

**AN INVESTIGATION OF ENGLISH LANGUAGE ANXIETY –
EXPERIENCES OF UNDERGRADUATE STUDENTS IN BANGLADESH**

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Abstract

Anxiety, which is a troubled state of mind, stands out to be an important variable for its debilitating effect on the performance of the second language learners. Second language anxiety can impede a student's learning process and achievement. Thus, the present study examines anxiety in undergraduate students with regard to the type of situations that provoke anxiety during their learning process and the relationship of anxiety with students' achievement, motivation and autonomy. Participants of the study include 60 undergraduates of University of Liberal Arts Bangladesh and Stamford University who are using English as a second language. This study employed a survey design that involved the collection of quantitative and qualitative data to answer the research questions. To understand the perplexing nature of second language anxiety which Bangladeshi students may have, the study intends to determine different situations in the classroom that provoke anxiety, the effects, sources and factors, and solutions of the English language anxieties. Results of the present study suggested that their anxiety affects their four skills of language in which speaking anxiety is the highest above all. The main sources of anxiety are presenting before the class, making mistakes, losing face, inability to express, fear of failure, test anxiety, incomprehensible input, inability to comprehend, remembering target rules and grammar, poor pronunciation, lack of vocabulary and poor knowledge of English language. The students' motivation and autonomy are not enough to reduce the anxiety as it still affects their achievement. So they suggested learning and practicing English by carrying out activities out of class will improve their knowledge and skills of English language and thus will help to reduce anxiety and increase their self-confidence. Hence, both students and teachers need to deal with anxiety-provoking situations carefully and execute the solutions of reducing anxiety.

Chapter 1: Introduction

Throughout the world and in developing countries no one can deny the spread and success of English language. In many countries, it has been argued that having English proficiency is like possessing an Aladdin's lamp, as it can bring prosperity by ensuring access to education, international business, science and technology. For such purposes everyone is craving for the means to get proper command over this language and to gain the ability to use it properly just like its fluent native speakers. In most of the countries' university education is carried out in English (Malik, 2012, p. 101). And this second language learning, especially for adolescents and adults, is rarely without anxiety of some kind. In Bangladesh, even now many people face difficulties in using English even after learning it for 10-12 years in schools and colleges. Even I myself would not be able to say that I am a successful English learner in all the four skills. Language itself is very complex. Problems in expressing oneself properly in English are commonly expressed by majority of second language learners. A language is made more complex due to some individual and social/political factors. These factors include one aspect which people deliberately ignore to present or openly talk about for personal and general matters, and that is the anxiety of language. Language anxiety is more or less present in every person. But we tend not to disclose it in front of everyone. There is a huge possibility that anxiety is responsible for the student behaviors before attributing poor student performance to lack of ability, inadequate background or poor motivation. This anxiety is considered to hinder the language learning process and thus it needs to be removed to make language learning relaxed, smooth, easy and interesting. Hence, I got the interest to study on language anxiety in the context of Bangladesh for my research.

1.1 Purpose of the study: It is really worth while thinking about the causes of language anxiety and at the same time the ways to minimize the harmful effect so that the teaching and learning can be more effective and fruitful especially for those anxious students. There is a significant relationship between the students' anxiety and their success levels. I think that the adult students in universities may experience anxiety on language which they do not wish to display. At the beginning of the university life, the atmosphere is new to them for which they might want to have an unthreatening atmosphere. The need of such friendly environment will be more if they have low proficiency in the English language which will be required to use it as a medium. So a possibility is there that a good amount of information about English language anxiety can be easily gathered from a bunch of undergraduate students. I chose students of university because if they experience anxiety and do not overcome with it at this stage then it may affect their future also. Moreover, such a topic and investigation might attract much interest here in Bangladesh. Thus, my study sought to investigate the attitudes of the students toward language anxiety, possible effects, influential sources and factors and solutions for reducing language anxiety.

1.2 Objective of the study: This study will show an insight of English language anxiety among the undergraduate students as it deals with the negative effects, causes and solutions of English language anxiety. It is hoped that increasing and extensive knowledge of second language anxiety will help both university instructors and students to deflate it and make the learning process smooth, successful and effective.

1.3 Limitation of the study: The present study suffers from some limitations. One drawback, relates to the data collection technique. The only data collection technique was questionnaire. It is suggested that researches employ other data collection technique, e.g. observation, face to face interview in order to obtain more comprehensive picture of such

complex issue as language anxiety. Further studies might be needed to explore this issue using more instruments. Thus, there is an essential need for future research to cross-validate findings achieved from this study to some different and detailed findings using more than one instrument. Another drawback is that the participants' background information could not be gathered due to lack of access and students' cooperation.

Chapter 2: Literature Review

Anxiety plays a significant role in language learning and communication and is a real challenge in second and foreign language teaching and learning. English language anxiety has long been the major discussion issue for the language researchers such as Krashen, Horwitz, Oxford, etc. in the aspect of language teaching (Di, 2010, p. 1). This is because English learning is a complicated process. It is influenced not only by the linguistic characteristics of English itself, but also by some other factors. Given these numerous factors influencing English learning, affective variables in second/foreign language teaching and learning have been studied extensively for the last four decades (Hui, 2009, p. 1). Research has shown that affective variables do not operate independently of one another; instead, the causal relationships among them are complicated and warrant further investigation (Gardner, Tremblay, & Masgoret, 1997). It is always intriguing, yet difficult, to determine how these affective variables are interrelated and how they impact on one another. For example, personality traits, such as introversion and extroversion, are associated with anxiety arousal (MacIntyre & Charos, 1996). The underlying assumption is that introverts are more likely to be anxious than extrovert (Brown, Robson, & Rosenkjar, 2001). Introverts usually prefer individual work more than group work, so they may easily become anxious if they are put in more communication oriented classroom settings. Extroverts, on the contrary, may feel uncomfortable if they are asked to work on their own all the time (as cited in Zheng, 2008, p. 3). Among the affective variables, anxiety stands out as one of the most important factors for effective language learning. Horwitz, Horwitz & Cope (1986) pointed out since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development

of communicative competence poses particularly great difficulties for the anxious student. To ensure the success of English education in high schools, second language anxiety is a significant issue that cannot be ignored (as cited in Hui, 2009, p.1). Moreover, teachers and educators have been seeking for the countermeasures to deal with anxiety (Di, 2010, p. 1). To recognize language anxiety in a broader context of research on anxiety, MacIntyre (1998) observed that language anxiety is a form of situation-specific anxiety, and research on language anxiety should employ measures of anxiety experienced in particular second/foreign language contexts (as cited in Zheng, 2008, p. 2).

2.1 Definition of Language Anxiety

Anxiety is an emotion that affects every person. Many factors can cause a person to experience feelings of anxiety. Adults may experience anxiety caused by their jobs while students may experience heightened levels of anxiety as a result of peer pressure or an impending important test or project. English language learners, as well as those students learning a foreign language, experience anxiety when it comes to such classroom activities as speaking in front of a group of their fellow students, or taking a test in a language other than their first language (L1). English language learner students present a particular set of problems that native speakers of English do not (Synder, 2011, p. 1).

According to Horwitz et al. (1986), he defines second language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Saito & Samimy (1996) assert that anxiety has a significant impact on language learning and achievement. Some studies conclude that high levels of anxiety usually have a negative effect on the language acquisition process (as cited in Wu, 2010, p. 174).

According to Gardner and Macintyre (1993), language anxiety is a fear or apprehension occurring when a learner is expected to perform in the second or foreign language. Macintyre argues that anxiety can make the difference between success and failure in language learning. Macintyre (1995) and Macintyre and Gardner (1989) show that anxiety might negatively correlate with language learning outcomes, and they insist that reducing anxiety might enhance learners' motivation and improve their foreign or second language learning. Macintyre (1995) suggests that affective factors, especially anxiety, are the obstacle in the process of language learning. Based on the argument, how to lower the anxiety and promote students' English language learning appears to be urgent and important (as cited in Di, 2010, p. 1).

In general, Spielberger (1983) defines anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system. In addition, Gregersen (2005) argues that learners who feel anxious in their second language learning may find their study less enjoyable (as cited in Mahmoodzadeh, 2012 p. 467).

2.2 Foreign Language Classroom Anxiety

Second and foreign language researchers and linguists have long been trying to associate anxiety with language learning, in general, as well as in a classroom situation. The anxiety experienced in a classroom is called **Foreign Language Classroom Anxiety (FLCA)** (Awan, Azher, Anwar & Naz, 2010, p. 34). Foreign Language Anxiety, or more precisely, Foreign Language Classroom Anxiety (FLCA) is considered to be a situational anxiety experienced in the well-defined situation of the foreign language classroom (MacIntyre & Gardner, 1991a, 1991b, 1994). As such, Horwitz, Horwitz and Cope (1991) view FLCA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom

language learning arising from the uniqueness of the language learning process” (in Horwitz & Young, 1991, p.31). According to Horwitz, Horwitz and Cope (1991) possible causes of FLCA are communication apprehension, test anxiety and fear of negative evaluation. MacIntyre and Gardner (1991a) describe FLCA stemming from the negative expectations in foreign language learning. On the other hand, Price (1991) and Piniel (2000) found classroom related factors to play a role in learners’ developing FLCA (as cited in Katalin, 2006, p. 40).

Cubukcu (2008) noted that the students with low self-efficacy have a higher level of anxiety than students with high self-efficacy (Cubukcu, 2008). Other research, such as Kim (2009), suggests that second language students reported more anxiety in conversation activities, than while engaging in reading activities. Awan, Azher, Anwar and Naz (2010) also suggested that speaking in the L2 in front of others heightened students' levels of anxiety, while Mills (2007) concluded that second language learners experiencing anxiety embody apprehension and avoidant behavior that often interfere with performance in everyday life as well as in academic situations. As Awan, Azher, Anwar and Naz (2010) pointed out, students also worried about grammatical mistakes, pronunciation and being unable to respond quickly, noting that those factors were the biggest causes of anxiety (as cited in Synder, 2011, p. 5).

2.3 Significance of CLT for Language Learners

In the 1950s and 1960s, the grammar-translation and audio-lingual method of language teaching prevailed; however, the premium put on spoken communicative competence attracted more and more attention in the 1970s. Since then, the communicative approach has become one of the preferable choices in English language

teaching. It is generally believed that language learning can be most effective when language practice occurs in meaningful contexts instead of isolated linguistic settings. Communicative Language Teaching (CLT), a teaching innovation that has spread widely over the past two decades, is arguably the most popular teaching method in the field of English Language Teaching (ELT). Beginning in the 1970s, voices for improving students' communicative competence became louder; the necessity to adopt another practical teaching method emerged. Communicative Language Teaching (CLT) is one of the methods featured in developing learners' communicative competence (Hymes, 1972) (as cited in Wu, 2010, p. 175).

Language learning/teaching entails five major components—students, teachers, teaching approaches, teaching materials, and evaluation. Conventionally, the instructor in the teacher-centered model determines what the teaching materials will be and tries to transmit them in one way or another. The test of learning is dependent heavily on the students' ability to memorize and produce the data at stated intervals. In this case, the students' task is to listen, remember, and then give evidence that they have registered the materials in their minds. Students, in the ESL context, focus on memorizing vocabulary, phrases, grammatical rules, and sentence structure, but they have difficulties applying the target language to their real life. The teacher-centered model in language classrooms has been questioned in educational circles. Language learners find it difficult to immerse themselves in an unfamiliar language setting. In this case, the target language should be taught through mixed approaches designed for specific purposes. Another way to modify this traditional pattern of teaching/learning is to give students more responsibility for learning. Some educators have maintained that the teacher at best can only establish an atmosphere for learning; the student must learn as a result of individual efforts (Webb, C.

and Baird H., 1968). The concept of a student-centered approach has been acknowledged and accepted as one of the most feasible educational methodologies (Copeland, 1952). Teachers need to encourage students to rely more on themselves and less on the teacher. Students should be self-motivated with an inquiring nature (as cited in Wu, 2010, p. 174).

2.4 Relationship between Learner Anxiety, Motivation and Autonomy

A number of studies reveal that motivation and attitude are closely related to achievement in language learning (Gardner and Lambert, 1972). Gardner (1985) defines motivation as “the combination of effort, desire to achieve the goal of learning the language, and favorable attitudes toward learning the language” (as cited in Wu, 2010, p. 174). Since the 1980s, there has been growing interest in the promotion of learner autonomy in English learning, particularly during the past decade (Benson, 2006). Researchers and educators are paying more attention to autonomy possibly in response to a shift from a teacher-centered approach in language education to a more learner-centered or communicative approach (Benson, 2001; Benson & Voller, 1997; Ciekanski, 2007; Little, 2007). Littlewood (1996) defined an autonomous learner as someone “who has an independent capacity to make and carry out the choices which govern his or her actions” (p. 428). More specifically, to act autonomously, the individual should possess both “ability” and “willingness” (Littlewood, 1996, p. 428). Ability refers to the knowledge about the choices and skills for carrying them out, while willingness refers to the motivation and confidence a learner should have in order to take responsibility for his or her own choices during the language learning process. As Little (2007) noted, autonomous learning takes place not just because learners do things on their own but also because they do things for them-selves.

Autonomy is often linked with more effective learning and higher learner motivation (Dickinson, 1995; Little, 2007; Nunan, 1997; Ushioda, 1996). Zhou, Ma, and Deci (2009) even distinguished “autonomous motivation” from “controlled motivation” in their work that emphasized the importance of autonomy in motivation among children in China. Autonomy enables learners to gain a feeling of being self-determined rather than being controlled. The relationship between autonomy and motivation in language acquisition was also supported by Spratt, Humphreys, and Chan (2002), who reported that more motivated language learners tended to become engaged in autonomous learning practices (as cited in Liu, 2012, p. 127). Therefore, students who are autonomous and have high motivation, experience less language anxiety and tend to learn the second language more effectively than those whose autonomy and motivation is hindered by anxiety, frustration, worry, self-doubt and uneasiness.

