



Teacher's role in minimizing undergraduate students' Language Learning Anxiety

Nusrat Rahman Maria

15177003

Submitted in [partial] fulfillment of the requirements for the

Degree of Master of TESOL

BRAC Institute of Languages (BIL)

BRAC University (14th Floor)

66, Mohakhali, Dhaka-1212

March 2017

Key Words:

Language learning anxiety, language classroom, teacher's role, motivation, speaking anxiety, listening anxiety, test anxiety, fear of making mistakes, university level students, second/foreign language learning, friendly and comfortable learning, FLCAS.

Abstract

This study attempts to find out the causes of anxiety amongst English language learners and to find out the role of teachers in minimizing such anxiety. The data is collected by surveying students, interviewing students and teachers from private universities of Dhaka city. Anxiety is one of the important factors in language learning. Therefore, the aim of the research is to find out the causes of language learning anxiety from both the learners and teachers perspective and also to find the teachers' role in minimizing the learners' language learning anxiety. To conduct the research, the researcher follows a mixed method data collection procedure. The data collection includes survey questionnaires and interview questions for both students and teachers. So, this study provides a descriptive view on the anxiety amongst the university students and the role of teacher in reducing the anxiety.

Table of Contents

	Page No.
Key Words	ii
Abstract	iii
Table of Contents	iv
List of Table	vi
List of Abbreviations	vii
Statement of Original Authorship	viii
Acknowledgements	ix
Chapter One: Introduction	1
1.1 Background of the study	1
1.2. Context of the study	2
1.3. Purpose of the study	2
Chapter Two: Literature Review	3
2.1. Foreign Language Anxiety (FLA)	3
2.1.1. Definition of anxiety	3
2.1.2. Sources of anxiety	3
2.1.3. Types of anxiety	6
2.1.4. Effects of foreign language learning anxiety	7
2.2. Teacher in language learning	8
2.2.1. Definition of teacher	8
2.2.2. The Role of teacher	8
2.2.3. Teacher's role in reducing anxiety	10
2.3. A brief history of the research	11
2.3.1. The major anxiety researches of the world	11
2.3.2. Anxiety researches in Bangladesh	14
2.4. Conclusion	15
Chapter Three: Research Methodology	16

3.1. Methodology	16
3.2. Instruments	16
3.3. Participants	18
3.4. Data Collection	18
3.5. Data Analysis	18
3.6. Limitations	19
3.7. Consent	19
Chapter Four: Result Analysis and Discussion	20
4.1. Result analysis of Quantitative questionnaire (FLCAS)	20
4.1.1. Result from the Quantitative questionnaire (FLCAS)	20
4.1.2. Discussion on Quantitative questionnaire (FLCAS)	22
4.2. Result analysis of students' open ended questionnaire	29
4.2.1. Causes of anxiety according to students' perspective	29
4.2.2. Teachers' role in reducing language learning anxiety	30
4.3. Result analysis of teachers' interview	32
4.3.1. Analysis on the quantitative question	32
4.3.2. Causes of anxiety according to teachers.....	33
4.3.3. Teacher's role in reducing anxiety	34
4.3.4. Changes after attempting to reduce learners' language learning anxiety.....	35
4.3.5. Reducing learners' language learning anxiety	36
4.3.6. Suggestions for teachers	38
4.4. Discussion	39
Chapter Five: Conclusion and recommendation.....	40
References	42
Appendix 1: Survey questionnaire Sample (FLCAS)	46
Appendix-2: Interview questionnaire for teachers	50
Appendix-3: Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz	51

List of Tables

	Page No.
Table 1 The result of FLCAS	21

List of Abbreviation

Abbreviations	Expressions
FLCAS	Foreign Language Classroom Anxiety Scale
FLA	Foreign Language Anxiety
FL	Foreign Language
SL	Second Language
L2	Second Language
AWKUM	Abdul Wali Khan University, Mardan

Statement of Original Authorship

The work contained in this dissertation “Teacher’s role in minimizing students’ Language Learning Anxiety: A study on the students of undergraduate level”, has not been previously submitted to meet requirements for an award at BRAC University or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Name of the Candidate: Nusrat Rahman Maria

Signature: _____

Date: _____

Approved By:

Supervisor

Co-ordinator, TESOL programme

Director, BRAC Institute of Languages

Acknowledgement

First of all, I would like to express my deepest sense of gratitude to my Almighty who blessed me enough to accomplish this thesis successfully.

I would like to express my utmost gratitude to my supervisor Zohur Ahmed, Assistant Professor, East West University, for being a continuous support of this research, and for his endurance, motivation, and knowledge. Without his help, I would have been unsuccessful to complete this task on time. His supervision helped me in every respect and during the research, as well as in writing this thesis.

However, without the humane support of, Dr. Sayeedur Rahman, Academic Coordinator, BRAC Institute of Language (BIL) this work would have been incomplete. For his affections and encouragement, I express cordial thanks to him.

I am also very thankful to all selfless students, teachers and administrators of BIL for being so nice with me and extending their all- out efforts for completing my research.

Lastly, I express my regards and blessings to all of those who have supported me throughout my research work.

Chapter One: Introduction

Anxiety is one of the most well-known and subtle emotions, which is defined as a feeling of uncomfortable apprehension and has been a focus of research in foreign language learning. Over the years, state anxiety, trait anxiety, and situation-specific anxiety have become three mainstream approaches to anxiety research in language teaching and learning. Among situation-specific anxieties, foreign language classroom anxiety has been extensively researched since Horwitz et al (1986) advanced a theory of foreign language classroom. They believed foreign language anxiety was responsible for students' negative emotional reactions to language learning since they had to deal with a totally foreign language and culture. They identified three components of foreign language classroom anxiety: communication apprehension, fear of negative evaluation, and test anxiety. To measure the anxiety, they designed the 33-item Foreign Language Classroom Anxiety Scale (FLCAS). Anxious students are often concerned about others' view on them and also remain anxious about their impressions. When such students are confronted with a learning situation that makes them uncomfortable, they may choose to withdraw from the assigned language learning activity. Some learners believe they cannot perform in English and consequently form negative expectations, which in turn lead to decreased effort and avoidance of opportunities to enhance their communication skills.

1.1. Background of the study:

Learning second language is perceived to be difficult for some students. The environment of language learning is different when compared with other subjects. So, it always troubles the participants to attend the language classes with comfort and self confidence. With the feeling of discomfort and lack of self-confidence, they find it difficult to share their opinions and participate in class discussions. These students are afraid of making mistakes, so they avoid doing or saying if they are not sure.

Students' embarrassment may be aggravated by the role played by language instructors in the class (cited in Onwuegbuzie et al., 1999). The teachers' attitude towards the students and beliefs about language learning and teaching, their reaction to the learners' errors, and the way they create stressful environment in the class have been reported to be significantly related to second/foreign language anxiety. Many language learners think that the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they

make mistakes, can have severe consequences on learners' cognition and their willingness to communicate in the class. A learner's mistake, as Jones (2004) views, "may bring about humiliating punishment from the teacher under the concentrated gaze of one's peers". For all these reasons the aim of the study is to find out the causes of anxiety in language learning and to find out the teachers' role in reducing learners' anxiety.

1.2. Context of the study:

Learning a second language is very common in any society in the world. In our country, young children start learning other languages differently depending on the locations and type of societies. It is very obvious that with the globalization of world economy, English has become a recognized means of communication in the world which is being taught from the childhood of students in Bangladesh. It is necessary to mention that though the importance of English is undeniable, it is not declared officially as a second language here. Foreign language learning anxiety is very common scenario among the students. Especially in Bangladesh, students' anxiety towards learning English is very common. Foreign language educators have long been in search of answers to account for the great difficulty faced by a number of students when learning a foreign language where others find it less difficult. Students who have difficulty with foreign language learning are often described as underachievers, or lacking in motivation, or as having language learning disabilities.

1.3. Purpose of the study:

The aim of the study is to investigate the causes of anxiety in language learning and also to find out the role of teachers in minimizing students' language learning anxiety. For this purpose the researcher attempted to find out the answers of the following questions:

General questions:

1. What are the roles of a teacher in minimizing students' language learning anxiety?

Specific question:

1. What are the causes of language learning anxiety among the learners of the undergraduate level?
2. To what extent can the teacher be a source for reducing students' language learning anxiety?

Chapter Two: Literature Review

Foreign language learning can be a fearsome experience for the learners. The fear and pressure on students to perform well in the foreign language causes them anxiety that is specific to the foreign language classroom. Many people, who are good learners in other subject areas, can experience anxiety when learning a foreign language. This causes a mental block to new information. Very few students can overcome that block and be successful in language learning. But most of them remain unsuccessful- either they stop learning the language or they learn the language with a fear inside them which in future obstruct them in using the foreign language in many ways. Many researchers have worked on this subject to find the causes and effects of anxiety in language learning. Through the review of literature, we will come across the different researches on foreign language anxiety and will look for the causes in greater details by investigating them.

2.1. Foreign Language Anxiety (FLA)

2.1.1. Definition of Anxiety:

Foreign language anxiety is becoming ever more vital in Second language learning studies. Generally, anxiety is one of the most documented psychological phenomena. It is viewed to be detrimental to performance on learning tasks that require attention and deliberate effort. Different scholars have given different definitions of anxiety in foreign language learning. Among them this definition of anxiety by Horwitz (2001) “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p.113) is well accepted. Anxiety has been found to interfere with learning and it is only logical that this would also apply to second language learning. In 1994, Gardner and MacIntyre defined language anxiety as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (cited in Onwuegbuzie, Bailey & Daly, 1999, p.218). This definition appears to be widely accepted by researchers.

2.1.2. Sources of Anxiety:

According to Horwitz, and Cope (1986), Foreign Language Anxiety (FLA) possibly results when people do not feel like themselves speaking in other languages. Hilarious people are not able to

be as amusing; warm people cannot express their care and empathy, etc. and most people sound less intelligent than they really are when speaking with anxiety in the second language. Language classes seem to be typically more public and more personal than classes in other subject matters. Many of the lessons in language classes have encouraged communicative lessons where students talk about their personal feelings and experiences. When language teachers ask students to talk about themselves in front of their classmates, it seems they are putting them in an especially vulnerable position. Some of these students experience serene anxiety, while some can experience truly debilitating levels of anxiety.

During learning or using the foreign language, learners experience anxiety in some kind of negative feeling such as nervousness, discomfort, or being worried. Language learning anxiety can be attributed to different factors. Young (1991) claimed that language anxiety is caused by a set of interrelated sources from three aspects: the learners, the teacher and the interactional practice that influence learners' beliefs about learning and teachers' beliefs about teaching. Further, it also influences classroom procedures and instructor-learner interactions.

