

**Learners' Foreign Language Speaking Anxiety: A Tertiary Level Scenario in  
EFL Class**

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EFL Class**

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### **Abstract**

This research is concerned with Bangladeshi learners' anxiety of speaking English at tertiary level classrooms. In this paper, the researcher tried to find out the factors responsible for speaking anxiety of the learners, the effects of the anxiety and the ways to reduce anxiety. A survey has been conducted among language teachers and learners from a few selected private universities in Dhaka to find out about the various factors that are responsible for creating anxiety. The researcher followed quantitative questionnaire methods for data collection. The survey results showed that all of the factors presented in the questionnaire were responsible for creating learners' English speaking anxiety and their personal, social and academic context have been badly affected due to this speaking anxiety. The study also found that both teachers and learners can play significant role in reducing learners' English speaking anxiety.

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## Chapter 1

### INTRODUCTION

#### 1.1 Introduction:

Language anxiety is a common phenomenon that most of the language learners have though the level of anxiety varies from person to person. Learners usually become anxious when they are not the native speaker of a particular language but are required to learn or use the language. In today's world, English is considered as the most dominant language and is known as the lingua franca of the world. So, the importance of learning English is increasing day by day especially in a country like Bangladesh in which English is considered as a foreign language and learners learn this language as a compulsory course at schools and colleges for twelve years. However, they still feel anxious when they are required to use this language especially for speaking purpose at tertiary level.

#### 1.2 Problem Statement:

Many teachers at tertiary level do not take learners' speaking anxiety in classroom into account though they are aware of this problem. When learners at various private universities enroll in different language courses, they are offered only to develop their English but most of the times no systematic steps are taken to reduce their anxiety. As a result, learners who have English speaking anxiety face difficulties when they are required to speak even after learning the language for a long time. It is time that systematic attention be paid on this issue to tackle language anxiety and thereby improve students' proficiency in English.

**1.3 Purpose of the study:**

The purpose of this study is to identify factors responsible for students' speaking anxiety, and suggest solutions to make language learning more meaningful.

**1.4 Research questions:**

- What are the factors responsible for creating learners' English speaking anxiety in EFL classroom?
- How are learners affected by their speaking anxiety?
- What are the effective ways to alleviate learners' English speaking anxiety?

## Chapter 2

### LITERATURE REVIEW

#### 2.1 Language anxiety:

According to Hashemi and Abbasi (2013), when anxiety is related to learners' second or foreign language learning process it is known as second/foreign language anxiety (p. 640). Young (1991) added that language anxiety involves a complex, multifaceted reality which may affect the learners in terms of their culture, previous language learning process, learners' characters, and classroom environment (p. 434). Horwitz et al. (1986) expanded the definition saying that language anxiety refers to 'a distinct complex of self-perceptions, beliefs, feelings, and behaviors' which are connected to learners' language learning system (p.128). Horwitz (2001) added a psychological dimension to language anxiety saying that it is a factor that creates a negative effect on learners' psychology (p. 114). MacIntyre and Gardner (1994) added 'the feeling of tension and apprehension' that appear when learners use a language (p.284). So, it can be said that language anxiety is a complicated psychological negative feelings, attitudes and believes of human being that may arouse in learners based on different issues when they learn or use a language.

#### 2.2 Types of anxiety and their relation to language learning:

According to Spielberger (1983) there are two types of anxiety: trait anxiety and state anxiety (as cited in Pappamihel, 2002, p. 330). If people have tendency to become anxious almost in every situation, it is called trait anxiety (Pappamihel, 2002, p. 330). Riasati (2011) similarly defined trait anxiety as character of human psychology which makes people anxious in different situations and if people cannot reduce this type of anxiety from them it becomes permanent.

Relating to this type of anxiety with language learning process, Riasati (2011) said that once trait anxiety becomes permanent in a learners' mind, it prevents the learners from learning the language (p.908). To define state anxiety, Pappamihel (2002) said, when people have tendency to become anxious in particular situations that is called state anxiety (p. 330). Riasati (2011) provided example of state anxiety relating to language anxiety. According to him, due to state anxiety, sometimes language learners become anxious when they are asked to speak in the target language. The positive side of state anxiety is that this type of anxiety can be reduced when people become used to with the particular situation that makes them anxious (p. 908). So, it can be said that researchers defined trait anxiety as universal because it appears in every situations of the person who has it and state anxiety as situational anxiety because it appears in particular situations.

### **2.3 Factors associating with foreign language anxiety:**

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

#### **2.3.1 Lack of competence in foreign language linguistic items:**

MacIntyre (1999) stated that sometimes grammar of the target language becomes responsible for creating anxiety. According to him, when learners face problems understanding the grammar they become anxious (as cited in Kayaoğlu & Sağlamel, 2013, p. 149). Kayaoğlu and Sağlamel (2013) also added that if the learners have lack of grammatical knowledge of the target language and do not use it regularly they face trouble in speaking which may make them anxious (p.150).

Kayaoğlu and Sağlamel (2013) indicated that pronunciation as a factor that creates anxiety in language learners. Participants in their study stated that when they cannot pronounce a word

correctly or do not have knowledge about the pronunciation of any particular word; they mispronounce it which makes them uncomfortable and thereby anxious (p. 150). Hashemi and Abbasi (2013) also added that sometimes learners' first language pronunciation interrupts their L2/foreign language pronunciation which is also a source of language anxiety producing factor to some learners (p. 641).

According to Hilleson (1996) foreign language learners feel nervous when they cannot continue their speech due to lack of vocabulary (as cited in Zhang & Zhong, 2012, p.29). Kayaoğlu and Sağlamel (2013) found from their study that among all difficulties related to linguistic item that a language learner may face, vocabulary is the most prominent one because lack of vocabulary in the target language leads to anxiety. When learners cannot use suitable word in the target language due to lack of knowledge or cannot remember the word, they become anxious (p. 150). So, when learners face difficulties to understand and use the linguistics components of foreign language or have lack of knowledge about these items they may feel anxious.

### **2.3.2 Fear of being inferior:**

Fear of making mistake is also a source that creates language anxiety in some learners. When foreign language learners believe that making errors can make them look funny or inferior to others they become anxious (Kayaoğlu & Sağlamel, 2013, p.152). Similarly Gregerson (2003) reported that sometimes language learners feel anxious because of the 'fear of being laughed at' by their peers (as cited in Zhang & Zhong, 2012, p. 29). According to Hashemi and Abbasi (2013), learners who believe that they will lose their 'positive self-image or self- identity' if they say something wrong in the target language, feel great anxiety while speaking (p.642). Also, learners who are very much concerned about their self image become nervous when they are

asked to speak in the target language because they believe that making any mistake may affect their images that others form about them (Tseng, 2012,p.80). Daly (1991) added that learners may become anxious realizing that their performances are continually observed by their peers and teachers (as cited in Tseng, 2012, p. 81). So, it can be said that learners may become anxious when their errors or mistakes lead them to an inferior position in front of others.

### **2.3.3 Fear of performance in test situation:**

Anxiety during tests is a common feature that most of the foreign language anxious learners have. Learners become anxious when they measure the risk of failing in test (Kayaoğlu & Sağlamel, 2013, p.151). According to Madsen et al. some test formats are responsible for contributing to students' test anxiety (as cited in Young, 1991, p. 429). Young (1991) also reported that foreign language learners often feel anxious during test when they experience something different in the test question that they have not practiced before (p.429). According to Tanveer (2007), some foreign language learners have a tendency to memorize their presentation speech and try to remember every word that they have prepared before. When they get stuck or face problem in remembering they become highly anxious (as cited in Hashemi & Abbasi, 2013, p.641).

### **2.3. 4 Competitive attitudes in language class:**

In Kayaoğlu and Sağlamel's (2013) study, participants reported that competitive classroom environment sometimes become responsible to create learners' anxiety. In such an environment, learners try to do better than their peers and when they fail to do so; they become anxious. According to this study, "constant targeting of betterment may put strain on learners' shoulder" (p.153). Zhang and Zhong (2012) also supported this by adding, anxious learners usually have a tendency to compare their own language proficiency level with their peers (p.28). Baily (1983)

found that students who have competitive nature are more anxious about their performances than those who do not have this nature (as cited in Zhang & Zhong, 2012, p.28). Price (1991) also added that anxious students usually have a perception that their peers are more proficient in the target language than them (as cited in Zhang & Zhong, 2012, p. 28). So, competitive nature in classroom is an important factor of foreign language anxiety.

### **2.3.5 Fear of interaction with proficient speaker:**

According to Tseng (2012), learners may become anxious when they are asked to communicate with someone who has higher target language competence than them (p. 80). Hashemi and Abbasi (2013) added that, while communicating with language teacher sometimes foreign language learners become nervous as their teacher's proficiency level in target language is higher than them. In this article, the authors mentioned about Pica's (1987) view where he also considered this unequal foreign language competence between teacher and students as an 'unequal status' between them and referred this as one of the most common sources of language anxiety (p.642).