2.5 Classification of Anxiety

To satisfy different needs of research into anxiety, researchers classify anxiety into different categories. According to Macintyre and Gardner (1991), anxiety can be interpreted from three categories: trait anxiety, state anxiety and situation-specific anxiety. A distinction can be made between the three categories that provide an important insight to our understanding of foreign or second language anxiety (as cited in Di, 2010, p. 6).

◇ **Trait anxiety** – is a personality trait refers to the stable predisposition to become anxious in any situations (Spielberger, 1983).

◇ **State anxiety** – is apprehension experienced at a particular moment in time. State anxiety is the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation (Cattell & Scheier, 1963). For example,

a person may not ordinarily be anxious but becomes so when asked to make a public address.

◇ **Situational anxiety** – is anxiety experienced in a well-defined situation (MacIntyre & Gardner, 1991a). Situation-specific anxiety can be considered to be the probability of becoming anxious in a particular type of situation, such as during tests (labeled as "test anxiety"), when solving mathematics problems ("math anxiety"), or when speaking a second language ("language anxiety") (as cited in Khan & Zafar, 2010, p. 199).

Traditionally, the nature of anxiety has been differentiated into trait anxiety, situational anxiety, and state anxiety. Though no clear delineation between these three categories can be claimed, the differences can roughly be identified on a continuum from stability to transience, with trait anxiety related to a generally stable predisposition to be nervous in a wide range of situations on one end, and a moment-to-moment experience of transient emotional state on the other. Situational anxiety falls in the middle of the continuum, representing the probability of becoming anxious in a particular type of situation (Zheng, 2008, p. 2).

Several research studies (Aida, 1994; Macintyre & Gardner, 1991; Oxford, 1999) of anxiety have adopted a situation-specific approach, which can be seen as trait anxiety measures limited to a given context. Situation-specific anxiety has the characteristics of trait anxiety related to a specific situation, such as public speaking, writing examinations, performing math, or participating in foreign language class. This category is quite different from the previous two and particularly concentrates on relatively independent anxiety-provoking situations. Foreign language anxiety is situation-specific, because it is mainly related to the specific situation in classroom performances, including listening to the

teacher, speaking before the whole class, class quizzes, evaluations by teachers and classmates and apprehension about classroom activities (as cited in Di, 2010, p. 6).

2.6 Effects of Language Anxiety

Second Language anxiety is important because it can represent an emotionally and physically uncomfortable experience for some students. If the students are very anxious in class, they are probably not full engaged – or engaged at all. Second language anxiety has been found to have potential negative effects on *academic achievement* (e.g., lower course grades) (Horwitz, 1986; Saito and Samimy, 1996; MacIntyre, Noels and Clément, 1997), *cognitive processes* (e.g., not being able to produce the language) (MacIntyre and Gardner, 1994), the *social context* (e.g., communicating less) (Kleinmann, 1977; MacIntyre and Gardner, 1991a, 1991b; MacIntyre and Charos, 1995; Steinberg and Horwitz, 1986; Mejías, Applbaum, Applbaum and Trotter, 1991), and the *reaction for the language learner* (e.g., traumatic experiences) (MacIntyre, 1999; Cohen and Norst, 1989; Price, 1991; Phillips, 1990) (as cited in Tallon, n.d. p. 2).

When language learners become highly anxious, acquisition of a second language is unlikely to be successful. Oxford (1999) indicated that anxiety damages language learners' achievement "indirectly through worry and self doubt and directly by reducing participation and creating overt avoidance of the language" (p.60). Likewise, Arnold and Brown (1999) contended that anxiety has down-spiralling effects when it occurs in the classroom. What they implied is a vicious circle occurring continuously between learners' negative feelings and undesirable performance. Similarly, Kondo and Yong (2004) argued that second language anxiety could have a negative impact on learners' performance. Further, Gregersen (2005) maintained that anxious learners often find it difficult to respond

effectively to their own mistakes. A few researchers (Casado & Dereshiswsky, 2004; Chen & Chang, 2004; Horwitz, 1991) reported anxious learners have difficulty understanding oral instructions and have problems such as reduced word production when they feel anxious. It appears that anxiety debilitates second language learners' learning or performance in general. Nevertheless, a few studies suggested otherwise and discovered anxiety could serve as alertness to promote second language learning. For example, Alpert and Haber (1960) determined that anxiety could have a beneficial or facilitative effect on student performance. Chastain (1975) conducted a study in Spanish, German, and French classes, and found a positive relationship between anxiety and students' scores. This study concluded that a proper amount of anxiety could facilitate second language learning, even though too much anxiety may cause harm. Young (1986) maintained that while debilitating anxiety may result in poor performance in second language learning, facilitating anxiety can actually lead to an improved performance (as cited in Kao & Craigie, 2010, p. 51).

Recently, research in second language anxiety has extended to the examination of more language-skill-specific anxieties. Previous studies suggest that foreign language classroom anxiety is a more general type of anxiety about learning a second language, with a strong speaking anxiety element. Recent research on foreign language anxiety appears to support the existence of language-skill-specific anxieties: listening, reading, and writing (Tallon, n.d. p. 7).

L2 reading anxiety has also received empirical attention from L2 researchers. Of the four skills, reading can be regarded as especially important because reading is assumed to be the central means for learning new information (Grabe & Stoller, 2001). Freese (1997) points out that some students encounter problems when reading. When L2 readers read second language texts, they are trying to decode unfamiliar scripts, writing system, and

cultural materials. If encountering difficulty in processing them, they may get frustrated with reading, and experience anxiety. The anxiety aroused during the process of reading L2 texts is known as reading anxiety (Saito et al., 1999) (as cited in Wu, n.d., p. 279).

Researchers of language anxiety have investigated the possible relationship between reading anxiety and language proficiency to identify whether reading anxiety might predict language performance and reading comprehension (Saito, et al., 1999; Sas, 2002). In other words, learners with higher anxiety levels might comprehend reading texts more poorly. A study by Ipek (2004) revealed that reading anxiety levels varied in conjunction with language proficiency. Learners at the advanced level seem to be less anxious compared with beginner and intermediate level students (Elkhafaifi, 2005; Liu, 2006) (as cited in Lien, 2011, p. 200).

Cheng et al. (1999) explored the relationships between general L2 classroom anxiety and more skill-specific L2 writing anxiety. Writing is a demanding activity especially for learners of a second/foreign language and yet it is a skill that they have to master in order to do well in content courses especially at the tertiary level of education. Second language writing anxiety (SLWA) can be defined as “ a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing” (Hassan, 2001: 4). Studies on ESL (English as a second language) writing showed that ESL writing anxiety can have profound effects on ESL writing performance (Hassan, 2001: 18-21; Horwitz, 2001: 115-117; Cheng, 2004: 329-331). Some studies showed that students with high levels of writing anxiety wrote shorter compositions and qualified their writing less than their low anxious counterparts did (Hassan, 2001: 20-21). Hassan (2001) pointed out some possible causes of writing anxiety from a linguistic and cognitive perspective, such as poor skill development, inadequate role models, lack of understanding of the composing process, and authoritative, teacher-

centered, product-based model of teaching. He stressed that self-confidence is extremely important in determining students' affective response to writing task. Some studies showed that no matter how skilled or capable individuals are in writing, if they believe they will do poorly or if they do not want to take courses that stress writing, then their skills or capabilities matter little (Holladay, 1981; cited by Hassan, 2001: 4). Research also revealed that even students of high L2 writing competence may not necessarily perceive themselves as competent writers and may not free from writing anxiety (Cheng, 2002). Therefore, low self-confidence or lack of confidence in L2 writing and writing achievement was identified as responsible for students' experience of L2 writing anxiety (as cited in Zhang, 2011, p. 2-14).

Much of the past studies have been conducted on the aspect of anxiety associated with oral production in L2; however, recently interest has been extended to cover all language skills (Kimura, 2008). One of these skills is listening. During listening process, different factors may cause uneasiness and tension for language learners and result in poor listening. Young (1992) stated that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary, but the increasingly important one is anxiety. It plays a very important role because the anticipation of second language use in receiving information can provoke anxiety (as cited in Golchi, 2012, p. 115).

In terms of listening anxiety, Scarcella and Oxford (1992) mentioned that language learners are likely to become anxious when the listening tasks are too difficult or unfamiliar to them (as cited in Tallon, n.d. p. 7). Young (1992) also stated that listening comprehension is highly anxiety-provoking if the discourse is incomprehensible (as cited in Golchi, 2012, p. 115). Later, Oxford (1993) reported that anxiety frequently occurs when students feel that they cannot handle a second language listening activity (e.g., when students feel that they

must understand every single word and this does not happen, it can cause great anxiety). Kim (2000) reports additional potential sources of listening comprehension anxiety, including authentic listening (colloquial speech vs. dictation tasks) and speed of speaking (i.e. sheer delivery speed) (as cited in Tallon, n.d. p. 7-8).

The speed of delivery was the most frequently reported cause of listening comprehension anxiety, followed by bad diction, variety of accents, and teachers who spoke too quietly. As to level of difficulty, exercises that were too complex, unknown vocabulary, difficult syntax and unfamiliar topics were other sources of listening comprehension anxiety. Students were anxious if they did not know what was required of them in the listening activity and why. Students reported feeling anxious if they could not listen to texts twice before having to respond (Wilson, 2006, p. 99).

Speaking in front of other people using a foreign language seems to contribute the most to language classroom anxiety (MacIntyre, 1999; Horwitz et al., 1986; Young, 1991). In a study that investigated students' reactions to speaking, Young (1990) discovered that students consider speaking activities that require "on the spot" and "in front of everyone" performance to be the most anxiety provoking. Communication apprehension, social anxiety, and low self-esteem were considered three vital components of language anxiety. When making a mistake in a language classroom, students often worry that they are negatively evaluated, not only by their instructor, but also by their classmates (as cited in Liu, 2012, p. 124).

The literature suggests that the speaking skill is extremely anxiety-provoking in many language students and that it is often to seen to arouse more anxiety than the other skills. Indeed, Daly (1991) reported that in some individuals "fear of giving a speech in public exceeded such phobias as fear of snakes, elevators and heights." Anxiety reactions suffered

by many students when speaking or when being asked to speak by the teacher in the second language include “inability to reproduce the intonation and rhythm of the language, ‘freezing up’ when called on to perform, and forgetting words or phrases just learned or simply refusing to speak or remaining silent” (Young 1991, p. 430) (as cited in Wilson, 2006, p. 102-103).

2.7 Sources and Influential Factors of Language Anxiety

Language anxiety is attributable to different causes. The primary sources of language anxiety, explicated by Horwitz et al. (1986), are *communication apprehension* (characterized by fear and anxiety in communicating with people. Difficulties in speaking in public, listening or learning a spoken utterance are all manifestations of communication apprehension. This type of anxiety in learning a second language is derived from the learners’ personal knowledge that they will have difficulty understanding others and making themselves understood (as cited in Lucas, Miraflores & Go, 2011, p. 102). Horwitz’s FLCAS includes items relating to communication apprehension, for example, ‘*I tremble when I know that I’m going to be called on in the language class*’; test anxiety, for example, ‘*I am usually at ease during tests in my language class*’; and fear of negative evaluation, for example, ‘*I get nervous when the language teacher asks questions which I haven’t prepared in advance*’ (Woodrow, 2006, p. 311). Learners suffering from communication apprehension choose to keep silent in their English classes.), *test anxiety* (fear of exams, quizzes, and other assignments used to evaluate the students’ performance. Test anxious students often put unrealistic demands on themselves. Test anxiety is considered to be one of the most important aspects of negative motivation which will affect learning. This type of fear is defined as an unpleasant feeling or emotional state that has both physiological and

behavioral concomitants and that is experienced by the anxious learner when taking formal test or other evaluative situations.), and *fear of negative evaluation* (the worry about how others view the speaker. This may also include avoidance of evaluative situations and the expectations that others might evaluate them negatively. It may also include the student's fear inside the English classroom where factors such as learning activities, teacher's methodology and even peer pressure may contribute to novice language learners' anxieties (Lucas, Miraflores & Go, 2011, p. 102). Price (1991) concluded from his case studies that the difficulty level of foreign language classes, personal perception of language aptitude, certain personality variables (e.g., perfectionism and fear of public speaking), and stressful classroom experiences are all possible causes of anxiety (as cited in Zheng, 2008, p. 4).

There are various factors affecting the learning of a second language, such as intelligence, motivation, attitude, age, gender, personality, anxiety, and so on (Skehan, 1989). Language acquisition should be achieved naturally; however, learning a second language in the classroom, for most students, is full of challenges (as cited in Wu, 2010, p. 174). Krashen (1985) also states that learners are distracted by affective factors in the language learning process. Acquirers with a low affective filter, high motivation, self-confidence, and low anxiety, seek and receive more input. A large number of studies show that a variety of affective variables are interconnected. Of all these factors, language anxiety is possibly the most pervasive factor in second or foreign language learning (Hui, 2009, p. 3). In western countries, a large number of studies (e.g., Aida, 1994; Horwitz, 1988; Young, 1991) have confirmed that second language anxiety has great influence on the language learning process and is one of the best predictors for individual differences in language learning success. The importance of anxiety in language acquisition has become a matter of debate and extensive research among language teachers, linguists and researchers (Andres,

2002). Campbell and Ortiz (1991) consider the levels of language anxiety among university students to be alarming and estimate that up to half of all language students experience debilitating levels of language anxiety (as cited in Di, 2010, p. 1).

