said that they do not want to comment on the issue and it was 08.5% of the total number, valid percentage was also 08.5 while cumulative percentage reached to 100.0. Comparison between the students who validated that their classmates unnecessarily laugh at their minor mistakes was around 131 out of 200 students which were 65.5 % of the population. Contrary to it only 20.0% of the total number of the students opposed this idea and were of the view that their classmates do not laugh at their minor mistakes and they were 40 students out of 200. From the preceding discussion it is recognizable that there is a considerable contradiction between the students who approved and disapproved the statement “my classmates unnecessarily laugh at my minor mistakes.”

Table 7.3 Fear of lack of motivation from my class fellows stops me from communicative interaction in EFL classroom.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	178	89.0	89.0	89.0
No	15	07.5	07.5	96.5
No Idea	04	02.0	02.0	98.5
No Comments	03	01.5	01.5	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about “fear of lack of motivation from my class fellows stops me from communicative interaction in EFL classroom.”

In table 7.3 the results were highlighted about the difficulty of communicative interaction in L2 classroom and the statement “fear of lack of motivation from my class fellows stops me from communicative interaction in EFL classroom” revealed that around 178 students out of 200 which were 89.0% of the total number of the students who were carefully selected for this research design and they were zealous and motivated to learn interactive English in L2 situation but they were of the thought that it becomes very difficult for them when fear of lack of motivation from their class fellows stops them from communicative interaction in EFL classroom and it becomes a barrier in learning verbal English appropriately. The valid and cumulative percentage of the first scale is also 89.0. On the contrary, only 15 out of 200 students which were only 07.5% and they were of the opinion that they do not feel that fear of lack of motivation from their class fellows stops them from communicative interaction in EFL classroom. This second category of the learners has 07.5 valid and 96.5 cumulative percentages. On the contrary to the previous two

points of the four-point rating scale only 04 students out of 200 which were 02.0% of the whole number, valid percentage remains same as 02.0 while cumulative reached to 98.5 and they were of the believed that they have no idea about the issue that fear of lack of motivation from their class fellows stops them from communicative interaction in EFL classroom or not. 03 out of 200 learners said that they do not want to comment on the topic and it was 01.5% of the total number, valid percentage was also 01.5 while cumulative percentage stretched to 100.0. Comparison between the students who confirmed that fear of lack of motivation from their class fellows stops them from communicative interaction in EFL classroom, around 178 out of 200 students which were 89.5 % of the total number. Opposite to it only 07.5% of the total number was of the view that fear of lack of motivation from their class fellows do not stops them from communicative interaction in EFL classroom it was not a barrier and they were only 15 out of 200 students. Table 7.4 I forget to speak when someone snubs me while expressing my ideas.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	113	56.5	56.5	56.5
No	25	12.5	12.5	69.0
No Idea	60	30.0	30.0	99.0
No Comments	02	01.0	01.0	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about “I forget to speak when someone snubs me while expressing my ideas.”

In table 7.4 majority of the respondents answered that they forget to speak when someone snubs them while expressing their ideas. 113 out of 200 students which were 56.5% respondents who added in this project and were stimulated to learn and improve their communicative English in L2 classroom but they cannot do that as they were of the opinion that they forget to speak when someone snubs them while expressing their ideas and it is a big communicative barrier due to fear and lack of motivation in this context. The valid and cumulative percentage of the first scale is also 56.5. Similarly, 25 out of 200 students which were 12.5% students who were of the observation that they do not forget to speak when someone snubs them while expressing their ideas. This second category of the students had 12.5 valid and 69.0 cumulative percentages. On the contrary to the previous two points of the four-point rating scale surprisingly, 60 students out of 200 which were merely 30.0% of the whole number, valid percentage remains same as 30.0 while cumulative reached to 99.0 and they were of the view that they do not have idea whether they forget to speak when someone snubs them while expressing their ideas or not. In respect of the above mentioned comment only 02 out of 200 students said that they do not want to comment on the issue and it was only 01.0% of the total number, valid percentage was also 01.0 while cumulative percentage reached to 100.0. If we have a comparison between the students who responded that they forget to speak when someone snubs them while expressing their ideas, around 113 out of 200 students which were 56.5 % students. Contrary to it only 12.5% of the total number was of the view that they do not forget to speak when someone snubs them while expressing their

ideas and they were 25 students out of 200. It is sizable difference between the two main 'Yes' and 'No' scale category of the selected sample.

Table 7.5 Fear of mistakes embarrasses me when I try to answer voluntarily in EFL classroom.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	166	83.0	83.0	83.0
No	13	06.5	06.5	89.5
No Idea	11	05.5	05.5	95.0
No Comments	10	05.0	05.0	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about "fear of mistakes embarrasses me when I try to answer voluntarily in EFL classroom."

