

ENGLISH LANGUAGE LEARNING ANXIETY AMONG THE RURAL SCHOOL
STUDENTS

By

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Abstract

Anxiety is a disturbing circumstance of the mind, which exploits the performance of learners. It diminishes the learning process and achievement of learners. English is the medium of global communication and is widely used for education in Bangladesh. But anxiety is a huge obstacle in the learning process. This study aims at investigating the factors that are responsible for anxiety in learning a second or foreign language, its effects and strategies for reducing the anxiety of rural language learners. Secondary school students and English language teachers are the participants of this study. This study's emphasis on teaching techniques is followed by the teachers, and how they cope with the anxious students. A mixed method is applied here to arrange and interact teachers' interviews and students' opinions regarding foreign language learning anxiety. The findings and results bring out different personal and interpersonal motives behind language learning anxiety and how anxiety affects the academic life of the students. The research includes investigation and different discussions to excavate the strategies to reduce the learners' anxiety. Besides, in order to establish a neutral learning environment, some recommendations are provided at the end of the study.

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Chapter 1

Introduction

1.1 Introduction

It is unquestionable that the English language is the most used and dominant worldwide. It is important for the professional and academic life of students of different disciplines. Hence, English is incorporated into education. But students have difficulties during the process of learning the English language. Incorporating English with other disciplines is a great way to progress in the English language. But students find it difficult. Khasawneh (2016) mentioned Brown and indicate anxiety as a key factor that affected learning a foreign or second language. Anxiety can affect any sort of activity awfully. Anxiety can diverge a student from the study. According to psychology, anxiety is described as a state of nervousness, about an impending circumstance or something with an unpredictable outcome. In the case of learning a new language, anxiety can be construed as a sensation of dubitation, tension and nervousness to speak or learn a foreign language. Today it is one of the most widely investigated factors in the case of learning English. The English language is the first priority for higher education. It is also the medium of international communication.

1.2 Background

English is the first language for a specific amount of people. But this is the second or foreign language for other language speakers. So it is quite difficult for people who speak other languages. They need to learn English as a second or foreign language. There are some effective factors in case of second language acquisition successfully such as attitude, motivation and anxiety. Among those anxiety is considered as one of the most serious issues and has been studied since the 1970s (Lucas, Miraflores & Go, 2011). Most of the children can develop their mother tongue cognitively at an appropriate age level. But at their academic level they should learn English as a second language. Sometimes they

find difficulties in learning the new language. English medium students use English for all academic purposes but in case of non-English medium students, they get a chance to use English in their English class only. In other activities they use their own mother tongue. Moreover, they find themselves more comfortable with their own mother tongue. Some of them feel anxiety in listening or speaking a second language. Students lose their interest in this subject due to their anxiety. They are unable to share their problems and ideas.

Chapter 2

Literature Review

2.1 Anxiety

Anxiety is related with an "arousal of the autonomic nervous system". It is a sensation of tension, nervousness, inertia and worry. This is an emotional feeling with psycho-physiological indications, and behavioural responses (Horwitz, Horwitz & Cope, 1986, p. 126). Language learning anxiety becomes an impediment towards the social and communicative aspects which is also considered as one kind of social anxiety. Negative self-evaluations, tension and discomfort, and a tendency of divaricate from the presence of others are indications of social anxiety (Macintyre, 1995).

Macintyre (1995), asserted that, anxiety hampers the activities of second language learning, such as "listening, learning, and comprehension". Anxiety and weak performance of English learners are completely different. Anxiety strongly observed among L2 learners' listening performance rather than their speaking performance (Teimouri, Goetze & Plonsky, 2019). Moreover, the results of anxiety have been observed in stuttering and fast heart-beating among some students in English classrooms. Recently linguists and psychologists are focusing more on this psychological state – anxiety. It is a very serious issue in the case of learning a second language (Na, 2007).

Sometimes the foreign language learner essentially experiences apprehension, worry and dread. Psycho-physiological symptoms, and behavioural responses are started to expose difficulty in concentrating and become forgetful. They started to sweat, and have palpitations. They show avoidance behaviour, miss classes, delay their homework etc (Horwitz, Horwitz & Cope, 1986, p. 126). Sabbah (2018) in his article named "Anxiety in Learning English as a Second Language at a Tertiary Stage: Cause and Solution" mentioned some factors of language anxiety. Those are: 'Learners' self - perceptions of others' reactions', finding difficulty in L2/FL, insufficient command, feeling inferiority, gender, social/ job status, lack of sufficient exposure, fear of negative evaluation from others. To cope with anxiety Hashemi (2011) suggests 'Make the language classroom

environment less formal and more friendly, one where students can make mistakes without looking or sounding inept.’

2.2 Types of anxiety

In the article named "Test Anxiety among Foreign Language Learners: A Review of Literature", Aydin classifies anxiety in three types. Those are: ‘trait anxiety, state anxiety, and situation-specific anxiety’. Trait anxiety defines people’s feelings across particular circumstances that everyone experiences on their daily basis (Steiner, et.al. 2017). It is an inventory as one's personality trait of feeling nervousness or tension across several situations which is not applicable to measure language learning anxiety (MacIntyre & Gardner, 1989).

Pappamihel (2002) describes state anxiety as a social type of anxiety which is a transitory reaction to appraise the situations in a specific moment. Riasati (2011) cited that though state anxiety arises in particular situations, it is not permanent. But this type of anxiety can obstruct a students' potentiality. He also mentioned that it is less harmful than trait anxiety.

Awan, Azher and Anwar (2010) pointed out that situation-specific anxiety is confronted in a well-defined circumstance (as cited in MacIntyre & Gardner, 1991). Learners feel nervousness, conceive worry and show negative emotional reactions during the second language learning process. They feel insecure, and remain unable to engage in learning situations (p.34). Zheng (2008) keeps situation-specific anxiety in the middle of the continuum of all three kinds of anxiety. The author also mentioned that the probability of responding to this kind of anxiety is in a particular type of situation and also recognizes that language anxiety is situation-specific anxiety.

Aydin mentioned Gardner and Macintyre (1993) and described language anxiety as an experience of uncertain fright when in a certain circumstance the speaker is required to perform second language and the speaker is incompetent. Therefore, language anxiety appertain the section of situation-specific anxiety (2009, p.128).

2.3 Factors behind foreign language anxiety

The remarkable pioneers of relationship between anxiety and language, Horwitz, Horwitz and Cope (1986) categories three different situations which can arise foreign language anxiety. Those are: “communication apprehension”, “fear of negative evaluation”, and “test anxiety”.