The other source of language anxiety, explicated by Horwitz et al (1986) consists of: self perception, beliefs, feelings and behavior related to classroom language learning arising from the individuality of the language learning process (Horwitz et al 1986, p. 128, cited in Dörnyei, 2001, p.364). Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially when they are in front of their teachers or their peers. As a result, they keep silent most of the time and refuse to participate in language classroom activities because they feel that others, teachers or classmates may negatively evaluate their language ability. Moreover, other researchers argue that students may feel anxious due to their difficulty in understanding the teacher's instruction and the fear of making mistakes when they participate in the learning of foreign language environment.

Test anxiety, according to Horwitz, Horwitz & Cope (1986), is another source that causes anxiety. The learners who experience test anxiety consider the foreign language process, as a threatening situation, rather than an opportunity to improve their communicative competency and speaking skills. In this context foreign language learners feel the fear of failure and perform badly in a test. (Horwitz et al, 1986, cited in Dörnyei, 2001).

Hashemi & Abbasi (2013) has described some of the major anxiety - producing factors which are described below:

- **Socio-Cultural contexts**

It is found that the social background, culture, social status of the language learners also affect the L2/FL anxiety. Here, social factors of the learners play an important role than the linguistic factors.

- **Exposure to the new language**

As there is a very limited exposure to the English language in some of the countries, the language learners face great difficulties in the development of their communicative competency. It in turns creates a hindrance in learners' speaking ability.

- **Cultural differences**

“The differences of cultures appeared to be an important anxiety-producing factor. The more uncertainty or unfamiliarity with the target language culture, the more it is likely to be anxiety provoking (Tanveer, 2007). The use of the term ‘losing face’, by the participant in the language learning classroom supports Jones’ (2004) view that language anxiety is a concern of face in different cultures. Similar to Jones’ (2004) findings about culture as a causal factor in Asian context, an experienced female teacher stated, “It is not anxiety just about language but differences in cultural practices”, stated Hashemi & Abbasi (2013).

- **Social Status and self-identity**

Speakers' social distances can have a significant influence on communication. The result from previous studies showed that speakers, sometimes, sense inferiority complex while talking to someone higher in status and this may cause stress or anxiety for them. According to Pica (1987), unequal status between students and teachers can also be a source of anxiety for the students (p. 4). This indicates that lack of confidence on one's linguistic competence makes one feel inferior and anxious to communicate with someone having full control on language, e.g. native speakers (Peirce, 1995). It can also explain the source of intercultural communication apprehension where unequal linguistic competencies of L1 and FL/SL speakers can make the communication stressful for L2/FL speakers. Speaking in a foreign language was found to be disturbing because of the fear that it might lead to the loss of one's encouraging self-image or

self-identity. Various researchers (cited in Ohata, 2005) confirm social anxiety as a feeling of losing one's self-identity which is deeply embedded in the first language.

2.1.3. Types of Anxiety

Anxiety is entirely related to the psychology of the individual. Anxiety is classified into four types: (1) State Anxiety, (2) Trait Anxiety, and (3) Situation-Specific Anxiety, and (4) Facilitative versus Debilitative Anxiety.

❖ State anxiety

State anxiety is named so because it arises in a particular event or situation. It is considered as a hindrance and disturbance of anyone's emotion. Usually it starts as a fear of any specific incident which is claimed by Arnold (1999) that learners have a kind of anxious feeling when they are attending in the language classes and they experience this only for a short time and then fading with this passing state. The victim is supposed to feel stress and nervousness or is unable to deal with any event which can seriously disturb the individual's ability to react positively to any situation and in a certain environment. For example, it may hinder the learner's emotional state when there is any bad news regarding any personal or social issues which in turn affect the learning procedure of learner. High levels of state anxiety can immobilize the person's affinity to participate in adaptive behavior aimed to end and overcome his/her difficulties. It may affect in normal day-to-day activities.

❖ Trait Anxiety

It is a negative attitude and reaction of the individuals which creates a tendency to experience negative emotions like, worries, fears, stress and anxiety in many situations which are not hard or difficult. People who suffer from trait anxiety experiences more anxiety in less dangerous and difficult situations. MacIntyre and Gardner describe, trait anxiety as a more permanent feeling of anxiety, i.e. a learner suffering from this type of anxiety is likely to be highly concerned in a number of non threatening situations.

❖ Situation-Specific Anxiety

This type of anxiety is depended on a certain situations or on a learning context in which the learner find him incapable to be proficient in a second language learning. It focuses on the

situation in which the anxiety arises. It refers to the learners' communicative apprehension in the learning situations.

❖ **Facilitative and Debilitative Anxiety**

Anxiety can also be an encouraging type that we call facilitative or helpful anxiety. It can be a strong motivational constrain to some learners, if it can be recognized as a chance for their language learning and if they can optimize their negative affectivity for their betterment. According to Scovel (1978) facilitative language anxiety can play a role to keep learners conscious about their performance in the foreign language learning. (cited in Arnold 1994, p.61). This type of anxiety motivates the learners to succeed and as a result learners aim to improve the progress of learning and performance. So, it works as facilitative for the learners to gain his/her desired success.

On the contrary, having severe anxiety can be debilitating and it can extensively hold back one's performance by motivating them to presume an averting attitude and therefore tends to escape from the learning. Some anxiety can have distressing effects and can lead learners to forget several issues during a task. Debilitating- anxiety is considered as the harmful type of anxiety as it has a negative impact on learner's motivation and preparation before and during exams, such as, waiting until the last minute to revise and prepare for a big test or exam, feeling more anxious and unprepared or arriving at a test late and having to answer all of the questions in time.

2.1.4. Effects of foreign language learning anxiety

Foreign language learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, or social (e.g., Onwuegbuzie, Bailey, Daley, 1999). Physical symptoms can include, for example, rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. Psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank and poor memory among others. Negative social behavior may be manifested in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. These effects can lead to poor performance and low achievement. In contrast to this debilitating anxiety, there is indication that a certain degree of anxiety may be beneficial to some learners (Scovel, 1978). Usually referred to as facilitative anxiety, it has been credited with motivating learners to study harder and make stronger efforts to perform better on classroom tasks.

2.2. Teacher in language learning

Teacher plays a vital role in language learning. Teacher works hard and tries to make the difficult situations of the learning to become easy and comfortable. S/he works like the centre of the circle in the learning process. For the language learning classes, it is more obvious that a teacher will play a significant role to the learners by his/her attitudes, behavior, teaching styles and motivational control. Anxiety in the language classroom and its extent is much more dependent on teaching style and classroom environment created by the teacher.

2.2.1. Definition of Teacher

Teacher is an important person in a students' learning. By the teaching style and behavior a teacher can keep a significant role in learner's learning. A teacher is a person who have to know how to manage not only the class or to give instructions, but also teacher is have to manage even the learners' way in dealing with those information and the way they behave in classroom, besides, teacher can lead and control his/her students to be careful and aware about the tasks they receive, and try to obtain and achieve their goals. Of unquestionable importance, the teacher is the person that shows help to someone to learn how to do something, gives instructions, impart information and guides a person in the study of something. Dictionaries also give a variety of messages about teaching. According to the Cambridge International Dictionary of English, 'teaching' means to impart knowledge or to instruct or train someone. Besides to that, Longman Dictionary of Contemporary English suggests that 'teaching' means to show somebody how to do something or to change somebody's ideas.

2.2.2. The Roles of Teacher

There are clear signs today that the importance of teacher's role in language learning process because teacher has a big impact on students' achievement; therefore, teacher is active participant and initiator. Different researchers has mentioned about different role which a teacher can play for his students in language classroom.

In the study of Sana (2015) four major role of teacher has been described which are in the following:

- **Controller**

Teacher acts as a controller in the learning process. He controls the classroom environment and the learning activities and through these he controls the way of students' behavior and the attitude towards the learning process.

- **Organizer**

Teachers act as the organizer in the language learning classroom. By organizing the learners' learning task in a helpful way, the teacher helps the students to gather interest in the classroom activity and be successful in the learning. Sometimes, this can be a very helpful way for the students to overcome their stress, and make the learning easy and joyful.

- **Facilitator**

It is believed that the classroom environment is very important for the learning. It is the role of teacher is to facilitate a good environment for the learners and make them cope with different situations and tasks inside the class. Researchers emphasized on the teacher's role in making the atmosphere of learning the target language less stressful and develop the motivation inside it.

- **Caregiver**

Caring is defined as an act of bringing out the best in students through affirmation and encouragement (Strong, 2007, p.22). Apparently, caring can be described as the knowing the learners including some qualities such as patience, trust, honesty, and courage. Students who recognize their teacher as caring, like to engage themselves with comfort, take more difficulties, and continue it to be successful in learning. Furthermore, caring can be demonstrated in many ways by teachers but, at its core, caring means teachers understand and value students as unique individuals Teachers who show that they care about students, enhance the learning process and serve as role models to students (Noddings, 1984)

It is an acknowledged fact that there is consent in the teaching English as a second or foreign language context about the role and the care given to the students. Many teachers still favor to be not only good teachers but better than that. Teachers, therefore, should look at their ways when dealing with students after teaching some aspect to the students. More importantly, they should be aware of the effect of their characters and on their way of behaving inside the classroom, and identifying their attitudes.

2.2.3. Teacher's role in reducing anxiety:

The role of the teacher is acknowledged as extremely significant in all the stages of the motivational process of the learners. Now, Motivation is no longer considered only as integrative or instrumental. It is also thought as a key to learning something in an enthusiastic and well-prepared classroom teacher. As the interaction that occurs between learners and teachers is very important in language learning, many studies have been done on the influence of teachers on students in the process of foreign language learning. The researchers concluded that teachers are one of the most determinant factors of L2 learners' motivation (Dörnyei, 1994). Other studies set out to investigate how teachers positively affect learners' motivation. These studies show that L2 teachers play one of the most significant roles to help students in second language acquisition. Teachers can play the role of initiator, facilitator, and motivator, mentor, consultant, and mental supporter for the students in the language classroom. These are assumed to influence learner's motivation and interest for attending the language class.

Many experiential studies of teacher's motivation were conducted to identify how teachers influence learners' motivation. Dörnyei and Csizer (1998) have studied the use of teaching strategies to motivate learners among Hungarian teachers of English. The researchers assigned 51 motivational strategies and studied the significance attributed to each strategy by the teachers and how often teachers employ each strategy in their classes. This study leads to ten commandments for teachers to motivate language learners: teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, ensure that the language class is interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture.

Other studies, which propose that teachers are an important influence on learners' motivation, include Dörnyei's 1994 study. Dörnyei (1994) claimed that teacher-associated components that influence learners are language learners' association (i.e., learners' desire to please teachers), teacher's style of teaching, and the use of particular teaching strategies, including modeling task-presentation and feedback.

