

English Language Anxiety Among the Public University Students in Bangladesh

by

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Declaration

I state that this dissertation is the outcome of my independent study that was carried out under the right academic guidance. Every information source and input provided by the other researchers or institutions has been duly acknowledged with proper references and citations. To the best of my knowledge, this dissertation has not been published, either in full or in part, for any university or institution and has never been published elsewhere in any form.

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Abstract

Anxiety in the English language is crucial in academic and career life in Bangladesh, and for most students of Dhaka University, the process of learning English is an emotionally challenging experience. This paper examines the issue of English Language Anxiety (ELA) among Bangladeshi undergraduate learners in state-owned universities, aiming to identify the causative factors, the role of teachers and curriculum, as well as measures to alleviate anxiety in the classroom. Based on qualitative research, the five students interviewed on the various grades of the public universities were asked to relate their personal approaches and perceptions towards language anxiety. The data were analyzed using thematic analysis, which showed that most frequently, fear of making mistakes, lack of oral exposure, and evaluation pressure were identified as the leading causes of anxiety (Mamun, 2021). The comparison also noted that the difference between university grades, including the unequal access to English classes and the dependence on lecture-based teaching, contributes to further linguistic inequality (Rashid et al., 2020).

Another factor identified in the study is the feedback style of teachers and the implementation of the curriculum: empathetic and supportive teachers can help reduce anxiety levels, whereas strict, exam-driven teachers tend to increase anxiety (Yasmin, 2024). The results indicate that practical measures to counter the language anxiety effects comprise interactive activities, small group discussion, and limited first language usage as a scaffold. The study concludes that reducing anxiety should be a pedagogical concern in Bangladesh's higher education system to foster confident and communicative English learners capable of engaging in global interactions.

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Chapter One: INTRODUCTION

1.0 Introduction

Bangladeshi people have one mother tongue, "Bangla," which varies based on different linguistic landscapes. However, English holds a powerful position. From the primary level to university, English is taught consistently. At the university level, it is often used as the compulsory medium of instruction. Foreign language anxiety (FLA) is a common term that arises as a result of learning a foreign language; it is a feeling of tension, nervousness, or fear toward the process of learning and using a second language. The English language is not only a means of communication at the global level. It is also the entry point to excellence in the realm of academics and employment globally, and in Bangladesh as well. As a second language, English consistently poses challenges for many students at public universities across the country. Language anxiety is a form of situational anxiety. It refers to the unease and fear people feel in situations where they lack full proficiency. A lot of students in the public universities have a hard time holding themselves up in class or even following the others. The anxiety may make the process of learning more difficult, since it becomes harder to learn a second language. This point is linked to Krashen's "affective filter" idea (1985). Bangladesh Public University teachers generally teach large mixed-background Bangla-medium and English-medium classes in Bangla. Because of this, many students believe it is better to stay silent and not participate, instead of using English.

1.1 Background

Bangladesh's educational system may increase these anxieties. At the same time, traditional and non-communicative language teaching methods cause significant problems for students. The students of the Bengali medium also have difficulties because of the lack of communicative

English exposure. The rigid grammar translation curriculum at the secondary and higher secondary levels makes learning more challenging for students. There are many students who use simple memories for exams. This is not congruent with the interactive classroom culture of effective language learning. Consequently, this leads to students going to the university and failing to use English proactively. Some private universities offer basic courses, but public universities do not. They rarely provide specific basic English proficiency courses to their students. Indicatively, discovered that students with anxiety enroll in English classes less, indicating that anxiety is a weakness in engaging in the classes (Das, 2020). These gaps lead to the conclusion that the elements of curriculum policy, beyond the contribution of the learner, increase anxiety levels. How these factors are addressed in class is crucial to students' future success.

1.2 Research problem

Despite the universal emphasis on “communication” in many public universities of Bangladesh, listening and speaking are still practiced and highly undervalued. Undergraduates, especially those who have entered university via Bengali-mediated, GTM-based schools, have observed that they are either rated by their teachers or by their fellow students as to their oral performance, and that the fast or dense inputs have the effect of causing anxiety, which in turn inhibits the desire to communicate (Nimat, 2023). More importantly, we do not understand much about ELA changes even within the same public universities. In Bangladesh, different categories of public universities have different curricula, different teaching styles, and even students are facing different levels of anxiety based on their different curriculum practice in the Second language acquisition process. In most current curricula practices, there is very little consideration of linguistic diversity, including urban and rural schooling, English medium and Bengali medium schooling. Also, the students do

not have enough access to digital English, and the instructional approach is used universally, without specific tools to consider various learning complications. Public university students experience higher levels of anxiety in English compared to their private university counterparts, primarily because educational institutions often overlook the significance of English in the classroom, leading to a lack of English practice in most courses and classes (Das, 2020; Mamun, 2021). The only way they use English is by giving exams. The central problem is that English language anxiety among public university students in Bangladesh potentially impacts their learning, and it is not fully understood how different contributing factors, such as students' background, teacher practice, and curriculum implementation, can reduce this kind of anxiety in a second language country (Mamun, 2021; Rashid et al., 2020; Yasmin et al., 2024). High levels of anxiety, like fear of making errors, fear of picking up and worrying about the teacher's evaluation (Rashid, 2020). However, in this paper, it remains unclear whether these anxiety factors might vary across different categories of public universities. Teachers in Bangladesh are expected to follow a communicative English curriculum, but if they do so, they either speak in Bangla all the time or fail to understand the linguistic diversity of their students.

1.3 Research objectives

The given study is focused on examining the phenomenon of English language anxiety among the students of the Bangladeshi state universities in a rather specific and systematic manner. The study will be focused on establishing major causes of anxiety in students in different public universities.

Further, this study will examine the role teachers play in curriculum implementation. It will relate classroom practices in defusing or escalating anxiety, keeping in mind the diversity in the linguistic

backgrounds of the students. The study will also identify classroom strategies that effectively lower students' anxiety. It should be able to motivate students to speak English with greater confidence; the strategies involved should be centered on establishing an interactive and supportive classroom. The goal is to make second language learning more accessible. Additionally, the research will seek teaching methods that help learners overcome fear and participate actively in the language learning process.

1.4 Research Question

1. What are the key factors contributing to English language anxiety among different categories of public university students in Bangladesh?
2. How effectively teachers follow the current curriculum addressing students' linguistic diversity and reduce anxiety?
3. What classroom practices or instructional strategies have been found effective in lowering public students' anxiety in learning English?

1.5 Research gap

Language-related educational difficulties are a major problem in Bangladesh's public universities. Students often feel uneasy when speaking in a second language in official settings, which creates this predicament. The focus is on the curriculum design and teaching strategies, but psychological issues are underemphasized- anxiety about learning a second language in particular.

A number of strategies will seal this gap. This study can also be limited by the fact that it was done in a number of chosen universities in the public sector, but not a national one. Educators play critical roles in eliminating language anxiety. In Bangladesh, many secondary school teachers and

higher education professionals have socio-psychological training, but lack pedagogical qualifications. This may make them less able to help students with language anxiety. In some cases, teachers can create anxiety accidentally when they pay too much attention to the correction of mistakes or impressing students to talk in stressful situations. The linguistic diversity is not properly considered in curriculum design, either. Research suggests that teachers can use specific techniques to help students who are anxious about language. However, little is known about how well teachers in Bangladesh are prepared for this. Not much research exists on how instructors in Bangladeshi classrooms can increase or reduce language anxiety. Teachers are able to influence the anxiety levels of students to a large extent.

The relationship between instructional strategies, teacher attitudes, and classroom structure, and their influence on the anxiety of students, needs to be investigated. Further research can focus on exploring how ready the teachers are to support the language issues of the students, what teachers are aware of language anxiety, and how educational policy can be modified to reduce the degree of worry in students and aid them in acquiring language.

Chapter-2 Literature review

2.1 Introduction

It is a study concerning the connection between English language anxiety and how it influences the development of reading, writing, listening, and speaking skills among the learners. The chapter starts by providing a background statement of language anxiety, through its historical approaches to the topic, and where it is today in the foreign language (FLA) classrooms. Further, speak about the role of a teacher and the curriculum in the reduction of anxiety as to their effectiveness. It then provides a detailed discussion of key features.

2.2 What is language anxiety?

Foreign Language Anxiety (FLA) presents one of the most significant psychological challenges that inhibit the achievement of language learning. According to Horwitz et al. (1986), language anxiety can be defined as a particular combination of self-perception, beliefs, feelings, and behaviors in the context of classrooms, which develops along with the unique features of language learning experience. In the simplest terms, anxiety in language learning settings takes the form of tension, uneasiness, trepidation, and worry, especially when it comes to speaking the new language. These emotions may greatly hinder the learning process, and they are usually manifested through physical symptoms, such as an increased heart rate. As has been shown in several studies, high levels of language anxiety have been associated with lower language learning and performance (Krashen,1981).

Anxious people have a harder time when it comes to the target language; they are less inclined to challenging tasks, and they are less active. Given these challenges, Foreign Language Anxiety

(FLA) has grabbed the attention of researchers all over the world, and tackling language anxiety is really important for effective language learning. In Bangladesh, students study English as a compulsory subject even at the primary level, but proper language learning does not occur in the primary levels. Using English correctly is regarded as a big determinant of university and employment opportunities. The truth is that the majority of public university students struggle with English at the university level. Student-related problems are another reason; they exhibit negative attitudes, low motivation, and anxiety. Some of it has to do with learning English, an enormous emotional barrier to so many students. Moreover, a few problems with the students who also give a negative attitude or mood, low level of motivation, and anxiety. This jitteriness is closely associated with English language learning, a major source of emotional stress for many learners. Subsequent research conducted with the Foreign Language Classroom Anxiety Scale (FLCAS) revealed that a certain proportion of students studying at the university in Bangladesh experience a significant amount of anxiety when they are entering English classes (Al Mamun, 2021). This anxiety is reflected in their reluctance to participate, fear of committing any mistakes, and discomposure in situations in which English is spoken. As an example, according to one of the studies, over 80% of university students experienced anxiety when they were expected to speak in English, indicating the prevalence of this type of anxiety among students (as cited in Al Mamun, 2021). Due to the seriousness of this issue, this research investigates the causes and effects of English language anxiety among public university students, building on previous related research.

2.3 Primary causes of language Anxiety

One of the most often identified culprits behind language anxiety is the act of speaking the target language in front of other people. There are a few primary causes that have been identified through theoretical proof.