### **2.3.6 Fear of being prominent:**

Tseng (2012) mentioned that speaking activities like 'short talk or presentation' in target language are also source of learners anxiety (p.82). According to Wörde (2003), some learners become anxious in speaking activity because they believe that if they speak in class they will be targeted (p.5). Koch and Terrel (1991) also supported that language learners feel afraid of giving presentation as they have to speak in the target language in front of their peers (as cited in Zhang & Zhong, 2012, p. 29). So, it can be said that learners' fear of being prominent in front of others is responsible for creating foreign language anxiety.

### **2.3.7 Social factors:**

Hashemi and Abbasi (2013) found from his study that social factors are responsible for making learners anxious. Sometimes foreign language learners face difficulties to improve their communicative competence because they do not get enough exposure to use the language in their own country (p.642). Tseng (2012) mentioned that when parents put pressure on learners to do well in foreign language courses it makes them anxious (p.83). Liao (1999) also supported that foreign language anxiety stem from the great expectation of learners' parents. According to his study learners feel anxious when their parents want them to be proficient in the target language (as cited in Zhang & Zhong, 2012, p. 31). Some learners feel uncomfortable and anxious while talking to opposite gender. Though this 'gender related communication apprehension' may not appear in all as it depends on learners' personal perception (Tseng, 2012, p.81). So, it can be said that social factors like gender, family pressure for getting good grade and lack of exposure to use the language are responsible for creating language anxiety.

### **2.3.8 Teacher persuaded language anxiety:**

According to Kayaoğlu and Sağlamel (2013), sometimes learners' language anxiety derives from the nature of their teacher. When language teachers follow strict ways to correct errors and do not create positive classroom environment for the learners, they may become anxious (p. 152). Zhang and Zhong (2012) pointed out that learners are not afraid because of their mistakes are being corrected; they are afraid of the ways language teachers use for their mistakes (p.29). Wörde (2003) mentioned that while students make errors during speaking, some teachers have tendency to interrupt them and instantly correct them before the students get chance to correct their errors by themselves. Teachers' this interruption while learners speak in front of the class is responsible for losing their self-confidence and creating language anxiety (p.5). So, it can be said



that learners' foreign language anxiety can be stemmed from teacher's attitude, teaching style, their role and their choice of keeping classroom environment.

### **2.3.9 Role of learners' background knowledge:**

Kayaoğlu and Sağlamlı (2013) conducted a research on language anxiety on university students in Turkey and the participants stated that, their previous English language learning process was not effective to learn the language properly (p.148). Tseng (2012) also found that learners who have not learnt English for communicative purpose in their previous learning feel anxious when their foreign language teacher uses communicative approach at university level because in communicative language teaching class, learners have to speak in the target language (p.79).

Kayaoğlu and Sağlamlı' s (2013) study also pointed out that before going to talk about a subject or topic in a foreign language; one needs to have a background knowledge about it. If s/he does not have the knowledge; it would be difficult for him/her to continue the speaking activity.

Sometime this situation is responsible for making learners anxious (p.153). So, it can be said that, learners' previous knowledge about the target language and the way they practiced before can be responsible for creating language anxiety.

### **2.3.10 Learners' high ambition:**

According to Zhang and Zhong (2012), learners' 'unrealistic high standard' is the main reason for creating language anxiety (p.28). Kitano (2001) reported that, using tapes or videos of native speakers' communication in speaking class is sometimes responsible for making learners anxious. When teachers use such materials learners try to follow the native speakers and expect to be as proficient as they are but when their lack of ability hinders them to become successful,

they become highly anxious (p. 559). So, learners' high ambition to become native-like is an important factor for creating language anxiety.

#### **2.4 Effects of foreign language anxiety:**

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

##### **2.4. 1 Effects of language anxiety in academic context:**

According to Kayaoğlu and Sağlamel (2013) the effects of foreign language anxiety in academic context have both positive and negative sides (p. 144). Krashan found that sometimes affective factors like anxiety can play a positive role to learn the target language (as cited in Bahrani, 2011, p. 282). Andrade and Williams (2009) defined the positive effects of anxiety as 'facilitating anxiety' which is a controversial term as many researchers do not believe that 'anxiety' can be beneficial for learners. According to them, facilitating anxiety motivates learners to learn the target language and do their best to complete the target language tasks (p.4). Similarly, Scovel (1978) stated that 'facilitating anxiety motivates the learner to "fight" the new learning task'(p.139). Birjandi and Alemi (2010) reported that, language anxiety can help learners when the level of their anxiety is not too high (p.45).

However, Simpson, Parker, and Harrison (1995), defined the negative effects of anxiety as debilitating which occurs when learners have "excessive amounts of anxiety" (as cited in Birjandi & Alemi, 2010, p.45). According to Riasati (2011), due to effect of debilitating anxiety learners cannot express their ability properly (p. 907). Krashan also affirmed that learners who have 'debilitating anxiety' face serious difficulties to learn the target language (as cited in Bahrani, 2011, p. 282). According to Scovel (1978), 'debilitating anxiety motivates the learner to

“flee” the new learning task’ (p.139). So, it can be said that language anxiety has both positive and negative effects in academic context.

#### **2.4.2 Personal effects of foreign language anxiety:**

The effects of anxiety on learners’ personality can be explained by their various experiences (Kayaoğlu & Sağlamel, 2013, p.145). According to Ayres and Hopf (1993), “speaking anxiety is closer to what psychologists and psychiatrists refer to as a phobia rather than a free-floating anxiety” (as cited in Naghadeh et al., 2013, p.71). MacIntyre (1998) reported that language anxiety sometimes becomes ‘traumatic’ to some learners which may affect on their personality (as cited in Riasati, 2011, p. 909). To define the effects of language anxiety on learners’ personality, Horwitz et al. (1986) mentioned about some ‘psycho-physiological symptoms’ that are related with anxiety. Due to language anxiety learners may suffer from ‘tenseness, trembling, perspiring, palpitations’ (p.129). Similarly, Andrade and Williams (2009) also added that, when language anxiety affects learners they may suffer from ‘rapid heartbeat, muscle tension, dry mouth, and excessive perspiration’ and some ‘psychological symptoms’ like- ‘embarrassment, feelings of helplessness, fear, going blank’ (p.4). According to Horwitz et al. (1986), anxious learners become ‘freeze’ when they are asked to use the foreign language (p.126). Due to language anxiety, learners sometimes feel ‘hysterical’ and ‘horrible’ (Kayaoğlu & Sağlamel, 2013, p.145). So, it can be said that when language learners become extremely anxious they may suffer from different psychological and physiological problems.

#### **2.4.3 Effects of foreign language anxiety in social context:**

According to Tudge (1990), learners can learn a target language effectively through classroom communication (as cited in Pappamihel, 2002, p.347). But due to language anxiety, sometimes learners show their unwillingness to communicate with others in the target language (Riasati,

2011, p.909). Horwitz et al. (1986) pointed out that learners tend to remain 'silent' in class when they become anxious (p.127). So, it can be said that learners' foreign language anxiety can negatively effects their social interaction in class.

## **2.5 How to alleviate foreign language anxiety?**

Ways that language teachers and learners can follow to alleviate language anxiety are mentioned below:

### **2.5.1 Language teacher's responsibilities:**

According to Aida (1994), foreign language teachers can help learners to alleviate their language anxiety (p.164). Subjects in Riasati's (2011) study commented that to reduce foreign language anxiety language teachers should make a 'friendly relationship' with their students and establish a 'stress-free' classroom environment to alleviate learners' anxiety (p.912). Participants in Young's (1990) study added that language teachers need to be 'friendly', 'patient' and have the ability to feel learners comfortable in classroom for the purpose of reducing learners' anxiety (p.548). According to Young (1991), to alleviate learners' foreign language anxiety, teachers need to establish a 'learner-centered language environment', play the role of 'facilitator' and help learners to continue their communication in the target language (p.431). Language teachers should provide 'maximum of speaking time in non-threatening environment' to reduce learners' speaking anxiety (Tseng, 2012, p.85). Similarly, participant in Price's study mentioned that teachers can alleviate language anxiety by 'giving students more positive reinforcement, and helping them to develop more realistic expectations of themselves by letting them know that they weren't supposed to be fluent or have a perfect accent' (as cited in Young, 1991, p. 432). Tseng (2012) proposed that to alleviate learners' foreign language anxiety teachers should express their

concern about the learners' language learning development because when learners find that their teacher dedicatedly wants to help them they will learn the language (p.85).