Approximately one-third second language learners while learning a second language experiences some type of second language anxiety (Horwitz, Howtitz and Cope, 1986). Research has shown that, there are a number of factors that can cause anxiety for the language learners. The causes can be broken down into three main sources:

- I. learner characteristics
- II. teacher characteristics
- III. classroom procedures

2.7.1 Learner Characteristics:

Learner characteristics can cause second language anxiety which includes inability to comprehend, self-perceived low level of anxiety, competitiveness, perfectionism, self-awareness, speaking activities, test anxiety, fluent speakers' presence, students' beliefs about language learning, lack of group membership with peers, fear of negative evaluation, negative classroom experiences, etc.

Inability to comprehend: Inability to comprehend what was being said in the classroom provoked considerable anxiety. Many students complained that when the teacher spoke much too fast, refused to use any Bangla (native language) at all which resulted in an inability to keep up during class, and consequently carried over into homework assignments. Young (1992) also noted that listening might generate anxiety if it were "incomprehensible" (p. 68). The inability to comprehend exercises or the instruction was also cited as anxiety-provoking factor by several students.

Self-perceived low level of ability: Many participants told that when they think that they cannot do anything and compare themselves to other students, they feel very anxious. An interview conducted by Price (1991) emphasized the importance of low esteem. Many of her subjects compared themselves to other language learners and believed their language skill to be weaker.

Competitiveness: Competitiveness is another anxiety-provoking factor as reported by the participants. Bailey (1983) attributed the cause of language anxiety to competitiveness on part of the learners. She analyzed the dairies of 11 learners. She found that they tended to become anxious when they compared themselves with other learners in the class and found themselves less proficient. She noted that as the learners perceived themselves becoming more efficient, and therefore better able to compete, their anxiety decreased. According to Price (1991), anxious learners often engage in self- comparison with classmates and peers- and this is the practice which can lead to anxiety.

Perfectionism: In addition, many participants' response suggested perfectionism as a factor of SLA. Perfectionism is such a personality trait that can be considered as a factor SLA (Gregerson and Horwitz, 2002). When they looked at the relationship between foreign language anxiety and perfectionism, they found that anxious language learners and perfectionists may have a number of characteristics in common (e.g., higher standards for their English performance, a greater tendency toward procrastination, more worry about the opinions of others, and a higher level of concern over their errors) and that these characteristics have the potential for making language learners unpleasant as well as less successful than other students.

Self-awareness: Self-awareness is reported as a factor of second language anxiety by the participants. Self-aware language learners are confronted with the probability that

people will perceive them differently from the way they perceive themselves. Thus, learners can experience anxiety or fear and experience the state of “losing oneself” in the target culture. As Oxford (1992) points out, this is closely related to the idea of “culture shock”. Horwitz, Horwitz and Cope (1986) reported that students are very self-aware when they are required to engage in speaking activities that expose their inadequacies, and these feelings often lead to “fear, or even panic”(p. 128).

Speaking Activities: Many of the anxiety-provoking factors reported by the participants appeared to be generated by various speaking activities, which they normally encounter in a language classroom. Horwitz, Horwitz and Cope (1986) stated that anxious students often cite speaking in the foreign language classroom to be their most anxiety producing experience. This is in part due to the fact that it is hard to be one’s self in the target language (i.e., feelings of uncertainty and threats to the ego due to the unknown element of the target language; Guiora et al., 1972), which can thus trigger anxiety.

Test anxiety: Test anxiety was mentioned as an important factor of second language learning anxiety in the ESL classroom, particularly in connection with oral testing or listening exercises. One student admitted as being near tears during the mid-term exam when she had to give an oral presentation, and was upset, shaking and sweating. Other interviewees stated that she would rather be in prison camp than speak the language of English. In addition, language testing may lead to foreign language anxiety (Young, 1991; Daly, 1991). For example, difficult tests, tests that do not match the teaching in class or unclear or unfamiliar test instructions can also produce foreign language anxiety.

Fluent Speakers’ Presence: Another anxiety-provoking factor cited by many participants’ concerned native speaker’s or fluent speaker’s presence in the classroom. This appeared to be a problem mainly in the ESL classes, some students believed that the

teachers somewhat taught to the higher level, can also cause second language anxiety. The students seemed to have a perception of being compared negatively to the fluent speakers.

Students' Beliefs about Language Learning: Students' beliefs about language learning can also work as a factor of second language anxiety (Horwitz, Horwitz and Cope, 1986; Horwitz, 1988, 1989; Price, 1991; Young, 1991). Students can have unrealistic expectations as to how a person should perform in a second language classroom. When those expectations are not met it can lead to negative feelings about one's intelligence and abilities. In a study, Horwitz (1988) found that many students also believed that learning a foreign language primarily involved memorizing vocabulary words and grammatical rules. Such enormous beliefs may lead to disappointment and frustrations on the part of the students. These are all faulty beliefs that may cause the students to have unrealistic expectations about the language learning process, and thus can cause anxiety (as cited in Ferdous, 2012, p. 4-6).

2.7.2 Teacher Characteristics:

The most disturbing aspect of the ESL classroom, according to many students, was directly related to the teachers; that "the teacher was trying to make you feel stupid," and this indicated a lack of respect on the part of the teacher. A judgmental teaching attitude (Samimy, 1994) and a harsh manner of teaching (Aida, 1994) are linked to students' fear in the classroom. Palacios (1998) found the following characteristics of the teacher to be associated with anxiety: absence of teacher support, unsympathetic personalities, lack of time for personal attention, favoritism, a sense that the class does not provide students with the tools necessary to match up with the teacher's expectations and the sense of being judged by the teacher or wanting to impress the teacher. Young (1992) noted that teaching too much grammar as well as speaking activities, put the learner "on the spot" in front of

the peers without allowing prior preparation are also sources of anxiety for many students (as cited in Ferdous, 2012, p. 6).

Some teachers feel that they cannot have students do pair work or group work in the fear of losing control of the class. Teachers' role as a dominant speaker in the class may arouse anxiety on the part of students. Teachers who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeant's than a facilitator's may be contributing to learner language anxiety. The social context that the teacher sets up in the classroom can have tremendous ramifications for the learners (Young, 1991, p. 428). When these ideas are applied to reading instruction, one can imagine that if group discussion is allowed and teacher assistance is available during reading practice in class, students might feel less anxious in reading. Also, speaking "on the spot" and "in front of the class" produced the most anxiety from the students' perspectives. Students reported decreased anxiety in speaking foreign languages during pair work or small-group work. Instructor characteristics such as friendliness, good sense of humor, patience and relaxation can help students reduce their anxiety in class. Young's study showed that teachers' characteristics and practices play a major role in reducing students' anxiety (Zhao, 2008, p. 45).

Pair work provides a relatively stable environment in which to nurture skills without the absolute necessity for accuracy. Forty four percent of students report that they are embarrassed to volunteer to speak in class while 36.3% feel self-conscious speaking in front of their classmates. Students become even more nervous when faced with randomness and unpredictability, which can turn a seemingly innocuous question from the teacher into a

nightmare experience. Such students benefit from pair work situations, where comparisons of capability are “operating at a more comfortable level” (Gardner and Lalonde (1990, p.219) because learners are compared with peers rather than the "expert" native-speaking teacher (as cited in Burden, 2004, p. 15).

To decrease anxieties, the teacher can build confidence by acting more as an advisor, or even a friend and “less like an authority figure making them perform” (Young, 1991, p.432). Instead of viewing herself as the expert whose task it is to transmit knowledge and leaving learners "silenced and powerless" (Auerbach, 2001, p.145), the teacher can adopt the role of facilitator, whose responsibility is to provide students with input and opportunities to communicate in the language in authentic situations with authentic materials (as cited in Burden, 2004, p. 16). Both learning and teaching go on smoothly without tension. It is no doubt that such facilitators can be successful ones for they explore attentively students’ psychological feelings, skillfully manipulate students from loving language classes and attract students to participate actively. The more the teacher frees his students to grow, the more he frees himself to grow (Xu & Huang, 2010, p. 193).

According to Young's (1991) language learners, instructors who had a good sense of humor and were friendly, relaxed and patient, who made students feel comfortable, and who encouraged students to speak out were cited as helpful in reducing second language class anxiety (p. 432). Therefore, student language anxiety might be an indication that the teachers are doing something fundamentally unnatural in the methodology. Helping teachers to recognize the signs of anxiety in language learners is an important step in responding to anxiety in the classroom (p. 429).

2.7.3 Classroom Procedure:

Classroom procedure was counted another source of anxiety. Young (1990) compiled list of classroom activities which were perceived by students as producing anxiety:

- I. Spontaneous role-play in the class;
- II. Speaking in front of the class;
- III. Oral presentations or skits in front of the class;
- IV. Presenting an unprepared dialogue in front of the class; and
- V. Writing on the board.

Palacios (1998) found the following classroom characteristics to be anxiety producing factors; demands of oral production, feeling of being put on the spot, the pace of the class, and the feeling of being evaluated (i.e., fear of negative evaluation). Several students were concerned that the language class moved so quickly that they did not have sufficient time to digest the rules and vocabulary. Again a few commented that the amount of material to be covered in one semester is excessive. Several other students made comments regarding the “speed” of the course. Another practice that was cited as an anxiety-provoking factor by the participants concerned error correction. Students reported becoming frustrated when the teacher would correct the error before they had time to completely formulate a response. Comments made by several students pertained to teachers interruption to correct speaking errors. These interruptions would frequently cause students to lose their focus (as cited in Ferdous, 2012, p. 6).

2.8 Secondary Research

Previous studies in educational research have detailed many issues regarding the difficulties students face when learning/using a foreign language. One of those issues is

language anxiety. Many researches have been done on foreign language anxiety in many countries. The cause of language anxiety is also attributed to cultural and personal factors, and based on this Jackson (2002) in an ethnographic study of 168 Chinese students in English-medium business classes at a university in Hong Kong found that a combination of anxiety, cultural, and personal factors contributed to the lack of participation in discussions (as cited Andrade & Williams, 2009, p. 5).

In English classrooms, a number anxiety may be observed. Other classroom anxieties are *test anxiety*, which is fear of poor performance on tests (Horwitz, Horwitz, and Cope, 1986), and specific *subject* or *task anxieties* such as the nervousness and tension associated with grammar, listening, public speaking, reading, and writing. Therefore, in a study of 272 first-and second-year Japanese university students in Japan, Caprio (1987) found students' negative reactions to being called on in class and speaking English (as cited Andrade & Williams, 2009, p. 3). Similar research and findings were reported by Cubukcu (2007) and the paper reports the results of a study designed to investigate the effects of anxiety in the second language classroom. The main sources of anxiety were identified as: (a) Presenting before the class, (b) Making mistakes, (c) Losing face, (d) Inability to express oneself, (e) Fear of failure, (f) Teachers, and (g) Fear of living up to the standards (p. 133).

Young (1991) argued that the reason why learners do not participate in the classroom activities is the fear of committing a verbal error. Similarly, Price's study (1991) indicated that learners are afraid of making pronunciation errors in classroom. Finally, speaking in front of their peers is another source of anxiety in learning a foreign language (Koch and Terrell, 1991). A review of available literature indicates that related studies conducted in Turkey are too limited. The findings of one of these studies (Dalkılıç, 2001), which focused on the relationship between achievement and second language anxiety,

showed that second language anxiety is a significant variable affecting learners' achievement (as cited in Mesri, 2012, p.149).

The economic globalization has heightened the need for English language learning and teaching in China. Although most teachers and students stress the importance of English learning and have made great efforts in teaching and learning English, the results sometimes fail to meet their expectations, which frustrate them over a long period of time (Zhang, 2007). As a result, to the students, learning English language has become an unpleasant and stressful task (as cited in Di, 2010, p. 2).

Learning English as a foreign language has always been a problematic area for Pakistani students where they are exposed to English only in a language class. Most of the learners express their fears and a feeling of uneasiness against learning English as a foreign language. Foreign language classroom anxiety (FLCA) is still considered to be a relatively new and developing area within foreign language research and in spite of the growing number of research dealing with foreign language anxiety (FLA), there is a limited number of studies involving students at the undergraduate level in Pakistan. Hence, this research aims to investigate the causes that provoke anxiety during different stages of the learning process in a classroom situation and the relationship of anxiety with learners' achievement at the undergraduate level. The researchers have intended to relate anxiety with factors such as learners' gender, their background and their parents' education (Awan, Azher, Anwar & Naz, 2010, p. 33).

Researches were also done on *fear of negative evaluation*. An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners was researched by Dr. Selami Aydin *Balikesir University, Turkey* in the year 2008. This study aims to investigate the sources and levels of fear of negative evaluation as well as language

anxiety among Turkish students as EFL learners, and to determine the correlation between the two (Aydin, 2008, p. 421). At Philippines, a proposed study intended to investigate the causes of anxiety in English language learning of foreign students in the Philippines in the year 2011. It was also found that *test anxiety* and *fear of negative evaluation* constitute the type of learning anxieties these were students experiencing. It can be gleaned from the results that foreign learners experience anxiety if they are being evaluated by both their peers and their teachers as to their performance in using the target language (Lucas, Miraflores & Go, 2011, p. 113). Finally, in a study conducted by Batumlu and Erden (2007), the relationship between language and anxiety was examined. The findings of this study suggest that there is a negative correlation between achievement and anxiety; whereas, the proficiency levels of learners and gender are not significant variables (as cited in Mesri, 2012, p.149).

