

Effects and Problems of Speaking Anxiety in Bengali Medium Classrooms of Bangladesh

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Inspiring Excellence

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Effects and Problems of Speaking Anxiety in Bengali Medium Classrooms of Bangladesh

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By

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Declaration

I hereby declare that this thesis paper is done through my original research work. Though contributions of others are involved, every effort is made to acknowledgement of collaborative research and discussions.

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Dedication

This paper is dedicated to one of my favourite faculties, Roohi Huda who always supports, inspires and encourages me in academic sectors.

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Abstract

This paper is concerned with learners of Bengali medium schools who suffer from speaking anxiety in English at secondary level classrooms. In this paper, the researcher basically tried to find out the problems which are responsible for speaking anxiety of the learners and the effects of anxiety. Moreover, the researcher gave some recommendations to minimize anxiety. The researcher conducted a survey among language teachers and learners from four secondary level schools which are located in Dhaka. It was done to find out the problems and effects that are responsible for creating speaking anxiety. The researcher followed quantitative questionnaire methods for data collection. Moreover, the researcher observed classes through the checklist. However, the research findings show that, anxiety affects learners' personal, social and academic life. Moreover, they face a lot of problems due to speaking anxiety.

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Effects and Problems of Speaking Anxiety in Bengali Medium Classrooms of Bangladesh

Chapter 1: Introduction

1.0 Introduction

Our country is still lagging behind in case of improvement of speaking in English. Speaking in English is still is a matter of anxiety for the students of high schools in Bangladesh. Students suffer from embarrassment, fear and helplessness due to their anxiety. Most of the students feel uncomfortable to speak in English due to their anxiety. Though the teachers are helping them to minimize their anxiety regarding speaking in English, they are unable to recover their anxiety.

1.1 Problem statement

In most of the high schools, it is seen that teachers use Bengali to make them understand English. Moreover, the teachers give them instructions also in Bengali. Basically, teachers are not seen to take any proper step to minimize their anxiety. As a result learners with speaking anxiety face difficulties while speaking in classroom. It is high time teachers will take necessary measures to minimize speaking anxiety and thereby improve the proficiency of students in English speaking.

1.2 Purpose of the study

The main purpose of the study is to examine the effects and problems of speaking anxiety of secondary level students of Bengali medium classrooms. In this regard, the study explores the problems of the students while speaking in English in classrooms and the effects of their anxiety. Teachers were also interviewed about their possible reasons of students' anxiety.

1.3 Research questions

1. What are the effects of learners' speaking anxiety?
2. What are the problems the learners face while speaking in English in classroom?

1.4 Significance of the Research

The current study will be helpful for the students because they will be able to know the effects of their anxiety of speaking. Moreover, teachers will be able to find out their students' problems in classroom speaking. As a result, teachers will be more careful to implement their techniques during classroom speaking.

Chapter 2: Literature Review

2.0 Introduction

Affective factors refer to personal- emotional- social behaviors of teachers and learners and the learning environment generated by their communications (as cited in Ripple, 1964, p. 477). Speaking in English in classroom seems difficult for the learners. There are many affective issues behind it. In his article, Ripple (1965) said that according to Sears and Haggard (1964), the affective interaction between students and teachers is very important which directed towards cognition (p.197). It is proved that the teacher's behavior affects the behavior of the students during their speaking. Moreover, all teachers do not have identical personalities to motivate their students (as cited in Ripple, 1964, p. 477).

Related to classroom speaking, Klausmeier (1961) has given a conception of factors affecting speaking in the classroom. He identified six main factors- learner characteristics, teacher characteristics, learner and teacher behavior, group characteristics, physical characteristics of the behavioral settings and outside forces (as cited in Ripple, 1964, p.476). All these factors are considered as affective issues behind speaking in the classroom.

Krashen (1988) has mentioned about four affective factors which are responsible for the language learning. The affective factors are- motivation, attitude, anxiety, and personality. Motivation of the target language basically refers to the desire and impulsion of the learners. Attitude refers to an evaluative, emotional reaction which is the combination of "affect, cognition and behavior". Among personality factors self- confidence is the most important one. Learners with high self- confidence can easily communicate in the class in target language. On the other hand, learners with low confidence are afraid of making mistakes during

communication (as cited in Du, 2009, p. 162). Among these affective factors anxiety is considered responsible for which Bengali medium students are unable to speak in English in their classrooms.

2.1 Definition of anxiety

Anxiety plays a significant role in speaking and is a challenge in speaking in English in classroom. Language anxiety has been the major discussion topic for the language researchers such as Krashen, Oxford etc. in the aspect of speaking (Di, 2010, p. 1). This is because it is a complex process. Speaking anxiety is an important issue that cannot be ignored and it is necessary to ensure the success of English education in high schools (as cited in Hui, 2009, p.1). Anxiety is an emotion which affects every learner. The learners who are learning a foreign language, experience anxiety during classroom activities like speaking in front of whole class or taking an examination in a language other than their L1 (Snyder, 2011, p. 1).

Different scholars have defined anxiety in different way. Horwitz (1986) defines anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Gardner and Macintyre (1994) added that language anxiety is a fear and apprehension and it occurs when a learner performs in the second language (p.284).

Moreover, according with the perceived threat, the degree of anxiety fluctuates and it is suggested through some research. On the other hand, other research submits that the actual threat is overshadowed by the reaction of anxiety.

2.2 Types of Anxiety

Spielberger (1983) said that there are two types of anxiety: state anxiety and trait anxiety (as cited in Pappamihiel, 2002, p. 330). If People become anxious in every situation, it is called trait anxiety (Pappamihiel, 2002, p. 330).

According to Riasati (2011), trait anxiety is a character of human psychology that makes people anxious in different situations and it becomes permanent when people cannot reduce this type of anxiety from them. Moreover, Riasati (2011) said that if any learner suffers from trait anxiety, this anxiety will definitely prevent him from learning the target language. So, it will be very difficult for him to speak in English (p. 908).

Riasati (2011) provided example of state anxiety which is related to language anxiety. According to him, state anxiety is responsible behind the students' unwillingness to speak in the target language. There is a positive side of state anxiety. State anxiety can be minimized if people become accustomed to with the particular situation which makes them anxious (p. 908). So, it can be said that according to researchers, trait anxiety is considered as universal because it appears in every situation of the person and state anxiety is considered as situational anxiety as it appears in particular situations.

