





ANXIETY AS AN ENGLISH PRONUNCIATION BARRIER IN MULTILINGUAL CLASSROOM: A CASE STUDY OF SOUTHERN PUNJAB (PAKISTAN)




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ABSTRACT

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The basic objective of this study was to detect barriers in teaching speaking English to adults in foreign language classroom at public sector colleges, universities in Pakistan and their sub-campuses. This research utilized a mixed method approach and data was obtained through a questionnaire. A majority of respondents (N=200) replied that the sensitivity of their poor pronunciation was due to anxiety, which intervened when speaking silent letters, lengthy words etc. The respondents also indicated that they had to face two types of barriers during different pronunciation activities such as comprehension of the message and the production of the message. A large number of students made their complaints for production level especially about when they have to speak in front of educated people, in acts of pronouncing compound words, reading aloud in front of the class and teachers and pronouncing silent words as well. Similarly, they had to face comprehension barriers when fast pace of the speakers such as their teachers, or the students whose reading speed was good. To resolve these students' learning barriers, English language teachers should come forward and motivate their learners to overcome their anxiety about pronunciation through undertaking training of the English sounds.

Contribution/ Originality: This study contributes to the existing literature about the impact of anxiety on English pronunciation in EFL classrooms in the context of South Punjab. The research primarily identifies specific problem zones where learners face pronunciation problems due to anxiety barrier in L2 classroom.

1. INTRODUCTION

The significant role of English language cannot be falsified in Pakistan as it is the language of science, trade and commerce, and a medium of instruction in many higher education institutions. Hence, English language learning is a pertinent feature in the life of every individual, though very few take the socio-cultural and linguistic dissimilarities of the English language. A number of psychological factors such as fear, criticism, and lack of confidence, hesitation, shyness and anxiety are liable for such obstructions in the target language learning. The need of the hour is to eliminate such elements and to make the passage for English language learners in such a way that they can develop better future for themselves. In this context Pourhosein, (2016) opines that the fundamental

and unprejudiced validation behind the target language learning is to get mastery on that language with amalgamation of all four foreign language learning skills, essentially speaking skill with good pronunciation since it is reflected as the most imperative among foreign language learners. Conversely, language anxiety also obstructs L2 learners' communicative ability as it is a situation which is usually followed by apprehension, uneasiness, stress and embarrassment caused by the expectancy of something nasty. It is therefore categorically significant to focus on this challenging academic and psychosomatic subject from diverse approaches.

According to Kralova., Skorvagova, Tirpakova, and Markechova (2017) language anxiety is an uncomfortable feeling about some state of affairs, that is generally described as a state of implicit fright, disinclination and uneasiness that is in the long run connected with an object. It is purely a psychological concept and psychoanalysts develop a visible difference between the three classifications of language anxiety: Trait anxiety, State anxiety and Situation specific anxiety. Trait anxiety is a comparatively stable personality trait, an everlasting inclination to be anxious and is not generated by specific event. Trait anxiety is a worldwide phenomenon and it is not related to any particular state of affairs experienced in the examination of only the Pakistani students. Trait anxiety is in fact seen as the unchanging propensity of an individual in his response to any intimidate situation (Ahsan, Ghani, & Khaliq, 2016). Unlike Trait Anxiety, State Anxiety is a transitory type of anxiety, a momentous reaction to an unambiguous anxiety aggravating incitement such as an essential test and it usually occurs in permanent and particular situations (Celik & Kocaman, 2016). Situation specific anxiety is a type of anxiety which refers to the insistent and multidimensional nature of some anxieties as MacIntyre & Gardner claimed that this nature of anxiety is generated by a particular type of situation such as speaking in a public place, examinations, or classroom participation (quoted in Celik & Kocaman, 2016). This study aims at understanding various types of anxieties and to examine how anxiety works as a stagnant factor in obstructing L2 learners in the context of Pakistan, in general, and South Punjab in particular, when they try to communicate inside or outside the classroom.

2. FACTORS OF LANGUAGE ANXIETY

Sariçoban and Mohammadi (2016) observe that target language classrooms contain learners of diverse capabilities and levels aiming ultimate success by the termination of academic year. It is also important to say that this success demands consecutive hard work, dedication and perseverance from learners, but it is unfortunate that they have to face a number of barriers which obstruct their way of success and they fail to achieve their objectives. In this case most of the students encounter three major factors i.e. test anxiety, negative fear anxiety and communication apprehension with proper pronunciation.