Most of the studies investigating Taiwanese students' foreign language anxiety tested predominately elementary school students and secondary school students (for example: Chen, 2002; Chen, 2004, Wu, 2005). It appears that not many researchers focused on undergraduate English major students. This specific group has largely been ignored. Therefore, there is a need to further understand the complicated nature of foreign language anxiety in this specific group. In response to the perplexing nature of foreign language anxiety which Taiwanese students may have, their study aims to contribute to the limited literature examining the psychological reactions to language anxiety in Taiwanese undergraduate English-major students. Their study presents an insight for foreign language educators to further understand the students and help them through their anxiety (Kao & Craigie, 2010, p. 50).

Such research on language anxiety has not been considered in detail in the context of Bangladesh. With the trend of globalization English, that is a means of international communication, is often used in Bangladesh. To remain competitive, Bangladeshi students should be well equipped with a solid education foundation wherein the ability to communicate is very important. In Bangladesh, English is extensively used in education system from the primary up to the tertiary level as well as in various professions. So, for academic purpose and later in professional setting, proficiency in English is very necessary for Bangladeshi students. Nowadays, the employers do not simply look at the candidates' excellent academic results but also their proficiency in the language of English. In brief, English becomes the most important language to the students not only in order to excel in their study but also to prepare them for the competitive job market. Employers choose the best candidates who have good academic qualifications along with proficiency in English to meet the demands of globalization.

In Bangladesh two different mediums, Bangla and English are used in different institutions for instructions. In English medium schools, the medium of instructions is English while in Bangla medium schools, Bangla is the only medium of instructions. In these Bangla medium schools, English is taught as a subject only and the main focus of the students is to pass the exam not to gain proficiency. As a result, in spite of having learned English for twelve years in school level and college level, when the students enroll into university they face difficulties to use English effectively and feel anxiety. In the university, students need to use English extensively for the academic purposes. All the subjects are taught in English and books and materials are in English. Moreover, English is used as the medium of instructions in classroom. As a result, the students are required to be proficient

in English. Lectures are delivered in English which is a new experience for the students while most of the students come from Bangla medium background.

It has been observed that, first year students feel second language anxiety most. They neither understand the lecture nor the language. So they often get frustrated. Most of the teachers remain busy to complete their syllabus ignoring the anxiety felt by the learners. The classes move so quickly that the students cannot understand anything and fail to keep pace with the teachers. The syllabus is also too vast to complete. Moreover, difficult vocabularies, harsh reaction of the teachers, frustration expressed by the teachers when the students fail to fulfill their expectations, personality clash etc. increase anxiety. The classes are dominated by the teachers most of the time and the role of the learners is nothing but dumb listeners. When the students participate, the teachers try to correct each and every mistake. All these increase anxiety in the EFL classroom. It is important to address this anxiety because it represents physically and emotionally uncomfortable experience for many learners in the ESL classroom. So, it has become one of the current challenges in second language teaching to provide students with a low-anxiety classroom environment (Ferdous, 2012, p. 1-2).

Therefore, this study intends to fill the gap in relevant literature and also to present the state and perspectives toward the feeling of anxiety experiencing by the students of tertiary level in Bangladesh. In addition, this paper also intends to identify the effects, factors and type of activities that can cause high anxiety level in second language learning classroom. Through this research I want to discover the actual anxieties which are holding back the learners from being successful English learners.

Chapter 3: Research Methodology

This chapter will provide detailed information about the instrument, research questions, participants and procedure of the study.

3.1 Instrument

This research provides qualitative (3 open-ended questions) and quantitative (51 close-ended questions) data of students from University of Liberal Arts Bangladesh and Stamford University. The methodology of this research paper consists of the following step:

◇ Questionnaire

To administer the questionnaire, I made appointments with the students beforehand in order to meet them at their free period. I had to clarify and explain the questions to most of the students. The amount of time taken to collect data from 60 students was 15 days as all the participants could not arrive at the appointed days.

3.2 Research questions

The study set out to answer the following research questions:

1. Do the undergraduate students perceive English language anxiety?
2. Do the students believe that anxiety effect their performance in English?
3. What are the sources and influential factors of language anxiety?
4. Are there any significant relationships between learner anxiety, motivation and autonomy among the students?
5. What solutions do you think are effective to reduce language anxiety?

3.3 Participants

To conduct the survey, 30 undergraduate students from University of Liberal Arts and other 30 undergraduate students from Stamford University were selected. Therefore, in

total 60 students were chosen from two private universities. The participants of the study included both male and female and their ages range from 19 to 24 years. All of them were in the first year and from different departments.

3.4 Procedure

The survey was conducted through questionnaire. For students, there were 54 questions in total which include three open-ended questions at the end in order to find out their preferred opinions. The other 51 questions were quantitative and students were asked to rate their preferred option. In the quantitative questions, the results of the first 9 questions were calculated in percentage and the rest 42 questions, in which modified Likert scale was used, were calculated in percentage and mean score. The percentage and mean score of each question of the Likert scale were calculated to find out the preference of the students and which also indicate how often the majority of the students experience the situation and also support the statement. When the mean score of a statement is more than 3 then the majority of the students have supported the statement. When the mean score is less than 3 then it means that only a few students have supported the statement. The following mean score applies to my survey:

4.1 to 5 = Always

3.1 to 4 = Often

2.1 to 3 = Less often

1 to 2 = Not at all

The open-ended questions were altogether analyzed and summarized.

Chapter 4: Results and Discussion

4.1 Findings and Analysis

1. How would you evaluate your English ability?

(Poor)	1	2	3	4	5	(Excellent)
	4 students	21 students	23 students	10 students	2 students	
	6.7%	35%	38.3%	16.7%	3.3%	
<p>Among the participants, 38.3% (23 students) rated their ability in English to be no. 3 which means that they have good English skills. 35% (21 students) chose no. 2 and that means their English skill is satisfactory. 16.7% (10 students) reported no. 4 which indicates very good ability in English. Other 6.7% (4 students) rated no. 1 and that is they have poor ability. Only 3.3% (students) chose no. 5 which indicates they have excellent knowledge of English. Therefore, it can be said from the above result that the majority of the students evaluated their English ability to be in a moderate level. It is not either very good or very poor, rather it is in between these two conditions.</p>						

2. In the column *Anxiety*, circle according to how anxious you feel when you use *English* in the following situations: 5=*Extremely anxious* 4=*Very anxious* 3=*Moderately anxious* 2=*Slightly anxious* 1=*Not at all anxious*

Situation		Anxiety				
1. Taking part in a role-play or dialogue in front of my class		1	2	3	4	5
	<i>No. of respondents</i>	2	10	14	21	13
	<i>Percentage</i>	3.3%	16.6%	23.3%	35%	21.6%
	Among the participants, 35% (21 students) reported that they feel very anxious when they are asked to take part in a role-play or dialogue in front of the class. 23.3% (14 students) reported to be moderately anxious in this situation. 21.6% (13 students) felt extremely anxious, 16.6% (10 students) felt slightly anxious and only 3.3% (2 students) stated that they do not feel any anxiety when such situation arises. It can be said that most of the students feel quite anxious to speak or perform in front of other people.					
2. Teacher does not understand what I mean in English		1	2	3	4	5
	<i>No. of respondents</i>	7	8	16	20	9
	<i>Percentage</i>	11.6%	13.3%	26.6%	33.3%	15%
	This result reveals that 33.3% (20 students) felt very anxious when the teacher does not understand what they mean in English. 26.6% (16 students) reported to feel moderately anxious and 15% (9 students) said that they					

	become extremely anxious. Other 13.3% (8 students) felt slightly anxious and only 11.6% (7 students) stated to have no anxiety at all. Thus, in this situation maximum number of students becomes pretty much anxious when their message is not comprehensible.					
3. I do not understand what the teacher is correcting		1	2	3	4	5
	<i>No. of respondents</i>	9	4	15	19	13
	<i>Percentage</i>	15%	6.6%	25%	31.6%	21.6%
	Here 31.6% (19 students) reported that when they do not understand what the teacher is correcting they feel very anxious. 25% (15 students) felt moderately anxious while 21.6% (13 students) felt extremely anxious in this situation. 15% (9 students) said that they do not feel anxious at all and only 6.6% (4 students) felt little anxious. So most of the participants feel anxious to a good extent when they face this situation.					
4. Making mistakes in English class		1	2	3	4	5
	<i>No. of respondents</i>	0	16	19	14	11
	<i>Percentage</i>	0%	26.6%	31.6%	23.3%	18.3%
	In this table, 31.6% (19 students) said to have moderate anxiety when they make mistake in English class. 26.6%					

	(16 students) had slight anxiety while 23.3% (14 students) had very much anxiety. 18.3% (11 students) reported to feel extremely anxious. Therefore, in this situation all of the students feel more or less anxious when they make mistake in English.					
5. Being called on by teacher and waiting one's turn		1	2	3	4	5
	<i>No. of respondents</i>	4	17	19	11	9
	<i>Percentage</i>	6.6%	28.3%	31.6%	18.3%	15%
	The table reveals that 31.6% (19 students) felt moderately anxious when being called on by teacher and waiting one's turn. 28.3% (17 students) claimed to have slight anxiety and 18.3% felt very much anxious. 15% (9 students) reported to feel extremely anxious while 6.6% (4 students) reported no anxiety at all. Hence, it can be concluded that the majority of the students feel quite anxious when such situation comes up.					
6. Could not respond quickly or smoothly		1	2	3	4	5
	<i>No. of respondents</i>	3	7	20	12	18
	<i>Percentage</i>	5%	11.6%	33.3%	20%	30%
	Here 33.3% (20 students) reported that when they could not respond quickly or smoothly they felt moderate					

	<p>anxiety. 30% (18 students) said to feel high anxiety and 20% (12 students) feel moderate anxiety in this situation. 11.6% reported to feel slight anxiety and only 5% (3 students) reported to feel no anxiety in the occurrence of such situation. Therefore, nearly most of the students feel highly anxious in this situation.</p>					
7. First encounter with a native English teacher		1	2	3	4	5
	<i>No. of respondents</i>	1	19	14	15	11
	<i>Percentage</i>	1.7%	31.6%	23.3%	25%	18.3%
	<p>Among the participants, 31.6% (19 students) reported to feel slightly anxious in their first encounter with a native English teacher. 25% (15 students) said to feel very anxious while 23.3% (14 students) felt moderately anxious. 18.3% (11 students) had extreme anxiety whereas only 1.7% (1 student) had no anxiety. Thus, it can be said that half of the participants felt high anxiety and the other half felt moderate to mild anxiety.</p>					
8. Had no idea or opinion about the topic		1	2	3	4	5
	<i>No. of respondents</i>	9	8	8	15	20
	<i>Percentage</i>	15%	13.3%	13.3%	25%	33.3%
	<p>Among the participants, 33.3% (20 students) claimed to</p>					

	<p>feel extremely anxious when they do not have any idea or opinion about the topic. 25% (15 students) became very anxious whereas 15% (9 students) felt no anxiety. 13.3% (8 students) felt moderately anxious and the other 13.3% (8 students) felt slightly anxious.</p>
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3. Please read the statements carefully and give your first reaction by choosing (v) an answer for each statement: (1) Always, (2) Often, (3) Not sure (4) Less often, or (5) Not at all.

		<i>Always</i>	<i>Often</i>	<i>Not sure</i>	<i>Less often</i>	<i>Not at all</i>	<i>Total MEAN</i>
1. I like to take part in a group discussion in class.	<i>No. of respondents</i>	9	15	6	20	10	2.8
	<i>Percentage</i>	15%	25%	10%	33.3%	16.7%	
<p>Here, we can see that the majority of the students that is 33.3% (20 students) reported less often to the fact that they like to take part in a group discussion in class. 25% (15 students) reported often whereas 16.7% (10 students) said not at all. Other 15% (9 students) reported to like always and only 10% (4 students) are not sure. The total mean score on the Likert scale is 2.8 which shows that the majority of the students less often like to participate in class discussion and this imply that the students prefer individual work more than group work.</p>							

2. I like to work on my own rather than in group or pair.	<i>No. of respondents</i>	9	27	9	11	4	3.4
	<i>Percentage</i>	15%	45%	15%	18.3%	6.7%	
	Among the participants, 45% (27 students) reported that they often like to work on their own rather than in group or pair. 18.3% (11 students) stated to like less often while 15% (9 students) always like to work on their own. Only 6.7% (4 students) reported that they do not like it at all. The total mean score on the Likert scale is 3.4 which shows that the majority of the students often like to work on their own. This indicates that nearly half of the participants are introverts.						
3. Pair work provides a greater amount of student involvement than a teacher-led activity.	<i>No. of respondents</i>	11	27	10	10	2	3.6
	<i>Percentage</i>	18.3%	45%	16.7%	16.7%	3.3%	
	Among the participants, 45% (27 students) reported that pair work often provides a greater amount of student involvement than a teacher-led activity. 18.3% (11 students) reported it is always helpful. 16.7% (10 students) reported not sure and other 16.7% (10 students) said less often to this statement. Only 3.3% (2 students) said not at all. The total mean score on the Likert scale is 3.6 which show that the majority of the students agree that pair work most often led to greater involvement.						

