

Speaking Anxiety: Can this be overcome by Teaching Our Own Variety?
-A World English Perspective on the Bangladeshi Higher Secondary School Students

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SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 2

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-A World English Perspective on the Bangladeshi Higher Secondary School Students

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Declaration

I hereby declare that this thesis is the presentation of my own research. Other's contributions anywhere in this paper has been acknowledged with proper and due references. This paper has not been submitted anywhere, either in a part or a whole, for a degree or an award, in this or any other University.

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Dedication

This paper is dedicated to my respectable parents and to all my teachers for their valuable guidance and support throughout my life.

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Table of Content

CHAPTER 1: INTRODUCTION.....	8
1.1 Research Purpose.....	10
1.2 Research Statement (Hypothesis).....	11
1.3 Research Questions.....	11
1.4 Research Significance.....	11
1.5 Limitations of the Study.....	11
1.6 Research Scopes.....	11
CHAPTER 2: LITERATURE REVIEW.....	12
2.1 Speaking and Speaking Anxiety in Foreign Language Classrooms.....	12
2.2 The Myth of Standardization: Do We Need to Follow One Single Standard..	13
2.3 Importance of Natives' Ways of Speaking: Isn't This Hegemonic Consent....	15
2.4 Ownership of Varieties of the Language & its Speaking Styles.....	17
2.5 Appropriating English According to Our Uses & to Promote Identity.....	18
2.6 Speaking Anxiety in Bangladeshi Classrooms: Is It Possible to Overcome....	20
2.7 Bangladeshi Perspective: Is it Possible to Teach it in Our Own Way.....	24
2.8 Preserving Individual Rights While Protecting Group Rights: Ultimate Challenge for the Bangladeshi Students in Order to Overcome Speaking Anxiety.....	25
CHAPTER 3: RESEARCH METHODOLOGY.....	27
3.1 Research Design.....	27
3.2 Sampling: Why and How the Research Participants Were Selected.....	27
3.3 Participants' Details.....	28
3.4 Research Setting/Environment.....	29
3.5 Data Collection Procedure.....	29
3.6 Data Analysis Procedure.....	30
CHAPTER 4: FINDINGS & DISCUSSIONS.....	31
4.1 Analysis of the Findings& Discussion of the 1 st Phase-(Appendix 1).....	31
4.2 Analysis of the Findings & Discussion of the 2 nd Phase-(Appendix 2).....	52
4.3 Overall Discussions.....	61
CHAPTER 5: CONCLUSION.....	63
5.1 Possible Recommendations.....	63
CHAPTER 6: REFERENCES.....	65
6.1 Work Citations.....	65
CHAPTER 7: APPENDIXES.....	70

Abstract

This study explores the practice of teaching and learning English speaking in our higher secondary school contexts. The main objective of this study was to find out the reasons behind the speaking anxiety that is often experienced by most of our second language learners. No doubt today English is the most dominant communication medium for global purposes and therefore learning to speak English becomes a big requirement in the job and educational sectors. However, the question remains that how exactly our students need to learn to speak. In other words, what is more important while speaking English in a context like ours; is it necessary to sound like the natives or is it about making successful communication while mutual understanding is being maintained? This paper therefore investigates these questions in the light of World English perspective by going through some current and traditional research works of different World English scholars of different times. For the collection and analysis of the study, a survey was done on three Bangladeshi higher secondary schools where sixty students' foreign language speaking anxiety was being measured with the help of Likert scale mainly on the basis of Public Speaking Class Anxiety Scale (PSCAS) developed by Yaikhong & Usaha in 2012 which has been adapted from the FLCAS of Horwitz, Horwitz & Cope (1986) and was further adapted to suit the purpose of the Bangladeshi higher secondary school candidates. The result obtained from the survey supported the research hypothesis that the higher secondary school students are having foreign language speaking anxiety while learning speaking in order to conform to the native standard instead of speaking it in their own ways. The paper has therefore been concluded with some necessary recommendations to overcome this speaking anxiety of our second language learners.

Chapter 1: Introduction

According to Sharifian (2009), English is no longer the language of the UK and US only (p.180). That is to say, English as being the international language of the present world is not anymore limited to its origins (Great Britain or America). Today, what can be found instead of a homogenous language, is a heterogeneous sort of English which is not limited to any speech communities (Canagarajah, 1999, p. 211). To be more specific, for better or worse, by choice or force, English has ‘traveled’ even to this part of the world and is now being used as a tool to serve various purposes and functions over here (Sharifian, 2009, p.1). In fact, it has now emerged out in different forms which have various sorts of usages in almost all of the subcontinents, countries, nations and cultures of this eastern part of the world. In real sense, this phenomenon has actually created not only positive interactions but also responsible for creating different sorts of tensions between global and local forces for which it has serious pedagogical implications in many of the sub continental countries (Sharifian, 2009, p.1). No matter what, today it is the most dominant medium of communication for almost every territory of the world and therefore it is being widely taught as a second language to the speakers of all the ESL and EFL countries including Bangladesh. As a result, like in any other sub continental countries, in Bangladesh also, speaking English following the native standard has become an important (but at the same time a controversial) factor which has constantly been an issue of debate and arguments for the last few decades (Ferdous, 2012, p.1). This is because today, in our country, the issue of acquiring speaking with accuracy and fluency could mean conforming to a particular standard (British or American standard pronunciation) rather than acquiring it with the intention of making successful

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 9

communications (Barman, 2009, p. 19). Actually the issue has spread out to such an extent that teaching speaking to the ESL learners of Bangladesh could obviously imply the teaching of the only 'so called' natives standard of speaking in its very accurate form. Therefore today speaking anxiety in the language classrooms of our country has also become a common phenomenon (Farooqui, 2007, p. 106). According to Horwitz, Horwitz & Cope (1986), this speaking anxiety among international students has three main reasons: a) communication comprehension: the feeling of uneasiness of communicating in a second language b) fear of negative evaluation: the unacceptability of the language mistakes as a part of learning, rather considering them as a threat to the face c) test anxiety: the consideration of the oral production as a testing situation (as cited in Zhiping & Paramasivam, 2013, p. 3). However, in case of Bangladeshi students, an important reason behind foreign language speaking anxiety is the pressure to conform to the native standard of speaking (Karunakaran, Rana & Haq, 2013, p. 557).

Now, the point is, in case of teaching speaking to the ESL or EFL learners, the main motive should be to enable them to function in it; imitating the natives or conforming to what people call a 'standard speaking' is not something essentially needed here. This is because an ESL or EFL learner does not necessarily have to adapt their ways of speaking according to the so called native speakers' (NS) norms; what they need to do is make adjustments to suit an audience of primarily nonnative speakers (NNSs) (Jenkins, 2010, p. 308). In other words, an absolute conformation to a particular standard of speaking is neither possible nor necessary. (Sparkman, 1926, p.228). For example, we have our own ways of speaking English, such as going slow with the speech, pronouncing sounds with our own accent, saying out words that are not commonly used in the daily native speech,

making utterances without fillers, pauses, hesitations, repetitions etc. (Ferdous, 2012, p. 3). Actually, these are some characteristics that we essentially do not need to change until and unless it becomes unacceptable in our context. To be more specific, teaching speaking should consider instructions that takes into account only the aspects of mutual intelligibility other than anything else (Jenkins, 2010, p.308).

Therefore the present study is based on a survey done on three Bangladeshi higher secondary schools where sixty students' foreign language speaking anxiety is being measured with the help of Likert scale mainly on the basis of Public Speaking Class Anxiety Scale (PSCAS) developed by Yaikhong & Usaha in 2012 which has been adapted from the FLCAS of Horwitz, Horwitz & Cope (1986) and was further adapted to suit the purpose of Bangladeshi higher secondary school candidates. This has been done in order to find out whether and to what extent students are suffering from the speaking anxiety while learning to speak English in our language classrooms; and if they are suffering from speaking anxiety than do they really need to conform to the native standard of speaking or not. Along with this survey, a focused group semi structured interview (adapted from Zhiping & Paramasivam, 2013, p. 12) has also been conducted.

1.1 Research Purpose

The main objective of the study was to find out whether and to what extent these sixty randomly selected students (participants) are having foreign language speaking anxiety following a native standard. Therefore the purpose was also to find out whether they really need to conform to the native standard of speaking or not.

1.2 Research Statement (Hypothesis)

The hypothesis of this research is that the higher secondary school students are having foreign language speaking anxiety while learning speaking in order to conform to the native standard instead of speaking it in their own ways.

1.3 Research Questions

- 1) What is more important in Bangladesh when English is no more a language of its origins? Imitating the natives or making successful communications?
- 2) Is it even possible to change the mindset of our teachers and students? How?

1.4 Research Significance

The significance of conducting this research is to create awareness among our ESL and EFL learners about the controversial issue of ‘World Englishes’. They should know that it is not really important to conform to any existing so called native standards rather they can follow their own varieties and come up with their own standard of speaking. This will not only help them to make successful communications but will also help them to promote and uphold their own identities.

1.5 Research Scopes

This research work can lead to the different scopes of exploring the teaching of speaking by following our own ways in order to promote our own varieties as ‘standards’.

1.6 Limitations of the Study

Like all other researches, the present research has its limitations. One of the noticeable limitations of this study is the fact that the research could not be conducted in more than just three schools. Therefore the obtained results are limited only to a few students and therefore the conclusion to which the researcher derived cannot be made generalized.

Chapter 2: Literature Review

2.1 Speaking and Speaking Anxiety in Foreign Language Classrooms

Defining Speaking

Speaking is one of the major areas of language elements which mean verbal communication to interact (Ferris & Tagg, 1996, p. 298). That is to say, speaking refers to the “oral communication which is a complex and multifaceted language process” (Murphy, 1991, p.51). Therefore teaching speaking in most of the time should also follow some prescribed rules as suggested by some particular group of authorities. As explained by Nunan (2003), teaching speaking could include not only learning speech sounds/patterns, use of words and sentence stress, intonation patterns, use of appropriate words and sentences according to the proper social setting, audience, situation and subject matter but also the fluent use of language as a means of expressing values and judgments(p. 330). This again means that teaching speaking could follow some systematic rules and regulations. However, following particular rules in order to learn speaking by conforming to a particular standard is actually giving birth to speaking anxiety in ESL and EFL language classrooms (Mahmoodzadeh, 2012, p. 467).

Speaking Anxiety

According to Nazir, Bashir & Raja (2014), “Anxiety is some sort of troubled state of mind which hampers the foreign or second language learning process (p 216). What they mean is that foreign language anxiety is a complex and multidimensional phenomenon (p. 216). Similarly, Spielberger (1983) defines language anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system (as cited in Mahmoodzadeh, 2012,p. 467). However, in attempting to

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 13

define speaking anxiety, Scovel (1978) argues that it should be born in mind that even though we all know what language anxiety in case of speaking is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple term; "It is associated with feelings of uneasiness, frustration, self -doubt, apprehension, or worry" (as cited in Mahmoodzadeh, 2012, p. 467). In other words, Mahmoodzadeh (2012) said that learners who feel anxious in their foreign language learning may find their study less enjoyable because foreign language anxiety is negatively related to foreign language learning (p. 467).

Now, the question arises that whether students need to conform to any particular system of rules and patterns of speaking in order to communicate effectively in spite of the fact that this can lead to anxiety within their classrooms.

The following section is therefore a discussion about whether there is actually any such universally accepted one single standard of learning and teaching speaking for the ESL and EFL learners.