These studies show that teacher-related factors can be categorized into three main components: (a) teaching materials and methodology, (b) teacher personality, and (c) teachers' ways of

interacting with the learners. These components are similar to Dornyei and Csizer's (1998) suggestions about teacher-related motivational components, which were divided into three perspectives: behavior, personality, and teaching style.

2.3. A brief history of the research

A lot of studies have been done till now, on the anxiety in language learning. Different researchers show different aspects of anxiety, its causes, effect and also the ways to deal with it. Still now it has been remaining as an interesting research topic for the new researchers for its unfamiliarity in many portions. The researcher here intends to discuss some of the most important studies on anxiety among the whole world and also from the native country.

2.3.1. The major anxiety researches of the world

According to Horwitz, Horwitz & Cope (1986), "significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning. Although at this point we can only speculate as to how many people experience severe reactions to foreign language learning, these results (considered in light of the number of students who expressed a need for a student language-support group) imply that anxious students are common in foreign language classrooms (at least in beginning classes on the university level)".

This shows that the beginning classes of university level students are more anxious in their language learning. If they can overcome this anxiety, their language acquisition becomes higher and they do well in foreign language classroom. They suggested two factors which can play as a vital role for the teachers to reduce students' anxiety. These are: 1) they can help them learn to cope with the existing anxiety-provoking situation; or 2) they can make the learning context less stressful. But before either option is viable, the teacher must first acknowledge the existence of foreign language anxiety.

The study of MacIntyre and Gardner (1989) shows a clear relationship between foreign-Language anxiety and foreign language proficiency. It also shows that anxiety has influence on both the learning (input) and production (output) of language vocabulary which create a major obstacle in the language learning. This study also proposes a model for interpreting earlier ambiguities and promoting a clearer understanding of the role of anxiety in both second language learning and production.

According to Oxford (1999), anxiety is ranked as high among the affective factors of language learning. The study also have shown, anxiety plays a negative role in learning a language and it

is associated with “deficits in listening comprehension, impaired vocabulary learning, reduced word production, low scores on standardized tests, low grades in course or a combination of these factors”. According to Horwitz anxiety plays a negative relationship between overall foreign language anxiety and language achievement (Horwitz, 2001).

Williams & Andrade (2008) say that anxiety is most often associated with the output or processing stages of the learning process and most students felt frustrated and helpless, although students who supposed themselves as having higher ability indicated a greater sense of resilience. According to them, their findings have two main implications. One is to optimize desired outcomes for all learners; and the other is, teachers should be aware of anxiety-provoking situations and take steps to minimize their negative impact. So, according to them it is the teacher who can help a student to get rid of the negative impact of anxiety and learn the language in a stress less situation. But there is a complexity of teaching and learning, i.e., what may work in one case may not work in another. In this case the teacher may have to create a stressful environment for the students according to their individual differences which on the other hand become a challenge for the teacher, himself/herself.

The study of Na (2007) shows that, “females are more confident in their abilities to learn a new language because once they gain faith in their capabilities, they will be more ready to “approach threatening situations” (Dörnyei, 2001) in English classrooms. On the contrary, males, who have higher frequency of language learning failure, are inclined to attribute their bad performance in English classes to their low ability. Consequently, they are more anxious about English classes”. This statement of Na (2007) is another new concept in the anxiety research which is rarely investigated in the researches of the previous researchers. This can be a major point in the anxiety research in the later days.

Humphries (2011) suggested that to overcome the anxiety, encouragement from the native speaker is important. Because when a native speaker encourages the students, as argued by other researchers, self-confidence grows, anxiety diminishes and makes the student feel less nervous and less stressed and, according to the study by Price (1991), students said they find it less stressful inside a language classroom if the teacher is more of a friend (cited in Young, 1992). This implication, that students find it easier to practice and use their second language with friends, perhaps explains why the students in this study used strategies which helped facilitate the formation of friendships with native speakers.

According to Liu and Zhang (2013) "... foreign language anxiety was significantly correlated with English learning motivation, For example, a more anxious student generally tended to be less motivated to learn English, but was more externally motivated to learn the language. This might be because anxious students, especially high-anxious students, if not motivated by external reasons such as a better future and a higher mark in exams, would be more inclined to stay in their own world and avoid performing in the target language, especially in evaluative situations..."

This shows that there is a correlation between foreign language anxiety and English learning motivation. The more the student will be motivated for learning the language, the less anxious s/he will be in learning language. They here emphasized on the external motivation, such as better future, higher marks in exam which create an obstruction in learning because this evaluative situation make the anxious student more anxious and keep away from performing in the target language.

Khattak, Jamshed, Ahmad, & Baig (2011) stated three causes of language anxiety that had been found from their study.

One is "The students' poor educational backgrounds (schooling) usually lets them suffer from language anxiety as English as a Foreign Language has ever been made an incomprehensible subject to them by their teachers".

Second one is, "Their poor socio-economic backgrounds generally make them feel as if English language is the language of the elite only and they can hardly feel at home about learning it effectively and sans any complex".

The last one is "Their teachers' strict way of teaching, examination fear and their intrapersonal biases towards English and fore-mostly their interpersonal communication problems (especially between male and female students) also make the AWKUM students' anxious to a great extent".

In this study we have found three different causes of anxiety from the other researches. It shows that the students' educational and socio-economical background and the teachers' way of teaching have great impact on the students' language learning anxiety and these play a vital role of avoiding the language learning.

According to Hussain, Shahid, & Zaman (2011) "There exists a negative correlation between foreign language anxiety and 10th grade students' attitude towards English language learning. Attitude and language learning have close link and influence upon each other." The research showed that students feel communication apprehensive as they do not feel confident in English

language class and they also experience test anxiety in English language class because most of the time they feel they would not be able to perform better in English test.

2.3.2. Anxiety researches in Bangladesh

According to Nimat (2013) and Ferdous (2012), during the learning process, anxiety seems to be one of the major obstacles for students. As most of the students are introverts, they have high speaking anxiety compared to listening, reading and writing. They become highly anxious when they are to speak in English without any preparation, give oral presentation in English in front of class, read aloud and do not understand what they are reading, unexpectedly write in English, answer unexpected questions on a test and, use correct grammar to speak English. So she suggests that by not being put on the spot in class would help the students to be less anxious. The teachers should give more comprehensible input to their students. The students are quite motivated and autonomous but still they seek guidance and help from their teacher. So the teachers should take the effective factors of students into consideration to reduce it, they should find the reasons and help the students in reducing their anxiety.

Khan (2015) identified in his study that it has found that students become anxious in learning English language not because they are not interested or find it difficult even, some interested students also become anxious to learn English language. He suggested that interactive classrooms, teachers' involvement with the students, group works, peer discussions, practice with partners, and maintaining communications with the teacher, interesting topics and humors in language classrooms can help the students to feel anxiety free in L2 classrooms. He, therefore also emphasized on the teacher's role to reduce the language learning anxiety of the students.

2.4. Conclusion

Finally it can be said that anxiety is an important phenomenon in foreign language learning which can act both as facilitating and debilitating in the language learning according to the situation or circumstances. A language teacher should play an important role to reduce anxiety from the students. Teacher should follow several teaching techniques, strategies and plans to conduct a language class. Modern techniques of teaching are very much needed for the language teachers. Depending on the students' level, a teacher should constantly change his/her teaching techniques. Young suggests that, teachers should be involved in conferences, workshops and seminars to keep themselves updated in modern techniques of teachings, philosophies and research (Young, 1991). From this chapter it is found that many researches have been done on

the language anxiety. These researches has also emphasized on the teacher's role on minimizing students' language learning anxiety. It is found that there is comparatively lesser result in Bangladesh on language learning anxiety. Moreover, though the researches are mostly done on the undergraduate students, there is no such research which specially emphasized on the teachers' role in minimizing anxiety (though discussed in generally in the findings section). For that reason, my aim is to find the causes of the anxiety among the undergraduate students of some private universities in Dhaka city, which is not yet done and also to find out the specific role of teacher in minimizing students' language learning anxiety also with some recommendations for the teachers. For this purpose, both the qualitative and quantitative instrument will be used which was rarely done by other researchers. Among the Bangladeshi researches which were done on the undergraduate students, the area was very narrow as the researches were done on one or two universities. But for this study, the data will be collected from at least 5 private universities as a wider area can give a precise result for this study.

Chapter Three: Research Methodology

This chapter describes the design and the procedures of this research. The objective of the study is to find out the reasons of anxiety among the students, the effects of anxiety and finally the way a teacher can minimize the language learning anxiety from the students is also the key issue of this study. Moreover, this study shows the effect of anxiety on learning English among the private university students of Dhaka city. The first section of this chapter discusses the method applied in this study and also all the instruments used in the study and justifies their use in the study; the second section describes the participants taken in the study; in the third section, procedures of data collection and timeline are mentioned; the fourth section details how the collected data is analyzed; finally the last section discusses the ethical considerations of the research and its problems and limitations.

3.1. Methodology:

Inspired by the 'Foreign Language Classroom Anxiety Scale' used by Horwitz *et al.* (1986) for their research on foreign language classroom anxiety, I have intended to prepare a survey questionnaire to quantify the anxiety level of students. Therefore, a set of interview questionnaire is made for the students in order to find out their preferred opinions. Another set of interview questionnaire is prepared to learn about the attitude and concern of teachers towards students to deal with their anxiety. This set contains open-ended questions which ensure the space for both interviewee and interviewer to clarify major issues. There is room for interviewer to moderate the discussion in different perspectives. This interview is crucial because the information obtained from the interview will scratch the prevailing nature of teacher-student relationship and will help to indicate the undiscovered gaps in the same. To find the untapped potential aspects for improving the performance of students and ultimate achievement are also vital for the research. Point to be noted that, the interview questionnaire is noted by the researcher.

3.2. Instruments:

It is discussed earlier that the method chosen for conducting this study is a quantitative and qualitative cross-sectional survey. The survey is adapted from the one used in a study by Horwitz *et al.* (1986) in their research that is known as the 'Foreign Language Classroom Anxiety Scale' or FLCAS (Appendix-3). This method is chosen because within the time-constraints given to complete this assignment and the equipment available, it was considered the most effective method of gaining the necessary information. The FLCAS was designed to ascertain the level of

language anxiety experienced by the learners when learning the second/ foreign language. There are two appendixes. Appendix 1 contains the survey questionnaire and interview questions for the students. On the other hand, Appendix 2 is for the teachers' interview.

I have adopted the FLCAS according to the needs of the present study. I have excluded question no 6 and 11 because when going through the other questions, it seemed to me that the other questions of the scale will be able to provide me with the desired answer that I will get from these questions. That's why I felt it is unnecessary to keep these questions in my survey questionnaire. Again, I have also omitted questions 23, 24 and 33 as they have the similarity with question no 7, 18 and 9 respectively. So the answer I will get from those similar questions will be enough for me to judge the students' language learning anxiety and for that I will not need these questions.