4. Group work creates a motivating environment to use English which helps to increase the quantity of oral/aural language practice.	<i>No. of respondents</i>	18	32	2	5	3	3.95
	<i>Percentage</i>	30%	53.3%	3.3%	8.3%	5%	
	Among the participants, 53.3% (32 students) reported that group work often creates a motivating environment to use English which helps to increase the quantity of oral/aural language practice. 30% (18 students) said that it is always helpful. 8.3% (5 students) reported less and other 5% (3 students) said not at all to this statement. Only 3.3% (2 students) said not sure. The total mean score on the Likert scale is 3.95 which show that the majority of the students believe that group work always creates motivating environment to use English.						
5. I like to take responsibility on my own during the language learning process.	<i>No. of respondents</i>	17	26	6	9	2	3.8
	<i>Percentage</i>	28.3%	43.3%	10%	15%	3.3%	
	Here, 43.3% (26 students) claimed that they often like to take responsibility on their own during the language learning process. 28.3% (17 students) reported that they always like to study on their own. 15% (9 students) reported less often and other 10% (6 students) said not sure. Only 3.3% (2 students) said not at all to this statement. The total mean score on the Likert scale is 3.8 which show that the majority of the students						

	quite often like to take responsibility on their own. This indicates that the students are quite autonomous.						
6. I prefer my teacher to guide me and solve my problems during the language learning process.	<i>No. of respondents</i>	37	18	4	1	0	4.5
	<i>Percentage</i>	61.7%	30%	6.7%	1.7%	0%	
	This table reveals that 61.7% (37 students) claimed that they always like to prefer their teacher to guide and solve their problems during the language learning process. 30% (18 students) reported they often prefer their teachers' guidance. 6.7% (4 students) reported not sure and other 1.7% (1 student) said less often. The total mean score on the Likert scale is 4.5 which show that the majority of the students always prefer their teachers' help and support. Thus, although the learners have autonomy but as anxiety works inside them they seek their teachers' help and guidance.						
7. When the teacher asks questions in English, I try to give answers in English as much as possible.	<i>No. of respondents</i>	22	18	2	11	7	3.6
	<i>Percentage</i>	36.7%	30%	3.3%	18.3%	11.7%	
	In this table, 36.7% (22 students) claimed that they always try to give answers in English as much as possible. 30% (18 students) reported they often do it. 18.3% (11 students) reported less sure and other 11.7% (7 students) said not at all. Only 3.3% (2 students) said not sure. The total mean score on						

	the Likert scale is 3.6 which show that the majority of the students often try to give answers. Therefore, most of the students have motivation to a good extent which is a cause of them being autonomous.						
8. Teacher provides encouragement and motivates me during my tasks.	<i>No. of respondents</i>	19	22	3	7	10	3.6
	<i>Percentage</i>	31.7%	36.7%	5%	11.7%	16.7%	
	Here, 36.7% (22 students) claimed that their teacher often encourage and motivate them during the tasks. 31.7% (19 students) reported always, 16.7% (10 students) reported not at all and other 11.7% (7 students) said less often. Only 5% (3 students) said not sure which means that their teacher sometimes or may not provide encouragement and motivation. The total mean score on the Likert scale is 3.6 which show that the majority of the students said that their teacher often provides encouragement and motivation.						
9. Teachers should use an encouraging rather than threatening style of questioning, avoid sarcasm, and give students more positive feedback.	<i>No. of respondents</i>	35	16	6	2	1	3.97
	<i>Percentage</i>	58.3%	26.7%	10%	3.3%	1.7%	
	Among the participants, 58.3% (35 students) reported that teachers should always use an encouraging rather than threatening style of questioning, avoid sarcasm, and give students more positive feedback. 26.7% (16 students) reported						

	<p>often, 10% (6 students) reported not sure and other 3.3% (2 students) said less often. Only 1.7% (1 student) said not at all to this statement. The total mean score on the Likert scale is 3.97 which show that the majority of the students always want their teacher to maintain these three things.</p>						
10. I start to panic when I have to speak without preparation in English class.	<i>No. of respondents</i>	21	23	4	10	2	3.9
	<i>Percentage</i>	35%	38.3%	6.7%	16.7%	3.3%	
	<p>In this table, 38.3% (23 students) claimed that they often start to panic when they have to speak without preparation in English class. 35% (21 students) reported always, 16.7% (10 students) reported less often and other 6.7% (4 students) said not sure. Only 3.3% (2 students) reported they do not panic at all in such situation. The total mean score on the Likert scale is 3.9 which show that the majority of the students most often start to panic. Hence, this kind of traumatic experiences due to fear of negative evaluation leads the learners to make such sort of reaction.</p>						
11. I worry about the consequences of failing for my English.	<i>No. of respondents</i>	20	21	10	7	2	3.8
	<i>Percentage</i>	33.3%	35%	16.7%	11.7%	3.3%	
	<p>Here, 35% (21 students) reported that they often start to worry about the consequences of failing for their English. 33.3% (20</p>						

	<p>students) said always, 16.7% (10 students) reported not sure and other 11.7% (7 students) said less often. Only 3.3% (2 students) said not at all. The total mean score on the Likert scale is 3.8 which show that the majority of the students most often worry about failing for their English. Thus due to anxiety for English language, most of the students' academic achievement gets affected badly and they get lower grades.</p>						
12. Did not know how to say something in English.	<i>No. of respondents</i>	16	17	8	9	10	3.3
	<i>Percentage</i>	26.7%	28.3%	13.3%	15%	16.7%	
	<p>Among the participants, 28.3% (17 students) stated that they often did not know how to say something in English. 26.7% (16 students) reported always while 16.7% (10 students) reported not at all. Other 15% (9 students) said less often and only 13.3% (8 students) said not sure. The total mean score on the Likert scale is 3.3 which show that the majority of the students often do not know how to say something in English. Therefore, the students' anxiety has negative effects on their cognitive processes which hold them back to produce the language.</p>						
13. I prefer to talk less in class in English.	<i>No. of respondents</i>	12	16	11	15	6	3.2
	<i>Percentage</i>	20%	26.7%	18.3%	25%	10%	
	<p>In this table, 26.7% (16 students) claimed that they often prefer</p>						

	<p>to talk less in class in English whereas 25% (15 students) reported that they prefer less often. 20% (12 students) reported always and other 18.3% (11 students) said not sure. Only 10% (6 students) reported they do not prefer at all. The total mean score on the Likert scale is 3.2 which show that the majority of the students prefer a bit often to talk in English in the classroom. So, their social context is also negatively affected by the anxiety. That's why they want to communicate less.</p>						
14. I am afraid that the other students will laugh at me when I speak English.	<i>No. of respondents</i>	21	15	3	16	5	3.5
	<i>Percentage</i>	35%	25%	5%	26.7%	8.3%	
	<p>Here, 35% (21 students) reported that they feel always afraid that the other students will laugh at them when they speak English. 26.7% (16 students) said less often while 25% (15 students) reported often. Other 8.3% (5 students) said they are not at all afraid. Only 5% (3 students) said that they are unsure. The total mean score on the Likert scale is 3.5 which show that the majority of the students most often worry about others laughing at them when they speak English. Thus, this is another source of their anxiety which is fear of negative evaluation that is the worry about how others view the speaker.</p>						

15. It frightens me when my teacher asks me to speak in English in front of class.	<i>No. of respondents</i>	19	24	5	6	6	3.5
	<i>Percentage</i>	31.7%	40%	8.3%	10%	10%	
	<p>Among the participants, 40% (24 students) reported that it frightens them when their teacher asks them to speak in English in front of class. 31.7% (19 students) said always while 10% (6 students) reported less often and other 10% (6 students) said it does not frighten them at all. Only 8.3% (5 students) said that they are unsure about it. The total mean score on the Likert scale is 3.5 which show that the majority of the students most often get frightened when they had to speak in front of class. Therefore, this is another source of their anxiety which is communication apprehension that is a feeling of fear and anxiety in communicating with people.</p>						
16. While taking a test, I feel confident and relaxed.	<i>No. of respondents</i>	10	17	10	18	5	3.3
	<i>Percentage</i>	16.7%	28.3%	16.7%	30%	8.3%	
	<p>Among the participants, 30% (18 students) reported that they less often feel confident and relaxed while taking a test. 28.3% (17 students) said often while 16.7% (10 students) reported always and other 16.7% (10 students) said sometimes or sometimes not. Only 8.3% (5 students) said that they not at all feel confident and relaxed during exam. The total mean score</p>						

	on the Likert scale is 3.3 which show that the majority of the students feel a bit often confident and relaxed. Hence, we can say that half of the students stay confident and comfortable while almost the other half feels fear during exams.						
17. Finding unexpected questions on a test causes me to feel panicky and I tend to forget things that I know and learned.	<i>No. of respondents</i>	14	23	7	11	5	3.6
	<i>Percentage</i>	23.3%	38.3%	11.7%	18.3%	8.3%	
	This table reveals that 38.3% (23 students) stated that finding unexpected questions on a test often causes them to feel panicky and they tend to forget things that they know and learned. 23.3% (14 students) reported they this always happens to them while 18.3% (11 students) reported less often. Other 11.7% (7 students) said sometimes happens and sometimes not and only 8.3% (5 students) reported do not happen at all. The total mean score on the Likert scale is 3.6 which show that this occurs most often with the majority of the students. Thus, this is one more primary source of their anxiety which is test anxiety.						
18. My mind goes blank when I am pressured for an answer on a test.	<i>No. of respondents</i>	16	23	1	14	6	3.5
	<i>Percentage</i>	26.7%	38.3%	1.7%	23.3%	10%	
	This table reveals that 38.3% (23 students) reported that their mind go blank when they are pressured for an answer on a test.						

	<p>26.7% (16 students) reported always while 23.3% (14 students) reported less often. Other 10% (6 students) said not at all and only 1.7% (1 student) reported not sure. The total mean score on the Likert scale is 3.5 which show that this occurs most often with the majority of the students. So this is another case of test anxiety.</p>						
19. I keep thinking that the other students are better at English than me.	<i>No. of respondents</i>	21	22	4	8	5	3.8
	<i>Percentage</i>	35%	36.7%	6.7%	13.3%	8.3%	
	<p>Here, we can see that the majority of the students that is 71.7% (43 students) reported “often” to “always” to the fact that they keep thinking that the other students are better at English than them. 13.3% (8 students) reported to think less often and 8.3% (5 students) do not think at all. Only 6.7% (4 students) sometimes think and sometimes do not. The total mean score on the Likert scale is 3.8 which show that the majority of the students most often think that other are better. This characteristic of the learners leads them to become more anxious.</p>						
20. I worry that my writing in English is a lot worse than others.	<i>No. of respondents</i>	22	17	4	13	4	3.6
	<i>Percentage</i>	36.7%	28.3%	6.7%	21.7%	6.7%	

	<p>We can see in this table that the majority of the students 36.7% (22 students) reported that they always worry that their writing in English is a lot worse than others. 28.3% (17 students) reported often while 21.7% (13 students) reported less often. 6.7% (4 students) said not sure and other 6.7% (4 students) reported not they do not worry at all. The total mean score on the Likert scale is 3.6 which show that the majority of the students most often worry by comparing their own writing with others. So this is a case of self-perceived low level of ability where the learners become anxious when they think they cannot do anything and compare themselves to other students.</p>						
21. My teacher makes learning interesting and explains concepts clearly.	<i>No. of respondents</i>	15	19	8	12	6	3.4
	<i>Percentage</i>	25%	31.7%	13.3%	20%	10%	
	<p>Among the participants, 31.7% (19 students) stated that their teachers make learning interesting and explains concepts clearly. 25% (15 students) said always while 20% (12 students) reported less often and other 13.3% (8 students) said sometimes or sometimes not. Only 10% (6 students) said that the teachers do not do this at all. The total mean score on the Likert scale is 3.4 which show that the majority of the students often find their teachers to make learning interesting and explains concepts clearly.</p>						

22. My teacher has strong communication skills.	<i>No. of respondents</i>	22	21	2	10	5	3.7
	<i>Percentage</i>	36.7%	35%	3.3%	16.7%	8.3%	
	<p>Among the participants, 36.7% (22 students) stated that their teachers always have strong communication skills. 35% (21 students) said often while 16.7% (10 students) reported less often and other 8.3% (5 students) said their teachers' communication skills s very poor. Only 3.3% (2 students) said that they are unsure. The total mean score on the Likert scale is 3.7 which show that the majority of the students most often find their teachers to have strong communication skills.</p>						
23. I find my teacher to be supportive and friendly.	<i>No. of respondents</i>	15	21	8	10	6	3.5
	<i>Percentage</i>	25%	35%	13.3%	16.7%	10%	
	<p>Here, 35% (21 students) stated that they often find their teachers to be supportive and friendly. 25% (15 students) said always while 16.7% (10 students) reported less often and other 13.3% (8 students) said not sure. Only 10% (6 students) reported that their teachers are not at all supportive and friendly. The total mean score on the Likert scale is 3.5 which show that the majority of the students quite often find their teachers to be supportive and friendly.</p>						

	(Communicative Language Teaching) method of teaching rather than GTM (Grammar-Translation Method) or ALM (Audio-Lingual Method).						
26. Teachers should allow opportunity for student-student correction in English.	<i>No. of respondents</i>	16	18	11	9	6	3.5
	<i>Percentage</i>	26.7%	30%	18.3%	15%	10%	
	In this table, 30% (18 students) reported that teachers should often allow opportunity for student-student correction in English. 26.7% (16 students) said always while 18.3% (11 students) reported not sure and other 15% (9 students) said less often. Only 10% (6 students) said that teachers should never allow this. The total mean score on the Likert scale is 3.5 which show that the majority of the students quite often want student-student correction in English. Thus, the majority of the students prefer peer correction which is an aspect of CLT (Communicative Language Teaching) method.						
27. Teachers take feedback from the students on every lesson.	<i>No. of respondents</i>	12	13	8	14	13	2.9
	<i>Percentage</i>	20%	21.7%	13.3%	23.3%	21.7%	
	This table shows that 23.3% (14 students) reported that their teachers less often take feedback from the students on every lesson. 21.7% (13 students) reported often while 21.7% (13 students) said that their teachers never take feedback from						