2.3.1 Communication apprehension

Horwitz, Horwitz and Cope (1986) mentioned communication apprehension as “a type of shyness”. They also illustrated, a learner might be shown this characteristic while speaking to the other people by using the target language. In communication apprehension learners confront difficulty in comprehending messages from other people. However, learners not only face complications to understand others, they suffer in being understood. Social evaluation or fear of negative evaluation is almost associated with communication apprehension (MacIntyre and Gardner, 1991).

2.3.2 Fear of negative evaluation

Generally, Fear of negative social evaluation arises among the foreign language learners when they try to create a positive social impression to others (Elaldi, 2016). This kinds of situation is aroused from the ambience of foreign language classrooms. While the students perform in the classroom, the fluent speaking instructor evaluates them repeatedly. Some students may be delicate about the direct or imaginary evaluation. Sometimes also fear of their fluent speaking peers (Kitano, 2001, as cited in Horwitz et al., 1986, p. 128). However, Salehi and Marefat (2014) most of the foreign language learners become anxious about negative evaluation. They become worried about proving themselves in front of others as a good speaker. As they are not confident enough about their English proficiency, they don't like to take risks speaking language in front of others and rating their skills (p.931-932).

2.3.3 Test anxiety

Test anxiety is defined as a psychological response that raises different suspicions regarding possible negative consequences or failure in the exams or evaluation. It considers a cognitive and behavioural response as well (Aydin et al., 2020). Test anxiety generates excessive concern and apprehension of being negatively assessed and worry about their action during the exam (Goonan, 2003, p. 258). On the other hand, MacIntyre and Gardner (1991) claimed that test anxiety is a general problem for the learners and it is not related with the foreign language anxiety.

2.3.4 Other core factors associated with language anxiety

Young (1991) also narrated some effective causes of language anxiety which are connected with both learner and instructor. Few of them are also related to instructional practice. Young highlighted on-‘personal and interpersonal anxieties’, ‘learner beliefs about language learning’, ‘instructor’s beliefs about language teaching’, ‘instructor-learner interactions’, ‘classroom procedures’ and ‘language testing’ (p.427).

Zheng & Cheng (2018) mentioned Eysenck and claimed ‘worry’ and ‘emotionality’ formed two types of anxiety. ‘Worry’ is cognate with ‘cognitive manifestation’ which arises from comparison of personal performance with others. It develops a fear of the consequences of failure and demolishes the confidence of the performer. Furthermore, emotionality relates to physiological functions. It causes negative feelings such as heart rate, panic, nausea, dizziness etc. Learners' working memory becomes hampered by being anxious about their anxiety and they become distracted (p.3). Learners' personal and interpersonal factors are associated with language anxiety. In a study it is found that, during listening tasks, students become anxious due to ambiguity. During speaking tasks, learners become anxious because they don't want to take risks. For reading tasks, due to low self-esteem, they become highly anxious. During the writing task, they face anxiety due to their competitive nature in delivering the best writing text (Kamaruddin et al. 2020).

Learners’ beliefs regarding the foreign language learning have an influence over the learning process and their capacity to learn a new language. It has also impacted on their motivation for attending language classes and achieving higher proficiency levels (Alhamami, 2019). Learners have their own beliefs regarding foreign language learning.

Horwitz (1988) mentioned some common notion of language learners. Such as learning a new language is a difficult task, learners from different regions face different hardships, spelling is another crucial complication for the learners (p.284).

In a study Polio (1994) mentioned about the German, Japanese, and Slavic teachers' beliefs regarding foreign language classrooms. The German teacher believes that creating a variety of relaxed classroom environments is hard to do in German. On the other hand, other instructors emphasized the importance of maintaining a flexible classroom environment. There are a few facts and beliefs of language instructors that inherently create language anxiety. For example, some teachers maintained less counselling and friendly student-teacher relationships rather than an authoritative role. Those teachers have a common belief that they have to correct them constantly when they make any mistake. Some of them think, maximum talking and teaching are their only duty and mostly, they play the role like a "drill sergeant" than a facilitator (Young, 1991).

Learning opportunities obtained through face-to face interaction. It creates a productive learning environment and assures the learners' individual development. It helps to boost mutual understandings of individual roles and relationships, and build pedagogical attention (Kelly, Joan. 2002, p.187). Some (2020) found four kinds of interaction strategies. Those are interaction management, elicitation or questioning, feedback, and rectifying errors (as cited in Rido et al. 2014, p.422). Moreover the author also mentioned Walsh and pointed out that, usually the control of the classroom is confined with the language of teachers and assures that the learners acquired the target language. But this action obstructs the language acquisition system of the learners. It also hampers the turn taking technique, initiation response and feedback (p.499).

Language learners become anxious, trying to adopt native-like pronunciation. In a formal classroom, students need to be more accurate and obvious while utilizing the target language, which provokes their anxiety more. On the other hand, an informal and friendly environment helps the students to relieve all the stress and reduce anxiety (Hashemi & Abbasi, 2013, p.641). Most of the students are not confident enough about their self-efficacy and they feel forfeited during the language class. To recover from this situation teachers should help them to develop students' self-efficacy through meaningful, practicable, and success engendering language tasks (Dörnyei, 1994, p.277).

Aydın (2009) highlighted the connection between 'foreign language learning anxiety' and 'test anxiety' among the students. Both affect the learning process. The effects of anxiety over the test are 'speech anxiety', 'test anxiety', 'fear of failing', and 'negative attitudes' (p.129). To avoid this anxiety regarding the language test, various actions should be taken. The low-stressed and relaxed language learning atmosphere is the first step in relieving anxiety in oral testing. Teachers should apply different anxiety-reducing methodologies such as mental support, extracting their misconception, encouraging the participant etc. (Phillips, 1992, p.76). Inadequate qualities of test-takers, unfamiliar content, strict behaviour of the teachers regarding the answer script and complicated and unusual test format diminishes the test performance as well as increases anxiety (Joy, 2013, p.3).

Chapter 3

Research Methodology

3.1 Methodology

This division depicts the research design and methodology of the research under the aforesaid context. Moreover, the purpose of the study has been highlighted. Thereafter, the rationale behind convening a mixed method has been formulated for this study. Combining the ‘open ended data’ of qualitative method and ‘closed ended data’ of quantitative method to make a stronger conception of the research problem is called “mixed methods research” (Cresswell & Cresswell, 2018). Lastly, procedures of data collection, data interpretation, and analysis of all collected data have been explained.

