A Study on Oral Anxiety in EFL Classrooms

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Declaration

I declare that this dissertation is a result of my own work. The contributions of other sources and information have been acknowledged wherever they have been used. It has not been previously included in a dissertation or report submitted to this university or to any other institution for a degree or other qualification.

Signature: ..………………………………….

Abstract

This research aims at investigating causes, effects and coping strategies to overcome oral anxiety in EFL class among tertiary students of Dhaka. Around107 undergrad students and 7 teachers were participated in the survey. A mixed method of analysis was used to arrange the collected data. The results suggest that personal and interpersonal issues, classroom environment, peer's perception, teacher's negative attitude towards mistakes, linguistic incapability in target language are some potential sources to create oral anxiety in EFL class among tertiary students. The findings also suggest that anxiety has a great impact on their learning process as well as on their oral performance. Basically, the study reveals that oral anxiety plays a debilitating role in learner's academic life. The study includes different discussions of the results and tries to investigate the coping strategies to reduce their anxieties. Furthermore, some recommendations are presented at the end of the research.

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A STUDY ON ORAL ANXIETY IN EFL CLASSROOMS

Chapter 1

Introduction

1.1. Introduction:

Students of Bangladesh learn English from primary to tertiary level edification system. Besides, as a dominant language English has been taught as a foreign language over the decades in Bangladesh (Karim and Zaman, 2006, p. 76). We know that today's world is functioning with the process of globalization and English is accepted as an international language. As a result, in Asian countries, proficiency in English plays a fundamental role not only in academic purpose but also in job sectors to measure the capability of an individual. Therefore, speaking skill in English is compulsory above all skills for career competition in Bangladesh. So, all universities of Dhaka city particularly private universities have prompted Basic or Foundation English courses irrespective of different departments (Quadir, 2008, p.56). In this regard, the English language speaking has always been complicated to the language learners in English as a Foreign Language (EFL) classroom since it is not their mother language. Consequently, the term "anxiety" refers to "a feeling of uneasy suspense" (Ferdous, 2012, p. 1) has an association with EFL classroom. In Bangladesh English oral anxiety is a common phenomenon for tertiary level students in EFL classroom. Due to speaking anxiety they face numerous difficulties even after learning the target language for a long time. Therefore, it is very important for the language teachers and learners to consider this matter seriously and identify some ways to alleviate anxieties to make English language learning more meaningful. The present study attempts to find out the possible factors that are responsible for English speaking anxiety in EFL class. It also intends to show what anxiety coping strategies language learners use in order to reduce speaking anxiety in EFL class.

Chapter 2

Literature Review

2.1. Foreign language anxiety:

Horwitz, Horwitz and Cope (1986) stated that "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". To associate foreign language learning with anxiety, they added that some people cannot learn foreign language effectively because of the reaction of anxiety disrupts language learning and it becomes stressful (p. 125). Another researcher Ebrahimi (2013) not only focuses on foreign language learning but also mentioned that there is a relation between anxiety and second/foreign language speaking. He added that this type of anxiety helps to identify L2/FL learning a bit differently from other aspects of subjects and skills to be learnt. At the same time, teachers as well as students confessed that anxiety is an enormous obstacle and cannot prevail while learning to speak [foreign] language (p. 180). To make the fact apparent, Guiora (1983) added that learning a language can be "extremely traumatic" for a few learners as it puts pressure on their "sense of self and worldview" (as cited in Pappamihiel, 2002, p. 331).

Foreign language anxiety is regarded as "distinct complex of self-perceptions, beliefs, feelings, and behaviors". In addition, individual language learning process facilitates the interconnection to classroom language learning anxiety because most of the time language classes consider performance evaluation as an important trait (Horwitz, Horwitz and Cope, 1986, p. 127-128). Furthermore, a study conducted by Aydin S. (2008) among 112 Turkish foreign language learners to identify the fact. As a result, the study verified that EFL learners endure not only language anxiety but also fear of negative evaluation (as cited in Yahya, 2013, p. 233).

Therefore, it is clear that there is a correlation between anxiety and learners' perception about foreign language in terms of learning the language successfully.

2.2. Different types of anxiety:

Aydin (2009) depicts three types of anxiety: trait, state and situation-specific anxiety (p. 128).

2.2.1. Trait anxiety:

According to Pappamihiel (2002) some people are always anxious whatever the situation is and it becomes an identical personality trait for them. These people are referred to as having trait anxiety which is also "an aspect of a more serious disorder" (p. 330). In addition, Riasati (2011) claims that such type of anxiety is an everlasting trait as well as a barrier for language learning. People having trait anxiety face difficulties to get rid of (p. 908). So, it can be said that trait anxiety also helps to identify personality trait and it has a great impact on language learning.