2.2 The Myth of Standardization: Do We Need to Follow One Single Standard?

Lippi-Green's Arguments: Its All about "Power"

The fact that there are different standards of speaking which vary according to its unique features and contexts is not something easily accepted by most of us. In fact, many will define 'Standard English' in such a way that the definition itself will marginalize the idea of having different standards for speaking and using it. The truth is, people are very comfortable with the idea of having one single standard language, so much that they have no trouble in defining and describing its features in one single way. (Lippi-Green, 1997, p. 53). As claimed by Merriam Webster's Collegiate Dictionary (tenth edition, 1993), the

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 14

definition of standard English is- “the English that with respect to spelling, grammar, pronunciation and vocabulary is substantially uniform though not devoid of the regional differences, that is well established by the usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood” (as cited in Lippi-green, 1997, p. 53). In case of analyzing this definition, Lippi-green said that the definition itself sets the spelling, pronunciation and ways of speaking on a common footing and it makes generalization about the fact that the Standard English is the language of just the “educated”. (p. 54) Therefore, the variants in different ways of speaking which are used by the educated are also being acknowledged within this definition; however this did not include any other variants which they considered to be the variants of the “uneducated” (p. 55). In other words, the definition clearly reveals the fact that it has been set by one particular elite group of authority who has the power to decide who are educated and who are not and has therefore decided what is ‘standard’ in opposition to ‘nonstandard’ (p.55). The discussion regarding this controversial definition has also been looked upon from a legal perspective share by Matsuda (1991). She said that like the feminist and race theorists, the issue of speaking and its accents can also be seen within a relation of power: “people in power are perceived as speaking normal English. Any speech that is different from that constructed norm is not considered to be normal speaking” (as cited in Lippi-Green, 1997, p. 59).

The truth is every language has its own system and therefore has its own unique features which leads to unique sorts of speaking styles and ways. To be more specific, a language might share some features with other languages, but no two languages have the same sort of speaking styles (Imam, 2005, p. 471). Therefore, it can be said that there is no one

single way of teaching speaking to all the learners over the world since every learners and their contexts are different from each other and therefore none of them can be universally accepted as the only world standard. So teaching and learning speaking can be done by following the context specific varieties through which speaking anxiety can be overcome to a certain extent.

2.3 Importance of Natives' Ways of Speaking: Isn't This 'Hegemonic Consent'?

According to Sparkman (1926), a good speaker of any language is similar to being well dressed; it is the outward semblance of culture and refinement in matters of speech, and it should be a thing of pride to any one because it is one's principal badge of honor and recommendation to the natives of that speech (p.227). This importance of keeping sustenance to one single type of teaching or learning speaking is also been addressed by authors like Kreidler (1972) who said that the teaching of English to speakers of other languages has, in recent years, rightly given emphasis to the student's mastery of the natives' system of the language; therefore we must learn to attach great importance to the student's systematic listening and imitation while teaching them speaking (p. 3). Besides, researchers like Gorun (1958) and Hamid, Sussex & Khan (2009) also talked about the importance of teaching English systematically following either the British or the American standard. Gorun (1958) said that it is important to do so because the rapid influx of the North Americans and other English speaking people has strengthened English as an official language throughout the world (p. 513) while Hamid et. al. (2009) said that since English continues to spread across the globe, governments in 'low proficiency' countries should reappraise its importance and respond to the changing

global order of English by emphasizing the teaching of speaking according to the dominant system (p. 281).

In Protest to the Hegemonic Consent (Defends Against the Establishment of the Dominant Ideology by Mass Support)

However, Baldwin (1927) said something different in case of following the technique of teaching speaking by means of imitating the natives. He said that “now say it in this way-now notice!” and then to give the correct way of speaking it, is not likely to get far enough. No one can be made to learn the others’ way of speaking since everyone has their own ways (p. 633). What he meant is that imitating the natives to learn their ways can be of little help since learners have their own ways of making utterances in their contexts. Therefore 12 learners over the world should learn speaking in their very own ways considering their varieties of speaking as the ideal or the standard. This is also something which has been emphasized to a great extent by Canagarajah. In case of promoting the local variety for making regular negotiations, Canagarajah (2006) said that since English has now become a contact language for a wider range of communities (outside the former British empire), therefore the main priority should be given on the use of the local variety to recognize the new role of English as a global contact language (p.197). This will actually help the ESL and EFL students to protest against the established hegemonic consent and therefore slowly overcome their speaking anxiety in foreign language classrooms. That can only be made possible if the learners realizes that its their language as much as the natives’.

This issue of whose language English is, thus calls for further investigation on the claims of ownership of the language itself which has been enlightened in the next discussion section.

2.4 Ownership of Varieties of the Language & its Speaking Styles

In case of stating the ownership of English, Widdowson (1994) said that today the situation is such that both NSs and NNSs have the right to claim ownership over a particular good, namely the 'English' language (p. 12) (as cited in Sharifian, 2009). That is to say, the ownership of English cannot be claimed anymore by the people of British or America rather it's a language whose ownership is now in question. In fact, over the last 25 years, the terms 'world Englishes' and 'new Englishes' have been widely used to refer to the localized forms of English found throughout the world, particularly with reference to the Caribbean, West and East Africa, and parts of Asia. (Bolton, 2005, p. 69). Therefore according to Sharifian (2009), the teaching of speaking to the L2 learners of this part of the world should be based on the idea that English belongs to the world and every nation which uses it, does so with a different tone, color, and quality ... [Many nationalities] speak in their ways when they speak English, but so do Canadians, Australians, and all the rest (p.44). That is to say, English is an international language; it is yours (no matter who you are) as much as it is mine (no matter who I am) ... No one needs to become more like the Americans, the British, the Australians, the Canadians or any other native English speaker in order to lay claim on the language (Sharifian, 2009, p. 44).

Therefore, keeping this in mind and considering the fact that the vast majority of the teachers of English of now a days do not belong to the so called native speaking lands,

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 18

the teaching of speaking should also be based on this ideology (Bolton, 2005, p. 78). The truth is when English is learned by millions of bilingual speakers as an additional language for international communication it is necessarily denationalized and acculturated to local specific needs (Sharifian, 2009, p. 82). Hence it is unacceptable that NS-based norms should prevail and serve as the yardstick for measuring NNSs' speaking accuracy/fluency (Sharifian, 2009, p. 82). That is to say, when the ownership of English has been divided up among its users, it will no longer be justified to follow the native ways of speaking. Therefore, in real classrooms, teachers can start promoting the awareness of the many varieties of the speaking styles for its use in multicultural settings without presupposing that AmE and BrE are the only standards by which the rest of the varieties should be measured (Sharifian, 2009, p. 67). This is again one possible way of overcoming speaking anxiety in foreign classrooms.

So the promotion of different varieties can start from the ESL and EFL classrooms where the ultimate motive will be to equip students with their own varieties of speaking. This is again because through this, they will not only be able to promote their own identities but will also be able to make successful communications within their particular contexts; and this will be enlightened in the following section.

2.5 Appropriating English According to Our Uses & to Promote Identity: Can we start from Our Classrooms to Overcome Speaking Anxiety?

According to Canagarajah (2006), since the classroom is a powerful site of policy negotiation, the pedagogies practiced and texts produced in the classroom can reconstruct policies grounded up (p. 587). However, the truth is teachers and learners are helping reproduce monolingualist ideologies and linguistic hierarchies within the

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 19

classrooms (Canagarajah, 2006, p.587). What he means is that the classroom policies in most of the ESL and EFL countries are such that it promotes the establishment of the dominant standard of teaching and learning and therefore portrays the natives' identities as the ideal. He also gave a similar conclusion on this issue in 1999 where he talked about how teaching is being done without considering the local varieties and how the entire school system is helping to maintain and sustain the social hierarchical gap between the natives and the nonnatives by following the mainstream pedagogy (Canagarajah, 1999, p. 24). Thus, as stated by Canagarajah (2006), students do not seem to develop communicative competence for "real world" needs of multilingualism because classes based on monolingual pedagogies disable students in contexts of linguistic pluralism (p. 588). However, language teaching in particular rests on the common assumption that individuals have multiple identities, reflecting their belonging to different social groups and this is something that needs to be initiated within classrooms (Sharifian, 2009, p. 82). Therefore the solution suggested by Canagarajah (2006) is to appropriate English according to the preferred interests and identities of the speaker through classrooms because this is not only a condition for gaining voice but also the most effective way for developing proficiency (p. 588). Besides, the same solution has been suggested by Sharifian (2009) who said that a strong emphasis should be given on envisioning English in its multiplicity, on recognizing the utility of local varieties and on the formation of identity in the use of English as an L2. (p. 58).

Moreover, Canagarah (2006) believed that appropriating the speaking by confidently using it to serve own's interests according to one's own values, helps develop fluency in English (p. 589). He also believed that this can be done within the classrooms if

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 20

multilingual people make adjustments to each other as they modify their pronunciation to facilitate communication and serve their own purposes (p. 593). This is again because language, being intimately linked to speaker's identity, it is generally believed that NNSs are naturally inclined to diverge from NS-based norms and to be in favor of localized linguistic features (Sharifian, 2009, p.82).

However, the truth is, though the stigma attached to World Englishes is changing, yet these varieties are still treated as unsuitable for classroom purposes. In fact, the L2 teachers are confronted with a dilemma about the identity they should project in the classroom. In the case of these non-native English teachers, such dilemmas are really complex with the wider range of identification and self-representation options (Sharifian, 2009, p.139). This is again because both L2 teachers and learners are facing a lot of challenges on the way to appropriate English to serve their own interests and to promote their own identity to the rest of the world (Canagarajah, 2006, p. 598) which is also an alarming issue in Bangladesh as well where many of the second language learners are having speaking anxiety.

Therefore the next section will be about the main problems that the Bangladeshi students are facing within their classrooms due to speaking anxiety while pressurized with the load of conforming to the native standard of speaking.

2.6 Speaking Anxiety in Bangladeshi Classrooms: Is It Possible to Overcome?

Speaking Anxiety in Bangladesh

As stated by Karunakaran, Rana & Haq (2013), it has been observed through different research activities that most of the students when starts speaking, experiences anxiety that results in stuttering and fast heart beating (p.554). They added that learning English as a

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 21

foreign language has always been a difficult job for many countries like Bangladesh (p. 544). In fact, most of the students express their tension, anxiety, fear, feeling of uneasiness etc. against learning English as a foreign language (p.55). Also the learners wonder why they fail to learn English, because their compulsive efforts do not lead to their expected performances; most of the teachers are not aware of the fact that their students are not able to show their full potentiality due to the stressful situation they are in (p. 555).

Problems Related to Speaking Anxiety in Our Context

Unlike reading or writing skills, speaking has always been neglected in our context, as a result whenever it has been taught; students has different sorts of problems due to speaking anxieties since they always had to conform to a particular standard of speaking (Bhattacharjee, 2008, p. 15). The different problems of speaking anxieties have been discussed briefly by Bhattacharjee (2008) in her paper. One type of problem due to speaking anxiety while conforming to a particular native standard isspeakingout something in front of the fellow students. This is directly related to high anxiety; students are severely embarrassed and inhibited when opportunities arise for them to speak (Bhattacharjee, 2008, p. 15). Similarly, if learners find their peers are more proficient in speaking compared to them, they tend to become anxious, and it results in remaining silent and taking ‘nothing to say’ (p. 15). Besides this, some students are very conscious about their limitation of language and they feel insecure in the knowledge they do have. They prefer not to talk and don’t want to be ridiculed or censured in front of the whole class; therefore to keep their image better to the rests of the students in the class, they do not want to take the risks of speaking (p. 16). Apart from these, according to

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 22

Bhattacharjee (2008), the first and foremost problem of speaking on part of the students is fear and lack of confidence (p. 16). The fear is most acute, especially in rural areas where 70% of our total populations live and to the students of this area, English is an alien subject to study. Their fear of English is so deep rooted that if you ask them a very simple question like ‘what is your name?’ they lose their faces and stop talking (p. 16). Another problem that the students faces is that in the classroom students find it a bit awkward and frustrating to use the language to express themselves with childish structure and with a very nominal amount of grammar and vocabulary common to them; this is also because the age at which they starts learning English, they are already mature users of their mother tongue (p. 17). The last reason why the students faces speaking anxiety while conforming to a native standard is due to the fact that learning speaking has never been prioritized as a means to make successful communications in our contexts rather it has always been taught as a marginalized subject in which students are required to follow some particular rules and regulations (p. 17).