3.2 The Purpose of the Study

Teaching and learning English in Bangladesh is a continuous process. A student studies the English language for his whole academic life. It stands out that they have studied English for over a decade. But the proficiency level of the English language is far from satisfactory. Even so, they face difficulties communicating in English. On the other hand, it is surprising that they get good grades in English exams and pass their academic years. It turned upside down that, a student who has a good academic grade in English, sometimes shows a vast incompetent skill while he applies English language in real life. This is the common scenario of a huge number of students in our country. Foreign language anxiety is one of the significant cause behind the incompetent skill in English.

The purpose of this exploration is to discover the reasons behind this anxiety of the learners. Analysing the deficient teaching and learning process is another objective in this paper to find out ways to get rid of this English learning anxiety to do better performance.

3.3 Research Design

This research is designed through the open ended question interview with the teacher to comprehend the in-depth perceptions of the interviewers. As phenomenological research, this interview is to go through their real-life experiences, memories, and opinions (Cresswell & Cresswell, 2018). Furthermore, this research was also conducted with a close ended survey from the students. Qualitative and quantitative approach seems to be appropriate for this study. As I wanted to find out about the psycho-social aspects of teachers and students, I decided to conduct mixed method research.

3.4 Research Questions

Three explicit research questions have been formulated for this paper. These are the following:

1. What are the common factors associated with language anxiety that the language learners and teachers believe to be responsible for?
2. How does this anxiety affect the learners while they speak English?
3. What strategies should adopt to reduce levels of speaking anxiety of language learners?

3.5 Data collection process

This action was formulated by taking semi-structured interviews. I have gone through questionnaires to collect my data and understand their problems clearly. With the aim of accomplishment of this investigation and acquire the explanation of my research questions, I decided to go to two schools. Earlier on, I have discussed to the teachers and taken their individual interviews on which kind of reaction and feedback they find from the students during the English class and how they teach English in the classroom. I asked them fourteen questions related to my topic. Kothari suggests that, to make the questionnaire effective and to get proper replies a researcher should ensure clear, meaningful and smoothly-moving questions. The easiest answers should be put in the

beginning and offensive questions must be avoided (2004, p.102). Therefore, I arranged clear and meaningful questions.

Moreover, I surveyed the students using a close-ended questionnaire to identify the student's anxiety in learning English. In this survey, I have inquired them about their experience when they applied and practice English as a second language and their opinion in respect of teaching strategy of their teachers. I did this survey on different classes of the students of those two schools to know their interest in learning English Language. I have also tried to find the reasons behind the anxiety of students in learning English individually in rural areas. In this investigation, the participants are the middle school students of those selected schools. The responses from the interviews and survey are evaluated as the primary sources to accomplish this study.

On the other hand, to make this research more fruitful, I have studied on several online articles and journals of renowned researchers who depicted these affairs and to establish the fruitfulness of this research, I have used those information as secondary sources to study about anxiety. Finally, for routing the whole process, I have inspected the credibility of all the collected data and information that I have assembled from numerous sources.

3.6 Participants of the Study

This study targeted Bangla medium students from Bangladeshi rural areas. Whereas the target group of students are from Bangla medium backgrounds and English is not the first language in Bangladesh, this research can be pushed as a foreign language context.

During this study, forty students participated in the survey. All the students are from two schools in the same Upazila of Bangladesh. As they are from different classes and from class six to class ten, which means all the participants are in a secondary school context. They are from Bangla medium schools. Both male and female students responded to the study. All of them study English for Today book in their classes. They also go for English coaching or private tuition to learn English properly.

A short semi structured interview was conducted with three secondary English teachers from those selected schools in order to explore how teachers would explain the anxiety of learning English language of their students.

Chapter 4

Findings and Data Analysis

4.1 Data Analysis

The portion was accomplished through various phases. During the interview, the researcher took notes of participants' responses. Those interviews are given in both Bangla and English. Consequently some of them are translated into English. After collecting all the data from the survey I went through calculating the findings data to check the percentage. I made pie charts and tables to analyse the result deeply. This process helps to shape analyse the responses that are collected from the learners and teachers.

4.2 Analysis of the teachers' responses

4.2.1 Nervousness and shyness among the students

In the interviews, to point out whether it is anxiety in English or weakness in English, the teachers were asked about their students that, do they feel any nervousness or shyness while speaking English in the class? All three teachers agreed that the majority of students in the rural area feel hesitant or shy speaking English in the class.

4.2.2 'Fear of making mistakes' in front of others

The researcher wanted to know the teachers' conception regarding the reason behind students' nervousness and also asked for the views in the statement that "the students feel nervous because they feel fear of making mistakes in front of the teacher and students"

The teachers agreed to the question affirmatively and said that those students feel extreme nervousness and inferiority due to the fear of making mistakes. One of the teachers mentioned that they feel fear of making mistakes in front of other students as well. They thought that other students would make fun of them. Sometimes they might be afraid of the teacher's reaction.

4.2.3 Highlighted reasons behind poor participation of the students

The teachers highlighted some reasons for students' poor participation in using the English language. Various reasons are found. All the finding reasons are:

Weak vocabulary and grammatical sense

Most of the students have a weak vocabulary and grammatical sense. They try to remember everything. They are afraid of being laughed at by their classmates. One teacher mentioned that a good number of students have enough idea about grammatical roles because they are doing well in their English second paper exam which has a part on grammatical roles. Even so, knowing good grammatical rules, those students also feel uncomfortable and nervous to speak English in front of the class.

English knowing environment

One of the teachers mentioned that the English-speaking environment helps the students to speak. He claimed that, English knowing environment doesn't prevail equally in all educational institutions. In rural areas, very few teachers can take the class in the English version. Moreover, the curriculum is not designed accordingly. In this regard, he highlighted that the teaching-learning method is not according to the demand of the day. An English knowing environment can boost the students' interest and encourage them to speak English.

Lack of Motivation

The lack of motivation was also highlighted by one of the teachers as a reason for the students' poor participation in using the English language. Students are not showing any interest in speaking English. No one motivates them to speak. Most of the teachers and guardians focus on getting good marks in English. They don't influence the students to speak English.

4.2.4 Students' output in the English classroom

The researcher wanted to know if the teachers use English while talking to their students in the class and what is the reaction and output that they get from your students? The first interviewer said that she rarely uses English in the classroom. She used to speak both Bangla and English for their better understanding. Otherwise, most of the students don't understand her instructions. Becoming confused they misinterpreted the version.