2.1. Test Anxiety

EFL learners most frequently feel language anxiety when they have to indulge in the ordeal of examination. According to Alrabai (2015) test anxiety is a psychological state in which L2 learners experience anxiety during testing. There are at least three constituents of test anxiety i.e. behavioral, cognitive and affective. The behavioral constituent contains poor study skills, escaping and postponement of work. The cognitive factor narrates to the learners' aptitudes in thinking and comprehending, the question asked by the teachers or classmates and how to tackle them in the most expressive way. Finally, the affective element takes account of the individuals' evaluation of their psychological condition such as stiffness, embarrassment, and trembling.

2.2. Negative Fear Anxiety

Fear of negative anxiety has been evaluated and defined by Kralova. et al. (2017) as a hesitation of others' assessments, misery over their deleterious calculations, evasion of evaluative state, and the anticipation that others would estimate oneself in a negative sense.

2.3 Communication Apprehension with Proper Pronunciation

In English language classroom, collaboration is made up of different kinds of interaction where teaching classes are usually well equipped for learners learning materials so that they can feel more comfortable and work individually. Among this classroom collaboration, there are two diverse categories of learners: Active learners who are exceptionally self-motivated and vigorous; and Quiet and Silent learners, who usually remain passive in the classroom. According to Khan and Khan (2016), communication apprehension is a mode of behavior common in L2 multilingual classroom anxiety. It is a kind of situation-specific strain in which learners experience anxiety and disinclination in collaborating with other students or in communicating in the target language in which they do not have proficiency. Fouz-Gonzales (2017) extended this concept and argued that communication apprehension with appropriate pronunciation is the fear of individual experiences in accurate verbal and oral communication. In addition, Kralova. et al. (2017) confirmed that there is a close connection between the learners who are unable to communicate their perceptions due to their communication apprehension with accurate pronunciation. Apprehensive learners imitate some practices and follow some methods in L2 classroom so that they can hide themselves to be protected from communication based activities. Gürsoy and Hüseyinoğlu (2017) explored a solution which they called 'mass lecture,' that is a procedure or technique when L2 learners select a collaborative work instead of working individually. All the above mentioned types of anxiety are commonly found in non-native L2 classroom but the prevalence of these elements in third world countries like Pakistan are in abundance where L2 classroom is usually packed with multilingual and multi-vernacular speakers. Issues related to anxiety and poor type of pronunciation can be improved only with teacher-student coordination as countries like Pakistan are heavily teacher centered and if motivated and given ample opportunity to learners, such issue can be altered altogether. The core purpose of this study was therefore to investigate about such an alarming situation and suggest how Pakistani L2 learners become well-versed speakers of English language with proper pronunciation.

3. IMPORTANCE OF PRONUNCIATION FOR L2 LEARNERS

English is a language used for worldwide communication. Speakers of this language want to exchange information successfully, both verbally and in writing. According to Griffiths (2015) flawless pronunciation is an indispensable constituent of communicative competence. Bassetti and Atkinson (2015) approved the idea and agreed with Griffiths' account demanding that comprehensible pronunciation is one of the most needed constituents of oral communication. Correspondingly, Kissling (2015) elucidates that learners with decent and upright pronunciation in English are more expected to be understood even if they make errors in other parts, however students whose pronunciation is hard to comprehend will not be understood, even if the grammar of the students is perfect. Respectively, Khan and Khan (2016) assert that picture-perfect pronunciation is decisive in spoken communication even where learners yield inconsequential imprecisions in vocabulary and grammar. They are further expected to communicate efficiently when they have decent pronunciation. In connection to this perspective, (Hewings, 2004) has correspondingly highlighted the significance of pronunciation in effective statement. He opines that barriers with pronunciation might mean that learners fail to understand their message, even when the accurate words are being used, or they might fail to comprehend what is said to them.