As a continuation of language teacher's responsibilities to reduce learners' language anxiety, Wörde's (2003) study suggested that teachers should design classroom activities that are related to the learners' purpose of language learning (p.7). According to Tseng (2012), language teacher can use warm up activities like 'song' to make the classroom environment comfortable for anxious learners (p.86). To reduce learners' language anxiety, Saunders and Crookall (1985) also suggested teachers to use different games where students can use the target language (as cited in Young, 1991, p. 433). Moreover, participants in Wörde's (2003) study added that group activities are helpful to reduce learners' language anxiety (p.6). In group activities, learners get chance to familiarize with others (Young, 1991, p. 433). Riasati (2011) also supported this as in group or pair work learners can communicate with their friends in target language (p.912). So, it can be said that by creating positive classroom environment and using appropriate classroom activities for learners, teachers can help learners to reduce their language anxiety.

### **2.5.2 Language learners' responsibilities:**

According to Riasati's (2011) study, students can play an important role to lessen their foreign language anxiety (p.913). Anxious learners at first have to find out the factors that are responsible for making them anxious (Tseng, 2012, p.84). To alleviate language anxiety, Ebrahimi (2013) suggested anxious learners to share their feeling of anxiety with others. According to him, when learners realize that they are not the only one who becomes anxious in the language class, they may feel better (p.189). Another suggestion for anxious learners to alleviate their foreign language speaking anxiety recommended by Tseng (2012) is to know about the people in front of

whom they are going to use the target language. Tseng (2012) affirmed that, when learners know about the people in class, they feel comfortable to use the target language in front of them (p.85). Humphries (2011) also supported this by stating that when learners make friendship with others in language class they feel less nervous to use the target language (as cited in Kayaoğlu & Sağlamel, 2013, p.146). Moreover, learners can also alleviate their language anxiety by practicing the language (Tseng, 2012, p.85). Chan and Wu (2004) advised anxious learners to perform different target language relevant activities to alleviate their anxiety and achieving experience (p.315). So, it can be said that by knowing peers in class, sharing the feeling of anxiety and practicing target language with them, anxious learners can help themselves to alleviate their anxiety.

## **2.6 Conclusion:**

To sum up, it can be said that researchers from different countries have found from their studies that foreign language learners become anxious due to various causes. When learners become anxious, they can be affected in terms of their personal, social and academic context. Researchers also found that both teachers and anxious learners can play an important role to alleviate foreign language speaking anxiety.

### Chapter 3

## RESEARCH METHODOLOGY

### 3.1 Introduction:

This chapter focuses on the methodologies that the researcher used to conduct the study. This chapter also discusses the designing of instruments used by the researcher, the steps that the researcher has taken to ensure the validity and reliability of questionnaires, sampling of the study, data collection and analysis procedure and also the limitations of this study.

### 3.2 Methods of data collection:

The methods that are used in this research include-

- a) Students' questionnaire survey
- b) Teachers' questionnaire survey

To conduct this study the researcher used questionnaire method. According to Brown (2001), the advantages of using questionnaires are 'cheap, quick and efficient'. As a result, researcher can cover a large number of people within a short time for survey. He also added that when questionnaire assures anonymity, participants feel comfortable to respond to sensitive topic (p.77). The researcher of this paper also used quantitative method for this study. Aliaga and Gunderson (2000) defined quantitative research as 'explaining phenomena by collecting numerical data that are analyzed using mathematically based methods' (as cited in Muijs, 2011, p. 1). The advantage of using quantitative is 'the results are statistically reliable' (Koul, 2009, p. 82).

### **3.3 Designing instruments:**

To design teachers' and students' questionnaires the researcher used same items with some changes in language to fit the participants. Each item in the questionnaire was designed based on the literature review of this paper. The items basically asked for the participants' opinion about the factors responsible for foreign language speaking anxiety, the effects of language anxiety and the appropriate ways to alleviate it. In the questionnaire, each item has 5points scale where 1=Entirely disagree, 2=Disagree, 3=Not sure, 4=Agree and 5=Entirely agree. The participants had to tick the appropriate number for their opinion for each item.

### **3.4 Validity and reliability of questionnaires:**

To ensure validity and reliability of the questionnaire the researcher included all the items in the questionnaires based on the literature review of this study. She conducted a pilot survey with one language teacher and one student at tertiary level and made necessary changes of the items. After that she consulted with the supervisor about the questionnaire. The researcher also followed methodologies to interpret the data of the questionnaires.

### **3.5 Sampling of the study:**

To collect data for this study the researcher chose 5 private universities located in Dhaka city.10 language teachers and 131 students from these universities participated in the questionnaire survey of this study. The universities are:

- a) BRAC University,
- b) East West University,
- c) University of Liberal Arts,



d) South East University,

e) University of Asia Pacific.

### **3.6 Data Analysis:**

To analyze data collected in this study the researcher used mean scores for each item. The mean score refers to the sum of all scores of the participants in a group divided by the number of participants,  $[X = \sum X/n]$  (Seliger & Shohamy, 1989, p.215). Mean score is the average score of each item. It helps a researcher to analyze the whole group of participants' responses for each item (Seliger & Shohamy, 1989, p.216).

### **3.7 Limitation of the study:**

It was not possible for the researcher to find out the answers of this research's questions through classroom observation as anxiety is an abstract notion. Questionnaire survey was the only way to find out the results. Due to time and resource limitation, it was also not possible for the researcher to cover a few more universities in Bangladesh to make the findings more representative. So, the researcher had to cover only five private universities for this survey. However, the universities were chosen carefully to make the result of this study representative and reliable. It is to be noted that it was difficult for the researcher to find out separate English speaking classes at different universities for this study as many universities offer English language courses to their students where speaking skill is practiced with other skills like listening, writing and reading. As a result, the researcher had to conduct survey on those classes where speaking skill is integrated with other skills.

## Chapter 4

### FINDINGS AND DISCUSSIONS

#### 4.1 Introduction:

This chapter is developed to analyze the data collected from language teachers and learners from different private universities.

#### 4.2 Results found from students' questionnaire survey:

In the students' questionnaire, participants had to tick the appropriate box from five options for each item. For analysis the responses were converted into mathematical figures as follows:

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

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

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for mean scores.)

**Table -1**

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean Score
<b>a)Factors associating with foreign language anxiety-</b>							
I feel anxious to speak in English because (1-13)							
<b>i)Lack of competence in foreign language linguistic item:</b>							
1.	My pronunciation is not good.	18	35	32	43	3	
		18	70	96	172	15	<b>2.83</b>
2.	My knowledge of English vocabulary is inadequate.	13	12	24	58	24	
		13	24	72	232	120	<b>3.52</b>
3.	My knowledge of English grammar is inadequate.	9	29	31	44	18	
		9	58	93	176	90	<b>3.25</b>
<b>ii)Fear of being inferior:</b>							
4.	I believe making mistake or error while speaking will make me look	20	27	19	47	18	
		20	54	57	188	90	<b>3.12</b>

	funny or inferior to others.						
<b>iii)Fear of performance in test situation:</b>							
5.	I have a fear of failing in my speaking test.	17 17	31 62	18 54	53 212	12 60	<b>3.09</b>
6.	I face difficulties to speak on something in English during test that I have not practiced before.	14 14	22 44	16 48	51 204	28 140	<b>3.44</b>
7.	I try to memorize my presentation script and sometime I get stuck or forget word.	23 23	19 38	13 39	47 188	29 145	<b>3.31</b>
<b>iv)Competitive attitude in language class:</b>							
8.	I believe that my peers are more fluent in speaking in English than me.	26 26	9 18	26 78	51 204	19 95	<b>3.21</b>
<b>v)Fear of interaction with proficient speaker:</b>							
9.	I have a fear of speaking with someone whose English is better than mine.	8 8	13 26	11 33	67 268	32 160	<b>3.78</b>
<b>vi)Fear of being prominent:</b>							
10.	I think speaking in front of people will	9	15	28	55	24	

	make me prominent among others.	9	30	84	220	120	<b>3.53</b>
<b>vii) Social factors:</b>							
11.	I do not get enough chance to practice English outside my classroom.	10 10	12 24	6 18	62 248	41 205	<b>3.85</b>
12.	My parents expect me to be proficient in the language, which creates a huge pressure on me.	26 26	36 72	25 75	34 136	10 50	<b>2.74</b>
13.	I feel uncomfortable to communicate with someone from opposite sex.	40 40	42 84	21 63	19 76	9 45	<b>2.35</b>
I feel extremely nervous when..... (14-17)							
<b>viii) Teacher persuaded language anxiety:</b>							
14.	My teacher interrupts me while speaking in English to correct my errors instantly.	14 14	30 60	21 63	54 216	12 60	<b>3.15</b>
<b>ix) Role of learners' background knowledge:</b>							
15.	I cannot communicate with others in English because I did not get a chance	21 21	21 42	7 21	52 208	30 150	<b>3.37</b>

