



TSL 510

Anxiety Towards Learning English: A Study on Secondary Level Students of Bengali Medium Schools in Dhaka City.

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Declaration

I declare that the Dissertation titled “Anxiety towards learning English: A study on Secondary Level Bengali Medium Schools in Dhaka City” is submitted to the BRAC Institute of Languages (BIL), BRAC University in the partial fulfillment of the degree MA in TESOL. The paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Key Concepts

The repeatedly used terms used in the study need to be described for clarification. The terms are needed for better explanation and keep relation with the ELT field. The repeatedly used terms in the study are given below with explanations,

Anxiety: The tension, worry or nervousness that we feel in our nervous system that is called anxiety.

Language Anxiety: Language Anxiety means, when an individual or a group of students feel tension, nervous and worry in their nervous system, regarding learning any language. Here, Language Anxiety is used to indicate students' anxiety in learning English Language.

Foreign Language: Foreign language is the additional language that any individual learn besides his/her mother tongue or native language. Here, foreign language is used to indicate English for the students of Bangladesh.

Secondary level: Secondary level means the second stage or level of students of any school. Here, secondary level is used to indicate the students who are currently in the Sixth grade to 10th grade.

L1: First language or the mother tongue learnt by any individual as his/her first language. Here, L1 used to indicate Bengali for the students of Bangladesh.

L2: Second language or the first additional language learnt by any individual besides his/her first language. Here, L2 is used to indicate for the students of Bangladesh.

Peers: Peers means the classmates, group mates or course mates. Here, the word peer is used to indicate the other students of English language class for any individual student.

Abstract

Anxiety is one of the main barriers in learning English. It not only creates obstacles in learning English language but also students often lose their interests on learning that language. Especially it has been found that, the self-motivated students also do suffer from anxiety while learning English language. This study attempts to investigate the inner anxieties of the secondary level Bengali medium students towards learning English language, the impacts of anxieties on the students and finally to come up with some possible solutions by which both the students and the teachers will be benefitted. For this purpose, a qualitative survey has been conducted using the research instruments like interviews with English language teachers of Bengali medium schools, FGD with the secondary level students of Bengali medium schools and classroom observations with a checklist. Both the students and the teachers are the target group of people for this study. The results of the study shows that students' previous educational backgrounds, difficult and unknown topics, students' inabilities to express their thoughts, being negatively judged by the teacher, too much self-consciousness, students economical conditions are the main causes that make the students anxious in learning English language. On the other hand, this study show, students feel nervous in speaking activities and at the same time writing too. Group works, peer work and students-centered classrooms make the students comfortable in language classrooms. Moreover, this study also shows the impacts of anxiety on the students. Such as, skipping classes, postponing homework, remain silent in the English language classrooms, less participation in any activities and finally ending up with losing interests. However, the result of the study also shows, by giving motivation and encouragement, introducing interesting topics, rising awareness towards learning English, facilitating the students, teachers' engagement with the students, practicing with authentic materials in inauthentic situations, involving the students into group activities can reduce students' anxieties in learning English language from the language classrooms. This study clarifies the causes of students' anxiety towards learning English, impacts of anxiety and finally some possible solutions to overcome language anxiety from the students.

Key words: Self-motivated, Inner anxieties, Impacts of anxiety, English Language Teachers, Secondary level, Bengali medium.

Dedication

This paper is dedicated to my loving parents,

Ferdouse Alam Khan

Sultana Karim

Statement of Original Authorship

The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: _____

Date: _____

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Chapter 1: Introduction

This study aims at finding out the reasons behind anxiety towards learning English among the Bengali medium students and at the same time to discuss the impacts on their studies. In this chapter of the study, the background of the study, context, significance, scopes, purposes of the study are explained. In the next chapter, the contextual need for the study is described. Then the purpose of the study is mentioned. The significance and the scopes of the study are mentioned just after the contextual need. The purpose of the study and the overall outline of the thesis are also here in this chapter.

1.1 Background of the Study

Learning a new language is always very difficult especially for the adults. But it does not mean that a child can adopt a new language quickly. Language learning is a long term process and a systematic way should be followed. Several barriers may come while learning a language and anxiety is one of them. There can be several reasons of anxiety and it may effect on learning in several ways. At the same time there are several solutions too for overcoming from that anxiety. This research will be completely based on it. Finding out the reasons of anxiety, impacts on learning and overcoming from this problem are the major attempts of this study.

Several factors like beliefs, motivations, anxiety, and attitude may influence foreign language learning . Such factors may have negative or positive influence towards learning a foreign language. But in this study emphasized has been given to anxiety.

Foreign Language anxiety does have negative influences on performance and achievement. It is very obvious that, anxiety is responsible to be an obstacle while learning and it acts as a barrier

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both in performance and achievement. If we think logically of an anxious student, who is not confident about foreign language what he/she is learning, he/she may feel nervous and a tension regarding learning that language will be going on into his/her mind. At this point we cannot expect from him/her to perform well, as a result the outcome will not be very good. But totally different scenario can be seen if the student is not anxious at all.

Elaine Horwitz (1986), one of the greatest researchers in the field believes that, the importance should be given to the large number of language learners who are suffering when learning a foreign language. He also has said, it is very important to understand their frustrations and discomforts towards learning a foreign language. So it can be said, it will be more beneficial if the reasons of this problem is sort out instead of moving to the next step. If the main reason of anxiety is identified, then it is possible to provide some steps for overcoming.

Awareness of a language is very important for a student. If a student is not aware about the importance of a foreign language he/she is learning, then he/she will not be very much benefitted from it. A foreign language will not only help a student for his/her to pass a test but also in long terms too. So it is very important for a teacher to make his/her students aware about a language what he/she will go to teach. How the students will be benefitted or what else they can do in life, if they can master the language. If the students are aware of these issues, then it will be very easier for the teacher to involve them into the class.

A proper learning environment can motivate the students to learn English. There is no doubt about the importance of learning English language. But the truth is learning environment plays a vital role to motivate students towards learning English and it will boost up their self awareness. But in some cases students hardly get any appropriate environment to learn. Like almost in every Bengali medium institution the medium of instruction is in Bengali and students interact with each other by using Bengali. After the class they do not have to use any other languages but their

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native language. So it can be lack of practices in English started from their early schooling. As a result, an anxiety may arise among them when they have to deal with English in their practical life.

Students become more focused on their studies when they find the lessons interesting, but the opposite thing happens when they feel it difficult. It is very obvious that, learning a new language is always very difficult. It becomes very harder when the foundation is very weak. Later on students start losing interest towards learning English and as a result a fear towards learning grows in their mind. So it is very important for a teacher to make students comfortable and encourage them while teaching. Involving the students into practice is more important than finding the errors. But it does not mean that, a teacher will never find out the errors. A systematic process can be used where the students will get some alternate answers and can correct themselves by their own.

Each student of a class is different from others but if the lesson does not take that thing in account than a positive result should not be expected. Students often feel nervous when he/she sees someone else is performing better. At the same time opposite result can happen too. One student may be highly motivated by observing someone else's good performance and may try to do better. Even a shyest student can perform well if he/she gets the encouragements and motivations from a teacher.

Interaction among the students and teacher can be very helpful for the students to learn a language. But in most of the Bengali medium schools, students hardly get any chance to interact with each other. Still most of the language classes are mainly lecture based; as a result students usually do not get any opportunity to interact with each other to practice that is why he/she may hesitate to use English in practical life while interacting with others.

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If we go through to the English syllabus of Bengali medium schools and colleges then one thing is highly noticeable and that is, in every chapter there are some areas where students can work on their speaking. But time management is the key issue here. Even it becomes very difficult for a teacher to observe each student at a time. It is true there are some exercises for speaking but because of time constrain, a teacher cannot make them perform. Here it has mentioned only about speaking because it is believed that, speaking is the most important element of a language especially to communicate with other in practical life. But it does not mean that, other elements are been overlooked. All four elements of language are very essential and each element should be practiced equally.

Though listening, speaking, reading and writing are the important elements of a language but if we think about the board exams, listening and speaking activities are completely overlooked. As a result, both teacher and students do not feel the necessity to practice listening and speaking rather than they focus on reading and writing.

So finally, it can be said, anxiety towards learning English is very common among the students but there are several reasons that grow the anxiety in the students' mind. It is possible to identify more clearly and in a specific manner while talking directly with the teachers and the students. This study elaborated to go further in a systematic way and to search the real reasons behind this problem.

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1.1 Context of the Study

Foreign language learning anxiety is very common scenario among the students. Especially in Bangladesh, students' anxiety towards learning English is very common. There is no doubt in the importance of learning English language. Learning English is not only important to complete one's education but its importance is beyond that. Anxiety towards learning English not only hampers the study but it is also responsible to demotivate the students towards learning English language. Even sometimes the students are considered as demotivated or underachiever due to lack of performances of poor results. In current time, teachers are trying to figure out the reasons of anxiety towards learning English language and to overcome from it. As we all know, if a student is anxious regarding what he/she is learning, then it will be very difficult to expect from him/her very good performance and results as well. Students come to a language class with different expectations. Sometimes because of the learning environment and the difficulty level of the subjects, can lead a student towards anxiety. It is not that all the students have anxiety towards learning English language but it cannot be denied that, majority of them are out of it. At the same time through proper guidance and implementing different strategies it is possible to reduce anxiety from the students. Therefore, this study tries to find out the main reasons of anxiety, the impacts on their studies and the essential steps that might help to reduce anxiety from the students' mind. The proper planning and implementation in the class-room can be beneficial for the students and teachers as well.

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1.2 Purpose of the Study

The aim and objective of the study is to investigate the inner anxiety towards learning English among the Bengali medium student. Moreover, the study purpose is also to show the effects of anxiety in students' academic studies. This study will also figure out the possible steps to overcome from this anxiety. The aim of the study will be fulfilled throughout the ensuring research questions,

General Question:

1. What are the main reasons of students' anxiety towards learning English?

Specific Questions:

1. Is it really possible to abate the anxiety of learners of English language? If yes. To what extent?
2. What impact does anxiety play on the process of learning English?
3. How to reduce anxiety from English language class?

1.3 Significance and Scope

Foreign language educators tried to find out the reasons of anxiety towards learning a foreign language among the learners where at the other hand a number of learners face less difficulty Ganschow, L., Sparks, R., Anderson, R., Javorsky, J., & Skinner, S. P. (1994) . Learners who often face difficulties while learning a foreign language are been described as demotivated learners or underachievers (Chen and Chang, 2004;Tercalioglu,2004; Li and pan, 2009). Before named them underachievers or demotivated it is very important to find out the inner states of the learners. They may be very much interested to learn a foreign language or they may have some targets after learning the foreign language. Because of some mental barriers or lack of confidence they may fail to learn the language while not having enough practice. At the same time they may end up with losing interest on learning that language.

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As we all know that, anxiety is one of the main barriers of learning a foreign language, so it is very important to come up with some possible solutions. Since the topic of this study is anxiety towards learning English, that's why emphasis has been given to the English language classes. So the importance of the study is very high among the English language teachers of Bangladesh. This study not only portrays the correct scenario of English language classes but also shows the effects on their studies. Moreover, this study also tries to show the possible solutions to reduce anxiety from the students. It is very important for a language teacher to be creative while conducting a class. Otherwise students will not feel interested to participate. Students' participations are the key to learn a language, because here the involvements of the students are very less. In traditional ways of teaching, it becomes very difficult for a teacher to observe each student of a class. As a result he/she may not get any clear idea of his/her student and will be difficult to give feedbacks or apply appropriate strategies in the class. As a result he/she may not get any clear idea of his/her students and will be difficult to give feedbacks or apply appropriate strategies in the class-rooms are highly emphasized in this study.

Finally, it can be said, proper executions of the plans and applying different techniques and strategies in the class based on students level is the key to learn a language. Modern ways of language teaching with some interesting materials can make a language class more interesting. A friendly environment and a supportive teacher can lead the students towards perform and a good outcome can be expected then only. Moreover, these practices will help to reduce anxiety and students will feel more confident while learning a foreign language. At the same time, language teachers will also feel the necessity to come up with some innovative ideas in the class.