2.3.1 Fear

Fear of a second language is a normal phenomenon. All four skills of the English language learning can cause anxiety and vary from student to student. Though speaking is typically identified as the most anxiety-producing language skill in a language classroom, it becomes a significant source of anxiety. (Horwitz and Cope, 1986)

Students often feel tense when making presentations in English, answering questions, engaging in group conversations, or speaking naturally in English during language lessons. This trend is apparent in Bangladesh, where investigations reliably illustrate that verbal English exercises actuate high levels of anxiety among university students. Al Mamun (2021) noted that ‘speaking anxiety’ emerged as a major factor contributing to the language anxiety that Bangladeshi tertiary students experience, and created considerable anxiety in English classes. While trying to speak, students are always afraid that they will make some mistakes or sound strange and may embarrass themselves with an improper accent. This fear eventually leads to avoidance of communication in the form of silence or switching to Bengali, a fact that undermines the development of their oral skills.

2.3.2 Fear of Social Assessment and Peer Evaluation

One of the main causes of anxiety is fear of receiving negative evaluations and criticism from peers. They are concerned about the way others perceive their language ability. “When you want to avoid being seen by places, you can be certain you will be recognized; a good impression is coded in the circle into the computer forever.” This frequently manifests itself in Bangladeshi schools as a dread of teacher or peer criticism. Pupils are extremely self-conscious because they fear that if they make mistakes in their English, their peers will laugh at them or think poorly of them. Social-image concerns and peer pressure were important factors frequently associated with

speaking anxiety among Bangladeshi students (Rashid et al, 2020). Their consideration of the fear of EFL students in Bangladesh stands out because it found that peer pressure was a major condition for discouraging students from speaking English. According to Al Mamun (2021), among tertiary students, "peer pressure social-image anxiety" is one of the six main anxieties. This is consistent with classroom observations, where some students become anxious when speaking English in front of their classmates, fearing their fellow students will jeer at their mistakes or accent. Adolescents and young adults who are socially timid or painfully shy are especially prone to this kind of peer-induced anxiety. According to Sultana (2018), the 'competitive nature' of learners and the tendency to compare one's own achievement with that of other students may induce anxiety. If they really believe that they are weaker than others, this can have an effect on a student's confidence and lead to feelings of extreme anxiety. Overall, both constructs of social atmosphere in the classroom and low-grade anxiety are relevant not merely in their relation to each other but also within a detailed model of the levels of anxiety of the Bangladeshi students.

2.3.3 Language Anxiety and Exam Weight

The education system in Bangladeshi universities is overly bound to the anxiety of taking exams. Another key component was described by Horwitz et al. (1986) as test anxiety, being the fear of failing tests (or examination). Here, the students develop anxiety and stress in terms of tests such as exams, oral tests, and semester exams. English language high-stakes exams are a regular part of the education process in open colleges in Bangladesh, which creates severe feelings of anxiety. English at instance in GCSE examinations and core level curriculum-based English. According to the technique of Horwitz, test anxiety is a sort of execution anxiety created by a fear that adverse consequences will occur. Indeed, a group of Bangladeshi student's report having anxiety about spending excessive time in their English exams, which makes the section of their brains that

controls impulses close, in the fear that they will do worse or forget what they are expected to write.

This is strongly supported by Al Mamun's (2021) investigation, which identified a distinct component under "test nervousness" in the overall anxiety profile of students. It is not the nature of exams that poses the danger, but rather the external implications of the exams (grades, future). It is significant to remember that English tests in the local environment frequently focus on writing and grammar correctness; as a result, students may feel more anxious when they lack confidence in these areas. However, most importantly, anxiety of expectations. This is a significant reason for language nervousness, making youngsters uncomfortable with examinations and clumsy in any exam based on classroom exercises.

2.3.4 Problems with low self-esteem and confidence

Students' self-perception as English language learners is a less obvious but crucial source of language anxiety. Most Bangladeshi students have a track record of being poorly exposed to communicative English when they begin college; as a result, they often feel insufficient in their phonetics, or they do not feel confident speaking English. Rashid (2020) listed "low self-esteem" as one of nine main anxiety-inducing characteristics for Bangladeshi EFL students. In fact, learners who doubt their ability to speak a dialect often feel anxious when a real conversation or test situation arises. Their predicted uneasiness is associated with the assumption that "my English is destitute; others will judge me"; this self-fulfilling thinking hinders performance. In essence, Sultana (2018) observed that students' unfavorable self-evaluations of their dialect skills can cause anxiety.

2.3.5 Other related factors

Besides the original sources, the article provides a few other reasons why English is not continuously used in Bangladesh's educational system. Students who perceive themselves as weak in English, for example, could over-monitor their speech in an effort to avoid errors; ironically, this, in a sense, makes them more uneasy and hinders familiarity. Put another way, nervous understudies frequently became preoccupied with avoiding mistakes, which made them talk slowly or not at all and heightened their desire for certainty. Analysts have also connected mood and general self-esteem to linguistic anxiety. Further assert that there is a direct relationship between high and low anxiety and low self-esteem, implying that low self-esteem is directly correlated to increased feelings of discomfort in talking a language. (Cheng et al.1999) This internal source of anxiety, which is rooted in self-doubt, is unavoidable for Bangladeshi students, many of whom feel that English is "difficult" for them or are afflicted by it because of past struggles. It highlights that the goal of treating dialectic anxiety is to increase people's self-confidence rather than to concentrate on outside variables like classmates. The attitude towards English instruction by students, as well as the experience that they have had in earlier learning, are two variables that can have a significant influence on the students' learning results. For example, according to Scovel (cited in Sultana 2018), discomfort could result from feeling isolated from one's own culture or from fearing that one will become lost in the target culture. Some researchers point out that "culture shock" or character struggles can result from learning a distant accent.

According to Al Mamun (2021), a "negative demeanor towards class" in and of itself may be a source of unease. This refers to students who have developed a dislike or disinterest in English classes (perhaps as a result of poor teaching methods or recurrent disappointment), which makes them uncomfortable whenever they are in an English classroom. There is another factor of anxiety, which is social and identity-related. Indeed, Bangladeshi students experience specific anguish with

aspects of Western social substance in English resources, which may subtly raise their uneasiness. However, this may be more important for long-term flooding in a remote culture. Lastly, elements of the classroom environment (apart from peers and the instructor, which we look at later) may be involved. Considering the outside, Bangladesh has discovered that elements like classroom structure, gathering methods, and customs might affect students' levels of discomfort (e.g., Palacios, 1998). Open institutions in Bangladesh frequently have large class sizes and packed classrooms, which may exacerbate the fear of speaking up (an understudy may feel more nervous speaking English in front of a large address corridor of 80 peers than in a small group of 5). It is clear that English dialect proficiency at Bangladeshi universities results from a confluence of situational, interpersonal, and individual factors, even though neighborhood research is still exposing these nuances. Energies of speech in English, assessment (by peers or educators), and self-perceptions by the individual are the most remarkable stimuli that are consistently found through time.

2.4 English-related anxiety impact on psychological and academic

Learners who are uncomfortable with language experience major mental effects that translate into significant academic outcomes. Anxiety is essentially a condition of distress at the mental level. Tense students typically experience high amounts of anxiety, panic, and uneasiness when they make mistakes in the dialect when studying English. This has the potential to erode their general sense of assurance and mental health over time. In addition to fear and disappointment, extremely tense University students often develop a mental block or a bad attitude toward English. Analysts have warned that persistent discomfort with the outside dialect can, in fact, cause general discomfort or affect a student's character and self-esteem (for example, perceiving oneself as "hopeless in English"). These 'underperforming' students express discomfort in class, with

problems including sweating, trembling, and lack of concentration. Helplessness and hyper-vigilance are how people who are uneasy are often characterized (Spielberg, as cited in Horwitz et al., 1986), always anticipating something to go wrong. A student who struggles with English in class may constantly fear being asked by the teacher or be very afraid of an approaching English examination, leading to a vicious circle that affects their concentration.

The fear of a dialect may act as a hindrance to academic learning, especially in courses dealing with dialects. PDAs have a specific influence on the acquisition and activation of underutilized dialect skills, as studies show that distant dialect anxiety influences both learning and use of dialect skills. On edge, students tend to talk incoherently and sporadically, and consequently, learn less than they are supposed to. This can be seen in Bangladesh, where these uncomfortable students engage less in the discussion in the classes and are mostly silent, even when they have useful ideas. They are afraid of scrutiny or disgrace, and this inhibits them from acting, which consequently leads to exposure to nothing and no development. Students who experience more anxiety appear to make fewer gains in their conversational abilities than their less anxious peers. You may fail in exams if you suffer from anxiety, as it affects memory and focus while studying, leading to poor marks.” Despite their actual abilities, anxious students at Bangladeshi colleges are particularly vulnerable to falling behind in English requirements.

It is not clear how achievement and anxiety are correlated. Although there can be some other factors involved, anxiety appears to negatively affect academic performance. Excessive anxiety among students makes them perform poorly. Some students may benefit from direct anxiety, but many in Bangladesh have waning anxiety, which may cause them to give up on their academic pursuits. According to Sultana (2018), students who are paralyzed by their fear of English may rely on memorization instead of dynamic learning, miss classes, or avoid doing errands. In an

environment where uneasiness is typically high, it is rare for a few motivated students to use it as motivation to push themselves harder.

2.5 Influence of teacher and curriculum implementation on Language anxiety

The presence of instructors and the manner in which the English curriculum is applied can significantly impact the anxiety levels of students. The nature of teacher behaviors, attitudes, and teaching practices in the classroom can either reduce or increase language anxiety. A teacher who fosters a friendly atmosphere can significantly reduce learners' fears, whereas a harsh or inconsiderate teacher can increase students' anxiety.

Essentially, teachers determine the emotional coloring in the classroom. Students feel free to make mistakes in English without fear of mockery and punishment when teachers are warm, patient, and encouraging. As Sultana (2018) emphasized, one of the most significant factors related to a decrease in anxiety is the support that teachers offer. She mentioned in her studies that their English teachers were really helpful and understanding, and she felt less nervous and was more relaxed in the classroom.

Contrarily, instructor behaviors may also be the single greatest cause of anxiety if they are not mindful. According to Monira (2025), the behavior of teachers, students, and instructors seemed to make many participants of one study anxious.