Apart from Bhattacharjee, according to Farooqui (2007), the main problems that occurs when the students try to live up to the expectation of a particular standard is the generation of speaking anxiety over the risks of blurting things out that are wrong, stupid or incomprehensible (p. 106). Besides, in describing the same problem, Islam & Ahsan(2011) said that the students get nervous because they feel that other students know better English than them; and finally, they feel that the other students will laugh at them if and when speak English (p. 217). Therefore, to help the learners learn the class lessons properly and more effectively, the teacher must try to reduce the anxiety level to an acceptable level. (p. 217). For this, the teacher should encourage and appreciate the

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 23

students' ways of speaking (p. 217). However, in our context, some teachers think that their role is to correct rather than to facilitate students when learners make mistakes; in the same way, many teachers consider their role to be "less a counselor and friend and objected to a too friendly and in authoritative student-teacher relationship (Karunakaran et al. 2013, p. 558). To be more specific about how students feels when they are pressurized to conform to a foreign standard, Karunakaran et al. (2013) said that some researchers have reported that students understand that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding 'dump' or 'inept' whereas its not necessary to remain absolutely correct (p. 558). They added that the teacher plays an important role to make the class anxious or enjoyable, if the teacher is very strict in imposing the native standard, it creates anxiety to students and makes them nervous but if they know that the teacher is liberal and considering than they feel easy (p. 560).

Like Bhattacharjee, Karunakaran et al. (2013) also stated that the classmates can also be a reason of anxiety. That is to say, if a student sees that other students are doing better than him/her in their English, it makes the student anxious. They think that if he/she says something in class in front of the classmates they will laugh at the mistakes. This is because the student is afraid of losing face in front of his classmates (p. 560).

In spite of these problems related to speaking anxiety, teaching and learning speaking in our country are still practiced by keeping the native standard in mind.

Therefore the next section is designed to shed lights on how important still it is to teach speaking by conforming to a native standard in our country and whether there are any

possibilities to teach it in our own way by initiating it within our classrooms to overcome speaking anxiety.

2.7 Bangladeshi Perspective: Is it Possible to Teach it in Our Own Ways?

According to Imam (2005), the medium of instructions in all schools was Bangla after the end of colonial period (p. 471). However, since then, English medium education which is mainly taught through schools carries the highest prestige and motivation for the Bengali learners and with that communications in English was also prioritized (p.472). He added that today, since the role of English is being enhanced by globalization, learning English speaking is also being done in a way to imitate the natives (p. 472). Therefore communication in English also means learning it with all its rules and following imported materials; this way of learning English is more common in our context and has more acceptances for our students (p. 473). Similarly Rahman (n.d.) also said that Bangladeshi students learn a foreign language mainly in a formal setting with its utilitarian value which means the role of English for Bangladeshi learners is concentrated to minimum uses for limited purposes where the main intention is to learn it in the natives' ways and to sound like the natives (p.3).

Apart from Choudhury, Gurung& Abdullah (2007) said that our students learns speaking better in their classroom environments since they get some immediate rewards like graduating, passing a test etc. which they will not get if they cannot confirm up to the expected standard (p.171). This also shows that conforming to a particular native standard while learning speaking in classrooms has immense importance in our context.

More recently Farooqui (2014) shared similar ideas. He said that any sort of attempts to bring any kind of changes in case of teaching speaking as it is done in our context will

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 25

not be made possible since students will not accept it (p. 141). In the same year recently Alam & Khan (2014) also said that both teachers and students are quite comfortable with the way they teach and learn speaking; therefore sudden changes to promote our varieties might not be very successful in our schools since students are more used to with the existing learning system (p.141).

Therefore it can be understood that it will be very difficult to change the teachers as well as the students' mindset towards the way they are already used to learn and teach speaking. All they know is that they will have to fit in to a particular standard no matter whatever anxiety they have or how much they need to struggle; they just know that their target is to speak like the natives. Therefore convincing them to undertake some different initiatives to learn to speak and use their own varieties within the existing classrooms actually calls for an overall change in the entire system of teaching and learning.

This again calls for the main challenges that the students are facing in ways of following their own varieties of speaking instead of conforming to the native standard.

2.8 Preserving Individual Rights While Protecting Group Rights: Ultimate

Challenge for the Bangladeshi Students in Order to Overcome Speaking Anxiety

While discussing about the main challenges in the way of using the local varieties to promote learners' own identities, Canagarajah (2006) said that ESL and EFL present communities with a dilemma (p. 202). He explained that to consider postcolonial communities first, while they were busy with the project of decolonization, they suddenly find themselves addressing the demands of globalization (p. 202). What he meant is that these two historical movements present different challenges for the nation-state: while the first involved affirming the local language against the neglect suffered during the

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 26

imposition of English in the colonial period, globalization reinserts the need for English for postmodern life (p. 202). That is to say, while decolonization focuses on language practices within the nation-state, globalization makes national borders porous and brings in linguistic influences from outside (p.202). Similarly, Modiano also said that retaining our indigenous identities and our own varieties while reaping the benefits of large-scale integration via a language of wider communication is the challenge many of us will no doubt have to come to terms with in the years to come” (as cited in Canagarah, 2006, p. 197). Apart from this challenge, another one is that many non-native speakers also assume that the native speakers all speak one ‘standard’ English. (Sharifian, 2009, p.8) That is, they see a tension between the two goals of speaking English with a localized variety to enact the speaker’s lingua-cultural identity, and aspiring to a native-like variety in an attempt to minimize intelligibility problems. (Sharifian, 2009, p.8).

To come into terms with the above challenges, Canagarajah (2006) said that teachers should encourage teaching the local varieties within the ESL and EFL classrooms to enable the learners to take efforts to suit their own interests and purposes (p.202). In this way, learners of this part of the world can actually develop their own hybrid codes and identities to reconcile their dilemmas through the context of schools (p. 203). This is also a way in which individual language rights can be preserved while protecting group rights (p.203). This is also the only way by how the Bangladeshis can overcome their challenges by coming into terms with speaking anxiety. The Bangladeshi students will have to start it from their classroom contexts and for that they must be aware of using and promoting their own varieties.

Chapter 3: Research Methodology

3.1 Research Design

The main objective of this research thesis was to find out whether and to what extent the students are having foreign language speaking anxiety while learning speaking with the objective to conform to the native standard. Therefore the purpose was also to find out whether they really need to conform to the native standard of speaking or not.

For this, the researcher had to design the survey into two main phases:

1st Phase:

In the first phase, the researcher used the five Likert-type scale mainly on the basis of Public Speaking Class Anxiety Scale (PSCAS) developed by Yaikhong& Usaha in 2012 which has been adapted from the FLCAS of Horwitz, Horwitz& Cope (1986) and later was further adapted to suit the purpose of measuring the foreign speaking anxiety level of the Bangladeshi higher secondary school candidates (see appendix 1).

2nd Phase:

In the second phase, the researcher conducted a focused group semi structured interview (adapted from Zhiping&Paramasivam, 2013, p. 12) which has also been further adapted to suit the purpose of the Bangladeshi higher secondary school candidates in order to get a closer perspective on the discussed issue (see appendix 2).

3.2 Sampling: Why and How the Research Participants Were Selected

For conducting the first phase of the research, the researcher had to select 60 students (20 from each school) randomly (irrespective of their gender and age) from three different higher secondary schools of Dhaka, Bangladesh. None of them were acquainted with the researcher and therefore it was easy for the researcher to convince them to give authentic

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 28

subjective opinions. This is because sometimes candidates tend to avoid giving the honest answer if they are already familiar with the person.

For the second phase, 5 out of each 20 students from three different schools were selected for conducting the focus group interview. They were talked over the phone and in person.

3.3 Participants' Details

Following is the details of the 60 participants who willingly participated in this research survey:

Participants	Sex	L1	Linguistic Background	Educational Institution	Medium of Education
20	Male	Bangla	Studied English as a Subject	St.Joseph Higher Secondary School	English Version
20	Female	Bangla	Studied English as a Subject	Viqarunnisa Noon School & College	English Version
20	Male &Female	Bangla	Studied English as a Subject	Mohammadpur Preparatory Higher Secondary School	Bangla-English Version

Figure 1: Participants' Details

3.4 Research Setting/Environment

Both the survey and the interview were conducted in face to face situation. The survey was done in the campuses of the three schools where students were asked to fill up the form during their English classes. However, some of the interviews were done within the campus and some of them were done outside the school campus.

3.5 Data Collection Procedure

The research study was mainly two phased mix method study where both qualitative and quantitative data were used.

First phase:

The survey questionnaire has 20 questions mainly to know about the students' speaking anxiety level. Each candidate will have to fill out the personal information regarding their gender and age before they start filling up the survey form. It is to be mentioned that the candidates has not been asked to write out their names so that they can feel comfortable in giving out the authentic answers. For each question, the candidates will have five options with their respective marks:

Options

Responses	Marks
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 30

Candidates will have to read out the questions and choose the best one from these five allocated options.

Second Phase:

The data collected through the semi structured interview session was mainly qualitative data and therefore no quantitative scale was used for this. The interview session of these 12 questions was not more than around 3-5 minutes for each of the student.

3.6 Data Analysis Procedure

For each of the 20 questions of the first phase, the data obtained were analyzed through calculating the percentage and was shown on a table. Moreover, the number of responses obtained for each questions were discussed in the light of the literature review. Later, the percentages of the obtained results were shown on separate pie charts (one pie chart for each question) for a statistical representation of the data.

For the interviews of each of 15 students, the obtained data were discussed thoroughly in the light of the literature review.

Chapter 4: Findings & Discussions**4.1 Analysis of the Findings& Discussion of the 1st Phase-(Appendix 1)**

In appendix 1, the speaking anxiety of 60 students from three different schools of Bangladesh was being measured with the help of the PSCAS, developed by Yaikhong& Usaha in 2012, adapted from Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz& Cope 1986). This was done mainly to find out whether the students are suffering from speaking anxiety in their language classrooms while pressurizing themselves to fit into a particular native standard of speaking.

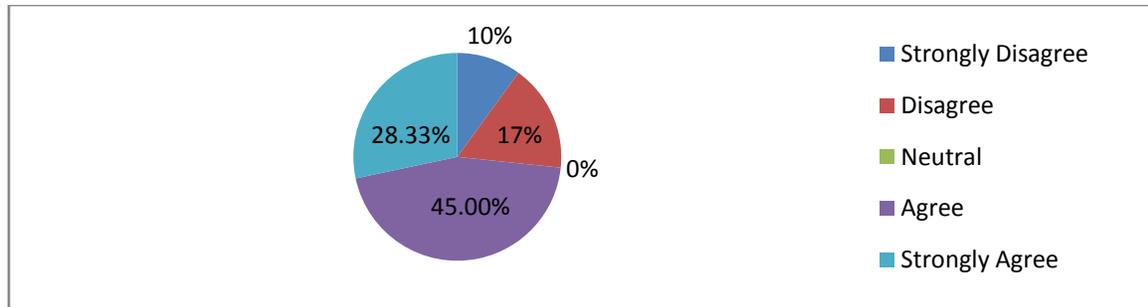
Following is analysis of the obtained data:

Question 1: I never feel quite sure of myself while I am speaking English.