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Chapter 2: Literature Review

Anxiety is one of the main barriers of language learning. It not only creates problem to learn a language but also anxiety obstacles the learning process. But through proper guiding and treatments it can be reduced. Students usually become anxious while learning a foreign language. But it does not mean it goes for every student. Moreover, by following and observing the majority of the students and their approach towards a new language it can be said that, students often become anxious while learning a foreign language. This study is based on the Bengali medium students' anxiety towards learning English. In Bangladesh, English is a foreign language and at the same time learning English is mandatory for all, though the medium of instruction is in Bengali in most of the institutions. The most problematic portion of learning English among the students is, when they cannot relate or apply their learning in their practical life. If we take a look to the English classes of Bengali medium institutes, then we can easily observe that, teachers are giving lectures by using L1 but they are teaching the students L2. Students face problem when suddenly the instructions are given in English and they are to perform several tasks by using English language. Another problem is, students can use L1 during not only other classes but also in English classes as well. So as a result they hardly get any chance to practice English. Secondly, it is very important to have a learning friendly environment to practice especially for language learning. If a student is allowed to use L1 during his/her learning period then most of the times they do not bother to use their L2. As a result they cannot use their L2 in an appropriate manner both in academic and practical life. Classroom set ups and teaching styles can lead the students towards anxiety. A language teacher should be very creative and innovative while conduct a class. It is also very important to conduct a class in a very interesting manner and students' participations, interests, likes and dislikes should be in teacher's mind. Students often get frustrated and out of focus when a language teacher conducts a class in a traditional manner

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by using the same materials again and again. Once again a language teacher should focus more on the sitting arrangements of the class. It is very effective for the students if they can talk with each other to practice.

2.1 Definition of Anxiety

Different scholars have defined anxiety in different manner. “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983,p.1). This is not intuitive that anxiety negatively influences in language learning, but it is logical that, anxiety plays a negative role or act as a barrier in terms of language learning.

Scholar of this field defines anxiety as a future oriented mood state associated with preparation for possible and upcoming event, Barlo DH. (2002). According to Darwin (1872) anxiety is an emotional reaction that is aroused when the organism feels physically under threat. Referring to Darwin’s (1872) theory of evaluation, Twenge affirms, “emotions are adaptive, they serve specific purposes for the survival of the individual. Anxiety and fear primarily serve to warn of potential danger and trigger physiological and psychological reaction” (Twenge 2002, p. 1008). In later decades Scovel define anxiety as a state of apprehension, a vague fear that is only related with an indirect object (Scovel, 1978). May defines anxiety as emotional response that to threat to the essential values, that a person holds for his existence as a personality (May,1977).

There are differences between anxiety and fear. Spielberger made a distinction between anxiety and fear. Fear is usually caused by a real objective danger in the environment at the other hand, people may not know the reasons behind his/her anxiety (Speilberger, 1976). At the other hand

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Beck and his associates define anxiety as an emotional response originating in the defective perception of danger in the environment (Beck, 1985; Beck and Emery, 1985).

Moreover, some research suggests that, the degree of anxiety fluctuate according with the perceived threat. At the other hand other research submits that, the reaction of anxiety may overshadow the actual threat. Spieldberger (1976, p.6) noted that, “the intensity of the emotional reaction is disproportionately greater than the magnitude of the objective danger.”

2.2 Early Study on anxiety and language learning

Foreign language educators have long been is search that, a great number of students face difficulties while learning a foreign language, at the other hand some face less difficulties to learn a foreign language (Ganschow, L., Sparks, R., Anderson, R., Javorsky, J., & Skinner, S. P. ,1994).

Scholars define the language learners as underachievers or lacking in motivation to the learners who struggle to learn or face difficulties to learn a foreign language (Chen & Chang, 2004; Tercanlioglu, 2004; Liand Pan, 2009). Grigorenko in 2002, Hu in 2003 Reed in 2004 and Sanfiel in 2004 have mentioned that, learners who face difficulties to learn a foreign language, they have foreign language learning disabilities. There are some affective variables like, belied, anxiety, motivation, attitude about foreign language learning and it is being said that, such variables might influence the foreign language learning. Among the variables, anxiety has been given more priority.

Horwitz and Cope have provided the most commonly accepted definition of foreign language anxiety. Horwitz and Cope have mentioned the foreign language anxiety as “a distinct complex

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of self-perceptions, beliefs, feelings and behaviors related to classroom language learning process” (Horwitz, Horwitz & Cope, 1986; 128).

Horwitz described, how anxiety affects in foreign language performance and achievement is only one issue to be considered, while discussing anxiety and learning and perhaps it’s not even the most important thing (Horwitz,2001). Elaine Horwitz, also felt the necessity to give more importance to the large number of students who are suffering from language anxiety and have discomfort while learning.

Spieldmann and Radnafshy have supported the view of Elaine Horwitz. According to them the psychological experience of foreign language learning should give more priority than fluency (Spieldmann & Radnafsy, 2001). The consequences of foreign language anxiety can extend beyond the classroom, if students fail to overcome the anxiety of foreign language learning until their graduation, they may end up by not using the language again (Dewaele, 2007). In this situation Dewaele and Thirtle have described, “it is not only sad for the individuals but also it is a loss for the whole school system that has invested money, time and energy in the teaching of a foreign language that will ultimately not be used” (Dewaele & Thirtle, 2009; 638).

Since the 1960s, scholars have been entertained the possibility that, anxiety effects learning a new language and at the same time it hampers the performance of the learners towards the achievement of the language learning. Scovel reviewed some available literature on anxiety and language learning. It was the attempt to understand the anxiety that conflicts language learning. At the same time some other studies showed that, there are no relationship between anxiety and language learning.

In other words, some studies found that, learners with high anxiety can do well in language learning and achievement. Where Scovel argued and mentioned that, various studies used

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different anxiety measures such as test anxiety, facilitating- debilitating anxiety etc and they logically found different types of relationships between anxiety and language achievement. Scovel concluded with, the language researchers should be specific while measuring any anxiety, the results can be specified by knowing the types of anxiety.

Finally, it is very obvious that, English plays a very important role as a global language. At the same time, the fluency in English has been compared with Aladin's lamp by (Kachru 1990; Hamid, 2009), as it can provide material prosperity by ensuring access to education, science, international business and technology. English language teachers, researchers and other associates have long been in try to encourage the learners towards learning English but anxiety towards learning English is the key issue. Researchers have measured the anxiety level of the learners; teachers are trying to identify the anxious students from the classroom. But the main issue is to minimize the anxiety from the learners' mind.

2.3 Language Anxiety

Language teachers and researchers examined various variable of foreign language learning anxiety. These variables are divided into two parts, situational variables and learners' variables. According to Jackson, situational variables includes, course contents, course level, course objectives, course activities, teachers' behavior and attitude and social interaction among peer and group learners (Jackson, 2002). At the other hand researchers have mentioned, learners' variables include gender, personality, attitude, motivation, self-belief, culture, ability and age variables among others (Brown, Robson and Rosenkjar, 2001; Campbell, 1999; Gregersen and Horwitz, 2002). The factors or variables mentioned above interact in complicated ways and such variable are responsible to create anxiety among the students towards language learning.

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In the studies of (MacIntyre, 1995, MacIntyre, et al. 1997), MacIntyre have mentioned that, foreign language learning anxiety has attracted many researchers. Learners may show different anxiety related behavior especially in language classroom. They may avoid the difficult linguistic structures. Students may not answer some questions asked by the teacher or may response shortly. At the same time unwillingness of participating in any classroom activities can be seen among the students. They may come to class unprepared; avoid speaking in the target language, less communicative and expressive than the relaxed students.

Foreign language anxiety in language classroom can be occurred because of three main performance anxieties: Communication apprehension, social evaluation and test anxiety Horwitz (1986). On the other hand Young (1991) identifies six potential sources and could be interrelated with the foreign language anxiety. The sources that can be cause of anxiety in language class-room are, interpersonal anxieties, it can be related to fear of speaking or express themselves in front of some audience, Learners' belief towards language learning, interaction between students and teacher, teachers' belief about language instruction, class-room activities, and language exams.

However, Horwitz, horwitz and cope have proposed that, situation-specific anxiety is responsible for learners' negative emotional reaction to language learning. According to Horwitz, Horwitz, and Cope (1986),

“Adults typically perceive themselves as reasonably intelligent, socially-adopt individuals, sensitive to different socio-cultural mores. These assumptions are rarely challenged when communicating in a native language as it is not usually difficult to understand others or to make oneself understood. However, the situation when learning a foreign language stands in marked contrast. As an individual's communication attempts will be evaluated according to uncertain or even unknown linguistic and socio-cultural standards, second language communication entails risk taking and is necessarily problematic. Because complex and non

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spontaneous mental operations are required in order to communicate at all, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear or even panic (p.128)".

2.4 Anxiety under different instructional conditions

Without having any doubt, language teachers would like to know the sources of language anxiety so that they can conduct the class with more effectively. Language teachers face this problem regularly, because they have to deal with the students in a regular basis. But unfortunately there is no clear-cut or specific answer. There can be different sources that make the students anxious in language learning.

Koch and Terrell (1991) found that, even within natural process- a language teaching method was especially designed for the students to reduce anxiety from them. It was found that, students were comfortable in some activities like pair works or in group discussions rather than other activities. On the other hand, Young (1990) found that, American secondary language students are more comfortable to participate in any oral activities within a small group rather than in front of a large number of students.

While considering the issue of anxiety and language learning, it is very important to take in account the cultural differences, believes and attitude towards learning at the same breath. Because students may react in different ways in any language learning activity since there are differences in culture. Koch and Terrell found that, in some cases when some students feel comfortable to take part any task on the other hand others may find it stressful.

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One study indicates that, the atmosphere of a language class-room can decrease the anxiety from the students rather than other instructional activities. Palacios (1998) examined the impact of classroom climate and atmosphere can be responsible for and associate with higher or lower level of anxiety. It can be said, it is possible to reduce anxiety from the students towards learning a foreign language, if the teachers ensure to maintain a friendly relationship with the students, by showing positive attitude and helping mentality. Palacios also found the friendly relationship among the students; lack of competition and the clear task orientation were responsible for lower anxiety level.

Instructions given by the teachers may also create the impact of language anxiety. Kim (1998) found that, students are more anxious in conversation class compared with other students in reading class. On the other hand, Saito, Horwitz and Garza (1999) found, student experience lower level of reading anxiety rather than general foreign language classroom anxiety. So it can be said that, no matter how the classroom environment is, students most of the time feel anxious while participating in oral activities. However, Palacios findings show that, it is possible to minimize students; anxiety towards learning a foreign language with a supportive and constructive classroom.

In a study of Turkish learners of English, Aydin (1999) found that, student felt anxiety resulted from their personal concern, Such as negative self assessment language learning ability and high expectations. At the same time students are afraid to perform any oral activities in front of other students. Just like Palacios's learners, these Turkish students also identified their teacher's behavior as a source of anxiety.

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2.5 Causes of Language anxiety

Learning a foreign language can be a frightful experience for the learners. Students suffer more when they have to perform in front of the class. Researchers and language teachers have tried to find out the causes, which are responsible for language anxiety. Many students who are good in other subject areas also can experience anxiety while learning particularly another new language.

There are many causes or factors that lead to the learners towards anxiety while learning a foreign language. The fear of negative evaluation is one of them. When the students are constantly evaluated in language classroom, it can brought fear on students by the environment of the foreign language classroom. Horwitz describes, the evaluation from the only fluent speaker in the classroom, the teacher, is very crucial for a second language student (Horwitz et. al. 1986). However, the evaluation or the criticism done by peer can also cause anxiety. Young (1991), found that, anxious learners usually think that, they are weaker than the other students in the classroom. Their language skills are weaker than their peers and are looking down at them. This is the reason of anxiety and in such cases, anxious learners are afraid to speak loud in speaking classes in front of the other students. Kitano (2001) uses information from Young's (1990) survey study, in which the students of Spanish language said that, they would speak more louder and answer more questions, if they were not afraid to give wrong answer.