To illustrate this, when a teacher is in the habit of bluntly pointing out mistakes, interrupting students, or intimidating them, students will quickly become afraid to engage. Sadly, traditional teacher-oriented approaches (teachers control most of the talk time and tend to correct mistakes publicly) are still prevalent in most public universities in Bangladesh, making them a natural way to instill anxiety.

In addition, teacher knowledge or lack of it regarding anxiety among students is also a factor. Yet, they are not aware that it is based on anxiety. A teacher in a Bangladeshi setting can easily assume that a quiet student is not ready or is lazy, yet that particular student may be nervous and needs motivation. This shows how teaching education is vital in detecting the symptoms of language anxiety and reacting in a supportive way. The teacher-student relationship should be positive; once students feel respected and trusted by their teacher, their anxiety level will decrease. Rashid et al. (2020) emphasized that this approach enables teachers to actively engage students, as it is easier to encourage participation despite their fears when students are confident in their teacher and have a positive rapport. A smile, talking to them in a positive voice, learning their names, and sympathizing with struggling students in the real world can do wonders in the classroom to help one reduce anxiety. On the other hand, when teachers are too strict, sarcastic, or prefer only the best students, it could create a tense environment. Therefore, it is in fact teachers who are on the front line in either worsening or alleviating language anxiety.

Students at private universities in Bangladesh are slightly more familiar with English than those at public universities, and notably, those at the lower level, where students are more frequently constrained. Despite the fact that they are still somewhat awkward when speaking English at private Universities, students there still experience some uneasiness, according to a study conducted by Yasmin et al. (2024). It appears that at least a few Bangladeshi students have English language anxiety, especially in the classroom.

Student anxiety is also greatly influenced by the curriculum and its implementation. The English curriculum in Bangladesh has also been reformed (through Communicative Language Teaching, CLT) to enhance proficiency at the university level. But these curricula are difficult to implement,

and improper implementation will also be a cause of anxiety. According to Ali and Walker (2014), although policy efforts are made to enhance the quality of the teaching of English, the results have been poor, in part because of the mismatch between the principles of the curriculum and the realities of the classroom.

A problem is that curricula tend to focus on interactive learning and communication, but when instructors are not trained or classes have too many students, they will revert to lecture and translation practices. Such a mismatch may confuse and agitate students. For instance, a curriculum may require students to give presentations or discuss topics in English. However, if a teacher misses these sessions due to time constraints or exam preparation, students miss out on this practice and continue to be afraid of speaking. Moreover, a curriculum that emphasizes exams and grammar (which was more of an older system) may increase anxiety. When students are aware that their final exam is a written test that punishes any errors made, then they can be more fearful about getting things right than getting things across. Several authors have suggested curriculum changes to explicitly deal with anxiety. One of the recommendations is to incorporate anxiety-coping skills and awareness in language courses. To illustrate, Rashid et al. (2020) suggest incorporating character education or socio-emotional learning elements into the curriculum to educate students on how to help one another and avoid mocking classmates, thereby making them less vulnerable to peer pressure in school. Such curriculum material can involve exercises that develop compassion and cooperation, and the school climate can be transformed to one where mistakes are not as harshly judged.

The other curriculum factor is the pacing and content difficulty. When the syllabus is excessively challenging (e.g., very difficult texts are presented or a near-native level of fluency is expected), students may become overwhelmed, which is a source of anxiety. There is also the issue of

language of instruction: whereas English is the medium in the state universities, the enforcement of this policy is either liberalized or not. Curriculum directions may offer ways to strike a balance between these issues. When teachers adhere to a student-centered curriculum, group work, interactive work, and ongoing assessment as opposed to one-time high-stakes testing, students are likely to report feeling less stressed and more involved. Regrettably, when the curriculum is not implemented effectively (due to high classroom sizes, exam stress, and resource scarcity), the classroom tends to adopt a lecture-and-test format, which can increase anxiety. The positive results of the teacher behavior and the teaching strategy might lead to instant changes in student anxiety, as one study briefly remarked. Therefore, educating teachers in anxiety-reducing pedagogies and ensuring that curricular reforms are effectively implemented in the classroom can play a significant role in the higher education system of Bangladesh.

2.6 Defined techniques to reduce anxiety in the classroom

The article brings out the importance of the instructors in alleviating anxiety among the students, particularly in the acquisition of English using directed modules and instructor-led activities. Although thorough education might make students more anxious, competent teachers who create an inviting climate can reduce students' fear of making mistakes. Considering a teacher's common mindset, it affects how comfortable students are speaking English. University Students are more inclined to commit to their studies without fear of rejection when their teachers are kind and supportive. Conversely, negative knowledge, e.g., limited contribution or even a shocking proximity, may cause students to be nervous about participating.

In Bangladesh, an unsociable student could be perceived as not interested, despite the fact that he or she may be nervous and could be in need of encouragement. This underscores the importance of teaching the language anxiety symptoms to the population.

University students' anxiety is affected by the educational modules and their implementation. Ali and Walker (2014) noted that despite efforts to improve English instruction, results have been poor, frequently as a result of confusion between the goals of instructional modules and classroom practices. Despite the reality that the guidelines unit's energy interaction, conventional teaching methods may result from enormous lesson sizes and the requirement for the teacher's organization. A few propose changing the course substance to particularly target uneasiness, such as joining empathy-building exercises, group work, and personalized learning advancement to cultivate a steadier learning environment (Mamun, 2021)

The information includes a discussion of the most important program elements, including the mishandling of medication and pacing. University-level Students may become overwhelmed and more on edge as a result of a demanding curriculum. Great educational programs should be progressively more challenging so that students can develop and build confidence. Although English is used extensively in open institutions, the requirements are different. In Bangladesh, public students are exceptionally stressed about speaking English, which has driven examiners and instructors to propose strategies for easing this anxiety in the classroom. It is fundamental to establish a learning environment that is peaceful and safe. One of such productive ways is developing a non-stressful atmosphere in which mistakes become wonderful learning opportunities. Students should be encouraged by teachers to develop their English writing and speaking skills, even in the face of negative feedback. Redirecting the thoughts of students who struggle to focus in the presence of fear into something positive, such as joy, through simple

exercises like role-playing and entertainment, may help them take steps to advance their talking skills, as suggested by Yasmin et al. (2024).

Students in the public universities also tend to feel underestimated, but as they have positive experiences, their confidence gets a boost constantly (Yasmin,2024). Working in little bunches or sets is less threatening, and numerous instructors in Bangladesh have found that students benefit from practicing in sets for a brief period of time, sometimes recently sharing their work with the entire course. It is too significant to develop an effective classroom atmosphere, such as the peer mentoring programs in which some students assist others in case they are not as familiar with the material.

Instructors can viably help students by being prompt and giving positive support. A child's self-esteem may be raised by basic acts of benevolence or support. According to Rashid et al. (2020), instructors ought to be pleasing and adaptable in order to make students feel at ease. A critical teacher may give a student time to contemplate or even elicit them in case they are struggling. Besides, students may also benefit by learning how to accept and adapt to unease, e.g., and dealing with positive self-talk or relaxation processes. Provided that they are taught to consider distress as energy or a challenge, they can improve their adaptation to challenging situations. In Bangladesh, some teachers have assisted students to become better in English through storytelling and casual discussion.

2.7 Conclusion

This is an overview of the problems which affect the Bangladeshi Public University Students using the English language with emphasis on the main factors, which include open communication, test anxiety, fear of negative response and low self-perception. This distress can put a lot of pressure on students, which diminishes their learning and has a negative effect on their scholarly performance, leading to decreased motivation and achievement. Not all sorts of public universities involve a huge level of anxiety that arises from their environment and childhood. The part of education and instructional modules is basic; while unhelpful approaches can make anxiety worse, and successful education can offer assistance to ease it.

To execute these procedures, which require instructor preparation and changes to instructional courses to meet students' high expectations for learning targets, both instructors and teachers must be committed. Since graduates in Bangladesh must be capable in English, addressing language anxiety is vital for upgrading the quality of higher education.

Chapter-3 Research Methodology

This chapter explains the methodology of research to identify the student's feedback and experience on English language anxiety in the learning process in a language classroom. This chapter incorporates the participants and setting of research, design of research, nature of research, research instrument for data collection and analyzing method.

3.1 Sampling

A sample is the group of participants the researcher examines to determine the result of any particular study (Dörnyei, 2007, p.96). The sample for this study consists of 5 undergraduate students drawn from public universities in Bangladesh. The Students are divided based on their different grades of public universities in Bangladesh. In the sampling process, a purposive sampling strategy will be used for selecting participants. The participants are chosen based on specific criteria. Each student is from a public university, and they have experienced anxiety while learning or speaking English in academic or social settings. In the sampling process, students were selected from different categories of public universities, some are national, some of them are fully public to compare and contrast anxiety levels based on their institutional values. Though the sample was small and context-specific, purposive sampling ensures the conclusion of participants' experiences, which offer detailed insight into the research questions (Dörnyei, 2007).

Institution	Different categories of Institution	Number of students
University A	(Dhaka University)	1
University B	(Bangladesh Agriculture University)	1
University C	(Bangladesh University Of Professionals)	1
University D	(Eden Mohila Collage)	1
University E	(Azizul Haque collage)	1

3.2 Nature of the Research

The study utilized an interpretive qualitative exploratory research design to examine English language anxiety among undergraduate learners in one of the government universities. Qualitative research describes the opinions, experiences, and feelings of the participants in a subjective form (Dörnyei, p. 38). Qualitative research is grounded in understanding phenomena through participants' perspectives and it is a subjective experience. It's been explained that qualitative inquiry strives to capture participants' subjective opinions, experiences, and feelings. The goal of qualitative inquiry is the perspective and contextual richness of an insider as opposed to generalization (pp. 38-40).

In qualitative studies, the researcher does not predefine hypotheses but attempts to understand the issue holistically (Dörnyei, 2007, p.39). A qualitative data collection approach is appropriate because the primary objective was to gather rich, descriptive insight into students' thoughts, emotions, and experience of how English language anxiety affects their academics and careers. Qualitative research seeks a viewpoint and context of a participant as opposed to generalization (pp. 38-40). Instead of generating numerical data, I selected this method because it allowed me to

interpret the meanings that students attach to their struggles with a foreign language, particularly in an academic context.

3.3 Research Design

The design of this research encompasses several steps, including data collection and analysis, with other research instruments detailed in the sub-sections.

