











The Figure 1 shows students' fluency levels in the English language. Approximately 6.6% of learners are very good, while 39% of students are good, whereas around 49% of participants are not so good, and about 4% are poor to speak fluently.

Later, some questions have been asked to get the opinion of the students which help the researchers to find their exact linguistic status. The rates of their consent are shown in the Figure 2.

**Figure 2 - Students' preference for speaking in English**

Nearly 80% of participants were positive in their answers, about 18% of learners were negative, and 1% said nothing. Meanwhile, Figure 3 depicts the proportion of learners' fluency in speaking English.

**Figure 3 - Learners' frequency in speaking English**

Around 2% of students speak in English, almost 81% of them sometimes speak English, 12% are used to talking in English frequently, 1% of them ever talked in English, and around 2% were reluctant to answer.

**Figure 4 - Learners' opinion on English as a vital skill at the college level**

In addition, from Figure 4, it is clear that almost 93% of them commented yes, and around 6% commented no.

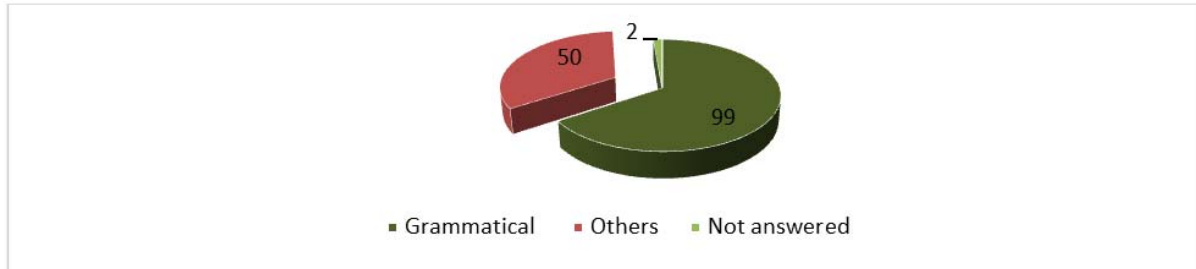


Figure 5 - The factors of fear in speaking in English

Figure 5 illustrates the factors of students' fear in speaking in English. Almost 66% of students blamed the grammatical issue, whereas 33% chose other things, and 1% remained silent on the issue.

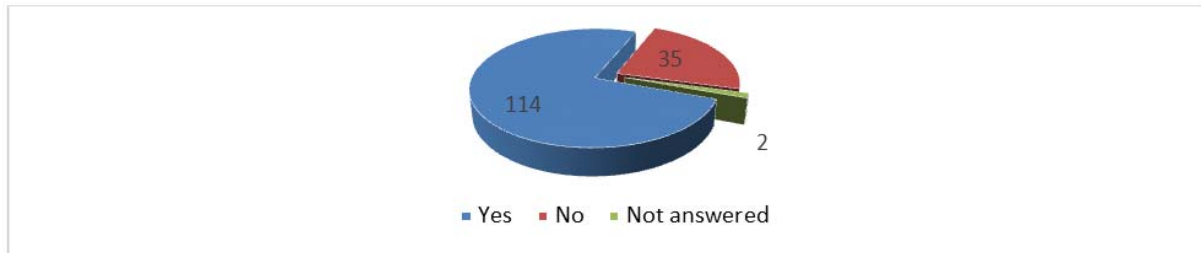


Figure 6 - Fear of making errors while speaking English

Furthermore, about 65% of learners agreed that they feared, whereas 33% disagreed, and around 1% said nothing. Figure 6 shows the proportion of students' fear of making errors in speaking English.