The second teacher said that he usually uses English in his class. He thinks though at first, the students feel shy, later on, they are in the habit of speaking English. In the beginning, they may make mistakes. But he encourages them to continue. He believes that practice makes a man perfect. After all, even the students of class six enjoy the class more in the English version.

The third teacher replied that most of the time, he uses English in his class. But sometimes, students face problems understanding important instructions. He also mentioned that there are some students who enjoy the class if he uses English. As a teacher, he also takes care of every student's comfort in learning.

4.2.5 Number of students in a single classroom

In both schools, there are 60 students per class. According to the teacher, it's according to the rules of the government.

4.2.6 Speaking activity to improve students' English

The first teacher informs me that she strictly tries to follow the textbook in the classroom. She also mentioned that as this book is provided by NCTB and it is designed by experts, she thought this book is enough for the improvement of the students' skills. She tries to complete all the tasks that are given in the textbook.

Another teacher replied that he always tries to make the learning process interesting to the students. His students are always welcome to speak in his class. He asks his students to tell stories from their own experiences. Whenever he starts to teach a lesson, he asks them to describe the pictures from the book and also asks them to guess what they are going to learn today. He and his students enjoy those tasks.

The third teacher also said that he takes speaking activities in his class. After finishing the class, sometimes he arranges short talk activities for them. He asks them various questions randomly and they give the answer and share their opinions.

4.2.7 Performance of the students in English as a subject

All three teachers confessed almost the same opinion. According to them it's really difficult to relate their speaking performance in the class and exam results. There is a portion of students who don't respond in the class but achieve good results in the exam. One of them added that, some students are very good at English. In general, they do better.

But some students can't get a good result due to their lack of preparation. Moreover, they agreed that, usually they do average results in the exams just like other subjects.

4.2.8 Teachers' opinion concerning students' anxiety in learning English

The teachers' opinion regarding students' anxiety in learning English or Why do they feel anxiety – was responded differently and the teachers mentioned various reasons. Those are:

Fear of Failure

Most of the students lack confidence. To build up their confidence, they have to practice a lot. But they never try to speak in English. They always fear making mistakes and being laughed at. She also mentioned one important thing. That is, several students believe that making a mistake in their mother tongue is ok but making a mistake in English is a matter of shame. This thinking raises the anxiety more. Another teacher said that sometimes students also become afraid of their teachers' reactions. Though he mentioned that they try to stabilize a friendly environment in the classroom, some students become afraid.

Extreme nervousness

This anxiety basically happens to the students due to extreme nervousness and lack of confidence. Most of the time, they face anxiety, when they have trouble with listening and speaking. Sometimes, they don't comprehend what the teacher says and they also struggle to produce sentences.

Lack of Exposure

One of the teachers also highlighted that students need proper interaction and guidelines to teach English. This is not only important for the school. They also need a perfect guide and adviser at their home.

Ineffective Teaching Strategies

The teacher avowedly talked about their teaching strategies. They get training from the teacher's training college. But all the time they can't be able to apply all the techniques in the classroom. Whenever he uses English in his class most of the students become nervous and feel anxiety.

Socio-Cultural Differences

All three teachers agreed at one point that, due to socio-cultural differences, students face anxiety. All the students feel comfortable speaking Bangla but they feel difficulty when they try to speak English. Especially in the rural areas, the environment is not English language friendly. If they try to practice English, sometimes people around them make fun of them. Students do not get enough motivation from their family, friends and teachers. Moreover, they don't get an environment to practice.

4.2.9 Students' academic results and oral anxiety

The researcher wanted to know, are their academic results affected due to their English oral anxiety?"

Here, the teachers responded differently. One of the teachers responded that there are a lot of effects on the students due to oral anxiety. If they are able to speak English, they could write better in the exam hall. According to his opinion, if the authorities could take proper steps to add marks for public examinations then the students will be interested in learning to speak English. Another teacher explained this problem in a systematic way. She mentioned that as they take only written exams, oral anxiety doesn't affect students' academic results all the time. But some of the students feel anxiety regarding this subject. They don't like to listen, speak, read and write. Their performance is bad in the class as well as in the exam. According to the third response it directly affects the academic result of the students. As they feel anxiety they try to avoid this subject. They don't practice and participate. Due to this, they can't do well in the academic results.

4.2.10 Teachers' feedback style

All teachers responded positively. They provide good and positive feedback to their students. After the performance they usually try to rectify their mistakes and provide effective feedback to make it clear where they should improve and how to improve. The teachers show their mistakes diligently.

One of them said that he gives feedback for his students in the classroom in three ways such as verbal, written or gestural. He provides oral feedback, using positive words and also writes decent comments on students' answer scripts. According to him, the objective of feedback after assessment and learning process is to enhance my student's performance. The feedback providing process should be neutral.

One of them mentioned that he always avoids criticising them and tries to create a friendly environment in the class so that no one can make fun of anyone's mistake. At first he shows where they did well and appreciates those things, then shows their mistakes. In that case, he tries to become realistic. They also stated how they appreciate their students for their good deeds. For example, "you did a great job", "I would love to see your improvement", "I am truly impressed how you are improving yourself" etc.

4.2.11 Anxiety makes the students less confident

All the teachers agreed that anxiety in learning a second language is responsible for making students less confident and it is perhaps the most crucial obstruction which limits the procedure of learning a language. Generally, it is the reason behind pushing the learner to quit the learning of new language and making students less confident. They also added that students' confidence levels and anxiety levels are inversely proportional. The anxiety levels decrease the students' confidence. Anxiety pushes back the students from learning new things. One of them shared her experience that, in a classroom, there are different categories of students. Some of them are very advanced in English. Their class performance is really good as well as their academic results. But those students feel anxious that they are showing less performance competitively than the others. Whenever she asks them any questions in English class they become so confused, even if they know the answer they are afraid to speak. Even they show less interest in learning new things.

4.2.12 How the teacher deal with anxious students

The researcher asked the teachers, how do they deal with students when they find students suffering from anxiety in speaking English?

The teacher replied that not every student feels anxious, but as a teacher it is essential to be conscious of this fact. He claimed that some of his students feel anxious, and he tries to make an environment of admittance, mutual support and reciprocal cooperation that helps to encourage self-confidence of his students.

Another teacher replied, generally, she tries to give them some tasks dividing them into small groups, where they get an opportunity to speak freely. At first, she tries to make them able to speak in front of their small group. If they cope with their anxiety, then she suggests they speak in front of the whole class. All the interviewers agreed that the

relationship between teacher and students is also very important here. Therefore, they always try to maintain a good relationship with my students.