3.3.1 Research Instrument

The primary research instrument will be semi-structured interview questions, as interviews are one of the most widely used qualitative tools in applied linguistics (p. 134). The semi-structured interview method will ensure the researcher maintains a consistent framework across interviews while providing enough flexibility to explore the topic in depth based on the participants' responses (Dornyei, pp. 136–137). The questionnaire will be open-ended because Open-ended questions allow participants to express themselves freely (p. 135). It will cover main themes, such as classroom experiences that occasion language anxiety, emotional and physical responses, causes, coping methods, perceived impacts on academic performance and long-term impacts.

Each interview began with background questions that would help the participants feel at ease, and then gradually moved into specific questions that would be fixed for this research. The interview will use follow-up questions to encourage, elaborate, and clarify responses from the participants. Participants will be given the choice of speaking in Bangla or English, depending on which language makes them feel comfortable speaking. The bilingual flexibility will be important for ensuring that participants can fully express themselves without any language barrier during the interview.

3.3.2 Data collection

The data collection process starts with ethical approval, and each participant will sign a digital consent form outlining the study's purpose, procedure, and their rights. The researcher will ensure participant anonymity and inform them that they can withdraw at any time. Interviews will be arranged at mutually convenient times, prioritizing participants' comfort. Depending on participants' accessibility, some interviews will be conducted in person and some through online platforms. Each session will last approximately 20-25 minutes and will be conducted either in a private room on campus, in a restaurant, or via a secure video platform. The interview will be audio recorded with the participant's consent, and detailed notes will be taken during the session to later analyse the contextual observations. Before each session, the participants will be reminded that their responses are confidential and they can skip any question that makes them uncomfortable.

As all interviews will be recorded, the audio file will be transcribed verbatim. The interview will be transcribed and then translated into English for better understanding. Transcription is essential because qualitative analysis depends on textual data (p. 246). Throughout the interview, the researcher will maintain a reflection journal to document the researcher's thoughts, decisions, and potential biases.

3.3.3 Ethical consideration

According to Dornyei, Ethical guidelines stress informed consent, confidentiality, voluntary participation, and the right to withdraw (pp. 64–65). In the research, anonymity and confidentiality are ethically considered in order to protect participants' rights. The interviewees were given a consent form to read and sign before starting the interview. The participants already know that their participation in this study was voluntary. The participants' names were anonymous, and I, the

researcher, can use the raw data for my study only. They are aware that the interview will be recorded, and I will have access to the only copy, which I can use for research purposes.

3.3.4 Data Analysis Procedure

After collecting data, as the research is based on interview questions to identify students' anxiety level, the data will be analyzed by using thematic analysis to identify common patterns and ideas about English language anxiety. The process focused on finding repeated words, experiences and opinions from various participants. Based on data collected from public university students across different grade levels, I will compare the findings to determine if students in different categories experience varying levels of language anxiety. All the interviews will be transcribed verbally to provide textual data for thematic analysis. After reviewing the transcription multiple times, I will identify key statements, group them by similar ideas, and categorize them into main themes based on the three research questions. Qualitative data analysis is interpretive and iterative, moving back and forth between data and emerging themes (pp. 242–243). The three main themes for the analysis focus on 1. Cause of English language anxiety, 2. Teachers and curriculum's role in Anxiety and 3. Way to decrease Anxiety.

3.4 Obstacle Encounter

The research relies on self-reported data from interviews, and the participants might not always recall events accurately or overstate their anxiety levels. There is a risk that students could hesitate to criticize their teachers or admit anxiety due to fear of judgment.

Chapter 4: Findings and Analysis

The qualitative analysis by the researcher, which collected interview data, revealed three broad thematic dimensions of English language anxiety among Bangladeshi public university students, aligning with the research question of this study. Within each theme, several sub-themes were identified and discussed by linking theories from different participants' perspectives. The findings based on student interviews and students' perspectives on teacher and curriculum roles revealed a series of recurring issues related to the research topic and feedback in overcoming the language anxiety-related problems.

4.1 Reasons for Language Anxiety

Throughout the interview, public university students consistently attributed their language anxiety to some overlapping domains that were identified by analyzing the data. Based on their university category, the majority of the universities offer one English language-related course. One of the public universities does not offer any courses related to the English language.

4.1.1 Fear of error

Participants consistently reported that oral communication difficulties were the primary cause of their anxiety. Most students fear making mistakes, particularly in grammar and pronunciation, and claim that they hesitate or freeze when required to speak, as speaking incorrectly worries them. One of the participants in the interview explained, “The biggest reason for my fear is grammar and pronunciation. I feel this is when a teacher suddenly asked me a question.” Similarly, another student explained that the main source of stress was that she would deliver something

grammatically incorrect or a pronunciation mistake. They also illustrate that fear of making mistakes in front of classmates is a cause of triggering anxiety.

One of the students mentioned, “Speaking in front of the class makes me the most nervous. Reading aloud is also stressful because I’m scared of pronouncing words wrong.” This can reveal the fear of making errors in public speaking due to peer pressure and judgment. They also shared that even if they are well prepared, a teacher’s encouragement is not enough. Students often link this fear to perfectionism. For example, one participant admitted the “biggest reason” for fear is “Pronunciation and grammar without a doubt. I detect this the most when the teacher suddenly asks a question and I have to answer it in English.” The fear of losing face with classmates or teachers can be a significant confidence breaker. One interviewee says that “She knows the answer, but she can’t say it immediately because of nervousness,” which undermines her confidence. The courses are designed in a way that does not help students recover from their mistakes; instead, they only cause fear and anxiety.

4.1.2 Lack of oral practice and exposure

One of the major issues that is identified by the data analysis is that the students mention anxiety in public speaking. The main reason behind this anxiety is limited prior practice and exposure to the language. As English is a second language for Bangladeshi people, their exposure to this language is less in their early childhood education. One of the participants from a public university pointed out that the lack of oral practice in their classroom in spoken English is one of the reasons for anxiety. “In my school and college days, our teacher emphasized grammar and writing for exams, so I practiced that a lot. However, during my university days, there was only one course designated for English learners, which lacked sufficient exposure to oral practice, such as attending a presentation for the first time without prior practice sessions or demos. This indicates a lack of

speaking practice, particularly for Bangla-medium students, which contributes to feelings of unpreparedness.

Also, the participants view that not being “forced to speak” in contrast with the peers at private universities made them less confident and more anxious. As one student noted, private university peers “Always keep their tactics in an English environment. They may encourage them or design courses based on coping up with anxiety. We don’t focus on this in our university.” At last, most participants attributed their anxiety to a lack of oral practice and an environment that does not routinely demand English language use.

4.1.3 Bangla-Medium background

A common theme identified by the data is the presence of students from Bangla-medium schooling. One participant bluntly stated that “most of us come from a Bangla medium background. Private university students usually come from an English medium background, so they have more knowledge about English.” This statement is elaborated by explaining how they are suffering or differentiated by these different backgrounds. The students, repeatedly referencing their Bangla medium background, emphasizes that Bangla medium students are falling short of international educational standards. Students often compared themselves to those at English-medium and private universities, perceiving them as more confident and fluent in English.

Later, the participant also mentioned that “Private university students mostly come from an English medium background, so they feel confident in all four modules.” The state's frustration and lack of confidence led to biased thinking, which in turn influenced their portrayal of the situation. This perception of inferiority intensifies their anxiety, particularly in mixed settings where students come from different linguistic backgrounds.

4.1.4 Evaluate and test fears

The data collection process, another significant sub-theme that was identified from the interview, was evaluating and testing fear, which was consistently identified as a core aspect of English language anxiety. Formal assessments like class tests, presentations, or examinations were described as a high-pressure situation to intensify nervousness, but in an informal classroom interaction, group discussion can ease their anxiety in learning and understanding the language better.

One student recounted that she often tried to skip English presentations because the anxiety became overwhelming. “Normally I skipped presentations of the specific English course because of nervousness”. Another student said that even when she prepared extensively, she had the fear of making mistakes in front of the teacher. With a lot of practice, participants can evaluate the task better. Students also linked evaluation fears to their future goals. The participants explained that the English language is prioritized in the job recruitment and interview process by taking oral exams: “Even when I go for a job interview or applying for a job, I need all four skills of English language.” Here text testing anxiety was not limited to the classroom but extended to professional evaluations of students fearing that their weakness in English would reduce their chances of employment. The narrative suggests that evaluating and testing fear are not simply about grades but about the validation of a student.

4.2 Comparison between different public universities

The other most significant observation that came out of the interviews was the disparity of learning opportunities for the English language in the various categories of the public universities. The data show a definite hierarchy, as students in the top tier universities were more exposed and

institutionally supported in the English language learning process than students in some institutions because curriculum differences lack those qualities which all over drop their reputation. According to the collected data from interviews, students at Dhaka University,, stated that they were given at least 2 basic courses in the English language. Though these courses were small in scale, they gave students the structured time to study academic English and feel confident. Students at these Universities shared that even though they still felt anxiety in speaking and presentation, they had more courses that exposed them to English in a more systematic way compared to those at other universities.

Students of Bangladesh Agricultural University (BAU) and Bangladesh University of Professionals (BUP), both reported that they generally had only one basic course in English. This one course was not adequate to cater to the different needs of the students, many of them having attended Bangla medium schools. Some respondents said that due to this exposure, their practice of spoken English was limited, and they still felt nervous when speaking in the classroom or delivering a presentation. They also experienced more anxiety than the other institution students because they did not have as many opportunities to develop confidence by repeating coursework. This was even more the case in national universities like Eden Mohila College and Azizul Haque College. Interview data indicated that in such institutions, the provision of English courses was not always consistent and, on some occasions, was not provided at all, depending on department and curriculum variation. This discrepancy left a lot of students with no formal training in the English language at the undergraduate level. According to one of the participants, there are no advanced English courses in our university, and therefore, I have anxiety. I have less practice.” Failure to provide systematic English education at different categories made this group of students highly disadvantaged compared to their counterparts in universities with higher reputation. In the

absence of institutional support, the students of these universities were left to their own devices, or informal practice, which, in most cases, did not offer the structured feedback that the building of confidence required.

On balance, the analysis shows that the categories of universities have a direct impact on the access of students to English learning opportunities. Universities like “Dhaka University” and “Bangladesh university of professionals” do offer at least a minimum base by offering several courses that expose students slightly more to academic English. Other universities that have a single mandatory course in English have fewer opportunities to practice long-term. Lastly, The public universities, which do not offer or only inconsistently offer English courses, provide students with the least support. This institutional inequality is one of the factors that lead to different degrees of language anxiety among institutions. University students indicated a slightly higher level of preparation because of their institutional background, and universities with different curriculum practices and not well known said that they felt disadvantaged, not only in resources but also in opportunities to enhance their English.