	to practice speaking in English in my previous school/college.						
16.	I cannot continue my speaking in English on a topic because of my lack of knowledge about that particular topic.	12 12	27 54	21 63	56 224	15 75	<b>3.27</b>
<b>x) Learners' high ambition:</b>							
17.	I try to speak in English perfectly like native speakers but in reality I cannot do so.	7 7	25 50	22 66	62 248	15 75	<b>3.40</b>
<b>b) Effects of language anxiety-</b>							
<b>i) Effects of language anxiety in academic context:</b>							
18.	Due to the effect language anxiety I cannot continue speaking activities in English in class.	11 11	18 36	21 63	49 196	32 160	<b>3.56</b>
<b>ii) Personal effects of language anxiety:</b>							
19.	Due to speaking anxiety, sometime I suffer from embarrassment, feelings of	9 9	12 24	15 45	58 232	37 185	<b>3.78</b>

	helplessness, fear, going blank etc.						
20.	Due to speaking anxiety, sometime I suffer from excessive perspiration, rapid heartbeat, muscle tension, dry mouth etc.	6 6	23 46	24 72	57 228	21 105	<b>3.49</b>
<b>iii) Effects of anxiety in social context:</b>							
21.	Due to language anxiety I do not like to communicate with others in English. As a result I remain silent and isolated in class.	17 17	21 42	18 54	52 208	23 115	<b>3.33</b>
<b>c)How to alleviate foreign language anxiety?</b>							
<b>i)Language teacher's responsibilities:</b>							
22.	I feel less anxious to communicate with others in English when my teacher is patient, facilitative, friendly and use positive attitude towards learners.	8 8	13 26	7 21	64 256	39 195	<b>3.86</b>

23.	I feel less anxious to communicate with others in English when my teacher uses warm up activities like song, games etc in class.	10 10	20 40	18 54	57 228	26 130	<b>3.53</b>
24.	I feel less anxious to speak in English when my teacher uses group or pair activities in class.	4 4	15 30	20 60	59 236	33 165	<b>3.78</b>
<b>ii)Language learners' responsibilities:</b>							
25.	I feel less anxious when I find the opportunity to make friendship with classmates, share my feelings of anxiety and practice speaking activities in English with them.	6 6	12 24	14 42	69 276	30 150	<b>3.80</b>

The details of the results of students' questionnaire survey are given below:

(For each item the number of total respondents was 131.)



For item no. 1 (I feel anxious to speak in English because my pronunciation is not good), 18 students ticked 'entirely disagree' and 35 students answered 'disagree'. 32 students ticked 'not sure'. 43 students ticked 'agree'. 3 students answered 'entirely agree'. The mean score is 2.83.

For item no. 2 (I feel anxious to speak in English because my knowledge of English vocabulary is inadequate.), 13 students ticked 'entirely disagree' and 12 students ticked 'disagree'. 24 students answered 'not sure'. 58 students answered 'agree'. 24 students responded 'entirely agree'. The mean score is 3.52.

For item no. 3 (I feel anxious to speak in English because my knowledge of English grammar is inadequate.), 9 students answered 'entirely disagree' and 29 students answered 'disagree'. 31 students ticked 'not sure'. 44 students ticked 'agree'. 18 students ticked 'entirely agree'. The mean score is 3.25.

For item no. 4 (I feel anxious to speak in English because I believe making mistake or error while speaking will make me look funny or inferior to others.), 20 students ticked 'entirely disagree' and 27 students ticked 'disagree'. 19 students ticked 'not sure'. 47 students ticked 'agree'. 18 students ticked 'entirely agree'. The mean score is 3.12.

For item no. 5 (I feel anxious to speak in English because I have a fear of failing in my speaking test.), 17 students answered 'entirely disagree' and 31 students answered 'disagree'. 18 students answered 'not sure'. 53 students answered 'agree'. 12 students answered 'entirely agree'. The mean score is 3.09.

For item no. 6 (I feel anxious to speak in English because I face difficulties to speak on something in English during test that I have not practiced before.), 14 students ticked 'entirely

disagree' and 22 students ticked 'disagree'. 16 students ticked 'not sure'. 51 students ticked 'agree'. 28 students ticked 'entirely agree'. The mean score is 3.44.

For item no. 7 (I feel anxious to speak in English because I try to memorize my presentation script and sometime I get stuck or forget word.), 23 students ticked 'entirely disagree' and 19 students ticked 'disagree'. 13 students ticked 'not sure'. 47 students ticked 'agree'. 29 students ticked 'entirely agree'. The mean score is 3.31.

For item no. 8 (I feel anxious to speak in English because I believe that my peers are more fluent in speaking in English than me), 26 students answered 'entirely disagree' and 9 students answered 'disagree'. 26 students answered 'not sure'. 51 students answered 'agree'. 19 students answered 'entirely agree'. The mean score is 3.21.

For item no. 9 (I feel anxious to speak in English because I have a fear of speaking with someone whose English is better than mine.), 8 students ticked 'entirely disagree' and 13 students ticked 'disagree'. 11 students ticked 'not sure'. 67 students ticked 'agree'. 32 students ticked 'entirely agree'. The mean score is 3.78.

For item no. 10 (I feel anxious to speak in English because I think speaking in front of people will make me prominent among others.), 9 students responded 'entirely disagree' and 15 students answered 'disagree'. 28 students responded 'not sure'. 55 students responded 'agree' and 24 students answered 'entirely agree'. The mean score is 3.53.

For item no. 11 (I feel anxious to speak in English because I do not get enough chance to practice English outside my classroom.), 10 students ticked 'entirely disagree' and 12 students ticked

'disagree'. 6 students ticked 'not sure'. 62 students ticked 'agree' and 41 students ticked 'entirely agree'. The mean score is 3.85.

For item no. 12 (I feel anxious to speak in English because my parents expect me to be proficient in the language, which creates a huge pressure on me.), 26 students responded 'entirely disagree' and 36 students responded 'disagree'. 25 students responded 'not sure'. 34 students responded 'agree' and 10 students responded 'entirely agree'. The mean score is 2.74.

For item no. 13 (I feel anxious to speak in English because I feel uncomfortable to communicate with someone from opposite sex.), 40 students ticked 'entirely disagree' and 42 students ticked 'disagree'. 21 students ticked 'not sure'. 19 students ticked 'agree' and 9 students ticked 'entirely agree'. The mean score is 2.35.

For item no. 14 (I feel extremely nervous when my teacher interrupts me while speaking in English to correct my errors instantly.), 14 students answered 'entirely disagree' and 30 students answered 'disagree'. 21 students answered 'not sure'. 54 students answered 'agree' and 12 students answered 'entirely agree'. The mean score is 3.15.

For item no. 15 (I feel extremely nervous when I cannot communicate with others in English because I did not get a chance to practice speaking in English in my previous school/college.), 21 students responded 'entirely disagree' and 21 students responded 'disagree'. 7 students responded 'not sure'. 52 students responded 'agree' and 30 students responded 'entirely agree'. The mean score is 3.37.

For item no. 16 (I feel extremely nervous when I cannot continue my speaking in English on a topic because of my lack of knowledge about that particular topic.), 12 students ticked 'entirely

disagree' and 27 students ticked 'disagree'. 21 students ticked 'not sure'. 56 students ticked 'agree' and 15 students ticked 'entirely agree'. The mean score is 3.27.

For item no. 17 (I feel extremely nervous when I try to speak in English perfectly like native speakers but in reality I cannot do so.), 7 students responded 'entirely disagree' and 25 students responded 'disagree'. 22 students responded 'not sure'. 62 students responded 'agree' and 15 students responded 'entire agree'. The mean score is 3.40.

For item no. 18 (Due to the effect language anxiety I cannot continue speaking activities in English in class.), 11 students answered 'entirely disagree' and 18 students answered 'disagree'. 21 students ticked 'not sure'. 49 students answered 'agree' and 32 students answered 'entirely agree'. The mean score is 3.56.

For item no. 19 (Due to speaking anxiety, sometime I suffer from embarrassment, feelings of helplessness, fear, going blank etc.), 9 students ticked 'entirely disagree' and 12 students ticked 'disagree'. 15 students responded 'not sure'. 58 students answered 'agree' and 37 students answered 'entirely agree'. The mean score is 3.78.

For item no. 20 (Due to speaking anxiety, sometime I suffer from excessive perspiration, rapid heartbeat, muscle tension, dry mouth etc), 6 students responded 'entirely disagree' and 23 students responded 'disagree'. 24 students ticked 'not sure'. 57 students ticked 'agree' and 21 students responded 'entirely agree'. The mean score is 3.49.

For item no. 21 (Due to language anxiety I do not like to communicate with others in English. As a result I remain silent and isolated in class.), 17 students ticked 'entirely disagree' and 21

students ticked 'disagree'. 18 students answered 'not sure'. 52 students responded 'agree' and 23 students responded 'entirely agree'. The mean score is 3.33.

For item no. 22 (I feel less anxious to communicate with others in English when my teacher is patient, facilitative, friendly and use positive attitude towards learners.), 8 students ticked 'entirely disagree' and 13 students ticked 'disagree'. 7 students answered 'not sure'. 64 students answered 'agree' and 39 students answered 'entirely agree'. The mean score is 3.86.

