

# **Factors of Foreign Language Anxiety Among Bangladeshi Secondary Level Students**

**By**

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**A thesis submitted to the Department of English and Humanities in partial  
fulfillment of the requirements for the degree of Masters of Arts in English**

**English and Humanities**

**BRAC University**

**27<sup>th</sup> May 2024**

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# Declaration

It is hereby declared that

1. The thesis submitted is my/our 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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# **Ethics Statement**

This is an original thesis study conducted by me, utilizing scholarly sources and interviewing eligible candidates. The participants were selected voluntarily, without any forced participation. Interviews were conducted with the participants' consent and permission, following standard interviewing guidelines. Confidentiality was ensured, and the names of the participants were not revealed. The study adheres to conventional interviewing guidelines and maintains the confidentiality of the participants. The institutional ethics committee will review and approve the study protocol to ensure compliance with ethical guidelines and standards for research involving human participants.

# Abstract

Learners of second languages frequently encounter a condition known as foreign language anxiety (FLA). The abstract aims to examine the factors contributing to foreign language distress among secondary-level learners in Bangladesh. The study examines the influence of different reasons like classroom settings, techniques of teacher, views of students, and effects of culture on language learning anxiety. In addition, the study explores anxiety's causes and its influence on language learning, using literature review and data survey to inform teachers and policymakers on actual techniques to reduce anxiety. Furthermore, the Study also exposes many factors such as limited experience to the desired language, fear of negative assessment, academic study pressure, cultural adjustments or differences, teaching methods, lack of self-confidence, and peer communication significantly play a role in the anxiety felt by secondary school students in Bangladesh when learning a foreign language. The results highlight the necessity for involvements to establish a foreign educational setting beneficial to language acquisition and proficiency development. Overall, this report aims to discover the factors contributing to foreign language anxiety among secondary level students in Bangladesh. Thoughtful these factors are crucial in developing effective strategies to help students overwhelmed their anxiety and perform well in foreign language learning.

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# Table of Contents

Declaration .....	2
Ethics Statement.....	4
Abstract .....	5
Acknowledgement .....	6
List of Tables.....	9
List of Figures .....	10
List of Acronyms.....	11
Chapter-1 .....	12
1.1 Introduction.....	12
1.2 Background and Context.....	13
1.3 The Conceptual Framework.....	19
1.4 Rational of the study .....	20
1.5 Purpose of the Study .....	21
1.6 Statement of Problem.....	21
1.7 Research Questions .....	22
Chapter-2.....	23
2.1 Literature review .....	23
Chapter-3.....	28
3.1 Methodology .....	28
3.1.1 Research Design.....	28
3.1.2 Research Approach .....	29
3.1.3 Details about Participants.....	29
3.1.4 Data Collection Method.....	30

3.1.5 Setting .....	31
3.1.6 Philosophical Assumption.....	31
3.1.7 Ethical Consideration .....	32
3.1.8 Trustworthiness .....	33
Chapter- 4.....	34
4.1 Data Analysis .....	34
4.1.1 Perceptions of English Language Learning Experience .....	34
4.1.3 Coping Strategies Employed by Students.....	35
4.1.4 Influence of Socio-Cultural Factors on FLA .....	36
4.1.5 Pedagogical Factors Contributing to FLA .....	37
4.2 Findings.....	38
4.2.1 Anxiety Level Survey results .....	38
4.2.3 Themes Emerging from Interviews.....	44
4.2.4 Themes Emerging from Survey Data.....	46
4.3 Facts of English Language Acquisition Causing Anxiety.....	47
4.4 Coping mechanism.....	48
4.6 Influence of Socio-Cultural Factors on FLA .....	50
Chapter-5.....	52
5.1 Implications for Foreign Language Teaching and Learning .....	52
5.2 Future research on foreign language anxiety .....	54
References .....	55
Appendix .....	62



# List of Tables

<b>Table 1:Participants Background</b> .....	30
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# List of Figures

<b>Figure 2: Factors Contributing to FLA .....</b>	<b>18</b>
<b>Figure 1: Theoretical framework on foreign language anxiety (Nurlisa Loke Abdullah, 2020)....</b>	<b>19</b>

# List of Acronyms

**FLA-** Foreign Language Anxiety

# Chapter-1

## 1.1 Introduction

The term "Lingua Franca" refers to the usage of English as a common language for communication among speakers of different first languages. Bangladesh needs to teach English as a second language because of the language's importance in the world. The popularity of being fluent in English is growing every day. Language obstacles still exist in many countries like Bangladesh, even though English is now recognized as the second language spoken internationally. Speaking the English language in particular has always been an important skill for students pursuing the language in secondary school. Although the secondary pupils appear to have low speaking abilities, they may be proficient in writing, reading, and listening. Bangladeshi English language learners have difficulties in becoming proficient in the language. For Bangladeshi learners, English language competency has always been essential due to their limited exposure to the target language. Many factors are said to contribute to the incapacity of Bangladeshi secondary school pupils to communicate.

Language anxiety is a vital topic in language learning. An important module of language training and attainment is language anxiety. People may feel anxious or apprehensive when they are trying to communicate in a second or foreign language, speaking in front of people, taking part in language talk-show sessions, or talk with native speakers; these are few scenarios when this fear may show itself. Furthermore, several English language learners have taken facing anxiety in their English language lessons. The individualities of classroom language acquisition give growth to a separate set of self-perceptions, views, and attitudes known as foreign language anxiety (FLA).

Anxiety related to learning a foreign language is often experienced by students. College students' ability to speak foreign and second languages is continually developing. Having to communicate in this

language causes them distress often. Studying foreign languages presents several difficulties for Bangladeshi secondary school pupils. Secondary school students in Bangladesh face several challenges while studying a foreign language like in English. These includes; the language's variation from the original Bengali, experience to it outside of the classroom, and a shortage of English instructors and English textbooks, among other English resources. These factors might make English language learning more difficult.

## **1.2 Background and Context**

The population of Bangladesh exceeds 160 million, and this is one of the densely populated countries that is also known for its linguistic variety (World Bank, 2020). The central language of all the residents of Bangladesh is Bangla, which is also the official language. English helps the extension of the language used, and thus, it is essential for the continuity of development and the growth of a skilled labour force that is useful globally. English is extensively used as the highest language of teaching in both the public and commercial or private sectors in higher education, as well as in other forms of secondary and primary schooling. The solid relevance given to the human capital, including the required qualifications in the contemporary economy that majorly subsists among multinationals, accentuates the role of this language in the scholastic and professional success of English.

In 1992, as part of continuing educational reform, English was introduced as a mandatory subject from Grade 1 to the postsecondary level (Rasheed,2011). In addition, one of the main objectives of the 2012 National Curriculum for English is a further enhancement of high-quality human resources. A significant number of these people have advanced knowledge of English and are highly skilled in various areas. They can study in higher educational institutions abroad and find employment in different companies worldwide. The national curriculum perceives “the English language” as a vital component in meeting the national objective of transforming Bangladesh into a poverty-free middle-income country through a

reformed middle class income mindset. Furthermore, the nationwide curriculum in the country stresses that only the English language can help attain this national goal. Additionally, the importance of four competencies, namely speaking, writing, listening, and reading, plays vital role in both educational and economic development equally (Rasheed, 2011). Despite the significance of the essence given to the acquisition of the English language, several students from Bangladesh face various obstacles and difficulties in mastering the language.

For Bangladeshi secondary school students, learning English as a foreign language (EFL) is the main cause of foreign language anxiety (FLA). For a variety of reasons, English is very important in Bangladesh's educational system and culture:

**Official Language of Instruction:** Bengali, often known as Bangla, is the official language of Bangladesh; nevertheless, English is frequently utilized in schools, especially in metropolitan areas and at institutes of higher learning. Every school in the nation is required to offer English as a subject.