Answer Types	No. of Participants	Percentages
Strongly Disagree	6	10%
Disagree	10	16.66%
Neutral	0	0
Agree	27	45%
Strongly Agree	17	28.33%

In response to this question, most of the participants (45%) said that they agreed with the fact that they never feel quite sure of themselves when they are speaking English while the other majority (28.33%) strongly agreed with it. No one take a neutral position while 16.66% percent of them said that they disagreed with the fact. Besides, 10% of them also said that they strongly disagreed with it.

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 32



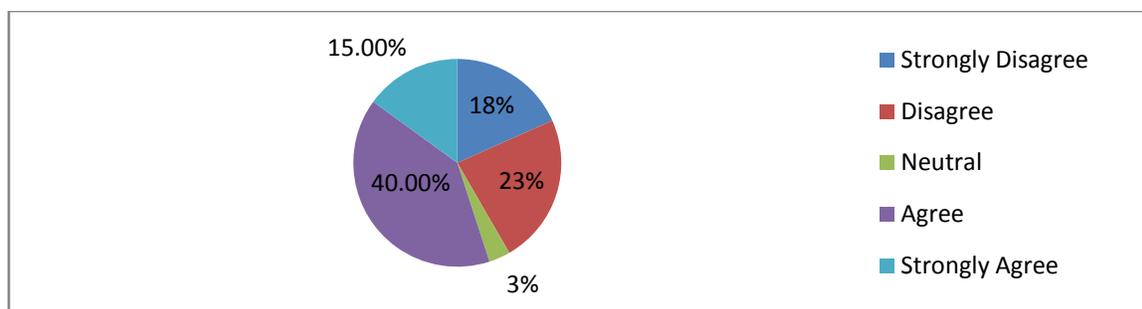
Therefore, the above responses show that most of them remains unconfident about themselves while speaking English because when they try to live up to the expectation of a particular standard, speaking anxiety is automatically generated due to the risks of blurting things out that are wrong, stupid or incomprehensible (Farooqui, 2007, p. 106).

Question 2: I am usually not at ease when using grammar in my speaking in my language class.

Answer Types	No. of Participants	Percentages
Strongly Disagree	11	18.33%
Disagree	14	23.33%
Neutral	2	3.33%
Agree	24	40%
Strongly Agree	9	15%

The above responses reveal that most of the participants (40%) admitted that they are not at ease while using grammar during their speaking however another majority (23.33%) disagreed with the fact. 3.33% of them were neutral while 15% of them strongly agreed with it. Besides, another 18.33% strongly disagreed with it.

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 33

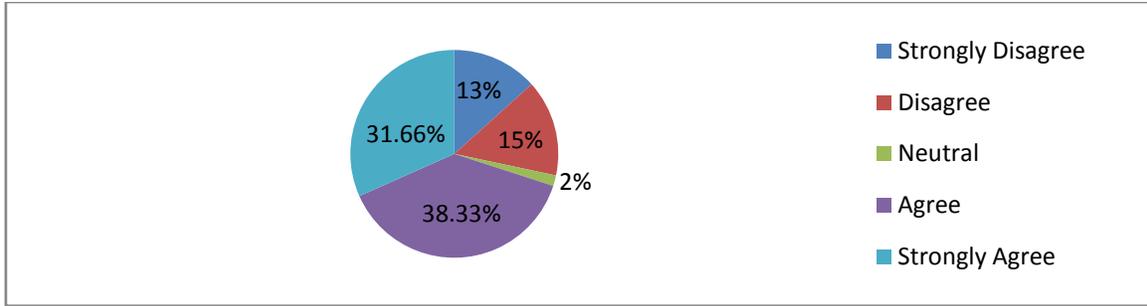


The pie chart shows a mix type of responses where it can be seen that most of the students are still not at an ease even with using grammar while they speak; however good grammar is always being more prioritized than speaking fluently in our context (Bhattacharjee, 2008, p. 15). The fact is while meeting the requirements of a particular standard, they find it a bit awkward and frustrating to use the nominal amount of grammar and vocabulary that they are equipped with (p. 17); which is again the result of their speaking anxiety.

Question 3: I get tense and confused when the teacher does not understand what I mean in English.

Answer Types	No. of Participants	Percentages
Strongly Disagree	8	13.33%
Disagree	9	15%
Neutral	1	1.66%
Agree	23	38.33%
Strongly Agree	19	31.66%

The above table shows that most of them (38.33%) agreed with the fact that they get tense and confused when the teacher does not understand them while another majority (31.66%) strongly agreed with the fact. However, 15% of them disagreed and 13.33% of them strongly disagreed with the idea except 1 of them who had neutral opinion.



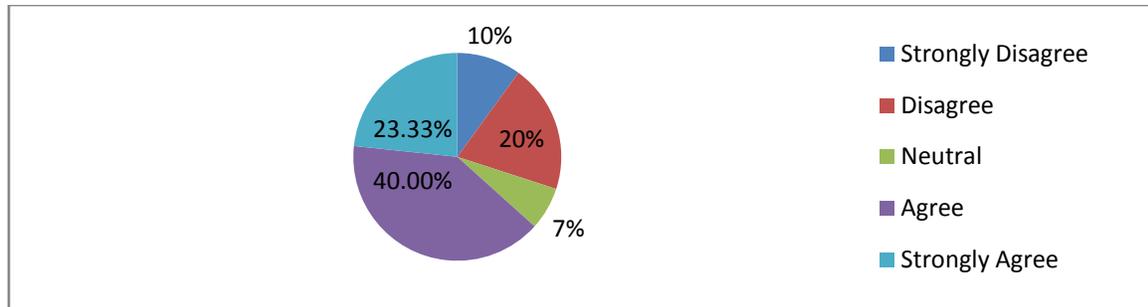
Therefore this pie chart shows that most of the students remain tense whenever the teacher does not understand them; because in our context, satisfying the teachers becomes more important than anything. Some teachers think that their role is to correct rather than to facilitate students' learning; therefore they tend to be strict enough with the students which makes the students nervous (Karunakaran et al. 2013, p. 558).

Question 4: I tremble when knowing that I am going to be called on to speak English.

Answer Types	No. of Participants	Percentages
Strongly Disagree	6	10%
Disagree	12	20%
Neutral	4	6.66%
Agree	24	40%
Strongly Agree	14	23.33%

The above table shows that majority (40%) of the participants agreed that they tremble when they know they will be called upon on to speak English while another majority (23.33%) strongly agreed with it. However, on the other hand, 20% and 10% of them said that they disagreed and strongly disagreed with the fact. Besides, 6.66% of them were neutral in their responses.

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 35



It can be understood that although there are almost same number of responses for both agreement and disagreement yet most of them admitted that they will tremble when they know that its their chance to speak. This can again be related with the fact that since they have the pressure to adapt to a native standard of speaking, therefore speaking something in front of the fellow students is directly related to high anxiety; students are severely embarrassed and inhibited when opportunities arise for them to speak (Bhattacharjee, 2008, p. 15).

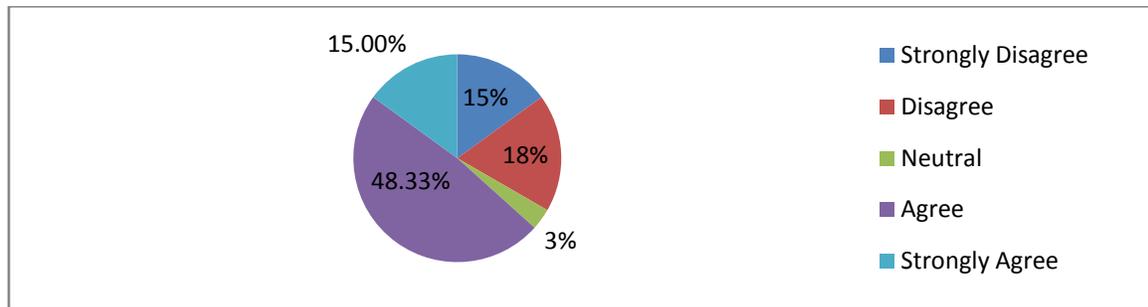
Question 5: I keep thinking that other students are better at speaking English than I.

Answer Types	No. of Participants	Percentages
Strongly Disagree	9	15%
Disagree	11	18.33%
Neutral	2	3.33%
Agree	29	48.33%
Strongly Agree	9	15%

The responses that were obtained to this question revealed that almost half of the participants (48.33%) agreed that they keep thinking that others are better speakers. Interestingly, the number of responses for strongly agreeing and strongly disagreeing are

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 36

same; that is 15%. Besides, 18.33% of them disagreed with it while 2 of them remained neutral with their responses.



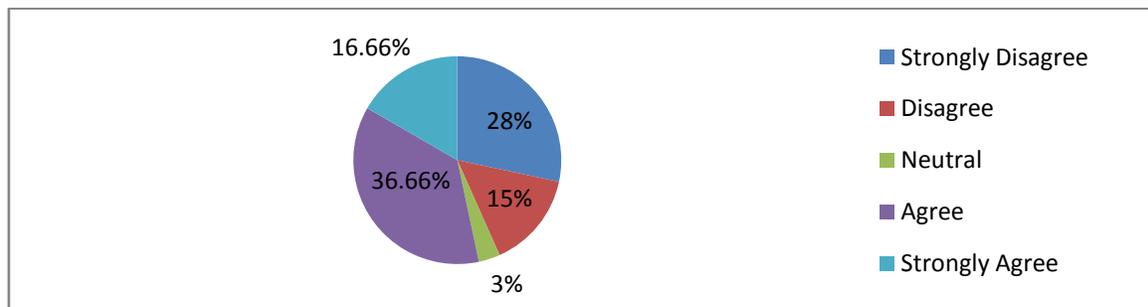
It is clearly understood from the pie chart that although the same number of participants opinioned for both strongly agreeing and strongly disagreeing yet the majority thinks that other are better than them in case of speaking which can be directly related with Islam & Ahsan's (2011) statement. That is to say, while speaking with the pressure of making native like utterances, the students get nervous because they feel that other students know better than them (p. 217).

Question 6: I start to panic when I am not sure of saying something that makes sense in English.

Answer Types	No. of Participants	Percentages
Strongly Disagree	17	28.33%
Disagree	9	15%
Neutral	2	3.33%
Agree	22	36.66%
Strongly Agree	10	16.66%

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 37

The table shows that maximum of the participants (36.66%) agreed with the fact that they start to panic when they say something with which they are not sure while almost the same (28.33%) responses came in favor of strongly disagreeing. Besides, 16.66% of them strongly agreed with the fact and 15% of them disagreed. However, 3.33% of them remained neutral.



The reason why most of them panic when they are not sure of saying something is that due to speaking anxiety, to keep their image better to the rests of the students in the class, they do not want to take the risks of speaking (Bhattacharjee, 2008, p. 16). The speaking environment where the target is to speak like the natives, it becomes very difficult to convince students to speak in whatever way they can and with whatever resource they have.

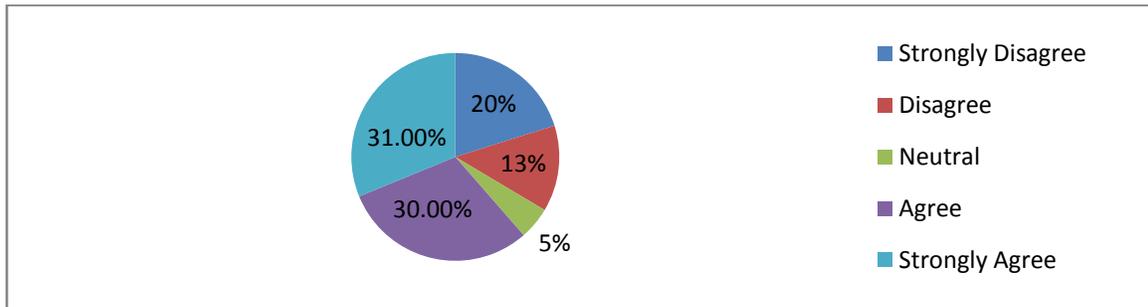
Question 7: I feel embarrassed when other students are hearing my English accent in my language class.