For item no.23 (I feel less anxious to communicate with others in English when my teacher uses warm up activities like song, games etc in class.), 10 students ticked 'entirely disagree' and 20 students ticked 'disagree'. 18 students responded 'not sure'. 57 students answered 'agree' and 26 students answered 'entirely agree'. The mean score is 3.53.

For item no. 24 (I feel less anxious to speak in English when my teacher uses group or pair activities in class.), 4 students answered 'entirely disagree' and 15 students answered 'disagree'. 20 students ticked 'not sure'. 59 students responded 'agree' and 33 students answered 'entirely agree'. The mean score is 3.78.

For item no. 25 (I feel less anxious when I find the opportunity to make friendship with classmates, share my feelings of anxiety and practice speaking activities in English with them.), 6 students responded 'entirely disagree' and 12 students answered 'disagree'. 14 students ticked 'not sure'. 69 students answered 'agree' and 30 students answered 'entirely agree'. The mean score is 3.80.

**4.3 Results found from teachers' questionnaire survey:**

In the teachers' questionnaire, participants had to tick the appropriate box from five options for each item. For analysis the responses were converted into mathematical figures as follows:

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

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

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for mean scores.)

**Table 2**

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean Score
<b>Factors associating with foreign language anxiety-</b>							
Students feel anxious to speak in English because..... (1-13)							
<b>i) Lack of competence in foreign language linguistic items:</b>							
1.	Their pronunciation is not good.	0	2	0	7	1	
		0	4	0	28	5	<b>3.7</b>
2.	Their knowledge of English vocabulary is inadequate.	0	0	0	7	3	
		0	0	0	28	15	<b>4.3</b>
3.	Their knowledge of English grammar is inadequate.	0	1	1	5	3	
		0	2	3	20	15	<b>4.00</b>
<b>ii) Fear of being inferior:</b>							
4.	They believe making mistake or error while speaking will make them look funny or inferior to others.	0	0	0	5	5	
		0	0	0	20	25	<b>4.5</b>
<b>iii) Fear of performance in test situation:</b>							

5.	They have fear of failing in speaking test.	0 0	1 2	1 3	8 32	0 0	<b>3.7</b>
6.	They face difficulties to speak on something in English during test that they have not practiced before.	0 0	1 2	2 6	5 20	2 10	<b>3.8</b>
7.	They try to memorize presentation script and sometime get stuck or forget word.	0 0	0 0	1 3	7 28	2 10	<b>4.1</b>
<b>iv) Competitive attitude in language class:</b>							
8.	They believe that their peers are more fluent in speaking in English than them.	0 0	2 4	3 9	5 20	0 0	<b>3.3</b>
<b>v) Fear of interaction with proficient speaker:</b>							
9.	They have a fear of speaking with someone whose English is better than them.	0 0	0 0	1 3	5 20	4 20	<b>4.3</b>
<b>vi) Fear of being prominent:</b>							
10.	They think speaking in front of people will make them prominent among	1 1	1 2	1 3	4 16	3 15	<b>3.7</b>



	others.						
<b>vii) Social factors:</b>							
11.	They do not get enough chance to practice English outside their classroom.	1 1	0 0	0 0	3 12	6 30	<b>4.3</b>
12.	Their parents expect them to be proficient in the language, which creates a huge pressure on them.	1 1	1 2	4 12	4 16	0 0	<b>3.1</b>
13.	They feel uncomfortable to communicate with someone from opposite sex.	1 1	2 4	3 9	2 8	2 10	<b>3.2</b>
Students feel extremely nervous when..... (14-17)							
<b>viii) Teacher persuaded language anxiety:</b>							
14.	Teacher interrupts them while speaking in English to correct their errors instantly.	0 0	0 0	1 3	5 20	4 20	<b>4.3</b>
<b>ix) Role of learners' background</b>							

<b>knowledge:</b>							
15.	They cannot communicate with others in English because they did not get a chance to practice it in their previous school/college.	0 0	1 2	0 0	5 20	4 20	<b>4.2</b>
16.	They cannot continue speaking in English on a subject/topic because of their lack of knowledge of Bangla.	0 0	1 2	1 3	6 24	2 10	<b>3.9</b>
<b>x) Learners' high expectation:</b>							
17.	They try to speak in English perfectly like native speakers but in reality they cannot do so.	0 0	5 10	3 9	1 4	1 5	<b>2.8</b>
<b>a) Effects of language anxiety-</b>							
<b>i) Effects of language anxiety in academic context:</b>							
18.	Due to the effect language anxiety learners cannot continue speaking activities in English in class.	0 0	0 0	1 3	6 24	3 15	<b>4.2</b>
<b>ii) Personal effects of foreign</b>							

<b>language anxiety:</b>							
19.	Due to speaking anxiety, sometime students suffer from embarrassment, feelings of helplessness, fear, going blank, tenseness etc.	0 0	0 0	0 0	5 20	5 25	<b>4.5</b>
20.	Due to speaking anxiety, sometime students suffer from excessive perspiration, rapid heartbeat, muscle tension, dry mouth etc.	0 0	0 0	3 9	7 28	0 0	<b>3.7</b>
<b>iii) Effects of foreign language anxiety in social context:</b>							
21.	Due to language anxiety students do not like to communicate with others in English. As a result they remain silent and isolated in class.	0 0	1 2	1 3	5 20	3 15	<b>4</b>
<b>c)How to alleviate foreign language anxiety?</b>							
<b>i)Language teacher's responsibilities:</b>							

22.	Students feel less anxious to communicate with others in English when their teacher is patient, facilitative, friendly and use positive attitude towards learners.	1 1	0 0	0 0	6 24	3 15	<b>4</b>
23.	Students feel less anxious to communicate with others in English when their teacher uses warm up activities like song, games etc in class.	0 0	1 2	0 0	5 20	4 20	<b>4.2</b>
24.	Students feel less anxious to speak in English when their teacher uses group or pair activities in class.	0 0	1 2	0 0	5 20	4 20	<b>4.2</b>
<b>ii)Language learners' responsibilities:</b>							
25.	Students feel less anxious when they find the opportunity to make friendship with classmates, share their feelings of anxiety and practice speaking activities in English with them.	0 0	1 2	0 0	8 32	1 5	<b>3.9</b>

The details of the results of teachers' questionnaire survey are given below:

(For each item the number of total respondents was 10.)

For item no. 1 (Students feel anxious to speak in English because their pronunciation is not good), no one ticked 'entirely disagree'. 2 teachers answered 'disagree' and no one ticked 'not sure'. 7 teachers ticked 'agree' and 1 teacher answered 'entirely agree'. The mean score is 3.7.

For item no. 2 (Students feel anxious to speak in English because their knowledge of English vocabulary is inadequate.), no one ticked 'entirely disagree', 'disagree' and 'not sure'. 7 teachers answered 'agree' and 3 teachers responded 'entirely agree'. The mean score is 4.3.

For item no. 3 (Students feel anxious to speak in English because their knowledge of English grammar is inadequate.), no one answered 'entirely disagree'. 1 teacher answered 'disagree' and 1 teacher ticked 'not sure'. 5 teachers ticked 'agree' and 3 teachers ticked 'entirely agree'. The mean score is 4.00.

For item no. 4 (Students feel anxious to speak in English because they believe making mistake or error while speaking will make them look funny or inferior to others.), no one ticked 'entirely disagree', 'disagree' and 'not sure'. 5 teachers ticked 'agree' and 5 teachers ticked 'entirely agree'. The mean score is 4.5.

For item no. 5 (Students feel anxious to speak in English because they have fear of failing in speaking test.), no one answered 'entirely disagree'. 1 teacher answered 'disagree' and 1 teacher answered 'not sure'. 8 teachers answered 'agree' and no one answered 'entirely agree'. The mean score is 3.7.

For item no. 6 (Students feel anxious to speak in English because they face difficulties to speak on something in English during test that they have not practiced before.), no one ticked 'entirely disagree'. 1 teacher ticked 'disagree', 2 teachers ticked 'not sure', 5 teachers ticked 'agree' and 2 teachers ticked 'entirely agree'. The mean score is 3.8.

For item no. 7 (Students feel anxious to speak in English because they try to memorize presentation script and sometime get stuck or forget word.), no one ticked 'entirely disagree' and 'disagree'. 1 teacher ticked 'not sure', 7 teachers ticked 'agree' and 2 teachers ticked 'entirely agree'. The mean score is 4.1.

For item no. 8 (Students feel anxious to speak in English because they believe that their peers are more fluent in speaking in English than them), no one answered 'entirely disagree'. 2 teachers answered 'disagree', 3 teachers answered 'not sure' and 5 teachers answered 'agree'. No one answered 'entirely agree'. The mean score is 3.3.

For item no. 9 (Students feel anxious to speak in English because they have a fear of speaking with someone whose English is better than them.), no one ticked 'entirely disagree' and 'disagree'. 1 teacher ticked 'not sure', 5 teachers ticked 'agree' and 4 teachers ticked 'entirely agree'. The mean score is 4.3.