4. INFLUENCE OF PAKISTANI NATIVE LANGUAGES ON THE PRONUNCIATION OF ENGLISH LANGUAGE

Urdu is the national language of Pakistan and the people of Pakistan speak over 70 different languages like Punjabi, Sindhi, Pushto, Balochi and Saraiki, etc. It is evident that students tend to learn pronunciation by associating a L2 with their mother tongue, and native or regional languages. Language transmission describes the intervention of the mother tongue or native languages in L2 language learning. This perspective can support in comprehending and employing the target language to some extent, but this can also become a barrier to the proper

achievement of the L2 rules such as sentence structure, vocabulary, and pronunciation. In the same line of study (Frans & Hilleni, 2016) stated that the errors occurred at the level of sentence in adult performance due to the use of mother tongue in the lives of the students and this influence remains for a long period in the mind of the students. Students are usually influenced by their mother tongue or regional languages in three ways: First, students apply the grammatical knowledge of their mother tongue or regional languages towards L2 which leads to errors as a result of structural alterations between first and second language. Second, learners pronounce certain sounds erroneously or with barriers as a result of the variance in phonological systems. For e.g.: the definite pronunciation of the word 'car' is /kɑ/ but the learners from Pakistani languages background pronounce it like /kɑr/ because there is no conception of a silent sound in Pakistani languages. Finally, adult learners complicate vocabulary items as they are deceived by the words or phrases that sound and look identical in both the first language and the target language, but vary significantly in meaning.

5. RESEARCH DESIGN

This work used a quantitative research design for data collection.

5.1. Objectives of the Study

- i. To examine the role of anxiety as an English pronunciation barrier in multilingual classroom.
- ii. To explore the techniques used by the teachers to overcome anxiety barrier and improve learners' pronunciation skill?

5.2. Research Questions of the Study

- i. What is the role of anxiety as an English pronunciation barrier in multilingual classroom?
- ii. How can the teachers overcome anxiety barrier and improve learners' pronunciation skill?

5.3. Sampling and Tool of the study

The data for this study was collected from 10 public sector colleges and universities of the South Punjab (Pakistan). Three divisions of the South Punjab namely, Dera Ghazi Khan, Multan and Bahawalpur were selected for collecting sample. All respondents belonged to the undergraduate BS program. These public sector institutions were gender-integrated (co-education) from Degree to PhD level. The respondents therefore were both male and female with equal ratio and in the age group between 17 and 21. These respondents were selected through purposive sampling method. The data was collected through administering a structured questionnaire. In educational research, a structured questionnaire should be used if level of approval or divergence of respondents is sought (Creswell, 2015). Our questionnaire employed a four-point Likert rating scale, where "1= Yes, 2= No, 3= No Idea, 4= No Comments, and the data was statistically analyzed with descriptive statistics. The questionnaire was developed from the studies by Aouatef (2015); Al Hosni (2014); Bourezzane (2014); Al Othman and Shuqair (2013) with slight modifications. These few adaptations and modifications were consistent with Johnson (1992). Total 300 questionnaires were distributed to the respondents and only 200 questionnaires were returned.

5.4. Significance of the Study

The study is significant as it attempted to reveal the role of anxiety as an English pronunciation barrier in multilingual classroom for the university level students of BS English in the South Punjab. The significance of this study is due to the following factors:

- i. The current study shows and determines the role of anxiety as a barrier to English pronunciation practices in EFL classrooms, a subject not much dwelt upon in the Pakistani context.

- ii. The findings from the current study would identify specific problems faced by learners in pronouncing particular sounds or words due to their mother tongue interference in L2 classroom.
- iii. The current study would assist curriculum developers in designing appropriate syllabi with English pronunciation modules in order to make EFL learning more helpful in Pakistani context and especially for the students of the South Punjab.

5.5. Delimitation of Present Study

The current study was restricted to the students of only one undergraduate program, BS English at university level. The respondents belonged to the public sector colleges and universities of the South Punjab (Pakistan). This limitation caused a narrow overview of the issues and further delimited the sample by variables like size, gender, and rural and urban demographics. Also, the study could not venture to private higher education institutions of the region. Future studies can be carried out to address to these delimitations.

6. DATA ANALYSIS

This Section discusses the questionnaire items in the sequence that they were presented in the tool. The analysis used the simple descriptive statistics method to measure the frequency and percentages.

Table 1 reveals the first statement of the questionnaire: "I do not speak English because I cannot pronounce words well." The survey respondents were asked to indicate their level of approval or divergence on a four-point rating scale, including "1= Yes, 2= No, 3= No Idea, 4= No Comments.