Answer Types	No. of Participants	Percentages
Strongly Disagree	12	20%
Disagree	8	13.33%
Neutral	3	5%

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 38

Agree	18	30%
Strongly Agree	19	31%

The above table shows that 31% of them said that they strongly agreed with the fact that they feels embarrassed when others hears their accents while almost the same percentage (30%) of participants said that they agreed with the fact. Apart from these two majorities, 20% of participants strongly disagree with it while 13.33% disagreed with it. 3 of them remained neutral about it.



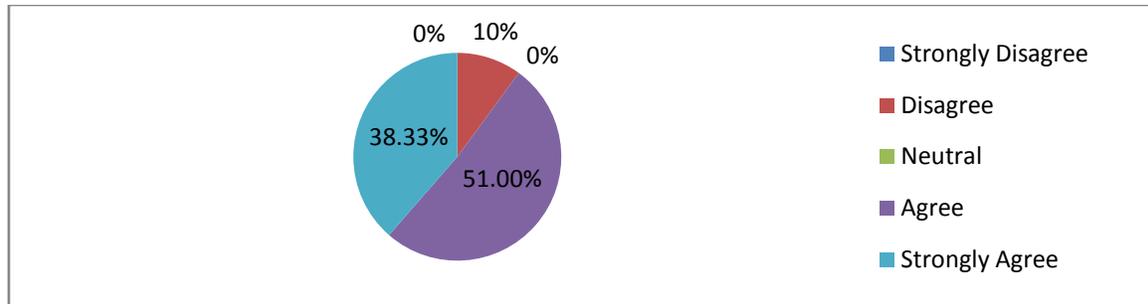
It can be clearly understood from the pie chart that both the majorities are in favor of the fact that they feels embarrassed when others hears their accents in the class. This can again be justified from the fact that they feel that the other students will laugh at them when they tries to speak English by imitating the natives (Islam &Ahsan, 2011, p. 217).

Question 8: I start to panic when I have to speak English without preparation in advance.

Answer Types	No. of Participants	Percentages
Strongly Disagree	0	0
Disagree	6	10%
Neutral	0	0
Agree	31	51%
Strongly Agree	23	38.33%

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 39

The above table shows that more than half (51%) of them agreed with the fact that they start panicking when they have to speak English without preparation. Another majority (23%) of them said that they strongly agreed with it. The rest of the responses (10%) were in favor of disagreeing while no responses came in favor of strongly disagreeing or remaining neutral.



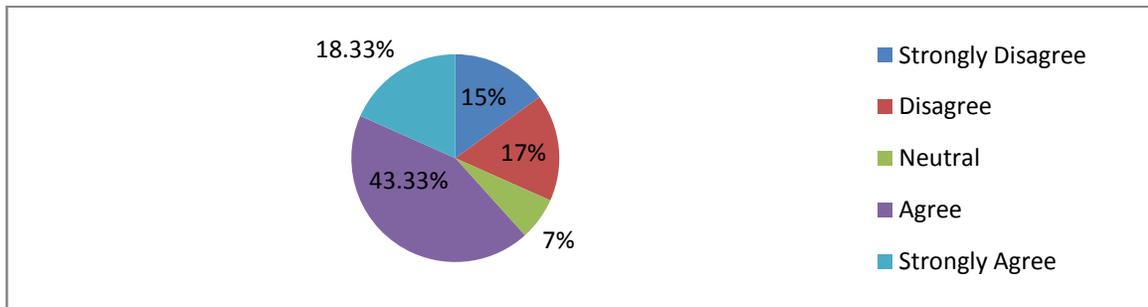
In the pie chart, it can be clearly seen that most of them panics to speak when they are not prepared beforehand. The fact is their speaking anxiety give rises to a fear of English so deep rooted that if you ask them a very simple question like ‘what is your name?’ (and if they are not acquainted with it beforehand) they will likely to stop talking (Bhattacharjee, 2008, p. 16); and this eventually stops them to start talking without any preparations.

Question 9: The more I try to speak English fluently in the class, the more disappointed I get.

Answer Types	No. of Participants	Percentages
Strongly Disagree	9	15%
Disagree	10	16.66%
Neutral	4	6.66%
Agree	26	43.33%
Strongly Agree	11	18.33%

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 40

It can be seen that most of the participants (26%) agreed with the fact that the more they try to speak fluently the more disappointed they gets. Another majority (18.33%) said that they strongly agreed with the fact while 16.66% of them disagreed with the idea. Moreover, 15% of them strongly disagreed with the fact while 6.66% of them remained neutral.



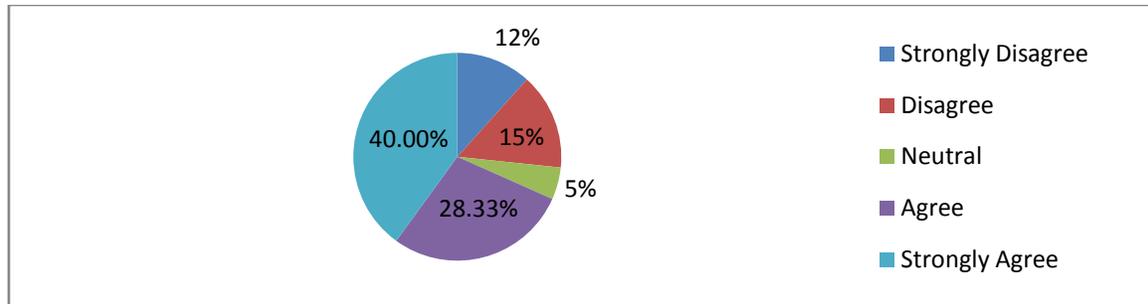
From the pie chart it can be seen that most of them gets disappointed while they tries to be fluent because since the role of English is being enhanced by globalization, learning English speaking in our country is done in a way to imitate the natives (Imam, 2005, p. 472),therefore, the issue of fluency gets marginalized. Besides, due to high speaking anxiety, the students seems to remain severely embarrassed most of the time which eventually causes disappointments very easily (Bhattacharjee, 2008, p. 15).

Question 10: In the speaking class, I can get so nervous I forget things I know.

Answer Types	No. of Participants	Percentages
Strongly Disagree	7	11.66%
Disagree	9	15%
Neutral	3	5%
Agree	17	28.33%
Strongly Agree	24	40%

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 41

From the above table it can be understood that majority of the participants (40%) strongly agreed with the fact that they get so nervous that they forget the known things. Another group of participants (28.33%) said that they agreed with the fact while 15% of them said that they disagreed with the fact. Besides, 11.66% of them strongly disagreed and only 5% of them remained neutral.



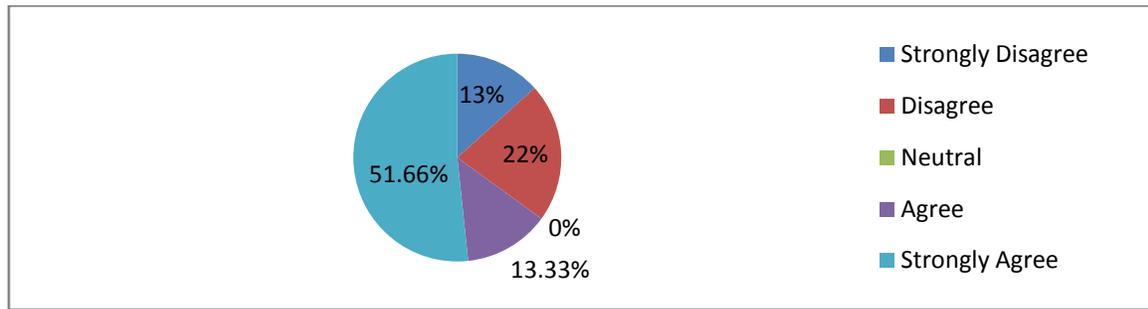
Most of them are strongly agreeing with the fact that they can get so nervous that they even forget the known things. This is because while being self-conscious with what they are saying, with the targeted goal (native standard) in mind, students can get so anxious that they can forget everything (Ferdous, 2012, p. 4).

Question 11: It bothers me when I cannot speak English with a good accent in my language class.

Answer Types	No. of Participants	Percentages
Strongly Disagree	8	13.33%
Disagree	13	21.66%
Neutral	0	0
Agree	8	13.33%
Strongly Agree	31	51.66%

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 42

The above table shows that more than half of them (51.66%) agreed that they feels bothered when they cannot speak English with a good accent however another majority (21.66%) disagreed with the fact. The same number of responses (13.33%) came for strongly disagreeing and agreeing with the fact whereas none of them remained neutral.



The pie chart revealed that maximum of the responses is in the favor of the fact that it bothers them when they cannot speak with a good English accent. Now the point is, by good accent they understood the native variety and since their only target is go for the native variety, therefore they gets bothered whenever they fails to live up to the mark (Rahman, n.d. p. 4).

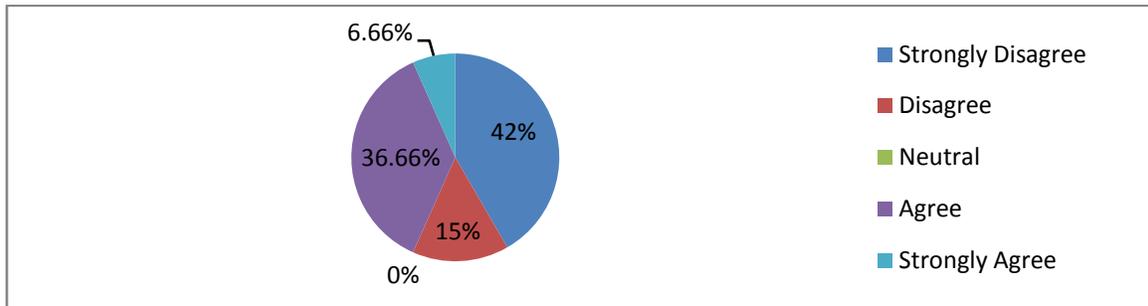
Question 12: Even if I am well prepared, I feel anxious about speaking English.

Answer Types	No. of Participants	Percentages
Strongly Disagree	25	41.66%
Disagree	9	15%
Neutral	0	0
Agree	22	36.66%
Strongly Agree	4	6.66%

According to the given table, most of the participants (41.66%) strongly disagreed with the fact that they feel anxious about speaking even if they are well prepared however,

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 43

almost the same number of responses (36.66%) came in favor of agreeing upon the fact. 15% of them also disagreed with it while 36.66% agreed with it. Besides, none was neutral.



From the above pie chart, it can be seen that although 41.66% percent of them strongly disagreed, 36.66% agreed with the fact that they feels anxious about speaking even when they are well prepared. This is again because learner often finds it difficult to deal strongly with their speaking anxiety since it is negatively related to foreign language learning (Mahmoodzadeh, 2012, p. 467).

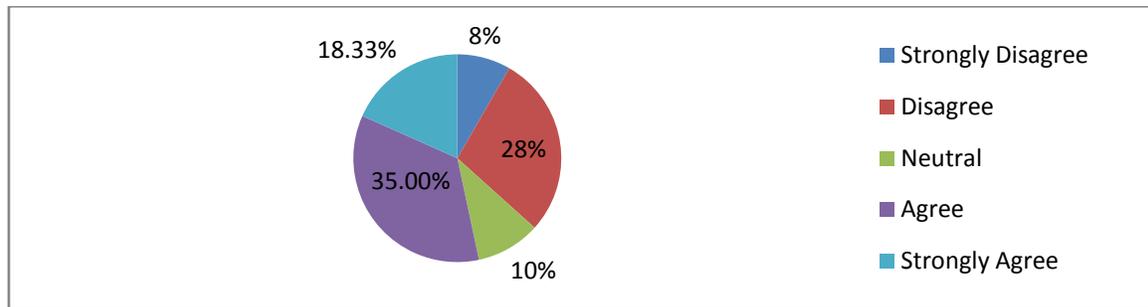
Question 13: I always feel that the other students will laugh at my accent as I speak English in class.