For item no. 10 (Students feel anxious to speak in English because they think speaking in front of people will make them prominent among others.), 1 teacher responded 'entirely disagree' and 1 teacher answered 'disagree'. 1 teacher responded 'not sure', 4 teachers responded 'agree' and 3 teachers answered 'entirely agree'. The mean score is 3.7.

For item no. 11 (Students feel anxious to speak in English because they do not get enough chance to practice English outside their classroom.), 1 teacher ticked 'entirely disagree'. No one ticked 'disagree' and 'not sure'. 3 teachers ticked 'agree' and 6 teachers ticked 'entirely agree'. The mean score is 4.3.

For item no. 12 (Students feel anxious to speak in English because their parents expect them to be proficient in the language, which creates a huge pressure on them.), 1 teacher responded 'entirely disagree' and 1 teacher responded 'disagree'. 4 teachers responded 'not sure', 4 teachers responded 'agree' and no one responded 'entirely agree'. The mean score is 3.1.

For item no. 13 (Students feel anxious to speak in English because they feel uncomfortable to communicate with someone from opposite sex.), 1 teacher ticked 'entirely disagree' and 2 teachers ticked 'disagree'. 3 teachers ticked 'not sure', 2 teachers ticked 'agree' and 2 teachers ticked 'entirely agree'. The mean score is 3.2.

For item no. 14 (Students feel extremely nervous when teacher interrupts them while speaking in English to correct their errors instantly.), no one answered 'entirely disagree' and 'disagree'. 1 teacher answered 'not sure', 5 teachers answered 'agree' and 4 teachers answered 'entirely agree'. The mean score is 4.3.

For item no. 15 (Students feel extremely nervous when they cannot communicate with others in English because they did not get chance to practice it in their previous school/college.), no one responded 'entire disagree'. 1 teacher responded 'disagree'. No one responded 'not sure'. 5 teachers responded 'agree' and 4 teachers responded 'entirely agree'. The mean score is 4.2.

For item no. 16 (Students feel extremely nervous when they cannot continue speaking in English on a topic because of their lack of knowledge about that particular topic.), no one ticked 'entirely disagree'. 1 teacher ticked 'disagree' and 1 teacher ticked 'not sure'. 6 teachers ticked 'agree' and 2 teachers ticked 'entirely agree'. The mean score is 3.9.

For item no. 17 (Students feel extremely nervous when they try to speak in English perfectly like native speakers but in reality they cannot do so.), no one responded 'entirely disagree'. 5 teachers responded 'disagree', 3 teachers responded 'not sure'. 1 teacher responded 'agree' and 1 teacher responded 'entirely agree'. The mean score is 2.8.

For item no. 18 (Due to the effect language anxiety, students cannot continue speaking activities in English in class.), no one answered 'entirely disagree' and 'disagree'. 1 teacher ticked 'not sure'. 6 teachers answered 'agree' and 3 teachers answered 'entirely agree'. The mean score is 4.2.

For item no. 19 (Due to speaking anxiety, sometime students suffer from embarrassment, feelings of helplessness, fear, going blank etc.), no one ticked 'entirely disagree' and 'disagree'. No one responded 'not sure'. 5 teachers answered 'agree' and 5 teachers answered 'entirely agree'. The mean score is 4.5.

For item no. 20 (Due to speaking anxiety, sometime students suffer from excessive perspiration, rapid heartbeat, muscle tension, dry mouth etc), no one responded 'entirely disagree' and 'disagree'. 3 teachers ticked 'not sure'. 7 teachers ticked 'agree' and no one responded 'entirely agree'. The mean score is 3.7.



For item no. 21 (Due to language anxiety, students do not like to communicate with others in English. As a result they remain silent and isolated in class.), no one ticked 'entirely disagree'. 1 teacher ticked 'disagree' and 1 teacher answered 'not sure'. 5 teachers responded 'agree' and 3 teachers responded 'entirely agree'. The mean score is 4.00.

For item no. 22 (Students feel less anxious to communicate with others in English when their teacher is patient, facilitative, friendly and use positive attitude towards learners.), 1 teacher ticked 'entirely disagree'. No one ticked 'disagree' and 'not sure'. 6 teachers answered 'agree' and 3 teachers answered 'entirely agree'. The mean score is 4.00.

For item no.23 (Students feel less anxious to communicate with others in English when their teacher uses warm up activities like song, games etc in class.), no one ticked 'entirely disagree'. 1 teacher ticked 'disagree', no one responded 'not sure'. 5 teachers answered 'agree' and 4 teachers answered 'entirely agree'. The mean score is 4.2.

For item no. 24 (Students feel less anxious to speak in English when their teacher uses group or pair activities in class.), no one answered 'entirely disagree'. 1 teacher answered 'disagree' and no one ticked 'not sure'. 5 teachers responded 'agree' and 4 teachers answered 'entirely agree'. The mean score is 4.2.

For item no. 25 (Students feel less anxious when they find the opportunity to make friendship with classmates, share their feelings of anxiety and practice speaking activities in English with them.), no one responded 'entirely disagree'. 1 teacher answered 'disagree' and no one ticked 'not sure'. 8 teachers answered 'agree' and 1 teacher answered 'entirely agree'. The mean score is 3.9.

#### 4.4 Discussion of the Students' questionnaire Survey Results:

This section discusses the results found in table-1.

In table 1, item no 1-17 focused on the factors associated with foreign language speaking anxiety. To interpret results found from this part, the following interpretation key used:

- Not responsible for creating anxiety: 1.00-2.25
- Less responsible for creating anxiety: 2.26-3.00
- Moderately responsible for creating anxiety: 3.01-3.75
- Strongly responsible for creating anxiety: 3.76-5.00

Among the three items under the “Lack of competence in foreign language linguistic items”, students responded to item no. 1 as ‘less responsible for creating anxiety’ and item no. 2 and 3 as ‘moderately responsible for creating anxiety’.

In item no. 1, the mean score is 2.83. It means students considered that bad pronunciation in English is less responsible for creating their English speaking anxiety. It is to be noted that the mean score range for ‘less responsible for creating anxiety is (2.26-3.00).

The mean score in item no. 2 is 3.52. It means students considered that lack of knowledge in English vocabulary is moderately responsible for creating their English speaking anxiety.

The mean score in item no.3 is 3.25. It means students considered that inadequate knowledge in English grammar is moderately responsible for creating their English speaking anxiety.

The mean score in item no.4 is 3.12. It means students considered that fear of looking funny or being inferior to others while making mistake or error is moderately responsible for creating their English speaking anxiety.

Among the three items under the “Fear of being performance in test situation”, students responded to item no. 5, item no. 6 and item no. 7 as ‘moderately responsible for creating anxiety’.

In item no. 5, the mean score is 3.09. It means students considered that fear of failing in speaking test are moderately responsible for creating their English speaking anxiety.

In item no.6, the mean score is 3.44. It means students considered that facing difficulties to speak on something in English during test that they have not practiced before is moderately responsible for creating their English speaking anxiety.

The mean score in item no. 7 is 3.31. It means students considered that memorizing presentation scripts and being stuck or forgetting word while giving presentation is moderately responsible for creating their English speaking anxiety.

The mean score in item no. 8 is 3.21. It means students considered that competitive attitude in language class are moderately responsible for creating their English speaking anxiety.

In item no. 9, the mean score is 3.78. It means students considered that their fear of interaction with proficient speaker is strongly responsible for creating English speaking anxiety.

In item no. 10, the mean score is 3.53. It means, students considered that fear of being prominent while speaking in front of people is moderately responsible for creating their English speaking anxiety.

Among the three items under “Social factors”, students responded to item no. 11 as ‘strongly responsible for creating anxiety’, and item no. 12 and 13 as ‘less responsible for creating anxiety’.

The mean score in item no.11 is 3.85. It means, students considered that lack of exposure to use English outside the classroom is strongly responsible for creating their English speaking anxiety.

In item no. 12, the mean score is 2.74. It means students considered that their parents’ high expectation from them to be proficient in English is less responsible to create their English speaking anxiety.

In item no. 13, the mean score is 2.35. It means students considered that the feeling of being uncomfortable to communicate with someone from opposite sex is less responsible for creating their English speaking anxiety.

The mean score in item no.14 is 3.15. It means students considered that teacher’s interruption while speaking to instantly correct errors is moderately responsible for creating their English speaking anxiety.

Among the two items under “Role of learners’ background knowledge”, students responded to both item no. 15 and item no.16 as ‘moderately responsible for creating anxiety’.

The mean score in item no. 15 is 3.37. It means students considered that their lack of getting chance to practice English for communicative purpose in their previous school/college is moderately responsible for creating their English speaking anxiety.

In item no. 16, the mean score is 3.27. This means, students considered their lack of knowledge in a particular topic about which they are going to speak in English is moderately responsible for creating their English speaking anxiety.