	<p>them. 20% (12 students) said always while 13.3% (8 students) reported not sure. The total mean score on the Likert scale is 2.9 which show that the majority of the students said that their teachers take feedback less often.</p>						
<p>28. I am afraid that my English teacher is ready to correct every mistake I make.</p>	<i>No. of respondents</i>	17	24	6	5	8	3.6
	<i>Percentage</i>	28.3%	40%	10%	8.3%	13.3%	
	<p>Here, 40% (24 students) reported that they are often afraid that their English teacher is ready to correct every mistake they make. 28.3% (17 students) said always while 13.3% (8 students) reported not at all and other 10% (6 students) said not sure. Only 8.3% (5 students) reported that they are afraid less often. The total mean score on the Likert scale is 3.6 which show that the majority of the students are pretty often afraid as their teacher corrects every mistake.</p>						
<p>29. I tremble when I give an oral presentation in English to the rest of the class.</p>	<i>No. of respondents</i>	21	22	8	7	2	3.9
	<i>Percentage</i>	35%	36.7%	13.3%	11.7%	3.3%	
	<p>Here, 36.7% (22 students) reported that they often tremble when they have to give an oral presentation in English to the rest of the class. 35% (21 students) said always while 13.3% (8 students) reported sometimes and sometimes not. Other 11.7% (7 students) said less often and only 3.3% (2 students)</p>						

	reported that they never tremble. The total mean score on the Likert scale is 3.9 which show that the majority of the students very often tremble while giving presentation in front of the class. Therefore such classroom activities arouse anxiety among students.						
30. I feel embarrassed to use simple or broken English.	<i>No. of respondents</i>	21	25	12	1	1	3.8
	<i>Percentage</i>	35%	41.7%	20%	1.7%	1.7%	
	Here, 41.7% (25 students) reported that they often feel embarrassed to use simple or broken English. 35% (21 students) said always while 20% (12 students) reported sometimes and sometimes not. 1.7% (1 student) said less often and other 1.7% (1 student) reported that this never happens to them. The total mean score on the Likert scale is 3.8 which show that the majority of the students very often fell in such embarrassing situation. Thus, the majority of the students' anxiety is in speaking.						
31. I feel embarrassed when other students are hearing my English accent in my language class.	<i>No. of respondents</i>	19	20	10	4	7	3.6
	<i>Percentage</i>	31.7%	33.3%	16.7%	6.7%	11.7%	
	Among the participants, 33.3% (20 students) reported that they often feel embarrassed when other students are hearing their English accent in the class. 31.7% (19 students) said always						

	<p>while 16.7% (10 students) reported sometimes and sometimes not. 11.7% (7 students) said not all and other 6.7% (4 students) reported less often. The total mean score on the Likert scale is 3.6 which show that the majority of the students quite often feel embarrassed. Hence, the majority of the students' anxiety is in pronunciation.</p>						
<p>32. When I want to use correct grammar to speak English in the class, I get so nervous that I forget what to say.</p>	<i>No. of respondents</i>	18	23	5	9	5	3.7
	<i>Percentage</i>	30%	38.3%	8.3%	15%	8.3%	
	<p>Among the participants, 38.3% (23 students) reported that they often get nervous that they forget what to say when they want to use correct grammar to speak English in the class. 30% (18 students) said always while 15% (9 students) less often. 8.3% (5 students) said not sure and other 8.3% (5 students) reported not at all. The total mean score on the Likert scale is 3.7 which show that the majority of the students very often get nervous and their mind goes blank. Hence the majority of the students' anxiety, to a great extent, is in speaking.</p>						
<p>33. While speaking in my language class, I feel scared when I translate word by word the expressions from my native language into</p>	<i>No. of respondents</i>	17	19	10	11	3	3.6
	<i>Percentage</i>	28.3%	31.7%	16.7%	18.3%	5%	
	<p>This table shows that 31.7% (19 students) reported that while speaking in the class, they often feel scared when they</p>						

English language.	translate word by word the expressions from their native language into English language. 28.3% (17 students) reported always while 18.3% (11 students) said less often. 16.7% (10 students) said not sure while 5% (3 students) reported they do not have this problem at all. The total mean score on the Likert scale is 3.6 which show that the majority of the students quite often feel scared while translating Bengali into English. Thus, the majority of the students' L1 interrupts L2.						
34. I become confused by the number of rules I have to learn to write in a second language (English).	<i>No. of respondents</i>	20	25	4	6	5	3.8
	<i>Percentage</i>	33.3%	41.7%	6.7%	10%	8.3%	
	This table reveals that 41.7% (25 students) stated that they often become confused by the number of rules they have to learn to write in a second language (English). 33.3% (20 students) reported always while 10% (6 students) said less often. 8.3% (5 students) said not at all while 6.7% (4 students) reported that they may or may not get confused. The total mean score on the Likert scale is 3.8 which show that the majority of the students very often become confused. Thus, the majority of the students struggle in remembering the target rules which arouses anxiety.						
35. Even if I am well prepared for listening, I	<i>No. of respondents</i>	15	26	3	9	7	3.5

37. I freeze up when unexpectedly asked to write in English.	<i>No. of respondents</i>	10	22	10	12	6	3.3
	<i>Percentage</i>	16.7%	36.7%	16.7%	20%	10%	
	<p>Among the participants, 36.7% (22 students) reported that they often freeze up when they are unexpectedly asked to write in English. 20% (12 students) reported less often while 16.7% (10 students) said always. Other 16.7% (10 students) said not sure and only 10% (6 students) reported not at all. The total mean score on the Likert scale is 3.3 which show that the majority of the students often freeze up. Thus, the possible cause of this type of writing anxiety is for the low self-confidence.</p>						
38. I get upset when I am not sure whether I understand what I am reading in English.	<i>No. of respondents</i>	15	30	1	10	4	3.7
	<i>Percentage</i>	25%	50%	1.7%	16.7%	6.7%	
	<p>This table shows that 50% (30 students) reported that they often get upset when they are not sure whether they understand what they are reading in English. 25% (15 students) reported always while 16.7% (10 students) said less often. 6.7% (4 students) said not at all while 1.7% (1 student) reported not sure. The total mean score on the Likert scale is 3.7 which show that the majority of the students very often get upset when they do not understand what they are reading. Therefore on encountering difficulty in reading, they get upset with reading</p>						

	and experience anxiety.						
39. I do not mind reading to myself, but I feel very uncomfortable when I have to read English aloud.	<i>No. of respondents</i>	13	15	5	19	8	3.1
	<i>Percentage</i>	21.7%	25%	8.3%	31.7%	13.3%	
	This table reveals that 31.7% (19 students) stated that they less often feel uncomfortable when they have to read English aloud whereas 25% (15 students) reported often and 21.7% (13 students) said always. 13.3% (8 students) said not at all while 8.3% (5 students) reported that they sometimes or sometimes not feel uncomfortable. The total mean score on the Likert scale is 3.1 which show that the majority of the students often feel uncomfortable. Thus, the reason might be of their less fluency and pronunciation problem in English.						
40. Once you get used to it, reading English is not so difficult.	<i>No. of respondents</i>	26	29	2	3	0	4.3
	<i>Percentage</i>	43.3%	48.3%	3.3%	5%	0%	
	We can see that 48.3% (29 students) reported that they agree that once someone get used to it, often reading English is not so difficult. 43.3% (26 students) reported always while 5% (3 students) said less often. 3.3% (2 students) said not sure and nobody said not at all. The total mean score on the Likert scale is 4.3 which show that the majority of the students always believe this.						

41. Both teacher and student equally play role in reducing second language anxiety.	<i>No. of respondents</i>	29	23	7	1	0	4.3
	<i>Percentage</i>	48.3%	38.3%	11.7%	1.7%	0%	
	Here, 48.3% (29 students) reported that both teacher and student always equally play role in reducing second language anxiety. 38.3% (23 students) reported often while 11.7% (7 students) said not sure. 1.7% (1 student) said less often. The total mean score on the Likert scale is 4.3 which show that the majority of the students always believe that teacher and students play part in reducing anxiety.						
42. A friendly classroom atmosphere can help students to overcome their anxiety and increase their involvement in activities more.	<i>No. of respondents</i>	38	15	4	2	1	4.5
	<i>Percentage</i>	63.3%	25%	6.7%	3.3%	1.7%	
	Among the participants, 63.3 % (38 students) reported that a friendly classroom atmosphere can always help students to overcome their anxiety and increase their involvement in activities more. 25% (15 students) reported often while 6.7% (4 students) said sometimes and sometimes not. Other 3.3% (2 students) said less often and only 1.7% (1 student) reported not at all. The total mean score on the Likert scale is 4.5 which show that the majority of the students believe that friendly classroom atmosphere always reduces anxiety.						

4. What is the main source of your anxiety?

Sources	Number of respondents	Comment
Lack of vocabulary	13	S1: "I think my vocabulary is not so strong. Sometimes I fell in trable."
Spelling mistake	10	S1: "I cannot remember critical spelling." S2: "Speaking confidently but sometimes I mistake. Before speaking I think will my speaking be right or wrong."
Grammatical mistake	9	S1: "My main source of anxiety is my grammar. I am very confuse about English grammatical rules, that is why I cannot speak in English without any hesitation."
For Bangla medium school	8	S1: "I have anxiety because I am from Bangla medium background, and that is why I had no chance to communicate in English." S2: "My bangla medium school was all bangla." S3: "English medium students are more good than me."
Listening	4	S1: "Dificalt understand lectar." S2: "This is the first time when I hearing English lecture in the classroom. So that I can't understand." S3: "Don't understand what teacher say in class." S4: "Teacher talk very fast in English I do not understand." S5: "I get problem in the lecture. Many time don't understand what teacher say."

Speaking	17	S1: "I think I cannot speak English properly." S2: "My poor ability to speak English properly." S3: "I can't speak fluently."
Writing	10	S1: "Sometimes I face problem in formulating an idea in writing in English."
Nervousness and hesitation	10	S1: "My anxiety affects my performance in the learning process by making me nervous. Because I think I have no capability of making a correct sentence in my mind while talking in English with someone." S2: I get nervous to say in English." S3: "I stammer also.")
Lack of English knowledge	6	
Pronunciation	8	
Feel shy	7	S1: "I feel shame to say English." S2: "Feel shame to make mistake."
Lack of practice	2	
Not comfortable with English language	3	
General:		S1: "I feel embarrassed when my teacher does not understand what I am saying. I get nervous and also become non confident. Due to grammatical error I feel shy

to speak in front of my class.”

S2: “I don’t have any friends so that I can’t practice”

S3: “My mind goes blank if my teacher ask me to say something in English.”

S4: “I have problem when I translate from Bangla to English. Sometimes I get nervous when teacher asks to speak on the spot.”

S5: “The main source of my anxiety are – I don’t practice English by myself, I feel very uncomfortable to talk with English and I feel very boar while I read any English article or paragraph.”

S6: “Sometimes I face low confidence.”

S7: “When I speak in english in any other person or my friend, then suddenly I don’t remember the vocabulary word. It is one of the source of my anxiety.”

S8: “I can’t speak fluently and afraid. If I made any mistake people will laugh.”

5. How does anxiety affect your performance in the learning process?

Effects	Number of respondents	Comment
Affect a lot	9	S1: “The affect is dangerous.” S2: “Anxiety affects my performance in the

		learning process by creating panic about English."
Get less mark/ affect result	16	<p>S1: "I get less mark when I write anything of my own."</p> <p>S2: "For my spelling mistake I get less mark."</p> <p>S3: "I get poor marks. I cannot give my best all the time."</p> <p>S4: "Get bad grade."</p> <p>S5: "Stops me to get good marks and perform well in the learning process."</p>
Do not perform well	8	<p>S1: "I could have done well if it was in Bangla."</p> <p>S2: "It affects my progress to do well in the exam."</p>
Face problem in exam	9	S1: "I can not understand anything. That is why I can not perform good in the examination."
Hamper my learning process/study/performance	7	S1: "Create problem my performance."
I get frustrated	1	
Learning process is not smooth	1	
Uneasiness	1	
Cannot study confidently (lose confidence in oneself)	6	
Forget things I know	6	<p>S1: "I lost word and forget what to say."</p> <p>S2: "Often I forget what to say and get blank."</p>

Break the concentration	4	S1: "Loose concentration of the study. No more find interest."
Not able to participate in the class	3	S1: "I participate not well."
General:		<p>S1: "My mind stops working when I get uncommon question in exam."</p> <p>S2: "It hampers my study while presenting something."</p> <p>S3: "It distract the whole process."</p> <p>S4: "I face problem in oral presentation."</p> <p>S5: "It disturbs me to know the world of knowledge."</p> <p>S6: "Obviously my anxiety affects my learning process in various ways. Sometimes I get upset when my friends get good marks than I get."</p> <p>S7: "I feel insulted when someone insult me or laugh at me in front of somebody when I speak in English."</p> <p>S8: "I lose concentration and start thinking about my aquarium at home."</p> <p>S9: "Ofcourse, it becomes affect my performance because it would not understand I cannot delivery it."</p>

S10: "If in Bangla I do good."

S11: "My English skill is not so bad. But anxiety decrease my confidence level. So I can't best perform in my presentation."

S12: "I feel nervous to provide any presentation, assignment."

S13: "Anxiety creates barriers in learning process."

S14: "Don't understand the study."