Table-1. I do not speak English because I cannot pronounce words well.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	110	55.0	55.0	55.0
No	42	21.0	21.0	76.0
No Idea	30	15.0	15.0	91.0
No Comments	18	09.0	09.0	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about "I do not speak English because I cannot pronounce words well."

A majority of the learners indicated that they cannot speak English well because they cannot pronounce words very well. A total of 110 out of 200 learners (55.0%) agreed that they were motivated to speak English language but pronunciation was a big barrier. The valid and cumulative percentage of this first statement was 55.0. Similarly, 42 out of 200 students (21.0%) were of the view that pronunciation was not a barrier during speaking English language. This second category of the students has 21.0 valid and 76.0 cumulative percentages. It is obvious that there is a significant difference between the first and second category of the students. On the contrary, only 30 students out of 200 (15.0%) felt that they do not any idea whether pronunciation acts as speaking barrier or not. Their valid percentage remains same as 15.0 while cumulative reached 91.0. Lastly, 18 out of 200 students abstained themselves from any comments on the issue. They constitute only 09.0% of the total number, and their valid percentage was also 09.0 while cumulative percentage reached 100.0 Table 2 presents the findings of the second statement: "Students laugh and make fun of me when I utter a wrong word."

Table-2. Students laugh and make fun of me when I utter a wrong word.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	146	73.0	73.0	73.0
No	18	09.0	09.0	82.0
No Idea	16	08.0	08.0	90.0
No Comments	20	10.0	10.0	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about "Students laugh and make fun of me when I utter a wrong word."

It was found that that 146 out of 200 students (73.0%) agreed that they were motivated to speak English language but students laugh and make fun of them when they utter a wrong word. This was accepted as a strong barrier in their way of learning L2 properly. The valid and cumulative percentage of the first point was also 73.0. On the contrary, merely 18 out of 200 students (9.0%) felt that students' laughing and making fun when they utter a wrong word is not a barrier during in speaking the English language. This second category of the students had only 09.0 valid and 82.0 cumulative percentages. It is understandable that there is a substantial difference between the first and the second categories of the students. On the contrary, only 16 students out of 200 (08.0%) of the whole strength, valid percentage remains same as 08.0 while cumulative reached to 90.0 and they were of the view that they do not have idea whether students' laughing and making fun of them acts as speaking barrier or not. 20 out of 200 students said that they do not wish to comment on the issue and it was only 10.0% of the total number, valid percentage was also 10.0 while cumulative percentage reached to 100.0.

Table 3 presents the responses of the statement, "Spelling system is the main cause of my wrong pronunciation." A majority of learners indicated that they cannot speak English well because they cannot pronounce words due to the difficult spelling system of the English language.

Table-3. Spelling system is the main cause of my wrong pronunciation.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	90	45.0	45.0	45.0
No	55	27.5	27.5	72.5
No Idea	10	05.0	05.0	77.5
No Comments	45	22.5	22.5	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about "Spelling system is the main cause of my wrong pronunciation."

A total of 90 out of 200 learners (45.0%) were motivated to speak English language but they cannot pronounce words well due to the difficult spelling system of English language. They treated it as a big barrier in this regard. The valid and cumulative percentage of the first scale was also 45.0. Similarly, 55 out of 200 students (27.5%) were of the view that though they find it difficult to pronounce words due to the difficult spelling system of English language, but it is not a hurdle to learn to speak the English language. This second category of the students has 27.5 valid and 72.5 cumulative percentages. It is noticeable that there is a weighty difference between the 'Yes' and 'No' category of the students. On the contrary to the previous two points of the four-point rating scale, only 10 students out of 200 (05.0%) were of the view that they do not have idea whether they can pronounce words well due to the difficult spelling system of English language or not. Their valid percentage remained same as 05.0 while cumulative reached to 77.5. Lastly, 45 out of 200 students said that they do not have any comment on the issue and it was only 22.5% of the total number. Their valid percentage was also 22.5 while cumulative percentage reached 100.0.

Table 4 presents the responses of the statement, "Lengthy words are very difficult to pronounce correctly."

Table-4. Lengthy words are very difficult to pronounce correctly.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	163	81.5	81.5	81.5
No	30	15.0	15.0	96.5
No Idea	02	01.0	01.0	97.5
No Comments	05	02.5	02.5	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about "lengthy words are very difficult to pronounce correctly."