I also kept 3 more interview questions for the students to find out their actual cause of anxiety and also to find out teachers' role in reducing their anxiety from their perspective. Though I intended to take interview of the teachers to find the role of teachers in reducing anxiety, I felt that it is also very important to take students' view regarding this as they are the main concern in this regard. While preparing the interview questions for the students, I tried to keep the questions similar to the interview questions for the teacher.

In my literature review I have already mentioned that there were few research studies done on the teacher's role in reducing learners' language learning anxiety. And among the research studies reviewed in the previous chapter, no qualitative data was found. That is why, keeping in mind the cultural perspective and my need, I had to prepare my own research instrument for the teachers. While preparing the interview questionnaire for the teachers I tried to keep the question according to the needs for finding the answers of my research questions. Through these questions listed in the questionnaire, I intend to find out the roles of teacher in reducing students' language learning anxiety. My main focus is to find out what the teachers think about their students' language learning anxiety, how they try to help the students to reduce/ overcome their anxiety and to what extent they become successful in reducing anxiety. I also wish to accumulate their suggestions for the future teachers who will deal with language learning anxiety. I feel that the 8 questions listed in my interview questionnaire will produce evidence required to address the research questions of the study.

A pilot study has been done before the main data collection, so that the researcher can be aware of the validity and reliability of the instruments and can get the accurate result. After the piloting,

the researcher had to change one open ended question from the interview questionnaire for the teachers. The researcher got the chance to collect data from one class of each university. During the data collection process, the researcher helped participants to understand the instruments by clearing their confusions. The data collection process took 1 month, starting from the mid of July to mid of August.

3.3. Participants:

The questionnaire survey is conducted with 109 students of 4 different private universities. A small sample size makes less significance in drawing a functional conclusion. At the same time too big sample for such small classroom research is not feasible. Considering these factors, it seemed to me that, surveying 109 students for determining the variables will be adequate for progression of the research. 15 teachers from 4 private universities have been interviewed.

3.4. Data Collection:

Two types of instruments have been used in collecting data. One is qualitative questionnaire which was given to students. As the role of teacher is to be appraised, interview of teachers have been planned to be integrated for analysis. The data has been collected from the students and teachers of 4 different private universities with the previous acknowledgement of the respective authority.

3.5. Data Analysis:

Different techniques have been used to analyze the two types of data. The quantitative data (FLCAS) for students is analyzed by following the style in the study of Horwitz *et al.* (1986) and Cebberos (2003). Data are analyzed by finding the percentages of students' agreement and disagreement with the items of the questionnaire. Similar to Horwitz *et al.* (1986), a table has been shown to indicate the percentages of students' agreements and disagreements with the items of the questionnaire. Again, similar to Cebberos (2003) study, the researcher tried to organize the items thematically and find out the percentages according to the theme and discussed accordingly.

The qualitative data, gathered from the students and teachers have been discussed thematically. The gathered information from the participants helped the researcher to reach the answer for the research questions of the study and to draw a conclusion for the study.

The researcher collected data from 109 students and 15 teachers. Among the collected 109 data from the students, the researcher took 103 data to analyze the quantitative questionnaire, because only those students could properly complete the quantitative survey portion.

Again, while analyzing the qualitative questionnaire for the students, the researcher found that only 95 students could fill up that section and others could not. Some have not been interested to answer and some gave incomplete answer which actually couldn't help researcher to understand their opinion in this field. That's why, the researcher decided to keep only 95 data to analyze the qualitative questionnaire for the students.

During the analysis of teachers' qualitative questionnaire, the researcher analyzed all the 15 data found from the participants as all those were completed with a lot of information and opinions.

3.6. Limitations:

During this study, the researcher had to face difficulties during the preparation of the instruments. Being an individual researcher it was a challenge to prepare valid and reliable instruments for conducting the study. Another limitation was of getting the consent from the different universities to conduct the survey. Sometimes, the researcher felt difficulty in getting the consent and willingness of the participants to cooperate for the study as they have their own study and reservations to talk about anxiety.

3.7. Consent:

Data has been collected with the prior consent of the participants and university authorities. The researcher promised to use the information only for research purpose and to keep it secret. The participants did not have to share their personal information in any part of the instruments and also the institutions name are not mentioned anywhere. Teachers were honored for their valuable time and assent to share the information for the study.

Chapter Four: Result Analysis and Discussion

This chapter discusses the results found from the collected data and analyzes the result by interpreting others' findings in the related field. For this purpose, the chapter is divided into three parts. The result of the 'Foreign Language Classroom Anxiety Scale' (FLCAS) is discussed in the first part, the open ended questions for students are discussed in the second part and the open ended questions for the teachers are discussed in the third part. The findings from the collected data are not discussed in this chapter as it is elaborately discussed in the next chapter. For finding the result of the FLCAS, the researcher followed the method Cebreros (2003) used in his study. For that reason, 28 items were organized into four different sub topics of foreign language classroom anxiety. These are- speaking anxiety, listening anxiety, test anxiety and general anxiety reactions. The researcher has also shown the percentages of the students' agrees and disagrees in a table following the way of Horwitz *et al.* (1986). So, it is clear that, the researcher adopted the technique from both of the previous researcher and discussed broadly. The open ended questions for the students and teachers are discussed according to the theme of the questions in different sub sections. Three open- ended questions for the students are discussed in one part and the eight open- ended questions for teachers are discussed in the other part. While discussing the open-ended questions, it was cumbersome for the researcher to state each of the responses of the participants. So, only a few interesting responses are stated here to provide an idea about the participants' notion about the anxiety.

4.1. Result analysis of Foreign Language Classroom Anxiety Scale (FLCAS):

This portion will discuss the result found from the FLCAS in two parts: i) the result table will show the students' responses in different distracters like Horwitz *et al.* (1986) did in his study and ii) will present a wide discussion of the result from FLCAS in the light of four major types of anxiety and also different situations of anxiety. The analysis has been done adopting the technique of Horwitz *et al.* (1986) and Cebreros's (2003) study.

4.1.1. Result from the FLCAS:

The result found from the FLCAS is shown in a table in this section. To avoid the monotony, the researcher attempted to show the percentages in table rather than using too many charts/ pie charts.

Statements	Percentages of Student				
	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class	17.5	47.5	15.5	11.7	7.8
2. I don't worry about making mistakes in language class	8.7	35	13.5	27.3	15.5
3. I shiver when I know that I'm going to be called on in language class	14.5	48.5	15.5	18.5	3
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	10.7	39.8	18.5	26.2	4.8
5. It wouldn't bother me at all to take more foreign language classes	5.8	26.2	15.5	40.8	17.5
6. I keep thinking that the other students are better at languages than I am	16.2	38.8	21.5	11.6	1.9
7. I am usually at ease during tests in my language class	0	22.3	18.5	49.5	9.7
8. I start to panic when I have to speak without preparation in language class	24.3	37.8	18.5	17.5	1.9
9. I worry about the consequences of failing my foreign language class	16.5	37.8	17.5	22.4	5.8
10. In language class, I can get so nervous I forget things I know	13.5	45.6	14.5	20.5	5.9
11. It embarrasses me to volunteer answers in my language class	8.7	37.8	22.5	25.2	5.8
12. I would not be nervous speaking the foreign language with native speakers	4.8	12.6	21.4	45.7	15.5
13. I get upset when I don't understand what the teacher is correcting	15.5	53.4	14.6	13.6	2.9
14. Even if I am well prepared for language class, I feel anxious about it	16.5	44.7	13.6	21.3	3.9
15. I often feel like not going to my language class	6.8	48.6	16.5	7.8	20.3
16. I feel confident when I speak in foreign language class	3.9	27.2	30	24.3	14.6
17. I am afraid that my language teacher is ready to correct every mistake I make	10.7	31	25.3	24.3	8.7

18. I can feel my heart pounding when I'm going to be called on in language class	14.6	45.6	23.3	12.6	3.9
19. The more I study for a language test, the more confused I get.	16.5	38.8	22.3	14.6	7.8
20. I don't feel pressure to prepare very well for language class.	4.8	21.3	14.6	44.7	14.6
21. Language class moves so quickly I worry about getting left behind.	16.5	30	18.5	29.1	5.8
22. I feel more tense and nervous in my language class than in my other classes	17.5	32	11.7	30	8.8
23. I get nervous and confused when I am speaking in my language class	12.6	40.8	12.6	23.3	10.7
24. When I'm on my way to language class, I feel very sure and relaxed	4.9	22.3	28.1	34	10.7
25. I get nervous when I don't understand every word the language teacher says	14.6	38.8	20.4	20.4	5.8
26. I feel overwhelmed by the number of rules you have to learn to speak a foreign language	16.5	39.8	17.5	21.4	4.9
27. I am afraid that the other students will laugh at me when I speak the foreign language.	21.4	34	14.6	21.4	8.7
28. I would probably feel comfortable around native speakers of the foreign language	6.8	13.6	25.3	34.9	19.4

Fig: The result of FLCAS

*** SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree

4.1.2. Discussion on FLCAS:

There were 28 items with 5 distracters for the students in the FLCAS. The aim was to measure students' level of anxiety in different activities of language learning. The researcher thought to categorize the scale into four categories: speaking anxiety, listening anxiety, test anxiety and general anxiety reactions. The result analysis was done according to those categories. The follow-on data showed interesting result about the anxiety levels of the participants

The researcher has thought to discuss on **speaking anxiety** first as it plays a vital role in language learning. Because if the learner cannot be able to speak out by using the target language, the learner feels inferiority complex which can drive out him/her from the language class. It is the anxiety which is felt by the learners during speaking, especially in public speaking. When speaking anxiety is concerned, the first statement in the scale that depicts the learners' confidence on speaking by stating "I never feel quite sure of myself when I am speaking in my foreign language class" (statement no.1), 65% participants agreed with it as they are not confident about their ability to speak in front of others while 19.5% disagreed and 15.5% remain in neutral position.

Again, in the statement no.8, which tells that "I start to panic when I have to speak without preparation in language class", 62.1% students agreed to it which means that a great number learners become anxious when they have to speak without preparation and it proves that these students are suffering from high anxiety in their speaking; only 19.4% students disagreed with it which shows that only a few number of learners doesn't face anxiety; again 18.5% stayed in neutral position.