Shu-Feng, T. (2012) have mentioned that, the limited exposure to target language in the learners' home countries can cause serious obstacles to develop their communicative competency, which is troubling the L2/FI learners when they are required to talk. According to this statement it is very much understandable that, the exposure of the target language should be extended. It is not that, a learner will only practice the target language when he/she is in classroom. It is also very important to talk with the target language outside of the classroom too. Outside of the classroom

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is the real and practical life to perform communication. For some it may not be possible all the time. An Arab English language learner may not practice the target language in his /her country, because in Saudi Arab, people do not use English as a source of communication. On the other hand, an Afghan English language learner can practice English outside of the classroom in USA, because here the scenario is different, in USA maximum number of people use English as a source of communication. So for the Arab learner the exposure of English language is limited but not for the Afghan learner, and this limited exposure of the target language can produce anxiety to the Arab learner.

Dr. Huang defines in his article “Anxiety in foreign language learning”, that studying can cause test anxiety as well. If a student gets poor grade in his / her previous exam, then he /she will be anxious for his / her upcoming test and will make sure not to repeat the mistakes again in upcoming test. If the material that the student studied is not what is on the test, at that time fear and anxiety may produce. Horwitz (1986) states that, “Anxious students may avoid studying and in some cases skip class entirely in an effort alleviate their anxiety (p.127)”.

Anxious foreign language learners have trouble to distinguish between the sounds and structures of the target language that a teacher has produced in language classroom. Students often fail to understand what their teacher is saying, a male student reported to only hear a loud buzzing sound (Horwitz et al. 1986). Horwitz also have reported that, students who have foreign language learning anxiety often claim that, they hardly understand what their teacher is saying. Not being able to understand the target language is also a major cause of anxiety (Horwitz et al, 1986).

No one would deny that, variable in classroom are also responsible for causing language anxiety. Instructor beliefs about language teaching, perceive supports, teaching style and error corrections can be the factors that may related with language anxiety (Z.Renxia and Z.Jian 2012). Language

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anxiety in learner basically caused by, when the instructors consider themselves as “drill sergeant” rather than a “facilitator”, when they do not promote group work for fear of being control of the class and when they believe teachers should be responsible for most of the talking and teaching (Young,1991, p.428). However, according to Tsui, the more teachers will talk, the more it will reduce learners’ talking time and less participation and gradually teacher will become more impatience (Tsui, 1996). In such situations, students usually do not feel comfortable and hesitate to perform.

Another cause of language anxiety is learners’ own perception of ability to speak in the target language. Sometimes learners do not think that, they also can learn the language and perform different tasks like the native speakers. They often underestimate their abilities of learning a foreign language and it can create anxiety among them, Horwitz et al. (1986) claims that, most of the learners; anxiety comes from their self-concept of ability. They are also comparing themselves with the native speakers. The language skills which the native speakers have, students who are learning that language may not have the same skills. This comparison leads the students towards embarrassment and shame that they are not pronouncing exactly like the native speakers. Of all the skills are taught in foreign language class, students perceive speaking ability the most important. But it is not mandatory for all the times. The four elements of language skills are equally important. Kitano (2001) argues that, “...speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers (p.550)”. Hence, learners ‘low self perception of speaking tasks and formats, the more learner anxiety is produced (p.429)’.

Some students are afraid of their errors being corrected. Nevertheless, some students reported expecting from the teachers to correct their errors but they feel uneasy when their errors are unnoticed or not being corrected (Young, 1990; Koch & Terrell, 1991). It means teachers’ attitude toward error correction matters not the error correction itself.

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Learners are very much conscious about themselves. They are constantly observing their speeches or any given activities related to language learning just to make sure not to being funny to others. Learners consistently report that they fear the possibility of being “dumb” and “foolish” while doing works with peers in language classroom (Young, 1991; Gregersen, 2003).

Too much competition in language classroom and always remain conscious about getting good grades can provoke language anxiety. Hellison (1996) reported in a case study, her learner also expressed discomfort in the language class, because all of them are very serious about the grades. When language learners become very serious about getting good grades then it will contradict with the process of language learning. If grades become the main issue then learners loss the interest to know about the target language, the patterns, structures and the rules of the language. Instead of focusing on the language, learners’ emphasizes goes more on the types of test they are going to sit for.

Horwitz mentioned that, cultural differences should be taken into account when addressing the issue of language anxiety (Horwitz, 2001). Sometimes learners may bring their own cultural values and beliefs in the language classroom that sometimes can be the reason of lack of confidence for the other students. In such cases some learners prefer to remain silent. Because some are shy students as well, they do not want to be expressive in the language classroom. Just like the Chinese students, they like to remain silent in the language classroom as a modest rule (Tusi, 1996).

Learners often fail to welcome a new language positively. A comparison between their own language and culture to the native language and culture always strikes in the back of their mind. As a result they fail to learn the target language. There is also an issue called, “losing self-identity”. This is another important reason and it can produce language anxiety. If learner from minority group starts to learn the language of the dominant group as a L2, then he/she may experience some loss of ethnic identity and attrition of first language skills.

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Liao, have found that, parents' great expectations also a source of language anxiety (Liao,1999). Liao reported that, students of Taiwan are very anxious in learning English because expectations of their parents are very high and they believe, through learning English their children will be able to communicate with others.

Finally, instructor can serve as a source of anxiety (Dr.Huanf 2011). Studies found that, some language instructor believes that, students will be more motivated and engaged if they constantly tell their students about their mistakes. Young (1991) describes by saying that, "instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing the most of the talking and teaching, and who think their role is more like a drill sergeants than a facilitator's may be contributing to learner language anxiety (p.428)."

2.6 The impacts of anxiety on learning English

Anxiety is one of the main variables that are responsible for becoming a barrier in language learning. Language anxiety can affect the learners in various ways. Language teachers and researchers tried hard to find out the causes of anxiety and the process to minimize anxiety from the students. But the impacts of anxiety on language learning should be taken into account. In this time of globalization, people are not relying on only one language. But they are trying to learn multiple languages, English is one of them. Learners face problem while learning a new language when the reality contradicts with their imaginations and it affects on their learning. Such affects are the obstacles between learners and language learning.

Some researchers have maintained the idea that anxiety affects language learning. At the same time numbers of researches have been conducted in this field to show the importance of anxiety regarding student learning and achievement (Jackson, 2001; Cheng, 2004). According to Oxford

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(1999), anxiety is ranked as high among the affective factors of language learning. The study also have shown, anxiety plays a negative role in learning a language and it is associated with “deficits in listening comprehension, impaired vocabulary learning, reduced word production, low scores on standardized tests, low grades in course or a combination of these factors” (Gardner, Tremblay & Masgoret, 19971) (p.35). according to Horwitz anxiety plays a negative relationship between overall foreign language anxiety and language achievement (Horwitz, 2001).

Several studies have shown that, anxiety exists in almost every aspects of second/foreign language learning. Speaking publicly in the foreign language has been found more frightening experience for the learners specifically, even for the learners who are not anxious regarding the other aspects of language learning (Horwitz,1995; MacIntyre &Gardner, 1989). Cohen and Norst have mentioned that, anxious students are found accompanied by “blushing”, “trembling hands” and “headaches” (Cohen & Norst, 1989). On the other hand Ely has found the anxious students are less likely to participate in the oral activities (Ely, 1986). So anxiety is acting as an obstacle here. It is very obvious that students who are nervous or in stress, cannot perform better or will hesitate to perform. When students are not finding anything interesting or comfort in the language classroom their participations will going to decrease. As a result they may end up with losing interest and by skipping classes and postponing their homework (Argamun & Abu-Rabia 2002).

Consistent negative correlations have been found between foreign language anxiety and foreign language achievement. Phillips found that the high anxious American learners who are studying French receive lower grades than the other students (Phillips, 1992). In addition, the high anxious students showed negative attitudes towards the language, they are not willing to learn, loses their interest to participate, feel blank while speaking and finally end up by getting frustrated.

Baily (1983) examined the diaries she kept, while she was learning French as a foreign language in a college of US. She mentioned in her diary that, she used to afraid to attend the class, because

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she thought she would not be able to compete with others. Baily used to feel very uncomfortable especially in her language class in her first three weeks. As a result, she decided to skip the class and finally end up with withdrawing the course. Nevertheless, her anxiety also drove her to work harder at the same time. The researcher has concluded it by mentioning, anxiety also plays an important role which can facilitate the learners as well.

Awareness of performing badly in English was related to loss of self- esteem for the international college students' of Singapore (Hilleson, 1996). Evaluation done by peers and teachers, self – consciousness about pronunciations, difficulties while entering in a conversation are responsible to create language anxiety (L.Mehua, 2006). L.Mehua has mentioned, “anxiety was not as profound for reading and writing tasks” (L. Meihua, 2006; p. 33). Just like the case of Baily (1983), anxiety sometimes motivates the students to work harder.

2.7 Steps to minimize foreign language anxiety

It is very obvious that, if a teacher can reduce the anxiety from the students then they can learn the language in a better way. Though in some cases like Baily (1983), anxiety sometimes plays a positive role and motivates the students to work harder. But it would be easier for the learners if the language teacher can take some necessary steps to reduce language anxiety from the students. The more students will feel comfortable, relax and find the lesson interesting, the more they will be able overcome from language learning anxiety.

Language teachers and researchers have long been in search to find out the solutions to reduce anxiety. Several researchers have given different suggestions to cope up with anxiety. Young (1991) suggests, “recognizing learner manifestations of anxieties related to speaking, negative evaluation and foreign language learning-generated anxieties are important first steps in coping with language anxiety” (P.422).

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Teachers can help students, who are experiencing anxiety can recognize their fear, write it down on the paper and work on it (C. Jenifer 2207). It was also mentioned in that study, students can share their anxieties among the peers and teachers and work on those together in a step by step process. Teachers can help students in anxiety-provoking situations in a realistic way instead of avoiding the situation (C. Jenifer, 2007).

In many studies' it has mentioned the relationship between motivation and foreign language anxiety. Through proper motivation teachers will be able to minimize anxiety from the foreign language students. On the other hand some studies say that, motivated learners feel less anxiety and at the same time some research said, motivated students feel more anxiety. Noels et al. (1999) stated "the more students feel motivated, the less effort they will expend and the more anxiety they will feel" (p.31). On the other hand Gardner, Day and MacIntyre (1992) mentioned "intergratively motivated learners are less anxious in L2 contexts than learners who are instrumentally motivated" (p.212).

C. Jenifer (2007) suggested that, teachers' involvement and support can reduce anxiety. Students can work with the tutor to strengthen the areas they are afraid of. At the same time learners will be more confident, if they join a language class where their performances can be evaluated but not graded. In such situations, learners will be more relaxed and comfortable while learning and their anxiety problems can be reduced at the same time (C. Jenifer, 2007).

Teachers can help the anxious learners by showing the value of the language they are learning. When the students will know the importance of the language, they will work harder and motivated towards learning the foreign language. Horwitz (1998) suggests teachers "discuss with their students reasonable commitments of successful language learning and the value of some language ability if it is less than fluent" (p.286).

Language teachers need to be more sensitive to their students' fear and need. If a teacher becomes facilitator, then it will help the students and as well as the teachers (C. Jenifer, 2007). On the other hand Young describes, a teacher should provide the students comprehensible output

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and opportunities to communicate in the target language inauthentic situations with authentic materials (Young, 1991).

Finally it can be said, a language teacher should play an important role to reduce anxiety from the students. Teacher should follow several teaching techniques, strategies and plans to conduct a language class. Modern techniques of teaching are very much needed for the language teachers. Depending on the students' level, a teacher should constantly change his/her teaching techniques. Young suggests that, teachers should be involved in conferences, workshops and seminars to keep themselves updated in modern techniques of teachings, philosophies and research (Young, 1991).

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Chapter 3: Research Design

This chapter describes the design and the procedures of collecting information of this research. The objective of the study is to find out the reasons of anxiety among the students, the effects of anxiety in English language class and finally the procedures to minimize the language learning anxiety from the students is also the key issue of this study. Moreover, this study shows the effect of anxiety on learning English among the Bengali medium students. The first section of this chapter discusses about the method applied in this study, and the research design; the second section describes the participants taken in the study; the third section lists all the instruments used in the study and justifies their use in the study; in the fourth section procedures of data collection and timeline are mentioned. They way all the important information have been gathered and time spent on each segment are described. The fifth section details how the collected data is analyzed; finally the last section discusses the ethical considerations of the research and its problems and limitations.