In item no. 17, the mean score is 3.40. This indicates, students considered that their unrealistic high ambitions to be proficient in English like native speaker are moderately responsible for creating their English speaking anxiety.

In table 1, item no 18- 21 focused on the effects of learners' foreign language speaking anxiety.

To interpret results found from this part, the following interpretation key used:

- Not affected: 1.00-2.25
- Less affected: 2.26-3.00
- Moderately affected: 3.01-3.75
- Strongly affected: 3.76-5.00

In item no.18, the mean score is 3.56. It means students responded that their academic context is moderately affected due to their English language speaking anxiety. It is to be noted that the mean score range for 'moderately affected' is (3.01-3.75).

Among the two items under "Personal effects of language anxiety", students' responded for item no. 19 as 'strongly affected' and item no.20 as 'moderately affected'.

Mean score in item no. 19 is 3.78. It means students responded that their psychological condition is strongly affected due to their English language speaking anxiety.

Mean score in item no. 20 is 3.49. It means students responded that their physiological condition is moderately affected due to their English language speaking anxiety.

In item no. 21, the mean score is 3.33. This means, students responded that their social interaction in language class is moderately affected due to their English language speaking anxiety.

In table 1, item no 22- 25 focused on some ways to alleviate learners' foreign language speaking anxiety. To interpret results found from this part, the following interpretation key used:

- Language anxiety lessens to a negligible extent: 1.00-2.25
- Language anxiety lessens to a less satisfactory extent: 2.26-3.00
- Language anxiety lessens to a moderate extent: 3.01-3.75
- Language anxiety lessens to a great extent: 3.76-5.00

Among the three items under "Language teacher's responsibilities", students' responded that in both items no.22 and 24 'language anxiety lessens to a great extent'. They also responded that 'language anxiety lessens to a moderate extent' in item no. 23.

In item no.22, the mean score is 3.86. It means students responded that their English language speaking anxiety can be lessen to a great extent if their teacher is patient, facilitative, friendly and use positive attitude towards them.

In item no. 23, the mean score is 3.53. It means students responded that their speaking anxiety can be lessen to a moderate extent if their language teacher uses warm up activities like song, games etc in class.

Mean score in item no. 24 is 3.78. It means students responded that their English language speaking anxiety can be lessened to a great extent if their teacher uses group or pair activities in class.

In item no. 25, the mean score is 3.80. It means students responded that by making friendship with classmates, sharing their feelings of anxiety and practicing speaking activities in English with their peers, their language anxiety can be lessened to a great extent.

#### **4.5 Discussion of the Teachers' Questionnaire Survey Results**

This section discusses the results found in table-2.

In table 2, item no 1-17 focused on the factors associated with foreign language speaking anxiety. To interpret results found from this part, the following interpretation key used:

- Not responsible for creating anxiety: 1.00-2.25
- Less responsible for creating anxiety: 2.26-3.00
- Moderately responsible for creating anxiety: 3.01-3.75
- Strongly responsible for creating anxiety: 3.76-5.00

Among the three items under the "Lack of competence in foreign language linguistic items", teachers responded to item no. 1 as 'moderately responsible for creating anxiety' and both item no. 2 and 3 as 'strongly responsible for creating anxiety'.

In item no. 1, the mean score is 3.7. It means teachers considered that learners' bad pronunciation in English is moderately responsible for creating their English speaking anxiety. It is to be noted that the mean score range for 'moderately responsible for creating anxiety' is (3.01-3.75).

The mean score in item no. 2 is 4.3. It means teachers considered that learners' lack of knowledge in English vocabulary is strongly responsible for creating their English speaking anxiety.

The mean score in item no.3 is 4.00. It means teachers considered that learners' inadequate knowledge in English grammar is strongly responsible for creating their English speaking anxiety.

The mean score in item no.4 is 4.5. It means teachers considered that learners' fear of looking funny or being inferior to others while making mistake or error is strongly responsible for creating their English speaking anxiety.

Among the three items under the "Fear of being performance in test situation", teachers responded to item no. 5 as 'moderately responsible for creating anxiety'. They also responded to both item no.6 and 7 as 'strongly responsible for creating anxiety.'

In item no. 5, the mean score is 3.7. It means teachers considered that learners' fear of failing in speaking test is moderately responsible for creating their English speaking anxiety.

In item no.6, the mean score is 3.8. It means teachers considered that, learners' difficulties to speak on something in English during test that they have not practiced before is strongly responsible for creating their English speaking anxiety.

The mean score in item no. 7 is 4.1. It means teachers considered that memorizing presentation scripts and being stuck or forgetting word while giving presentation is strongly responsible for creating learners' English speaking anxiety.



The mean score in item no. 8 is 3.3. It means teachers considered that learners' competitive attitude in language class is moderately responsible for creating their English speaking anxiety.

In item no. 9, the mean score is 4.3. It means teachers considered that learners' fear of interaction with proficient speaker is strongly responsible for creating their English speaking anxiety.

In item no. 10, the mean score is 3.7. It means teachers considered that learners' fear of being prominent while speaking in front of people is moderately responsible for creating their English speaking anxiety.

Among the three items under "Social factors", teachers responded to item no. 11 as 'strongly responsible for creating anxiety' and item no. 12 and 13 as 'moderately responsible for creating anxiety'.

The mean score in item no.11 is 4.3. It means teachers considered that learners' lack of exposure to use English language outside the classroom is strongly responsible for creating their English speaking anxiety.

In item no. 12, the mean score is 3.1. It means teachers considered that learners' parents' high expectation from them to be proficient in English is moderately responsible to create their English speaking anxiety.

In item no. 13, the mean score is 3.2. It means teachers considered that learners' feeling of being uncomfortable to communicate with someone from opposite sex is moderately responsible for creating their English speaking anxiety.

The mean score in item no.14 is 4.3. It means teachers considered that language teacher's interruption while learners' are speaking to instantly correct their errors is strongly responsible for creating learners' English speaking anxiety.

Among the two items under "Role of learners' background knowledge", teachers responded to both item no. 15 and item no.16 as 'strongly responsible for creating anxiety'.

The mean score in item no. 15 is 4.2. It means teachers considered that learners' lack of getting chance to practice English for communicative purpose in their previous school/college is strongly responsible for creating their English speaking anxiety.

In item no. 16, the mean score is 3.9. It means, teachers considered that learners' lack of knowledge in a particular topic about which they are going to speak in English is strongly responsible for creating their English speaking anxiety.

In item no. 17, the mean score is 2.8. It means teachers considered that learners' unrealistic high ambitions to be proficient in English like native speaker are less responsible for creating their English speaking anxiety.

In table 2, item no 18- 21 focused on the effects of learners' foreign language speaking anxiety.

To interpret results found from this part, the following interpretation key used:

- Not affected: 1.00-2.25
- Less affected: 2.26-3.00
- Moderately affected: 3.01-3.75
- Strongly affected: 3.76-5.00

In item no.18, the mean score is 4.2. It means teachers responded that learners' academic context is strongly affected due to their English language speaking anxiety. It is to be noted that the mean score range for 'strongly affected' is (3.76-5.00).

Among the two items under "Personal effects of language anxiety", teachers responded for item no. 19 as 'strongly affected' and item no.20 as 'moderately affected'.

Mean score in item no. 19 is 4.5. It means teachers responded that learners' psychological condition is strongly affected due to their English language speaking anxiety.

Mean score in item no. 20 is 3.7. It means teachers responded that learners' physiological condition is moderately affected due to their English language speaking anxiety.

In item no. 21, the mean score is 4. It means teachers responded that learners' social interaction in language class is strongly affected due to their English language speaking anxiety.

In table 2, item no 22- 25 focused on some ways to alleviate learners' foreign language anxiety.

To interpret results found from this part, the following interpretation key used:

- Language anxiety lessens to a negligible extent: 1.00-2.25
- Language anxiety lessens to a less satisfactory extent: 2.26-3.00
- Language anxiety lessens to a moderate extent: 3.01-3.75
- Language anxiety lessens to a great extent: 3.76-5.00

Among the three items under "Language teacher's responsibilities", teachers responded that 'language anxiety lessens to a great extent' in item no.22, 23 and 24.

In item no.22, the mean score is 4. It means, teachers responded that learners' English language speaking anxiety can be lessen to a great extent if their teacher is patient, facilitative, friendly and use positive attitude towards them.

In item no. 23, the mean score is 4.2. It means, teachers responded that learners' English speaking anxiety can be lessen to a great extent if their language teacher uses warm up activities like song, games etc in class.

Mean score in item no. 24 is 4.2. It means teachers responded that learners' English speaking anxiety can be lessen to a great extent if their teacher uses group or pair activities in class.

In item no. 25, the mean score is 3.9. It means teachers responded that by making friendship with classmates, sharing the feelings of anxiety and practicing speaking activities in English with peers; learners' speaking anxiety can be lessen to a great extent.