These students when they were asked about their perception on their aptitude in talking with a native speaker in the statement no.12, stating that "I would not be nervous speaking the foreign language with native speakers", their replies proved that most of them are not at all comfortable in their speaking rather they feel nervous to speak as 61.2% disagreed with it that they are not comfortable in talking with a native speaker too; it is thought that sometimes learners may feel hesitate and shy to talk in front of their peer or their instructor who are well known to them and they may be able to overcome these obstruction of them in front of other unknown person or a native speaker; but this statement proves it wrong as a high percentage suffer nervousness to talk with the native speaker and only 17.4% agreed that they won't feel nervous which is less than the percentage of learners in neutral position (21.4%). An almost similar type of statement was there in no.16, after sometime stating, "I feel confident when I speak in foreign language class" which shows that 38.9% students don't agree with it which tells that they are not confident on their ability rather they may feel anxious during speaking and 31.1% agreed as they feel confident while speaking; along with that 30% participants remain in the neutral position; here, in this statement the difference between the two opposite distracters was not too big like the earlier one which can be shows less anxiety of learners in speaking in foreign language class. Unfortunately

when this statement was stated with the opposite word after sometime in no. 23, by telling “I get nervous and confused when I am speaking in my language class”, the difference between the two disagreeing distracters increases again; 53.4% agreed with it and 34% disagreed along with 12.6% in neutral position; this shows that students are confused even in their state of anxiousness in the language learning.

The last two statements on speaking were a bit different from the earlier ones. By stating “I feel overwhelmed by the number of rules you have to learn to speak a foreign language” (statement no. 26), learners’ attitude towards the rules for learning language was measured; 56.3% agreed with it while 26.3% disagreed and 17.5% remain in neutral position; this shows that the learners became confused when they have learn a lot of rules for speaking the foreign language and this creates a mental stress on them and they become more anxious by it; so it can be taken as a cause for creating anxiousness in students’ language learning; when students come to learn a lot of rules for speaking they become puzzled and fail to speak without anxiety.

On the other hand, the last statement was on learners’ opinion and feelings about their peers during speaking. It was stated that “I am afraid that the other students will laugh at me when I speak the foreign language” (statement no. 27) to measure their anxiety when they are going to speak in front of their peer; the result shows that 55.4% learners are afraid to speak in front of their peers, however 30.1% are not and 14.6% didn’t support any of these; from this last statement it is cleared that whenever a learner is going to speak in front of other learners s/he has a scared feelings that keep him/ her away from speaking; this may be the frightening of to be laughed out by others or to be criticized by others; these things create a tension in learner’s mind and it refrain him/her from speak out and create speaking anxiety in a learner.

Listening anxiety is another one which also creates exhortation in language learning. Listening anxiety is created when the anxiety is accompanied with the listening comprehension task. To find out students’ listening anxiety, there were a number of statements in the scale which describes different indicator of listening anxiety. The first item of this category, statement no. 4, says “It frightens me when I don't understand what the teacher is saying in the foreign language”; 50.5% students agreed that they become afraid when they cannot catch up what the teacher is saying in the foreign language, while 31% disagreed as they don’t bother about it while 18.5% remain in neutral position; so, it is showing that a greater number of learners get frightened and tensed when they don’t understand what their teacher is saying in the foreign language. Another

statement in no. 13, was “I get upset when I don't understand what the teacher is correcting” which describes the students’ attitude towards teacher’s correction. The result shows that 68.9% students get depressed when they do not understand what is being corrected by their teacher, however, 16.5% don’t get sad and 14.6% remain in neutral position. The superior percentage is on the students’ agreement with the statement which indicates the greater number of anxious students in language class. The last one for this category was on students’ understanding on the teacher’s language in language class. It states “I get nervous when I don't understand every word the language teacher says” (statement no.25); it is quite similar to the first one of this category; 53.4% agreed while 26.2% disagreed and 20.4% remain in neutral position; the result has also a kind of similarity with the previous one; the greater number of students get nervous when they don’t understand teacher’s lecture in the language class. So, it is clear from the above discussion that the teacher’s way of talking, language and also the way of correcting mistakes plays an important role in learners’ listening anxiety.

Test anxiety is that physiological state of mind in which one experiences stress, anxiety and discomfort during/before/after the test. In the scale, there were items to measure learners’ test anxiety for getting an idea about learners’ attitude towards test during language class. These items describe different states of test anxiety which learner can feel during language class. When the students were asked whether they tremble in thinking of them to be called on in the language class to observe their skill, by stating in statement no. 3 that, “I shiver when I know that I'm going to be called on in language class”, 63% students agreed that they shiver when they are going to be called on; only 21.5% disagreed, i.e. they don’t feel any pressure when they are called and 15.5% students remain in the neutral position. This result remains same when the students were again given a similar type of statement in no. 18, saying “I can feel my heart pounding when I'm going to be called on in language class” to find out their psychological condition before any test; the result shows that 60.2% can feel pulsation when they are going to be called on; however, 16.5% disagreed with the statement while 23.3% continued with neutral position. These two statements show that when learners know that they are going to be tested, a greater number of them undergo some pressure and stress within themselves which creates apprehension in them and this results test anxiety among them.

Again, when the item was given to measure their anxiety during preparation for the exam, 55.3% students agreed that they feel pressure during taking preparation, as, the more they read for a

language test, the more they become confused (“The more I study for a language test, the more confused I get”, statement no. 19); the percentages were quite same for both of the other two distracters, i.e. 22.4% disagreed that they don’t get confused during preparation and 22.3% remain neutral. Statement no. 7, “I am usually at ease during tests in my language class” this item was stated to find out the learners’ attitude during the language test so that the researcher can get an idea about their level of anxiety during the test. The result shows that 59.2% learners disagreed that they can be at ease during language test rather they feel difficulty during language test and experience anxiety during language test. On the other hand, 22.3% agreed that they usually at ease during language test and 18.5% remain in the neutral position. So, in general, it can be said that a greater number of students feel test anxiety before and during the language test which hampers their success in the language class.

Besides these three anxiety categories, there are other more **general anxiety reactions** which also create hindrance in learners’ accomplishment in language classes. These can be: nervousness or lack of self confidence, and fear of being negatively evaluated, fear of being less competent than others and also the fear of making mistakes. The result found from FLCAS shows that maximum students are lack of “self confidence” during the language learning. It shows that the students become nervous in different states of language class and it is in a great extent for which the learners experience lack of self confidence and this create barrier in the successful completion of the foreign language course. In the items which determine self confidence, a major number of students express their nervousness by agreeing/ disagreeing with the statements that describe the different states of nervousness in language classes, such as, when it is stated in statement no. 5, “It wouldn't bother me at all to take more foreign language classes” 58.3% disagreed because they think that they will not be able to continue with more language class while 26.2% stayed in the agreed and 15.5% were neutral.

When it was asked whether the students become nervous in their language class by saying “In language class, I can get so nervous I forget things I know”(statement no.10), 59.1% participants agreed that they become so nervous that they forget things that they know and 26.4% participants disagreed on it and 14.5% participants remain in neutral position. This apprehension also put an effect on the students when they are well prepared for the language class. Even if they are well prepared they become anxious about their performance which was shown in the statement no. 14, by stating “Even if I am well prepared for language class, I feel anxious about it”; here 61.2%

participants agreed that they feel anxious even after having a good preparation for the language class, while 25.2% disagreed as they don't feel anxious after having a good preparation and 13.6% remain in neutral position. Same thing happens when they were told about not having pressure during their preparation for the class saying in the statement no. 20, "I don't feel pressure to prepare very well for language class"; it also shows a quite similar result like the earlier one; here, 59.3% students disagreed because they feel pressure during taking preparation for the language class; but 26.1% agreed that they don't feel pressure in preparing for language class and 14.6% remain neutral.

Due to the lack of their self confidence and the unease about the language class most of the students sometimes do not feel to attend their language class which is clearly pictured by the statement no. 15, "I often feel like not going to my language class" where 55.4% participants agreed with the statement and express their nervousness in language class; however, 28.1% disagreed to it and 16.5% were in neutral position. By analyzing the other items of this related subject it becomes clear that the participants of language class are suffering from terrific anxiety and this is hampering their learning, such as, when it is stated in statement no. 22, "I feel more tense and nervous in my language class than in my other classes" 49.5% agreed with it , only 38.8% students disagreed and 11.7% remain neutral; again when it is said in the statement no.24, "When I'm on my way to language class, I feel very sure and relaxed" 44.7% disagreed as they don't feel sure and relax where 27.2% agreed with the statements and 28.1% remain in neutral position; the last one of this criteria, statement no.28, states "I would probably feel comfortable around native speakers of the foreign language" in which 54.3% disagreed, 20.4% agreed and 25.3% was in neutral position.

The last statement, statement no. 21, for this section was on students' worry about getting left behind the language class as they always continue to be nervous whenever they are in the language class. It states, "Language class moves so quickly I worry about getting left behind" which shows that 46.5% students are worried about it and 34.9% do not bothered about it while 18.5% remain impartial. This findings show that whenever students are going to take a language class, maximum number of them remain nervous which lacks self confidence and keep them away from taking participation in the language class.

There are other causes, like, fear of being less competent and fear of being negatively evaluated, fear of making mistakes were also found by this scale. The result from the statement no. 6, "I

keep thinking that the other students are better at languages than I am” proves that the learners refrain themselves from participating in the language class as a result of their panic of being less competent than the others; here 55% participants agreed with it where 13.5% disagreed and 21.5% remain neutral. Again in the statement no. 11, “It embarrasses me to volunteer answers in my language class”, 46.5% agreed while 31% disagreed and 22.5% remain unbiased. These two statements prove that the learners feel shy and uneasiness to speak in front of their peers as they think themselves less competent and also to volunteer their answers from the peers. The learners also suffer from the fear that the teacher will make the correction of their every mistake and they will be disgraced in front of others, and for this reason they keep themselves away from participating in the language class and this hampers their successful completion. This idea has been found from the statement no. 17, “I am afraid that my language teacher is ready to correct every mistake I make” where 41.7% agreed with it while 33% disagreed as they don’t have panic about it and 25.3% gave impartial answer. The learners also worry about their weakness in language class which is expressed in the statement no. 9, “I worry about the consequences of failing my foreign language class” which shows that 54.3% participants agreed with it while 28.2% disagreed and 17.5% remain in neutral position. From this’ it is clear that the fear of evaluation, making mistakes being less proficient also creates anxiety in the language learning which is no less in percentage than the others.

Surprisingly, in the second statement of the scale statement, statement no.2, “I don’t worry about making mistakes in language class”, major number of students i.e. 43.7% agreed with it and 42.8% disagreed but 3.5 % remain in neutral position; the researcher couldn’t interpret this one as the researcher is confused why it happened so. The probable reasons might be: while reading the statements the participants unknowingly skipped the negative word or they might hesitate to share their weakness or their might be any other reasons behind it. So the researcher didn’t try to interpret this one as further investigation is needed here.

Similar result has been found from the study of Horwitz’s (1986) FLCAS, the framework that the researcher has used here. In his study he stated “significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning” which is also found from the result analysis of this researcher’s FLCAS.