It was revealed that 163 out of 200 learners (81.5%) were permanently settled and interested to speak English language but lengthy words were very difficult for them to pronounce correctly and it was a strong barrier on the way of learning L2 appropriately. The valid and cumulative percentage of the first point is also 81.5. On the

contrary, 30 out of 200 students (15.0%) were of the view that lengthy words were very not difficult for them to pronounce correctly and not a barrier during speaking English language. This second category of the students has only 15.0 valid and 96.5 cumulative percentages. If we make a comparison between these first two categories, we found that there is an extensive difference between the students who said 'Yes' and 'No' to the statement.

On the contrary of the above-mentioned two arguments, only 02 students out of 200 which were merely 01.0% of the whole strength, valid percentage remains same as 01.0 while cumulative reached to 97.5 and they were of the view that they did not have idea whether lengthy words were very difficult for them to pronounce correctly or not. Only 05 out of 200 students said that they do not wish to comment on the issue and it was only 02.5% of the total number, valid percentage was also 02.5 while cumulative percentage reached to 100.0.

Table 5 presents the responses of the statement "Pronunciation does not depend on spellings."

Table-5. Pronunciation does not depend on spellings.

Four-point rating scale	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	139	69.5	69.5	69.5
No	34	17.0	17.0	86.5
No Idea	18	09.0	09.0	95.5
No Comments	09	04.5	04.5	100.0
Total	200	100.0	100.0	

Note: Numerical statistics in columns refer to the analyzed account and their percentage about "pronunciation does not depend on spellings."

On account of this statement, it was found that a majority of students believed that pronunciation does not depend on spellings, though spelling is a great cause of trouble for students to learn English as a foreign language. A total of 139 out of 200 learners (69.5%) admitted that they strive to speak English but the spellings of words were a big barrier. The valid and cumulative percentage of the first scale is also 69.5. On the contrary, only 34 out of 200 students (17.0%) assessed that pronunciation did not depend on spellings and was not a cause of trouble for them and it was not a hurdle during speaking English language. This second category of the students has only 17.0 valid and 86.5 cumulative percentages. It is traceable that there is an immense difference between the 'Yes' and 'No' category of the sample. On the contrary to these two points of the four-point rating scale only 18 students out of 200 (09.0%) admitted that they did not have the idea whether pronunciation depends on spellings and it was a cause of trouble for them. Their valid percentage remained same as 09.0 while cumulative reached to 95.5. Lastly, only 09 out of 200 students (04.5%) did not make any comments about the statement. Their valid percentage was also 04.5 while cumulative percentage reached to 100.0.

7. FINDINGS AND DISCUSSIONS OF THE RESEARCH QUESTIONS

The purpose of the present study was to pinpoint 'anxiety as an English pronunciation barrier in multilingual classroom in different public sector colleges, universities and their sub-campuses situated in the South Punjab. Based on the findings of the questionnaire, we attempted to find answers to the two research questions of the study.

7.1. Research Question# 01

i. What is the role of anxiety as an English pronunciation barrier in multilingual classroom?

This study is concerned with the English pronunciation difficulties of Urdu medium students registered in BS English program in public sector, colleges and universities of South Punjab, where Urdu is the national language and different other languages like Punjabi, Rangri, Sindhi, Pushto, Balochi and Saraiki are also spoken in one or other situations where 99% of the students are multilingual in EFL classroom. Due to this fact it is transparent that most of the students tend to learn pronunciation by associating with their mother tongue, native or regional languages. Majority of the respondents of this study indicated that their English pronunciation competence was negatively affected by anxiety, inside and outside of the classroom. They believed that as the effect of anxiety

increases, the pronunciation capabilities of students in and outside the class decreases. Similarly, as the effect of anxiety decreases, the pronunciation capabilities of students increase.

The findings of the questionnaire revealed that a majority of students included in this research were passionate and excited to get full command on English pronunciation in L2 situation but they were of the view that they could not speak English well because they cannot pronounce words well. Their wrong pronunciation was a big cause of embarrassment; however, the variation in pronunciation due to complex spelling system was always problematic. A majority of respondents were of the view that pronunciation did not depend on spellings though spellings were a great cause of trouble for students to learn English as a foreign language. A major part of respondents affirmed that the sensitivity of their poor pronunciation was due to anxiety, which disturbed them most when speaking silent letters, or lengthy words. It was partially due to the conceivable ridiculous pronunciation mistakes that might commit when speaking.