2.3 Problems associating with speaking anxiety

Speaking in English is considered to be the most anxiety inducing factor (Zhang & Zhong, 2012, p.30). Problems responsible for speaking anxiety are as follows:

2.3.1 Fear of speaking in classroom

Fear of speaking in English class is also a source which creates anxiety among learners. When the learners in English class think that making errors in class will make them look funny or

inferior to others they become anxious (Kayaoğlu & Sağlamel, 2013, p.152). Moreover, according to Gregerson (2003) sometimes language learners become anxious because of the 'fear of being laughed at' by their classmates (as cited in Zhang & Zhong, 2012, p. 29). According to Hashemi and Abbasi (2013), there are some learners who believe that if they say something wrong in the target language, they will lose their 'positive self-image or self-identity'. Thus they feel great anxiety while speaking (p.642). From above it is obvious that, learners feel hesitate whenever they are asked to perform or they are very much afraid of making any mistake. Due to mistake they feel very low or inferior in front of the class because they think everyone will make fun of it or they will be mocked by everyone. As a result, they are always afraid of speaking in English class. Moreover, there are some learners who are very much concerned about their self-esteem. They become nervous when they are told to answer anything in English. The reason is that they think that making any error can ruin their images in class (Tseng, 2012, p.80). So, it can be said that they are worried about making errors or mistakes in class during speaking.

2.3.2 Lack of proficiency in English grammar

According to MacIntyre (1999) sometimes grammar of the foreign language becomes responsible for creating anxiety. According to him, the learners become anxious when they face problems understanding the grammar (as cited in Kayaoğlu & Sağlamel, 2013, p. 149). Moreover, Kayaoğlu and Sağlamel (2013) said that when the learners do not have adequate knowledge of grammar of the target language and do not use it in their speaking they face trouble and it may make them anxious (p.150). According to Hashemi and Abbasi (2013) sometimes learners' first language interrupts their second language and it is also a source of speaking anxiety (p. 641). From above, it seems that not to have adequate accuracy of English

grammar, it is impossible for the learners to co-operate with the class which creates a bad impression in the class about the learners.

2.3.3 Competitive attitudes in English language class

According to Kayaoğlu and Sağlamel (2013), the environment which is responsible to create learners' anxiety is the competitive classroom. This type of environment is not good for the learners. In this case, learners try to enhance their performance than their classmates. If they are unable to do so; they become anxious. According to the study, "constant targeting of betterment may put strain on learners' shoulder" (p.153). Price (1991) said that the learners who are anxious think that their peers are more fluent in the target language than them (as cited in Zhang & Zhong, 2012, p. 28). In classroom, learners feel very low because of the skilled competitor. Sometimes they do not even want to work with the classmates because of their lack of proficiency.

2.3.4 Fear of performance in speaking test

Most of the language learners feel anxiety during their test or examination. They become anxious when they can evaluate the threat of failing in test (Kayaoğlu & Sağlamel, 2013, p.151). According to Young (1991), the learners become anxious during their speaking test in English if they have to speak on something in class that they have not practiced before (p.429). So, it can be said that the learners who are very anxious about their speaking are afraid of giving speaking test. The reason is that they are not confident enough to achieve success in their test. Sometimes, they get in a panic if they have to speak without preparation.

2.3.5 Fear of being prominent

According to Tseng (2012), learners become anxious to participate in any kind of speaking activities in target language like 'short talk or presentation' (p.82). Moreover, Wörde (2003) added that some learners do not want to participate in speaking in class as they have a belief that if they speak in class they will be targeted by their peers (p.5). Sometimes the learners do not want to speak intentionally. Actually it is the sign of their insecurity.

2.3.6 Fear of communicating with skilled speaker

Tseng (2012) told that the learners may become worried while communicating with the person with higher target language proficiency than them (p. 80). Moreover, Hashemi and Abbasi (2013) said that, during communication, the learners sometimes become nervous as the competency of their language teacher is higher than them (p.642). The learners become very anxious whenever they need to talk with the speaker. Sometimes they do mistake due to being afraid and not getting the appropriate words. Moreover, they hesitate to voluntarily give answers of the teacher; they are also scared of participating in something which is initiated by their teacher.

2.4 Effects of speaking anxiety

MacIntyre (1998) mentioned about the personal, social and academic effects of speaking anxiety (as cited in Riasati, 2011, p.909). These effects are given below:

2.4.1 Effects of speaking anxiety in personal life

According to MacIntyre (1998) language anxiety affects the personal life of the learners. Thus it becomes traumatic (as cited in Riasati, 2011, p. 909). Moreover, Andrade and Williams (2009)

refer that learners may suffer from ‘muscle tension, rapid heartbeat, excessive perspiration and dry mouth’ and some ‘psychological symptoms’ like-‘feelings of helplessness, fear, going blank, embarrassment, stammer’ due to speaking anxiety (p.4). Due to anxiety learners face problems while speaking. They become very nervous while giving presentation. They are enabling to recollect the things which they have prepared.

2.4.2 Effects of speaking anxiety in social life

According to Tudge (1990), through classroom communication learners can speak in a target language effectively (as cited in Pappamihiel, 2002, p.347). But sometimes learners do not want to communicate with others in the target language due to their anxiety (Riasati, 2011, p.909). So, it can be said that learners’ speaking anxiety can negatively affects their social interactions in class. Due to their lack of communication they feel hesitate to speak up. They do not feel comfortable while speaking in English. So, they think it is better to keep quiet to avoid mistakes.

2.4.3 Effects of speaking anxiety in educational environment

Kayaoğlu and Sağlamel (2013) said that the effects of speaking anxiety in educational environment have both positive and negative sides (p. 144). Andrade and Williams (2009) talked about the positive effects of anxiety. They described it as ‘facilitating anxiety’. According to some researchers it is a controversial term because they think that anxiety cannot be beneficial for the learners. According to them, facilitating anxiety inspires the learners to learn the foreign language and give their best to speak in the target language (p.4). On the other hand, Parker, Simpson and Harrison (1995), defined the negative effects of anxiety. According to them,

anxiety is “debilitating”. Basically, it occurs when learners have “excessive amounts of anxiety” (as cited in Birjandi & Alemi, 2010, p.45).

Here the authors refer that negative effects of anxiety may demotivate the learners. They became demoralized by getting negative feedbacks. It makes them more vulnerable than before to present something to anyone.