**Worldwide Communication:** English is regarded as the de facto international language for commerce, technology, and communication. Many people believe that having fluency in English is necessary for communicating internationally, getting job, and pursuing further education.

**Global Tests and Guidelines:** English language ability is a requirement for employment and admittance to several higher education institutions in Bangladesh. To evaluate English language competency, standardized examinations like the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are frequently utilized.

**Cultural Influence:** Bangladeshi culture is greatly influenced by the English language and literature, especially in metropolitan regions where Western media, literature, and educational resources are widely available. Reading and watching English-language media and literature further highlights the need of

English ability.

English language instruction is the primary source of foreign language acquisition (FLA) among Bangladeshi secondary school students due to various factors. Students may practice anxiety related to English speaking, listening, reading, writing, and doing very well on academic English language class assessments. Fluency in English language is a prerequisite for entry in the classroom, business, and foreign country, and it may be one of the main factors contributing to fluency in English among Bangladeshi secondary school students.

Among Bangladeshi students learning foreign language in English, the problem of foreign language anxiety is particularly simple. Numerous personalities who are learning English as a second language often fight with language anxiety problem with secondary school students (Herwanto, 2013). It is important to observe a variety of developmental aspects in society order to have a thorough grasp of the factors that lead to FLA in Bangladeshi secondary school students. These factors, which include quality of classroom, teaching method or strategies, good relationships with peers, behavior of teachers, difference ability of English language, and differences in anxiety sensitivity (Dewaele & MacIntyre, 2014) with different types of charts and graphs of influence on the experiences of students with foreign language anxiety.

### **Reasons Behind Bangladeshi Secondary School Students' Fear of Foreign Languages**

The following variables contribute to foreign language anxiety (FLA) among Bangladeshi secondary school students:

**The condition of learning:** Bangladeshi secondary school students must prepare for two national board examinations, the Higher Secondary Certificate (HSC) and the Secondary School Certificate (SSC). English language proficiency is most important to pass all these English exams and pursue students further higher education in foreign country, and get employment in multinational companies. The burden

to do well on their English language exam may cause students to become more anxious, which might have a bad effect on their academic performance and results.

**Overloaded classroom and Scarce Resources:**

A shortage of English learning materials, overcrowded classrooms, and limited language resources are main problems that many Bangladeshi secondary schools face this challenge. These topics might cooperation the Standard of English language teaching experiences of their students. For instance, students may find it problematic to participate in appealing language regular activities; they need from teachers in full-crowded classrooms, which can cause them to sense them frustrated and anxious about their foreign language skills.

**Cultural Opinions on Learning Languages:** The potentials and cultural standards around English language ability and academic achievement might be effect students' attitudes toward studying English as well as their self-confidence in their English language skills. For instance, in a society where academic accomplishment is highly valued, students might experience burden to do well on English language exams, which could increase their anxiety over the outcome.

**Contextual in Socioeconomics:** Students' entry to high-quality English language tuition and their self-confidence in language attainment can be influenced by socioeconomic factors such as paternal education, level of income, and educational resources availability. For instance, students from low-income families might not have as that much ability to after-school English language learning as they would want to learn foreign language, including coaching services or language learning applications. This might have a bad effect on their foreign language skills anxiety levels in the classroom.

**Atmosphere for Learning Languages:** Students' skills and anxiety levels can be immensely impacted by the classroom atmosphere, instructional approaches, and communications with peers and teachers.



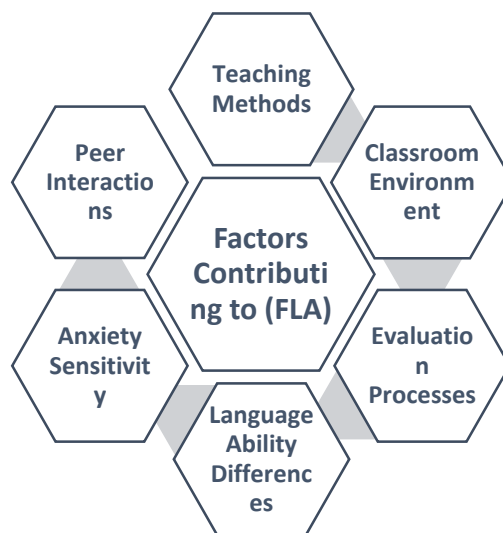
Atmosphere for learning languages: Students' skills and anxiety levels can be immensely impacted by the classroom atmosphere, instructional approaches, and communications with peers and teachers. During class when a teacher alarms students and shows strictness about language refinement including grammatical errors, this teaching technique gives students a hard time and creates a stressful scenario in English learning.

Besides, communicating with other students to evaluate language proficiency always have an effect on students' anxiety in the foreign language learning classroom. This may hold back students from participating in the class in front of their peers which may hinder their language learning growth.

### **Causes of Anxiety Over Foreign Languages (FLA)**

- Secondary schools in Bangladesh regularly worried with foreign language taught problems including student overcrowded classrooms in all schools and college, scarce material for study materials. These all problems can make (FLA) very bad by producing disruptions, and not effective learning atmosphere.
- Different types of teaching methods can distress students' own confidence and their anxiety levels. One of the most important things in reducing the FLA is fruitfully teaching. By good way delivering knowledge, it is possible to progress secondary school students' confidence and language engagement in Bangladesh by introducing communicating activities, visual assistances, and chances for exercise and comment.
- Foreign Language Assessment is an intended process to regulate a student's ability may cause level of foreign language like English Anxiety if they give pressure on a student to do well. It is always suggested that to the teachers in Bangladesh instrument a range of assessment strategies, such as influential different types of assessments, in order to minimize student anxiety and provide students variety of chances to learn their language skill.

- Foreign Language Anxiety is significantly impacted by peer communications. Anxiety can be difficult by development a supportive learning environment where students are feeling very comfort with interacting their peers. In the perspective of Bangladesh, inspiring productive peer relationships through cooperative learning peer communication and teaching, and group discussion also help.
- Every Foreign Language Teacher have a significant influence on how students feel better and how they approach different method of learning in a foreign language. Foreign Language Teachers in Bangladesh should make an effort to be friendly to create helpful learning environment where secondary school students feel valued to take chances while operating the target foreign language.
- Students' Foreign language proficiency levels can lead to feelings of anxiety, particularly when comparison to more advanced peers in Bangladesh. In Bangladesh, teachers should be implementing separated teaching strategies to accommodate diverse their learning requirements and deliver additional support to students struggling with their foreign language proficiency.

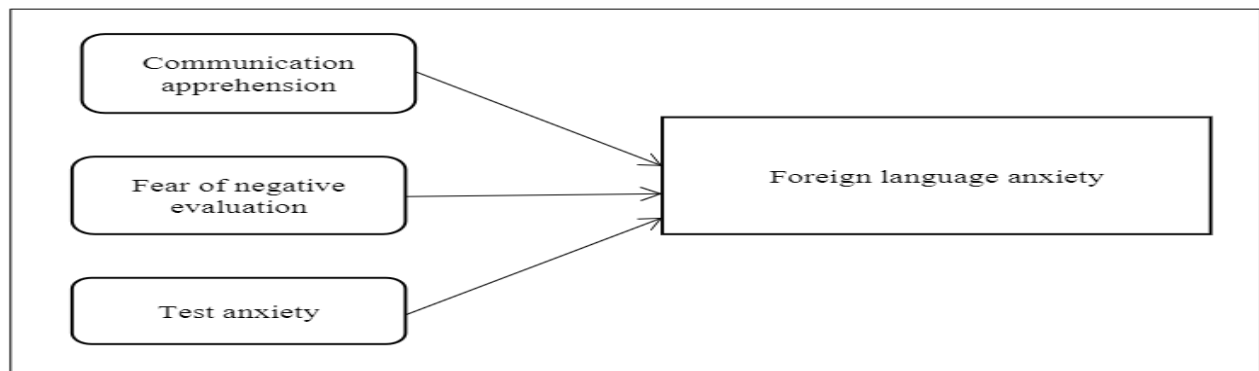


**Figure 1: Factors Contributing to FLA**

### 1.3 The Conceptual Framework

Foreign Language Anxiety is the grasp of the method of foreign language learning, it's included the anxiety to acquiring a foreign language like English. Students' different levels of anxiety are significantly influenced by their own experiences, socioeconomic perspective. Language anxiety may also be reduced via social communication, evaluation, and management. Language-anxious pupils need teachers and foreign language institutes for practical help. Culture's values, ideas, and approach to education affect how pupils see learning a foreign language. Societal chances for language competence and its usefulness in varied backgrounds can influence students' motivation and anxiety.