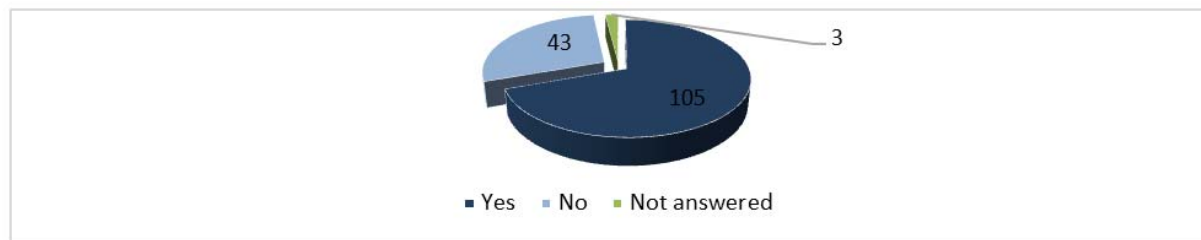
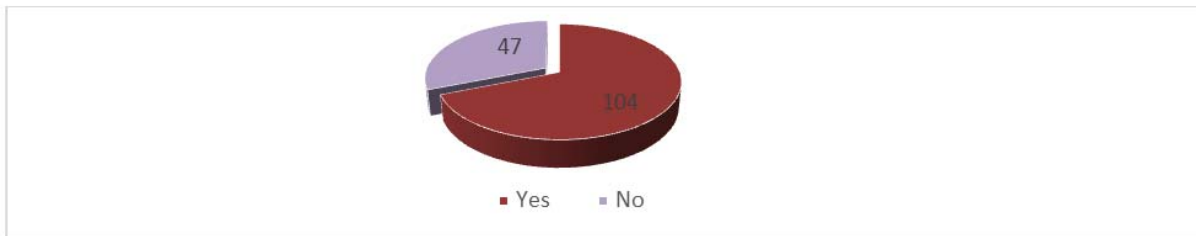


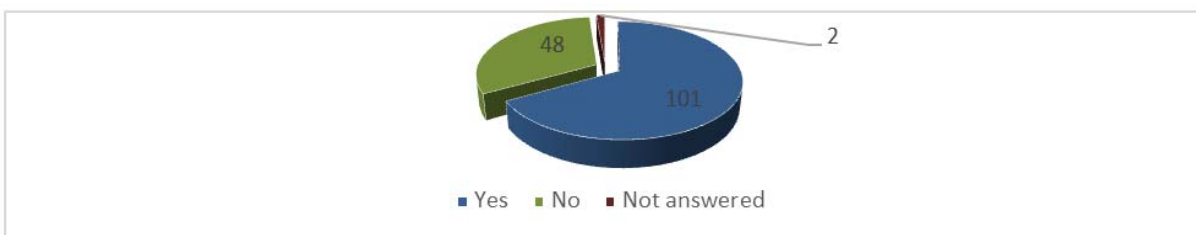
Figure 7 - Excessive concern about making grammatical errors while speaking English

In answering the question of the excessive concern about making grammatical errors in speaking English, almost 70% of students said yes, while 28% were negative, and about 2% were unresponsive to the issue (see Figure 7).



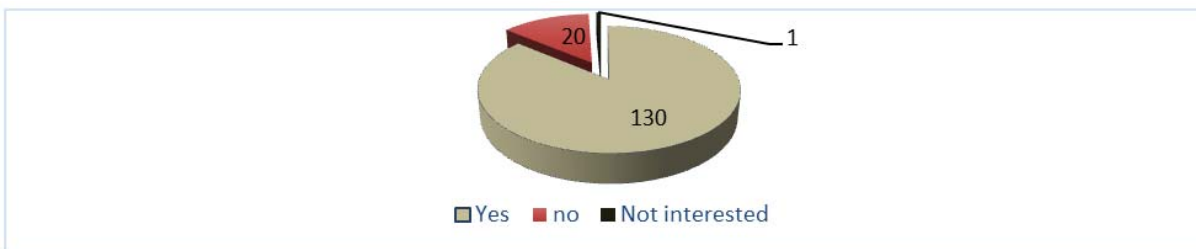
**Figure 8** - Respondents' opinion about the lack of sufficient grammar rules increasing speaking difficulty

In Figure 8, the respondents' opinion about the lack of sufficient grammar rules increasing speaking difficulties is depicted. Almost 69% of students were positive, and around 31% were negative in their responses.



**Figure 9** - Fear of negative comments from others as an obstacle to being fluent at the time of speaking English

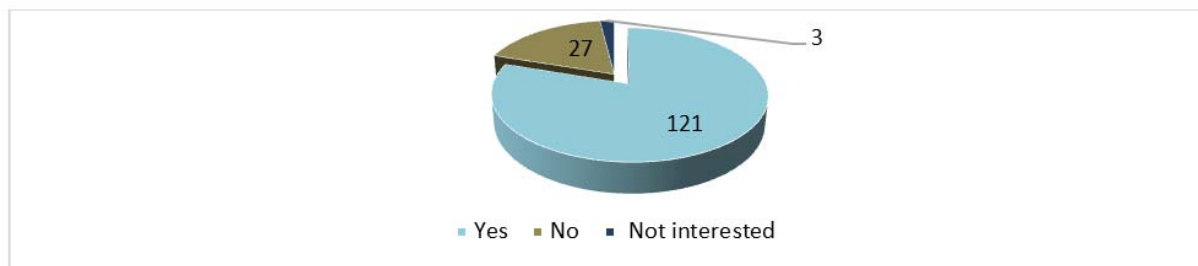
Figure 9 presents students' fear of negative comments from others as an obstacle to being fluent at the time of speaking English. Nearly 68% of learners answered positively, whereas around 31% were negative, and 1% of them remained silent.