In reply to the statement "fear of mistakes embarrasses me when I try to answer voluntarily in EFL classroom" table 7.5 exposes that most of the English learners responded that they get confused because the fear of mistakes embarrasses them when they try to answer voluntarily in EFL classroom. 166 students out of 200 which were 83.0% of the total number of the students who were interested to learn and improve their communication skills but they were of the opinion that the fear of mistakes embarrasses them when they try to answer voluntarily in EFL classroom. The valid and cumulative percentage of the first scale is same as 83.0. On the other hand, 13 out of 200 students which were 06.5% respondents who were of the belief that the fear of mistakes do not embarrass them when they try to answer voluntarily in EFL classroom. This second category of the students had 06.5 valid and 89.5 cumulative percentages. On the contrary to the previous two main points of the four-point rating scale 11 students out of 200 which were 05.5% of the whole number, valid percentage remains same as 05.5 while cumulative reached to 95.0 and they were of the comment that they do not have any idea whether the fear of mistakes embarrasses them when they try to answer voluntarily in EFL classroom or not. 10 out of 200 students said that they do not want to comment on the issue and it was 05.0% of the total number, valid percentage was also 05.0 while cumulative percentage reached to 100.0. Comparison between the students who validated that the fear of mistakes embarrasses them when they try to answer voluntarily in EFL classroom and it causes communicative barrier for them and they were around 166 out of 200 students which were 83.0 % of the total number of the students. Contrary to it only 06.5% students opposed this idea and were of the view that they do not think that the fear of mistakes embarrasses them when they try to answer voluntarily in EFL classroom and they were 13 students out of 200. From the earlier discussion it is clear that there is an immense contradiction between the students who agreed and rejected the statement "fear of mistakes embarrasses me when I try to answer voluntarily in EFL classroom."

Findings and discussions of the research questions

Objective of the research was to recognize the 'learners' perceptions towards fear and lack of motivation as communicative barriers in EFL classroom at the level of semester four of BS English program, running in different public sector colleges, universities and their sub-campuses situated in the South

Punjab. First of all, the situations and sources of fear and lack of motivation as communicative barriers among students in EFL classroom are presented.

8.1 Research Question# 01

What are the situations and sources of fear and lack of motivation as communicative barriers among students in EFL classroom?

The findings of the very first question of the students' questionnaire revealed that a large number of students were passionate and excited to learn communicative English in L2 situation but they were of the thought that they cannot converse with their seniors, elders and who are expert in English speaking but they agreed that their main psychological barriers in speaking English were due to fear and lack of motivation. The reality behind all this was that the students did not feel that they can speak English in a normal way because they had always been thinking about how to pronounce correctly a word or how to use the correct grammatical structure. This research proposes that support from the teacher seems to be a vibrant element for the sake of improving and developing learners' motivation, and excluding fear from the hearts of the student. With regard to the second question of the students' questionnaire mainstream of the students added that they were stimulated to learn and improve their communicative English in L2 classroom but they cannot do that as they were of the opinion that they get confused and trembled when they have to speak in English in front of big gathering and it is a big barrier due to fear and lack of motivation in this context. The reasons behind such kind of responses could be that students feel nervous and anxious speaking in front of big mob and this situation can cause worry about making mistakes. This view of the researcher was strengthened by Wang, L. J., & Chang, H. F. (2010) as they exclaimed the existence of fear, nervousness, lack of motivation and anxiety in the English classrooms can be persistently attributed to classroom atmosphere. As English teachers are the custodians of the class it becomes their responsibility to handle the class favorably as in Pakistan, normally teachers are dictating and governing in the classrooms and learners typically feel worried in the presence of the teachers. This well-ordered and subjugated situation of English classroom dejects and discourages the students from taking part in classroom events and this element further disturbs and upsets their learning process and speaking performance. All these barriers can easily be rectified only building positive and supportive classroom atmospheres and in this regard teachers' role is exclusive because of his warm and appreciating attitude during the lesson can transmit motivational force and confidence.

8.2 Research Question# 02

How can teachers and students of L2 overcome the influence of fear and lack of motivation to develop communication skill at undergraduate level?

The discussions on the findings and results from the students' questionnaire regarding the influence of fear and lack of motivation on students' communicative competence while learning L2 at undergraduate level are stated as under:

1. To overcome the psychological factors such as fear of committing mistakes and lack of motivation, teachers need to stimulate and support positive speaking capabilities and proficiencies rather than the fear and

anxiety ones, which may make the students feel stress-free, comfortable, motivated and self-confident.

2. The feeling of fear of being corrected by the English teachers every time a mistake is made can further suppress the capabilities of the students so, the teachers must overlook the accuracy and fluency of the students and motivate them to have a practice of speaking English on regular basis.
3. Fear and lack of motivation create a communication gap between the students and the teachers and these two jointly just contributed to the challenges more and more but through the mutual understand between the two stake holders this situation can be reversed easily.
4. Moreover, fear of negative evaluation and fear of criticism from the side of classmates lead to the fear of being called on in class, anxiety of self-comparison with other students, communication nervousness with teachers and seniors, fear of making mistakes while speaking inside the class or outside with friends, negative attitudes towards language learning and fear of less confident. All this, make the students full of fear and anxiety when their instructors ask questions and make their mistakes correct.

CONCLUSION

This study discloses that the students who were registered in BS English program, continued in different public sector colleges, universities, majority of them indicated that their English speaking competence and performance are negatively affected by the two psychological factors namely, fear and lack of motivation. Since the effect of these two factors on the students in EFL class increases, the communicative performance of the students in and outside the class decreases. Similarly, as the effect of these two psychological factors in EFL class decreases and the communicative skill of the students inside and outside the class increases as though some of these students have good level in English grammar and vocabulary but are not confident while communicative English is concerned. Majority of the learners were of the conviction that they like to give their opinion and express themselves in English classroom but due to fear and lack of motivation they remain noiseless. To overcome this barrier, English teachers should first develop the teaching conditions by giving students enough time to prepare themselves for mutual conversation. Similarly, English teachers must accurately train the students how to use mind map to produce ideas and giving learners abundant time to execute their tasks well in the class. They ought to help their students to overcome the unwanted fear of making mistakes, lack of confidence by ensuring pleasurable, reactive, welcoming, accommodating and cooperative attitudes to make the students feel easy and relaxed while speaking in L2 classroom.

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