A theoretical framework was developed by Horwitz et al. (1986) to analyze the anxiety levels of male and female students learning a foreign language. The framework focused on three main areas of anxiety: communication apprehension, test anxiety, and fear of receiving a negative evaluation. This is a theoretical framework model that explains anxiety related to learning a foreign language:



**Figure 2: Theoretical framework on foreign language anxiety (Nurlisa Loke Abdullah, 2020).**

## **1.4 Rational of the study**

In spite of the increasing recognition that English language anxiety is a bulbous matter within the situation of language tuition, supplementary research should be directed to reflect foreign language anxiety among secondary school-directed students from Bangladesh.

Foreign language anxiety (FLA) is an involved concept exaggerated by numerous linguistic and social features, which establish an important worry among secondary school students in Bangladesh. The part of social insights in terms of language attainment and anxieties of the society, and levels of academic and social care in the development and appearance of FLA among students should be considered. The concept of foreign language anxiety has been observed within second language attainment studies widely, and the major consequences have arranged upon the relation between FLA and foreign language learning. Students may experience a poor knowledge experience in relations of various theoretical, intellectual, and social community factors being under the inspiration of foreign language anxiety (Dewaele & MacIntyre, 2016; MacIntyre, 2017). The present research indicates that FLA has a through influence on the attainment and success in various academic corrections.

In addition, considering the shifting focuses of the education system of Bangladesh put on the developing English language skills along with the recently increasing societal demands may result in forming discussion about the prominent factors correlated with Foreign Language Anxiety among secondary school students. It would allow educators and other stakeholders to understand the peculiar causes and symptoms of FLA among secondary school directed learners and develop targeted interventions to reduce FLA and create a better academic experience for students (MacIntyre & Gardner, 1991).

## **1.5 Purpose of the Study**

The purpose of this research is to investigate the factors that contribute to Foreign Language Anxiety (FLA) among secondary school students in Bangladesh. By exploring the socio-cultural, pedagogical, and individual factors associated with FLA, this study aims to identify possible solutions to reduce FLA and improve the quality of second language learning experiences for Bangladeshi students. The expected outcome of this research is to provide clear solutions for policymakers and educators to alleviate FLA among Bangladeshi students.

In the foreign language acquisition field, it is generally recognized that the process of acquiring a new language is highly emotional for students (Imai, 2010; López, 2011; Dörnyei and Ryan, 2015; Mierzwa-Kamińska, 2021). The constantly growing body of literature indicates that learners' beliefs, attitudes, and emotional states affect the extent to which learners develop their language learning experiences.

More specifically, this paper aims to study sociocultural and linguistic factors informing foreign language anxiety among secondary-level students in Bangladesh. This study is based on qualitative research methods with interviews to uncover the nature of stress, anxiety, and coping strategies experienced by learners in the particular Bangladeshi context when learning English. The study also explores cultural practices and expectations, attitudes towards the language, and methods of education to generate evidence-based solutions for improving and supporting Bangladeshi learners.

## **1.6 Statement of Problem**

Foreign language anxiety has been one of the most discussed phenomena in the existing literature, which might be explained by the fact that the majority of studies focus on the FLA in educational settings (Dewaelw, 201; MacIntyre & Gardener, 2012). At the same time, it is paramount to learn about FLA among students at the secondary school level for several reasons. First, according to Dewaele and

MacIntyre (2014), secondary school attendance is associated with significant change in both academic and linguistic spheres. Hence, experiences of foreign language anxiety at this point might have an impact on their perception of various languages in general. Secondly, a focus on FLA in secondary schools that might make foreign language teaching methods more affective and create favorable attitudes towards learning foreign languages (Horwitz et. Al., 196). At the same time, there is a lack of information about sociocultural and linguistic specifics of FLA among secondary-level students in Bangladesh.

Thus, despite the extensive global discussion of the issue, the complexity of FLA among secondary school students in Bangladeshi schools should be studied. The study might help in the future to develop more targeted improvement and support, which is essential in the context of foreign language anxiety as described by the target audience: students' ability to work with new languages is affected when in stress.

## **1.7 Research Questions**

1. What are the perceptions of Bangladeshi secondary-level students on the overall experience of learning English?
2. Which facets of English language acquisition cause anxiety in students?
3. What coping strategies do students employ to reduce their anxiety levels related to English language acquisition?

# Chapter-2

## 2.1 Literature review

FLA has been researched in various educational and cultural settings. However, there is now an increasing recognition of the need to study FLA factors and manifestations through research studies in specific cultural settings (Dewaele & MacIntyre, 2014). It is vital to discover the thoughtful of FLA knowledgeable by secondary school-level students in Bangladesh, a South Asian country with a various informative milieu and different linguistic values. Additionally, due to the increasing importance on English as a necessary foreign language in Bangladesh and the fact that people in Bangladesh are bilingual, this country proposals a unique background for discovering FLA factors and their consequences for foreign language teaching method. Foreign Language Anxiety (FLA) has been known to have a bad impact on students' ability to accomplish foreign language ability (Horwitz et al., 1986). FLA is an emotional disorder that is knowledgeable by people who are learning or using a foreign language. According to MacIntyre and Gardner (1991), FLA is restrained by tempers of tension, nervousness, and anxiety that experienced in some critical conditions such as answer the questions, photo exhibitions, easy written tasks. Moreover, FLA have impact in students' cognitive and emotional dimensions (Horwitz et al., 1986).

## 2.2 The Nature of Anxiety

Koch and knell state that Compared to other classroom activities, speaking classes for foreign language learners cause more anxiety. They are hesitant to engage in class activities because they fear making errors and because they had a bad experience in speaking class, when they were made fun of by their peers. One of the main factors in spoken achievement is anxiety. Additionally, according to Oxford, "fear or anxiety occurring when a beginner is predictable to perform in the target language" identifies language

anxiety. Additionally, MacIntyre and Gradrner think that language anxiety may indicate possible problems for foreign language learners because of the manner in which they pick up the language, which affects the generation of new language. As such, it may have an impact on their oral production quality and level of competency in the target language. Horwitz declares that learning a foreign language doesn't need a lot of time, contempt the confidence held by some students that knowledge a new verbal takes an extensive period. For someone who is very confident in their language assistances, one years or more is all that is needed to become capable.

## **2.3 Understanding the Detrimental Effects of Anxiety on Language Learning**

Anxiety about learning a new language is a major factor influencing students' performance in many different areas of their studies of second language acquisition, according to research conducted in English (Dewaele and MacIntyre, 2016; MacIntyre, 2017). The effect of concern studies on interpersonal dynamics, mental acuity, and academic achievement has been enormous. Anxiety, say Jin and Dewaele (2018), may begin a self-defeating loop that stops students from improving their language skills and makes them doubt their abilities. For children who suffer from anxiety, this might lead them to avoid social interactions altogether.