6. What solutions do you think are effective to reduce language anxiety?

Solutions	Number of respondents	Comment
Practice English	19	<p>S1: "Lots of practice."</p> <p>S2: "I think more and more practice on English will reduce language anxiety."</p> <p>S3: "I should speak out wheather it is right or wrong. After speaking then I check it out and do not do it again."</p> <p>S4: "Practice reading and writing in English."</p>
Friendly and supportive environment; create environment to speak/practice English without hesitation	11	<p>S1: "The environment where every time I can talk in English that maybe effective to reduce language anxiety."</p> <p>S2: "I need nice environment."</p>

Speaking with friends	8	<p>S1: "Group conversation will be the best solution to reduce language anxiety."</p> <p>S2: "I think Practice to your friends in speaking English or listening English speaking CD are cutting or reducing language anxiety."</p>
Watch English movies	5	<p>S1: "Watch a lot of English movies. Keep watching till you have started to think in English."</p>
Teachers should help to reduce anxiety; Teachers should find techniques for students to reduce anxiety	18	<p>S1: "I think I could speak with my teacher more in English I can reduce my anxiety but my poor knowledge always give me pressure."</p> <p>S2: "Teacher should give us help and support."</p> <p>S3: "Teacher should give us the chance for free-hand writing. I think if I work on my writing more I will get good marks."</p> <p>S4: "A good English teacher can reduce the language anxiety."</p> <p>S5: "Teacher should encourage student individually."</p> <p>S6: "Teachers must be help."</p> <p>S7: "Teacher should help students more with English."</p>
Listen to BBC news	7	<p>S1: "Listen English speaking CD."</p>
Learn	3	

English course	7
Friendly classroom atmosphere	5
Practice free-hand writing	2
Read English newspaper	8
Participate more in the class	1
Practice writing	1
Try to make sentence in English on your own	1
<hr/>	
General:	<p>S1: "I have to read english newspaper, english book daily. have absorb many vocabulary. Make habit to write and speak in english."</p> <p>S2: "Always try to speak in mind, try to write what I thought."</p>
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4.2 Discussion

Macintyre (1995) suggests that affective factors, especially anxiety, are the obstacle in the process of language learning (as cited in Di, 2010, p. 2). Hence the first, quantitative, phase of the study sought to answer the research question of whether the participants perceive English language anxiety. Based on the results presented, it has been found in my study of 60 undergraduate students that anxiety plays a significant role in their educational field. Anxiety has affected their ability and capability to learn and use English smoothly and without any error. So in my study I have found that 38.3% (23 students) rated their ability as good in English and 35% (21 students) said their English skill is satisfactory. Only 3.3% (2 students) have excellent knowledge of English. Thus, maximum participants' knowledge and skill in English is not in an excellent state.

Second Language anxiety is important as it represent an emotionally and physically uncomfortable experience for some students. Thus, the second research question concerns the effects of anxiety in the participants' performances. To begin with, in the qualitative question, one of participants commented that, *"Obviously my anxiety affects my learning process in various ways. Sometimes I get upset when my friends get good marks than I get."* So in this study, second language anxiety has been found to have potential negative effects on the students' academic achievement, cognitive processes, the social context and the reaction for the language learner. In my study the majority of the students that is 3.9 on the Likert scale most often start to panic when they speak in English without any preparation (Reaction for the Language Learner) and also worry about failing for their English (Academic achievement). The results indicate that the majority of the students often do not know how to say something in English (Cognitive processes) and a bit often prefer to talk in English in

the classroom (Social context). Therefore, their negative attitude and such traumatic experiences for language anxiety affect their language learning process.

The three types of anxieties (trait, state and situation) often overlap based on the student's individual characteristics. As several research studies (Aida, 1994; Macintyre & Gardner, 1991; Oxford, 1999) of anxiety have adopted a situation-specific approach, which can be seen as trait anxiety measures limited to a given context. In my study I have also found the similar overlap. Situation-specific anxiety has the characteristics of trait anxiety related to a specific situation, such as public speaking, writing examinations, first encounter with a native English teacher, finding unexpected questions on a test let the students tend to forget things that they know and learned etc. Second language anxiety is situation-specific, because it is mainly related to the specific situation in classroom performances, including listening to the teacher, speaking before the whole class, class quizzes, evaluations by teachers and classmates and apprehension about classroom activities (as cited in Di, 2010, p. 7).

The second language anxiety has affected in all the four skills of language as well. In terms of listening anxiety, Scarcella and Oxford (1992) mentioned that language learners are likely to become anxious when the listening tasks are too difficult or unfamiliar to them (as cited in Tallon, n.d. p. 7). Young (1992) also stated that listening comprehension is highly anxiety-provoking if the discourse is incomprehensible. In my study, the total mean score on the Likert scale is 3.5 which show that the majority of the students very often become anxious during listening test even they are well prepared. This might happen as they are in pressure to understand every discourse or else they will receive low grades. They also sometimes do not get the message their teachers convey while providing lectures. So this type of situation in the class is highly anxiety-provoking for the students.

Moreover, as previous research revealed that speaking in front of other people using a second language seems to contribute the most to language classroom anxiety (MacIntyre, 1999; Horwitz et al., 1986; Young, 1991) (as cited in Liu, 2012, p. 124), similarly in this study, 33.3% (20 students) reported that they often feel embarrassed when other students are hearing their English accent in the class. 31.7% (19 students) said always while 16.7% (10 students) reported sometimes and sometimes not. 11.7% (7 students) said not all and other 6.7% (4 students) reported less often. Therefore, the majority of the students' anxiety is in pronunciation also. Moreover, the findings show that they very often get nervous and their minds go blank when they want to use correct grammar to speak English in the class. While speaking in the class, the majority quite often feel scared when they translate word by word the expressions from their native language into English language. Hence, they become confused by the number of rules of English, struggle in remembering the target rules and face problem of interlanguage grammar. One participant commented in the qualitative question that *"My main source of anxiety is my grammar. I am very confuse about English grammatical rules, that is why I cannot speak in English without any hesitation."* It can be said from the results that the participants have high speaking anxiety. Besides, they believe that learning a second language primarily involved memorizing vocabulary words and grammatical rules. Such enormous beliefs lead to disappointment and frustrations, and thus cause second language anxiety.

Second language reading anxiety has also received empirical attention from L2 researchers. Of the four skills, reading can be regarded as especially important because reading is assumed to be the central means for learning new information (Grabe & Stoller, 2001) (as cited in Wu, n.d., p. 279). In my study, the majority of the students very often get upset when they do not understand what they are reading and feel uncomfortable when

they have to read English aloud. The possible reason might be of their less fluency and pronunciation problem in English. But the majority of the students quite strongly believe that once someone get used to it, reading English is not so difficult.

Hassan (2001) pointed out some possible causes of writing anxiety from a linguistic and cognitive perspective, such as poor skill development, inadequate role models, lack of understanding of the composing process, and authoritative, teacher-centered, product-based model of teaching. He stressed that self-confidence is extremely important in determining students' affective response to writing task. In this current study, the majority of the students less often choose to write down their thoughts in English. So in this case they have less motivation and autonomy to practice writing out of the class. The total mean score on the Likert scale is 3.3 which show that they often freeze up when they are unexpectedly asked to write in English. Some of the students commented about writing in the qualitative question, that is "*Sometimes I face problem in formulating an idea in writing in English,*" "*I get less mark when I write anything of my own*" and "*For my spelling mistake I get less mark.*" The reason for these results could be for poor skill and low self-esteem of the participants.

Furthermore, with regard to the third research question which concerns the sources and influential factors of language anxiety, the findings of the study show that they experience anxiety to a great extent for the following various causes. Behind their language anxiety, one of the primary sources is communication apprehension where students fear in communicating with people because they have difficulty understanding others and making themselves understood. The findings show that the majority of the students pretty often get frightened when their teacher asks them to speak in English in front of class. This is consistent with the results of Caprio (1987), Williams and Andrade (2009), Burden (2004)

and LIU (2012) where they found negative reactions to being called on in class or speaking “on the spot” and “in front of the class” produced the most anxiety from the students’ perspectives.

Test anxiety is considered to be one of the most important aspects of negative motivation. Like fear of exams, quizzes and other assignments used to evaluate the students’ performance. In this study, the total mean score on the Likert scale is 3.3 which show that the majority of the students feel a bit often confident and relaxed during exam. Another result indicates that the majority of the students most often feels panicky and tends to forget things that they know and learned when they find unexpected questions on a test. So one comment of a student about test is that, *“My mind stops working when I get uncommon question in exam.”* Another source of anxiety is fear of negative evaluation which is the worry about how others view the speaker. I have found that the majority of the students most often worry that the other students will laugh at them when they speak English. A student said that, *“I feel insulted when someone insult me or laugh at me in front of somebody when I speak in English.”* It is evident that the existence of anxiety among the participants is significant.

There are other factors which increase their anxiety. Most of the participants in this survey feel extremely anxious when they are asked to take part in a role-play or dialogue in front of the class and when they do not have any idea or opinion about the topic. One participant said that *“I feel embarrassed when my teacher does not understand what I am saying. I get nervous and also become non confident. Due to grammatical error I feel shy to speak in front of my class.”* They also feel very anxious when the teacher does not understand what they mean in English. Also when they do not understand what the teacher is correcting they feel very anxious at that moment. Some of the students answered to the

qualitative question that *"Dificalt understand lectar," "Teacher talk very fast in English I do not understand," "I get problem in the lecture. Many time don't understand what teacher say"* and *"This is the first time when I hearing English lecture in the classroom. So that I can't understand."* Besides, making mistake in English class, when they could not respond quickly or smoothly and when being called on by teacher and waiting one's turn make them moderately anxious as well. On the other hand, the majority of the participants that is 31.6% (19 students) reported to feel slightly anxious in their first encounter with a native English teacher but 25% (15 students) said to feel very anxious. The possible reasons behind these results are the participants' inability to comprehend lectures, exercises or the instruction which is an anxiety-provoking factor.

There are some characteristics of the learners which are responsible for their anxiety. Many students who are introverts are more likely to be anxious than extraverts (Brown, Robson, & Rosenkjar, 2001) (as cited in Zheng, 2008, p. 3). Introverts usually prefer individual work more than group work, so they may easily become anxious if they are put in more communication oriented classroom settings. Extraverts, on the contrary, may feel uncomfortable if they are asked to work on their town all the time. In my study I have found that the majority of the students that is the total mean score on the Likert scale is 2.8 which shows that they less often like to participate in class discussion. The total mean score on the Likert scale is 3.4 which shows that the majority of the students often like to work on their own. So, most of the participants are reported to be introverts which is one of the main reasons behind their anxiety. Though most of them are introverts but the total mean score on the Likert scale shows that the many students believe that pair work most often led to greater involvement. They also strongly believe that group work often creates a motivating environment to use English which helps to increase the quantity of oral/aural

language practice. Due to some circumstances and their traits they cannot involve themselves in such activities. For language anxiety many students think that they are not as good as compared to others and this happens due to either self-perceived low level of anxiety or competitiveness as found in the study of Zhao (2008). They keep thinking that the other students are better at English than them and this finding is found similar to the finding of Zhao (2008). In my study the total mean score on the Likert scale is 3.8 which show that the majority of the students most often think that others are better. Similarly, they always worry that their writing in English is a lot worse than others. For these reasons they are not being able to get rid from their anxiety.

Classroom procedure was counted another source of anxiety. Here the majority of the participants that is 3.9 on the Likert scale show they very often tremble while giving presentation in front of the class and they most often feel embarrassed to use simple or broken English. Hence such classroom activities arouse anxiety among students and they want to reduce their fear against it. Similarly Young (1991) argued that the reason why learners do not participate in the classroom activities is the fear of committing a verbal error (as cited in Mesri, 2012, p.149). The total mean score on the Likert scale is 3.7 which show that the majority of the students most often want language classes should be student-centered rather than teacher-centered. Furthermore, 63.3% (38 students) believe that a friendly classroom atmosphere can always help students to overcome their anxiety and increase their involvement in activities more. The students prefer CLT (Communicative Language Teaching) method of teaching rather than GTM (Grammar-Translation Method) or ALM (Audio-Lingual Method).

The result obtained in this study supports a previous study of Feryal Cubukcu (2007) and the paper reports the results of a study designed to investigate the effects of anxiety in

the second language classroom. The main sources of anxiety Cubukcu identified is similar to what I found, and these are: (a) Presenting before the class, (b) Making mistakes, (c) Losing face, (d) Inability to express oneself and (e) Fear of failure (p. 133). For perfectionism, as found in the study of Zhao (2008), the participants in this study also worry more about the opinions of others and have a higher level of concern over their errors. Thus these characteristics have the potential for making language learners unpleasant as well as less successful than other students.

To decrease anxieties, the teacher can build confidence by acting more as an advisor, or even a friend and “less like an authority figure making them perform” (Young, 1991, p.432). Instead of viewing herself as the expert whose task it is to transmit knowledge and leaving learners “silenced and powerless” (Auerbach, 2001, p.145), the teacher can adopt the role of facilitator, whose responsibility is to provide students with input and opportunities to communicate in the language in authentic situations with authentic materials (as cited in Burden, 2004, p. 16). The findings show that the majority of the students often find their teachers to make learning interesting and explains concepts clearly, have strong communication skills, supportive and friendly and are satisfied with their teacher’s instructional abilities. On the other hand, the majority of the students quite often want their teachers to allow opportunity for student-student correction in English as they are pretty often afraid when their teacher corrects every mistake they make. Also, they claimed that their teachers less often take feedback from them on every lesson. So according to me, the teachers should avoid overcorrection. The teachers can focus on fluency rather than paying too much attention on accuracy. The majority of the students also prefer peer correction which is an aspect of CLT (Communicative Language Teaching) method. They also believe strongly that teacher and students play part in reducing anxiety.

So teachers should recognize the signs of anxiety in the learners and help them to overcome.