3.1 Methodology of the study

Qualitative research method has been applied in this study. Three research instruments have been used to conduct this study. The instruments used here are teacher interview, FGD with learners and observation of L2 classes. To conduct study in this field, qualitative research is more effective than quantitative research. It becomes very necessary to observe the classes and all the activities of the class; it is also very useful to take interviews of the teachers and FGD with the students. This is the way to be connected with them directly and generate ideas for this study.

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3.2 Participants

The participants of the study are the English teachers and students of English class. The interviews were taken to five English teachers who are currently teaching in Bengali medium schools. The interview questionnaire contained total 10 questions related to the study. Three FGD conducted containing 10 questions connected to the topic of the study. Each FGD is contained with 10 students. Total 30 students from English language class are taking part of this FGD sessions. Since this study is mainly on the Bengali medium students, that's why they are the targeted people for this study. Then five English classes are observed to note down the overall activities especially to find out the reasons behind anxiety, the effects of anxiety and the treatments given by their teachers. To gather all the data in details during observations, an observation checklist with 9 criteria has been used.

3.3 Instruments

To find out the important information, three instruments are used. The study is done by interviewing of 5 teachers, 3 FGDs and 5 classroom observations. There are 10 questions in teacher interview questionnaire, 10 questions for the FGDs as well and in observation checklist, 9 criteria are maintained. All three instruments are used to collect data. Teacher interviews helped to identify the actual scenario of English classes and students' anxiety level. It helped to understand the reasons of anxiety of the students while learning English and at the same time the consequences. FGD helped to get the information directly from the students. Why they feel anxious, how it effects on their learning and how to overcome from it, came up from the FGD sessions. At the same time it helped to get all the possible information through open discussion which is related to the topic of the study. Finally, an observation record sheet is maintained. The class-room observations helped to understand the activities of the classroom and students' responses. It helped to identify why the students feel anxious in language class, how it affects them and how to minimize the anxiety from the students in English language class.

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That is also the main objectives of the study. The research instruments are given in the Appendices.

3.4 Procedure and Timeline

To gather all the necessary data, 5 teacher interviews, 3 FGD with the students of English classes and 5 classroom observations are done with the instruments. The teacher interviews were taken from Bengali medium schools of Dhaka city. English teachers were free from their works during the interview sessions. The interviews were conducted according to the interview schedule. All the answers given by the teachers were recorded through recording device and noted down. Then, the three FGDs are conducted in the same school in English classrooms. Students were free while doing the FGDs and both male and female students participated in the FGDs. During the FGDs 10 questions were asked one by one and their responses are recorded in recording device and important notes are taken during the FGDs. Finally, the class-rooms are observed and data was collected in observation checklist under 9 criteria.

It took 10 days to interview the teachers and next 5 days to analyze the data. Since time was issue, that's why 10 minutes were spent on each teacher, 3 FGDs, have conducted in 3 different days with 3 different groups of students combining both male and female students. All of their responses are recorded through audio device and noted down as well. It took 15 minutes to complete each FGDs. Then total 5 classes are observed and it took 5 days to observe all the 5 classes by completing the observation checklist consisting of 9 criteria. These are the procedures which have followed to collect data.

All the mentioned instruments are used to collect data for this study. All the instruments are very useful and important to collect all the possible information. Instead of relying on only one

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instrument applying to the relevance of the study, helped to analyze from three different directions. These 3 instruments used to analyze the data and reach to the possible solutions.

3.5 Analysis

In this study, the results are analyzed in the qualitative frame of data collection. Firstly the interviews, FGDs and observations are done in a Bengali medium school with the help of audio recording and note taking. Then, the findings from the interviews, FGDs and classroom observations are gathered. Thirdly, findings from each instrument are analyzed. Every note takings and audio recording are observed altogether. Most common answers during teacher interviews or FGDs are noted down. Similarly, through class-room observations the regularly noticed activities regarding 9 criteria are noted down. However, some interesting responses or activities are highly emphasized. Since qualitative method are used to conduct this study, that's why the emphasized are given to the participants' responses instead of the number of participants. Finally all the finding from different instruments are gathered together and attempted to teach the conclusion of the study.

3.6 Consent, access and human participants' protection

All social research involves ethical issues. The importance of ethical issues is always acknowledged throughout this study. Participants' or any instruction's name or addresses are not mentioned in any part of this study. Emphasized are given more on the responses rather than the participant themselves. Teachers' permission are taken while observing any classroom and teachers' permission are taken while recording any response through the audio recorder. Confidentialities are highly maintained regarding any useful information from any participant and at the same time this study is conducted in a legal way.

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Chapter 4: Results

This chapter describes the results from the teacher interview questions, FGD with the students and the classroom observations. The results found from the teacher interviews are put down together in the first section of this chapter. The results found from classroom observations are mentioned together in the next section. Finally the results found in FGD with the students are mentioned together in the last part of this chapter. Results of five teacher interviews, three FGDs and five classroom observations are presented here. All the results are presented with a title linked with the teacher interviews, FGDs and classroom observations. In this section, not much analysis is done. The analysis are mentioned in chapter five, according to the questions of teacher interviews, FGDs and observation criteria, the results have presented. The results of each section have put down in a separated way. At first, the results of teacher interviews are presented and titles given in the result sections are related to the first question of the teacher interviews. That is how the other sections are designed. Each title represents each interview, FGD questions or the observation criteria. Sometimes, teacher's answer found in the interview directly quoted and sometimes written as a summary. Same thing is done for the other segments as well.

4.1 Results found from Teacher Interview

Here all the results found from Teachers' interview are presented. Each title of this chapter is related to the interview questions. Titles of this chapter are organized according to the sequence of the interview questions. The results, found from different teachers are presented below,

4.1.1 Students' Anxiety in Learning English Language

In response to the question what make their students anxious in learning English language, they have replied that there are many reasons which make them anxious in learning English. Teachers have mentioned that, students face difficulties when they introduce an unfamiliar topic. When

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students find it difficult, they become anxious towards learning. Students experience anxiety in learning English because of their perceived inability to express their thoughts, as mentioned by the teachers during the interview. Teachers also have mentioned that, students become very anxious when they are about to present something, especially students are anxious in speaking. Some students are not really confident about the language and are afraid of being judged negatively by the teacher, as mentioned by teachers in the interviews. In response to the question, one of the teachers answered that,

“Students are not willing to be criticized by the teacher and being funny to others.”

Teachers also have mentioned that, students are not comfortable in a communicative classroom. They like to remain silent and listen to their teacher instead of participating in different tasks, as mentioned by the teachers during the interview. When students are not in their comfort zone they become anxious. At the same time teachers have mentioned that students are very much conscious about their mistakes. One teacher has mentioned that,

“Students focus more on their mistakes than their learning.”

4.1.2 Ways to find out the Anxious Students

In response to the question, how do you find out your students are anxious, almost all the teachers have agreed in a point that students who do not participate in different tasks are the anxious students. On the other hand, four out of five teachers told that, students who remain silent in English language classroom are the anxious students. One out of five teachers told, an introvert student can remain silent but it does not mean he/she is anxious. In response to the question, that teacher responded that,

“Students who often talk with their peers instead of discussing the given topic are basically more anxious students in the English language classroom.”

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English language teachers do not always ask questions to some particular students but they do also ask some open questions too. There are some students who never raise their hands to answer a question or not even try; these students are being considered as anxious students in English language class. One teacher mentioned that,

“There are some students in my classroom who often give wrong answers but they give it with confidence. On the other hand, some students give correct answers in some questions, but they do not look confident on their own answers.”

4.1.3 Anxious Students in L2 Classrooms

In response to the questions, among the male and female students who are more anxious in your English classroom, all the teachers have mentioned female students are more anxious than the male students. In the explanation of their answers, teachers have mentioned that, female students are more conservative than the male students. They are very conscious about their mistakes and they often feel uncomfortable in different situations in English classroom. One teacher has mentioned,

“Psychologically female students are more conservative than male students; they often struggle and feel anxious while participating different activities in English language classroom.”

One of the teachers mentioned during the interview, in a classroom when the number of male students is more than the female students, then the female students seem more anxious especially in English language classroom. In response to the question, that teacher said that,

“In my English language classroom the number of male students is more than the female students and I can clearly see the female students feel anxious most of the time.”

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Teachers have also mentioned that, female students become anxious when they find any topic very difficult. They are always concern about the environment of the classroom. Female students sometimes do well in writing activity but they often become anxious while speaking in front of others, added by a teacher during the interview. In response to the question that teacher replied that,

“In my English language classroom male students can tackle any fun made by their peers sportingly, but female students cannot take such things in a positive way. As a result they often lose their self-esteem and confidence.”

Teachers also have mentioned that, they found some anxious male students too in their classrooms; they become anxious before taking part in any particular task. On the other hand, teachers also found some female students in their classrooms who are not anxious at all. One teacher mentioned that,

“Some female students are different, they really want to learn and do not bother about the situation.”

4.1.4 Affects of Students’ Anxiety in L2 Classrooms

In response to this question, teachers have described the scenarios they actually have experienced in their classes and observed the students. Teachers have mentioned that, anxiety affects the students in various ways. Which not only made them anxious but later on they also lose their interests in studying English language. One teacher mentioned that,

“I found the anxious students absent most of the time. Students who are interested to learn and do not hesitate to participate in different activities in English language class, they rarely miss any class.”

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Teachers have also mentioned that, because of anxiety, students often fail to think properly. Instead of focusing on the given topic or task they think too much about the consequences if they fail to perform the task properly. One teacher mentioned while answering this question,

“When I give them a task, sometimes students ask me whether everyone has to perform or not, should they memorize the things or not, can they read it or not incase if they forget something. They also ask should they have to stand in front of the class or not. Students hardly ask about the task, the given topic or the instruction given to them. Such things prove that, students are conscious more about the situation when they are going to present it or perform it rather than thinking about the given topic.”

Teachers have also mentioned that, because of students’ anxiety their learning remains incomplete. Anxiety affects on their learning and distracts them from their studies, added by the teachers during the interview. Students often feel shy and nervous so that they cannot perform some tasks properly and as a result they fail to understand the purpose of the task.

Sometimes students fail to elaborate a topic that they already know. As they are less self-confident they neither elaborate a topic in orally nor in a written from, added by the teachers during the interview. They constantly think that, what they know already might be wrong.

4.1.5 Causes of Students’ anxiety in L2 Classrooms

In response to the causes of students’ anxiety in L2 classroom, every teacher mentioned that, students become anxious when they sit for any test. On the other hand, teachers mentioned that, students become anxious while participating in various tasks especially when the topics are unknown to them. Some teachers have mentioned that, sometimes students fail to be expressive in English language class that makes them anxious. One teacher has said,

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“When students cannot express their thoughts and feelings in the target language, then they become anxious and try to skip the task.”

Correcting the errors and explaining it in front of others are another important reason that makes the students anxious in English language classroom, said by the teachers during the interview. Students already are very conscious about making any errors but when they see teacher is going to correct their mistakes they become more anxious. In response to the question, one of the teachers said that,

“After any tests my students always ask me whether I am going to check it now or not.”

One striking thing is that, where all the teachers have agreed, students emphasize more the test and the format of the test. The main reasons behind this problem is, students are concern about getting good grades in their upcoming exam instead of learning the language properly. But there are always some exceptions and every teacher has also found some enthusiastic students in their classes who are also very much interested to practice.

Moreover, by taking interview with some teachers it is clear that exams, unknown topics, students' participations towards the language, error corrections by the teachers are main reasons which make the students anxious in English language classroom.

4.1.6 Factors that make Students Anxious in L2 Classrooms

In response to, what factors make students anxious in English language classroom, teachers postulated that gender is the striking cause. There are some students who were not in combined classrooms in their previous years of schooling. They become anxious when they enter in a combined education system. One teacher told that,

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“Both male and female students suffer in English classroom who were not in combined education.”

Two teachers have mentioned, environmental component is also responsible for students’ anxiety. Students who have studied in rural areas usually feel anxious when they come to urban areas. During the interview one teacher mentioned,

“There are some students in my classroom, they came from rural areas, they often struggle to cope with the new environment and they fail to mix up with the other students and hesitate to participate in some tasks. Though they are potential but they become anxious while performing any task.”