4.3 Teacher and Curriculum Practices

Interviewees were very clear on the role played by teachers' practices and the curriculum in the development of anxiety. The main sub-themes are: the instructional style of teachers, teacher attitudes and teacher feedback, supportive teaching practices, and curriculum constraints.

4.3.1 Lecture and interaction:

Most students said that the English classes were mainly lecture style with little interactive speaking. The lecture was mostly conducted in Bangla, but the other aspect of the curriculum

follows English language use, which creates more anxiety all of a sudden for the students to cope with, because in class, there is no scope for learning this language. A student has noted “most teachers read a lot and tell students to read or present. There are also those that promote discussions, although not everyone”. This single directional focus ensured that learners experienced limited opportunities to talk in a relaxed manner. Weaknesses identified included the absence of group work or guided practice, which students found frustrating; they believed that more dialogue-based courses could help them alleviate anxiety.

4.3.2 Teacher feedback and attitudes:

Respondents pointed out that there were teachers who were accommodating and modified their language, and there were those teachers who were demanding. Indicatively, one student remarked that some teachers know our fear; therefore, they attempt to talk in simple English. However, one of the participants said “some teachers would want all of us to speak fluent English, and this makes us even more anxious”. Students were even more pressured when the teachers expected them to answer the questions correctly. Furthermore, teachers correcting the learners publicly was also described many times as being detrimental: “When a teacher corrects our mistakes in front of the entire classroom, it makes us more nervous, which only makes us more anxious”. However, those teachers who provided personal feedback or did not humiliate students were positively perceived.

4.3.3 Supportive practices:

Some of the participants commended teachers who constructed confidence. One of the students remembered an instructor who was caring:

I had a teacher who used to encourage us to talk in English. “She always said that we could do wrong things, but we had to make the attempt. Nor were we nervous because another teacher lectured in English-Bangla and spoke fluently”. By giving a mixture of Bengali and English

explanations and reassurances to the students, these teachers managed to create a more relaxed environment. Strict or impatient teachers, by contrast, that is, those who criticized harshly, were reported to increase anxiety.

4.3.4 Limits of curriculum and course content:

The structural problems were also mentioned by students. Some reported that there were quite a few English courses and practice in their universities. One student had a grievance that “in our university, there are no advanced English courses. So, I have anxiety. I am less experienced”. Since most of them attended non-English-speaking schools, they believed that no one at their university had ever heard of the importance of not needing English, and so they were barely exposed to it. It was observed that the combination of an exam-focused, grammar-heavy curriculum (listed above) and barely any speaking practice in the classroom was viewed as a curricular weakness that contributed to anxiety.

Overall, the learners concluded that the behavior of teachers and the curriculum could alleviate or increase anxiety. Instructional styles that were found to be anxiety-reducing included supportive instructional practices like simple language use, mixed-language teaching, group activities, lecture-only classes, unrealistic fluency goals and expectations, the use of public shaming, and limited course availability.

4.4 Strategies to reduce anxiety

Numerous ideas of how to reduce anxiety were presented by the participants and were summarized as the following measures.

4.4.1 Practice and familiarity:

Students stressed that fear can be minimized by practicing more and preparing to speak. In particular, one student said that she drilled before a test, “which made her a bit less anxious about giving a presentation”. Some other responses were that a “lot of practice, talking with friends and family, a good environment, and positive teachers made her feel safer with English.” According to these remarks, confidence is built through repeated exposure and through practicing in low-stakes environments.

4.4.2 Group and participatory activities:

Most of the respondents were less intimidated by group-based work as compared to speaking individually. “They observed that group discussions, pair work and role plays enable the students to speak in smaller group or rehearsed situations and they find it less stressful compared to speaking in front of the entire class”. One of the students in particular mentioned that “role-play and group discussions are useful, as they are not considered stressful as when speaking in an individual manner”. These kinds of activities were generally advocated because they helped to alleviate performance stress through the sharing of attention among peers.

4.4.3 Friendly atmosphere and teacher disposition:

One of the recommendations that were often given was that the teachers needed to create a friendly but not judgmental environment. Students suggested that teachers should be tolerant, not publicly mocked, and they should see an error as a way to learn. As one interviewee put it, “Teachers are advised to be tolerant of students. The learners should not be ashamed of making mistakes but they should be motivated and provided with good ideas on how to do it better”.

This guidance is indicative of empathetic feedback, such as lauding the involvement and ensuring corrections and errors are addressed graciously instead of in an authoritative manner. Similarly,

the reduced size of classes and individual work were suggested as beneficial to allow timid students to express themselves more comfortably without fear. The native language as a scaffold. Some students also remarked that strategic teacher use of Bangla can facilitate understanding as well as alleviate anxiety. An example of such is that “one commented that at the outset of the lessons when the teachers blend both Bangla and English, it is easier to follow the lesson”. Teachers can explain things first in Bangla or in code-switching so that the students are not placed on the spot right in the beginning in English.

In general, students trust that anxiety can be reduced through active and communicative teaching methods and support. The methods that they suggested - speaking more (in and out of class), group work, teacher patience, and reasonable use of English language all directly address the factors that lead to the stress that they mentioned earlier.

Chapter-5 Discussion

In this chapter, the results in Chapter 4 discusses the findings and applies the findings to theoretical frameworks in SLA, namely Krashen's Affective Filter Hypothesis and Young's low-anxiety classroom stance framework. The chapter is segmented into the three principal research questions of the study. First, it looks to examine the major causes of English anxiety in students of public university. Second, it investigates how teachers' behaviors and curriculum practices contribute to that anxiety. Lastly, it offers empirical recommendations that may prevent anxiety in class. To bring both together,

5.1 In response to the research question 1

The first research question is based on the factors which are contributing to reducing English language anxiety and the contributing factors are collected from the data from the students connecting it with some theories. It is found that students of Bangladeshi public universities feel anxious due to the fear of not being right, having little or no oral practice and being tested. The majority of interviewees mentioned that they were anxious when requested to speak in English, particularly in the presence of their classmates or teachers. The students were very afraid of being laughed at or being judged by others due to the use of wrong grammar or pronunciation, and hence were silent in the classroom, even in situations when they were sure of the answers. This separate complex encompasses such items as apprehension of communication, anxiety about tests, anxiety about negative evaluation. The fear of committing grammar/pronunciation mistakes talked in the collected data is explicitly transferred to the concept of fear of negative assessment (the concern that one will be judged negatively by his or her peers or teachers). The fear of communication several interviewees mentioned on multiple occasions how they felt nervous upon the thought of

having to talk before an audience and feel like blanking out, which is the manifestation of reticence and self-shyness in communicative contexts. This comment given by one student “I am worried about grammar or pronunciation errors, and I feel anxious sometimes” is an example of self-perceptions of learners who can be threatened by the possibility of talking in a foreign language.

The students compared the relative difficulty in understanding their first language (Bangla) with the fear of being able to express themselves in English. To mention a few, one participant observed that making an attempt to convey meaning in English left her self-concept more constrained. Practically speaking, the results indicate that the anxiety that the interviewees experience is language-specific; it is not the test anxiety, but the anxiety that is actually caused by the necessity to speak English during the class. In his study (Mamun, 2021) of tertiary students in Bangladesh, found six primary sources of anxiety such as speaking anxiety, anxiety of negative evaluation, and test anxiety. Our students also mentioned their greatest fears as committing errors and being called upon without prior warning, which fit into those categories.

This data also showed that educational background and institutional differences have a decisive role in determining the anxiety of students. The students of the Bangla-speaking schools were more pressured as they were less exposed to English-speaking environments. They contrasted themselves with students in English-medium or university-based private schools and perceived themselves as weaker and this made them less confident. Bangladeshi-speaking environments experience greater anxiety because of a lack of exposure, self-doubts, and peer comparison.

The other important concern is the distinction of the universities in terms of their grade level. The first-grade public university students reported reduced anxiety in their English classes, which were more organized and provided them with more practice time. Second- and third-grade university

pupils, on the contrary, indicated having very little or no formal training in speaking English, and that they were not ready. Such an imbalance in course provision is directly proportional to the level of comfort and confidence among students in using the English language. These results are consistent with Das (2020), who demonstrated that the lack of exposure and inappropriate curriculum design contribute to the growth of English language anxiety in the state institutions of higher education.

Based on the remarks made by the students, the nature of the evaluation systems in universities is unfair, as they place much emphasis on grades and accuracy rather than communication, which discourages independent students from speaking freely.

Summing up, the anxiety about English language in the students of the public university is predetermined by a complex of facts that lead to each other: the fear of error making, the absence of oral practice, social comparison, the inadequate institutional support, and the excessive test pressure. Through the findings that language learning anxiety is not only psychological but also connected with educational disparity and the method of teaching.

In response to the research question, The Affective Filter hypothesis of Krashen (1982) suggests that emotional factors (including anxiety, motivation, and self-confidence) can serve as a kind of filter that both hinders and triggers language acquisition. According to him, high affective filter learners (because of negative attitudes or high anxiety) even in the case they get the message, the input will not get into the part of the brain that receives language and will not be learnt.

On the other hand, a low filter lets the input strike deeper into the language system.

We find that the students of Bangladeshi public universities tend to work on a raised affective filter in their English classes. The fact that they report anxiety themselves decreases intention to engage and probably constrains the volume of input. The example of the student who claimed that she tends to blank when the time to speak comes is actually closing her filter although she might have answered the question correctly in theory, anxiety is inhibiting her. The fear of speech is increasing the filter and does not allow processing of English input optimally, as Krashen would put it. This explanation is also relevant to what the students have said about comprehension: a few students have said that they have problems understanding English lectures at an entire speed. The reason why they may hear English but the English does not translate to learning or fluent use would be partly due to the high filter (anxiety).

Krashen (1982) goes further to propose that affective variables are to be addressed in teaching: it is the goal of the teacher to ensure that the filter remains low, thus allowing the acquirer to be more receptive to the input. The idea is thus perfectly consistent with what the students suggest (Chapter 4) concerning supportive, low-stress classes. As an example, the establishment of a stress-free atmosphere by engaging in fun activities which can be applied to Bangladeshi learners is precisely the type of filter-reducing state that Krashen promotes.