To address the fourth question, the overall findings of the study suggested that learners' autonomy and motivation play vital role in reducing language anxiety. Teachers need to encourage students to rely more on themselves and less on the teacher. Students should be self-motivated with an inquiring nature. So here in the study the total mean score on the Likert scale is 3.6 which show that the majority of the students often try to response in English as much as possible in the class. They also said that their teacher often provides encouragement and motivation. Moreover, 43.3% (26 students) claimed that they often like to take responsibility on their own during the language learning process. However, 61.7% (37 students) claimed that they always like to prefer their teacher to guide and solve their problems during the language learning process. Therefore, it can be said that the students have motivation and they are autonomous as well but these are not enough in them in order to reduce their anxiety so they still want their teacher to guide and lead them during the language learning process. Thus autonomy, motivation and anxiety are inter-related. Unlike Spratt, Humphreys, and Chan (2002) (as cited in Liu, 2012, p. 127), the presence of autonomy and motivation do not decrease language anxiety. It is evident that these three have a relation but the difference is not very significant.

Finally, with respect to the last research question, the qualitative results of the study demonstrated that the solutions students think are effective to reduce second language anxiety are practice and learn English, practice free-hand writing, friendly and supportive environment where they can speak/practice English without hesitation, take English language learning courses, friendly classroom atmosphere, speak with friends and relatives, participate more in the class, read English newspaper, listen to English news, watch English

movies and role of teachers in helping to reduce anxiety. From the qualitative data, I have seen that most of the students' writing skill is not up to the mark. They have problem in grammar, spelling, capitalization, punctuation and sentence construction.

The significant comments of four students regarding practicing English are:

S1: *"Lots of practice."*

S2: *"I think more and more practice on English will reduce language anxiety."*

S3: *"I should speak out wheather it is right or wrong. After speaking then I check it out and do not do it again."*

S4: *"Practice reading and writing in English."*

Another student commented on friendly and supportive environment and that is, *"The environment where every time I can talk in English that maybe effective to reduce language anxiety."* Two other students commented on speaking with friends and relatives; *"Group conversation will be the best solution to reduce language anxiety"* and *"I think practice to your friends in speaking English or listening English speaking CD are cutting or reducing language anxiety."* A noteworthy comment was given by a student about watching English movies that is, *"Watch a lot of English movies. Keep watching till you have started to think in English."* Although the quantitative findings about teachers in the study is quite positive, but the students expect more from the teachers in helping to reduce their language anxiety. Some of the students commented that,

S1: *"I think I could speak with my teacher more in English I can reduce my anxiety but my poor knowledge always give me pressure."*

S2: *"Teacher should give us the chance for freehand writing. I think if I work on my writing more I will get good marks."*

S3: *"A good English teacher can reduce the language anxiety."*

S4: *"Teacher should encourage student individually."*

S5: *"Teachers must be help."*

Therefore, the teachers need to evaluate their learners and the goals of the class to decide what strategies they need, teach them, and encourage the learners to use them. According to me, the teachers should keep in mind the situations that most commonly provoke anxiety and find ways to modify their lesson plans and teaching techniques when anxiety appears to be a problem in their classes.

Other notable comments that students think are useful in reducing language are given below:

S1: *"I have to read english newspaper, english book daily. have absorb many vocabulary. Make habit to write and speak in english."*

S2: *"Always try to speak in mind, try to write what I thought."*

Thus, both qualitative and quantitative results indicate that the undergraduate students perceive English language anxiety and face high anxiety-provoking situations in the classroom which negatively affects their academic life. As a result, the students mostly prefer a student-centered class rather than teacher centered. The analysis and discussion indicate that the main effects and sources of anxiety are when the students have to,

- speak in English without any preparation,
- speak or give oral presentation in English in front of class,
- read aloud and do not understand what they are reading,
- unexpectedly write in English,
- answer unexpected questions on a test and,
- use correct grammar to speak English.

Moreover, it also reveals that the majority of the students is introverts and has high speaking anxiety compared to listening, reading and writing. They become very anxious for

their poor pronunciation, lack of vocabulary and spelling mistake, when they use simple or broken English, when they think that other students are better and will laugh at them when they speak English. However, most of the students have great difficulty in understanding teachers' lectures. They are very much worried about failing or receiving low grades for their English. Also, they become very confused by the number of rules of English. The results also highlighted that students have motivation and they are autonomous as well but these are not enough in them in order to reduce the anxiety. From the qualitative question, it is found that some of the students consider studying in Bangla medium school to be responsible for their lack of knowledge in English. Three participants commented that, *"I have anxiety because I am from Bangla medium background, and that is why I had no chance to communicate in English," "My bangla medium school was all bangla" and "English medium students are more good than me."* So the frequent solutions that they suggested for reducing anxiety are to practice and learn English, practice free-hand writing, friendly and supportive classroom environment, take English language learning courses, speak with friends and relatives, participate more in the class, read English newspaper, listen to English news, watch English movies and the role of teachers in helping to reduce anxiety. Thus, they want to enhance and develop their knowledge and skills of English language by practicing activities outside the classroom which will help to alleviate their anxiety.

Therefore, the students' valuable insights, ideas, suggestions and learning styles can be taken into consideration in order to make the students feel lighten and assist them in carrying out activities outside the class to improve their skills and knowledge of English language. For successful language learning and good progressing in the tertiary level, it is necessary to reduce negativity, raise students' self-belief and assist them to deflate the anxiety.

Chapter 5: Conclusion and Recommendation

It is widely accepted that anxiety plays a crucial role while learning a second language. The impact of such an emotional arousal in language learning and its debilitating effects has long been considered in language classroom. So in this study I have found that during the learning process, anxiety seems to be one of the major obstacles for the undergraduate students. The results of the study revealed that most of the students are introverts. They like to study on their own rather with friends. Anxiety also affects their four skills of language. They have high speaking anxiety compared to listening, reading and writing. They become highly anxious when they are to speak in English without any preparation, give oral presentation in English in front of class, read aloud and do not understand what they are reading, unexpectedly write in English, answer unexpected questions on a test and, use correct grammar to speak English. Also, their anxiety provokes for facing the difficulty in understanding teachers' lectures, poor pronunciation, lack of vocabulary and spelling mistake, using simple or broken English, thinking other students are better and will laugh at them when they speak English, worrying about failing or receiving low grades for their English and getting confused by the number of rules of English.

Therefore, by not being put on the spot in class would help the students to be less anxious. The teachers should give more comprehensible input to their students. For this purpose, they can reduce their speed of speaking in the class. They may sometimes divert from the target language to the native language of the learners where they find it difficult to understand in the foreign language. Interesting topics for class discussions and exercises can help the students to concentrate and feel less burdensome which will alleviate their anxiety. As a result of the competition among students, teachers often use tests to evaluate their

students, which is easy to cause the students' test anxiety. Students with test anxiety might be afraid of tests because of previous experiences of failure. Therefore, it is necessary to seek out how to avoid the terrible situations and reduce test anxiety. Forcing the learners to respond before they are ready or leaving them in uncomfortable silence is likely to create anxiety. If the learners appear unable to respond, the teacher can provide hints and prompts to elicit a successful response. Second, if the learners still cannot come up with an appropriate answer, they can be taught to respond with utterances such as "I really don't know" or "Could you help me?" that would avoid embarrassing silence. During the learning process, mistakes are a part of language learning and will be made by everyone. But I think all mistakes made by students should not be corrected. Teachers should not correct every single error produced by students. A better method is to offer general feedback rather than harsh overt correction which most of the time makes the students feel embarrassed and thus they become anxious for making mistakes. Focusing more on accuracy might decrease students' confidence and they might start underestimating themselves.

Moreover, according to my result the students are quite motivated and autonomous but still they seek guidance and help from their teacher. This shows that only motivation and autonomy cannot overcome their anxiety. As their teachers are friendly, supportive and have quite strong instructional abilities, so they are quite positive about their teachers. Thus I think as the students have anxiety, teachers must pay more attention to it as they believe that both teacher and student equally play role in reducing foreign language anxiety. So the teachers should take the effective factors of students into consideration to reduce it, they should find the reasons and help the students in reducing their anxiety. It is their duty to strengthen students' confidence so that they can learn to depend on themselves more than on teachers. Classroom atmosphere also plays a vital role in reducing anxiety. In my study, I

have found that students believe a friendly classroom atmosphere can help them overcome their anxiety and increase their involvement in activities more. So it can be said that a low anxiety classroom environment and friendly teacher can help the students to make their learning process smooth. Also, more exposure to the language outside of the classroom may help anxious students become more comfortable with the language and thus help reduce the anxiety.

According to the students, the ways to reduce anxiety are to practice and learn English, practice free-hand writing, friendly and supportive classroom environment, take English language learning courses, speak with friends and relatives, participate more in the class, read English newspaper, listen to English news, watch English movies and the role of teachers in helping to reduce anxiety. Therefore, it can be said that the teachers can help students to minimize their anxiety and keep it at a moderate pace which can motivate them to perform better in their classroom. The suggestions gave by the students indicate that their main reason of experiencing anxiety is due to their lack of knowledge and poor skill development in English language. Therefore, these suggestions can be taken into consideration and provide them with help, support and encouragement for executing these activities.

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Appendix-1

Questionnaire

Dear participant, below is a survey relating to your experience with English language anxiety in university classroom. I am asked to conduct research for my dissertation in Masters of Arts program. The aim of my research is to find out the perception, effects, causes and solutions of English language anxieties that the undergraduate students of Bangladesh might be having.

This survey is anonymous and if there are some parts you would rather not fill in, you can leave it blank. If you want to explain or qualify your answers, do not hesitate to give your own comment in the required place. Thank you in advance for your cooperation.

Name:

Age:

Gender:

Name of your University:

1. How would you evaluate your English ability?

Circle one:

(Poor) 1 2 3 4 5 (Excellent)

2. In the column *Anxiety*, circle according to how anxious you feel when you use *English* in the following situations:

Situation	Anxiety
1. Taking part in a role-play or dialogue in front of my class	1 2 3 4 5
2. Teacher does not understand what I mean in English	1 2 3 4 5
3. I do not understand what the teacher is correcting	1 2 3 4 5
4. Making mistakes in English class	1 2 3 4 5
5. Being called on by teacher and waiting one's turn	1 2 3 4 5
6. Could not respond quickly or smoothly	1 2 3 4 5
7. First encounter with a native English teacher	1 2 3 4 5
8. Had no idea or opinion about the topic	1 2 3 4 5

3. Please read the statements carefully and give your first reaction by choosing (✓) an answer for each statement: (1) Always, (2) Often, (3) Not sure (4) Less often, or (5) Not at all.

	<i>Always</i>	<i>Often</i>	<i>Not sure</i>	<i>Less often</i>	<i>Not at all</i>
1. I like to take part in a group discussion in class.					
2. I like to work on my own rather than in group or pair.					
3. Pair work provides a greater amount of student involvement than a teacher-led activity.					
4. Group work creates a motivating environment to use English which helps to increase the quantity of oral/aural language practice.					
5. I like to take responsibility on my own during the language learning process.					
6. I prefer my teacher to guide me and solve my problems during the language learning process.					
7. When the teacher asks questions in English, I try to give answers in English as much as possible.					
8. Teacher provides encouragement and motivates me during my tasks.					
9. Teachers should use an encouraging rather than threatening style of questioning, avoid sarcasm, and give students more positive feedback.					
10. I start to panic when I have to speak without preparation in English class.					
11. I worry about the consequences of failing for my English.					

	<i>Always</i>	<i>Often</i>	<i>Not sure</i>	<i>Less often</i>	<i>Not at all</i>
12. Did not know how to say something in English.					
13. I prefer to talk less in class in English.					
14. I am afraid that the other students will laugh at me when I speak English.					
15. It frightens me when my teacher asks me to speak in English in front of class.					
16. While taking a test, I feel confident and relaxed.					
17. Finding unexpected questions on a test causes me to feel panicky and I tend to forget things that I know and learned.					
18. My mind goes blank when I am pressured for an answer on a test.					
19. I keep thinking that the other students are better at English than me.					
20. I worry that my writing in English is a lot worse than others.					
21. My teacher makes learning interesting and explains concepts clearly.					
22. My teacher has strong communication skills.					
23. I find my teacher to be supportive and friendly.					
24. I am satisfied with my teacher's instructional abilities.					
25. Language classes should be student-centered, not teacher centered.					
26. Teachers should allow opportunity for student-student correction in English.					
27. Teachers take feedback from the students on every lesson.					

	<i>Always</i>	<i>Often</i>	<i>Not sure</i>	<i>Less often</i>	<i>Not at all</i>
28. I am afraid that my English teacher is ready to correct every mistake I make.					
29. I tremble when I give an oral presentation in English to the rest of the class.					
30. I feel embarrassed to use simple or broken English.					
31. I feel embarrassed when other students are hearing my English accent in my language class.					
32. When I want to use correct grammar to speak English in the class, I get so nervous that I forget what to say.					
33. While speaking in my language class, I feel scared when I translate word by word the expressions from my native language into English language.					
34. I become confused by the number of rules I have to learn to write in a foreign language (English).					
35. Even if I am well prepared for listening, I feel anxious during listening test.					
36. I often choose to write down my thoughts in English.					
37. I freeze up when unexpectedly asked to write in English.					
38. I get upset when I am not sure whether I understand what I am reading in English.					
39. I do not mind reading to myself, but I feel very uncomfortable when I have to read English aloud.					
40. Once you get used to it, reading English is not so difficult.					

	<i>Always</i>	<i>Often</i>	<i>Not sure</i>	<i>Less often</i>	<i>Not at all</i>
41. Both teacher and student equally play role in reducing foreign language anxiety.					
42. A friendly classroom atmosphere can help students to overcome their anxiety and increase their involvement in activities more.					

4. What is the main source of your anxiety?

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5. How does anxiety affect your performance in the learning process?

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6. What solutions do you think are effective to reduce language anxiety?

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Thank you!