Answer Types	No. of Participants	Percentages
Strongly Disagree	5	8.33%
Disagree	17	28.33%
Neutral	6	10%
Agree	21	35%
Strongly Agree	11	18.33%

The above table shows that most of them (35%) agreed that they feel that other students will laugh at their accent as they speak while another majority (28.33%) opposes the idea

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 44

by disagreeing with the fact. Besides, 18.33% of them strongly agreed with the idea and 8.33% strongly disagreed with them. 10% of them remained neutral.



The above pie chart reveals the fact that due to high speaking anxiety our students always feels that others will laugh at them. This is because according to Karunakaran et al. (2013), the students while talking with a pressure of living up to an expected standard, thinks that if he/she says something wrong in front of their classmates, they will laugh at the mistakes (p. 560).

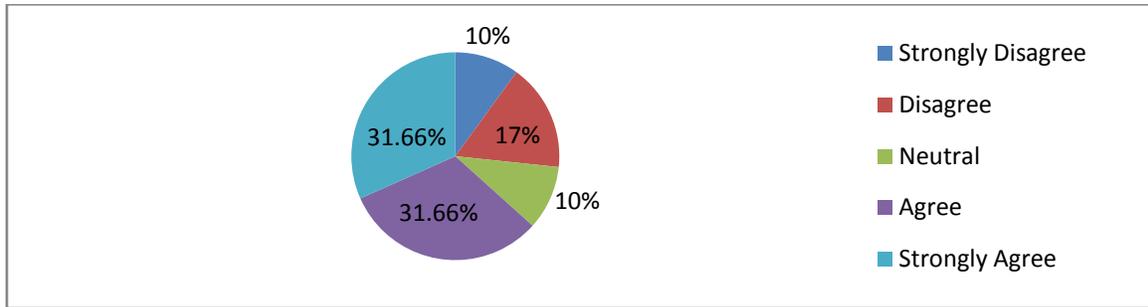
Question 14: I feel very self-conscious while speaking English in front of other students

Answer Types	No. of Participants	Percentages
Strongly Disagree	6	10%
Disagree	10	16.66%
Neutral	6	10%
Agree	19	31.66%
Strongly Agree	19	31.66%

According to the obtained data, it can be understood that the same number of responses which is the majority (31.66%), came in favor of the fact that the participants agreed and strongly agreed with idea of being self-conscious while speaking English in front of other

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 45

students. Apart from these, 16.66% of them disagreed with the fact while 10% of them strongly agreed with it. Besides, 6 % of them neither agree nor disagree.



From the pie chart, it can be understood that most of them either agreed or strongly agreed with the fact that they become self-conscious while speaking in front of others. This is exactly what can be found in Bhattacharjee's (2008) statement. While talking about the students' self-consciousness due to their speaking anxiety, he said that they are very conscious about their limitation of language and they feel insecure with the language knowledge they have (p. 15).

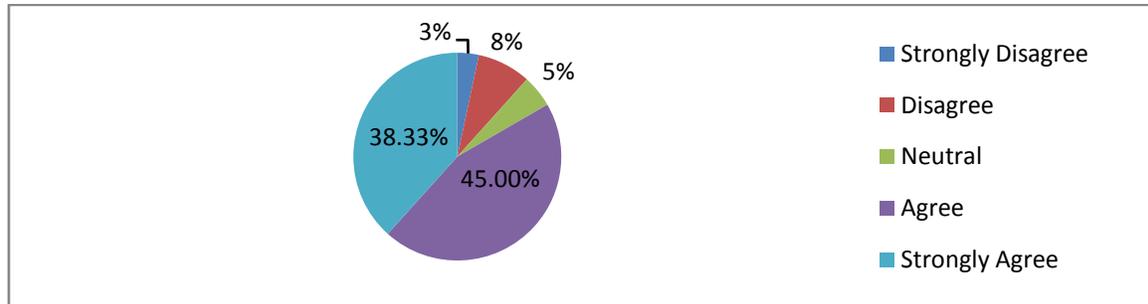
Question 15: I get nervous and confused when I am speaking English.

Answer Types	No. of Participants	Percentages
Strongly Disagree	2	3.33%
Disagree	5	8.33%
Neutral	3	5%
Agree	27	45%
Strongly Agree	23	38.33%

The above table shows that maximum responses (45%) are in favor of the fact that they agreed that they get nervous and confused when they speak English. The second

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 46

majority (38.33%) strongly agreed with the fact while only 8.33% of them disagreed with it. Again, just 3.33% of them strongly disagreed with it while 5% of them were neutral.



The above pie chart shows that students get nervous and confused when they speak English. This is because, since their performances are always being judged by a particular native standard, to remain confused and nervous while speaking in the classrooms is something very usual (Bhattacharjee, 2008, p. 16).

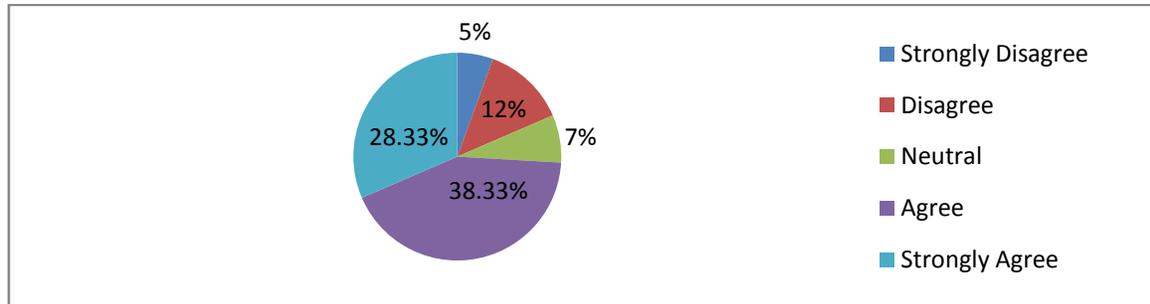
Question 16: I become upset when I feel that I will be losing rewards due to my speaking.

Answer Types	No. of Participants	Percentages
Strongly Disagree	3	5%
Disagree	7	11.66%
Neutral	10	6.66%
Agree	23	38.33%
Strongly Agree	17	28.33%

The above table reveals that most of the participants (38.33%) agreed with the fact that they become upset when they know that they will be losing rewards due to the way they speak. The other majority (28.33%) strongly agreed with the fact while 5% and 11.66%

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 47

of the participants strongly disagreed and disagreed with the fact. However, 10 of them remained neutral.



The above pie chart shows that most of them admitted that they becomes upset when they know they will be losing rewards for not speaking the way it is expected. That is to say, our students learns speaking with the hope to get some immediate rewards like graduating, passing a test etc. and this is something they will not get if they cannot live up to the expected standard (Gurung& Abdullah, 2007, p.171).

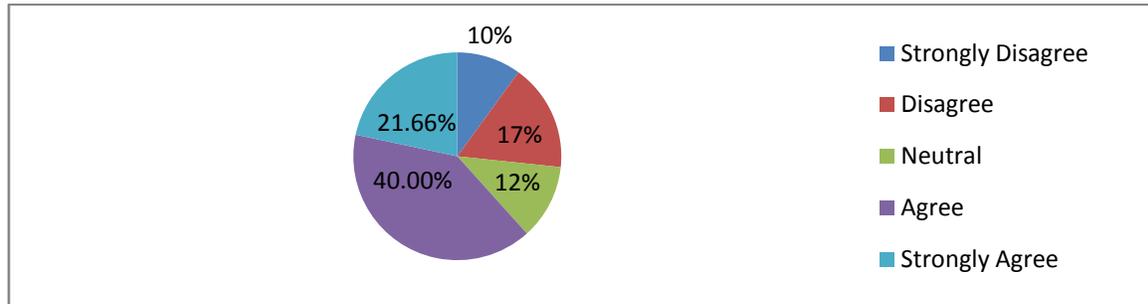
Question 17: I get disappointed when I fail to speak according to the rules of my speaking materials.

Answer Types	No. of Participants	Percentages
Strongly Disagree	6	10%
Disagree	10	16.66%
Neutral	7	11.66%
Agree	24	40%
Strongly Agree	13	21.66%

The above table reveals that most of the participants (40%) agreed that they feels disappointed when they cannot speak according to the rules of the materials, while

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 48

21.66% of them strongly agreed with the fact. Apart from these, 16.66% of them disagreed with the idea while 10% of them strongly disagreed with it; 11.66% of them remained neutral about it.



From the above pie chart, it can be understood that our students have the tendency to follow the materials that portraits the native models of speaking. In other words, communication in English means learning it with all its rules and following the imported materials; and this is also a way of learning English is more common in our context and has more acceptances for our students (Imam, 2005, p. 473).

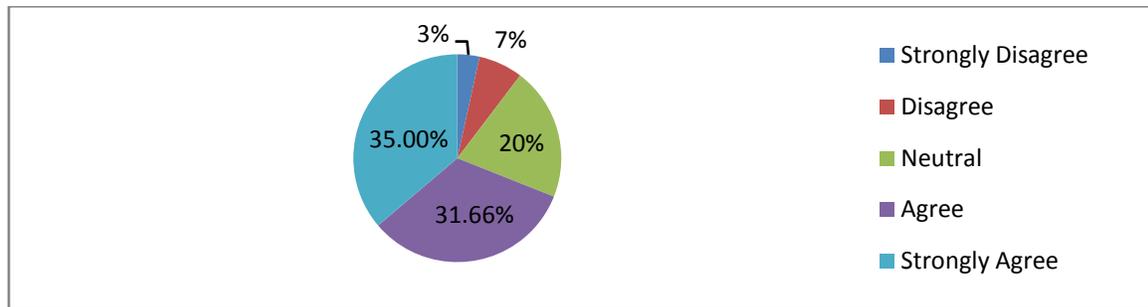
Question 18: I get demotivated whenever I am corrected more than two to three times during my speech.

Answer Types	No. of Participants	Percentages
Strongly Disagree	2	3.33%
Disagree	4	6.66%
Neutral	12	20%
Agree	19	31.66%
Strongly Agree	21	35%

It can be seen that the majority of the participants (35%) agreed with the fact that they do not like being corrected more than two to three times while 31.66% of them strongly

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 49

agreed with the fact. On the other hand, only 6.66% disagreed with the idea while 3.33% strongly disagreed with it. 12 of them remained neutral.



It can be clearly understood that most of the students do not like overcorrections. This is again because students understand that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding ‘dump’ or ‘inept’ whereas its not necessary to remain absolutely correct (Karunakaran, 2013, p. 558).

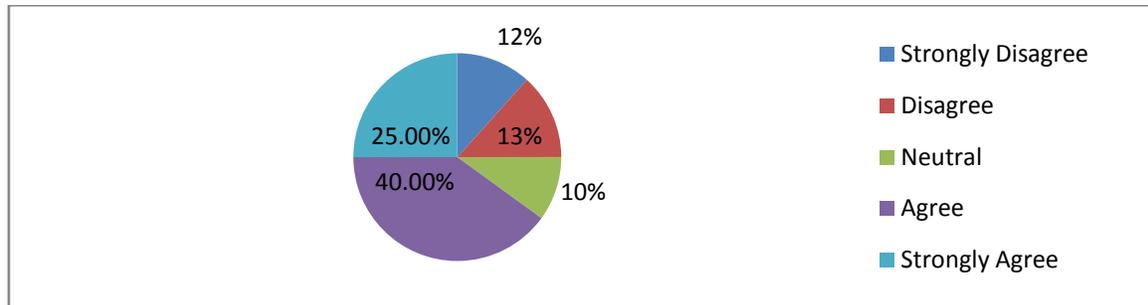
Question 19: I become insecure whenever I know that I do not have the exact word to use.