"Anxiety, a common human emotion, can influence our thoughts and physical responses (Kanero et al., 2022). Feelings of anxiety, fear, and self-doubt frequently encountered and can sometimes serve as sources of motivation and excitement (Karatas et al., 2013). Phillips (1992) categorizes anxiety into two main types: trait anxiety, which is enduring, and situational anxiety. Many students face anxiety when they come across challenges in learning a new language within a traditional educational environment (Horwitz et al., 1986). These anxieties stem from the specific difficulties associated with formal language instruction. An individual's self-perception, beliefs, and behaviors are interconnected and influence each



other. Anxiety is not only a psychological problem; academic standards and society norms play a part as well. Examining more closely, we find that anxiety in learning a foreign language extends beyond psychological difficulties. Peer support and the environment conducive to learning are other important components. Learning a new language might be difficult since people struggle to communicate authentically while speaking to others (Li and Dewaele, 2021). It might be frightening to stand in front of people and be vulnerable to mockery."

## **2.4 Understanding the Social Impact of Fear Evaluation in Language Learning**

"The apprehension of obtaining unfavorable feedback goes beyond official assessments to include social interactions and everyday school assignments. The apprehension related to possible failure and the stress of being evaluated by peers may profoundly affect the mental well-being of pupils, hence impacting their proficiency in verbal tasks and employment interviews. Afzali Izadpanah (2021) says the consequence of secondary schools students' anxiety about their engagement in foreign language lessons. Also, Horwitz et al. (1986) identified the negative assessment about the foreign language speaking fear, exam anxiety, and communication apprehension as fundamental elements of foreign language anxiety. Theoretical frameworks can demonstrate the inner sprite of language attainment, where they worry, they have disadvantageous impact on their academic performance. Feelings of anxiety may consequence in decreased self-confidence about the foreign language learning. Overwhelming these difficulties for educating a learning environment and enhanced outcomes.

## **2.5 Understanding and Addressing Psychological Hurdles**

Anxiety, sometimes known as the dread of a bad test result, is a major obstacle for those learning a foreign language. By understanding the anxiety dimensions experienced by students and how it affects

their learning, educators may put methods into place to lessen the impacts of anxiety and provide students the tools they need to succeed in their language learning endeavors.

## **2.6 Different Types of Language Anxiety**

### **Fear of speaking out**

Concerns about the learner's inadequacy to adequately articulate thoughts, construct communication with others, and ensure that they comprehend what the speaker stated constitute communication anxiety. The level to which students have trouble understanding one another and their own speech is the root cause of communication anxiety in second language classes, according to Masood as stated. When taking an English class, one of the concerns is going to be how to express yourself clearly via class discussions and other spoken exercises.

Conversely, communicating with others is something that "a type of shyness characterized by fear or anxiety about." Because everyone in the language class was watching the speaker, the students were nervous about speaking up. There is a strong correlation between students' lack of confidence and their communication anxiety. Students lack self-assurance while performing in front of a partner due to anxiety over seeming foolish or having their message misunderstood.

**Fear of Negative Evaluation:** Concerning the fear of unfavorable judgment, Young says that pupils focus more on their mistakes than on the necessary error rectification. Worry about receiving unfavorable feedback on one's performance stems from comments or responses made about one's peers' abilities. Therefore, it is important for those learning a new language to project an admirable image.

Any social scenario, from a job interview to a language lesson to a competition, might trigger the anxiety of unfavorable assessment. Here, Tanveer thinks that instructors' jobs include seeing how other pupils respond in addition to evaluating their own performance. Kitano goes on to say that pupils with bad

attitudes and personalities would feel very anxious during class speaking exercises.

**Test anxiety:** According to Howritz, the challenge for students of foreign languages is not only learning to speak fluently but also understanding what the speaker has said and how to use grammar correctly.

Concerning test anxiety, students sometimes feel compelled to speak a foreign language in order to prepare for the exam, even if doing so requires a great deal of English grammar construction.

# Chapter-3

## 3.1 Methodology

This chapter clear up the steps taken by the researcher to approach the research. The researcher has described the method in great detail in the chapter and most importantly shown why this study relates to the core principles of explanatory research. Since the researcher's main aim was to observe the condition of English language learning environment and how the students were facing challenges, the researcher assumed that the qualitative approach would be suitable for the purpose of this research. The reasons for selecting the method are described below. Nonetheless, the very first part of this section explains the research design. Additionally, the researcher will further explain the research approach, participants details, the procedure of data Collection, data analysis framework and process, ethical principles, and trustworthiness of the study in detail.

### 3.1.1 Research Design

Research design is one of the most crucial elements needed in any research. According to Akhtar, research design is a conceptual blueprint that ensures that the researcher has integrated all the essential elements of the research to the research activities. In other words, research design is a systematic approach that guides the researcher as he or she establishes the steps necessary to conduct the research. The research discussed in this paper follows a qualitative approach in designing the above. The practitioner employs the pragmatic research paradigm in researching. To know the causes of anxiety of a foreign language, researcher conducted a survey on the respondent of Secondary level situated in Bangladesh. The researcher provided questions regarding respondent's confidence level on language learning, what he or she feels when attending a class, and complex environment's effect on anxiety level.

The Qualitative research methodology has been applied to analyze all the elements affecting Foreign Language Anxiety.

### 3.1.2 Research Approach

The research sites selected are Rafiqul Islam School & College, Birshreshtha Noor Mohammad Public College, and Ideal School and College. The study is focused on the secondary level students. The following include two English students from Ideal School and College, other five students from Rafiqul Islam School & College, and a student from Birshreshtha Noor Mohammad Public College. These student's capability in English varies from high to low quality. For this sample, the researcher selects this cluster related as per the area or place seen, and because the same is chosen, the samples must be related with comparing various examples from these 3 Institutions.

### 3.1.3 Details about Participants

The study will use purposive sampling to select ten secondary-level school students, aged 13-18, from three different schools in Dhaka city. The selection process will ensure that these schools reflect a wide range of socio-economic backgrounds and educational environments in the city. It is logical to select participants from multiple educational institutions to encompass a wide range of experiences and viewpoints concerning FLA in Dhaka.

Sl.	Name	Gender	Class	School Name
1	Abeed	Male	10	Ideal School and College
2	Efaz	Male	10	Ideal School and College

3	Rafin	Male	11 <sup>th</sup>	Birshreshtha Noor Mohammad Public College
4	Mehnaz	Female	10	Rafiqul Islam School & College
5	Fahima	Female	10	Rafiqul Islam School & College
6	Salwa	Female	11 <sup>th</sup>	Rafiqul Islam School & College
7	Sara	Female	10	Rafiqul Islam School & College
8	Ashik	Male	11 <sup>th</sup>	Rafiqul Islam School & College

**Table 1:Participants Background**

### **3.1.4 Data Collection Method**

Data collection tools will consist of semi-structured interviews and surveys/questionnaires. Semi-structured interviews will be conducted individually with each participant to explore their experiences, perceptions, and feelings regarding FLA and its socio-cultural and linguistic dimensions. The researcher decided to watch and speak with students in order to gather data for the study. Out of these types of interviews, the researcher chose the semi-structured interview because it gives the researcher more flexibility to create a friendly conversational environment for the participants. Interviews are a common method of data collection in qualitative research. A mix of open-ended and closed-ended questions were used so that the respondents may express themselves freely and talk about their feelings without feeling confined by the questions that have been asked.

Two of the participants were used by the researcher to test the interview questions prior to the final interview. Due to their lack of interest in the interview and her conviction that they would not be able to supply the information required for the study, the researcher selected those specific subjects to pilot the interview questions. The researcher did, however, benefit from the pilot interview by becoming more used to the interview procedure and the questions that would be asked after the first round.

The permission form was supplied by the researcher, who asked the participants to sign it and return it to me after I had verified my participation in the interview. Then, after each interviewee signed the permission form, he asked them one at a time to participate in the interview. This is why the researcher went to their location to conduct an in-person interview with them. A few of the participants were very helpful and cooperative, as shown by their prior announcement to the researcher that they would visit and do an interview there (Collins, 2010).

### **3.1.5 Setting**

In this research, the primary intention is to identify the conditions and perceptions of students studying a foreign language so that the challenges that exist becomes unveiled. The researcher selected people with challenges related to English classes. Because of an encounter with the subject, the researcher selected the higher secondary level students of Dhaka as his sample. The higher secondary level students were the chosen approach because the participants could describe the challenges of the language learning in English.