All three teachers agreed that, to make the students anxiety-free, different kinds of game tasks can be provided in the classroom which are entertaining as well as instructive. The class should be less formal. One of the teachers said that he always allows them to share their interesting and memorable stories in the classroom in English. According to him, every school should have an active language club. Where students will be able to practice anxiety-free English without any force. Students will go to the language club regularly and attend different learning tasks which will give them pleasure. They also mentioned that teachers' motivation is also very helpful for a student to become an anxiety-free speaker. All the students should know that no one is allowed to laugh in time of others' presentations. If anyone makes any mistake others should not laugh at each other. They must be cooperative in class.

4.2.13 Students' duty to become anxiety-free speakers

One teacher replied that, first of all, students should choose a topic they are passionate about, think positively, make a plan for preparation, practice again and again, be self-confident, take a few deep breaths, start speaking after inhaling , perform in front of mirror, record or learn, exercise before speaking, read more, etc.

All three teachers suggest practicing more. They can practice with their friends, and family members. A student should practice in front of the mirror facing her own eyes. Then she will be confident enough to speak in front of other people. One of the teachers mentioned, to overcome their torpidity no one can help unless he becomes dedicated to learning fluent English and doesn't try to speak by himself. A teacher can motivate them. But they have to practice. Whatever a student sees with his eyes and whatever happens in front of him, he should try to convert those into English. If he faces a problem he should take help from his teacher. Another thing that he suggested is that they have to be shameless and fearless. Because the shame and fear regarding making mistakes make them more anxious and less confident.

4.2.14 Textbook as a consummate material

Finally the researcher asked them to review the English For Today book. Do they think the textbook is consummate material for learning English?"

One of the teachers said that the text book is not a consummate material for learning English. She mentioned that the textbook writers should give more attention to natural conversation based on real life situations.

According to one of the teachers, NCTB designed the textbook considering all the students' abilities of learning. It's definitely a good source of learning English. NCTB tried to design English For Today to consummate for every level of students. They choose all the chapters according to the students' academic year. In his opinion if a student tries to learn English through their textbook and follows all the instructions properly they might be able to do well in English.

One of them mentioned that, in EFT there are few listening and speaking tasks. He thinks that may not be enough for the students to practice and develop themselves. However, topic selection according to the class level and other tasks is good enough for the students.

4.3 Analysis of the students' response

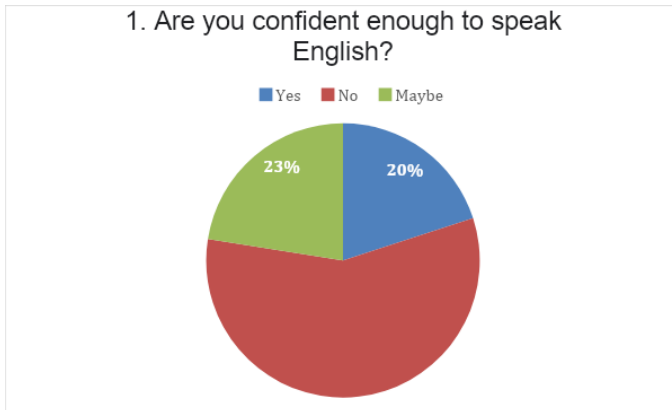
For this survey, randomly forty students are selected from different classes. All of them provide the answers from Google form. They were asked thirteen questions to find out the reasons behind students' anxiety in English.

This table shows the number of students and their classes:

Class	Number of Students
Class 6	4
Class 7	5
Class 8	9
Class 9	11
Class 10	11

Question 1:

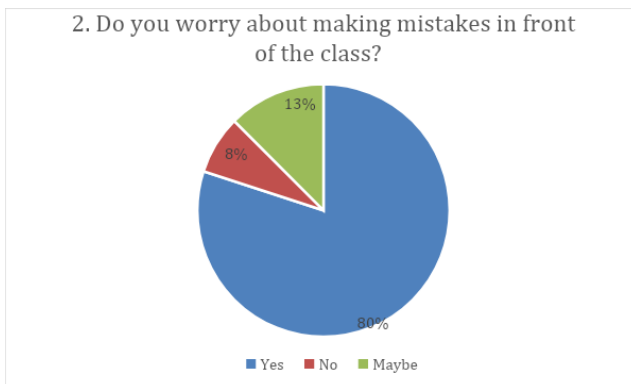
For the first question, I wanted to know, are they confident enough to speak English? Among forty students, 20% of students are confident to speak English. More than half of the students are directly not confident in speaking English. Moreover, 23% of students are not sure about their proficiency.



Question 2:

Do you worry about making mistakes?

In this question, 80% of students agreed that they worried about making mistakes. This percentage contains a huge number of students. Whereas only 7% students among 40 students are not worried about making mistakes. 13% of students are not sure about their opinion.



Question 3:

In this question, I wanted to know about their variety of mistakes they usually make. I gave three options and one blank option so that they can provide their own opinion as well. The first option for this question was “grammatical mistakes”. 35% of students respond here. 32% of students respond that they forget important vocabulary. Third option was “become puzzled about what to speak and how to speak”. Here, 18% of students. In the blank option 15% students write that they face all these problems.



Question 4:

My fourth question was, why do they fear?

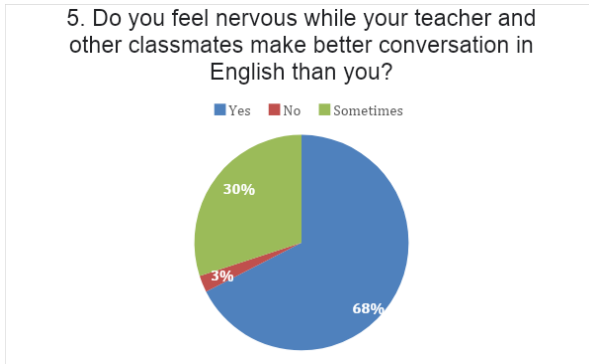
In response, 45% students select the option “if my classmate laughs at me”, which is the highest amount of the result. 42 percent have the second highest result and they feel fear of becoming a failure in front of others. 10% of students thought about being misunderstood. Only 3% of students feel fear about teachers' reactions.



Question 5:

In the fifth question, I wanted to know, do they feel nervous while their teacher and other classmates make better conversation in English?