2.2.2. State anxiety:

On the contrary, Spielberger (1983) defines state anxiety as an "apprehension" that happens in a particular situation for some people (as cited in Aydin, 2009, p. 128). Again; Pappamihiel (2002) added that state anxiety is a social type of anxiety. For instances, a person suddenly becomes apprehensive when requested to make a public speaking (p. 330). Macintyre and Gardner (1986) said that, external stimulus helps to begin this "nervousness or tension" (as cited in Riasati, 2011, p. 908). However, Riasati (2011) argues that state anxiety is better compared to trait anxiety because it lessens gradually. An example illustrates the point that students, who feel anxious in speaking in front of the classroom, can speak without any nervousness after getting into a familiar environment (p. 908). As a result, it can be said that in a language learning situation, state anxiety plays a positive role.

2.2.3. Situation-specific anxiety:

Besides these two types of anxiety, Batiha, Noor and Mustaffa (2014) define situation-specific anxiety as "constant over time… but not stable across different situations" (p. 19). To broaden this point, Cassady (2010) mentions that this type of anxiety can be visible in particular circumstances in which the person feels nervous like FL anxiety, math anxiety, stage fright and test anxiety (as cited in Batiha, Noor and Mustaffa, 2014, p. 19). Spielberger (1983) provides an example of a student who feels higher level of anxiety while asking to write an essay in French, which is his second language (as cited in Pappamihiel, 2002, p. 330).

Nevertheless, Wu (2010) argues that situation-specific anxiety resembles trait anxiety. He also added that "speaking, foreign language anxiety is seen as related to situation-specific anxiety" (p. 175). Therefore, it is apparent that situation-specific anxiety has a correlation with the productive skills of a foreign language. Yet again, Chan and Wu (2004) declare that in terms of situation-specific anxiety, it entails "the respondents to ascribe their anxiety to particular sources [and] offers more understanding to particular anxiety in diverse situations" (p. 291).

The diverse types of anxiety described above have discussed by the researcher by means of huge relation with second/foreign language learning.

2.3. Core factors associated with language anxiety:

Horwitz, Horwitz and Cope (1986) introduced three main factors related with language anxiety. The authors addressed these factors as "performance anxieties" (p. 127). Another researcher Brown (2000) also mentioned these factors as the cause of language anxiety. These factors are as follows:

2.3.1. Communication apprehension:

Brown (2000) stated that communication apprehension can be defined as learners' failure to convey their notion about anything in target language (as cited in Burgucu, 2011, p. 286). Again, Horwitz, Horwitz and Cope (1986) simplify communication apprehension as "a type of shyness" and it can be considered a characteristic of a learner while talking with other people in target language. Such type of situation can be speaking in groups as well as listening to and learning a spoken message in foreign language. These all are evidences of communication apprehension. As a result, the authors also mentioned a particular situation for pupil while communication apprehension occurs. For instance, they said learners have difficulties to speak in foreign language if they do not get enough facilities in EFL class to ease the atmosphere. Learners sometimes do not make comprehensible utterances as well as do not get others' point. Furthermore, in this situation, communication apprehension occurs frequently if learners' performance is "constantly monitored" (p. 127). Therefore, we can perceive that communication apprehension is an important indicator to understand foreign language anxiety in EFL class.

2.3.2. Test anxiety:

 The second factor associated with language anxiety is the test anxiety which stalking from a fright of failure. Test anxious learners combating difficulty during class tests and quizzes. Even good learners also make mistake due to test anxiety. Test such as oral test has the most potential of infuriating language anxiety in EFL class (Horwitz, Horwitz and Cope, 1986, p. 128). Another important thing Chan and Wu (2004) express in their research that sometimes learners have bad experience with their previous tests. As a result, negative sort of stereotype has been developed and learners apply those experience involuntarily in their current language learning class. Therefore, recurrently they go through long term language trauma and language anxiety in EFL

class (p. 293). According to Young (1991) text anxiety plays a negative role in learners' learning

foreign language especially with low levels of oral ability more than those with high levels of

expertise (as cited in Chan and Wu, 2004, p. 293). Finally, it can be said that in terms of

language, test anxiety has a correlation with foreign language learning in vastly evaluative

circumstances.

2.3.3. Fear of negative evaluation:

Salehi and Marefat (2014) acknowledged that learners always are anxious about negative

evaluation in language test because they have to prove themselves a good performer to others.

Otherwise, it does not bring self-assured social notion in a language class (p. 931).So, Birjandi

and Alemi (2010) further elucidate that learners cannot be satisfied while they are speaking in

target language during relentless evaluation. They thought they are not able to make the accurate

"social impression" in front of others. As a result, language anxiety arises from these perceptions

(p. 46). On the other hand, Chan and Wu (2004) showed a similarity between test anxiety and

fear of negative evaluation. They said that unlike test anxiety, fear of negative evaluation does

not appear only in test taking circumstances rather "…it may take place in any social, evaluative

situation such as interviewing for a job or speaking in foreign language class" (p. 294).

2.4. Other important causes and effects of language anxiety:

Considering three aspects such as the learner, the teacher and interpersonal anxiety Young

(1991) refers to six prospective sources of language anxiety (as cited in Zheng, 2008, p. 4).