Answer Types	No. of Participants	Percentages
Strongly Disagree	7	11.66%
Disagree	8	13.33%
Neutral	6	10%
Agree	24	40%
Strongly Agree	15	25%

According to the above table, almost half of the participants (40%) agreed with the fact that they becomes insecure when they do not find the exact word to use while 25% of them strongly agreed with the fact. Apart from these, 13.33% of them disagreed with the

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 50

fact while 11.66% of them strongly agreed with the fact. However, 10% of them were neutral.



This reveals that most of them agreed that they become insecure when they fail to find the exact word that is required or recommended by their teachers. This is again because some students are very conscious about the fact that they need to speak exactly following a native standard and therefore always become alert about their limitation of language and they feel insecure in the knowledge they do have (Bhattacharjee, 2008, p. 16).

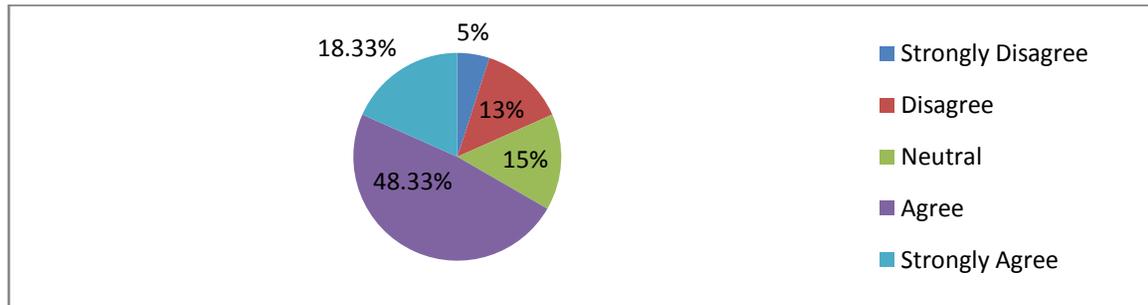
Question 20: I will get uncomfortable if my teachers suddenly appreciate my ways of saying words instead of correcting me.

Answer Types	No. of Participants	Percentages
Strongly Disagree	3	5%
Disagree	8	13.33%
Neutral	9	15%
Agree	29	48.33%
Strongly Agree	11	18.33%

The above table shows that most of the responses (48.33%) are in favor of the fact that they agreed that they will get uncomfortable if their teachers suddenly start appreciating

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 51

their ways of saying words instead of making corrections. Another majority (18.33%) strongly disagreed with the idea while 15% of the participants remained neutral. Apart from them, 13.33% of them disagreed and 5% strongly disagreed with it.



It has been clearly shown in the pie chart that almost half of the participants could get uncomfortable if their teachers start appreciating their ways of speaking instead of making them follow the dominant standard. This is quite possible because both teachers and students are quite comfortable with the way they teach and learn speaking till now; therefore sudden changes to promote our varieties might not be very successful in our schools since students are more used to with the existing learning system (Alam& Khan, 2014, p.141).

From the above findings, it can be understood that for most of the students of these three schools, there exists a level of speaking anxiety. This is because a constant pressure of speaking in a particular standard can actually create a conflict among the students where they will always have to decide between how they are speaking [for example: going slow with the speech, pronouncing sounds with our own accent, making utterances without fillers, pauses, hesitations, repetitions etc. (Ferdous, 2012, p. 3) as mentioned in the introduction)] and how they are prescribed to speak [for example with natural use of incomplete sentences, common expressions, use of filters, hesitations etc. might be

hampered (Gower, Phillips & Walters, 1995, p. 100)]. This conflict is therefore something that is actually hampering their learning to speak instead of facilitating it.

Therefore, to reconfirm the fact that the participants' speaking anxiety is taking place due to this very conflict of whether they should speak the way they can or should follow the natives' standard, the following focused group interview has been conducted in the second phase of the research survey.

4.2 Analysis of the Findings & Discussion of the 2nd Phase-(Appendix 2)

The second phase of the survey component was a focused group interview where 5 students from each school have been selected randomly for a further investigation into the issue. That is to say, a 3-5 minutes interview has been conducted in order to reconfirm the fact that the students are having speaking anxiety since they are pressurized by their teachers to speak by following a particular native standard.

Following is the analysis of the data obtained while conducting the semi structured interview with the selected participants:

Question 1: When and where did you start learning English? How were your classes in primary and secondary classes? How much did you speak English in class?

Responses: Almost all of the participants (86.66%) said that they started learning English mainly from their early school life. Only a few of them (13.33%) said that they started learning English from their home.

While talking about their primary and secondary classes, 80% of them said that both of the primary and secondary classes had little encouragement for speaking; and whenever it was practiced, it was practiced following some very strict rules. One of the participants said that "I had to say out rhymes after the teacher; I was scared because she was very

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 53

strict with the pronunciation and used to scold us if we made mistakes”. In other words, students have consistent anxiety over responding incorrectly whereas its not necessary to remain absolutely correct (Karunakaran et al. 2013, p.558).However, the rest of 20% said that speaking was encouraged within their classes since they belonged to the English version of the school yet it was practiced under the same strict rules and regulations.

According to 60% of them, they used to speak very little during their classes. One of them gave the reason of speaking so little in the class. “I always had the feeling that I might be saying the words in a wrong way”. This again shows that the students always suffered from speaking anxiety since they had the fear to speak in the ‘so called’ right way;therefore do not want to take the risks of blurting things out that are wrong, stupid or incomprehensible (Farooqui, 2007, p. 106). The rest 20% said that they wanted to try to speak if and only they had very good opportunities to speak; otherwise not. Another 20% of them said that they never used to speak until and unless they are very sure of it. According to one of them,“its better to keep quiet other than saying something all of a sudden”. This is again due to their high level of speaking anxiety.

Question 2: How do you feel when speaking English in class? Do you feel anxious or not? Why /not?

Responses: About 46.66% of the students said things that show that they have some sort of fear while speaking in their classes. One of such comments is “I don’t know how it happens all the time, but whenever I am speaking, I hesitate and stop for no reason”. Another 26.66% of the participants said that they do not feel very easy while speaking yet they try. One of their comments reveals the fact, “I have always tried to speak even if I do not feel like, yet sometimes I cannot say it properly.” This can be related to the fact that

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 54

the Bangladeshi students learn a foreign language mainly in a formal setting where the main intention is to learn it in the natives' ways and to sound like the natives (Rahman, n.d., p.3); this is why they are always alert about saying it 'properly'. However, the rest 26.66% of them said that they do not feel very bad while speaking if not very good.

Apart from this, 73.33% of the responses were in the favor of the fact that they feel anxious. Most of them said that they do not know the reason behind this. However, two of them said that since their teachers are very strict in their classes, they somehow get anxious. That is to say, according to Karunakaran et al. (2013), the teacher plays an important role to make the class anxious or enjoyable (p. 560); therefore it depends on the teacher whether he/she should pressurize the students or not. The rest of 20% said that they still do not know whether its anxiousness or some sort of fear of speaking. Besides, 1 of them (6.66%) gave an interesting answer. He said that "it is not about anxiety; it's a sort of pressure that is being created within the classroom". That is the pressure to speak in the way it is expected in the classroom.

Question 3: What do you think are the reasons of your possible anxiety and what can be done to overcome it?

Responses: About 93.33% of the participants' comments and answers revealed that they think it's the classroom environment and their teachers' strictness that are responsible for their anxiety. Only 6.66% thinks that it is not the main reason. In case of suggesting a way to overcome the anxiety, most of them(86.66%) said that it can be made possible if the classroom environment is changed. Among the rest of 13.33%, one of them while giving suggestion about overcoming anxiety, said that "it will be difficult for students like us to overcome the fear of speaking, because I don't think the way of teaching can be

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 55

changed for us". This can be related to Farooqui (2014)'s statement where he said that any sort of attempts to bring any kind of changes in case of teaching speaking as it is done in our context will not be made possible since it will not be accepted (p. 141).

Question 4: How often is it for you that you can't find the exact word, phrase or sentence structure to express your idea when speaking English? How do you cope with?

Responses: In response to this question, 40% of them said that its very or quite often for them to get into situations where they looks for the exact word, phrase or sentence to express their ideas but unfortunately they cannot find it. It can be understood from one of their comments, "I know what I want to say, and I also know that my teacher wants me to use the exact word and will praise me if I can, but I fail to say it". This comment shows how speaking is being done in our context; our students learns speaking where they get some immediate rewards and this is what they will not get if they cannot live up to the expected standard (Gurung& Abdullah, 2007, p.171). Besides, 33.33% said that they sometimes get into such situations while the others (26.66%) said that they do not always get into such situations.

Therefore, keeping relation to the above answer, in case of coping up with their problem, all the students said that they will have to practice to speak the way their teachers recommends them; and that's the only way by how they can come up with accurate words and phrases whenever necessary. This again shows how much habituated they are with the idea of learning speaking following one particular standard.

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 56

Question 5: What do you think of the instructor?

Responses: Responses to this question were mixed up. However, majority of them (53.33%) said that their instructor is someone strict or very organized. One of the said that “our ma’am is a very strict person, she becomes very angry if we make mistakes however she is good at heart”. Apart from the majority, 33.33% of them said that their instructors are not very friendly, or very polite. The rest of the 2 students gave interesting comments while describing their instructors. One of them said that “our sir is a very kind person but he makes us go out of the class if we give a single wrong answer”. Another one said that “my miss do not scold me for my mistakes, but she gets very upset and sad”. These comments and responses can be related to the truth that most of our teachers think that their role is to correct rather than to facilitate students when learners make mistakes (Karunakaran et al. 2013, p. 558); and this is something which should be stopped to reduce students’ speaking anxiety.

Question 6: How often do you participate in class discussions voluntarily? Why?

Responses: About 40% of them said that they participate ‘sometimes’ or ‘not so often’ in their classroom discussions. One of them gave the reason; she said, “I do not usually participate voluntarily, so if I say something suddenly then others might be surprised”. This shows that the students do not like to make much communication; they prefer not to talk much and therefore keep their image better to the rests of the students in the class.(Bhattacharjee, 2008, p. 16).Apart from this, 26.66% of said that they never participated voluntarily whereas other 5 of them (33.33%) said that they participates voluntarily when it becomes absolutely necessary for them. This is again because they do not want to say out wrong things until they are forced to do so. It can be understood from

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 57

one of their comments: “its no use participating unnecessarily, the teacher might even get angry if I keep on saying this and that for no reason”.

Question 7: What do you think about when you start to talk to your teacher or classmates?

Responses: Most of the students’ (66.66%) responses revealed that they usually keep thinking about doing any mistakes or saying out any wrong utterances in front of the teacher or the classmates. According to one of them, “I feel very uneasy sometimes, I don’t know, I have some sort of negative feelings, yet that is less in case of just classmates”. This can be related to the fact that most of the students when starts speaking, experiences anxiety that results in stuttering and fast heart beating (Karunakaran, Rana & Haq, 2013, p.554). Apart from the majority, 20% of the participants’ responses revealed that they try to think about what exactly they are speaking about other than anything else while 13.33% of them said that they think about what can be the teacher’s or the classmates’ reactions after they have said it. In other words, the obtained responses show that the students becomes quiet anxious while speaking and therefore they tends to think nervously.