Teachers also have mentioned that, students’ high expectations are also responsible to produce anxiety. There are some students in language classroom, who have done well in their previous terms or last years. Particularly this group of students; expectations are huge and because of this huge expectations they become anxious in English language classroom. In response to the question, one of the teachers mentioned,

“When students’ expectations are high but they cannot achieve it, at that time they become anxious in my English classroom.”

Teachers also have mentioned the socio economical issue is another main factor that can produce anxiety among the students. Students from economically solvent families who can afford to have some facilities like using their own computers, internet system, smart phones, tabs, allowed watching movies by their families are seen more interactive and enthusiastic in English language classroom than the other students added by three teachers during the interview. In response to this question another teacher has said,

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“Some of my students always give examples from their real lives. They often mention something from any movie they recently have watched, new apps they have downloaded in their smart phones etc.”

Fear of negativity is one of the main factors, added by the teachers during the interview. Students often are afraid of the reactions of the peers after any wrong answer given by them. In response to the question one of the teachers have said,

“Some students are very shy and they even hesitate to practice with their peers too.”

4.1.7 L2 students are more anxious of skills

When a number of Teachers have deposited that students feel anxious in writing skill some teachers also claimed that, students are more anxious in speaking. One striking point has been risen by a teacher while responding;

“If a students’ writing skill is good, then his/her other skills will improve automatically but because of poor skill in writing they fail to improve the other skills.”

Two out of five teachers have told that, among the four skills of L2, students are more anxious in writing skill specifically. They also have mentioned it is very easy for a teacher to detect any errors or mistakes from a student’s paper because it is written. In response to this question one teacher has said,

“It is clearly writing, because students sometime fail to use the proper vocabulary at the proper time when they write in their target language.”

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On the other hand, two out of five teachers have mentioned, students feel anxious in speaking more than the other skills of L2. They also have mentioned, students are not habituated with speaking in English all the time. Specifically when they are encouraged to use their target language, they become very anxious. One of the teachers mentioned that,

“When they are given a topic to say something, they feel anxious they are comfortable in reading, writing and listening skills.”

Among the five teachers one teacher has claimed that, students feel anxious in listening than the other skills of L2. When they do not understand the instruction or any words of their teacher then they become anxious. Even good students often become anxious in reply any questions when they fail to understand the question clearly. In response to this question that teacher has mentioned,

“Students get nervous when they do not understand every word that the language teacher utters in English class.”

Moreover, three teachers out of five have mentioned that, students often become anxious in reading especially when they have to read something in front of others only.

4.1.8 Anxiety creates barrier in learning English

In response to, how does anxiety creates barrier in learning English, teachers have mentioned that because of anxiety students cannot give full attention in learning English. They also have mentioned, students’ over self-consciousness regarding grammatical forms and structure often becomes a barrier in their learning English. Moreover, students fail to do proper exercise in

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language classroom and finally end up with losing their eagerness on learning English because of anxiety. One of the teachers mentioned that,

“Students fail to give their full attention when they are constantly thinking about their inabilities regarding the language and it act as a barrier in their language learning process.”

Two out of the five teachers have told, if a student is not comfortable with the environment of the English language classroom then it hampers their learning. Classroom atmosphere, teachers’ attitude, classroom management, topic of the study, study materials are often responsible for students; anxiety and create barriers in different ways. In response to this question, one teacher has said,

“While learning if a student faces any internal difficulties or anxiety then learning close to impossible.”

One out of five teachers told, students’ lack of confidence regarding language learning creates barrier in language learning, as a result they hesitate to answer any question asked by the teachers and do not engage properly in any group works of English language classroom. In response to the question, one teacher has replied,

“Because of anxiety students often do not ask any questions, at the same time they are afraid to give any reply even if the answer is known to them.”

4.1.9 Impacts of anxiety on the students

In response to the question, what happens to the students when they are anxious, all the teachers have agreed in a point that the students lose their interest in learning English. Moreover, teachers have also mentioned that, when students are anxious in English language class, at first they lose

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their confidence regarding the language, secondly they fail to give full attention on their learning and as a result they cannot do proper exercise in language classroom and finally they end up with losing their interest on learning the language. One of the teachers mentioned that,

“When the students are anxious, they do not answer any question in a descriptive way whether it is in written or oral. They even speak so fast so that it becomes very difficult for me to understand and give a comment.”

Among the five teachers one teacher has told, students’ educational backgrounds also play a vital role in language anxiety. If their previous schools or teachers does not paid attention on the importance of learning English, such students suffer most in learning English language in their schools where the importance of English language learning ate highly emphasized. One teacher has said that,

“Anxious students often skip classes and do not show any interest in learning English language.”

One striking point came up by one teacher is that; some anxious students show positive attitudes as well while learning English. They constantly ask questions to the teachers and receive feedbacks. Though they have anxiety regarding language learning, but there are some students who have the tendencies to overcome their fear. One of the teachers mentioned that,

“Some anxious students pay more attention on every task and try to reduce their anxiety through participating different activities.”

4.1.10 Techniques used by the teachers to reduce anxiety from the students

In response to the question, what techniques teachers use to reduce anxiety from the students in English language classroom, almost every teacher has agreed in a point to show positive attitudes

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towards the students. Correcting the errors in a positive manner and appreciate students' participations are recommended by the teachers. On the other hand, teachers have claimed that, introducing interesting topics in the English language classroom can reduce students' anxiety from language learning. In response to the question, one teacher has mentioned,

“I try to bring interesting topics in my English language classroom. Like for the male students I give them some topics like ‘cricket’, ‘entertainment’ on the other hand, for the female students I give them some topics like, ‘how they can protect their skin from sunlight’, ‘what are the ways of increasing brightness of skin’ etc. I also do tell them some interesting stories as well to reduce anxiety from my students in English language classroom.”

For reducing students' anxiety, two out of five teachers claimed that, appreciating students' answer and participations are very helpful to reduce anxiety. On the other hand, other two teachers among the five have claimed, immediate feedback or correction of any mistake done by a student can reduce anxiety from them. Another teacher has mentioned during the interview, letting the students answer or participate any task without interrupting them can reduce their anxiety in English language classroom. In response to the question that teacher has said,

“I always listen to my students' answer silently, I let them finish their answers and after they are done, I thank them and appreciate whatever they have answered. Later on, I show them some other ways to answer that particular question. When I do that, I found my students more confident in my classroom.”

Interactive classrooms are always very effective in terms of language learning agreed by almost every teacher. Teachers also have agreed that, interactive classrooms can reduce students' anxiety instead of lecture based learning. One teacher has said that,

“I am always concern about the introvert students of my English language classroom and I always make them involved into group activities and observe their participations.”

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Using modern techniques and strategies of language teaching can reduce students' anxiety in learning English added by a teacher. Instead of following the traditional ways of teaching the new innovative teaching ideas and implementations in the classroom can be very much benefitted for the students. Based on students' improvement or progress a teacher should bring some changes in his/her lesson plans. One of the teachers mentioned that,

“I should go for post method pedagogy.”

English language teachers across the country should acknowledge the importance of the issue of language anxiety among the students, added by a teacher during interview. Teachers should encourage the students whenever they try to participate in any task even if they make any mistake teacher should let them to continue instead of interrupting them. In response to the question, this teacher responded that,

“I always use gentle and non-threatening methods for correcting errors and always make my students to believe in themselves.”

4.1.11 Teachers' preferred steps to reduce Students' Anxiety Specifically in the Four Skills of L2

in response to the question steps used by the teachers to reduce students' anxiety in L2 specifically in the four skills like reading, writing, speaking and listening almost all the teachers have agreed in a point that, through proper practice and guidelines it can be reduced. Specifically in speaking skills, all the teachers have agreed that, practicing speaking in the target language both inside and outside of the classroom can reduce speaking anxiety. Two out of the five teachers have mentioned, introducing some interesting and debatable topics can encourage the students to talk more. In response to the question, one teacher has said during the interview,

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“I bring some debatable topics in my English language classroom which force the students to speak automatically.”

Encouraging the students instead of showing them their errors can reduce students’ anxiety in learning English specifically in writing skills. Students can write freely and more descriptively if a teacher skips to check the grammatical errors and sentence formation for some times, added by a teacher. Another teacher mentioned that,

“I want to know my students’ opinion in their writing not to check whether they are grammatically correct or not all the time.”

Interesting but effective reading materials can also help to reduce students’ anxiety and will engage the students in reading. Teacher can also tell the importance of reading to the students and try to make them aware about reading, some teachers added during interview. Another teacher mentioned that,

“I ask the students some key points or important events; even I ask their opinions after they read something. Students feel more confident when I ask about their likes and dislikes regarding the topic instead of asking some direct questions.”

In response to the question all the teachers have agreed in a point that, using multimedia and – laying audio in language class can reduce students’ anxiety on listening. But due to some limited resources teachers apply some different methods in English language classroom. One of the teachers mentioned that,

“I used mixed method and creative strategies to make the students comfortable in the classroom.”

However, involving the students in group activities is the best possible solutions to reduce students’ anxiety in learning the skills of L2. It equally goes with the listening as well. Teacher

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can also instruct the students to listen what their peers are saying and ask them to ask questions, that is how they can work on listening and at the same time reading as well. In response to the question, one teacher responded that,

“Sometime I recite a poem or tell them some short motivational stories after that I ask them some relevant questions.”

Introducing some fun games in language classroom can also reduce students’ anxiety in learning English specifically in reading, writing, speaking and listening skills shared by the teachers during interview. Another of the teachers mentioned that,

“I often give them some puzzles like, show them pictures and tell them to describe it and instruct them to find out as many points as they can. I sometimes receive answer orally or in written, once again I make them to read aloud their answers and tell others to repeat the points they just have heard.”

Summary:

From the interview with five teachers from different schools, it is found that teachers have individual opinions regarding the causes of students’ anxiety, impacts of anxiety on their studies and procedures to overcome from it. Most of the teachers mentioned that students’ perceived inabilities to express their thoughts, being judged negatively and facing difficult topics are the main reason of anxiety in learning English language. On the other hand, teachers have described about the impacts that anxiety can create. Most of the teachers have mentioned, when students are anxious then they cannot focus on their studies, students do not seem comfortable in English language class and they often hesitate to perform any task. As a result their studies remain incomplete since they cannot think properly and fail to elaborate something. Finally most of the anxious students end up with losing their interest in learning English. However, teachers have

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mentioned about the techniques they usually use in their English language classes to reduce anxiety from their students. Most of the teachers have mentioned, by maintaining a friendly relation between the students and teachers it is possible to reduce anxiety from the students. Some teachers have told, through using some creative strategies like introducing some debatable topics, fun games or role plays can minimize students; anxiety in learning English.

4.2 Results Deduced from FGD with Students:

Three FGD are conducted with the secondary level students of Bengali medium schools in Dhaka. The results are mentioned under the titles linked to the questions of FGD. In each FGD, 10 students including both male and female have participated actively. The results found from FGD are presented below,

4.2.1 Contents of L2 Students like most

In response to the question, all the students replied that they like the grammatical parts more rather than any other contents of L2. Students have a good foundation in grammatical terms and they have memorized many of them. They are more confident to answer the grammatical items because according to them, it is the easiest way to score good marks, few students added during the FGD. In response to the question, one student replied that,

“I like the grammatical parts more because teacher will not deduct marks if I am right.”

Students also like dialogue writing, story writing and essay writing. Because they can learn many things when they read and essay, added by some students during the FGD. On the other hand, students are confident in dialogue writing part too. One of the participants added, during the FGD,

“I like the dialogue writing part most and at the same time I try to act the dialogues with my friends as well.”

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However, some students have also mentioned that, they like the story completing part. Students find this section very interesting and try to complete a story according to their own words. One of the participants added during the FGD,

“I like to read novels and that’s why I like this part of our English text very much, because here I can complete the story in my own way and I can add my own thinking as well.”

4.2.2 Aspects of L2 students like most

In response to the question in FGD, all the students have mentioned that they like the writing part most. They can express their thoughts and knowledge through writing, added by the participants during the FGD. One of the participants mentioned in FGD,

“During exams we only have to write and read, we can get enough time to think especially when we write, that’s why I like writing very much.”