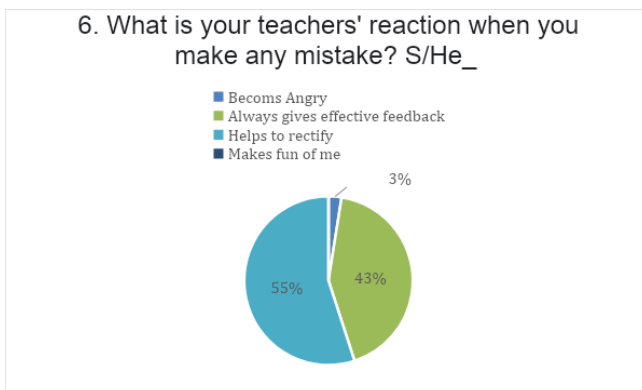
Here, 67% of students agreed that they feel nervous in that situation. 30% of students sometimes feel nervous.



Question 6:

The sixth question was, what is the reaction of their teachers when they make any mistake?

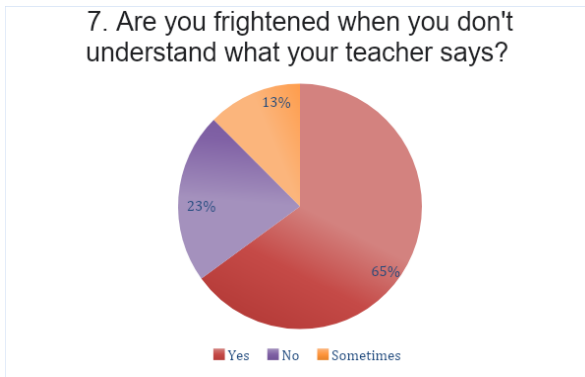
55% students said that their teacher helped them to rectify and 43% of the students agreed that their teacher always provides effective feedback. Only 2% of students said that the teacher became angry.



Question 7:

The next question was, are they frightened when they don't understand what their teacher says?

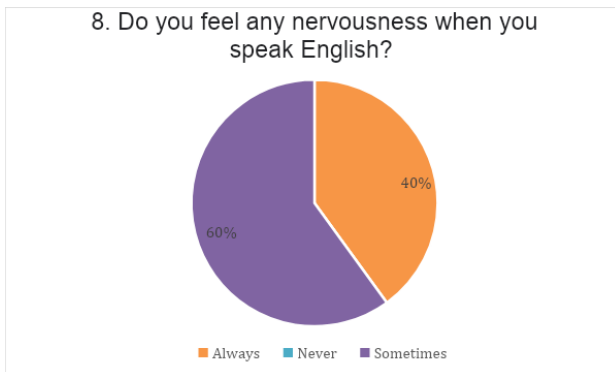
Here, a huge number of students agreed that they are frightened. The percentage is 65%. 22 % of students are not frightened and 13% of students said that, sometimes they are frightened when they don't understand what their teacher says.



Question 8:

Here, I wanted to know if they feel nervous when they speak English.

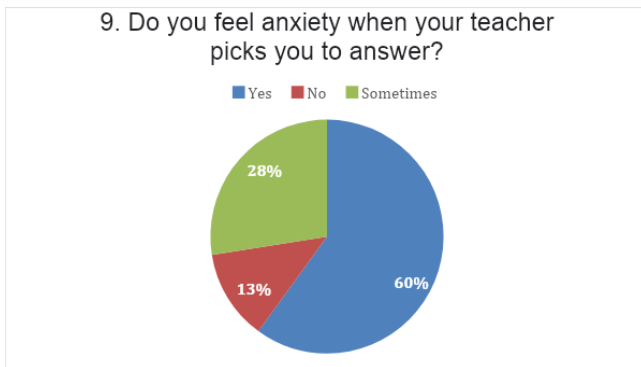
No one chooses that they never feel any nervousness when they speak English. 60 percent of the students feel nervous sometimes and 40% of the students always feel nervous.



Question 9:

The question was, do they feel anxiety when their teacher picks them to answer?

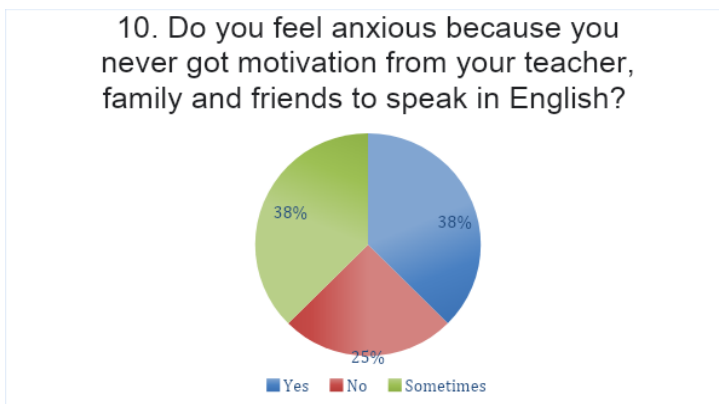
60% of the students said that they feel anxiety in that situation. 12% of students don't feel anxiety. Remaining students sometimes feel anxious.



Question 10:

This question was about the motivation they get from their teachers and family members.

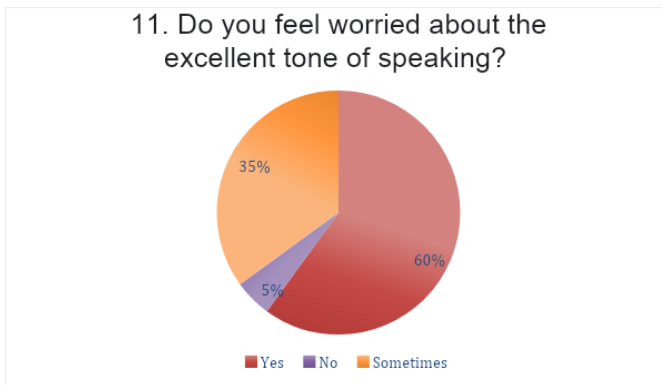
37% students feel anxious because they never got motivation from their teacher, family members and friends to speak English. On the other hand, only 25% of students have no regrets. Remaining students also sometimes feel anxious.



Question 11:

In rural areas, generally students face problems with the correct pronunciation, tone and phonetics of English language.