Young (1991) also discussed language-anxious students and provided some practical advice on how teachers can make their classrooms low-anxiety environments. We cannot think of what she said in detail and quote her here, but what several of our participants went through reflects much of what she said. Here is an example of the things that Young recommended teachers should do to avoid creating a situation that isolates or humiliates students: create a comfort zone in the classroom and keep practices to a minimum. This sentiment was reflected by our students: they praised teachers who never laughed at errors and those who actually told them that they could

make mistakes, then they felt safer to make an attempt. The way one learner describes the experience of having a patient teacher who told them to keep trying: “improvement comes through practice, friendly conversations, and a supportive environment” is an illustration of how Young defined risk-taking as something to be encouraged without punishment. Cooperative activities and stepwise progression in the speaking tasks were also proposed by Young. This is what most interviewees suggested specifically, pair work, group discussions, and role-plays to gain some confidence prior to individual speaking. Students in a socially supportive environment can cope up with the anxiety they face. Furthermore, according to Young, teachers must not be focused on immediate correction of errors but rather reinforce communication. This guidance is directly reflected in the pleas of participants who want teachers not to embarrass students when they make a mistake

Overall, the student opinions and suggestions are quite in line with the suggestions of Young: the students implicitly demanded low-stress, positive-feedback, positive peer support, speaking practice in classrooms, which are exactly what Young (1991) prescripts.

5.2 In Response to research question 2

Together with theory and research, knowledge and results from the findings provide the following recommendations to teacher and curriculum policy to overcome the language anxiety for students and give them better learning of a language.

5.2.1 Training and practice in the classroom:

Instructors in Bangladeshi state universities need to be sensitized on the issue of language anxiety and they need to be trained on low-level anxiety strategies. An example of such a feedback approach that focuses on progress (e.g. praising effort) instead of errors would suit the needs of

students. Specifically, the interviews suggested patience, which encourages instructors who permit the use of code-switching and develop the confidence of students over time. Professional development programs might therefore incorporate modules such as on creating a comfort zone, integrating group and pair work and the strategic use of L1. These methods are theoretically informed (Young, 1991; Krashen, 1982) and consistent with the wishes of the Bangladeshi students to be supported pedagogically.

5.2.2 Curriculum design:

The curriculum must feature an increased focus on communicative competence. Our students said that the current courses are more oriented toward grammar/writing to pass exams, rather than speaking. Redesigning the course might include more speaking/listening, more conversation labs, and/or graded discussions or presentations. An example would be the use of bridging courses or introduction to spoken English among Bangla-medium students at the beginning of their programs. Considering the implication made by Mamun (2021), it is important to use specific classes to resolve low attitudes and skills deficit. It could also be established that, on a regular basis like introducing English clubs, language partner programs, low-stakes practice could be provided outside the regular curriculum.

5.2.3 Class size and setting:

Public university classes with large size can contribute to feelings of anxiety as they can make students feel anonymous and can lead to less interaction. Whenever possible, institutions should work to minimize student to teacher ratios or subdivide classes into discussion groups. Different seating and the ability to create mixed-ability groups would potentially assist learners in supporting each other. Both Das (2020) and Yasmin et al. (2024) mention that a less stressful or so-called congenial classroom atmosphere is required. The administrators may think about infrastructure

investment (e.g. language labs) and class schedules that provide opportunities to practice the activities without time constraints.

5.2.4 Language policy:

Education authorities at policy level may reconsider English's role in the curriculum. To take one example, the introduction of an English Foundation Course (as practiced in some universities) or mandating a given level of Spoken-English competency would guarantee that every student is provided with sufficient support. Policies to promote bilingual teaching - allowing some use of Bangla during English classes - would be able to recognize the needs of students and limit filter effects. In line with Chowdhury et al. (2024), policymakers must also take into account more sociocultural aspects: the attempts to boost student self-esteem and to make English the universal language of communication via media or campus activities may indirectly decrease anxiety.

5.2.5 Feedback systems:

Continuous measurement of student anxiety may be implemented. Here are a few examples of how this can be done: Incorporating the use of Horwitz Foreign Language Classroom Anxiety Scale (FLCAS) in course surveys could allow teachers to detect anxious students at an early stage. This could then be followed up with counseling/peer mentoring. This would conform to the concept of learner-centered pedagogy and would indicate institutional concern about the emotional needs of students.

Finally, the results indicate that the instructional practices and institutional policy should explicitly address the affective aspect of language acquisition in Bangladesh. Anxiety reduction is all about establishing the appropriate emotional climate in learning and not just about the enhancement of the English skills. This implies not only changes at the classroom level by greater speaking

practice, positive feedback, interactive pedagogy but changes at the higher level of improved language curricula, teacher training and campus culture. Both theory and interviewees had some strategies that can help the Bangladeshi public universities address the language anxiety of students, which may increase their participation, proficiency, and opportunities later in life.

5.3 In response to the research question 3

The third question is concerned with the strategies to use in the classroom to make students feel less anxious and more confident using the English language. The study established that teacher behavior and teaching style significantly contribute to the attainment of emotional comfort by students. According to students, they felt most confident when their teachers are friendly, patient, and encouraging, and least confident when their teacher was strict, sarcastic, and corrected him or her in front of the crowd. Teachers who supported the students and taught them both English and Bengali were welcomed since they felt their involvement and comprehension. This observation can be traced back to the Affective Filter Hypothesis (Krashen, 1982) where the author contends that the relaxed and positive classroom enhances the absorption of language by the learners.

The interactive and group work or activities, including pair work, group discussions, and role-plays, were also stressed by many participants. The activities lessen the pressure since the students will have the opportunity to practice the English language in small and less dangerous environments before addressing the class. This observation is in line with what Young (1991) advises that educators need to establish a comfort zone in the classroom which should allow mistakes since they are learning. In the same vein, Yasmin et al. (2024) have discovered that fun stress-free activities in the Bangladesh classroom enhance speaking confidence and eliminate anxiety.

Another suggestion by students was that teachers ought to give constructive and positive feedback instead of publicly criticizing the students. Praises such as good effort, keep practicing, etc. were claimed to increase motivation and reduce fear. In the view of Das (2020), flexible and humanistic teaching style will enable the students to be more involved and feel appreciated. Instead, severe correction or forcefully speaking enhances fear and silence.

The other useful strategy that was mentioned was the use of the first language (Bangla) as a scaffold particularly to beginners. Simple code-switching by the teachers to explain challenging concepts will ensure that students do not panic when they need to comprehend the lesson. A study conducted by Chowdhury et al. (2024) also advocates the use of bilingual methods as a means of achieving the balance between comprehension and reducing anxiety in Bangladeshi students.

From the findings progressive presentation is a fruitful strategy for reducing discourse anxiety. Instructors may advance students to talk by starting with less complex themes whereas keeping up a secure remove from more complex ones that may make them feel more at ease. The classroom must have an inviting environment for students to learn in and where they feel like home. By instructing sympathy and looking at the results of pushing, instructors can offer assistance to them to create flexibility. Teachers can assist with easing tongue-tie utilizing successful instructing strategies and addressing a supportive learning climate. Setting up positive teacher-student relations, utilizing locks in exercises, making a difference in students with talking obligations and taking care of the passionate points of view of lingo instruction are all appropriate approaches. Finally, the establishment of a good classroom environment, which is achieved through humor, respect, and empathy, was reported to be essential. Teachers smiling, being less interactive and being kind to mistakes made the students more open to participation. When my teacher informed us that it is natural to make mistakes when learning, as one student remarked, I eventually began

to talk. This is in accordance with Sultana (2018) whose study revealed that empathy and friendliness in communication by teachers have been found to reduce fear among students in language classes. With the help of these strategies, educators can reduce students' anxiety, enhance their involvement, and foster increased confidence in using English both in the University environment and socially.

Chapter-6 Conclusion

The research focuses on English Language Anxiety (ELA) in Bangladesh's public universities, examining the underlying factors, the role of teachers and curriculum, and effective solutions to mitigate its impact. The conclusions drawn from different parts of the paper, which include literature review, thematic analysis of the interviews, and theoretical frameworks of (Krashen's Affective Filter Hypothesis and Young low anxiety classroom) aim to promote effective language management and academic self-esteem among Bangladeshi students, addressing under-researched issues.

According to the findings, the most significant contributor to anxiety is the fear of committing errors, which is more related to grammar and pronunciation. Nearly every interviewee noted that they felt nervous and hesitant whenever presented to speak to teachers or even colleagues. The source of this fear is the belief that making a mistake can lead to being mocked or judged negatively. The possibility of negative evaluation is the main reason for language anxiety. Students were used to having the right answers but failed to state them due to self-shyness, perfectionism, and fear of judgment. These kinds of experiences prove that the issue of language anxiety is highly psychological and directly influences involvement in the classroom and communicative performance.

The lack of oral exposure and practice was found to be a second true factor. Over and over again, the participants claimed that grammar translation and rote learning were put into focus at their school and college. This positioned them poorly in the path of the communicative style that should prevail at the university level. The majority of the universities introduce only 1 or 2 basic courses of English, which deal with writing and grammar, but not with listening and speaking. This results in the students coming to a tertiary education with no real-life communication skills training. Their

competence in using English spontaneously is limited, even when they can understand it theoretically. This frustrates and arouses anxiety as well as matches the concept of Krashen (1985) of a high affective filter, where anxiety interferes with the processing and assimilation of new linguistic input.

Evaluation and testing pressure was also another common theme. According to reports by students, the situations that were high in terms of stress contained oral presentation, tests during classes, and examinations, which usually produced panic attacks, shrinking, or total block of intellectual facility. To most, the English classroom can serve as a judgment area rather than a learning area. The excessive stress on grades and the proper use of grammar discourages the desire to try the language and encourages the fear of failure. There were other respondents who related test-related anxiety to their occupation in the future. They indicated that competence in English can become an important factor in the employment interview process and career growth. This pressure multiplies the psychological load, and it may have a negative effect on long-term motivation.

Educational background and institutional disparities were also pointed out as having an impact on the research. They considered their background to be a contributing factor to the ease of being insecure and language inferiority. The differences according to university categories were also apparent: universities like Dhaka University gave more structured courses of English and exposure, whereas universities like Eden Mohila college gave fewer possibilities to have a communicative practice. This disparity leads to diverse degrees of efficacy and assertiveness of the students in public universities. Individuals who had the weakest institutional back-up indicated maximum anxiety, which precipitated the necessity to fix inequalities related to access to English education in universities.