Participants also have mentioned that, they like the reading parts as well during the FGD. They like to read interesting stories from their text books and they also go through with some essays, because students like to get some information, mentioned by some participants during the FGD.

There are very few number of participants who like the listening part, because they find it more interesting and important as well, added by a participant during the FGD. That participant mentioned that,

“in our classroom we have a sound box, our teacher hardly plays it, but I always wait for this task.”

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However, there are also some students in the English language classrooms who like the speaking part more, found during the FGD. Though these students are very less in number but still they are interested in speaking. One of the participants mentioned in FGD,

“I like the speaking activities more because I think if I can improve my speaking then I will be able to go abroad for my higher education.”

4.2.3 Subject that students like most

During the FGD, all the students have mentioned their major subjects as their favorite. Students with science background mentioned about their major subjects so as the other groups. One participant from science group have mentioned during the FGD,

“I think English is important so as Math, Math is needed in some specific cases but English is mandatory in every aspect of life.”

On the other hand, some students were found during the FGD, who like English most. By considering the demands of job markets and as international language students also do like English language course as well, added by some participants during the FGD. One of the participants have mentioned during the FGD,

“My father is not an educated person but still he inspires me to learn English. Because he believes if I can learn English then I can get a good job in future and make my parents proud someday.”

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4.2.4 Causes of Students' anxiety in English Language Class

Difficult and unknown topics, several classroom activities within short time, teachers' non-friendly attitudes toward the students, less English speaking environment, teachers' less motivation and harsh comments are responsible for students' anxiety in English language classroom, most of the participants mentioned during FGD. One of the participants mentioned in FGD,

“When I ask any question to my teacher, my teacher replies me in such a way that I do not feel to ask questions again.”

On the other hand, students are not confident in speaking in the target language. Teachers often use L1 while giving instruction and take most of the time while taking a class. Students become anxious when teacher tells them to speak in front of others with a given topic, added by the participants during the FGD. One of the participants mentioned in FGD,

“I feel very nervous when my teacher suddenly ask me a question or tells me to go in front of the class and give a speech in English. We usually do not get enough time to take preparation.”

Taking several class tests and giving instant feedbacks also produce anxiety among the students, added by the students during the FGD. Instead of showing some alternate ways to answer teachers often expose the mistakes made by the students publicly, that creates anxiety among the students in learning English language. One of the participants mentioned during the FGD,

“My teacher makes me feel so dumb to others, when he describes my mistakes in front of others.”

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Students often become so unsure in certain issues when their teacher does not give them proper responses, added by the participants during the FGD. One of the participants mentioned during FGD,

“When I ask my teacher some questions, he gives me some sources to find out the answer instead of giving me the correct answers directly. I feel so nervous when I fail to search the answers from the given sources.”

Moreover, there are some students too, who does not feel nervous in English language classroom because of friendly attitude of the teacher and good learning environment, added by the participants during the FGD. One of the participants mentioned,

“My teacher is very friendly and helpful. He always helps us regarding any issue. I always for his classes and do not miss a single class of him.”

4.2.5 Classroom Activities Preferred by the Students

In response to the questions, students responded that they like group works, peer works, group studies, open discussions between teacher and students and also some fun games. Interactive classes rather than lecture based teachings are more preferred by the students, added by some students during the FGD. One of the participants mentioned,

“I feel more comfortable in group works because I can share my ideas with my friends and at the same time get their ideas too. Lessons become very easy and relaxed when we work in groups.”

Students do not like any stressful situations in English language class. When they panic, they often forget to answer the things they already know. When teacher also joins with them in any

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discussion and helps them to complete any task, then they become more comfortable and tension free, added by the participants during the FGD. One of the participants mentioned during FGD,

“I feel more confident when I can discuss the task directly with my teacher.”

4.2.6 Skills of L2 Students are more anxious of

In response to the question, almost every student responded that, among the four skills of L2, speaking is more frightening to them. Less exposure of L2 in language classrooms, lack of students' scopes for speaking, difficult and unknown topics, limitations of the time, students' inability to express their feelings, lack of teachers' co-operations are responsible for students' anxiety, especially in speaking skill, added by the participants during the FGD. One of the participants mentioned that,

“I cannot find the proper words when I speak in English, during speaking I cannot think, that's why do not like the speaking skill.”

Because of teachers' negative responses, feedbacks, encouragement, comparing with others, students' shyness, and humiliations by peers, afraid of being fool in front of other students are more anxious speaking skill, added by the participants during FGD. In response to the question during FGD one of the participants mentioned that,

“When I speak in English, then I feel I am making mistakes and making myself fool to others. The moment I think of it I get nervous and my mind becomes blank. That's why I am more anxious in speaking skill.”

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4.2.7 Students' Reaction when they feel Anxious in English classroom

Skipping the language classes, losing interest in English language class, lack of participation, remaining always nervous during the class are the things that students usually do in English language classroom when they are anxious, added by the participants during the FGD. One of the participants mentioned during the FGD,

“When I feel very nervous in English language class then I constantly look at the clock and wait for the class time to end.”

Students lose their interests on studying English language due to anxiety, added by the participants during the FGD. Students' less time for participation is also added by them during the FGD. One of the participants mentioned that,

“I do not find the English language class interesting. Teacher does not bring any interesting topic and we never get chance to complete the task within the class time.”

Lack of communication between students and teacher, interactions between the peers regarding any study topic, less participations in any given task, teachers' frightening responses produce anxiety among the students in English language classroom, added by them during the FGD. One of the participants mentioned during FGD,

“When I get nervous in English language classroom, I do not maintain eye contact with my teacher.”

Moreover, students do not ask any question to the teacher when they are anxious also added by the students during FGD. Students also responded that, because of anxiety they do not participate in group works properly. One of the participants mentioned during FGD,

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“If I have to work in a group, I always try to convince my friends to perform because I feel very nervous to talk or give response to my teacher.”

4.2.8 Anxiety Creates Barriers in Learning English

In response to the question, all the participants have agreed that anxiety creates barrier in learning English language. Learning can be more effective and enjoyable when students feel comfortable in English language classroom, added by the participants during FGD. One of the participants replied that,

“My English teacher is very friendly and I feel very comfortable in my classroom. I can frequently ask questions to my teacher but if I wouldn't then I would have missed many things.”

Improper interactions among the students and teacher, students' shyness, afraid of getting negative feedbacks, self-consciousness, afraid of making mistakes often create barriers in learning English language, added by the participants during FGD. In response to the question one of the participants have replied,

“I might be wrong and my teacher may get angry with me that's why I always response.”

Students also mentioned during the FGD, because of anxiety students do not attend the classes, do not ask questions to the teacher, loss self-confidence, focus more on the grades, fail to answer the known questions, and do not give priority to the language. In response to the question, one of the participants mentioned during the FGD,

“I think my questions might be funny to others that's why I do not ask questions.”

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Teachers' lack of motivation, encouragement to the students and less time to participate so many tasks within the time creates barriers among the students, added by the students during the FGD. One of the participants replied during the FGD,

“When I do not get encouragement or good comments from my teacher then I do not feel like to try something new in the next task.”

4.2.9 Students' Preferred Strategies to fell Anxiety free in English Language Classroom

Group works, peer discussions, practice with partners, maintaining communication with the teacher, discussions with the teachers are the preferred strategies of the students to fell anxiety free in English language classroom, added by the participants during the FGD. In response to the question, one of the participants mentioned,

“I regularly talk with my English teacher both inside and outside of the classroom, I discuss about the problems I usually face in English language classroom with him and that makes me feel confident in my English language classroom.”

On the other hand, some students participate in different club activities like debate club, English club etc. such activities reduce their anxiety, added by the participants during the FGD. In response to the question one of the participants mentioned that,

“I am a member of English language club if my school, it helps me a lot to remain anxiety free in my English classroom.”

Moreover, students' self practice and peer practice is also very effective way to minimize anxiety in English language classroom, mentioned by the students during the FGD. In response to the question, one of the students told that,

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“Me with some of my friend always practice English together especially speaking and listening. We even often talk with each other in English while talking over phone.”

Summary:

Students' source of anxiety in English language classrooms, aspects of L2 students like most, students' preferred activities in English language class, skills in which students are anxious more, how anxiety creates barrier in English language learning, students' reaction when they become anxious in English language classroom and finally the techniques which students prefer to follow to remain tension free in English language classroom found from the three FGD conducted with the students. It is found that students become anxious in English language classrooms when teacher introduces some unfamiliar and difficult topics to them. Students feel confident when teacher brings some interesting topic and involve them into pair or groups. They also like when they got the opportunities to share their opinions and thoughts directly with the teacher. Through the FGD it is found that, anxious students do not find any interest to attend the English language class. They also do remain silent and participate less in different activities of English language classroom. Among the four skills of English language, students are more anxious in speaking most, found from the FGD. It is also found from the FGD, students are more comfortable in writing and reading because they got enough time to think and give the right answers. On the other hand, some students are interested in listening activities as well. But due to poor set ups and lack of interesting materials they do not get enough chance to practice listening skill in their classrooms. It is also found that, because of students' over self-consciousness, fear of making mistakes, fear of being funny to others, afraid of teachers' feedback, humiliations by the teacher and the students they often get nervous and skip to ask questions or give response to any questions, as a result they fail to learn many things from their English language classrooms. Such factors create barriers in learning English language. On the other hand, it is found from the FGD that, students practice some tricks like, not maintaining eye contacts with the teacher, convince others to perform a task, not to take any responsibilities in any class activities, try to be unnoticed by the teacher due to anxiety. Moreover, it is found from the FGD that, students

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follow some strategies to remain anxiety free in English language classroom. They like to practice different skills of English with their friends, participating in different club activities also reduce their anxiety in English language classroom. Some students are very much interested in learning English language. Such students do self practice with their friends, they enjoy this activity and it helps them to feel anxiety free in English language classroom. There are some students who frequently meet with their English teacher and discuss about their problems and it reduces their anxiety in English language classroom also found in FGD.

4.3 Result Deduced from Class Observations

Five English language classes of secondary level have been observed to deduce the kind of teaching done by the teachers, the atmospheres of the classroom and finding the sources of language anxiety among the students. Among the five classes three were speaking and listening two were reading and writing class. It is found that, except two classes all the teachers have maintained a friendly relation with the students. There are seven criteria set in the observation checklist to collect data from the classes. Under each criterion, there are few subsections to detail and accumulate important data for the study. The result found from classroom observation is stated below.

4.3.1 Physical Aspects of the Classrooms

This section describes the physical aspects of the classrooms, number of students, seating arrangements, physical dimensions of the classes and other equipments in the classrooms. Among the five classrooms, all the classrooms were consisted with around 50 to 60 students. Two out of five classrooms' seating arrangements were not fixed so that, they could involved into several group activities. On the other hand, the seating arrangement of rest of the classes were fixed and it was very difficult for the teachers to observe each student, moreover, two out of five classrooms were well equipped and the presence of modern facilities like multimedia, sound box were there. This is very good for a language classroom but in other classes such things were not available. It is found from the classroom observations that, when teacher involves the

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students into several activities and when the classrooms are well equipped with the modern facilities like audio speaker and multimedia, in such cases students remain more involved with their works and there are less possibilities to feel anxious.

4.3.2 Interaction Patterns

Teachers were very interactive while conducting the classes, found from the classroom observations. They asked questions and corrected students' errors in a regular basis. Teachers have taken more time to talk and students did not get enough scope for discussions, found from the classroom observations. Moreover, four out of five teachers' classes were more like a lecture based classrooms. At the same time because of large number of students sometimes teachers' voices could not reach to the last row. On the other hand, one teacher did not use more time on talking rather than he involved the students into different classroom activities. That particular class was more interactive and students were found very comfortable during the class. Almost in every class, teachers have asked some direct questions to the students as a result students did not get any time to think and deliver, at the same time they seemed worried during the question answer sessions. Students hardly got any chances to ask question to the teacher. On the other hand, it is found from the classroom observations, asking open questions always help the students to think and reply different answers. It also helps them to be relaxed and through asking questions to the teacher, students feel more comfortable.

4.3.3 Use of Teaching Materials

Teachers have used the text books as the main materials. However, they have demonstrated some speaking tasks as well. Students found more confident when teacher demonstrated something before they start to practice any task. Teachers sometimes used some news paper articles and brought some interesting topics from different newspapers. The supplementary materials were very helpful and matched with the objectives of the lesson. In one of the writing classes, teacher described one interesting story from the newspaper and instructed the students to write about

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their opinions. Students found very active since the topic was very interesting and they were allowed to discuss as well.

Teacher also gave the students some topics and most of them were opinion based at the same time, also from the current affairs, in a speaking class. Among the topics some were like, “Why should you use Facebook,” “Can Bangladesh cricket team secure the eighth position in ODI ranking,” etc. All the students could express their opinions and they were not looking anxious at all.

4.3.4 Use of L1/L2 in English Language Class

Most of the time teachers have used L1 while giving lectures and instructions. Some teachers also have used L2 and at the same time they translated those in L1 for explaining something to the students. On the other hand, students were using L1 as well. Students often asked questions to their teacher by using L1. Most of the teachers have answered those by using L1. One of the students has asked a teacher one question in L1 that teacher responded that by using L2 and the students seemed very confused, found from the classroom observations.

However, it is found from the class observations; teachers always appreciated the students when they have used L2. It is also found from the class observations, when a teacher appreciate a student for using L2, other students also feel encouraged for using L2.

4.3.5 Treatment of Errors and Feedback

Teachers gave feedbacks both in oral and written format. Students are found very active when teacher gave them feedback on their answer scripts in any written tasks. Students constantly checked the comments given by their teacher and some of them also have discussed with their teacher. Students found more confident when they received feedback personally.

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In one of teachers' class, it is found that students are not discussing with their teacher regarding any feedback they got. In speaking classes it is found that teachers are giving feedback in orally and students were not talking about those to justify their performances. Another thing found from the class observations that; students do not like to get feedbacks orally especially in front of others. Some of them are found laughing or remaining silent while teacher was giving them feedbacks.

Moreover, correcting the errors in a direct way also causes anxiety among the students especially when they are speaking something in L2. In one of the classes a student was participating a speaking task and the teacher often corrected some mistakes directly instead of showing some alternate ways. It was very difficult for that student to continue because she was thinking about the errors consciously.

4.3.6 Teaching Method, Techniques and Procedures

Teachers are found to deliver lectures almost in every class. They hardly can involve the students into group or pair activities. It is found that, teachers used their maximum times by explaining the grammatical rules. One of the teachers has shown the students some grammatical rules but did not explain those and allowed the students to understand by them. Students found very interactive and they have submitted their answer scripts quite earlier. Moreover, some teachers let the students to read a passage aloud and instruct others to follow the reader. Later on, teacher asked some open questions based on the reading and students could answer those elaborately.

Two out of five teachers have demonstrated some tasks before they instructed the students to participate. Students really got a clear view of what actually they have to do. Such students found more confident and active in English language classrooms. Among the five teachers one teacher involved the students in to practice of choral drills in the speaking class. Teacher said a sentence or pronounces a word and instructed the students to repeat with the teacher. Students really enjoyed the tasks and as a result they have learned to produce a sentence and the proper way to pronounce some particular words. Other three teachers have not practiced the same thing with

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the students rather they themselves only uttered those and instructed the students to listen carefully.

All the teachers have explained the activities which will going to be covered at the very beginning of the classes. As a result, students got a clear idea about their tasks. Some teachers started the classes by checking the home works first and that took much time of the class. Other teachers started the classes with some warm up questions answers like one of the teachers asked about the “Bangladesh vs. Pakistan” match at the very beginning of the class to the students. Students found very informative and expressive while answering that question, some students expressed their joys, some expressed about their hopes. As a result, they have participated all the tasks with the same pace and interactions that they shown in the beginning.

4.3.7 Classroom Management

All the classrooms were very large and around 40 to 50 students were there. Male and female students were sitting in different rows and they were sitting in some fixed benches. Teachers were very loud while explaining something and students’ participations were active and lively. It is found that teachers assigned the students into individual works more, though other teachers emphasized more on group and pair works. In some classes it is found that, teachers often failed to observe each student especially students who are sitting behind. Students often got distracted from their activities especially in the large classes. In one of the classes teacher could engage the students into different task by his continuous movement to the each corner of the class.

4.3.8 Lesson Structure

All the five teachers have used the text books as the main material. Teachers have divided the lessons into several steps and equal times were spent on each step. Transitions from one step to another were smooth. It is found that teachers explained each step very clearly and the students

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were very clear about their lesson. Sometimes it was very difficult for the teachers to cover everything within the class time and at the same time students do not have enough opportunities to practice on different skills because of time constrain.

Summary

From the classroom observations with five different classes of secondary level, it is found that it becomes very difficult for the teachers to conduct a language class with limited resources, in limited time and with a large number of students. Due to lack of group works or pair works the classes were more like lecture based and students were found not so involved with the class. As a result, it has been observed that, students often failed to answer any questions asked by the teachers and also hesitated to perform any given task. In addition, students were large in number compared to the class time, which is also a major problem found from the class observations. Students were found very nervous while answering any questions in front of the other students. It is also found in some classes that by following different techniques teachers are conducting their classes in an effective way. On the other hand, some teachers emphasized more on students' involvement into several group or pair tasks, which is beneficial for the students. Teachers' involvement and appreciations are the key issues that boost up students' confidence. Similarly, it is found from the class room observations that, lack of teachers' involvement with the students and giving less appreciations to the students can create anxiety among the students while learning the target language.

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Chapter 5: Analysis

In this chapter, the results collected through the instruments are analyzed to answer the research questions. The results found from the three sources including interview with five teachers, FGD with 30 students and observation of five classes are combined together to reach a more reliable answers to the research questions. Qualitative method is followed to collect all the important data. This chapter is linked with the literature review chapter. The analysis is made to answer the three research questions mentioned in the beginning of the study.

5.1 Causes of Language Anxiety

5.1.1 Trouble to Distinguish Between Sound and Structures

Teachers find several causes of students' anxiety in learning English language. Sometimes students do not understand the words or speeches that their teacher utters. Teachers find this problem creates anxiety among the students especially when they are in a language classroom. Anxious foreign language students have trouble to distinguish between the sounds and structures of the target language that a teacher has produced in language classroom. Students often fail to understand what their teacher is saying (Horwitz et al. 1986). It is also found in L2 classes that students often get nervous when they do not understand what their teacher is saying. So lack of listening practice and knowledge of limited vocabularies are responsible to produce anxiety among the students.

5.1.2 Self-Perception

Students' self concept of ability (Horwitz et al. 1986) also produce anxiety in foreign language classrooms. Almost all the participants mentioned during the FGD that, they constantly think about their mistakes and they might be wrong while participating any task in target language. There are very few students in L2 classrooms who believe in their abilities of language learning. Sometimes students do not believe that, they can also learn the language and perform different

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tasks like the native speakers. During the classroom observation, it is found that some teachers are encouraging the students to participate and also they were appreciating students' participations. So, it is clear that students become anxious in language classrooms because they underestimate their abilities of learning the language. Some of the teachers always meet with the anxious students after the class and keep encouraging them, mentioned by some teachers during the interview.

5.1.3 Role of the Instructors

Moreover, if the role of the instructors is just to correct students' errors (Young, 1991) and use the most talking time, then it can produce anxiety among the students in foreign language classrooms. Most of the students mentioned during the FGD that, they become anxious when their teachers constantly correct their errors. It is very important to correct the errors that students have made but it should be in a systematic way. Teacher can tell them some alternate ways to answer. On the other hand, students have mentioned during the FGD that, they feel more relaxed and comfortable when teacher tell them to work with groups and pairs. It becomes very difficult for the students when teacher takes the maximum time to talk because later on students do not get enough time to think or discuss with the peers to complete a task. Is noticed from classroom observations that, students enjoy to work in groups and pairs more rather than just listening a lecture. Students can think individually and at the same time discuss with their peers in a group work. Most important part of group work noticed from the classroom observations is, students can complete a task much earlier when they do it with groups. Students have mentioned during the FGD that, they become frustrated and nervous when the teacher only corrects their errors instead of encourage or appreciate them.

5.1.4 Self-Consciousness

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Students' too much self-consciousness (Young & Gregersen, 2003) often produces anxiety among the students in language classrooms. Teachers have mentioned during interview that, there are some students in L2 class who hardly response to any question. It does not mean that they do not know the correct answer but they remain silent because they think their answers will be wrong and it will create a wrong impression to others. Students do not like to be criticized by others and at the same time there are some students found in L2 classes who even do not like any fun made by their peers. Moreover, during the FGD students have mentioned that, they often think people may laugh at them if they made any mistakes in language classroom. That is why some students remain worried when they are too much conscious about themselves rather than concentrating on the language they are learning.

5.1.5 Cultural Differences

Cultural differences are also responsible for producing anxiety among the students and teacher must take into account when addressing the issue of language anxiety (Horwitz, 2001). It is found from the classroom observations that, cultural differences often create anxiety among the students in language classrooms. Teachers have mentioned during the interview, cultural differences are responsible to make the students anxious in language classroom. It is very obvious that, all the students are not from the same cultural backgrounds. There are some students found in L2 classes, who have come from the rural areas. Such students always remain silent in language classes. Not all the students does the same but there are some students who have less confidence are always found silent in the language classrooms.

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5.1.6 Competitions in L2 Classes

Since, getting good grades in English language is very important for getting better jobs and higher studies that is why students found to compete with each other in L2 classes. Students also expressed their discomforts when there are too much competitions in L2 classes for grades (Hellison,1996). Students have mentioned during the FGD that, they are conscious about getting good grades in L2 for jobs and higher studies. That is why they are serious about learning L2 and they have to go through with several competitions in L2 classes. Students are aware that, their higher education and jobs are very much depended on their good grades. Teachers mentioned during the interview, students; too much consciousness about getting good grades and competes with each other in L2 classrooms provokes language anxiety.

5.1.7 Parents' Great Expectations

Moreover, parents' great expectations (Liao,1999) also a great source of language anxiety. Most of the students have mentioned during the FGD that, they do have expectations regarding learning L2 but they often get nervous while learning L2 because of their parents' great expectations on them. Some of the students mentioned, they are the only or elder child of their families and they will going to be the bread earners of their families. Students often fail to handle the pressure and as a result they become anxious in L2 classes.

5.1.8 Test Anxiety

Test anxiety (Huang, 2011) among the students is noticed during the classroom observations. It is found in L2 classes that, students are very much worried if their teacher says something about any test. It is found from the FGDs that, students who have got poor grades in their previous tests they often feel anxious in L2 classes. Most of the students have mentioned during the FGDs that, they think too much about their previous and upcoming tests that is why they often get nervous and cannot pay their full attention in L2 classes.

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5.1.9 Limited Exposure of Target Language

Limited exposure (Shu-Feng, T.,2012) of target language also produces language anxiety in L2 classes. It is found from the FGDs that, students do not use L2 in other course and even teacher use L1 in L2 classes. So, the exposure of L2 is very limited to them. Students often become anxious in L2 classes when teacher suddenly uses the target language and ask them to participate a task. The limited exposure of the target language causes a serious obstacle to develop students' competency in communications, which is troubling the students in L2 classes especially when they are required to talk.

5.2 The Impacts of Anxiety on Students in Learning English

5.2.1 Language Anxiety and Achievement

Students of secondary level Bengali medium schools' often face difficulties in English language classrooms because of anxiety in learning English. Since, three FGDs have been conducted with 30 students of secondary level, so the results found from FGDs is gathered with the results found from classroom observations and results found from the teacher interviews to reach a more reliable conclusion of the research question mentioned in the beginning of the study. Anxiety plays a negative role in the language classrooms and at the same timer it affects the students in various ways. English is a mandatory subject for the students in their schools. Because of anxiety they cannot practice English in a proper way in the classrooms. Students also added during the FGDs, they sometimes skip many important aspects of the language while practicing it. So they cannot achieve much from the language.

5.2.2 Hesitation in oral Activities

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Speaking in the target language in front of others is the most challenging part for the students. Students have mentioned during the FGDs, they are more afraid to speak in front of others, even they are not afraid on the other aspects of the language (Horwitz,1995). Teachers have mentioned during the interview, students who are anxious they often hesitate to take participate in any oral activities. They are not comfortable in speaking activities. Anxious students are found accompanied by “blushing”, “trembling hands” and “headaches” (Cohen &Norst, 1989).

5.2.3 Lose of Interests in learning English

Skipping classes and postponing homework (Argamun & Aburabia, 2002) can be seen from the anxious students, added by the teachers during the interview. When students do not find anything interesting in English language class and feel uncomfortable in language classrooms then they end up with losing interest about the language. Most of the students have mentioned during the FGDs, when they find the language difficult and feel hesitate to perform any task then they lose their interests on learning the language and as a result they often skip the language class.

5.2.4 Positive role of Anxiety in L2 classes

Moreover, anxiety sometimes plays a positive role and teachers have mentioned the importance of anxiety (Jackson, 2001; Cheng, 2004) regarding students, learning and achievement, during the interview. Teachers added during the interview, there are some students who are anxious in learning English. Sometimes they do not understand any instruction and fail to catch the pace of the class but they have the tendencies to overcome it. Teachers have mentioned during the interview, some students are aware about the areas they are most anxious of. Such students often discuss about their problems with their teachers and can minimize their anxiety. Some students mentioned during the FGDs that, by sharing the problems with the teacher it is possible to remain anxiety free in English language classroom.

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5.3 Steps to Minimize Language Anxiety from the Students

5.3.1 Friendly Relationship between the Students and Teachers

Teachers have mentioned about some steps which they usually follow to reduce anxiety from the students especially in English language classrooms. On the other hand, students also have expressed in FGDs about the activities they enjoy most and feel comfortable during the English language class. Moreover, by observing five classrooms of secondary level Bengali medium schools, it is found that a friendly relationship between the teacher and students, innovative techniques applied by the teachers, recognize students; sources of anxiety, motivating the students instrumentally, teachers' involvement and many other activities can be applied in English language classrooms to minimize anxieties in learning English from the students.

5.3.2 Recognizing students' manifestations

Recognizing students' manifestations of anxieties (Young, 1991) related to speaking, reading, writing and listening is the first step to cope with the language anxiety, found from the five classroom observations. During the class observations it is found that, teachers are giving same treatment to every student whether the students are anxious or not. Similarly, in the teachers' interview they have agreed in a point that, it is more important to think about the sources of students; anxiety in learning English than giving them the appropriate solutions. It is found from the FGDs with the students that, there are various reasons that make the students anxious in learning English in English language classrooms. Moreover, there are several students found from the FGDs who are not able to find out their sources that make them anxious in learning English in English language classrooms. So recognizing students' manifestations of anxieties in all the four aspects and other issues which cause language anxiety should be the first step of a English language teacher for coping with language anxiety.

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5.3.3 Help students in a realistic way

It is found from the teacher interviews, teachers can help students in anxiety-provoking situations in a realistic way instead of avoiding the situation (Huang, 2007). It is found from the FGDs that, there are some students who have tendencies to skip discussing with the teachers regarding any problem. On the other hand, teachers sometimes avoid the students' anxiety provoking situations. From the classroom observations it is found that, when students share their problems with teachers and teachers also do discuss or participate together with the students, in such situations students are found more comfortable and relaxed. Moreover, teachers have mentioned during the interview that, allowing the anxious students to participate any task and encouragement can reduce their anxieties in learning L2.

5.3.4 Teachers' Involvement with the Students

Moreover, it is found from the classroom observations that, teachers' involvement and support (Huang, 2007) to the students in any given task reduces students' anxiety in learning L2. Students found more confident and enthusiastic when the teacher also joined with them in any task and maintained a supporting attitude. Teachers also have mentioned during the interview, it is possible to reduce students' anxiety in learning L2 by providing some interesting topics and by joining with the students in any discussions.

5.3.5 Understanding the value of learning L2

Knowing the value (Horwitz,1988) of learning L2 can play a very important role to reduce anxiety in learning L2 from the students in L2 classrooms. Even during the FGDs with the students it is found that students are aware of the importance of learning L2. Though English language is a mandatory course for the students in secondary level and they are required to pass the course to qualify for the next grade that is why students emphasize more on this language. Not only that, students also know the value of the language that they are learning. Students' have mentioned during the FGDs, they are learning English not only to pass the test or get good

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grades but they believe if they can learn the language then they will be able to get better jobs and at the same time it will help them in their higher studies. Even in the classes, it has been found that, teachers also discussed the value of learning the language with the students. So, showing the value of learning L2 can reduce students; anxiety in learning L2.

5.3.6 Using Authentic Materials in Inauthentic situations

Moreover, using authentic materials (young, 1991) to practice L2 in inauthentic situations can reduce students; anxieties in learning L2, found from the classroom observations. It is found that, teachers often bring some newspaper article and assign different tasks to the students. Students enjoyed such activities more. Because they already know what sort of activities are there in newspapers. On the other hand, students have mentioned during the FGs, they like to get interesting topics from their teachers to practice. At the same time it is found from the classroom observations that, students look more active and energetic when teachers bring any authentic materials to the L2 classrooms.

5.3.7 Considering Students' fear and needs

Through considering students' fears and needs teachers can reduce students' anxieties regarding learning L2 in the classrooms. When teachers become the facilitators (C.Jenifer, 2007), then it automatically helps the students to minimize anxiety in learning L2. Moreover, it is found from the FGDs that, when students feel free to discuss anything to their teachers then it reduces their anxieties in L2 classes. Similarly, negative feedbacks from the teachers or harsh comments made the students anxious in learning L2 in L2 classes. Students mentioned during the FGDs, sometimes teachers responses made them anxious in L2 classes. So, it is found that, teachers role as a facilitator in L2 classes can reduce students; anxieties in learning L2.

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5.3.8 Adopting modern ways of Language teaching

However, when teachers update themselves by involving in conferences, workshops and seminars (Young,1991) and learn the modern techniques of teaching and avoid the traditional approaches then it is possible to reduce anxiety from the students in L2 classes. In the classes observed, teachers are found giving lectures more instead of giving the students some scopes to practice. In this way, students usually remain confused and blank most of the times, especially when teacher ask a question suddenly. On the other hand, it is found from the interview of teachers, it is important to adopt the modern teaching techniques but at the same time it is more important to stick on it.

5.3.9 Giving proper Motivations

Since, most of the students learn L2 for grades and good jobs, teachers sometimes motivate students instrumentally. It is found from the class observations that, teachers tell the students about the immediate benefits learning L2. Students focus more on immediate benefits. On the other hand, intogratively motivated students (MacIntyre,1992) found more relaxed and comfortable. There are some students in L2 classrooms, they are learning L2 not to get good jobs or good grades only but they are very much interested to learn L2 and they have a love for the language. So, motivating the students both instrumentally and intergratively can reduce anxiety from the L2 students in L2 classes.

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Chapter 6: Conclusion

Finally, it can be said that anxiety in learning L2 is one of the biggest obstacles between the students towards learning L2. Without minimizing anxiety from the students it is near to impossible to learn L2 effectively. So, if teachers can play the role as facilitators and find out the sources of students' anxiety in learning L2 then it will be very easier for the students to learn L2 effectively.

This study aimed at identifying the causes of anxiety in learning English language, the impacts of anxiety on the students and finally to come up with some possible solutions to overcome from it. To conduct this study, three FGDs with 30 students, interviews with five teachers and observation of five language classes have been done. The findings have been put down separately according to the research instruments. The results deduced from qualitative method of data analysis for getting more reliable answers for the three research questions.

Throughout this study, it has found that students become anxious in learning English language not because they are not interested or find it difficult even, some interested students also become anxious to learn English language. This study has identified students' not willingness to be criticized by the teacher, too much self-consciousness, difficult or unknown topics, students' economical backgrounds, too much expectation, teachers' role and also the atmosphere of the language classrooms are mainly responsible to produce anxiety among the students in L2 classrooms. On the other hand, this study has identified the impacts of anxiety on the students. Because of anxiety students usually lose their interests to learn the language, remain silent in L2 classrooms, absence from the classes, postpone homework, hesitate to participate, do not ask questions to the teacher, give short answers, skip any give activities, focus more on the exams are the activities which the anxious students experience and practice, found from the research instruments. On the contrary, it is also found that interactive classrooms, teachers involvement with the students, group works, peer discussions, practice with partners, maintain

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communications with the teacher, interesting topics and humors in language classrooms are the most preferred strategies by the students to feel anxiety free in L2 classrooms.

Since anxiety is one of the main problems to learn English language especially in the Bengali medium schools, so teachers should keep applying innovative and effective ideas to minimize this fear from the students. This study identified the causes of anxiety, affects of anxiety and some strategies to minimize anxiety from the students, specially for the secondary level Bengali medium schools. To portray the actual scenarios of the language classrooms and to identify some more causes of anxiety in L2 classrooms and finally for applying some new techniques to minimize anxieties from the students, some more researches should be conducted by the researchers. This study is perfect specially for the Bangladeshi context for certain years. However, it not possible to give some immediate solutions, since students' learning habit, teaching styles of the teachers, psychology of both the students and teachers changes over the years in the change of the context and culture. That is why more researches are needed specially in this area.

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Appendix A

Interview Questions for Teachers

Gender: Male /Female

Age:

Educational qualification:

Teacher' School name:

Teacher's College name:

Teacher's University name:

Father's occupation:

Family location:

Years of teaching experience:

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1. What makes your students anxious in learning English language?
2. Who are more anxious in your English classroom? Male or female? Please explain your answer.
3. What are the affects of students' anxiety in English language classroom?
4. Why your students become anxious? Please justify your answer.
5. What factors make them anxious in English language classroom? Please describe your answer.
6. Which skill of L2 (reading, writing, speaking, listening) your students feel anxious? Please explain your answer
7. How does anxiety create barrier in learning English? Please explain your answer.
8. What happens to the students when they are anxious? Please explain your answer.
9. What techniques do you use to reduce anxiety from your students? Please give some examples.
10. How do you reduce your students' anxiety in learning English specifically in reading, writing, speaking and listening skills? Please explain with some examples.

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Appendix B

Focused Group Discussion for the Students

Student's level:

Time: Morning / Afternoon.

Gender: Male / Female

Date of Interview:

Interviewer:

1. What contents of L2 do you like most? Please explain your answer.
2. What aspects of L2 do you like most? Please justify your answer.
3. Do you become anxious in your English language class? If yes/no then please explain your answer.
4. Why do you become anxious in your English language class?
5. Among the used activities in English language class, which one do you enjoy most? Please explain your answer.

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6. In learning English, which of the four skills you are anxious more? Please describe your answer.

7. Does anxiety create barrier in learning English? Please explain how does anxiety creates barrier in learning English?

8. What happens in class, when you become anxious?

9. How can you feel anxiety-free in your English class? Please explain your answer.

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Appendix C

Class-room observation Record Sheet

Name of the Institution:	
Date:	
Total number of students: (Male /Female)	
Teacher's name:	
Class time:	
Materials:	
Study topic:	
Level of the students:	
Observer's name:	

Observation record sheet

Physical aspects of the class:

Number of students:	
Seating arrangements:	
Physical dimensions of class	

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Other equipments in class:	
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Interaction Patterns:

Teacher talking time:	
Turn-taking procedures:	
Question types used:	

Use of teaching materials:

Textbook:	
Teacher-prepared materials:	
Other supplementary materials:	

Use of L1 / L2

Purposes of using L1:	
Reasons of using L1:	
L1 used by the Teacher:	
L1 used by the Students:	

Treatment of errors:

Direct way:	
Indirect way:	
Critical supportive:	
Constructive way:	

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Teaching methods, techniques and procedures:

Chain drills:	
Grammar exercises:	
Demonstration:	
Discussion:	
Dramatization:	

Class-room management:

Teacher's Instruction:	
Group works:	
Pair works:	
Individual works:	
Lecture based teaching:	

Lesson Structure:

Steps of the lesson:	
Transition from one step to other:	
Timing spent on each step:	
Materials:	
Other activities:	

Overall comments from the observation:

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