**Figure 10** - Fear of failing and making grammatical mistakes as the two most common barriers to speaking English fairly

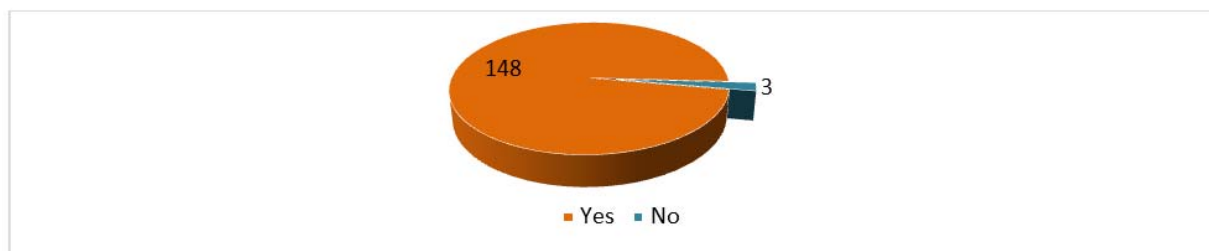
Meanwhile, Figure 10 illustrates students' fear of failing and making grammatical mistakes as the two most common barriers to speaking English fairly. About 86% of participants said yes, and around 13% were negative in their answers, while 1% remained reluctant.





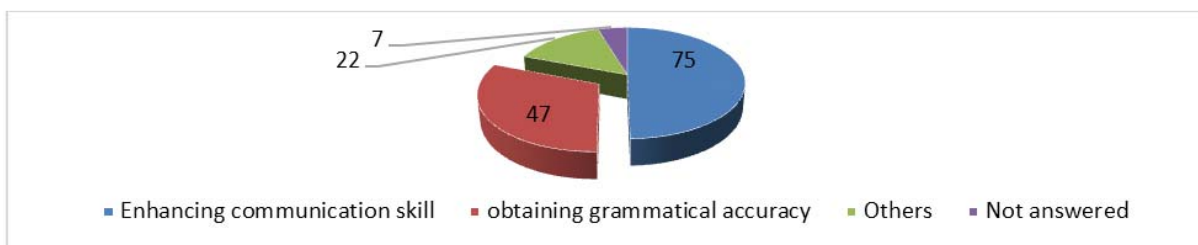
**Figure 11** - Reducing the pressure of obtaining grammatical accuracy as a solution to reducing the fear of speaking

In addition, Figure 11 presents reducing the pressure of obtaining grammatical accuracy as a solution to reducing the fear of speaking. Nearly 80% of learners agreed on that issue, but about 17% disagreed, and around 2% were reluctant to reply.



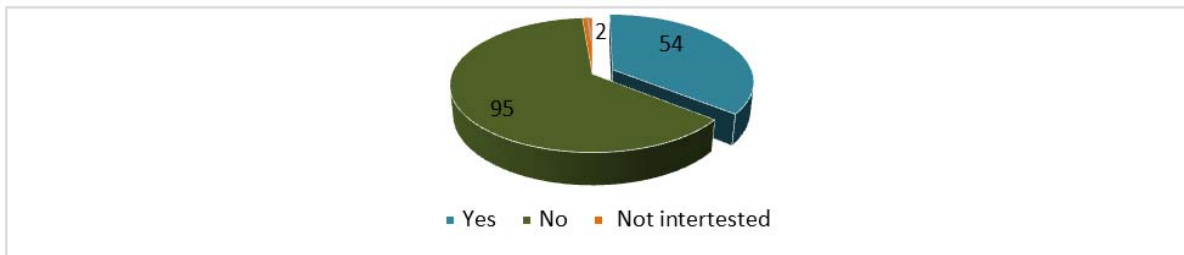
**Figure 12** - Obtaining learner's speaking perfection through practice

Obtaining learner's speaking perfection through practice is showed in Figure 12. Almost 98% of students gave a positive view, while 2% gave negative comments.