### **3.1.6 Philosophical Assumption**

The positivist paradigm also allows administering this qualitative investigation on Foreign Language Anxiety being among the secondary level students of Bangladesh. According to Collins , positivism is marked by an interest in observable phenomena and their causal relationships, in addition to the fact that

knowledge comes from experience. This paradigm, according to the current study, is suitable for revealing the root causes of students' language anxiety and determining "the truth" about FLA. The study aligns its ontological pursuit to understand how individual students comprehend reality, focusing on the anxieties that accompany language acquisition. Therefore, research questions like RQ1 on students' perspective on learning the English language and RQ. 2a on the sources of anxiety are linked to how the students create their subjective realities and lived experience.

From my epistemological standpoint, I am aware of the issue of FLA and pursue insights into its nature and manifestations. At the same time, I am aware of my biases, as well as values that can affect the study, from an axiological perspective. This investigation contributes to a qualitative study of the complexities of FLA among Bangladeshi students. It emphasizes the nuances of language anxiety and the possible solution for reducing it among Bangladeshi students. The axiological assumption in this case could be considered a reduction of FLA and its elimination with the help of intervention and support systems that should be organized uniquely for Bangladeshi students.

### **3.1.7 Ethical Consideration**

In the research processes, there are anonymity and confidentiality in ethical considerations. The interviewees read the consent forms they were given before signing the paper. At the same time, the participants know that their participation in the study was voluntary, their names are not used to write the SLAs, were not used elsewhere, and I, researcher, could use the data for this study only. They also informed that I was going to record the interview before that I would be able to get the only one who can listen to it and used it only for research purposes.



### **3.1.8 Trustworthiness**

Multiple tactics will be employed to ensure the trustworthiness of the academic performance and the study's seriousness. First, triangulation of sources and researcher positioning will strengthen the credentials and validity of the research. Second, after-checking will be used to ensure that the results are consistent with the interviewees' perceptions. Finally, through reflexive logs, the author will keep loose interpretations of individual biases and reflections on the research. This methodology outlines a structured approach to FLA investigation Among the Dhaka City students, Bangladesh-based Bangladeshi high school students This dissertation attempts to offer significant insights into the nature of FLA and approved FLA plans in the Bangladeshi urban settings.

# Chapter- 4

## 4.1 Data Analysis

Thematic analysis will be used for the interview data, while content analysis will be applied to the survey data. Conducting thematic analysis will entail transcription of the interview audio recordings and constant comparison and iterative coding to identify patterns, themes, and categories within the data. Content analysis will involve examining survey responses to identify recurring themes, patterns, and variations in participants' responses. Qualitative data will be analyzed to provide a comprehensive understanding of FLA among the participants.

### 4.1.1 Perceptions of English Language Learning Experience

#### **What it means to have a positive attitude?**

It's great to hear that some people are looking forward to learning English. They agree with what the national curriculum says about how important English language skills are for doing well in school and the workplace. This helps Bangladesh build its human capital. It might go a long way to get students to be involved in language learning and keep going even when things get tough.

Views that are negative have an effect on FLA.

On the other hand, the fact that a lot of people said they had negative views of FLA shows that it was harmful. When students think that learning is too hard, stressful, and takes up all of their time, they may feel lost and lose faith in themselves. When someone has a negative view of themselves, they may avoid things, lose interest in learning, and stop making progress in learning a language.

### **4.1.2 Facets of English Language Acquisition Causing Anxiety**

Another study on nervousness in foreign languages found that many people get worried when they have to talk or do other tasks that require them to communicate orally. Oral skills are often a source of worry because people are afraid of looking stupid in public and because talking is so immediate and unplanned (Horwitz et al., 1986). There are many things that can make someone nervous, like not liking being criticized, having trouble expressing themselves, or having low self-esteem.

There are a number of factors that make people anxious when they are given writing assignments. There are many parts of writing that we need to be good at, such as vocabulary, language, structure, and logic. When someone doesn't believe in their writing skills or doesn't have enough time to finish their tasks, they might feel more anxious. People may feel even more anxious when they have to deal with new problems, like themes or topics they weren't expecting.

Anxiety about tests and the fear of getting bad grades both have big effects on learning a language. There are many things that can cause people to worry about passing or not doing well on tests, such as having bad experiences with tests in the past, parents or teachers having unrealistic standards, and so on. A lot of test nervousness is linked to poorer brain processing and lower performance, creating a cycle of anxiety and poor performance for students (Roick & Ringeisen, 2017).

### **4.1.3 Coping Strategies Employed by Students**

#### **Avoidance Techniques**

Running away from things that stress us out might help in the short term, but it will cause more problems in the long run. If students don't have chances to use and practice the language, they could fall behind or even go backwards in their language skills. Avoidance behaviors may also keep we nervous by reinforcing your negative thoughts about yourself and making we even more afraid of language learning

tasks.

### **Why positive self-talk is important for reducing FLA**

Talking positively to yourself can help we deal with your worries about learning a new language. Students can feel more confident and stronger in themselves by actively rephrasing bad beliefs and encouraging themselves to approach language learning with a growth mindset. Your anxiety may be holding us back, but this inner talk will help we get over it and take charge of your language learning.

### **Why it's Important to Ask Teachers and Other Students for Help**

If we are worried about learning a new language, it is important to ask your teachers and coworkers for help. Kids who feel like they belong in the classroom are less likely to be shy about asking questions, trying new things, and succeeding in the end (MacIntyre & Gardner, 1991). Teachers can help students feel more confident and less afraid by giving them constructive feedback, support, and guidance. It's also helpful to have someone to lean on when you're feeling shy or alone. This can help ease some of the stress and loneliness that come with learning a new language.

### **4.1.4 Influence of Socio-Cultural Factors on FLA**

The results show that social norms have a big effect on how anxious Bangladeshi students are when they are trying to learn a new language. People in the workforce and students may both feel anxious because they are under a lot of pressure to do well in school and in their careers by improving their English language skills. Even though the country's goals for social and economic growth make sense, learning might be hard and stressful because of the cultural focus on English ability.

Research shows that one social factor that makes people not want to learn a new language is the desire to fit in. If students think their peers will make fun of or criticize them for having language problems,

they might not want to do things that help them learn the language. Negative self-evaluation and social comparison can make people avoid situations, which can make their nervousness worse and slow down their language learning.

The results show how important it is to have family support when learning a language to lower the stress that comes with it. Students who said they got help and tips from family and friends said they were less anxious and more ready to deal with the challenges of learning a language. People who said their families put more pressure on them to do well in English classes were more likely to be anxious (Roick & Ringeisen, 2017). It's important to keep realistic standards and not ask for too much help.

This kind of data shows how the thoughts, feelings, and decisions of people who are learning a second language are connected in a very complex way. Overcoming our fears about things like writing, public speaking, and tests is important if we want to do our best in class. It is very important to help students get over their fear of foreign languages and learn as much as they can by teaching them good problem-solving skills and creating a safe space that encourages personal growth.

#### **4.1.5 Pedagogical Factors Contributing to FLA**

##### **Things that affect FLA in the classroom and how teachers act**

As with other studies, this one found that the atmosphere in the classroom and how the teacher behaved had a big effect on how anxious the students were during a foreign language lesson. Students said they felt more anxious in class when they thought their teachers were rude, critical, or unsupportive, which made the classroom a bad place to learn. It is important to make sure that all of your students feel safe and supported in the classroom, so they can try new things, make mistakes, and take part in language-learning tasks without thinking about being judged.

## **Finding Out How Different Types of Education Affect FLA**

The study of teaching techniques shows that participants like communicative and engaging methods that get students to work together and participate. Because students don't get to practice or take risks with standard lecture-based methods, they may accidentally make foreign language anxiety worse by making them feel like they are just passively receiving information. Cutting down on anxiety might be possible by making the classroom more interesting and helpful by using student-centered methods that stress useful conversation and hands-on learning.