2.5 Problems with Speaking Activities

1. **Inhibition:** Learners are often hesitant to say things in a target language in the classroom. Actually they are scared of criticism, worried about making mistakes, or shy of the attention their speech attracts.
2. **Lack of speaking:** Learners do not think anything in target language. Somehow their first language interrupts in their thought process. They do not feel any motivation to speak.
3. **Low or uneven participation:** Sometimes it is seen that in classroom, only one student speaks for a long time. For this reason, other students do not get enough time to speak.
4. **Mother-tongue use:** It is seen that if the learners belong to same mother tongue, they are comfortable to use their mother tongue during speaking with each other. The reason is that speaking in mother- tongue is easier than speaking in target language (as cited in Ur, 1991, p.121).

2.6 The ways of solving speaking problems by the teachers

1. **Use group work:** Group work increases the absolute amount of learner talk which continues for a small period of time. Moreover, it lowers the inhibitions of the learners who do not want to speak in front of the whole class.

2. **Base the activity on easy language:** The level of language should be lower than that used in serious speaking activities. So that the learners can speak fluently in the class without hesitation. Moreover, the teacher can review essential vocabulary before starting the activity.
3. **Give some instruction or training in discussion skills:** When the teacher will give any task based on group discussion, then he/she should give proper instructions about participation. For example, he/ she can tell learners to make sure that everyone in the group participates in the discussion. Moreover, he/ she can appoint a chairperson who will regulate the participation of the learners.
4. **Keep students speaking the target language:** In this case, the teacher can appoint a student as a monitor. His/her job is to remind the students to use the target language. Later on, he/ she can report to teacher that how the students managed to keep speaking the target language (as cited in Ur, 1991, p. 122).

2.7 Conclusion

Different researchers gave different definitions of anxiety. Based on their research, it can be said that the reasons of the learners' speaking anxiety are not same. It varies from learner to learner. Basically, the learners are very much conscious about making mistakes which is a common problem of their speaking anxiety. Speaking anxiety affects the learners in their academic, personal and social life. As a result, it becomes difficult for the learners to overcome this anxiety. In this case, the teacher can play a great role to overcome speaking anxiety. He/she should always motivate them to speak in target language. Moreover, he/ she can follow some techniques which may help the learners to divert them from their anxiety.

Chapter 3: Methodology

3.0 Introduction

This chapter presents an overview of the methodologies that is used by the researcher to conduct the survey. The researcher discussed the research techniques and methods that were used for data collection in this chapter. The next parts describe the data collection procedure, instruments of data collection, pilot survey, participants, sampling of the research, data analysis and the obstacles that the researcher faced during the survey.

3.1 Data Collection Procedure

The data was collected from Bengali medium schools in Bangladesh. The permission of the authority was found before the data collection process started. To observe the classes, the Principals of schools gave the researcher a fixed schedule. The researcher attended all the classes in the specific time period.

Before starting survey the researcher observed the English classes which were permitted by the Principals of those schools. The survey was conducted after the classes. Sometimes it was difficult to get time of the teachers as they were busy with their works.

3.2 Instruments

The researcher used a survey questionnaire to collect data from different Bengali medium schools. As the study aims to view the students' and teachers' perspective on the effects of speaking anxiety of Bengali medium classrooms of Bangladesh, the researcher designed 22 close- ended questions for the students. Each statement had five options and each option had a

particular score. The options were strongly disagree, disagree, neutral, agree, strongly agree; ranking from 1 to 5 point according to “Likert Scale”. The whole process of the survey was like a multiple choice test containing some options that needed students to choose the suitable one. MCQ is a helpful test of all objective type questions. Moreover, 22 close-ended questions were also designed for the teachers to know their opinion about their students. The researcher also used a checklist to observe the English classes.

3.3 Pilot survey

The researcher did a pilot survey with a language teacher and a student of the school of secondary level. The pilot survey was done to predict the problems and to take the necessary precautions. As a result the data collection procedure was done easily. The language teacher and the student participate in the survey questionnaire. Actually it was done informally. After that the researcher finalized the questionnaire through making some changes. The pilot survey was helpful for the researcher. Through this the researcher was able to make a standard survey questionnaire.

3.4 Participants

For classroom observation, the researcher observed four classes in four different schools of Bangladesh. All of the schools were situated in Dhaka city. The level of class was suitable for the study. This table lists the total numbers and the level of classes of the students.

Level of class	Number of students
VII	25
VIII	20
IX	30
X	35

3.5 Sampling of the Research

For the survey the researcher took interview of 110 students of Bengali medium schools and 10 teachers from 4 different schools in Dhaka. There were males and females also. All of the classes were English. For collecting data, the researcher had to choose four different Bengali medium schools from Dhaka. The researcher had to take permission from the Principals of the schools. After that she had to take permission from the teacher whose class she observed for conducting the survey. The classes were held for 40- 45 minutes. The researcher took 10-15 minutes from the class for providing the questionnaire to the participants and the teachers.

3.6 Data analysis

The researcher used mean score for analyzing the data. The mean score is the sum of all scores of the participants in a group divided by the number of participants, $[X = \Sigma X/n]$ (Seliger & Shohamy, 1989, p.215).

3.7 Obstacles encountered

The researcher had to face a lot of troubles for seeking permission from the schools. Though the researcher read in school A, it was not that much beneficial for her. As it is a Government

school, the Headmistress was very strict. At first, she did not allow the researcher to do any survey. After getting a recommendation letter, she was convinced. The situation of other two schools was same. On the other hand, the teachers of school B were very co-operative and helpful.

Chapter 4: Findings and Discussion

4.0 Introduction

This chapter is concerned with a view to portraying and illustrating the data collected from the survey. The table below illustrates the findings from the survey. There are 22 statements that have five choices in the questionnaire prepared for both the students and the teachers (see appendix A and B). They were instructed by the researcher to choose the option that suits their situation most. For analysis the responses were converted into mathematical figures as follows:

Strongly disagree= 1

Disagree= 2

Neutral=3

Agree= 4

Strongly agree= 5

The results found from students' questionnaire survey are presented below:

In each box the number on the top indicates the number of the students that put a tick mark on that specific option and the number at the bottom points to the score after conversion into numerical figures. Moreover, the bottom ones are calculated to find out the mean scores for each statement.