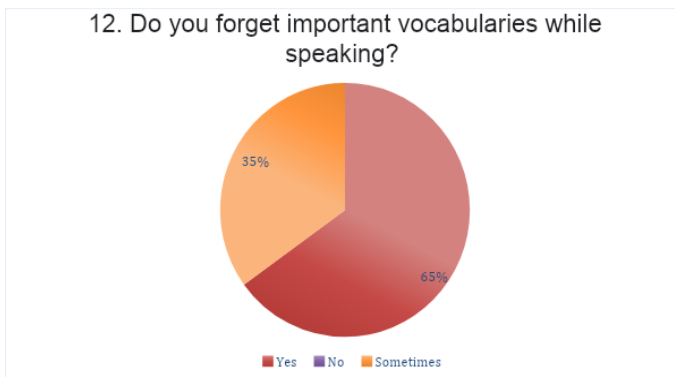
Here 60% of students agreed that they also face problems. Only 5% of students are confident with their tone of speaking. Remaining 35% students also face those problems but not regularly.



Question 12:

Due to anxiety, students used to forget important vocabularies while speaking English.

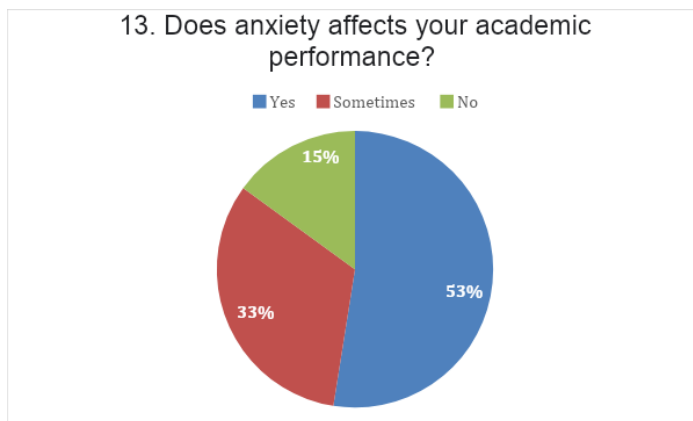
65% of students agreed with this. Remaining 35% of students also face this problem. But they don't face it regularly.



Question 13:

The last question was about their academic performance. I wanted to know, does anxiety affect their academic performance?

Here, 52% of students agreed that anxiety affects their academic result. Only 15% of students think anxiety doesn't hamper their academic performance. Remaining 33% of students go with the other option.



Chapter 5

Discussion

This chapter is assembled to discuss the findings from teachers' interviews and collected survey data from the students. From the findings, both the teacher's and student's responses are compared here to discover the factors correlated with language anxiety, its impact on language learners and the strategies to reduce levels of speaking anxiety of language learners.

Many factors like 'lack of preparation', 'lack of confidence', and 'suspicion of making mistakes or fear of failing' are the primary reasons of foreign language learning anxiety among students (Marwan, 2008). Rajitha & Alamelu (2020) also mentioned that when students learn or use second language, anxiety is aroused among the students due to fear and negative emotional response (as cited in MacIntyre, 1995). From the findings, both teachers and students asserted that students feel nervous when they speak English. Students share the reasons behind this nervousness. They worry about making mistakes in front of the class (question 2). Teachers also agreed with this (4.2.2). Most of the students become worried about if their classmates laugh at them. Secondly, they become worried about being failures. Some students also worried about being misunderstood. Tsiplakides and Keramida (2009) claimed that students who undergo anxiety in the classroom, had a common assumption of being mistaken when speaking and would be evaluated negatively by their classmates and they become unwilling to take part in speaking activities.

A smaller number of students asserted that they become worried about their teachers' reactions. From the collected data from both teachers and students, the findings of the mistakes students usually make while speaking English are quite similar. In the interview question (4.2.3) reasons behind poor participation of the students' teachers pointed out weak vocabulary and grammatical sense as the main reason, whereas (question 3) students also said that usually they do grammatical mistakes, they forget important Vocabulary and sometimes they become puzzled about what to speak and how to speak. The teachers also point out other important reasons behind the poor participation. Those are English knowing environments and lack of motivation. In rural areas, most of the students don't get a proper environment to practice English and don't get enough motivation

from their teachers, family and friends. The survey (question 10) also shows that, many of the students responded that they feel anxious due to not getting motivation.

Majority of the learners assert that they feel anxious and nervous while the teacher picks them to answer or while answering teachers' questions. They are even frightened when they don't understand what their teacher says. It impacts language learners and their learning process. According to the findings of the teachers' interview, anxiety affects students' academic results. Though oral anxiety doesn't affect the academic results, it makes the students less confident. Zheng (2008) highlighted five effects behind the anxiety on foreign language performance and learning. First of all, academically more language anxiety equates with less academic attainment in foreign language learning. Socially, language learners avoid interpersonal communication. This unpleasant experience can also prevent various information from obtaining a learner's cognitive processes and affect the speed and accurateness of learning. Anxiety can affect the communication output by the "freezing-up" moment. Finally, anxiety can be a factor of traumatic experiences and disturb the learners' self-esteem or self-confidence (p.4). Sometimes students don't comprehend what their teacher says and they also struggle to produce sentences due to anxiety. They face trouble with listening and speaking. As a result, students accomplish less academic achievement. The collected data shows that anxiety directly affects the academic result of the students. As they feel anxiety they try to avoid learning, practising and performing. As an outcome, they can't do well in academic results. The survey also shows that a large number of students also agreed that anxiety affects their academic results. From the findings, due to socio-Cultural Differences, students face anxiety. They are not affluent enough to communicate with others in English. Zheng's findings also support the teachers' remaining opinions that anxiety in learning a second language is responsible for making students less confident. It limits and obstructs the process of learning or cognitive processing. Anxiety can produce the fear of speaking among some of the students or freezing-up them.

Young (1991) describes different strategies to reduce the anxiety of language learners. Such as, students can join in various supplementary pedagogy or any supportive group to reduce personal and interpersonal anxieties. Students can join language clubs, practice self-talk, and do relaxation exercises etc. In general instructors play the role of

drill sergeant in their language class. But they should be seen as a facilitator, who provides the opportunities to communicate. Through authentic learning environment, with authentic materials they should involve themselves in language teaching workshops, and conferences to stride with the modern language teaching system. Instructors should provide positive reinforcement to the students and help them to develop more practical expectations. Young suggests the instructors to be friendly, relaxed and patient with a good sense of humour to make the students more comfortable. Students should not be spotlighted in front of their classmates through feedback. In order to make an anxiety free classroom, teachers should provide pair work, group work, playing language games, and monitor their activities to make the learning process more effective (p.431-433). The teachers also talked about different strategies to reduce anxiety of language learners. They suggest the students to raise their positive thinking that they can do it. Here, self- talk can play a significant role. Just before their performance, they will produce a productive Self-Talk. Such as "I can deal with this. Teachers recommend practicing more and building self-confidence. They suggested, before the performance, take a few deep breaths and start speaking after inhaling, which will help to decrease the level of anxiety.