The results show that people are more stressed when they are trying to learn a new language in preparation for tests and exams with a lot of pressure. Participants had a history of getting negative comments from teachers, and they were already under a lot of stress from tests that put more emphasis on being right than on communicating. It's important to have a fair scoring system that takes into account the fact that learning a language is a social activity and also helps students get better by giving them input.

## **4.2 Findings**

### **4.2.1 Anxiety Level Survey results**

In the anxiety level survey, which received 15 responses, only 9 students answered. Out of 15 questions, 9 factors were identified, with the nine factors significantly impacting student performance in producing English. The article identifies nine fear factors in English-speaking school environments, including anxiety, classroom environment, lack of understanding of teacher interpretation, fear of introduction, poor self-esteem, uncertainty, and tension among foreign-speaking students.

## **Poor Self-Esteem**

This study found that students' anxiety of speaking is primarily due to poor self-esteem, as they feel they lack faith in communicating in a foreign language. This anxiety can create imaginary barriers to foreign/second language acquisition. High self-esteem EFL students also have better oral skills compared to those without. Therefore, self-esteem plays a crucial role in student success in speaking.

One of the participant named Mehnaz mention that a English teacher named Mrs Karim who uses different teaching methods. She keeps her students in line and mainly focuses on grammar and vocabulary practice. Whenever someone makes a mistake, she corrects them right away which makes some of her students nervous. One of her students, Sara, gets scared to be corrected publicly because it might embarrass her.

Teachers and how they teach can affect how afraid Bangladeshi high school students feel when learning a new language. Friendly teaching methods make them feel better, but strict ones might make it worse.

## **The Atmosphere in Class**

Students study in a secure and comfortable setting when there is a pleasant educational atmosphere. According to the questionnaire's results, students' anxiety about speaking English in class stemmed from their discomfort and feelings of insecurity. They emphasized how the variety of the pupils and the teacher's chosen learning strategies had an impact on the learning process. Naturally, there isn't a helpful learning atmosphere; the instructor must provide one. As such, the teacher's position is crucial. Students have a safe space to voice their thoughts and opinions when teachers are encouraged to use language and understanding and exhibit dependable attitudes. Establishing a positive rapport between the two parties and increasing student trust in the instructor will make it much easier.

Rafin who is 11<sup>th</sup> grade student talks about how being afraid of what other people think of him makes it hard for him to do well in his classes.

*“I feel really nervous during English tests, even though I know the answers. I keep worrying about getting a bad grade and what my teacher and classmates will think of me. During our last oral exam, I was so scared that I couldn't talk properly. My teacher gave me a low mark, and some students made fun of me behind my back that made me feel embarrassed. Now when there's an oral exam coming up soon my stomach aches just thinking about it because I'm worried again to look foolish in front of everyone.”*

Many students in Bangladesh are scared of being judged and evaluated badly. This is because schools place a lot of importance on good grades and doing well, which makes students feel like they're always being watched closely. Teachers play an important role in this problem. They can make the classroom a better place and help students feel less scared or nervous about being judged.

### **Peer Influence**

Peer pressure may cause stress, anxiety, rage, poor confidence, and fury, which makes it a major impact in how well students learn a foreign language. Students are especially impacted by the opinions of their peers since they might become nervous when asked to talk to them. Peer pressure can have a detrimental influence on pupils' performance. Teenagers in particular benefit much from peer connection in the classroom, and they frequently spend more time there with friends than with their families. Peer evaluation, whether favorable or unfavorable, may have a lasting effect on children. Pupils can gain social skills and confidence in their own thought processes by forming connections with teachers or fellow pupils. Improving performance and conquering academic anxieties may be achieved by lowering peer pressure.

Fahima was scared of what her friends might think, so she didn't take part. This made her less sure of herself and unwilling to join in next time.



*“Once, I had to represent my group at a debate competition and prepare for days. But when it was time to speak, I got scared everyone would laugh if I messed up. My classmates stared at me waiting for my turn but I couldn't say anything! It made me feel embarrassed so now I don't join any activities that need speaking in English.”*

Other findings of the survey revealed several key factors contributing to foreign language anxiety among Bangladeshi secondary level students. These include lack of confidence in speaking and writing in the foreign language, fear of making mistakes, negative evaluation by teachers, and peer pressure.

### **Lack of Confidence:**

Many students around the world get anxious when learning a new language, and this also happens to students in Bangladesh often feel nervous and stressed when learning a foreign language. One big reason for their anxiety is not feeling sure of themselves or confident enough. Being more confident can help them to learn and use the foreign language much better. Feeling less confident about learning a foreign language means that a student doesn't believe they can understand, talk, read, or write in the new language. This might happen because of not having enough chances to practice, bad experiences before, and no help when needed it. If students don't trust themselves to speak another tongue, then nervousness will hold them back from studying well. This study looks at how low confidence makes it hard for Bangladeshis in high school to feel comfortable with another language, using true stories as examples.

Many Bangladeshi high school students don't feel confident speaking English because they don't have many chances to practice it outside of class. This is because not a lot of people in Bangladesh use English every day, so students aren't exposed to the language very much. Without enough practice, their ability and confidence suffer.

Example:

Ashik doesn't get much chance to use English outside his classroom, so he feels unsure about speaking it. This makes him anxious when he has to participate in class discussions or oral exams. Not having

enough practice with English is a big reason why Rahim lacks confidence and gets nervous using it anywhere else too.

Previous negative experiences can make you less confident. If someone has made fun of, complained about or punished a student for making mistakes when speaking another language, they might become the reason of afraid to fail. When this happens, the person is usually hesitant to join in any activities that involve using the foreign language and their confidence decreases more.

Such as, Salwa who is 11<sup>th</sup> grade student felt bad when she said a word wrong while speaking English and her classmates laughed at her. This made her feel very bad about herself for a long time. Now, she gets scared to talk in English because she doesn't want people to laugh if she makes another mistake. It's hard for Salwa now because it gives her lots of anxiety whenever she needs to speak up in class or anywhere else where someone might hear and judge her words wrongly again.

Having people like teachers, parents and peers who back you up is important to make a student feel confident. But if these can't give enough help, it's tough for students to be brave when using another language. Sometimes teachers only teach writing skills instead of talking or listening skills, which are also necessary.

For instance, Sara's parents don't know much English, so they can't help her with homework or practice speaking. Her teacher mostly gives writing work and does not focus on oral activities. This makes her feel nervous during class and tests because she doesn't have enough support to speak confidently in English.

### **Unrealistic Expectation:**

People in Bangladesh who are studying at the secondary level often feel anxious about learning a foreign language because they think they have to be perfect. They might get this idea from their parents, teachers or even themselves and it can make them really stressed out. This pressure is bad for them and makes it

harder to learn another language. In this essay, we'll talk more about how these unrealistic expectations affect students' anxiety levels with some examples from real life situations.

Parents want their kids to do well in school, even when it comes to learning languages like English. They think this will help their children succeed later in life. But if parents expect too much and it's not possible for the child, then they might feel really stressed out and worried about doing a good job. One of the participants, Abeed, his parents want him to do well in school, especially English because they think it will help with his job later on. They always ask him to get the best grades and be able to speak English perfectly. But all of this pressure makes Abeed nervous and scared he might mess up, which then affects how good he does in class and causes more worry about speaking a foreign language.

Teachers can help students by setting goals that are challenging, but not impossible. If expectations are too high, it may cause stress and make it harder to learn. For instance, Mrs. Rahman is an English teacher who wants all her students to do well, even if they are not good at it yet. She sometimes gives hard assignments that everyone has to do, which makes some kids like Rafin feel worried and unsure of themselves because he is still learning the language.