4.2. Result analysis of students' open ended questionnaire:

After the survey, each student was given an open-ended questionnaire containing 3 questions. The purpose was to get the students view on those fields. The researcher thought that students' view on those aspects would also help in the study to get a clear result of the study. Because if the result is prepared only analyzing the ideas from the teachers then there might be some gaps in the study which may become the shortcoming of the study. According to the theme, this portion is divided into two parts. One part discusses on the causes of anxiety according to students' perspective which they think is keeping them away from becoming successful in language learning. The other part will discuss on their opinion on teachers' role in reducing anxiety. These two parts will help the researcher to get a clear view about the role of teacher in minimizing students' language learning anxiety.

4.2.1. Causes of anxiety according to students' perspective:

When the students were asked to share about the causes of anxiety in the language classroom, most of the students shared that the causes they think is not indifferent from the ideas they get in FLCAS. Almost all the statements they got in the FLCAS were true for them which cause anxiety in their language learning. They didn't share anything new from that rather they have explained why these can create anxiety in their language learning. They told that they feel most anxious when they do not find their teacher to be friendly with them. Whenever they feel that their teacher is going to scold them or going to correct each and every mistakes they make in front of others, they become so tensed that they refrain themselves from participating in the classroom tasks. They always remain anxious that their peers are better than them and if they made any mistakes in their tasks then they will be laughed at by their peers. There always works a tension of making correct sentences which never let them participate in the language classroom and gradually they become more anxious about their ability and avoid doing well in language learning. These were the mostly uttered problem by the participants in the open ended questionnaire.

Only one student shared a totally different idea from all. S/he described his/her causes very adequately in the questionnaire. It was stated, "I am a Bangladeshi. My mother tongue is Bangla. It is comprehensible for me as the culture and the environment is very familiar to me. English is not my first language. Its culture and people are unfamiliar to me. It's not mine at all. so

whenever I am going to learn that language , I become nervous as I don't know anything about it. This causes a feeling of tension in my mind and may be this is my cause of anxiety”.

From this statement we also get an idea that as the target language group and culture is unfamiliar to the learner, it creates an uneasy feeling for the students and this create nervousness which in result grow up in anxiety. So, it is obvious for the teachers to make student familiar to the target language community, not necessarily directly but by using other techniques so that they don't take it as an alien tongue. This might help the students to get rid of anxiety.

It is a matter of great pleasure that there are students who don't feel anxiety in language learning and one shared it by telling that: “I really don't feel that much pressure to call it ‘anxiety’ rather I feel kind of refreshing time during my language class” . However, the counting of this kind of students is very low. Only 5.2 % of the students are there in this category.

4.2.2. Teachers' role in reducing language learning anxiety:

When the students were asked if they think that their teachers can reduce their language learning anxiety or not 92.6% students told that their teachers can play role in reducing their anxiety. The participants were also asked why they think so in the aim to get their perspective about their teachers' role in reducing anxiety. By analyzing their responds, the researcher got the following sources which provide the answer why teacher can play a role in reducing learners' language learning anxiety:

***Guidance:**

The teacher is a guide for his students. Whatever a teacher do or teach, his students try to follow that. So, if the teacher can teach the students that they should avoid becoming nervous and become bold enough to fight with their anxiety, the students will be courageous to deal with their anxiety. It will help them to reduce the anxiety level. We can share one response relating to this:

“Yes, I think my teacher is my guide. Only he can give me courage that no matter how poor I am, he will be with me. Only he can inspire me to do well in future”.

***Friendly behavior:**

“Yes, my teacher can reduce my anxiety with his friendly behavior and making the classroom comfortable for me” this statement tells about the teachers' great role as a friend. We know that, in a classroom a teacher is the real friend of a student. If a teacher shows any distant attitudes

towards the learners, then they will lose interest toward the class and at one time they may start to skip the classes. If a teacher can act as a friend to his students with his friendly behavior, the students will feel comfortable in the class. By his welcoming attitude a teacher can make the students feel interest to participate in the class. That will lessen the students' anxiety and will help them to be successful in language learning.

***Flexibility and patience:**

According to students, a teacher should be flexible and patience enough to accept his/ her students' mistakes and not correcting them all the time. This will make the students to be less tensed about making mistakes and will help them to reduce anxiety. S/he should not mock or scold at the students when they make mistakes. Rather, s/he let his students participating in the class with or without mistakes. He can correct them in the way that he is providing suggestions for them in front of other students or they can correct them at the counseling hours which will give them a believe that they won't be going to be humiliated for their mistakes in front of their peers. One student shared in this part that:

“Yes, s/he can. I think a teacher can make the learning process more flexible by ensuring us that mistakes are the common part of learning”

***Supportive attitude:**

Besides the friendly and flexible behavior a teacher should also have a supportive attitude for his/her students. When a teacher shows supportive attitude towards his/her students, the learners' will feel comfortable in the class. It will make students feel important in the class and that will help the students to overcome their nervousness and reduce their anxiety. In this phase a student shared:

“Yes, my teacher can. Whenever I go to speak in front of others I feel nervous thinking about the eyes looking at me. If my teacher can support me that time by telling positive words, my nervousness would diminish easily”.

***Motivation:**

A teacher can act as a motivator for the students. By telling positive things and by inspiring them to deal with anxiety, a teacher can easily motivate students to overcome their problems. A teacher can always tell the students about the negative points of anxiety and their failure for this and should teach them to fight back with it. In this way s/he can motivate students to reduce their

anxiety. Teacher should also arrange for the counseling hours which will help both the teacher and the student to communicate outside the class. That may help a student to share his/her incapability and tensions with the teacher which will let the teacher help the student to solve those problems. A quote from one student can be cited here:

“Yes. I think it is the teacher who can motivate me in a proper way. If not possible in the class, he can help me in the counseling hours”.

“Yes, because he can encourage me to participate in the class. He should tell me inspirational word to reduce my anxiety”. This statement proves that a teacher can also work as an encourager to minimize the learners’ language learning anxiety. A teacher should inspire his students to participate in the class. He should make them understand that the most important thing for them to participate, not to think about making mistakes.

These all were the mostly uttered role of a teacher in the students’ interview which also have quite similarity with the teachers’ perspective gotten from the teachers’ interview.

However, 7.4% students told that only teachers are not responsible for reducing the anxiety. According to them, students also have the role to deal with their anxiety and they can also help themselves to get rid of the anxiety. In this sense, the researcher wants to share two very important statements collected from the data;

“I think it is not the teacher who can help me to reduce anxiety. Because if I am not interested to overcome it and response to teacher’s motivation my anxiety won’t be reduced”

“No, teachers cannot reduce anxiety until the students are self motivated to do so”.

These two statements give a different idea about the way to reduce students’ language learning anxiety. As the percentages of this is very low comparing to the percentage of the previous one, the researcher decided to stay in the conclusion that the teachers can reduce students’ language learning anxiety.

4.3. Result analysis of teachers’ interview:

With the aim to get the views from teachers, the researcher prepared an open-ended questionnaire for them. There were eight questions in the questionnaire which was geared up to know the teachers’ thinking about the language learning anxiety, their experience with it and

their suggestions on how to deal with it. For a better comprehension this portion is divided into six themes and the data will be analyzed according to those themes. It was mentioned earlier that 15 teachers participate in this survey and all of their suggestions are going to be included with some of the important quote from them.

4.3.1. Analysis on the quantitative question:

There was only 1 quantitative question in this section. The question was if the teachers think that their students have anxiety in language learning or not. 100% teachers told that they feel that their students feel anxious when they are learning foreign language in the class. But they also added in this section that not all of the students are same. Some of the students feel anxious in language learning while some are quite positive too. So, this shows that not all the students are anxious in language learning. In this point the researcher would like to quote some of the sayings of teachers.

One teacher said that “Yes, to some extent and on varied occasions they feel anxiety in their learning English”.

Another said that, “Would not generalize. Yes, some of them do, but some of them are pretty confident as well”.

So, it is clear that not all the students are anxious or not all of them are equally anxious. The level of anxiety also differs in the different stage of language learning. In this regard one shared, “Yes, especially when I am teaching speaking to them. When they are participating in speaking activities it remains in its maximum.”

4.3.2. Causes of anxiety according to teachers:

In order to know about teachers’ perception on the causes of anxiety they were asked what do they think as the causes of anxiety. Every teacher gave their own view. One thinks that as the most of the students complete their study using Bengali up to higher secondary level, so whenever they get English suddenly as a medium of instruction also for study purpose, they become nervous and this creates anxiety in them.

Again, another gave a totally different idea about the causes, according to him, “Mostly lack of proper orientation and challenge of an alien tongue causes the anxiety. Lack of proper implementation of their skills and environment are also significant causes of anxiety”.

Another reason stated by one teacher was that, anxiety is obvious for the students because of different learning and social environments. These two things create an imbalance in students' psychology and create anxiety in language learning. However, most of the teachers think that the fear of making mistakes and fear of being criticized and judged create immense anxiety in students' mind. Also, the fear of being corrected by the teachers in front of their peers creates a tension in the students' mind which results language learning anxiety. One citation can be drawn in this regard, "Students have fear about making mistakes. They are not confident. They think that they are good enough to learn English".

The other causes stated by the teachers are: lack of understanding, lack of contextual knowledge, lack of ability, lack of practice, unfamiliar situations, etc. These causes are different from the causes those we have found in the FLCAS part. This question also gives another answer to the first specific research question of the study.

4.3.3. Teacher's role in reducing anxiety:

When the teachers were asked that whether they think that the teacher can reduce students' language learning anxiety or not, all of them agreed that it is a teacher who can help a student to diminish language learning anxiety. According to them, a teacher plays a vital role in a student's language learning. By his/ her behavior, attitude, teaching style, motivating quality, a teacher can keep a very important part in a student's life which was stated by one participant,

"Yes, any language teacher can play a significant role in reducing learner's language learning anxiety. Motivation, proper orientation, and organized course plan can reduce anxiety"

They think that a teacher can play so many roles for a student at the same time which determines a student's attitude and interest towards the course. They have remarked the teacher as a "catalyst" in the language classroom, as s/he always tries to make a connection between the learner and the learning process. By this word it becomes clear that how important a language teacher's role is in the language classroom. If a teacher can put a good example towards his teacher his students become more motivated than that of a bad example keeper. The participants were also asked to share their thoughts on how a teacher can reduce learner's language learning anxiety. In this point, different teachers gave different suggestions on how a teacher can reduce anxiety. Some told that a teacher can reduce anxiety by creating a friendly environment and also engaging them in different activities. But most of them put emphasis on teachers' way of

correcting mistakes and the reactions towards the mistakes which they think is a very key concern to reduce students' language learning anxiety. Here in this aspect I want to share some of the quotes from the records, such as:

“Yes, I think teachers can reduce language learning anxiety. Teachers need to make a student realize that learning takes time and mistakes are inevitable and natural”

“Yes, I think teachers can reduce anxiety of language learning. Teachers must put emphasis on not ridiculing student when there is a mistake. Teachers must reassure and encourage students to participate in the talks conducted in the class. Teachers can also individually encourage students.”