A total of 90% of the 200 students indicated that they faced two types of barriers during different pronunciation activities such as comprehension of the message and the production of the message. A large number of students made their complaints for production level especially when they have to speak in front of educated people, or while pronouncing compound words, reading aloud in front of the class and teachers, and pronouncing silent words as well. Similarly, they had to face comprehension barriers while talking to fast pace of the speakers such as their teachers, or the students whose reading speed was good. It is suggested that teachers should motivate their learners to overcome their pronunciation anxiety by their pronunciation training and drill regarding how to pronounce accurate English sounds phonetically.

7.2. Research Question# 02

ii. *How can the teachers overcome anxiety barrier and improve learners' pronunciation skill?*

According to Harmer (2001) it is generally assumed that pronunciation of a target language is the most ignored feature of L2 teaching and learning. It has come into view that more or less every English language teacher gets their learners to engage in grammar and vocabulary, or in preparation of functional conversations, or participate in productive skill activities, and to become proficient in reading and listening skills only. However, a few of them make little effort to teach pronunciation to their students in an understandable way but they give attention to pronunciation only for short period of time. It is true in the case of Pakistani EFL classrooms in general, and South Punjab classrooms, in particular. Most of the teachers in the region which is selected for the current study have full concentration on grammatical rules of the language; they deliver lectures in the class with the help of mostly Grammar Translation Method (GTM). These techniques only can help students to attain their transcripts without being able to become proficient and well versed speakers of the English language and these aspects of language never alleviate the anxiety level of the students. Contrary to it there were some exclusive procedures, activities and teaching/learning techniques that are most frequently used for the improvement of pronunciation skills of students. These techniques commonly include listening and imitating sounds, words, phrases and sentences produced by the teachers. Rhythmical sounds always appeal to the listeners and attract their attention. For this reason, most of the teachers direct their students to listen English songs or nursery rhymes, reading dialogues in a loud voice. Additionally, reading and listening activities at the same time are used quite repeatedly to improve students' communication and pronunciation skills.

8. CONCLUSION

Findings of this work suggest that a majority of respondents thought that anxiety acted as a pronunciation barrier in multilingual classroom and that it results in negative in the process of foreign language learning. As the anxiety in multilingual classroom increases, English pronunciation decreases. Similarly, when anxiety in multilingual classroom decreases, English pronunciation efficiency increases. This is relevant to the current sample

of the study of public sector colleges, universities and the sub-campus of these universities situated in the South Punjab, Pakistan. A majority of respondents replied that the sensitivity of their poor pronunciation was due to anxiety, while they were disturbed most while speaking silent letters, or lengthy words. It is partially due to the conceivable ridiculous pronunciation mistakes that may while speaking.

A total of 90% of the sample (N=200) indicated that they faced two types of barriers during different pronunciation activities such as comprehension of the message and the production of the message. A large number of students made their complaints for production level especially about when they have to speak in front of educated people, while pronouncing compound words, or reading aloud in front of the class and teachers and pronouncing silent words as well. Similarly, they faced comprehension barriers to speak with the fast paced speakers such as their teachers, or the students whose reading speed was good. The study strongly suggests that teachers should motivate learners to overcome their pronunciation anxiety through pronunciation training and drills. They should teach them how to pronounce accurate English sounds phonetically. Likewise, they should also try to understand how the native speaker uses segmental and supra-segmental features of language such as high and low voice in a sentence that is intonation, pitch and rhythm.

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Appendix-A: Questionnaire for English Language Learners

Title: Anxiety as an English Pronunciation Barrier in Multilingual Classroom: A Case Study of Southern Punjab (Pakistan). Please tick ONE response, which best reflects your opinion on the given statements. Four-point rating scale "1= Yes, 2= No, 3= No Idea, 4= No Comments.

Table-1. Students' Questionnaire, indicating their level of approval or divergence on a four-point rating scale, including "1= Yes, 2= No, 3= No Idea, 4= No Comments.

	Questionnaire	1	2	3	4
#	Questions				
1	I do not speak English because I cannot pronounce words well.				
2	Students laugh and make fun of me when I utter a wrong word.				
3	Spelling system is the main cause of my wrong pronunciation.				
4	Lengthy words are very difficult to pronounce correctly.				
5	Pronunciation does not depend on spellings.				

Source: Burns and Hill (2013).

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