Sometimes students expect too much from themselves because they want to be perfect and do better than their classmates. This can make them feel anxious if they don't meet these goals. A participant named Efaz is a hard-working student who wants to get top marks in all his classes, especially English. He studies and practices for many hours, but he still feels worried and unhappy because he has not improved enough. Efaz sets very high goals for himself that make him scared of making mistakes or not doing well on tests. This causes anxiety when it comes to learning foreign languages too.

When parents, teachers and students expect too much from secondary-level Bangladeshi language learners, it makes them anxious. They feel like they have to be perfect all the time which causes fear of failure and more anxiety. To fix this problem we need a balanced approach where realistic goals are set

in a supportive environment. We should encourage progress instead of perfection so that learning is healthier and easier for everyone involved.

### **4.2.3 Demographic Information of Participants**

People from three different secondary schools in Dhaka city took part. Their ages ranged from thirteen to eighteen. The group was statistically balanced because it had five kids of each gender. Some went to public schools where Bengali was the main language of teaching, while others went to private schools where English was the main language of education.

Teachers and politicians in Bangladesh have the ability to facilitate language acquisition for children by addressing the various challenges that hinder the process, such as cultural norms, educational systems, and stress management among students (Dewaele & MacIntyre, 2014). In the long run, this comprehensive approach has the potential to assist students in overcoming their concerns and acquiring English language skills to the fullest extent possible. This outcome is beneficial for the country's objectives of economic and human capital expansion.

### **4.2.3 Themes Emerging from Interviews**

#### **Thoughts on the English Language Course**

What people think about things Many of the volunteers said they wanted to learn English because they knew it would help them in school and at work. To help them reach their future goals and give them more options all over the world, they thought that being able to speak English well would be helpful. The difficulties of learning a new language were fun and beneficial for some of the students (Dewaele & MacIntyre, 2016). Views that are negative Still, some of the people who took part had bad things to say about the time they spent learning English. It was really hard for a lot of people to get good at some things, like speech or writing. Some kids were worried and stressed because of what they had to do in

school and the push to do well.

Learning English can be a challenging process, with students often feeling anxious about speaking and communicating in public, writing-based assignments, and reviewing and evaluating their performance. They fear being caught, judged by teachers or peers, and feeling inadequate in their language skills. Writing assignments can also be a source of stress, especially when limited on time or dealing with new topics. Test anxiety is another common concern, as students are anxious about failing their teachers or parents during test times. Additionally, they are not fond of criticism, as they fear that others might judge or criticize them for their English skills. This fear often leads to students not seeking help when needed or fully participating in class events. Overall, the stress of learning English can be overwhelming and can lead to a lack of confidence and engagement in language learning.

### **Ways that students deal with stress and anxiety**

Ways to stay safe Some of the people who took part said they used avoidance techniques to deal with the stress of learning a new language. One of these was staying away from things where they would have to use English, like class speeches and group talks. This helped for a while, but in the long run, it made them worried and slowed down their language growth (Horwitz, Horwitz, & Cope, 1986). Telling oneself nice things Many people used positive self-talk as a way to deal with their problems. When they were learning the language, they worked hard to change the way they thought about negative thoughts, remember their skills, and have a growth attitude. By using this method, they were able to boost their confidence and deal with difficult situations better. Being willing to ask for help A lot of people who were having a hard time found comfort in talking to people they trusted, like teachers, classmates, or family and friends. They were able to deal with the problems of learning a language by doing things like asking for help, clarification, or just talking about their fears with people they could trust.

## **4.2.4 Themes Emerging from Survey Data**

### **Effects of Social and Cultural Factors on FLA**

What people expect from society The poll results showed that people's worries about speaking a foreign language were largely caused by what other people expected of them. Many people in Bangladesh thought that being fluent in English was important for future success in school and the workplace. This put a lot of pressure on many students to do very well in the language; The Power of One's Peers A sociocultural factor that came out of the poll was the impact of one's friends. The people who took part were worried about how their English skills compared to those of their friends. This worry showed up as a fear of being criticized and made fun of; Help for the family How the participants dealt with anxiety while learning a new language depended on how much mental and physical help their families gave them. There were students who said their families were very helpful and sympathetic, and students who said they felt even more pressure to do well, which made them nervous.

### **Things that happen in school that cause FLA**

How teachers act and how the classroom feels; The poll results show that the atmosphere in the classroom and the way teachers act have a big effect on how students deal with stress while learning a new language. Participants said that a learning setting was more dangerous when teachers were rude, critical, or unsupportive, which made people feel more anxious. Regarding methods to education, another thing that has been found to contribute to language worry is the way teachers teach. People who took part liked conversational and interactive methods that made the classroom feel friendly and interesting more than traditional lecture-based methods, which they found upsetting and dull (Jin & Dewaele, 2018); Ways to Check and Check Again People who answered the poll said that worries about speaking a foreign language affected how people were evaluated and how they were assessed. People were tense before important tests, especially ones that put more weight on accuracy than on expression. They were even

more worried because they were afraid of getting bad grades on tests from their teachers. This detailed summary of the main findings sheds light on the thoughts, feelings, and ways that Bangladeshi high school students deal with nervousness linked to learning foreign languages. The themes that appeared in both the interviews and the surveys, meanwhile, illustrate just how complex it is to address this issue and have a lot of food for thought. As for a possible plan, a series of benefits need to be tackled holistically in Bangladesh to eliminate language learning anxiety in students. Authorities may utilize developing intelligence, low-stakes formative evaluation, community engagement, and mindfulness strategies. Moreover, educators need to be trained in generating a conducive atmosphere for study, concentrating on students, assisting students suffering from anxiety, and submitting helpful comments. In-class or even online expert-level education on how to combat the anxiety of language learning should be developed for language instructors. This might include courses on how to identify and combat anxiety, a reduction in classroom anxiety, a growth attitude, reflective strategies, and peer support systems.

### **4.3 Perceptions of English Language Learning Experience**

**Positive Attitudes:** Some students exhibit positive attitudes toward English language learning, expressing recognition of the significance of language proficiency for studies and future achievements.

**Negative Views:** Alternatively, many students have a negative view of the learning process, indicating that it is difficult, time-consuming, and stressful. They tend to expect regular challenges and negative experiences in their contact with linguistic interventions in various forms.

### **4.3 Facts of English Language Acquisition Causing Anxiety**

**Oral Communication Anxiety:** students often struggle with oral communication with anxiety and embarrassment. That is, it is often discouraged due to strong anxiety associated with the fear of making a false impression.

**Writing Anxiety** Students are often afraid to write papers because they are “certain not to receive excellent grades on them” and they have no idea what to say or how to say it.

**Test Anxiety:** Test anxiety, as opposed to linguistic anxiety, specifically derives from test performance situations, which form students’ perceptions of Anthropogenic calamity due to stressful challenges.

## 4.4 Coping mechanism

The techniques and methods that were most preferred among the participants for dealing with or managing their anxiety regarding speaking in a second language are as follows:

*My anxiety disappears whenever I speak English in a friendly environment. If I get support and positive appreciation from my peers, it helps me to feel less anxious and empowers my confidence. Also, If I do not feel the pressure of accuracy, I might not get afraid to participate in classroom.*

The result reveals that patience is indeed more important when it comes to language teaching. A patient teacher who can be relied upon has a lot of positive effects to steer their students towards having a successful learning of the English language and help them conquer second language speaking anxiety. It is understandable that teachers fulfil the teachers’ role as a practical aid to the language learning process by providing pupils with the necessary resources to communicate. This is also true that pupils do their duty in the learning procedure to create output as they interact with others in the L2. For second language learners, it is only the patient teacher who can help them easily conquer L2 speaking anxiety in the sense that a teacher can still be respectful, have power in the classroom, and not to be perceived as intimidating. It is very difficult learning English language due to the fact that English has different complicated features and rules to learners. Therefore, learners find it easier to learn English with a patient teacher. A positive attitude is also required in learners of L2/FL since it will enable them to study the target language effectively and efficiently. However, how well this method is used is largely dependent on the teacher and not on the learner because teachers should inform them that “you can do it” when using the positive



thinking method. Language anxiety cannot be considerably reduced unless teachers have the same happy, optimistic attitude as the learner.