However, the data will be interpreted with the interpretation scale which is given below:

1.00 - 2.25 = No anxiety

2.26 - 3.00 = Mild anxiety

3.01 - 3.75 = Moderate anxiety

3.76 – 5.00 = Severe anxiety

4.1 Results from students' questionnaire survey

(Adapted from Horwitz, Horwitz and Cope, 1986, Macintyre et al, 1994)

Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean Score
01. I sometimes suffer from embarrassment while speaking in the class.	4 4	20 20	27 81	44 176	15 75	3.41
02. I sometimes suffer from fear while speaking in the class.	14 14	21 42	19 57	42 168	14 70	3.19
03. I sometimes feel helpless in English class.	17 17	30 60	26 78	25 100	12 60	2.86
04. I sometimes become totally blank in English class.	20 20	50 100	25 75	10 40	5 25	2.36
05. I cannot communicate with others in English due to anxiety. As a result I remain silent in class.	14 14	37 74	26 78	24 96	9 45	2.79
06. I am worried about making mistakes in class while speaking.	6	20	19	43	22	3.5

	6	40	57	172	110	
07. Sometimes I think that other students are better than me in class in speaking.	3 3	6 12	18 54	39 156	44 220	4.04
08. My accuracy of English grammar is inadequate.	6 6	24 48	30 90	40 160	10 50	3.21
09. I face difficulties to speak on something in English during test that I have not practiced before.	5 5	14 28	26 78	38 152	27 135	3.61
10. I believe that my peers are more fluent in speaking English than me.	2 2	18 36	19 57	55 220	16 80	3.59
11. I think speaking in front of people will make me prominent among others.	1 1	17 34	21 63	46 184	25 125	3.7
12. I feel hesitant to voluntarily answer questions asked by the teacher.	7 7	22 44	21 63	50 200	10 50	3.30
13. I am scared of willingly participate in the small talk initiated by the teacher.	8 8	39 78	22 66	30 120	11 55	2.97
14. I am scared of participating in group work as I have to speak in English.	19 19	53 106	11 33	20 80	7 35	2.48
15. I sometimes think in English but stammer when speaking.	4 4	22 44	27 81	41 164	16 80	3.39
16. I am scared of working with the classmates who are proficient in English.	20	42	11	24	13	2.70

	20	84	33	96	65	
17. I become anxious to see the proficiency level of my English teacher.	17 17	21 42	30 90	31 124	11 55	2.98
18. I am worried about the consequences of failing in speaking in English in front of whole class.	5 5	23 46	22 66	47 188	13 65	3.36
19. I feel insecure while speaking in English in classroom.	14 14	30 60	25 75	32 128	9 45	2.92
20. I get in a panic when I have to speak without preparation in English language class.	7 7	17 34	28 84	40 160	18 90	3.40
21. I get nervous when the language teacher asks questions in front of everyone.	9 9	16 32	24 72	42 168	19 95	3.41
22. I become demoralized by getting negative feedbacks.	7 7	30 60	18 54	30 120	25 125	3.32

4.2 Results from teachers' questionnaire survey

(Adapted from Horwitz, Horwitz and Cope, 1986, Macintyre et al,1994)

Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean Score
01. Your students sometimes suffer from embarrassment while speaking in the class.	0 0	0 0	1 3	7 28	2 10	4.1
02. Sometimes your students suffer from fear while speaking in the class.	0 0	0 0	1 3	4 16	5 25	4.4
03. Your students sometimes feel helpless in English class.	0 0	2 4	2 6	5 20	1 5	3.5
04. Sometimes your students become totally blank in English class.	1 1	3 6	1 3	4 16	1 5	3.1
05. Your students cannot communicate with others in English due to anxiety. As a result they remain silent in class.	0 0	2 4	2 6	2 8	4 20	3.8
06. Your students are worried about making mistakes in class while speaking.	0 0	0 0	1 3	6 24	3 15	4.2
07. Sometimes your students think that other students are better than them in class in speaking.	0 0	0 0	0 0	6 24	4 20	4.4
08. Accuracy of English grammar of your students is inadequate.	1 1	2 4	1 3	3 12	3 15	3.5
09. Your students face difficulties to speak on something in English during test that they have not practiced	0	0	1	6	3	

before.	0	0	3	24	15	4.2
10. Your students believe that their peers are more fluent in speaking English than them.	0 0	1 2	1 3	5 20	3 15	4.0
11. Your students think speaking in front of people will make them prominent among others.	0 0	1 2	1 3	3 12	5 25	4.2
12. Your students feel hesitant to voluntarily answer questions asked by you.	0 0	3 6	0 0	2 8	5 25	3.9
13. Your students are scared of willingly participate in the small talk initiated by you.	0 0	3 6	0 0	4 16	3 15	3.7
14. Your students are scared of participating in group work as they have to speak in English.	0 0	2 4	2 6	4 16	2 10	3.6
15. Sometimes your students think in English but stammer when speaking.	0 0	0 0	2 6	4 16	4 20	4.2
16. Your students are scared of working with the classmates who are proficient in English.	0 0	1 2	1 3	6 24	2 10	3.9
17. Your students become anxious to see the proficiency level of you.	0	2	3	4	1 5	3.4

	0	4	9	16		
18. Your students are worried about the consequences of failing in speaking in English in front of whole class.	0 0	0 0	0 0	4 16	6 30	4.6
19. Your students feel insecure while speaking in English in classroom.	1 1	1 2	1 3	4 16	3 15	3.7
20. Your students get in a panic when they have to speak without preparation in English language class.	0 0	0 0	0 0	5 20	5 25	4.5
21. Your students get nervous when you ask questions in front of everyone.	0 0	0 0	1 3	5 20	4 20	4.3
22. Your students become demoralized by getting negative feedbacks.	0 0	2 4	1 3	3 12	4 20	3.9

4.3 Analysis of students', teachers' questionnaire survey and the researcher's classroom observation through checklist

The analysis of the survey is given below:

For statement no. 01 (The students sometimes suffer from embarrassment while speaking in the class), 4 students answered strongly disagree, 20 students answered disagree, 27 students answered neutral, 44 students answered agree and 15 students answered strongly agree. The mean score is 3.41. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree and disagree, 1 teacher answered neutral, 7

teachers answered agree and 2 teachers answered strongly agree. The mean score is 4.1. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is moderate.