## Chapter 5

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

To sum up, it can be said that in Bangladesh, learners at tertiary level suffer from speaking anxiety in English due to various factors. Both teachers' and students' survey results of this study revealed that learners' lack of competence in English language, their competitive attitudes, inadequate background knowledge, role of language teachers, learners' high ambition, social factors like lack of exposure to use the language, uneasiness to communicate with someone from opposite sex and parents' pressure are responsible for their anxiety of speaking English. Moreover, the survey results also showed that learners' fear of being laughed at or a feeling of inferiority while speaking with more proficient speakers, test performance anxiety and fear of being prominent are also responsible for their English language speaking anxiety. The study also revealed how learners' English speaking anxiety affects them. All participants of the study believed that learners' personal, academic and social contexts are badly affected due to their English language speaking anxiety. Finally, the study suggested some effective ways to reduce learners' anxiety of speaking English based on language teachers' and students' opinions. The results showed that language learners can help themselves to alleviate their speaking anxiety by making friendship with classmates, sharing the feeling of anxiety and practicing English language with them. Teachers can also help learners with their friendly, facilitative and positive attitude and use different activities like warm up, group/ pair works in class to alleviate learners' English speaking anxiety.

## 5.2 Recommendations:

The following recommendations are made for the language teacher and learners to alleviate learners' anxiety of speaking English:

- a) Language teachers may consult with their anxious learners to find out the reasons of their anxiety.
- b) Need analysis of the learners may be conducted before going to start an English language course to find out in which situations learners become anxious to speak in English and teachers may avoid those situations to make the classroom environment non-threatening for the learners.
- c) To reduce learners' English speaking anxiety, teachers may politely correct learners' errors in English.
- d) Language teacher may use different interesting speaking activities like drama in class where students may get chance to play different characters and gradually overcome their anxiety.
- e) Language teachers may take the fact into account that students from Bangla medium usually face more difficulties and become more anxious to speak in English than students from English medium as speaking skill is not practiced effectively in Bangla medium educational institutions. Language teachers at tertiary level should consider this fact. They may encourage anxious learners by appreciating them and giving positive feedback to alleviate their English speaking anxiety.
- f) Students may join different English language clubs to practice English speaking outside their classroom. They may also practice conversation in English at home with their family members.

- g) Most importantly learners may try to control their nervousness. According to Tseng (2012), learners may do different relaxation activities like taking long deep breath to alleviate their speaking anxiety (p. 85). Hauck and Hurd (2005) also referred 'consciously speaking more slowly' as a relaxation activity that may help learners to alleviate their speaking anxiety (as cited in Hashemi & Abbasi, 2013, p. 645).

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## Appendices

### Appendix: I

#### Questionnaire for Students

**A note for student:** This questionnaire is designed for a study on 'Learners' foreign language speaking anxiety at tertiary level in Bangladesh' for an undergrad thesis in English. Your answers will not be disclosed and used only for the purposes of the research. Thank you for your co-operation.

**Instruction:** Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree**. Tick ( ✓ ) the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
I feel anxious to speak in English because (1-13)						
1.	My pronunciation is not good.	1	2	3	4	5
2.	My knowledge of English vocabulary is inadequate.	1	2	3	4	5
3.	My knowledge of English grammar is inadequate.	1	2	3	4	5
4.	I believe making mistake or error while speaking will make me look funny or inferior to others.	1	2	3	4	5

5.	I have a fear of failing in my speaking test.	1	2	3	4	5
6.	I face difficulties to speak on something in English during test that I have not practiced before.	1	2	3	4	5
7.	I try to memorize my presentation script and sometime I get stuck or forget word.	1	2	3	4	5
8.	I believe that my peers are more fluent in speaking in English than me.	1	2	3	4	5
9.	I have a fear of speaking with someone whose English is better than mine.	1	2	3	4	5
10.	I think speaking in front of people will make me prominent among others.	1	2	3	4	5
11.	I do not get enough chance to practice English outside my classroom.	1	2	3	4	5
12.	My parents expect me to be proficient in the language, which creates a huge pressure on me.	1	2	3	4	5
13.	I feel uncomfortable to communicate with someone from opposite sex.	1	2	3	4	5
I feel extremely nervous when..... (14-17)						
14.	My teacher interrupts me while speaking in English to correct my errors instantly.	1	2	3	4	5
15.	I cannot communicate with others in English because I did not get chance to practice speaking in English in my previous school/college.	1	2	3	4	5
16.	I cannot continue my speaking in English on a topic because of my lack of knowledge about that particular topic.	1	2	3	4	5

17.	I try to speak in English perfectly like native speakers but in reality I cannot do so.	1	2	3	4	5
18.	Due to the effect of language anxiety, I cannot continue speaking activities in English in class.	1	2	3	4	5
19.	Due to speaking anxiety, sometime I suffer from embarrassment, feelings of helplessness, fear, going blank etc.	1	2	3	4	5
20.	Due to speaking anxiety, sometime I suffer from excessive perspiration, rapid heartbeat, muscle tension, dry mouth etc.	1	2	3	4	5
21.	Due to language anxiety I do not like to communicate with others in English. As a result I remain silent and isolated in class.	1	2	3	4	5
22.	I feel less anxious to communicate with others in English when my teacher is patient, facilitative, friendly and use positive attitude towards learners.	1	2	3	4	5
23.	I feel less anxious to communicate with others in English when my teacher uses warm up activities like song, games etc in class.	1	2	3	4	5
24.	I feel less anxious to speak in English when my teacher uses group or pair activities in class.	1	2	3	4	5
25.	I feel less anxious when I find the opportunity to make friendship with classmates, share my feelings of anxiety and practice speaking activities in English with them.	1	2	3	4	5

**Appendix: II****Questionnaire for Teachers**

**A note for teacher:** This questionnaire is designed for a study on 'Learners' foreign language speaking anxiety at tertiary level in Bangladesh' for an undergrad thesis in English. Your answers will not be disclosed and used only for the purposes of the research. Thank you for your co-operation.

**Instruction:** Each of the items has 5 points scale where 1= **Entirely disagree**, 2= **Disagree**, 3= **Not sure**, 4= **Agree**, 5= **Entirely agree**. Tick( ✓ ) the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
Students feel anxious to speak in English because..... (1-13)						
1.	Their pronunciation is not good.	1	2	3	4	5
2.	Their knowledge of English vocabulary is inadequate.	1	2	3	4	5
3.	Their knowledge of English grammar is inadequate.	1	2	3	4	5
4.	They believe making mistake or error while speaking will make them look funny or inferior to others.	1	2	3	4	5
5.	They have fear of failing in speaking test.	1	2	3	4	5
6.	They face difficulties to speak on something in English during test that they have not practiced before.	1	2	3	4	5
7.	They try to memorize presentation script and sometime get stuck or forget word.	1	2	3	4	5

8.	They believe that their peers are more fluent in speaking in English than them.	1	2	3	4	5
9.	They have a fear of speaking with someone whose English is better than them.	1	2	3	4	5
10.	They think speaking in front of people will make them prominent among others.	1	2	3	4	5
11.	They do not get enough chance to practice English outside their classroom.	1	2	3	4	5
12.	Their parents expect them to be proficient in the language, which creates a huge pressure on them.	1	2	3	4	5
13.	They feel uncomfortable to communicate with someone from opposite sex.	1	2	3	4	5
Students feel extremely nervous when..... (14-17)						
14.	Teacher interrupts them while speaking in English to correct their errors instantly.	1	2	3	4	5
15.	They cannot communicate with others in English because they did not get a chance to practice it in their previous school/college.	1	2	3	4	5
16.	They cannot continue speaking in English on a topic because of their lack of knowledge about that particular topic.	1	2	3	4	5
17.	They try to speak in English perfectly like native speakers but in reality they cannot do so.	1	2	3	4	5
18.	Due to the effect of language anxiety, learners cannot continue speaking activities in English in class.	1	2	3	4	5
19.	Due to speaking anxiety, sometime students suffer	1	2	3	4	5



	from embarrassment, feelings of helplessness, fear, going blank etc.					
20.	Due to speaking anxiety, sometime students suffer from excessive perspiration, rapid heartbeat, muscle tension, dry mouth etc.	1	2	3	4	5
21.	Due to language anxiety students do not like to communicate with others in English. As a result they remain silent and isolated in class.	1	2	3	4	5
22.	Students feel less anxious to communicate with others in English when their teacher is patient, facilitative, friendly and use positive attitude towards learners.	1	2	3	4	5
23.	Students feel less anxious to communicate with others in English when their teacher uses warm up activities like song, games etc in class.	1	2	3	4	5
24.	Students feel less anxious to speak in English when their teacher uses group or pair activities in class.	1	2	3	4	5
25.	Students feel less anxious when they find the opportunity to make friendship with classmates, share their feelings of anxiety and practice speaking activities in English with them.	1	2	3	4	5