Furthermore, as felt by the learners, having a comical English teacher is important and most preferred since it diminishes the pressure, stress and tension in the classroom student-centeredness when learning English and mostly when doing oral activities. If the lecturer behaves as if he is angry, which is not good to do, particularly to his learners, learning tends to scare the students anything that makes the work less effective when, comes to practicing it, students feel as equals but only get embarrassed by the language teacher, if the teacher is always tough when the student is learning, then the student cannot feel free but intimidated; hence, he is scared, and many times, he does not want to talk just because he fears being embarrassed by the lecturer. Therefore, to a second language learner, an English Language tutor is expected to be witty for an active classroom that is steered by the student but also keeping a friendly environment. It was considered to be a useful weapon for teachers to use to reduce learners' second language speaking anxiety in correlation with teachers' good qualities or attitudes. The respondents well experienced when student say their fears and worries about learning the language to fellow students than to be anxious and feel that fellow students judge them or fear when speaking English to his fellow student which creates a good relationship and good learning environment in the second or foreign language classroom student. Most language learners have faulty or unrealistic assumptions about language learning which prevents from learning the language effectively. Language student develop erroneous beliefs by taking their experiences and generalizing them in the wrong direction. For example, they believe that the main goal of language learning is accuracy. Learners attempt to speak accurately rather than rapidly.

Ultimately, other than being anxious, the students' preferred coping mechanisms can also be a strategy by the English Language instructor in an English language classroom. Therefore, where the above strategies are used, it will reduce and probably stop the students' second language speaking anxiety.

## 4.6 Influence of Socio-Cultural Factors on FLA

### Social Norms:

- Societal pressure to excel in English language proficiency for academic and career success contributes to heightened anxiety levels among students.
- Cultural emphasis on English ability may lead to increased stress and anxiety regarding language learning.

### Peer Influence:

- Fear of peer judgment or ridicule for language difficulties discourages active participation in language learning activities.
- Negative self-evaluation and social comparison contribute to avoidance behaviors and increased anxiety.

### Family Support:

- Supportive family environments mitigate anxiety and promote a positive attitude towards language learning.

Excessive pressure from family members to excel in English classes may exacerbate anxiety levels.

The current study's survey results revealed three primary reasons why students were afraid of English language growth. They are peer influence, a classroom atmosphere, and self-esteem. These three elements lead one to the conclusion that teachers and students will actively work to lower anxiety levels in English classrooms. It is extremely important that English teachers be naturally adaptable and supportive of their pupils. One of the most important things English instructors can learn to do well is

teaching management. To educate kids how to respect their classmates so that there is no pressure in the classroom, for instance, schools can think about including character education into the curriculum as part of an educational assistance program.

It is also advisable that students discover their preferred method of learning. The consequences of inadequate preparation on students' anxiety of speaking in English were not sufficiently covered by this study. It is thus anticipated that further study will be able to address the subject in great detail. Additionally, it is advised that students discover their preferred method of learning. There was insufficient information in this study to determine how students' anxiety of speaking English was affected by insufficient effort. Subsequent research endeavours are anticipated to possess the capacity to assess the topic comprehensively.

# Chapter-5

## 5.1 Implications for Foreign Language Teaching and Learning

In People in Bangladesh who are scared about learning a new language need a complete plan to help them feel better. There is evidence that encouraging students to have a growth mindset, using mindfulness and relaxing techniques in the classroom, using low-stakes formative evaluations, and encouraging group projects all have positive effects. Teachers could use training on how to make classes more welcoming, how to adapt lessons to each student, how to deal with kids who are afraid, and how to give helpful feedback (MacIntyre, 2017). By taking part in professional development programs, foreign language teachers can help their students get over their fear of public speaking. Foreign Language teachers might find it is helpful to go to regular workshops on how to recognize and deal with anxiety, how to help students feel less anxious, how to develop a growth mindset, how to be thoughtful, and how to set up peer support networks as part of these kinds of programs.

Learning in a new foreign language is very challenging for students in several reasons, these are; variances in social norms, different educational systems, and students' open-mindedness. Parents and Teachers should concern so that students have a time to learn the foreign language. This strategy may encourage the secondary students to overcome their fears and anxiety give their English class, economic and human capital development objectives may also be advanced in the long run.

**There are some significances for the foreign language tuition:**

**Incorporating Technology:** By using online teaching resources, multimedia tools, different types of technology may improve students' engagement and their good experiences for language learners. This helps accommodate mixed learning styles and increases convenient teaching in classroom.

**Programs for Cultural Immersion:** Language camps and study abroad programs provide students to real-world situations where they may use their language abilities and build their cross-cultural competency via exposure to genuine cultural practices and language use.

**Task-Based Learning:** By creating many English language assignments that impersonator authentic communication circumstances, task-based knowledge actively for participating in class and use foreign language in relevant contexts as per teacher module. This attracts students to improve their foreign language abilities and also meet clear English or other language communicative objectives.

**Differentiated instruction:** This means that it is possible to meet the needs and skills of various learners taking foreign language classes, allowing each of them the opportunity to advance and achieve something in language learning.

**True evaluation:** Instead of test or quiz paper-and-pencil methods, authentic assessment is done utilizing projects, performances, portfolios, and other such instruments. This way, students not only learn what their level of language proficiency is but also receive decent feedback on how to improve their skills in the future.

**Community outreach:** Activities, partnerships, and volunteer work allow pupils to interact with the heart of the local community using the culture in the target language. Not only does it foster a sense of belonging, but it allows students to learn the language beyond academic constraints.

**Culturally competent materials:** Selecting the sources, materials, and cultural artifacts that are appropriate for pupils is a guarantee that they will find everything in the learning materials. The use of literature, media, and cultural artifacts of the target language community helps them understand how culture intertwines with the language learning journey and adds authenticity to the process.

**Continuous professional development:** When teachers are aware of the current trends, pedagogical innovations, and new technologies, they contribute to the learning outcomes. It is achieved through workshops, conferences, and online courses. Piling these implications and tactics into the settings of foreign language instruction and learning, teachers can create supportive and engaging learning environments that foster competent and self-assured language learners.

## **5.2 Future research on foreign language anxiety**

These are a selection of types of research that could be conducted in the future: longitudinal, comparative and qualitative studies, ones based on teacher perspectives, and intervention ones. Approximately all of these could heavily benefit from the integration of technology. In particular, there is a likely benefit for those that include a cross-cultural study, parental influence, and a neuroscientific approach. Policy analysis is likely to be similar to one of the mentioned above.

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# Appendix

## **1. Learning a foreign language makes me nervous.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

## **2. I feel anxious when I have to speak in a foreign language in front of others.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

## **3. I worry about making mistakes when speaking a foreign language.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

## **4. I feel uncomfortable when I don't understand everything in a foreign language lesson.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**5. Tests and exams in a foreign language make me feel stressed.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**6. I avoid speaking in a foreign language whenever possible.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**7. I feel embarrassed when I make pronunciation errors in a foreign language.**

- Strongly Agree
- Agree
- Neutral

- Disagree
- Strongly Disagree

**8. I often worry about not being able to understand the teacher in a foreign language class.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**9. I feel tense when I have to participate in group activities that involve using a foreign language.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**10. Do you feel confident about your English learning?**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**11. Overall, I find learning a foreign language to be stressful.**



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**12. Have you ever tried to overcome your anxiety?**

- Yes
- No

**13. Have you ever received encouragement or support from teachers/peers reading English learning?**

- Yes
- No
- Sometimes

**14. Do you believe that your English Language skill have an impact on your academic performance and future opportunities?**

- Yes
- No