For statement no. 02 (The students sometimes suffer from fear while speaking in the class), 14 students answered strongly disagree, 21 students answered disagree, 19 students answered neutral, 42 students answered agree and 14 students answered strongly agree. The mean score is 3.19. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree and disagree, 1 teacher answered neutral, 4 teachers answered agree and 5 teachers answered strongly agree. The mean score is 4.4. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 03 (The students sometimes feel helpless in English class), 17 students answered strongly disagree, 30 students answered disagree, 26 students answered neutral, 25 students answered agree and 12 students answered strongly agree. The mean score is 2.86. According to interpretation scale, the students' anxiety level is mild. On the other hand, no teacher answered strongly disagree, 2 teachers answered disagree, 2 teachers answered neutral, 5 teachers answered agree and 1 teacher answered strongly agree. The mean score is 3.5. According to interpretation scale, the students' anxiety level is moderate. Moreover, according to the researcher's observation, their anxiety level is mild.

For statement no. 04 (The students sometimes become totally blank in English class), 20 students answered strongly disagree, 50 students answered disagree, 25 students answered neutral, 10 students answered agree and 5 students answered strongly agree. The mean score is 2.36.

According to interpretation scale, the students' anxiety level is mild. On the other hand, 1 teacher answered strongly disagree, 3 teachers answered disagree, 1 teacher answered neutral, 4 teachers answered agree and 1 teacher answered strongly agree. The mean score is 3.1. According to interpretation scale, the students' anxiety level is moderate. Moreover, according to the researcher's observation, their anxiety level is mild.

For statement no. 05 (The students cannot communicate with others in English due to anxiety. As a result they remain silent in class), 14 students answered strongly disagree, 37 students answered disagree, 26 students answered neutral, 24 students answered agree and 9 students answered strongly agree. The mean score is 2.79. According to interpretation scale, the students' anxiety level is mild. On the other hand, no teacher answered strongly disagree, 2 teachers answered disagree, 2 teachers answered neutral, 2 teachers answered agree and 4 teachers answered strongly agree. The mean score is 3.8. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is moderate.

For statement no. 06 (The students are worried about making mistakes in class while speaking), 6 students answered strongly disagree, 20 students answered disagree, 19 students answered neutral, 43 students answered agree and 22 students answered strongly agree. The mean score is 3.5. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree and disagree, 1 teacher answered neutral, 6 teachers answered agree and 3 teachers answered strongly agree. The mean score is 4.2. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 07 (Sometimes the students think that other students are better than them in class in speaking), 3 students answered strongly disagree, 6 students answered disagree, 18 students answered neutral, 39 students answered agree and 44 students answered strongly agree. The mean score is 4.04. According to interpretation scale, the students' anxiety level is severe. Similarly, no teacher answered strongly disagree, disagree and neutral, 6 teachers answered agree and 4 teachers answered strongly agree. The mean score is 4.4. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 08 (Accuracy of English grammar of the students is inadequate), 6 students answered strongly disagree, 24 students answered disagree, 30 students answered neutral, 40 students answered agree and 10 students answered strongly agree. The mean score is 3.21. According to interpretation scale, the students' anxiety level is moderate. Similarly, 1 teacher answered strongly disagree, 2 teachers answered disagree, 1 teacher answered neutral, 3 teachers answered agree and 3 teachers answered strongly agree. The mean score is 3.5. According to interpretation scale, the students' anxiety level is moderate. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 09 (The students face difficulties to speak on something in English during test that they have not practiced before), 5 students answered strongly disagree, 14 students answered disagree, 26 students answered neutral, 38 students answered agree and 27 students answered strongly agree. The mean score is 3.61. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree, and disagree, 1 teacher answered neutral, 6 teachers answered agree and 3 teachers answered strongly agree. The mean score is 4.2. According to interpretation scale, the students' anxiety level is severe. As

they did not have any speaking test during observation, the researcher was unable to find out their anxiety level for this statement.

For statement no. 10 (The students believe that their peers are more fluent in speaking in English than them), 2 students answered strongly disagree, 18 students answered disagree, 19 students answered neutral, 55 students answered agree and 16 students answered strongly agree. The mean score is 3.59. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree, 1 teacher answered disagree, 1 teacher answered neutral, 5 teachers answered agree and 3 teachers answered strongly agree. The mean score is 4.0. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is moderate.

For statement no. 11 (The students think speaking in front of people will make them prominent among others), 1 student answered strongly disagree, 17 students answered disagree, 21 students answered neutral, 46 students answered agree and 25 students answered strongly agree. The mean score is 3.7. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree, 1 teacher answered disagree, 1 teacher answered neutral, 3 teachers answered agree and 5 teachers answered strongly agree. The mean score is 4.2. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 12 (The students feel hesitant to voluntarily answer questions asked by the teacher), 7 students answered strongly disagree, 22 students answered disagree, 21 students answered neutral, 50 students answered agree and 10 students answered strongly agree. The mean score is 3.30. According to interpretation scale, the students' anxiety level is moderate. On

the other hand, no teacher answered strongly disagree, 3 teachers answered disagree, no teacher answered neutral, 3 teachers answered agree and 3 teachers answered strongly agree. The mean score is 3.9. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 13 (The students are scared of willingly participating in the small talk initiated by the teacher), 8 students answered strongly disagree, 39 students answered disagree, 22 students answered neutral, 30 students answered agree and 11 students answered strongly agree. The mean score is 2.97. According to interpretation scale, the students' anxiety level is mild. On the other hand, no teacher answered strongly disagree, 3 teachers answered disagree, 4 teachers answered neutral, 3 teachers answered agree and 3 teachers answered strongly agree. The mean score is 3.7. According to interpretation scale, the students' anxiety level is moderate. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 14 (The students are scared of participating in group work as they have to speak in English), 19 students answered strongly disagree, 53 students answered disagree, 11 students answered neutral, 20 students answered agree and 7 students answered strongly agree. The mean score is 2.48. According to interpretation scale, the students' anxiety level is mild. On the other hand, no teacher answered strongly disagree, 2 teachers answered disagree, 2 teachers answered neutral, 4 teachers answered agree and 2 teachers answered strongly agree. The mean score is 3.6. According to interpretation scale, the students' anxiety level is moderate. Moreover, according to the researcher's observation, their anxiety level is mild.

For statement no. 15 (The students sometimes think in English but stammer when speaking), 4 students answered strongly disagree, 22 students answered disagree, 27 students answered neutral, 41 students answered agree and 16 students answered strongly agree. The mean score is

3.39. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree and disagree, 2 teachers answered neutral, 4 teachers answered agree and 4 teachers answered strongly agree. The mean score is 4.2. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is moderate.

For statement no. 16 (The students are scared of working with the classmates who are proficient in English), 20 students answered strongly disagree, 42 students answered disagree, 11 students answered neutral, 24 students answered agree and 13 students answered strongly agree. The mean score is 2.70. According to interpretation scale, the students' anxiety level is mild. On the other hand, no teacher answered strongly disagree, 1 teacher answered disagree, 1 teacher answered neutral, 6 teachers answered agree and 2 teachers answered strongly agree. The mean score is 3.9. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is mild.

For statement no. 17 (The students become anxious to see the proficiency level of their English teacher), 17 students answered strongly disagree, 21 students answered disagree, 30 students answered neutral, 31 students answered agree and 11 students answered strongly agree. The mean score is 2.98. According to interpretation scale, the students' anxiety level is mild. On the other hand, no teacher answered strongly disagree, 2 teachers answered disagree, 3 teachers answered neutral, 4 teachers answered agree and 1 teacher answered strongly agree. The mean score is 3.4. According to interpretation scale, the students' anxiety level is moderate. Moreover, according to the researcher's observation, their anxiety level is mild.

For statement no. 18 (The students are worried about the consequences of failing in speaking in English in front of whole class), 5 students answered strongly disagree, 23 students answered

disagree, 22 students answered neutral, 47 students answered agree and 13 students answered strongly agree. The mean score is 3.36. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree, disagree and neutral, 4 teachers answered agree and 6 teachers answered strongly agree. The mean score is 4.6. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 19 (The students feel insecure while speaking in English in classroom), 14 students answered strongly disagree, 30 students answered disagree, 25 students answered neutral, 32 students answered agree and 9 students answered strongly agree. The mean score is 2.92. According to interpretation scale, the students' anxiety level is mild. On the other hand, 1 teacher answered strongly disagree, 1 teacher answered disagree, 1 teacher answered neutral, 4 teachers answered agree and 3 teachers answered strongly agree. The mean score is 3.7. According to interpretation scale, the students' anxiety level is moderate. Moreover, according to the researcher's observation, their anxiety level is mild.

For statement no. 20 (The students get in a panic when they have to speak without preparation in English language class), 7 students answered strongly disagree, 17 students answered disagree, 28 students answered neutral, 40 students answered agree and 18 students answered strongly agree. The mean score is 3.40. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree, disagree and neutral, 5 teachers answered agree and 5 teachers answered strongly agree. The mean score is 4.5. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is moderate.

For statement no. 21 (The students get nervous when the language teacher asks questions in front of everyone), 9 students answered strongly disagree, 16 students answered disagree, 24 students answered neutral, 42 students answered agree and 19 students answered strongly agree. The mean score is 3.41. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree and disagree, 1 teacher answered neutral, 5 teachers answered agree and 4 teachers answered strongly agree. The mean score is 4.3. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is severe.

For statement no. 22 (The students become demoralized by getting negative feedbacks), 7 students answered strongly disagree, 30 students answered disagree, 18 students answered neutral, 30 students answered agree and 25 students answered strongly agree. The mean score is 3.32. According to interpretation scale, the students' anxiety level is moderate. On the other hand, no teacher answered strongly disagree, 2 teachers answered disagree, 1 teacher answered neutral, 3 teachers answered agree and 4 teachers answered strongly agree. The mean score is 3.9. According to interpretation scale, the students' anxiety level is severe. Moreover, according to the researcher's observation, their anxiety level is moderate.

4.4 Discussion on the survey results

Under this point, the researcher discussed the results which she found through the survey questionnaire.

According to statement no. 1, the mean score is 3.41 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety,

students suffer from embarrassment while speaking in the class. On the other hand, based on teachers' survey questionnaire, the mean score is 4.1. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, students suffer from embarrassment while speaking in the class. So, the perspectives of both the students' and teachers' are different for this statement. According to Andrade and Williams (2009), anxiety affects learners' speaking. Due to this anxiety, they may suffer from "psychological symptoms like embarrassment" (p.4). So, it can be said that effects of anxiety during speaking has a negative impact on students' psychology. Moreover, severe level of anxiety is a barrier to improve English speaking for the students.

According to statement no. 2, the mean score is 3.19 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, students suffer from fear while speaking in class. On the other hand, based on teachers' survey questionnaire, the mean score is 4.4. Comparing this with the interpretation scale, it can be said that, due to severe level of anxiety, students suffer from fear while speaking in the class. So, the perspectives of both the students' and teachers' are different for this statement. So, it can be said that, due to anxiety, speaking in English has become a matter of fear for the students. Sometimes they try to speak in English but most of the time it is seen that they are scared of their English teacher. As a result, they are unable to gather courage to speak in English.

According to statement no. 3, the mean score is 2.86 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to mild level of anxiety, students sometimes feel helpless in English class. On the other hand, based on teachers' survey questionnaire, the mean score is 3.5. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, students sometimes feel helpless in English class. So, the

perspectives of both the students' and teachers' are different for this statement. Through the class observation, the researcher did not find the students helpless in English class. It may be their fear which creates a feeling of helplessness in English class.

According to statement no. 4, the mean score is 2.36 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to mild level of anxiety, students sometimes become totally blank in English class. On the other hand, based on teachers' survey questionnaire, the mean score is 3.1. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, students sometimes become totally blank in English class. So, the perspectives of both the students' and teachers' are different for this statement. Actually the students do not become totally blank in English class. They sometimes give a confused look in English class. It happens because the teacher sometimes use difficult or unknown words while asking the students questions. As a result, they become confused during speaking in English.

According to statement no. 5, the mean score is 2.79 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to mild level of anxiety, the students are unable to communicate with others in English. As a result they remain silent in English class. On the other hand, based on teachers' survey questionnaire, the mean score is 3.8. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, the students remain silent while communicating in English class. Again, both the teachers' and students' perspectives are different for this statement. Actually the students hesitate to communicate with their peers or classmates in English. They are more comfortable to speak in Bengali. They can fluently speak with each other on a topic in Bengali. On the other hand, their anxiety level becomes high if they are told to speak in English on the same topic.

According to statement no. 6, the mean score is 3.5 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students are worried about making mistakes in class while speaking. On the other hand, based on teachers' survey questionnaire, the mean score is 4.2. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, they are worried about making mistakes in class during speaking. For this statement, both perspectives are different. It is a general scenario of all the students. Students are very conscious about their mistakes. In English class, students can make a lot of mistakes as it is their second language. Students try to avoid mistakes like misspell, wrong sentences while speaking. As a result, they are unable to utter right sentences and words with correct spelling.

According to statement no.7, the mean score is 3.5 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, sometimes the students think that other students are much better than them. On the other hand, based on teachers' survey questionnaire, the mean score is 4.4. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, the students sometimes think that other students are much better than them. Again, both the perspectives are different. In most of the English classes, it can be seen that some students can speak better English than their other classmates. As a result, they get appreciations from their English teachers. So, the students who are a little bit weak in English speaking, they suffer from anxiety.

According to statement no.8, the mean score is 3.21 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students think that the accuracy of their English grammar is inadequate. On the other hand, based on teachers' survey questionnaire, the mean score is 4.4. Comparing this with the

interpretation scale it can be said that, due to severe level of anxiety, students' accuracy of English grammar is inadequate. According to Kayaoglu and Saglamel (2013), if the learners do not have enough knowledge of grammar like accuracy and are unable to use it regularly they may face troubles while speaking and it may make them anxious (p.150). It means that most of the students do not practice English grammar properly. Moreover, their teachers are not that much bothered to teach the English grammar properly. As a result, it hampers their English speaking.

According to statement no. 9, the mean score is 3.61 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students face difficulties to speak on something in English test that they have not practiced before. On the other hand, based on teachers' survey questionnaire, the mean score is 4.2. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, the students face this problem. According to Kayaoğlu and Sağlamel (2013), if the students or learners are able to measure the risk of failing in a test, they become worried (p.151). It means it is anxiety, which creates a barrier for the students to pass the speaking test successfully.

According to statement no.10, the mean score is 3.59 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students believe that their peers are more fluent than them in English speaking. On the other hand, based on teachers' survey questionnaire, the mean score is 4.0. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, the students have this kind of belief. According to Zhang and Zhong (2012), the learners who are anxious, have a tendency to compete with their classmates regarding their own language proficiency level (p.28). It means

that the anxious learners are competitive but they do not have enough confidence regarding their fluency in English speaking due to anxiety.

According to statement no.11, the mean score is 3.7 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students think speaking in front of people will make them prominent among others. On the other hand, based on teachers' survey questionnaire, the mean score is 4.2. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, the students think themselves prominent among others while speaking in front of people. According to Worde (2003), students sometimes become anxious during speaking in English in class as they think that if they talk in class they will be targeted by their classmates (p.5). It means that due to anxiety, students always feel targeted in classroom while they have to speak in English.

According to statement no.12, the mean score is 3.30 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students hesitate to voluntarily answer questions asked by their teacher. On the other hand, based on teachers' survey questionnaire, the mean score is 3.9. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, the students do not response voluntarily in class. It is a common scenario of speaking class. Most of the students do not answer in class willingly. They want other students to respond. It is because of their anxiety.

According to statement no.13, the mean score is 2.97 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to mild level of anxiety, the students are scared of willingly participating in the small talk initiated by the teacher. On the other hand, based on teachers' survey questionnaire, the mean score is 3.7. Comparing this with

the interpretation scale it can be said that, due to moderate level of anxiety, the students hesitate to participate in the small talk initiated by the teacher. It means that due to anxiety, they are afraid of participating in a small talk like drama or saying dialogues from books etc. As a result, they are unable to improve their English speaking.

According to statement no.14, the mean score is 2.48 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to mild level of anxiety, the students are scared of participating in group work as they have to speak in English. On the other hand, based on teachers' survey questionnaire, the mean score is 3.6. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, they do not want to participate in group work. If they participate in group work, they always want other students to talk who are better in English speaking. On the other hand, students remain silent in group work due to anxiety.

According to statement no.15, the mean score is 3.39 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, sometimes the students think in English but stammer while speaking in class. On the other hand, based on teachers' survey questionnaire, the mean score is 4.2. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, though the students think in English but stammer during speaking. Actually most of the students think in Bengali as it is their comfort zone. While they start to think anything in English automatically they become anxious. After thinking in English their anxiety level becomes high as they think that they will not be able to speak in English. As a result they start stammering.

According to statement no.16, the mean score is 2.70 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to mild level of anxiety, the students are scared of working with their classmates who are proficient in English. On the other hand, based on teachers' survey questionnaire, the mean score is 3.9. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, the students are scared of working with their classmates who are proficient in English. It proves that anxiety works as an impediment which hinders students to work with their classmates who are proficient than them.

According to statement no.17, the mean score is 2.98 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to mild level of anxiety, the students become anxious to see the proficiency level of their English teacher. On the other hand, based on teachers' survey questionnaire, the mean score is 3.4. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students become anxious to see the proficiency level of their English teacher. Tseng (2012) said that the learners become anxious when they have to speak with the person with higher target language proficiency (p.80).

According to statement no.18, the mean score is 3.36 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students are worried about the consequences of failing in speaking in English in front of whole class. On the other hand, based on teachers' survey questionnaire, the mean score is 4.6. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, they are worried about the consequences of failing in speaking English in front of whole class. Most of the students think that if they are unable to properly speak in English, other students will

laugh at them. As a result, their anxiety level becomes high and thinking about these consequences they become more worried to speak in front of the whole class.

According to statement no.19, the mean score is 2.92 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to mild level of anxiety, the students feel insecure during speaking in English in classroom. On the other hand, based on teachers' survey questionnaire, the mean score is 3.7. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, they feel insecure during speaking in English in classroom. It proves that anxiety creates insecurity among students during speaking in English in classroom.

According to statement no. 20, the mean score is 3.40 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students get in a panic when they have to speak without preparation in English language class. On the other hand, based on teachers' survey questionnaire, the mean score is 4.5. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, the students get in a panic if they speak without preparation in English language class. Actually the students can speak better without any preparation. It also shows their creativity. When they become anxious they think that they will not be able to utter a word without preparation. As a result, they get in a panic.

According to statement no. 21, the mean score is 3.41 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students get nervous when the language teacher asks questions in front of everyone. On the other hand, based on teachers' survey questionnaire, the mean score is 4.3. Comparing this with

the interpretation scale it can be said that, due to severe level of anxiety, the students become nervous while the teacher asks questions in front of everyone. Basically anxiety makes them nervous. Moreover, they think that if they cannot speak properly in English then it will be a matter of embarrassment for them.

According to statement no. 22, the mean score is 3.32 based on students' survey questionnaire. Comparing this with the interpretation scale it can be said that, due to moderate level of anxiety, the students become demoralized by getting negative feedbacks. On the other hand, based on teachers' survey questionnaire, the mean score is 3.9. Comparing this with the interpretation scale it can be said that, due to severe level of anxiety, they become demoralized by getting negative feedbacks. Negative feedback always creates a negative impact on students' minds. It means that if the teachers give them positive feedbacks they will be moralized in English speaking in their classrooms. Thus, they will be able to minimize anxiety.

To sum up, it can be said that though the perspectives of teachers' and students' are different for these few statements, the real scenario is almost same in every schools. Actually anxiety is the barrier of their all problems.

Chapter 5: Conclusion

5.0 Conclusion

In conclusion, it can be said that the learners of secondary schools of Bangladesh are suffering from speaking anxiety severely. Moreover, it affects in their personal, social and education life. They are also facing a lot of problems due to anxiety. According to both the survey results it can be said that the learners suffer from fear, helplessness, embarrassment etc. due to their anxiety. Moreover, they become anxious regarding the proficiency level of their teachers. As a result, they cannot communicate in class, they are scared of participating in group work and small talk initiated by their teachers. Actually it is the responsibility of the teachers to minimize anxiety of their students by giving positive feedback and attitudes to the students.

5.1 Recommendations

The researcher has suggested some recommendations to minimize speaking anxiety in classrooms. They are given below.

1. The teachers should be very friendly, co-operative and helpful towards students in English class.
2. Teachers can arrange some warm- up activities to minimize the fear and anxiety from students' mind.
3. The teachers can motivate the students by giving them positive feedbacks and correct their mistakes politely.
4. Teachers can give them some interesting group works where everyone can participate individually.
5. Teachers can appreciate when they speak English in class.

Thus, the students will be able to minimize their speaking anxiety a little bit. Moreover, they will be able to perform better in their English speaking class.

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Appendices

Appendix A

Questionnaire for students

Name of the school

Name of the student

Class

Put a tick mark for the following questions.

1. I sometimes suffer from embarrassment while speaking in the class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

2. I sometimes suffer from fear while speaking in the class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

3. I sometimes feel helpless in English class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

4. I sometimes become totally blank in English class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

5. I cannot communicate with others in English due to anxiety. As a result I remain silent in class.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
6. I am worried about making mistakes in class while speaking.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
7. Sometimes I think that other students are better than me in class in speaking.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
8. My accuracy of English grammar is inadequate.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
9. I face difficulties to speak on something in English during test that I have not practiced before.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
10. I believe that my peers are more fluent in speaking in English than me.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
11. I think speaking in front of people will make me prominent among others.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
12. I feel hesitant to voluntarily answer questions asked by the teacher.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

13. I am scared of willingly participating in the small talk initiated by the teacher.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
14. I am scared of participating in group work as I have to speak in English.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
15. I sometimes think in English but stammer when speaking.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
16. I am scared of working with the classmates who are proficient in English.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
17. I become anxious to see the proficiency level of my English teacher.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
18. I am worried about the consequences of failing in speaking in English in front of whole class.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
19. I feel insecure while speaking in English in classroom.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

20. I get in a panic when I have to speak without preparation in English language class.

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

21. I get nervous when the language teacher asks questions in front of everyone.

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

22. I become demoralized by getting negative feedbacks.

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

Appendix B**Questionnaire for teachers**

Name of the school

Name of the teacher

Class

Put a tick mark for the following questions.

1. Your students sometimes suffer from embarrassment while speaking in the class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

2. Sometimes your students suffer from fear while speaking in the class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

3. Your students sometimes feel helpless in English class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

4. Sometimes your students become totally blank in English class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

5. Your students cannot communicate with others in English due to anxiety. As a result they remain silent in class.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

6. Your students are worried about making mistakes in class while speaking.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

7. Sometimes your students think that other students are better than them in class in speaking.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

8. Accuracy of English grammar of your students is inadequate.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

9. Your students face difficulties to speak on something in English during test that they have not practiced before.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

10. Your students believe that their peers are more fluent in speaking in English than them.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

11. Your students think speaking in front of people will make them prominent among others.
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

12. Your students feel hesitant to voluntarily answer questions asked by you.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
13. Your students are scared of willingly participating in the small talk initiated by you.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
14. Your students are scared of participating in group work as they have to speak in English.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
15. Sometimes your students think in English but stammer when speaking.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
16. Your students are scared of working with the classmates who are proficient in English.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
17. Your students become anxious to see the proficiency level of you.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
18. Your students are worried about the consequences of failing in speaking in English in front of whole class.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

19. Your students feel insecure while speaking in English in classroom.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
20. Your students get in a panic when they have to speak without preparation in English language class.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
21. Your students get nervous when you ask questions in front of everyone.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.
22. Your students become demoralized by getting negative feedbacks.
- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree.

Appendix C

Checklist for the researcher

1. Do the students suffer from embarrassment while speaking in the class?
2. Do the students suffer from fear while speaking in the class?
3. Do the students feel helpless in English class?
4. Do the students become totally blank in English class?
5. Do the students remain silent in English class during communication?
6. Are the students worried about making mistakes in class while speaking?
7. Do the students think that other students are better than them in class in speaking?
8. Is the students' accuracy of English grammar is inadequate?
9. Do the students face difficulties to speak on something in English during test that they have not practiced before?
10. Do the students think that their peers are more fluent in speaking in English than them?
11. Do the students think speaking in front of people will make them prominent among others?
12. Do the students feel hesitant to voluntarily answer questions asked by the teacher?
13. Are the students scared of willingly participating in the small talk initiated by the teacher?
14. Are the students scared of participating in group work as they have to speak in English?
15. Do the students stammer while speaking in English?
16. Are the students scared of working with the classmates who are proficient in English?
17. Do the students become anxious to see the proficiency level of the teachers?

18. Are the students worried about the consequences of failing in speaking in English in front of whole class?
19. Do the students feel insecure while speaking in English in classroom?
20. Do the students get in a panic when they have to speak without preparation in English language class?
21. Do the students get nervous when the teacher asks questions in front of everyone?
22. Do the students become demoralized by getting negative feedbacks?