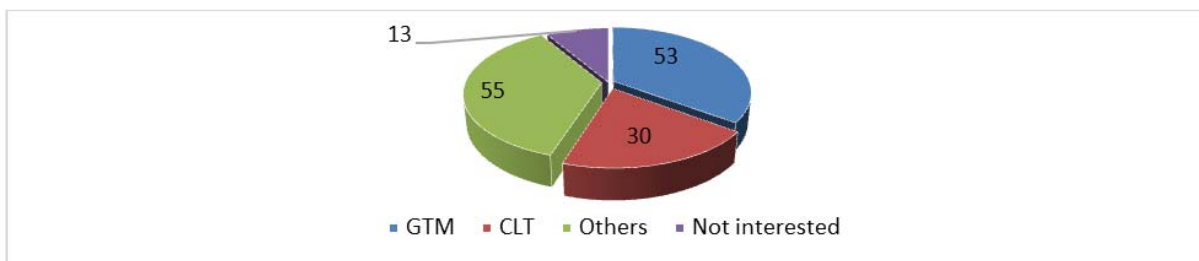
**Figure 13** - First step to reducing fear of speaking

Nearly 50% of learners agreed that enhancing communication skills is their first step to reducing their fear, but around 31% opined that obtaining grammatical accuracy is the way to decrease the fear of speaking, and about 14% chose other things, whereas 5% said nothing (*see Figure 13*).



**Figure 14** - Learning of learner's English grammar only to meet the requirements of the examination

Figure 14 shows the proportion of learning of learner's English grammar only to meet the requirements of the examination. Almost 36% of the participants consented as yes, while 63% said no, and 1% were silent to answer.



**Figure 15** - Preferable method of the teachers to run the class

Finally, nearly 35% of the students said that their teachers follow the GTM method while around 36% chose other methods to be followed by their teachers and about 20% gave their opinion on the CLT method which is followed by their teachers and 9% remained silent to answer (*see Figure 15*).

Our native language is Bangla, whereas English is our non-native language. As English is not our natural language, it is natural to have some complexities to gain fluency in this language. Only by following the systematic process, we may develop our skills in this language. The researchers tried to specify the problems to be solved. For this reason, they have surveyed to find the specified causes so that the learners can be fluent in this language in an organized way.

#### **4.2. Discussion**

According to Figure 1, a few learners are very good on the fluency scale, however, most of them are not so good. This finding reflects the real status of the student's fluency level at the tertiary level. Then other figures from the study illuminate the whole image of the language learning process, and the researchers accumulated this information from the learners and the teachers.

Almost all students prefer to speak English, however, they are hesitant to communicate in it sometimes because they fear making mistakes. Most learners said that grammatical issue is responsible for their failure in oral performance. Therefore, a large group of them opined that enhancing communication skills can be a solution to overcome this problem.

The present status of the study also shows that learners have limited scope to give a speaking test in the exam while they always go through exam activities on reading and writing. As a result, most of them face some difficulties, which are as below –

- They afraid being judged.
- They afraid making errors.
- Become a failure in oral communication.
- Excessive pressure of making grammatically correct sentences.
- Fewer communication activities make them discomfort while speaking.
- Exam-oriented conception makes them reluctant to tell as much as they can.
- The absence of a communication-friendly environment decreases their fluency level.
- They don't have much knowledge about the process of developing skills in oral communication.

Besides, the teachers shared their opinion on the fact. Most of them follow the GTM method, while a few teachers follow the CLT method occasionally. For this reason, they always give importance to grammar, as their view is to take into account that grammar accuracy is unavoidable for the student's language development. They also think that without sound grammar one cannot grow their skills in this language. As they follow the GTM method, they don't teach the students according to the CLT method or arrange communication-based programs to enhance or inspire them. But they have admitted that the students often fear learning the English language for fear of grammatical accuracy. One of the teachers commented that fear of grammatical accuracy is a reality in language learning.

## 5. Conclusion

Fear is a psychological thing that hinders the natural process of learning. In oral communication, learners' ease helps them to speak fluently. In the case of having fear in mind, one cannot feel comfortable orally. As a result, they lag in obtaining proficiency in speaking and fail to gain the desired level of oral fluency. Therefore, the above study hypothesizes the negative impact of the overwhelming fear of grammar accuracy in oral production and suggests obtaining speaking skills or developing speaking fluency through the communicative process. The core finding of this research is the common confession of the students and the teachers that the fear of grammatical accuracy is a barrier to speaking incessantly. Thus, as observed by the researchers of this article, the more a learner becomes grammar phobic the more he or she loses the natural rhythmic ability to speak. Finally, they have detected the effect of grammar phobia as a real cause of concern for oral communication activities.

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