While talking about teachers' attitude on the mistakes and correcting mistakes, some said about the positive feedback too. They told that when a teacher provides students with positive feedback, his/her students become more interested in the class activities and will try to participate from their own interest. This will minimize the anxiety level and after some time this will help them to overcome their anxiety completely. Again, some think that a teacher should appreciate a student when s/he is trying to participate in the language class. a teacher can praise a learner for attempting to participate which will generate a message to others that when they will be going to participate, they will be also praised not criticized. This will help them to be confident and will grow interest on them to participate more in the future. So, by using positive attitude towards the learners and their learning attitude , a teacher can minimize the anxiety level of his/her learners.

Besides this, the participants also emphasized on motivation, which they think is another important factor for reducing students' language learning anxiety. They think that it is the teacher who can put a vital role in motivating students to lessen their anxiety. Teachers can motivate their students with their friendly behavior and help them to participate in the classroom activities so that they feel comfortable in the class. They can make learning more interesting by using different activities and different ways of teaching. When a teacher will be a good motivator and will be able to make his student feel easy in learning, the anxiety level will be reduced automatically. Such as, one stated that:

“Yes, of course. Teaching language requires learners' motivation and acculturation which a teacher may successfully induce while teaching language in a class.”

4.3.4. Changes after attempting to reduce learners' language learning anxiety:

The teachers were asked in the interview that when they attempted to reduce the students' language learning anxiety, what kind of differences they had observed in their students. With this question the researcher aimed to learn about the changes had been taken place after the attempts. In answers all the teachers shared their experiences with the researcher. After attempting, teachers felt a positive change in the learners' behavior and attitude in the language class. They told that after trying to help them reduce their anxiety students felt interest to involve themselves in classroom activities and they did better than the previous.

They started participated with their own interest which was expressed in a statement, "They participate enthusiastically in different activities where as in the beginning they were very nervous."

After motivating them some teacher felt that their students learnt to deal with their anxiety. they could at least drove themselves out from the anxiety as they could understand that it is hampering their language learning. They could overcome their anxiety and spontaneously participated in the tasks which proved that their confidence level had rose higher than before i.e. who were less confident they gained more and those who were not at all confident about their ability, they at least achieved some confidence to participate in their task.

One teacher shared in this aspect that: "Nervous students become more confident. They eagerly participate into any kind of interactive activity."

But teachers also said that not all the students were capable to overcome the anxiety. There were some students who could not respond positively towards the attempts and remain in the same position as earlier. In this respect the students' psychological factor was made responsible by the teachers: "The difference is basically built upon students' psychology. Some students are optimistic and follow strategic pattern to reduce anxiety while others get too nervous and they are difficult to motivate".

4.3.5. Reducing learners' language learning anxiety:

The teachers were asked whether they think that they are successful in their attempt or not and how they do know that. The aim was to know whether the teachers attempt works or not and to what extend it works. In the reply, some teachers said that they think that they are partially

successful in this aspect and some said they were fully successful. So, from this answer we get an idea that teachers can play a very important role in reducing learners' language learning anxiety. But for this reason they think that motivation is an important factor. They think that when a teacher is successful in motivating the learners' s/he will be successful in reducing his/her learners' language learning anxiety.

As one said, "This is difficult to measure whether I am successful or not. But I feel the parameter for this is checking if the students are being motivated to learn or not".

Again, the teachers also felt that their success rate also depends on the size of the classroom. Since another stated that, "Not always. In many cases I failed because I could not give proper attention as I had to deal with large classes. But for small classes I felt successful as I could involve most of the students into interactive activities".

So, it is clear from this statement that the classroom size also matters when the teachers are involving themselves to reduce the learners' language learning anxiety. It also indicates us to the point of motivating learners. Because in a small classroom teachers are more involved to their students and try to motivate them better than that of a large class.

The teachers shared that they feel they are successful when they see their students are engaging themselves more in the learning process and they are responding more and more. They sense that the weak students, who have failed earlier to involve him/her in the language class, are trying to respond in the questions from the teachers. After some days they can improve their skills in different language skills.

In the aim to know their fall short in any instances the teachers were also asked whether they remember any instances where they could not succeed and what were the reasons for this. The aim was also quite same as the first question under this theme. The researcher just wanted to know the reasons behind those breakdowns in their attempts.

In the answer to this question, most of the teacher told that they were successful when they tried hard to reduce their learners' language learning anxiety. However, some teachers said that sometimes the students' anxiety becomes so strong that they give up responding to their teachers when they (T) try to motivate them (S). In those situations the students remain extremely nervous to face the audiences (in speaking skills) and making mistakes before them as they were too much aware about being humiliated for their inability. This works the same for writing skill too.

One teacher said that in some cases students are too nervous to face in front of their teachers with their writing papers, and this makes them fail to write any proper sentences without grammatical mistakes. Another teacher shared that this happens only when a student is recorded with less social interactions. The student who is unable to help him/herself interacted with others are too much difficult to handle for motivating and this results a breakdown in reducing students' language learning anxiety.

The researcher would like to share two quotations from the interviewee in this aspect:

“Students shyness and lack of socialization interfere in reducing anxiety. Students' prior experience has also a role to play. Students with records of less social interaction are found more vulnerable to anxiety disorder”.

“Yes, there are students who are too inhibited or shy. Even after consistent nudging or encouraging, the student remained unwilling to come forward or to volunteer. the reason is lack of proper motivation”.

The whole discussion in this theme proves that the teachers, when they try for helping their students to reduce anxiety, in most of the case they are successful and it establishes the idea that the teachers can play an important role in students' language learning anxiety.

4.3.6. Suggestions for teachers:

At the end of the interview each and every teacher was requested to provide some suggestions for the teachers who will deal with their students' language learning anxiety and will try to reduce that anxiety. Different teachers told about different ways to keep learners' anxiety level at the lowest. They suggested that teachers should try to inspire their students in learning in every possible way. They should encourage them to take part in the classroom activities and with friendly behavior they should try to help them to overcome their stress and fear of learning. The teachers should work on familiarizing the learners with the target language so that they feel comfortable and easily accept the target language as their own and overcome the stress. Along with motivating the students, the teachers should teach the students to control their anxiety which will help the students to overcome their anxiety day by day. Classrooms should be made more interactive and friendly to the students. The teachers should create a proper environment with creative tasks which will let them feel interest in their learning. The teachers also suggested for

counseling hours for the anxious students which will let them feel that they are not weaker rather they are less confident which is creating the anxiety in their language learning.

At last the researcher is concluding this section with some highlighted suggestions provided by the teachers in the interview sessions.

“Firstly, a teacher must be as congenial or friendly as possible. Secondly, while speaking no correction should be given. After their speech, the teacher can point out the errors by not rebuking them, rather telling them to improve. Thirdly, a teacher should make the students understand the bigger scenario of why Bangladeshi students are weak and it is not their own fault entirely”

“Involving introvert students into more interactions, not pointing out mistakes in every step, paying individual attention to students, not compare between students as everyone is unique-these can be helpful for a teacher who wants to keep learners’ anxiety level lowest”.

4.4. Discussion:

The study of Horwitz *et al.* (1986) reveals that anxious students are common in the foreign language classes of university level (at least in the beginning classes). The findings from the quantitative data of this study also acquire the similar idea like Horwitz’s *et al.* (1986) study. The quantitative data surveyed upon the university level students showed that greater number students are experiencing anxiety in language learning. When the analysis was done on different phase of language learning, the result shows that learners experience anxiety in almost all the phase of language learning. The result also reveals different causes of anxiety in language learning which was aimed to know at the very beginning of the study. This gave the answer to the first specific research question i.e. the causes of language learning anxiety among the learners of the undergraduate level.

The result found from students’ and teachers’ interview gave the answer to the second specific question of the study. This shows that teachers can play a vital role in reducing students’ language learning anxiety. It tells that, it is the teacher who can motivate his students to lessen their anxiety which nobody else can do, even the student him/herself. Dörnyei (1994) suggested in his study that the teachers are the most important factor for students’ motivation which is again proved from the result found from this study. A previous Bangladeshi researchers, Khan (2015), Nimat (2013) & Ferdous (2012), also found that the teachers can play a great role in

reducing learners' language learning anxiety. So, it is proved that a teacher is the person who can help the students overcome their fear and minimize the students' language learning anxiety.

Chapter Five: Conclusion and recommendation

In conclusion, it can be said that, anxiety works as major obstacles for the university students when they are going to learn the second/foreign language in the classroom which is also supported by Horwitz *et al.* (1986). With the help of the teachers' proper motivation and friendly behavior students can overcome this obstacle and become successful in the language learning.

The aim of this study was to find the role of teachers in minimizing university students' language learning anxiety in Dhaka city context. For this reason, two research questions were prepared. After the months' data collection and data analysis the researcher finally could reach up to the desired conclusions. The researcher aimed to know the causes of university students' language learning anxiety and the roles of teacher in reducing language learning anxiety. After analyzing the data, the researcher could be able to know the causes of anxiety which are hindering in the path of success in their language learning. The researcher was confused at the very beginning of the study that if it is only the teacher who can help the students to overcome this trouble or the students also can motivate them for this purpose. But, at the end the researcher got the answer that it is the teacher who only can help the university students to beat the anxiety and be successful in language learning.

All through the study it is found that the university students mostly not suffer anxiety because of the difficulties of the language and its rules but for the teachers' attitude and way of reacting towards their mistakes, the peers' reaction on their performances and also for their own shortcomings in the class performances and for the lack of their self confidence. The collected data from the students and teachers gave the idea about how to deal with this anxiety. the collected data showed that if the teacher can make the class comfortable and motivate students with his/her friendly behavior and can give proper guidance and support to the students, the students can easily overcome their language learning anxiety and can be successful in language learning.

For this reason, the researcher suggests the teacher to make the classroom environment more comprehensible for the students as it is also mentioned by Horwitz and Cope (1986) that the teacher should create an environment that helps a learner to get a less stressful learning process. The result also gives the suggestions similar as the findings from Noddings (1984) which stated

that a teacher should act as a care giver and role model which will enhance the learning process and will decrease the anxiety level in the classroom.

In conclusion it can be said that, though anxiety is a major obstacle in language learning for the university students of Dhaka city, it can be reduced by the proper guidance and motivation of the teachers. The teachers play a significant role in minimizing university students' language learning anxiety which is proved by several survey and interview.