To build up self-confidence, teachers suggest performing in front of a mirror, recording and listening to their own performance. To avoid the difficulty of reading, read English magazines, books, newspapers etc. The teachers confess that they also help their students to become an anxiety free speaker. They describe how they deal with the anxious speakers. Teachers try to be aware of anxious students and make an environment of acceptance, providing mutual support and reciprocal cooperation which helps to encourage self-confidence of the students.

They provide various tasks dividing them into small groups and allow them to speak freely. To reduce the anxiety, the relationship between teacher and students is also very important here. Friendly, less formal, cooperative behaviour and supportive learning environment make the students comfortable. This environment can lessen the impact of social differences between students and teachers and reduce the anxiety of the students (Tanveer, 2007). Most importantly, they advise the students to join a language club. To make the students anxiety-free, the teachers arrange different kinds of game tasks,

storytelling and memory sharing activities in a less formal classroom. Finally the teacher should ensure a cooperative class.

Feedback providing techniques also influence the anxiety of the students. Hashemi (2011), suggests that teachers should follow formative assessment and avoid summative assessment. So, the feedback doesn't influence the course grades at the end of the semester (p.1816). Teachers will provide the feedback after finishing every short assessment. In the classroom, they will provide good and positive feedback to their students. The teachers also said that they rectify students' mistakes and provide effective feedback to make it clear where they should improve and how to improve. They avoid criticising their students. The students also agreed that their teacher helps them to rectify and always provides effective feedback.

Chapter 6

Conclusion and Recommendations

6.1 Conclusion

Learning a second or foreign language enables a person to be bilingual. But the process of learning a new language is not effortless. It can be a very complicated and long-term process for some people. Throughout the learning process, the learners might go under several positive and negative consequences. There are numerous factors behind anxiety and it has various consequences on learners' psychological state, social life and academic life. To avoid all the consequences and assure a cheerful learning environment. From the previous studies, no specific strategy is found which will enable termination anxiety completely. Rather, it mostly depends on the teachers-learners efforts to accomplish success in learning a new language. Moreover, all the remedies discovered will help to reduce anxiety. Sometimes in rural areas, students don't get motivated by their families to practice English in their daily life. As there is no oral exam for the English language, students become unmotivated to practice speaking. Here, co-operative interactions between teacher and learner and a relaxed environment in the classroom can assist the learning process.

6.2 Recommendation

- The learning process should be more neutral to assure fearlessness and thrive the curiosity of learners. As a result, students will feel free to speak and ask questions.
- In rural areas, students don't get motivation from their families. The teacher should be a great supporter to motivate them. Teachers should help the students to be confident, through inspiring speech.
- Learning material needs modification. Exquisite chapters and various speaking tasks should be added. Natural conversation and chapters of real-life-based situations can be added. As a result, it will help them to relate to their own life.

- Every teacher should ensure a communicative learning process in their classrooms. That will help to develop teacher- students' interaction. Students will get a chance to participate in the class. Therefore, students will be able to get rid of nervousness.
- Assessment methods should be developed. Oral tests should be included with regular exams. Consequently, students will concentrate on oral practice as well.
- The feedback style should be more neutral. The teacher should focus on the mistakes rather than the person. While teachers will correct the mistakes, they should provide good compliments for those parts that they did well.
- In rural areas, many schools don't have any language clubs. It's necessary to have a language club and students should participate in regular activities in language. Those activities will help to reduce anxiety and stress.
- Group work and peer work are very effective to reduce anxiety. It will help them to become cooperative with their friends and classmates. A friendly and cooperative classroom is a prerequisite to lessen the label of anxiety.
- To make the students confident, fearless and successful learners, teachers should start with simple to difficult activities. Hence, students will perform better and they will be enthusiastic to do the next activity.
- Finally, training should be mandatory for the language teachers. Where they will be instructed with different learning strategies and how to deal with the anxious students. Well trained teachers will be able to assure an anxiety free learning environment.

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Appendix

Appendix A Questionnaires for teachers

- 1) Do the students feel any nervousness or shyness while speaking English in the class?
- 2) Do you think that those students feel nervous because they fear making mistakes in front of the teacher and students?
- 3) What are the main reasons that you want to highlight for students' poor participation in using English language?
- 4) Do you use English while talking to your students in the class and what is the reaction and output that you get from your students?
- 5) Do you take any speaking activity to improve your students' English?
- 6) How many students are there per class?
- 7) How is their performance in English as a subject?
- 8) What's your opinion regarding students' anxiety in learning English? Why do they feel anxiety?
- 9) Are their academic results affected due to their English oral anxiety?
- 10) How do you give feedback in the classroom?
- 11) Do you agree that anxiety in learning a second language is responsible for making students less confident?
- 12) How do they deal with students when they find students suffering from anxiety in speaking English?
- 13) What should students do to become anxiety free speakers?
- 14) Do you think the textbook is consummate material for learning English?

Appendix B
Survey Questions for students

- What is your name?
- Which class do you read in?

1. Are you confident enough to speak English?

- Yes
- No
- Maybe

2. Do you worry about making mistakes in front of the class?

- Yes
- No
- Maybe

3. What kinds of mistakes do you usually make during English learning?

- Grammatical Mistakes
- Forget Important Vocabularies
- Become puzzled about what to speak or how to speak
- _____ (other)

4. Why do you fear?

- Fear of failure
- Being misunderstood
- About teachers' reaction
- If my classmates laugh at me

5. Do you feel nervous while your teacher and other classmates make better conversation in English than you?

- Yes
- No
- Sometimes

6. What is your teachers' reaction when you make any mistake? S/he_

- always gives effective feedback
- becomes angry
- makes fun of me
- helps to rectify

7. Are you frightened when you don't understand what your teacher says?

- Yes
- No
- Sometimes

8. Do you feel any nervousness when you speak English?

- Always
- Never
- Sometimes

9. Do you feel anxiety when your teacher picks you to answer?

- Yes
- No
- Sometimes

10. Do you feel anxious because you never got motivation from your teacher, family and friends to speak in English?

- Yes
- No
- Sometimes

11. Do you feel worried about the excellent tone of speaking?

- Yes
- No
- Sometimes

12. Do you forget important vocabularies while speaking?

- Yes
- No
- Sometimes

13. Does anxiety affect your academic performance?

- Yes
- No
- Sometimes