The students' emotional experiences revolved around teacher conduct and the curriculum practice. Most of them explained their classes as lecturer-based, teacher-oriented, and mostly in the Bengali language. Even though the communicative language teaching (CLT) is theoretically incorporated into the national curriculum, it is not implemented. Errors are frequently corrected in front of the mixed classes or high standards of fluency are expected, causing anxiety. But students favor teachers who are sympathetic, supportive and tolerant. The sense of psychological safety is achieved by supportive teachers who speak simple English, explain any ideas in both languages and provide positive reinforcement based on hard work rather than excellence. These demonstrate the fact that the teacher's empathy, humor and warmth can considerably help alleviate anxiety within EFL classrooms. So, the attitude of teachers personally will lead to the creation of an atmosphere of fear or growth in the classroom.

ELA has long-lasting psychological impacts. Learners without confidence tend to drop out by avoiding participation, socializing with others, and overemphasizing memorization. Their symptoms are manifested through physical signs of sweating or shaking when they speak English and an embarrassing feeling of a lack of coping. This is reflected in academic performance, which will have lower grades and lower engagement since anxiety will interfere with concentration and recall. The results correlate with the previous literature (Mamun, 2021) that discovered that the relationship between anxiety and academic performance is negative. With time, the self-confidence of such students could be damaged and they may not seek opportunities that demand use of English language as a source of communication and this would lead to inequality in the society and workforce.

6.1 Recommendations

This research suggests the following recommendations in an attempt to minimize the anxiety of the English language among students in the public university.

Awareness:

Positive feedback, jokes, and personal motivation can serve to establish a situation in a relaxed environment. It should also be encouraged that the mode of teaching is to mix Bengali and English so that the affective filter can be reduced, especially at the initial stages.

Mixing methods of learning:

According to the students, universities should use audio-visual materials to encourage self-study. Both Task base and communicative learning methods should be used. Class sizes can be reduced, and small groups of tutors might promote the involvement of shy or anxious students.

Student support mechanisms:

The nervous students can be explained through counseling services and peer-mentoring programs, whereby they are able to share experiences and devise coping mechanisms. Peer collaboration can also be encouraged instead of peer competition as a means of social comparison and self-esteem enhancement.

6.2 Future Research

Although this research study has very insightful elements, it focused on only a few participants in the chosen universities. A larger and more varied sample condensing regional and institutional differences should also be used in future research. Longitudinal research might investigate the

pattern of anxiety changes person to person throughout the semesters or after being subjected to new teaching techniques. Also, the inclusion of the individual teacher perspectives would enhance the knowledge regarding the influence of classroom management and training on the emotions of students. The sociolinguistic context of anxiety is also likely to be discovered in the study of gender differences or cultural orientations towards English.

6.3 Final Reflection

There are complicated causes of English language anxiety among the students attending Bangladeshi government universities as it is a psychological, pedagogical, and institutional issue. It is driven by the fear of error, lack of oral practice, performances, low help from teachers, and the curriculum. All these concerns have hindered language development, and they also reduce academic performance, motivation, and self-confidence. The alleviation of the anxiety problem is thus a linguistic challenge and not merely a humanitarian and educational need. By generating classrooms that are empathetic, curricula focused on communication as well as supportive policies even institutions may ensure that the students have the enterprise to employ English and bridge the deadlock between their potential and current achievements. It is critical to start dealing with English language anxiety to improve the quality of higher education and the ability of Kashi graduates to compete successfully in the global market.

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Appendix

Interview Questions

Set 1- Participants background and general questions

1. Which university do you attend and your department or major and what year are you?
2. How many English language courses have you taken at university so far?
3. How do you feel when you are required to speak or write in English during class room?
4. Do you feel more comfortable with reading and writing or with speaking and listening?
Why?

Set 2- Question related Anxiety and academics

1. What activities in English class make you feel the most nervous? (For example, speaking in front of the class, reading aloud, writing, or answering questions.)
2. Do you think public university students face language anxiety more than private universities? Why?
3. What do you think is the biggest reason you feel anxious about using English, and in what classroom situations does it happen the most?
4. Have you ever avoided joining an English class because of anxiety, or felt stressed before a test or presentation? How did you handle it?
5. How does anxiety about English affect your studies, your confidence, or even your future career plans?

Set-3 Teachers role from student's perspective

1. How does your teacher usually take English classes?
2. Do you feel your teacher understands that students come from different English backgrounds or levels?
3. Have any teaching methods or teacher attitudes increased your anxiety in class?
4. Have you had a teacher who made you feel more confident in English? What did they do?

Set-4 Possible Solution

1. What are the possible solutions you think are effective to reduce language anxiety?
2. Are there any classroom activities, teaching styles and learning environment that reduce your English language anxiety?
3. What advice would you give to English teachers to help reduce students' anxiety?

Transcription

Interview 1

Person 1: I am studying in the Agriculture department from Bangladesh Agriculture University. I'm currently in the fourth year of my Honors Program.

Person 2: That sounds good. Have you taken any English courses so far?

Person 1: Yes, I have taken one English course, but it was very difficult for us. To be honest, I get very nervous—especially while speaking. Writing feels a little easier because I can think and write at the same time.

Person 2: So speaking makes you more anxious than writing?

Person 1: Exactly. When I speak, I worry about grammar or pronunciation mistakes, and that makes me nervous. I feel more comfortable in reading and writing.

Person 2: Why do you think that is?

Person 1: In schools, teachers focused a lot on grammar, paragraphs, letters, and emails for exams. So we practiced those a lot. But speaking or listening was difficult, because we never practiced real conversations in English before university.

Person 2: I see. Does speaking in front of classmates make it harder?

Person 1: Yes, definitely. I get more nervous speaking in front of everyone in class because I'm afraid of mispronunciation. I think students at public or national universities face a lot of anxiety about English, since most of us come from Bangla-medium schools. Private university students,

on the other hand, usually come from English-medium schools, so they feel more confident speaking.

Person 2: What do you think is the biggest reason for your fear?

Person 1: Grammar and pronunciation, without a doubt. I feel this most when a teacher suddenly asks me a question. Since there was only one English class, I often tried to avoid it. But when I had to give a presentation, I practiced a lot and it turned out successful.

Person 2: So English anxiety lowers your confidence level?

Person 1: Yes. Sometimes I know the answer to a question, but I can't say it immediately because of nervousness. That's why I'm tense about job interviews in the future, since most of them are in English.

Person 2: How do teachers usually handle this situation?

Person 1: Some teachers understand our fear, so they try to speak in simple English. But others expect everyone to be fluent, which increases our anxiety. When teachers correct our mistakes in front of the whole class, we feel even more nervous.

Person 2: Do you have any supportive teachers?

Person 1: Yes, we have one teacher who always encourages us to speak in English. She says, "It's okay to make mistakes, just try." That motivates us.

Person 2: What do you think would help students like you improve?

Person 1: A friendly environment, support from teachers, and practicing conversations with friends and family. Group discussions are also very helpful. If teachers mix English and Bengali in their lectures, it's easier for us to follow.

Person 2: That makes sense.

Person 1: Yes, and overall, I think our teachers are helpful and humble. They encourage us not to be embarrassed by mistakes and give us good suggestions for improving English.

Interview 2

Person 1 (Faria): Hello, I'm Faria. So, I'm going to interview you today. Introduce yourself. Which department, which university are you from?

Person 2 I'm currently studying in B.U.P University. My department is Business Administration. And I'm currently in the final year.

Person 1: Okay. Then I'm going to ask you a set of questions. Have you taken any English course? Related to your... like... related to the English department? Or have you taken any English basic courses?

Person 2: Yes, I took two courses in my department. Functional English 1101 and Communicative English 1102. I took these two courses.

Person 1: Okay, so... do you feel more comfortable with reading and writing or with speaking and listening? And why?

Person 2: Well... I think I'm good at reading and writing. I'm not good at speaking because of nervousness. Speaking is a bit difficult. And I'm good at listening. But mainly, I'm good at reading and writing.

Person 1: Okay, okay. So, are you aware of anxiety? When we take English language courses, we often have speaking anxiety in the class. Do you have any knowledge about it?

Person 2: Umm... can you repeat the question?

Person 1: Okay, I'll repeat it. English is our second language outside the department. So, when we take this course, do you feel anxiety? In the content of the course, or in speaking, reading, writing?

Person 2: First of all, in our university, there is no discussion about English. So, when we take this English language course, I feel nervous. And this is my personal weakness. I was weak in English since I was a kid. And in our university, there are no developed English courses. So, I have anxiety. I have less practice.

Person 1: Okay, okay. Then, I have another question. What activities in English class make you feel most nervous? For example—speaking in front of the class, reading aloud, writing, or answering questions?

Person 2: Umm... basically, as I have told already, I don't feel nervous while reading. Because I can read and write. But I have a problem with speaking. In front of the class, when I have to present myself, I feel nervous. Because I am not used to speaking English. I can just read and write in English. But in our university, there is no need for English, because our environment is not created like English. Like in other private universities, or for English medium background students. So, I feel nervous while speaking in English.

Person 1: Okay. As you already said, the focus is not like private universities. Do you think that public university students feel more anxiety than private university students? And why?

Person 2: Is the topic only about English language?

Person 1: Yes, yes. The topic is only about English language anxiety.

Person 2: It happens to everyone. It happens to everyone in our country. As English is our second language, we all have anxiety.

Person 1: Yes, yes. So, do you think that public universities face more anxiety than private universities?

Person 2: According to a survey, and from my personal opinion, I have many friends who study in private universities. And their English knowledge level has increased a lot. They study in private universities, and as far as I know from them, they always keep their tactics in an English environment. They may be forced to speak English, or they may be forced to learn English. We don't focus on this in our universities. As we don't focus on this, we can see that in many platforms, when we have to speak in public or give presentations, we feel nervous. Otherwise, if we compare our knowledge with other universities, it will be the same. We just learn a little English.

Person 1: Okay, okay. You have answered one of my questions. So, I will ask you another question. Have you ever avoided joining any English class because of anxiety, or felt stressed before a test or presentation? And how did you handle this situation?

Person 2: Well, I tried to study all English subjects. It is a second language. And there are many job opportunities in the future. Of course, as I have already told you, I have a speaking problem. And always, when I have to speak in front of the class, I get nervous. And I can't speak. So, there were many situations which were not very important, but I had to speak in them. Most of the time, I skipped those situations. But I had to participate in some. Normally, I skipped some presentations because of nervousness.