References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155-168. doi: 10.2307/329005
- Arnold, J. (1999). *Affect in language learning*. Cambridge University Press.
- Brown, J. W. (1988). Social psychology and second language learning: The role of attitudes and motivation, *Studies in Second Language Acquisition*, 10(03), 419.
- Cebreros, A. M. O. (2003). Measuring language anxiety perceived by Spanish university students of English. *Bells: Barcelona English language and literature studies*, 12.
- Chastian, K. (1988). *Developing second language skills: Theories and practice*.
- Cook, V. (2001). *Second language learning and language teaching*. London: Edward Arnold.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. *New York and London: Plenum*.
- Dörnyei, Z. (2005). *Individual differences in second language acquisition*. Lawrence Erlbauwen associates.
- Dornyei, Z. (2001). *Teaching and researching motivation*. Longman: New York.
- Dörnyei, Z., & Schmidt, R. (2001). *Motivation and second language acquisition*. Hawaii University press.
- Dornyei, Z. & Csizer, K. (1998). Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research*, 2(3), 203-229. doi: 10.1177/136216889800200303
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- Ehrman, M. E. & Dornyei, Z. (1998). *Interpersonal dynamics in second language education: The visible and invisible classroom*. Sage Publications, Inc.
- Ellis, R. (1994). *Study of second language acquisition*. Oxford University Press.
- Ferdous, F. (2012). A Case Study of First-Year Non-English Undergraduate Students' English Learning Anxiety in Bangladesh. *Journal of Education and Practice*, 3(9), 1-11.

- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Harmer, J. (2001). Book review: The practice of English language teaching. *RELC Journal*, 32(1), 135–136.
- Hashemi, M. & Abbasi, M. (2013). The role of the teacher in alleviating anxiety in language classes. *International Research Journal of Applied And Basic Sciences*, 4(3), 640-646.
- Horwitz, E. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.
- Humphries, R. (2011). Language Anxiety in International Students: How can it be overcome. *Griffith Working Papers in Pragmatics and Intercultural Communication*, 4(1/2), 65-77.
- Hussain, M., Shahid, S., & Zaman, A. (2011). Anxiety and attitude of secondary school students towards foreign language learning. *Procedia - Social and Behavioral Sciences*, 29, 583-590. doi: 10.1016/j.sbspro.2011.11.279
- Jones, J.F. (2004). A cultural context for language anxiety. *EA (English Australia) Journal*, 21 (2), 30-39.
- Khan, S. (2015). *Anxiety Towards Learning English: A Study on Secondary Level Students of Bengali Medium Schools in Dhaka City* (Doctoral dissertation, BRAC University).
- Khattak, Z., Jamshed, T., Ahmad, A., & Baig, M. (2011). An investigation into the causes of English language learning anxiety in students at AWKUM. *Procedia - Social and Behavioral Sciences*, 15, 1600-1604. doi: 10.1016/j.sbspro.2011.03.337
- Kershaw, G. (2002). Teaching and learning in the language classroom. *ELT Journal*, 56(3), 337-341. doi: 10.1093/elt/56.3.337
- Liu, M. & Zhang, X. (2013). An investigation of Chinese university students' foreign language anxiety and English learning motivation. *English Linguistics Research*, 2(1), p1. doi:10.5430/elr.v2n1p1
- Liu, M. & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International*, 12, 1-8.
- MacIntyre, P. D. (1998). *Language anxiety: A review of the research for language*

- teachers. In D. J. Young (Ed.), *Affect in foreign language and second language learning*. Boston: McGraw-Hill, 24, 41.
- MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal*, 79(1), 90-99.
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language learning*, 39(2), 251-275.
- Na, Z. (2007). A study of high school students' English learning anxiety. *The Asian EFL Journal*, 9(3), 22-34.
- Nimat, N. (2013). *An investigation of English language anxiety: experiences of undergraduate students in Bangladesh* (Doctoral dissertation, BRAC University).
- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley, CA: University of California Press.
- Ohata, K. (2005). 'Language anxiety from the teacher's perspective: Interviews with seven experienced ESL/EFL teachers', *Journal of Language and Learning*. 3 (1). 133-155.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics* 20(2).
- Oxford, R. L. (1999). Anxiety and the language learner: New insights. *Affect in language learning*, 58-67.
- Oxford, R., Crookall, D., Cohen, A., Lavine, R., Nyikos, M., & Sutter, W. (1990). Strategy training for language learners: Six situational case studies and a training model. *Foreign Language Annals*, 23(3), 197-216.
- Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL quarterly*, 29(1), 9-31.
- Phillips, E. M., Horwitz, E. K., & Young, D. J. (1992). Language anxiety: From theory and research to classroom implications. *The Modern Language Journal*, 76(3), 404.
- Pica, T. (1987). Second-Language Acquisition, Social Interaction, and the Classroom. *Applied Linguistics*, 8(1), 3-21.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.
- Sana, B. (2015). *Teacher's role as motivator to reduce anxiety in EFL classes: The*

- case study of EFL classes, university of Biskra* (Doctoral dissertation, University of Biskra).
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129-142.
- Spielberger, D. C. & Sarason, G. I. (2005). *Stress and emotion*. Taylor and Francis group, LLC.
- Spielberger, C. D. (1972). Anxiety as an emotional state. *Anxiety-Current trends and theory*. 1, 3-19.
- Strong, J.H. (2007). *Qualities of effective teachers*. Virg: ASCD publications.
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Unpublished Thesis, Faculty of Education, university of Glasgow.
- Tóth, Z. (2007). Predictors of foreign-language anxiety: Examining the relationship between anxiety and other individual learner variables. J. Horváth & M. Nikolov (Eds.), *Empirical studies in English applied linguistics*. 123-148.
- Yerks, R.M., & Dobson J.D. (1908). The relation of strength of stimulus to rapidity of habit-formation. *Journal of Comparative Neurology and Psychology*, 18, 459-482.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-439.
- Williams, K., & Andrade, M. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching*, 5 (2), 181-191.

Appendix-1

Survey questionnaire Sample (FLCAS)

Dear participant

I am conducting a research as part of my M.A. in TESOL program at BRAC University on Teacher's role in minimizing students' Language Learning Anxiety: A study on the students of undergraduate level.

I request you to participate in the survey by filling in the questionnaire. Your sincere responses will help me do a good research which may contribute to the development of teaching and learning English.

I can assure you that **your name and identity will not be disclosed anywhere**. The information you provide will be treated as **confidential and used for research purpose only**.

Your co-operation is highly appreciated.

Thank you.

Nusrat Rahman Maria

M.A. in TESOL

BRAC University

Cell: 01678664302

Mail: mariamgcc@yahoo.com

Please read the statements carefully and give your first reaction by choosing (✓) an answer for each statement: SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree.

	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class					
2. I don't worry about making mistakes in language class					
3. I shiver when I know that I'm going to be called on in language class					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes					
6. I keep thinking that the other students are better at languages than I am					
7. I am usually at ease during tests in my language class					
8. I start to panic when I have to speak without preparation in language class					
9. I worry about the consequences of failing my foreign language class					
10. In language class, I can get so nervous I forget things I know					
11. It embarrasses me to volunteer answers in my language class					
12. I would not be nervous speaking the foreign language with native speakers					
13. I get upset when I don't understand what the teacher is correcting					
14. Even if I am well prepared for language class, I feel anxious about it					
15. I often feel like not going to my language class					
16. I feel confident when I speak in foreign language class					

17. I am afraid that my language teacher is ready to correct every mistake I make					
18. I can feel my heart pounding when I'm going to be called on in language class					
19. The more I study for a language test, the more confused I get.					
20. I don't feel pressure to prepare very well for language class.					
21. Language class moves so quickly I worry about getting left behind.					
22. I feel more tense and nervous in my language class than in my other classes					
23. I get nervous and confused when I am speaking in my language class					
24. When I'm on my way to language class, I feel very sure and relaxed					
25. I get nervous when I don't understand every word the language teacher says					
26. I feel overwhelmed by the number of rules you have to learn to speak a foreign language					
27. I am afraid that the other students will laugh at me when I speak the foreign language.					
28. I would probably feel comfortable around native speakers of the foreign language					

1. Why do you feel anxiety in language classroom? (causes of your anxiety)

2. Do you think that your teacher can play role in reducing your language learning anxiety? If yes, how?

3. If you think the teacher cannot reduce your anxiety, explain why?

Thank you for your kind cooperation

Appendix-2

Interview questionnaire for teachers

Dear participant, below is an interview questionnaire relating to your experience with English language anxiety in university classroom. The aim is to find out the causes of anxiety and roles of teacher in reducing students' English language anxieties that the undergraduate students of Bangladesh might be having. I request you to participate in the survey by providing your valuable opinion and remarks. Your sincere responses will help me do a good research which may contribute to the development of teaching and learning English. I promise that **your name and identity will not be disclosed anywhere**. The information you provide will be treated as **confidential and used for research purpose only**.

1. When you are taking English courses, do you feel that your students feel anxiety in their learning English?
2. What do you think about the causes of students' anxiety?
3. Do you think a teacher can reduce learners' language learning anxiety? If yes, How?
4. If you think teachers cannot reduce this anxiety, explain why.
5. What kind of difference have you noticed after you have attempted to reduce students' language learning anxiety?
6. Do you feel that you have been successful in reducing learners' language learning anxiety? How do you know that you have been successful?
7. Do you remember any instances when you could not reduce learners' anxiety? What do you think the reasons are?
8. What are your suggestions for language teachers so that learners' anxiety level could be kept at the lowest?

Thank you for your kind cooperation

Appendix-3

Foreign Language Classroom anxiety Scale (FLCAS) by Hurwitz

Please read the statements carefully and give your first reaction by choosing (√) an answer for each statement: SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree.

	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class					
2. I don't worry about making mistakes in language class					
3. I shiver when I know that I'm going to be called on in language class					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes					
6. During language class, I find myself thinking about things that have nothing to do with the course					
7. I keep thinking that the other students are better at languages than I am					
8. I am usually at ease during tests in my language class					
9. I start to panic when I have to speak without preparation in language class					
10. I worry about the consequences of failing my foreign language class					
11. I don't understand why some people get so upset over foreign language classes					
12. In language class, I can get so nervous I forget things I know					
13. It embarrasses me to volunteer answers in my language class					
14. I would not be nervous speaking the foreign language					

with native speakers					
15. I get upset when I don't understand what the teacher is correcting					
16. Even if I am well prepared for language class, I feel anxious about it					
17. I often feel like not going to my language class					
18. I feel confident when I speak in foreign language class					
19. I am afraid that my language teacher is ready to correct every mistake I make					
20. I can feel my heart pounding when I'm going to be called on in language class					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. Language class moves so quickly I worry about getting left behind.					
24. I feel more tense and nervous in my language class than in my other classes					
25. I always feel that the other students speak the foreign language better than I do.					
26. I feel very self-conscious about speaking the foreign language in front of other students.					
27. I get nervous and confused when I am speaking in my language class					
28. When I'm on my way to language class, I feel very sure and relaxed					
29. I get nervous when I don't understand every word the language teacher says					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language					
31. I am afraid that the other students will laugh at me					

when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance					