

An Exploration of EFL Learner's Anxiety in an Online Learning Environment Class

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**An Exploration of EFL Learners' Anxiety in an Online Learning Environmental Class**

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### **Dedication**

I want to dedicate this thesis paper to my respectful and beloved mother who continuously encourages me and appreciates me to acquire success in my life.

**Declaration**

I announce that this research paper is an original work of mine. Sources have been cited wherever necessary. The information of this dissertation has not been filed before to this institution or any other universities for academic qualification.

**Signature:**

.....

**Abstract**

This research is based on a small scale of study that shed lights on 'An Exploration of EFL Learners' Anxiety in Online Language Learning'. Five private universities of Dhaka, Bangladesh have been selected. From there, 97 students and 28 teachers have participated in the survey. In order to conduct the survey, 21 close-ended questions have been developed to collect data. There are also four open-ended questions so that the researcher can observe both students' and teachers' psychology along with students' anxiety level in online learning environment. This study also finds some mistakes in the English language learning procedure which needs to be corrected. The research will be beneficial for the EFL students to overcome their English language learning anxiety level with the help of online learning environment. It will also help teachers in their teaching process as well as selecting a feedback method to assist their students and help them to reduce their anxiety level in learning target language (English).

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## **CHAPTER 1**

### **Introduction**

Technology is the application of knowledge for practical ends. In the 21<sup>st</sup> century, teachers and technologists play many emerging roles and thus prepare themselves for building up a connection between teaching and technology. This integration of technology with education is greatly emphasized. This is because this millennium is an era of technology. Without it, we will not be able to cope and progress with time. In other word, the one who will have no knowledge about technology, s/he might be left behind. Also, at present, integrating technology with education i.e. English language teaching is a demand for a majority population group of this globalized world.

This (technology) can also be referred to as a tool that fosters learning autonomy and encourages learners to learn by practicing a particular task. In ELT classrooms, through this helpful tool, learners can directly involve themselves with the target language contexts. That is, there, they get a formal situation where they will be able to communicate by using the target language. This includes the Information and Communication Technology (ICT) which helps to enhance the experimental and practical learning. It also allows a learner to remain connected with the target language outside classrooms. As a result, technology, now, turns into a prerequisite for learning Foreign Languages (FL).

The aim of this research is to explore the interrelationship of technology with language learning and to find out the effect of Information and Communication Technology (ICT) in overall learning process in case of both the learning environment: inside classroom and outside

classroom. The purpose is to provide some ideas and find ways to reduce learners' anxiety level through online learning environment.

## CHAPTER 2

### Literature Review

#### 2.0 Introduction

In recent years, online learning has become a popular method in the field of foreign language (FL) learning. This research has been conducted to identify the anxiety level of learners while learning a foreign language online. Most researchers, in this millennium, are concerned not only about learning anxiety but also about finding ways to reduce the anxiety with the help of online learning, especially in case of foreign language learning. It is no wonder that online platforms, these days, play vital roles in academics too. Learners who have access to Internet can easily learn a language online. In fact, most are seen to be relaxed in using web such as Google, Facebook, email, twitter and other networking sites. As learners use these platforms for language learning purposes, they find the process easier and understandable. Even though online language classes have no physical existence, it can be integrated with the traditional classes in institutions. By “traditional classes”, here, the researcher indicates classes which have physical existence. To ensure that online learning will lessen learners' anxiety while learning, the researcher of this paper feels the need to conduct a study which mutates or mixes ones' language learning experience in both traditional and online classrooms.

#### 2.1 EFL Learners' Anxiety

Anxiety is a negative factor that acts as a barrier to learning a Foreign Language (FL). It, in other word, is an element which resists foreign language learning, especially the spoken activities

(Zhang & Rahimi, 2014). Since a foreign language student is usually not familiar with the target language, it is natural that s/he will face difficulties while communicating in that particular language context. Ellis (2006) states this term as FLA or Foreign Language Anxiety (p.19). In this regard, Spielberger (1983) explains that anxiety in a learner is temporary but unavoidable feelings, produced by nervous system, hinder the progress. Similarly, Scovel (1978) mentions that anxiety is related with unease and discomfort when dealing with Foreign Language or FL (p.131). There are many prominent researchers like: (Bailey, 1983; Horwitz & Copes, 1986; Young 1991 and Macintyre & Charos, 1996). These scholars have conducted multiple studies to find out the correlation between anxiety and Foreign Language learning (as cited in Huang and Hwang, 2013, p.27). Zheng (2008), identically, describes anxiety as an instinctive reaction of a learner's emotion which affects learning (Anxiety Definition & Instruments, para1). McCrahy (2007), Horwitz, Horwitz and Cope (1986) view it (anxiety) as a significant academic performance predictors in case of a language learner. There, they conceptualize Foreign Language Acquisition (FLA) as a matter of concern and they characterize variety of emotions, notions and reactions akin to the process of classroom language learning (p128).

## **2.2 Types of Anxiety in an EFL Learner**

Young (1991) illustrates that learner's anxiety, in a foreign language classroom, may arise from many potential sources. These are personal and interpersonal anxieties and are in relation to the studies done on it (p.426). Horwitz (1986), in the same topic, states that while learning a foreign language, experiencing anxiety is common to the learners; they face a myriad of factors, especially the embarrassment from a perceived harsh correction (p.126). When learners suffer

from anxiety during communication, it generates communication apprehension. They suffer from worry and uneasiness about getting feedback since this might be humiliating. Due to this, trying to establish a good connection with peers thus leads to failure which eventually leads to a despondent mood. Following this experience of failure, Aida (1994) tells that learners suffer from test anxiety. Their level of anxiety is either less or more in proportion to their memory which coincides with the experience of failure (Language Anxiety is one of the Important Variable, para1). These tensions affect the language learning process. Again, Zhang and Rahimi (2014) present six factors that arise anxiety while learning a Foreign Language. Those are: 1) difficulties within the learner; 2) relationship of student and teacher; 3) class policies; 4) estimation of communicative tool; 5) thoughts on learning from the teacher; 6) thoughts on learning from the learners. This research targets the evaluation of communicative tool learning process as one of the major factors in learning foreign language and this is inspected in an event where developmental judgment is determined (p.430). Moreover, Zhanming (2014) has pointed out that there is another fact which must be considered during foreign language learning: it is the complication level in the process of learning and it is determined by the first language, i.e. L1 (p.58). Due to this, the results of researches, regarding the anxiety level in language learning, based on learners' background, vary (Abedi, Mahadavi, & Hassasskhah, 2015; Barali&Gurzynski-Weiss 2011; Martinez 2013; Renko 2012; Sheen 2008, p.77). According to Young (1991), acquiring a Foreign Language occupies a particular level of anxiety for several reasons. When a foreign language learner is asked to express his/her thoughts or ideas using the target language, and in this case, if the person is not competent enough to do so, it is natural that the learners' performance will not be as expected and thus, it may degrade a learner's self-worth (p.428). Horwitz et al. (1986) argues that the thought to progressively achieve can stress a learner

to an extent that can result in being self-conscious, anxious and dismayed (p.186). Other scholars like Macintyre & Charos (1996), Yashima (2002) and Yashima et al. (2004) argue that communication apprehension affects learners' interest to converse in second language (p.6). In addition, Macintyre & Charos (1996) interpret that in case of attitudes, motivations, and anxiety, and other factors, anxiety seems to have "the strongest correlation with several indexes of second language achievement" (p.6). Another research, according to Scovel (1978), shows that catalysts such as performance, anxiety, self-consciousness etc. are what affect the second language learning (p.132). He also presents anxiety as a major factor in class activities (p.132) while Young (1991), at one point, agrees that language learning can be negatively affected, i.e. debilitating effect can occur due to too much anxiety. Due to different individual variables, issues or drawbacks arise while measuring it from learners (p.426-427). Young (1991), in this issue, tells that "most of this research did not adequately define anxiety nor did it describe its specific effects on language learning" (p.426).

### **2.3 Online Learning in EFL learners' Anxiety Level**

Ying-Tien Wu and Chin-Chung Tsai (2006) state that for most learners, the gender differences have always been a major issue. According to them, there are many studies which depict that male learners have comparatively more positive computer related attitudes. Furthermore, they reveal that compared to females, males are more advanced in internet (p.442). It is also indicated that graduate students are more interested in the internet (Wu & Tsai, 2006, p.442). According to Davies & Graff (2005), online time does not carry important authority to put pressure on achieving good marks. Yet students make poor result in the traditional classroom whereas the scenario is opposite in online. There, they make better result. Learners give more dedication in

grammar, vocabulary and pronunciation areas in order to avoid errors and achieve a native-like structure. They feel more nervous in face-to-face conversation compared to any other means of communication using First Language. In their language learning process, the fear of failure and negative effect are barriers (p.661-662). As a result of these, they become nervous while communicating face-to-face and need extra time to think (Horwitz et al, 1986). At the same time, Hussain, Abdullah, Ismail & Yoke (2015) state that in case of writing tasks, learners feel free to write from residence or any other distance places through online rather than traditional classroom (p.168). Hussain et al. (2015) also indicates that they feel free with verbal communication when it is not a direct communication (p.168-169). Levy (2009) indicates that through online learning environment, students are able to enhance their listening, speaking, reading and writing skills; these expose them to pure language whenever and wherever they want (p.776). According to Koohang, Riley, Smith, and Schreurs (2009), e-learning is an educational system where learning takes place in an environment using electronic media (as cited in Martin and Valdivia, 2017, p.1). Furthermore, Tavangarian, Leybold, Nölting, Roser, and Voigt (2004) state that this (e-learning) consists of all electronic supported learning and teaching. E-learning aims to affect the construction of knowledge in the sphere of learners' individual experience, practice and knowledge. E-learning process includes some specific media such as information and communication system which can happen both in presence and in absence of network (p.274). Yu, She & Lee (2010) found that learners who have less achievement could benefit from electronic media and e-learning process (p.188).

According to Koohang (2009), there is a model for e-learning which is known as constructive model. According to this model, there are three following major elements which help in learning: a) learning activity design b) learning assessment and c) the instructors' roles. Learning activities

design deals to promote cooperation in the learning environment. Its' aim is to cope up with the real world as well as the social negotiation.

Learning assessment, on the other hand, includes instructor, peer and self-assessment to carry out the task. Finally, the instructor plays the role of guide as well as feedback provider. All these three elements, jointly, provide a foundation of constructivist e-learning environment (as cited in Martin and Valdivia, 2017, p.2). Lin (2015) adds that this method provides a spontaneous environment where interaction between L2 learners happen, promotes autonomous learners and decreases learning anxiety (p.102). It helps to recognize technology as a helping tool for learning process (Huang, 2002, p.405). Hopkins (2010) thinks technology is useful for the assessment of language learning task (p.235). Ward, Moule, and Lockyer (2009) mention that, in some cases, learners are more comfortable in traditional classroom. They feel uneasy to use social network as a medium of language learning (p.169). These types of learners prefer face to face interaction. They feel nervous for using the electronic tools.

In Bangladeshi context, for many local schools and colleges, it is seen that the syllabus of English Language course, especially the grammar syllabus is vast. These traditional long syllabuses have been being followed by the institutions since a long time. Nowadays, most learners prefer online learning rather than traditional classroom learning. Also, many universities and other educational institutions are offering online based courses to their students. However, it is not widely available everywhere since our educational system is dependent on traditional learning.

Again, our exposure, too, is traditional learning based. Many learners are comfortable with face to face interaction with their fellow members and teachers. These learners cannot consider online learning as a good interaction medium due to the habits formed from the traditional approaches



and actions. That is, even though the ground for online learning is growing day by day, many students prefer enrolling in traditional courses because it allows face-to-face interaction (Maki, 2002, p.85-86). According to Robinson & Doverspike (2006), the reason behind this can be students' negative attitude towards online courses (p.66). The reason behind this negative attitude might be the fact that some learners are more successful in a face-to-face learning environment through interaction with professors and other students (Beard, 2004, p.31). According to Robinson and Doverspike (2006), people close to learners can influence his or her choice of taking online course. For example, because of the previous learning experiences of parents, many might advise their children to enroll in traditional courses since they believe that children will learn less in online (p.64). As a result, even though most of the learners are interested and comfortable in online learning, our exposure and our educational system work as a barrier to online learning.

#### **2.4 Impacts of Corrective Feedback on EFL Learners' Anxiety in Online Environment**

According to Boud & Molloy (2013), feedback plays a vital role so that a learner can improve his/her skill and fluency in technological learning. Teachers provide information and allow students to expose their prior knowledge as well as the perceived knowledge. Feedback not only focuses on the important aspects of learning content but also helps to reduce the learning anxiety level and thus increases the confidence of a learner. In traditional classroom, feedback is happening constantly in face-to-face interaction whereas it lacks in e-learning context (p.699). According to Charles (2007), feedback needs to be turned into a "fed forward" method which can promote online learning by making students connect with e-learning process (p.59). Most of

the researches on feedback are done on traditional classroom and very little on e-learning context.

At present, feedback on online learning context helps to reduce the anxiety level by playing a role to lessen learners' potential anxiety. Electronic tools such as Skype, Facebook groups, video calls, messenger and so on helps to make learners comfortable. They feel more flexible to interact with their instructors with the help of technology. However, there are few researches who tell about methods to stop the levels of nervousness that learners show while carrying out their speaking tasks in online environments. In this regard, McNeil (2014) states that the nervousness level in learning Foreign Language is low when it occurs as asynchronous computer-mediated learning environment (p.155). Ellis (2006) interprets that corrective feedback (CF) may response as an error when students get involved in it in wrong ways (p.37). According to Krashen (1982), corrective feedback (CF) sometimes increases the anxiety level during speaking and learners end up making errors (p.31). As a result, instructors should also be careful about the amount of feedback to provide to students. According to Lee (2006) and Sheen (2008), in case of Corrective Feedback and anxiety factors, for students who have low level of anxiety, recast will be an effective step (as cited in Martin and Valdivia, 2017, p.2). Furthermore, according to Hopkins (2010), stated that, it is important to note that to carry out a more pedagogical research one should consider the students' level of perception (p.237).

## **2.5 Effects of Online Interaction in EFL Learners' Anxiety Level**

One of the most important components in foreign language learning is interaction. Learners should interact with each other. The more they interact, the more they learn. According to Brown (2001) and Wu (1992), continual interactivity promotes the ability of using a language

effectively. Christie and Stone (1999) point out that face-to-face interaction is not the one-way transfer of knowledge from intellect to fresher; rather, it should flexibly promote ways of transferring knowledge from both sides so that both peer-to-peer and multi-way communication can happen (p.109). Moreover, Hassan Das, Hassan, Bisdikian, & Soldani, (2005) Roseberry, Hirsh-Pasek, & Golinkoff (2014) have presented various studies which display the gravity of using Interface Delivery Systems, in which interactions between teachers and students happen through Synchronous Audiographic Conferencing systems (SAC systems) and Skype in real time (as cited in Martin and Valdivia, 2017, p.3). In the process of learning foreign language, communication and interaction are important elements (Dewey, 1916). Ericsson, Krampe & Tesch-Romer (1993) stated that there is a link between learners' active responses and his or her acquired self-proficiency. Thus, interaction is the key to any learning activity to achieve fruitful results (p.368).

We know that CLT (Communicative Language Teaching) is the best method to achieve a foreign language as quickly as possible. Penner (1995), Rao (2002), Sun & Cheng (2002) consider this method as the best one to learn foreign language for its features such as pure language input, creative language output, real-life language practice as well as listening and speaking (as cited in Cheng, Hwang, Wu, Shadiev and Xie 2018, p.94). It prepares the ground for using the language every day and in that way, learners will be able to practice communication in English.

Apart from this, Tsou (2005) states that language learners consider oral practice in language classrooms important since it is concerned with learning English as a foreign language and majority of the students feel comfortable in practicing in the classroom. Using multimedia tools (e.g. mobile phone, and computer) promote language learning by sharing and by distributing the materials used in the process of language learning. Such tools relate the students amongst each

other and aid them to interact. To enhance motivation for students' learning, researchers have been trying to investigate and find out the best teaching instruction methods for learning Foreign Language. Regarding this issue, attention has been paid onto the efficacy of multimedia use (p.31-32). According to Dwyer (1978), the use of additional multimedia tool can enhance the level of communication; this will enable the learners and the teachers to transmit messages. While teaching the target language in real-life, multimedia technologies such as TV, computers, YouTube, E-mail, and other interactive aids integrate the language more quickly.

In other word, learners can get exposure to the authentic language through technology. Also, they can use and develop their language skills in more flexible ways and can reduce their anxiety level (as cited in Huang and Hwang, 2013, p.27). John (1995) talked about making interactive learning environment by combining texts, pictures, audio and video to present material (p.16). In the meantime, Lamy and Goodfellow (1999) have pointed out that through using a computer or networking systems, learners can share their experiences through asynchronous discussion in Foreign Language learning contexts. These scholars also claim that this reflective learning will enhance motivation and efficiency of learners as they share opinions and discuss the related subjects. Here, it can be seen that most learners are comfortable or feel less anxious while interacting online rather than interacting face to face.

There are many researches that claim that learners can achieve and develop confidence by directing self-learning (as cited in Cheng, Hwang, Wu, Shadieff and Xie 2018, p.95). To be more specific, they can develop their foreign language skills through chatting or texting on mobile phones or computers. Again, through internet, they can watch video clips, listen to audio clips through mobile phones and computers. Also, they can find out their errors while learning the foreign language as well as know unknown words, learn new grammatical items or structures by

surfing in Google with internet connection. In this way, they can easily get self-corrective feedback from anywhere, any place. However, all these activities are associated with online learning process. Therefore, it can be said that by learning foreign language online, learners can reduce their anxiety level. This is because, here, they will get access to different types of multimedia tools and will be able to cope up with foreign language learning in a short time.

## **2.6 Collaborative Learning as EFL Learners' Anxiety Reducer**

Collaborative learning is one of the most important parts of interaction. It is a learning process where students from many groups involve themselves in sharing, interacting and negotiating through language learning activities. Mevarech (1993) points out the importance of collaborative learning and indicates that it creates more interests amongst learners rather than one-way learning (p.451). Ushioda (1996) also states that collaboration promotes the ground for developing learners' encouragement. He also presents collaborative learning as a repellent to anxiety. According to Hartman (1961), multiple-channel theory, that involves at least two of the channels under consideration, helps to increase the learning process of second language learning. Krashen (1985) has established the nativist theory; it implies that unconscious environment is best for learning a second language. This is because learners feel more comfortable when they learn unconsciously. In order to create authentic learning environment, teachers need to recreate new approaches and methods. Here, the progress of learning second language is referred (as cited in Huang and Hwang, 2013, p.27).

Again, according to Zurita & Nussbaum (2004), as far as coordination, communication, and negotiation are involved in collaborative learning, this method can create some problems. In this case, desktop computers could be solution. However, learners focus on their desktops can create

problems, e.g. interrupted interactions. Therefore, Zurita and Nussbaum (2004) offer a program known as Mobile Computer-Supported Collaborative Learning (MCSCCL). In this research, an experiment is conducted in an English language learning class. The experiment is conducted in a primary school through collaborative activities consisting of both with and without mobile technological support. Learners, there, have been examined through inspection and questionnaires and the outcomes of the investigation presents that MCSCCL can deliver favorable outcomes which is linked to portability, sincerity, and other characteristics. These are helpful for collaborative learning and interaction (p.289-290).

One of the important reasons behind the success of online or distance learning is the flexible time schedule for both the teacher and the learners. Nowadays, in most cases, learners balance their academic life along with their professional life. In other word, e-learning allows them to make a balance between these two strands by giving the chances to view course elements, study and connect with other students in online. In online learning, learners also get to nurture their learning experiences in a social environment. According to Beard (2004), there are different sites such as Black-board where both the instructors and learners can browse all important course materials; also, here, both of them (learner and instructor) can continue discussion boards through a chat room and personal email (p.29).

## **2.7 Present Situation of Online Environment in Education**

In recent years, the use of multimedia elements has become wide not only in educational sectors but also become noticeable in recreation and communication. Tamburini (1999) stated that this work has created a new domain which presents the idea of foreign language learning as a

fundamental need. Online teaching promotes the use of audio, video, animation and interactivity in a language class. These elements help students to recognize the language items and engage them in foreign language learning. It also develops interaction between teachers and students rather than one-way traditional learning (p.138). Different types of computer softwares, nowadays, are used to engage the learners and enhance their level of motivation and stimulation. The scholars are trying to integrate the use of computer in the English language learning courses. According to Hwang (2013), the focus is on how online learning lets students recreate their language process as well as minimize their anxiety level while learning English (p.28). Teachers can also create groups and pages in social media such as Facebook, whatsapp in order to involve students in group discussions, debates, etc. Learners can easily participate in those discussions from anywhere through online. It also enhances teachers and students' interaction level and reduces learners' anxiety level. Compared to traditional classroom, this is much more informal and flexible. Here, learners can cope with their foreign language learning and break the language barrier. They can also participate in exams through online; in that way, it is helpful for learners who work and study. Teachers can easily change their class schedule and publish it in online groups. Thus, students get access to immediate updates without coming and attending in class. In this case, they do not have to consume their time unnecessarily. Maurino (2007) states that, multimedia classes increase the level of interactions in the class rather than on-campus courses. Another important factor for choosing online courses is that it has no hassle of traveling from campus to home or vice versa (p.47). According to Huang & Hwang (2013), nowadays, result is published in online and anyone can access their result through online process. Some influential studies related to nervousness show that the use of technology decreases language learners' anxiety. To be more specific, learners usually get engaged in online learning by staying in

residence (p.29). Furthermore, Nunan (1999) states that online classroom is student-centered and teachers in online courses act as facilitator rather than a commander in a traditional classroom (p.56). Moreover, Majid, Sharil, Luaran & Nadzri (2012) identify that adult learners feel less anxiety in online classroom due to their age factor (p.87). Therefore, it can be said that multi-media environment and online learning process help foreign language learners to reduce their anxiety level and learn their target language (English) more quickly.

There are not large scale researches that include both online learning and traditional classroom context. Therefore, this study is an attempt to find out whether online learning reduces the learners' level of anxiety and improves their level of performances in learning an FL and thus flourishes their acquiring.



## CHAPTER 3

### Research Methodology

#### 3.1 Aim of the Research

The study attempts to investigate the EFL learners' anxiety level in an online environmental classroom and also find out how learners get facilitated from the online learning. Therefore, the researchers' aim is to mark out learners' comfort level in online based classroom. In the whole study, this chapter represents methods used for characterizing the study in a sequence.

#### 3.2 Research Questions

This research is based on three research hypothesis to expand the outcome of online learning environment and the level of anxiety of a learner in online learning process. The research questions are presented below.

1. What is the difference between a real classroom and online learning environmental classroom?  
Differentiate the learning anxiety in both cases.
2. How are learners benefited by the implication of ICT in language learning classroom?
3. Why should learners prefer online learning environmental classroom over traditional classroom?

The researcher, of this paper, has found that the beginner level learners are more anxious to use technology equipment on their learning process. However, they improve their conditions

successively only when they connect to online based elements and overcome their learning anxiety.

### 3.3 Meaningfulness of the study

The research will be beneficial for both the EFL learners and the EFL instructors in case of the usage of target language. Consequently, the results are pursued by the analyses and this will promote learners to be able to enact better. It will also develop their EFL learning skills in future.

### 3.4 Number of Participants

The researcher conducted the survey in five private universities which are located in Dhaka, Bangladesh. The participants are English Language students and teachers from different universities. The researcher has then arranged a survey among 97 students, 16-25 students from each university and 28 teachers, less than 10 from each university. Most of the teachers have been busy with their tight schedules. As a result, it has not been easy to get their appointments.

The number of participants from five universities is presented in the table below.

| NO | NAME OF THE UNIVERSITIES | STUDENTS' NUMBER    | TEACHERS NUMBERS |
|----|--------------------------|---------------------|------------------|
| 01 | A                        | 17                  | 6                |
| 02 | B                        | 22                  | 7                |
| 03 | C                        | 16                  | 5                |
| 04 | D                        | 19                  | 5                |
| 05 | E                        | 23                  | 5                |
|    |                          | TOTAL NUMBER:<br>97 | TOTAL NUMBER: 28 |

Figure: Number of participants from each University

### **3.5 Research Design**

The purpose of conducting this study is to find out how online platforms can contribute to English language learners. The researcher also attempts to find out the benefits EFL learners can get from language learning in online. For this research work, the researcher has conducted a survey. The calculation of the survey is presented with the help of statistics. That is, here, quantitative method is used. Again, the researcher also considers teachers' and students' opinions, thoughts, replies etc. which are presented through Qualitative method. Since, in this study, both quantitative and qualitative data are used, the research methodology can be referred to as a Mixed Method. The methodology for this research is mixed. Usually, qualitative data presents participants' (here, learners and teachers) observation, opinion etc while quantitative presents the statics and helps researcher to analyze those.

### **3.6 Research Elements**

For collecting data, the Researcher built up two questionnaires (questionnaires A and Questionnaires B) to complete her survey.

Questionnaire A is for students. This set consists of 4 open-ended and 21 close- ended questions. In questionnaire A, part A is developed with 21 close-ended questions and part B is designed with 4 open-ended questions.

Questionnaire B is designed for teachers. This set consists of 21 close-ended questions and 4 open-ended questions. Part A developed for 21 close- ended questions and part B developed for 4 open-ended questions in questionnaire B.

### **3.7 Procedure of the Study**

The researcher, at first, contacted with the authorities of five universities to collect initial information for her survey. The compliance of each university authority is taken before the investigation process. The survey for the students has been conducted after their English language class as per the permit of the authority. The survey for the teachers is not as easy as the way they are engaged with their schedule. Getting their appointments has been a difficult task. All the selected teachers are related to English Language Teaching. The researcher illustrates every question for both the teachers and students in order to ensure their participation in the survey.

### **3.8 Method of Experiment**

The researcher has applied a mixed method for the analysis which consists of both quantitative and qualitative questions to collect data. The researcher has then calculated the final result on Microsoft 2010 Excel and found the mean score of total subjects. Same procedure has been applied in the calculation for teachers as well.

### **3.9 Limitations of the Research**

The researcher has conducted the survey with data from only five private universities in Dhaka, Bangladesh. That is, the data is limited. Also, due to the upcoming election, institutions have rescheduled their class and exam timings. As a result, time constraint has been a major issue too. Also, the findings are not be generalized. In other word, these will not be same for all universities of Dhaka or outside of Dhaka. Moreover, the participation of teachers is less because of their busy schedule.

## CHAPTER 4

### Findings and Analysis

This chapter is structured to analyze both students' and teachers' responses which have been gathered from the five private universities of Dhaka, Bangladesh.

#### 4.1 Data Collection and Findings Analysis from Students' Questionnaire:

Questionnaire A is conducted for 97 students from five different private universities and it consists of 21 close-ended and 4 open-ended questions. Part A is for 21 close-ended questions and part B is for 4 open-ended questions.

#### Findings from part A (close-ended) questions:

The findings from part A of students' questionnaire is presented in table- 1. The outcomes are collected from the calculations of mean scores. Here, higher mean score indicates higher level of acceptance and lower mean score indicates lower level of acceptance. The researcher has arranged some interpretation key in order to present learners' position of anxiety level in English language learning classroom based on online learning environment.

Interpretation Keys:

Strongly Agree= (3.75-4.30)

Agree = (3.50-3.75)

Neutral = (3.30-3.50)

Disagree = (3.00-3.30)

Strongly Disagree= (2.35-3.00)

**The interpretation key for learners' position:**

- 2.35-3.00= these students' anxiety level in learning English language is very high,
- 3.00-3.30= students think online is helping them in some extent to reduce their anxiety level but they also support traditional learning,
- 3.30-3.50= these students between these numbers they are little bit confused whether online learning is reducing their anxiety level or not but maximum students support online learning,
- 3.50-3.75= they are agreed that online learning environment helps them to reduce their anxiety level,
- 3.75-4.50= these students highly supported online learning environment in reducing their English learning anxiety level.

**Table 1- Findings for students (close-ended questions)**

| NO | STATEMENTS FOR STUDENTS  | TOTAL NUMBER | MEAN SCORE |
|----|--|--------------|------------|
| 1  | I do not get anxious in my English language classroom.                   | 97           | 2.35       |
| 2  | I do not feel scare to express my opinion in English language classroom. | 97           | 2.82       |
| 3  | I do not hold extra time to perform.                                     | 97           | 3.18       |

|    |   |    |      |
|----|---|----|------|
| 4  | I engage in the classroom quickly.  | 97 | 3.39 |
| 5  | I can speak without any barrier in English language class.  | 97 | 3.46 |
| 6  | I feel traditional learning process creates a barrier over online learning process.                 | 97 | 3.54 |
| 7  | I engage in writing from my residence more freely through online than classroom.                    | 97 | 3.56 |
| 8  | I feel less hesitate while attending in discussion board rather than classroom.                     | 97 | 3.32 |
| 9  | I feel online group presentation help me to overcome from nervousness.                              | 97 | 3.51 |
| 10 | I feel watching videos in class enhance my interest of learning English.                            | 97 | 4.12 |
| 11 | Online audio and visual aids make me more relax in understanding lessons than traditional learning. | 97 | 3.79 |
| 12 | I need extra time to build up my answers since attending in a discussion board and chatting.        | 97 | 3.54 |
| 13 | Online environmental class helps me to enhance my English language listening skill.                 | 97 | 3.93 |
| 14 | My English becomes more accurate when I posting and chatting  | 97 | 3.75 |

|    |  |    |      |
|----|--|----|------|
|    | something through online   |    |      |
| 15 | Online videos with English caption improve my vocabulary skill.  | 97 | 4.27 |
| 16 | I find easier to get important notices through online than face-to-face attend.                                      | 97 | 3.71 |
| 17 | It is more flexible for me fixing the extra classes or cancelling the classes through online.                        | 97 | 3.84 |
| 18 | Online makes me able to contact with my instructors more easily through email, messenger, Facebook groups and so on. | 97 | 4.01 |
| 19 | I feel online learning is a time saving process.   | 97 | 3.75 |
| 20 | I feel online learning is beneficial for part time job holder students.  | 97 | 3.82 |
| 21 | I feel English captions help me to understand the lesson better through online and reduce my anxiety.                | 97 | 3.95 |

These findings show that even though students have different opinions regarding online environment, most support that: it will help them reduce their anxiety level. For statement 1, the mean score is= 2.35. It means students “strongly disagree” with the statement as the key interpretation is within 2.35-3.00(Strongly Disagree). Maximum students become anxious in their English language classroom. It means they have problems in face-to-face learning.



Again, in statement 2, the result of mean score is = 2.82 which is under “strongly disagree” (2.35-3.00). Students feel scared to express their opinions in English language classroom. It indicates that they are not comfortable in face-to-face or traditional classroom.

Statement 3 presents Disagreement because the mean score is= 3.18 which is under “strongly disagree” (3.00-3.30) option. Here, students think online learning environment helps them to some extent. It doesn't help them entirely to reduce their anxiety level. This is why some students agree that need extra time to perform in the English language classroom while others need no additional time at all.

Statement 4 and 5 show neutral result because the key interpretation score is within 3.30 to 3.50. Statement 4 presents that students are not sure whether they can engage themselves in class more quickly. Sometimes, they connect with the English language class more quickly while at other times, they take time to engage. Again, in statement 5, students have expressed that they can speak in English language class without any barrier, however, sometimes, they face barrier to speak. They are also confused to select between traditional classroom and online learning environment. Yet, most support online learning environment since, in many ways, it is successful in minimizing their English language anxiety level.

Majority agrees with statements 6 and 7 as the mean scores are within 3.50 to 3.75; this indicates that both are under acceptance. For statement 6, mean score is 3.54 whereas the mean outcome for statement 7 is 3.56. This indicates that students are satisfied for both the statements. They agree that the traditional learning process creates a barrier over online learning process and they feel more comfortable to participate in writing from their residences rather than classroom. They

feel more comfortable to write through online platforms such as Facebook groups, sop, chatting groups, discussion group and so on.

Statement 8 is: I feel less hesitate while attending in discussion board rather than classroom. Here, the mean outcome is 3.32. Students respond here as neutral since the mean score is under 3.30-3.50. This is neutral according to the key interpretation. That means, here, some students hesitate during attending the discussion board and some do not hesitate to face the discussion board.

Statement 9 presents the mean score 3.51 which is "agree" according to the key interpretation (3.50-3.75). So, students feel online group presentations help them to overcome their nervousness.

Most students are strongly agreeing with statement 10 as the mean score is 4.12. Most also feel that watching videos in class enhance their English language learning interests. Again, maximum students entirely agree that online audio and visual aids make them feel more relaxed in understanding lessons than traditional classroom. This is because the mean score is 3.79 which is presented as "strongly agree" according to the key markings.

Students agree with statement 12. They need extra time to build up their answers while attending in a discussion board or chatting because the mean outcome is 3.54 and this indicates the acceptance.

Most strongly agree with statements 13, 14 & 15 as the mean scores are within 3.75- 4.50 which signal as strongly agree. For statement 13, the mean outcome is 3.93 and it clearly presents that online environmental classroom helps the students to enhance their English language listening skill. In statement 14, the mean score is 3.75 and it is also clearly accepted by the students

strongly that their English becomes more accurate while they post and chat online. The mean score is 4.27 for statement 15 which is highly accepted by most of the students that online videos with English captions improve their vocabulary skills.

Students agree with the statement 16 that they find it easier to get important notice through online. In this case, they don't need to come to the campus for collecting important notices, they as well as can save their transport cost. It is very beneficial to them. The mean score for statement 16 is 3.71 which is under acceptance or agree key interpretation.

Statements 17 to 21 are strongly agreed by the students and the mean outcomes are within 3.75 to 4.50 which have been interpreted by the researcher as "strongly agreed". Therefore, students strongly agree with statement 17, according to which, it is more flexible for them to fix or cancel extra classes through online. Learners also strongly agree with statement 18 and 19: they think online learning enables them to contact with their instructor more easily through email, messenger, Facebook groups and so on and it is also a time saving process. Consequently most strongly agree with statement 20(mean score=3.82) and 21(mean score=3.95). This means they highly agree that online learning is beneficial for part time job holder students. Through online, they can understand lessons easily by carrying the English captions or subtitles and it helps them in reducing their anxiety.

To recapitulate, it is found that most of the students have accepted the fact that online learning environment, to some extent, helps them in reducing their English learning anxiety level.

**Part B (Open-ended questions) for students:****Response to Question Number 1: Why do you feel nervous in English language classroom?**

Most of the students have responded that they are from the Bengali medium school and thus their foundation of English is very weak. Their first language always works as a barrier on their second language. They feel shy, embarrassed and nervous to express their thoughts in their English language classroom. Their anxiety level in learning English language is very high. However, some students deny; they think they do not feel nervous to speak or express in English language classroom. Also, they think their foundation of English language is strong.

**Response to Question Number 2: Do you think multimedia instruction is successful to reduce your English learning anxiety level? Explain why you think so.**

Majority responds positively to this question. They think multimedia based instruction such as audio and visual aids make them directly connected to the target language as it enhances their learning interest and improves their listening skill. They add that they can easily find out important and authentic information through online; they do not always need to depend on books. This also develops their vocabulary skill and pronunciation as well. There are some students who support traditional learning; they think multimedia instruction can help them to some extent in reducing their anxiety level not entirely. They feel more comfortable in traditional learning but they cannot deny the importance of multimedia staffs in their English language learning.

**Response to the Question Number 3: Does online learning develop your learning process with your English learning classroom experience? Why do you think so?**

Students have accepted that online learning develops their English language learning process and also, it incorporates with classroom learning. They have expressed that attending Facebook

groups, messenger, Facebook chat box, etc. these online platforms are developing their English language learning process. Online group presentation at classroom develops their English learning skill and reduces their anxiety level. Moreover, English videos carrying captions in online develop their vocabulary skill as well as make them understand the lessons clearly in a relaxing way. Also, they hesitate less to face online discussion board rather than face-to-face classroom.

**Response to the Question Number 4: Do you think technology is considered as a panacea for all? Why do you think so?**

Some students have responded to this questions positively and some have not, because they believe technology will work as blessing when you grab its' positive sides, if you take its' negative sides then the result can be opposite. Some students select the shortcut way by using technology and it somehow brings negative impact on their basic knowledge. They become inactive and totally become dependent on technology. Obviously it cannot be denied that, in this century, we cannot think of our daily lives without technology. Still, traditional learning is also important for some students. They do not think technology can be panacea for all; it depends on the way you make use it.

#### **4.2 Data Collection and Findings Analysis for Teachers**

Questionnaire B is conducted for 28 teachers from five different private universities and it consists of 21 close-ended and 4 open-ended questions. Part A is for 21 close-ended questions and part B is for 4 open-ended questions.

**Findings from part A (close-ended) questions:**

Findings from part A of teachers' questionnaire B is presented in table- 2. The outcomes are collected from the calculations of mean scores. Here, higher mean score indicates higher level of acceptance and lower mean score indicates lower level of acceptance. The researcher has arranged some interpretation key in order to present teachers' opinion on their students' anxiety level in English language learning classroom based on online learning environment.

**Interpretation Keys:**

Strongly Agree= (3.75-4.30)

Agree = (3.50-3.75)

Neutral = (3.30-3.50)

Disagree = (3.00-3.30)

Strongly Disagree= (2.35-3.00)

**The interpretation key for teachers' opinions on their students' anxiety level:**

- 2.35-3.00= they think their students' anxiety level in learning English language is very high,
- 3.00-3.30= they think online is helping their students in some extent to reduce their anxiety level but they also support traditional learning,
- 3.30-3.50= these teachers between these numbers are little bit confused whether online learning is reducing their students' anxiety level or not but maximum teachers think it works,

- 3.50-3.75= they are agreed that online learning environment helps them to reduce their students' anxiety level,
- 3.75-4.50= these teachers highly supported online learning environment in reducing their students' English learning anxiety level.

**Table-2 Findings for teachers (close-ended questions)**

| NO | STATEMENTS FOR TEACHERS  | TOTAL NUMBER | MEAN SCORE |
|----|--|--------------|------------|
| 1  | My students do not get anxious in their English language classroom.                                  | 28           | 2.82       |
| 2  | Most of my students feel bother to express their opinion in English language classroom.              | 28           | 3.75       |
| 3  | My students do not hold extra time to perform.   | 28           | 3.46       |
| 4  | My students can engage in the classroom quickly.   | 28           | 3.46       |
| 5  | My students can speak English without any barrier in English language class.                         | 28           | 3.04       |
| 6  | Traditional learning creates a barrier over online learning process for your students.               | 28           | 3.71       |
| 7  | My students engage in writing from their residence more freely through online rather than classroom. | 28           | 3.07       |

|    |  |    |      |
|----|--|----|------|
| 8  | My students feel less hesitate while attending in discussion board rather than classroom.                          | 28 | 3.43 |
| 9  | My students feel online group presentation help them to overcome from nervousness.                                 | 28 | 3.75 |
| 10 | My students feel, watching videos in class enhance their interest of learning English.                             | 28 | 4.18 |
| 11 | Online audio and visual aids make my students more relax in understanding their lessons than traditional learning. | 28 | 4.32 |
| 12 | They need extra time to build up their answers since attending in a discussion board and chatting.                 | 28 | 3.46 |
| 13 | Online environmental class helps my students to enhance their English language listening skill.                    | 28 | 4.07 |
| 14 | My students' English becomes more accurate when they are posting and chatting something through online             | 28 | 3.75 |
| 15 | Online videos with English caption improve my students' vocabulary skill.  | 28 | 4.21 |
| 16 | My students find easier to get important notices through online than face-to-face attend.                          | 28 | 3.82 |
| 17 | It is more flexible for me fixing the extra classes or   | 28 | 3.46 |



|    |   |    |      |
|----|---|----|------|
|    | cancelling the classes through online.  |    |      |
| 18 | Online makes them able to contact with their instructors more easily through email, messenger, Facebook groups and so on. | 28 | 3.61 |
| 19 | I feel online learning is a time saving process.  | 28 | 3.54 |
| 20 | I feel online learning is beneficial for part time job holder students.   | 28 | 3.75 |
| 21 | I feel English captions help my students to understand the lesson better through online and reduce their anxiety.         | 28 | 3.75 |

These findings show that maximum teachers have accepted the fact that online environment help students in reducing their anxiety level even though some teachers had their different point of views on online learning environment. For statement number 1, the mean score is= 2.82; it means teachers strongly disagree with the statement. This is interpreted based on the key interpretation range which is between 2.35-3.00 (Strongly Disagree). They think most of their students become anxious in their English language classroom; it means they have problems in face-to-face learning.

Again, in statement 2, the result of the mean score is = 3.75 which falls under “strongly agree” (3.75-4.50). There, teachers feel their students feel bothered to express their opinions in English language classroom. This indicates that their students are not comfortable in face-to-face conversations.

Statement 3 presents neutral point of view of teachers because the mean score is= 3.46 which is under neutral key interpretation (3.30-3.50). Here, teachers think online learning environment helps them to some extent, if not entirely. They have also expressed that some students need extra time to perform while others do not.

Statement 4 shows that most teachers are neutral. The mean score is 3.46 and it is located within the key interpretation score: 3.30 to 3.50. Here, teachers think that some students can connect with the English language classroom more quickly while some cannot. Moreover, most teachers disagree with statement 5 because the mean score is poor (3.04) which is under disagreement key interpretation. Here, teachers think most their students face barrier while speaking English in an English language classroom. Their students do not feel comfortable in face-to-face conversation.

Statement 6 illustrates that teachers have agreed on this statement. As the mean score is 3.71, it goes under the acceptance interpretation. Most of the teachers have accepted that traditional learning creates a barrier over online learning process for their students. On the other hand, they have disagreed on statement 7 where mean score is very poor (3.07). Some teachers do not think that their students engage in writing more freely from their residence rather than classroom. The support that teachers' have towards traditional practice acts as a barrier in online learning environment.

Most teachers react neutrally on statement 8 where the mean score is 3.43. They think some students hesitate less while attending in discussion board rather than classroom, and some do not hesitate to face discussion board. On the other hand, they strongly agree with statement 9 because the mean score is very high 3.75. They strongly agreed that online group presentation helps their students to overcome from nervousness. Continually, most teachers strongly agree

with the statements 10 & 11 where the mean scores are 4.18 and 4.32 consecutively which exist within the “strongly agree” key interpretation. These teachers “strongly agree” that watching online videos will enhance their students’ English language learning interest. Also, they feel online audio and visual aids make students feel more relaxed while grasping the lessons compared to how they feel in traditional classroom. However, most teachers have reacted neutrally towards statement 12, as the mean score is 3.46. They think some of their students need extra time to build up their answers while attending discussion board and chat room and some do not take extra time to attend.

Teachers “strongly” support online and this is interpreted from statements 13 and 14. The mean scores are strongly high both for the statements: one is 4.07 and other is 3.75 that means teachers have strongly agreed that online environmental class helps their students to enhance their listening skills and their students’ English become more accurate when they are posting or chatting through online. Again, teachers have strongly accepted statement 15 which implies that online videos with English captions improve their students’ vocabulary skill as well as they highly supported statement 16 which is getting important notices through online helps them enormously. The teachers as well as the students do not need to come to campus for collecting important notices, teachers can easily post notices and students find these notices easily through Facebook pages, groups, messenger, email and so on. It also saves their transport cost. However, some teachers agree with statement 17 and some do not. This shows a neutral result (mean score=3.46). Some teachers think fixing or cancelling extra classes through online is not flexible for them whereas some teachers think it is flexible for them. Sometimes, students can’t get the important notices for network problems or when they remain offline and same happens to the teachers. I think some teachers find it as trouble.

Teachers have accepted that online platform makes their students able to contact with them easily through online staffs such as email, online groups, and online chat box and so on as well as teachers accepted that online is a time saving process. In this case, teachers agree with both statement number 18 (mean score= 3.61) and statement number 19 (mean score=3.61). Both the statements under acceptance key interpretation which the researcher has designed.

Statements number 20 &21 illustrate that teachers strongly agree on both the statements. They have accepted that online learning process is beneficial for part time job holder students (mean score=3.75) and they also feel the lessons carrying English captions in online help their students to understand the lessons more clearly as well as assist them to reduce their anxiety level in English language learning.

Here, from the findings of the teachers' close-ended questionnaire, it is proven that most of the teachers accepted that online learning environment successfully helps their students to reduce their anxiety level in English language learning to some extent.

### **Part B (open-ended questions for teachers):**

#### **Response to question 1: Why do your students feel nervous in English language classroom?**

Most of the teachers have expressed that their students feel nervous in English language classroom because English is their second/foreign language. Some think it happens due to their lack of proficiency. Also, majority students feel reluctant to speak English. Moreover, students feel nervous because of the cultural barrier and they feel uneasy for it. Again, their students fail to express what they exactly intent to express in English language classroom, in the same time

poor vocabulary makes the students feel nervous and they are not competent enough in English. Some teachers tell that their students think they would make mistakes and feel embarrassed as well as they become afraid that others will laugh at their mistakes. Their students also feel shy about their deficiency in English language classroom. Some teachers have interesting answers such as their students feel nervous in English language classroom because they try to think in their mother language and translate things in English. Some teachers also think their students feel nervous because of their poor foundation in English.

**Response to Question Number 2: Do you think multimedia instruction is successful to reduce your students' English learning anxiety level? Explain why you think so.**

Most teachers have responded positively; they think multimedia instruction gives them good guidance and correct pronunciation as well as gives them positive influence and reduces their anxiety level. Their students enjoy their learning through multimedia instruction and they can learn anything easily as well as they practice their lessons by themselves and they can take same session several times. They can also test their efficiency level by themselves without any fear of embarrassment and multimedia audio and visual aids help them to understand a lesson well through relaxation and they feel less anxious. However, some teachers also think multimedia instruction can enhance their students' learning process but it cannot reduce their anxiety level totally. Some believe multimedia instruction can reduce their students' anxiety level, to some extent, as they can see the demonstration right before them. Some teachers have reacted negatively. According to them, multimedia instruction cannot be the permanent solution to reduce their students' anxiety level if their students don't have any traditional foundation in English. Moreover, some teachers agree that as a new and innovative device, it can reduce their students' anxiety level.

**Response to Question Number 3: Does online learning develop your teaching process with your English learning classroom experience? Why do you think so?**

Most teachers have accepted that online learning develop their learning process though some disagreed with that, they think it is helpful to some extent not entirely. However, they have also added they can get access to new techniques and materials as well as the way they can judge their teaching performance and correct themselves. They have expressed that they can get more innovative ideas through online. Using videos and tools, also help them in their teaching process. Some teachers also deny that they do not get much time to use technology in their classrooms besides traditional teaching process. The teachers also accepted that they can give their students more informative, authentic and different ideas and documents by using online and they can also add the contemporary ideas. Moreover, they add that, through online, they can save their time and learn to deliver their lectures in a compact way.

**Response to Question Number 4: Do you think technology is considered as a panacea for all? Why do you think so?**

Teachers disagree in this regard. This is because they think technology can add different tastes in learning and it is obviously important for learning and gives new ideas but it can't be only the thing or solution for learning. They have also added that instructors are as important as technology in English language learning process. Without instructors, students cannot be guided in the correct way. Some teachers have expressed that, in today's world, they cannot deny the power of technology but traditional teaching system and technology should go hand in hand. Some of them think technology is only a helping tool, they also added in many cases it helps to

grab students' attention but traditional learning is as well as important. Technology, to some extent, helps in their teaching process but they cannot get online facilities all the time. Some teachers say the process behind the technology is the most important to transmit the knowledge. They have also added that along with technology, more usage of target language can work as a remedy. Some teachers have also illustrated that it depends on students. Again, some students take advantages of the situation and the weaker students choose shortcut. Lastly, some teachers agree that technology is considered as a panacea, to some extent, because as the adult learners they think they can get access to any information within short time; it is reliable but instruction should be more competent.

The collected information from the study presents that online environment can help classroom learning if used in proper ways. Learners should always be under instructors' and parents' continual observation since this generation has the tendency to get diverted towards other social networking sites such as Facebook, twitter, Instagram.

## CHAPTER 5

### Discussion

The aim of this research is to explore and find out whether EFL learners' anxiety level in online classes is high or low. Based on this anxiety level, Universities should incorporate their traditional classes with this platform. In order to complete the research, the researcher has conducted various surveys amongst teachers and students from five Universities of Dhaka, Bangladesh.

#### **5.1 Discussions on close-ended questions (both for teachers and students):**

The results from the present findings show that most EFL teachers and students view online learning as a tool to reduce their anxiety. Statement 1 and 2 both from table-1 and table-2 consecutively show that students feel nervous and scared to express their opinion in English language classroom. According to Horwitz (1986), while learning a foreign language, anxiety is a common phenomenon shown amongst learners; this happens since they face a myriad of factors, including embarrassment from a perceived harsh correction. (p.126). While communicating, as a learner suffers from anxiety, it generates the communication apprehension. S/he, in this case, suffers from the worry of disconcerting feedback; this can be humiliating while trying to establish a good connection with their peers; as a result it is no wonder that the humiliation or failure can lead one to despondent mood. Following this experience of failure, Aida (1994) presents learners who suffer from test anxiety. In this case, the level of anxiety is more or less in proportion with the learner's memory as it coincides with their experience of failure (Language Anxiety is one of the Important Variable, para1). Both the results of



statements 1 and 2, therefore, match with the reviews of Horwitz and Aida. Hence, it is proved that most students have challenging issues with face-to-face communication in English language class.

From the both questionnaires, the outcomes for statement 3 and 4 are neutral. That means, some students need extra time to perform and engage themselves in English language class whereas others do not. Moreover, same response came from the teachers, they think some of their students need extra time to perform and engage in the English language class and some do not. Young (1991) states that acquiring a Foreign Language occupies a particular level of anxiety that is provoked by several reasons. If a Foreign Language learner is asked to express his thoughts or ideas using the target language, in which he is not competent enough, his performance may not be as expected and it may degrade the self-worth (p.428). Horwitz et al. (1986) argues that the thought of the need to must achieve can stress a learner even more; this results in having a feeling of self-conscious, anxious and dismayed (p.186). Both statements prove that students' anxiety level works as a barrier while expressing opinions in English language class and taking extra time to engage themselves in the class.

Different results are found for statement 5. There, students have been neutral whereas most teachers disagreed. Some students think they face no barrier in English speaking while some feels the barrier themselves. From teachers' perspective, most students face barrier while speaking in English. Since the opinions of teachers' and students' do not match, some corrective feedback should be provided to avoid the problem. Teachers should be more understanding and sincere about feedback. A teacher should try to understand students' psychology and this understanding can solve the conflict can be solved. Ellis (2006) stated that Corrective Feedback

(CF) may response as an error when the students involve in it in a wrong way (p.37). According to Krashen (1982), corrective feedback (CF) sometimes increases the anxiety level in the aspect of speaking Foreign Language and makes errors (p.31). As a result, instructors should be careful about how much feedback they should provide to their students. According to Lee (2006) and Sheen (2008), in case of Corrective Feedback and anxiety factors, for the students who carry a low level of anxiety, the recast will be an effective step (as cited in Martin and Valdivia, 2017, p.2). These writers more or less talk about this problem in their studies.

Statement 6 is clearly connected to reviewed literatures by Ward, Moule, and Lockyer (2009). They mention that in some cases, the learners are more comfortable in traditional classroom. They feel uneasy to use social network as a medium of language learning (p.169). They prefer face to face interaction. Also, they feel nervous for using electronic tools. Though, the traditional courses, with vast syllabuses, have been running since the beginning of the education system and it has been followed by most of the schools, colleges and universities, nowadays most learners prefer online learning rather than traditional classroom learning. Nowadays, many educational institutions offer online based courses to the students. But, it is not available in every sector. This is because our educational system is deeply dependent on traditional learning. Again, our exposure is also traditional learning based. Most learners are comfortable in face to face interaction with their fellow members and teachers and since they do not consider online learning as a good interaction medium due to their habits with the traditional structure. Though the platform for online learning is growing day by day, some students still prefer to enroll in traditional courses as it allows face-to-face interaction (Maki, 2002, p.85-86). According to Robinson & Doverspike (2006), the reason behind this may be the students' negative attitude towards online courses (p.66). The reason behind this negative attitude can be the result of the

fact that some learners are more successful in face-to-face learning context through interaction with professors and other students (Beard, 2004, p.31). According to Robinson and Doverspike (2006), people with great importance in the life of the learner may influence his choice of taking online course. For example, because of the previous learning experiences of parents, they may advise their children to enroll themselves in traditional courses; this can happen if they think that their children will learn less (p.64). From these literary reviews, it clearly proves that traditional learning system works as a barrier over online learning and both teachers and students also accepted this matter.

Students also agree with statement 7 since they feel more comfortable in writing from their residence through online staffs rather than classroom. At the same time, Hussain, Abdullah, Ismail & Yoke (2015) state that while it is coming on writing tasks, learners feel free to write from residence or any other distance places through online rather than traditional classroom (p.168). Hussain et al. (2015) also claimed that they also feel free with verbal communication when it is not a direct communication (p.168-169). These reviewed literature strongly proved statement 7.

Statement 8 is relevant to the statement of McNeil (2014). He states that the nervousness level in learning FL is low when it occurs as asynchronous computer-mediated learning environment (p.155). Findings from the data also prove that online environment can reduce EFL learners' anxiety level to some extent.

Statement 9,10 and 11 are strongly supported by both teachers and students. That is, online learning is fruitful to minimize students' anxiety level in a good range. Online group presentations, audio and visual aids help them to decrease their anxiety level as well as enhance their interest in learning in relaxing way. Lamy and Goodfellow (1999) have pointed out that

through using a computer system learners can share their experiences through asynchronous discussion in FL learning contexts. These scholars have also claimed that this kind of reflective learning can enhance the motivation and efficiency of the learners by enabling them to share opinions and to discuss the related subjects. So, we can see that most learners feel more comfortable and less anxious to interact online rather than face to face interaction. Many researches claim that learners can achieve and develop confidence by directing self-learning (as cited in Cheng, Hwang, Wu, Shadiev and Xie 2018, p.95). According to Dwyer (1978), the use of additional multimedia tool can dramatically enhance the level of communication that will enable learners and teachers to transmit messages. In teaching the real-life target language, multimedia technology like TV, computers, Youtube, E-mail, and interactive multimedia aids to integrate the language more quickly.

Most teachers and students agree with statements 13-20. According to those statements, they are facilitated from online environment. Moreover it increases students' confidence to face target language. However, some of the participants also disagree with the statements. Both teachers and students accepted that online environmental class helps to enhance students' listening skill and they become more accurate in grammar, pronunciation and vocabulary through online videos, chatting as well as posting in online groups. Levy (2009) tells that through online learning environment, students are able to enhance their listening, speaking, reading and writing skills which expose them to pure language whenever and wherever they want (p.776). According to Koohang, Riley, Smith, and Schreurs (2009), e-learning is an educational system where learning takes place in an environment using electronic media (as cited in Martin and Valdivia, 2017, p.1). Lin (2015) adds that this method exposes a great environment for occurring interaction between the L2 learners and promotes autonomous learners as well as decreases learning anxiety

(p.102). It helps to recognize technology as a helping tool for learning process (Huang, 2002, p.405). Hopkins (2010) thinks technology is useful for the assessment of language learning task (p.235). These authors' reviews are totally relevant to the statements. Again, teachers and students strongly agree that they can find important notices through online groups. Also, they can cancel or fix any classes through online. Moreover online makes easier to communication process with the instructors through email, messenger, whatsapp and it also develops the interaction between teachers and students. Maurino (2007) interprets that multimedia classes increase the level of interactions in the class rather than on –campus courses. Another important factor for choosing online courses is that it has no hassle of traveling from campus from home and vice versa and thus it saves time (p.47). Huang & Hwang (2013) tells that, nowadays result is also published in online and anyone can get their result from any place through online process. Some influential studies show that nervousness in online sphere through use of technology decreases language learners' anxiety when the learners usually engaged in online learning staying residence (p.29). Online is also a time saving process and beneficial for job holder students. The outcomes of the survey show positive responses from the teachers and students on online environment and it also reduces English learning students' anxiety level. According to Hwang (2013), taking all these staffs in mind, the present study focuses on how online learning makes students to recreate their language process as well as minimize their anxiety level in learning English (p.28).

Tamburini (1999) states that there is a new domain that connects the idea of foreign language as a fundamental need. Online teaching promotes the use of audio, video, animation and interactivity in a language class. These elements help students to understand the language items and make them more engaging in learning the Foreign Language. It also develops interaction

between teachers and students unlike than one-way traditional learning (p.138). This review is directly linked with statement 21 which is: English captions help the students to understand the lesson better through online and reduce students' nervousness. Both students and teachers have accepted this statement.

## **5.2 Discussion on open-ended questions (both for teachers and students):**

Findings from students' open-ended questionnaire show quite similar results. They have expressed in question 1 that English is their second language. Since most of them have come from Bengali medium school, they feel nervous while communicating in English. Again, most have accepted that multimedia instructions help them to reduce their English learning anxiety level as well as develop their learning process in question numbers 2 & 3. However, students have responded differently in question 4. The question is whether you think technology is considered as panacea for all. All participants have replied that it depends on their use of technology. If they use it positively, it will definitely give them good results but if they do not, the result might be come as curse.

On the other hand, teachers' points of view are quite different on these open-ended questions. Some teachers have answered that their students feel nervous for their poor foundation in English and some points out that they have the fear of embarrassment. Again, some teachers agree with questions 2 and 3 that online instruments work as a repellent in reducing their students' anxiety and develop their teaching process. However, some teachers do not agree; they have replied that face-to face learning process is also important in reducing their students' anxiety level; online learning process doesn't help so much in their teaching process. The researcher has found that psychology is negative amongst the senior teachers whereas young teachers agree that they can

easily find new and innovative ideas as well as authentic information from online which can help them in developing their teaching process. The researcher has also pointed out that age works as a big factor in their thinking process. Majid, Sharil, Luaran & Nadzri (2012) identifies that adult learners feel anxiety in online classroom due to the age factor (p.87). These writers talk about age factors among learners. Even researcher thinks it is applicable teachers as well. Most senior teachers may have less proficiency on online platforms so that they feel more comfortable in traditional teaching systems. Nowadays this generation is closely accustomed by the technological instruments so teachers should also increase their online proficiency in order to keep their students' in learning. This innovative tendency shows more in young teachers rather than senior teachers. Moreover, some teachers also complained on insufficient online networks in the campus as well as the time durations of the classes. They state that they do not get enough time to incorporate their classes with online learning. In this case, the university authorities should take strong steps on the network issues of the campus and develop online facilities more as well as divide the class time both for traditional books and online staffs so that students can learn through online and reduce their anxiety level.

In question 4, most teachers respond equally that technology is not considered as panacea for all. According to them, the instructors' role is as important as technology. They add that instructors show students the right way and without a perfect guideline nothing can be happened. Also, technology works as a helping tool in the education system and this cannot change the entire education procedure. However, they also accept that online platform helps in developing their education process and reduce their students' anxiety level to some extent.

To recapitulate, the researcher thinks that university authorities should include online learning process more strongly because their students are interested in online learning environment.

Moreover, it develops their confidence level as well as reduces their anxiety level successfully. Hence, the researcher wants to shed light at this point that university authorities should be more serious about the inclusion of online tool in real life classrooms.



## CHAPTER 6

### Conclusion and Recommendation

#### 6.1 Conclusion

The study is successfully conducted to find out the level of anxiety in both traditional and online classroom environment. It seeks ways to reduce the anxiety level. Online platform is a medium that makes language learning easier, faster and fun. Teachers are also, in this case, able to make connection between the use of technology and language learning. Therefore, it can be said that online learning environment enables a learner to help in reducing the anxiety level and gain the accuracy and fluency over the target language.

#### 6.2 Recommendation

- \* Multimedia technology or online resources and instruments should be accessible to students in all Universities.
- \* Wi-Fi facilities and other networking means should be stronger and well facilitated.
- \* Alternate options of network should always be prepared in case of its' unavailability. For example- Modem. These facilities will prevent any internet trouble and provide students with stable environment. There should not be any disruptions as students study
- \* Teachers should acquire more knowledge on the usage of multimedia tools in order to develop their teaching procedure.
- \* Class timing should be divided equally for both traditional learning and online learning.

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**QUESTIONNAIRES****Questionnaire A****Questions for the Students****Name of the University:****Course Title:****Students' Number:**

**Important Note:** I would like to interrogate you some queries in order to audit EFL Learners' Anxiety Level in an Online Learning Environmental Class. Hopefully these tidings will aid you to promote your learning English. Please be comfortable to give the information what you precisely think. Don't worry your identity will be concealed. Thanks.

**Part A (Close-ended questions):**

**Directions:** Put a check mark (√) in the column according to your immediate language learning.

|                        |            |           |         |                     |
|------------------------|------------|-----------|---------|---------------------|
| Strongly<br>Disagree=1 | Disagree=2 | Neutral=3 | Agree=4 | Strongly<br>Agree=5 |
|------------------------|------------|-----------|---------|---------------------|

Self-assessment:

| No. | Expertise of learning English Language                                   | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1.  | I do not get anxious in my English language classroom.                   |   |   |   |   |   |
| 2.  | I do not feel scare to express my opinion in English language classroom. |   |   |   |   |   |
| 3.  | I do not hold extra time to perform.                                     |   |   |   |   |   |
| 4.  | I engage in the classroom quickly.                                       |   |   |   |   |   |
| 5.  | I can speak without any barrier in English language class.               |   |   |   |   |   |
| 6.  | I feel traditional learning process creates a barrier over online        |   |   |   |   |   |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
|     | learning process.  |  |  |  |  |  |
| 7.  | I engage in writing from my residence more freely through online than classroom.                                     |  |  |  |  |  |
| 8.  | I feel less hesitate while attending in discussion board rather than classroom.                                      |  |  |  |  |  |
| 9.  | I feel online group presentation help me to overcome from nervousness.   |  |  |  |  |  |
| 10. | I feel watching videos in class enhance my interest of learning English.   |  |  |  |  |  |
| 11. | Online audio and visual aids make me more relax in understanding lessons than traditional learning.                  |  |  |  |  |  |
| 12. | I need extra time to build up my answers since attending in a discussion board and chatting.                         |  |  |  |  |  |
| 13. | Online environmental class helps me to enhance my English language listening skill.                                  |  |  |  |  |  |
| 14. | My English becomes more accurate when I posting and chatting something through online                                |  |  |  |  |  |
| 15. | Online videos with English caption improve my vocabulary skill.  |  |  |  |  |  |
| 16. | I find easier to get important notices through online than face-to-face attend.                                      |  |  |  |  |  |
| 17. | It is more flexible for me fixing the extra classes or cancelling the classes through online.                        |  |  |  |  |  |
| 18. | Online makes me able to contact with my instructors more easily through email, messenger, facebook groups and so on. |  |  |  |  |  |
| 19. | I feel online learning is a time saving process.   |  |  |  |  |  |
| 20. | I feel online learning is beneficial for part time job holder students.  |  |  |  |  |  |
| 21. | I feel English captions help me to understand the lesson better through online and reduce my anxiety.                |  |  |  |  |  |



**Part B (Open-ended questions):**

1. Why do you feel nervous in English language classroom?
2. Do you think multimedia instruction is successful to reduce your English learning anxiety level? Explain why you think so.
3. Does online learning develop your learning process with your English learning classroom experience? Why do you think so?
4. Do you think technology is considered as a panacea for all? Why do you think so?

## Questionnaire B

### Questions for the Teachers

**Name of the University:**

**Course Title:**

**Teachers' Number:**

**Important Note:** I would like to interrogate you some queries in order to audit EFL Learners' Anxiety Level in an Online Learning Environmental Class. Hopefully these tidings will aid you to promote your teaching English. Please be comfortable to give the information what you precisely think. Your participation will be enormously prospered. Your identity will be concealed. Thanks.

**Part A (Close-ended questions):**

**Directions:** Put a check mark (√) in the column according to your immediate language learning.

|                        |            |           |         |                     |
|------------------------|------------|-----------|---------|---------------------|
| Strongly<br>Disagree=1 | Disagree=2 | Neutral=3 | Agree=4 | Strongly<br>Agree=5 |
|------------------------|------------|-----------|---------|---------------------|

Self-assessment:

| No. | Expertise of learning English Language  | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1.  | My students do not get anxious in their English language classroom.                     |   |   |   |   |   |
| 2.  | Most of my students feel bother to express their opinion in English language classroom. |   |   |   |   |   |
| 3.  | My students do not hold extra time to perform.  |   |   |   |   |   |
| 4.  | My students can engage in the classroom quickly.  |   |   |   |   |   |
| 5.  | My students can speak English without any barrier in English language class.            |   |   |   |   |   |
| 6.  | Traditional learning creates a barrier over online learning                             |   |   |   |   |   |

|     |   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
|     | process for your students.  |  |  |  |  |  |
| 7.  | My students engage in writing from their residence more freely through online rather than classroom.                      |  |  |  |  |  |
| 8.  | My students feel less hesitate while attending in discussion board rather than classroom.                                 |  |  |  |  |  |
| 9.  | My students feel online group presentation help them to overcome from nervousness.  |  |  |  |  |  |
| 10. | My students feel, watching videos in class enhance their interest of learning English.                                    |  |  |  |  |  |
| 11. | Online audio and visual aids make my students more relax in understanding their lessons than traditional learning.        |  |  |  |  |  |
| 12. | They need extra time to build up their answers since attending in a discussion board and chatting.                        |  |  |  |  |  |
| 13. | Online environmental class helps them to enhance their English language listening skill.                                  |  |  |  |  |  |
| 14. | My students' English becomes more accurate when they are posting and chatting something through online                    |  |  |  |  |  |
| 15. | Online videos with English caption improve my students' vocabulary skill.   |  |  |  |  |  |
| 16. | My students find easier to get important notices through online than face-to-face attend.                                 |  |  |  |  |  |
| 17. | It is more flexible for me fixing the extra classes or cancelling the classes through online.                             |  |  |  |  |  |
| 18. | Online makes them able to contact with their instructors more easily through email, messenger, facebook groups and so on. |  |  |  |  |  |
| 19. | I feel online learning is a time saving process.  |  |  |  |  |  |
| 20. | I feel online learning is beneficial for part time job holder students.   |  |  |  |  |  |
| 21. | I feel English captions help my students to understand the lesson better through online and reduce their anxiety.         |  |  |  |  |  |