Person 1: Okay. So, the next question is about the future. How does anxiety about English affect your study, your confidence, or even your future career plan? I mean, does it affect your study, overall confidence, and future planning?

Person 2: Well, I think it affects my future career. It has a major impact. As you can see, I am a final year student. And wherever I apply, my priority is English. I am weak in English. Even when I go for a presentation, or when I go for an interview, I have to speak in English. I am weak in speaking, as I have already mentioned. So, I think it affects my future career. And that's why I am trying to practice English—so that I can improve.

Person 1: Now, I want to know your perspective about the teacher's role. How does your teacher usually take English classes?

Person 2: Teacher takes English classes without giving lecture in English. So they should be more cooperative with students and they should include English language related tasks to our classes and practice communicating in English in class is the solution.

Interview 3

P1 Which university do you attend and your department or major and what year are you?

P2 I study at the University of Dhaka in the English Department. I'm currently in my third year of the BA Honors program.

P1 How many English language courses have you taken at university so far?

So far, I've taken 2 English language courses. Some were compulsory like composition and academic writing, and others focused on literature and linguistics.

P2 How do you feel when you are required to speak or write in English during class?

Honestly, I get nervous, especially when speaking. Writing feels a little easier because I have time to think and correct myself. But when speaking, I worry about grammar mistakes or pronunciation, so I sometimes hesitate.

P1 Do you feel more comfortable with reading and writing or with speaking and listening? Why?

P2 I feel more comfortable with reading and writing. In school, our teachers emphasized grammar and writing for exams, so I practiced that a lot. Speaking and listening are harder because we didn't get much chance to practice conversational English before university.

P1 Questions related to anxiety and academics

P2 What activities in English class make you feel the most nervous?

Speaking in front of the class makes me the most nervous. Reading aloud is also stressful because I'm scared of pronouncing words wrong.

P1 Do you think public university students face language anxiety more than private universities? Why?

P2 Yes, I think so. Many students in public universities, like me, come from Bangla-medium schools. Private university students often studied in English-medium schools, so they're more confident in speaking.

P1 What do you think is the biggest reason you feel anxious about using English, and in what classroom situations does it happen the most?

P2 The biggest reason is fear of making mistakes in grammar and pronunciation. I feel it most when teachers ask us to present or answer questions suddenly.

P1 Have you ever avoided joining an English class because of anxiety, or felt stressed before a test or presentation? How did you handle it?

P2 Yes, before presentations I felt so stressed that I even thought of skipping class. But usually, I practiced with friends the day before. That made me a little less anxious.

P1 How does anxiety about English affect your studies, your confidence, or even your future career plans?

P2 It definitely lowers my confidence. Sometimes I know the answer but don't speak up because of fear. I also worry about job interviews in the future, since most of them are in English.

P1 How does your teacher usually take English classes?

P2 Most teachers lecture a lot and ask students to read or present. Some also encourage discussions, but not all.

P1 Do you feel your teacher understands that students come from different English backgrounds or levels?

P2 Some teachers understand and speak in simple English, which helps. But a few teachers expect everyone to speak fluently, which increases our anxiety.

P1 Have any teaching methods or teacher attitudes increased your anxiety in class?

P2 Yes, when teacher's correct mistakes in front of the whole class, it makes me more nervous. Sometimes their strict tone makes us afraid to speak.

P1 Have you had a teacher who made you feel more confident in English? What did they do?

P2 Yes, one teacher encouraged us to practice speaking in pairs and never laughed at mistakes. That made me feel safer and more confident to try.

P1 What are the possible solutions you think are effective to reduce language anxiety?

P2 More practice in small groups, friendly class environment, and teachers being supportive instead of judgmental.

P1 Are there any classroom activities, teaching styles, and learning environments that reduce your English language anxiety?

P2 Yes, group discussions and role-play help because they're less stressful than speaking alone in front of everyone. Also, when teachers mix Bangla and English at the beginning, it makes the class easier to follow.

P1 What advice would you give to English teachers to help reduce students' anxiety?

P2 Please be patient and don't make students feel embarrassed for mistakes. Encourage practice, give constructive feedback, and create more interactive activities rather than only lectures.

Interview 4

Person 1: Can you tell me a little about your academic background?

Person 2: I am studying in the Math Department at Azizul Haque government collage. I'm currently in the fourth year of the BA Honors Program.

Person 1: Have you taken any English courses?

Person 2: Yes, I have taken an English course so far, but it was very difficult for us.

Person 1: How do you usually feel about using English?

Person 2: To be honest, I get very nervous, especially while speaking. Writing feels a little easier because I can think and write at the same time. But when I speak, there's a chance of grammar or pronunciation mistakes, and that makes me very nervous.

Person 1: So, do you feel more comfortable with reading and writing?

Person 2: Yes. In school, teachers focused on grammar, paragraphs, letters, and emails for exams, so we practiced those a lot. But speaking or listening was difficult because we never really practiced conversations in English before university.

Person 1: What about speaking in class—how does that make you feel?

Person 2: I feel very nervous about speaking in front of everyone because I'm afraid of mispronunciation. I think many public or national university students feel the same, since most of us come from Bangla medium schools. Private university students, on the other hand, often come from English medium schools, so they're more confident in speaking English.

Person 1: What would you say is your biggest fear with English?

Person 2: The biggest reason for my fear is grammar and pronunciation. I feel this most when a teacher suddenly asks me a question.

Person 1: Did you try to avoid English classes because of that?

Person 2: Honestly, yes. Since we had only one English class, I often tried not to take it. When the teacher asked me to sit for a class test, I worried about failing. But I practiced a lot before tests, and in the end, I didn't make mistakes. Still, English anxiety lowers my confidence.

Person 1: Can you give me an example of how this affects you?

Person 2: Many times I know the answer to a question, but I can't say it quickly because of nervousness. I also worry about future job interviews, since most of them are in English.

Person 1: How do teachers usually handle this anxiety?

Person 2: Some teachers understand our fear, so they speak in simple English. But others expect everyone to speak fluently, which increases anxiety. When a teacher corrects our mistakes in front of the class, it makes us even more nervous.

Person 1: Do you have any supportive teachers?

Person 2: Yes, we have one teacher who always encourages us. She tells us that it's okay to make mistakes, but we have to try. She motivates us by saying that with practice, we can improve.

Person 1: What do you think helps reduce this anxiety?

Person 2: A lot of practice, friendly conversations with friends and family, a supportive environment, and encouraging teachers. Group discussions are also very helpful. If teachers give mixed Bangla and English lectures, it's easier to follow.

Person 1: What advice would you give teachers?

Person 2: Teachers should be humble and supportive. Students shouldn't feel embarrassed about mistakes; instead, they should be encouraged and given good suggestions on how to improve their English.

Interview 5

Person 1: Hello, I am Faria. Today I will interview you with some questions. My topic, as you already know, is English language anxiety among public university students in Bangladesh.

My first question is: Which university do you attend, and what is your department or major? What year are you in?

Person 2: I am studying in the marketing Department at Eden College. I am currently in the 3rd year of the BA Honors Program.

Person 1: How many English language courses have you taken at university so far?

Person 2: I have not taken any English course so far, which was very difficult for us.

Person 1: How do you feel when you are required to speak or write in an English learning classroom? Do you feel more comfortable with reading and writing, or with speaking and listening?

Person 2: To be honest, I get very nervous—especially while speaking. It seems a little easier to write because I can think and write at the same time. But when I speak, there is a chance of grammar or pronunciation mistakes, so I get very nervous. I am more comfortable in reading and writing.

Person 1: What activities in English class make you feel the most nervous? For example, speaking in front of the class, reading aloud, writing, or answering questions?

Person 2: I am more nervous about speaking in front of everyone in class because I am afraid of mispronunciation or judgement.

Person 1: Do you think public university students face more language anxiety than private university students? Why?

Person 2: Yes, I think public or national university students have a lot of anxiety about English, because most of them come from Bangla medium schools at the same time we don't have any exposure to English basic courses. But private university students often come from English medium schools and even if they come from Bangla medium school they will do some basic courses to improve their overall language learning so they feel more confident about English speaking.

Person 1: What do you think is the biggest reason you feel anxiety about English language? In what classroom situations does it happen the most? Do you feel nervous about grammar or pronunciation?

Person 2: The biggest reason for my fear is grammar and pronunciation. I feel this the most when a teacher suddenly asks a question.

Person 1: Have you ever avoided joining an English class because of anxiety, or felt stress before a test or presentation? How did you feel?

Person 2: As there is no English class course offered for my university I always tried to attend any class that is related to English because I want to learn it and I practiced a lot before the test. Luckily, I did less mistakes in writing.

Person 1: How does anxiety about English affect your studies, confidence, or even your future career plans?

Person 2:

Definitely, English anxiety lowers my confidence level. Most of the time, I know the answer to the question, but I can't say it for a long time. In the future, I feel a lot of tension about job interviews, because most of them are in English.

Person 1: How does your teacher usually take English classes? Do you feel they understand that students come from different English backgrounds or levels? Have any teacher's methods increased your anxiety?

Person 2: The teacher gives a lecture and in the middle, students ask questions or present something. Some teachers understand the fear of students, so they try to speak in simple English. But some teachers expect everyone to speak fluent English, which increases our anxiety. When a

teacher corrects our mistakes in front of the whole class, we become more nervous, which increases our anxiety.

Person 1: Have you had a teacher who made you feel more confident in English? What did they do?

Person 2: Yes, we had a teacher who encouraged us to speak in English. She always told us that we could make mistakes but we had to try. She said improvement comes through practice, friendly conversations, and a supportive environment. Another teacher gave English-Bangla lectures and spoke fluently, so we did not feel nervous or anxious.

Person 1: What are possible solutions you think are effective to reduce language anxiety?

Person 2: I think I need more practice. If teachers are supportive, or if we practice with our friends, we can improve our English skills. Group discussions are also very helpful. If teachers mix Bangla and English in an easier way, it reduces anxiety.

Person 1: What advice would you give to English teachers to help reduce students' English language anxiety?

Person 2: I would advise teachers to be patient with students because everyone has a different background and capacity. Students should not feel embarrassed for mistakes. Teachers should listen, then give feedback after the lecture, and provide helpful suggestions to improve English.