Question 8: What is your feeling about the audience in class while you are speaking?

Responses: Almost half of the participants’ (46.66%) responses revealed that they feel very nervous or shy while they think about the class as their audiences. One of them said “I better do not imagine my classmates and my miss as the audience”. This shows that due to speaking anxiety faced commonly while meeting the requirements of a particular native standard, our students have problem in front of the fellow students; this is directly related to high anxiety; students are severely embarrassed and inhibited when

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 58

opportunities arise for them to speak (Bhattacharjee, 2008, p. 15). Besides them, 26.66% of the participants said that they try to remain conscious whenever the whole class is their audience. Again, 13.33% of them said that it is not a good feeling but somehow they try to overlook the fact and concentrate on speaking correctly. However, one of the participants also said that he do not feel very nervous while thinking about the audiences, yet becomes a bit tensed. That is to say, if not nervousness, tension is always there for the students while they speak.

Question 9: What are the factors that you like and don't like in your class?

Responses: About 40% of the responses were in the favor that they like the fact that the speaking part of the class is not formally graded; and in case of disliking, most of them do not like their teachers who forces them to speak. This is again because teachers in our contexts are very strict in imposing the native standard but if the students know that the teacher is liberal and considering than they feel easy (Karunakaran et al. 2013, p. 560). Besides there have been some mixed up answers as well. Among the other majority(33.33%), it has been found that they like to speak about an already familiar topic while they do not like to speak when they are not familiar with it. One of them also said, "I like to speak if I got to choose the topic but its not very interesting when our ma'am selects the topic for us". The rest 20% of them said that they like to speak when it is not compulsory for them to speak but when it is according to their wishes. All these responses indicated that the students are always under a pressure of speaking in a way with which they are not very comfortable with.

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 59

Question 10: When you give a wrong answer to instructor's question, how does it affect you, e. g. loss of face, affecting your listening for a few minutes...?

Responses: almost all of them (86.66%) said that it's a loss of face in front of the whole class. One of them even said that "it's nothing but an embarrassment in front of my sir and my friends". This is again because some teachers think that their role is to correct rather than to facilitate students when learners make mistakes (Karunakaran et al. 2013, p. 558). That is to say, correcting students for conforming to the expected standard remains the prime focus for our teachers and this is the main cause of the speaking anxiety. Apart from these students, the rest of them (13.33%) had different opinions regarding the fact; one of them said that he becomes eager to know the correct answer while another said that he gets upset for his own weak performance. Whatever the responses are, the fact is giving an answer which is considered to be not up to the mark (not like the native standard) affects our students in different ways.

Question 11: What do you feel about speaking with native speakers? How do you find speaking English in class with classmates and teachers who are not native?

Responses: All the participants (100%) said that they never got the chance to talk to the natives. Regarding the fact about how they feel while talking to their nonnative teachers and friends, most of them (60%) said that they have to remain conscious about what they are saying, especially in front of their teachers. This can be understood from one of the comments; "I do not know about native speakers, may be it will be more difficult to speak with them but in case of my teachers, it is not very easy since they becomes very angry if I make any mistakes". This shows that for reducing the anxiety level to an acceptable level, the teachers should encourage and appreciate the students' ways of

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 60

speaking (Islam & Ahsan, 2011, p. 271) however it's rarely the case in our country. Apart from this 60%, others' (33.33%) responses revealed that they do not understand the difference between natives and nonnatives but speaking itself is not a very easy task for them. Besides, one of them said, "I do not think speaking in our context is something very easy no matter what". All these responses show that the students are always anxious with their speaking regardless the fact that they are talking with their nonnative teachers and fellow friends.

Question 12: What does your teacher do to help you speak English without being anxious? How much do you like your lecturer's effort to make you feel less anxious?

Responses: Almost 53.33% of them said that they are not sure about what the teacher can do to reduce their anxiety. Others (46.66%) said that the teachers correct them from time to time. According to one of their comments, "my sir gives out the correct answer and asks me not to get scared of speaking". The fact is, this is not the way to reduce anxiety; some researchers have reported that students understand that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding 'dump' or 'inept' whereas it's not necessary to remain absolutely correct (Karunakaran et al. 2013, p. 558). Apart from this, while saying about whether they like the lecturer's effort to make them less anxious, about 93.33% of them said they do not like it. One of them gave the reason; she said "I do not like the way my sir corrects me, I think I get even more scared after he gives the corrections". This is again because teachers are very strict in our contexts. However, only one of them (6.66%) said that she likes her lecturers' effort because the her ma'am corrects her very nicely and encourages her to do better in future. This can also be related to the fact that even within the existing

pressure of living up to a particular standard, if the students know that the teacher is liberal and considering than they feel easy (Karunakaran et al. ,2013, p. 560).

The above analysis shows that the problem is now not only a problem for our teachers and our students who want to learn speaking for making successful communications within our context; rather it's a problem which questions the way we want to see us speaking in front of the whole world. That is to say, the way we talk or speak in a local context is actually the way we represent ourselves in a global context. Therefore, the question raises that whether we should portrait the dominant standard or represent our own standards when we speak to the rest of the world. Therefore, is it even possible to overcome this challenge to promote our own identity?

The following section will shed light on the fact that this challenge is not only for the ESL and EFL learners of our country but for all the second language learners of the world.

4.3 Overall Discussions

As stated by Arthur (2003), “in most recent times, English is a language on which the sun does not set, whose users never sleep” (p. 114). To be more specific, it can be claimed that English is anything but a homogenous language and is therefore associated with both natural unity and distinct group identities that characterizes the present world (Kachru, Kachru & Nelson, 2009, p. 69). This is because today it is firmly established as the international language which has more than 2 billion speakers all over the world (Ludbrook & Newbold, 2012, p. 13).

However as said by Ludbrook and Newbold (2012), the field of researches in case of teaching English to ESL and EFL learners does not go in hand with recognition of these

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 62

varieties as a linguistic phenomenon itself (p. 21). Therefore teaching speaking considering its newly emerged varieties is also as an issue of controversy since these varieties are still not taken as full bloom varieties of Englishes; use of these varieties are just limited to the primary tool to allow communication among its speakers (p. 21). The fact is that all the debates regarding the ownership rights to pluralism claims, formal correctness to context appropriateness or the pressing issue of teaching these varieties within the ESL or EFL classrooms are considered as attempts to 'get the native speakers out of the way' (p. 26).

However, this is not the case since conformity to a standard use of English does not necessarily lead to successful communication just as use of non-standard unexpected forms does not lead to communication breakdowns (p. 26). Therefore teaching speaking tailored to the local variety and local differences should be emphasized since at both segmental and supra segmental level, speaking is considered to be the most important aspect of communication and also as a marker of social identity and group membership (p. 53).

Chapter 5: Conclusions

5.1 Possible Recommendations

To sum up the research study, it can be said that the findings of the study supported the hypothesis. In other words, “the higher secondary school students are having foreign language speaking anxiety while learning speaking in order to conform to the native standard instead of speaking it in their own ways.” That is to say, following a particular way of speaking, without actually questioning the necessity of following it, is one of the main reasons of speaking anxiety among our ESL learners.

Therefore, to overcome this problem, the very first thing, the teachers can do is, create a positivity among the students about their own ways of speaking. That is to say, instead of criticizing or correcting the students’ ways of speaking, a teacher should create some sort of respect towards using their own varieties. So that the students know that they are not wrong if they follow their own ways. Apart from this, teachers can give some very good reasons of practicing speaking in the way students are doing. For example, a teacher can convince the students to carry on with their own accent, pronunciation, etc. while uttering any speech by saying that it is not an emergency to imitate and sound exactly like the natives. This is again because mutual intelligence to make successful communication is the prime reasons of speaking. Besides, both teachers and students should be aware of the fact that English is not something imported from the west, it is their language as well, therefore, they can use it the way they want to, to solve and function with it for their own benefits.

The above recommendations can sound apparently very effective; however the fact is, it is not that easy to change the mindset of the ever correcting teachers and the all-

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 64

timeconscious and therefore anxious students. The fact is, it is so popular, dominant andobvious to do it in the way prescribed by the natives that now it's a big challenge to think aboutspeaking in a different way; the way with which both our teachers and students are undoubtedly comfortable, the way in which we can express ourselves in our ways for our purposes. However, nothing is impossible over time and effort; changes can be made and accepted over a long time.

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Chapter 7: Appendixes

APPENDIX 1

**PSCAS (Yaikhong& Usaha, 2012), adapted from
Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz& Cope
1986)**

Statements (1) through (18) describe how you feel about speaking English. Please read the statements carefully and give your first reaction by choosing an answer for each statement: (1) strongly Disagree, (2) Disagree, (3) Neutral (4) Agree, or (5) Strongly Agree.

Personal information: Gender: Male Female Age:

-
- 1) I never feel quite sure of myself while I am speaking English.
1 2 3 4 5
 - 2) I am usually not at ease when using grammar in my speaking in my language class.
1 2 3 4 5
 - 3) I get tense and confused when the teacher does not understand what I mean in English.
1 2 3 4 5
 - 4) I tremble when knowing that I am going to be called on to speak English.
1 2 3 4 5
 - 5) I keep thinking that other students are better at speaking English than I.
1 2 3 4 5
 - 6) I start to panic when I am not sure of saying something that makes sense in English.
1 2 3 4 5
 - 7) I feel embarrassed when other students are hearing my English accent in my language class.
1 2 3 4 5
 - 8) I start to panic when I have to speak English without preparation in advance.”
1 2 3 4 5
 - 9) The more I try to speak English fluently in the class, the more disappointed I get.
1 2 3 4 5
 - 10) In the speaking class, I can get so nervous I forget things I know.
1 2 3 4 5
 - 11) It bothers me when I cannot speak English with a good accent in my language class.
1 2 3 4 5
 - 12) Even if I am well prepared, I feel anxious about speaking English.
1 2 3 4 5
 - 13) I always feel that the other students will laugh at my accent as I speak English in class.
1 2 3 4 5
 - 14) I feel very self-conscious while speaking English in front of other students.
1 2 3 4 5

SPEAKING ANXIETY: CAN THIS BE OVERCOME BY TEACHING OUR VARIETY 71

15) I get nervous and confused when I am speaking English.

1 2 3 4 5

16) I become upset when I feel that I will be losing rewards due to my speaking.

1 2 3 4 5

17) I get disappointed when I fail to speak according to the rules of my speaking materials.

1 2 3 4 5

18) I get demotivated whenever I am corrected more than two to three times during my speech.

1 2 3 4 5

19) I become insecure whenever I know that I do not have the exact word to use.

1 2 3 4 5

20) I will get uncomfortable if my teachers suddenly appreciate my ways of saying words instead of correcting me.

1 2 3 4 5

APPENDIX 2

Semi-Structured Interview Questions (Adapted from Zhiping&Paramasivam, 2013, p. 12)

1. When and where did you start learning English? How were your classes in primary and secondary classes? How much did you speak English in class?
2. How do you feel when speaking English in class? Do you feel anxious or not? Why /not?
3. What do you think are the reasons of your possible anxiety and what can be done to overcome it?
4. How often is it for you that you can't find the exact word, phrase or sentence structure to express your idea when speaking English? How do you cope with?
5. What do you think of the instructor?
6. How often do you participate in class discussions voluntarily? Why?
7. What do you think about when you start to talk to your teacher or classmates?
8. What is your feeling about the audience in class while you are speaking?
9. What are the factors that you like and don't like in your class?
10. When you give a wrong answer to instructor's question, how does it affect you, e. g. loss of face, affecting your listening for a few minutes...?
11. What do you feel about speaking with native speakers? How do you find speaking English in class with classmates and teachers who are not native?
12. What does your teacher do to help you speak English without being anxious? How much do you like your lecturer's effort to make you feel less anxious?