According to Young these sources influenced learners' language anxiety following distinct

manner (Young, 1991, p. 427).

2.4.1. Personal and interpersonal anxiety:

Diverse personal and interpersonal issues of learners are the widespread sources of language anxiety. Among them, competitiveness and self-esteem both are the most discussed sources (Ohata, 2005, p. 5). According to Baily (1983) competitiveness mainly directs language anxiety when a learner started to compare himself with another learner or "to an idealized self-image" in terms of correctness (as cited in Ohata, 2005, p. 5). Likewise, Krashen (1981) pointed out the impact on individual self-esteem while using a foreign language. He asserted that low self-esteem leads to peer pressure. As a result, people are always concerned about what their peers are thinking while using foreign language in conversation. Therefore, Krashen claims that people's concept of "pleasing others" causes language anxiety (as cited in Neifar, 2013, p. 72). Again, Hembree (1988) talks about the individual low or high level of ability in language use. He mentioned learners' low ability to use English language mainly brings high level of test anxiety (p.73).

Hence, we can say that learners' self-esteem, self-control and ability to use a language have an immense impact on competitiveness and to diminish one's self confidence.

2.4.2. Learner beliefs about language learning:

Flavell (1987) said that any learner's belief about language learning is observed as a metacognitive knowledge. This metacognitive knowledge mainly focuses on how a learner individually perceived himself as a learner or a thinker in terms of his aptitude, motivation as well as personality (as cited in Bernat and Gvozdenko, 2005, p. 2). In this sense, Young (1991) declared that low level of motivation of beginner learners make them feel anxious while learning a foreign language. According to Liu (2012) good language learners have great motivation than poor language learners. He added that motivation is a noteworthy "predictor" of foreign language

anxiety (p.126). All the beginners think that they have to utter the target language with "an excellent accent" and fluency. Moreover, EFL learners think that language learning is actually translating from English (p. 428). In addition, Wenden (1991) again talked about language learning knowledge of a learner. He mentioned how a language learner learns a target language, his proficiency level and communicative competence all are important aspects of a learner's belief (as cited in Li, 2010, p. 858). On this issue, Altan (2006) investigated a longitudinal study of Peacock (2001). In this study, Peacock (2001) asserted that learners' belief about language learning shaped through a few things such as learners thought they have to know lots of vocabulary and grammar rules of a target language. At the same time, they thought people that know more than one language are very intelligent. As a result, they assume that these types of intelligent learners are a barrier in their success in a language learning course (p. 46-47). So, motivation, language proficiency, expectations all have great impact on learners' belief about language learning that arise anxiety in EFL classroom.

2.4.3. Instructor's beliefs about language teaching:

Calderhead (1996) and Thompson (1992) revealed that in the past 15 years teacher education research developed a crucial study on teachers' or instructors' belief. In the study teachers' belief is connected with educational practice in the classroom (as cited in Tercanlioglu, p. 148). In addition, Young (1991) investigated few facts that naturally create language anxiety. The author declared that teachers' belief that in a language class is their foremost duty is to correct learners' errors individually as pair work can be beyond control. Even, teachers do not want to play the role of a facilitator instead they prefer to be "a drill sergeant" (p. 428). Furthermore, other researchers such as Entwistle and Orr (2000), Hung and Lee (2008) talked about two major characteristics of teachers' belief. First one ne is teaching is like a process of transformation of

knowledge and second one is teaching is a process of constructing knowledge among learners (as cited in Ozmen, 2012, p. 2). Therefore, teacher' belief is an important aspect that influences learners' language anxiety in various ways.

2.4.4. Instructor-learner interactions:

According to Cohen (2011) language learning is viewed as a "socially constructed activity" in which both teachers and students have to participate enthusiastically. Teachers have to play the role as a facilitator instead of a controller while an interaction is going on between the teachers and the students (p. 272). Another researcher Webster (1996) believed that learners' achievement as well as failure in language learning is considered a "collaborative effort" where both teachers and learners are responsible for the outcome in terms of language learning (as cited in Cohen, 2011, p. 272-273). Young (1991) reported that students are always anxious in front of their teachers and peers when they feel that they are making mistakes constantly and the teacher correcting those mistakes or errors in a merciless mode (p. 429). Therefore, Zhiping (2013) concluded that students like to keep silent in this situation. Even the avoid the eye contact when the teachers ask for speech participation (p. 6). So, instructor-learner way of interacting with each other is an important source of language anxiety and obviously the effect is negative for the students' progress in language learning.

2.4.5. Classroom procedures:

Gkonou (2001) said that strict classroom procedure along with inadequate language input increases language anxiety (p. 269). Besides, Hashemi and Abbasi (2013) pointed out that the authoritarian settings of formal language class can be a massive source of EFL learners' anxiety (p. 641). Moreover, Dornyri (2001) said that language classrooms are considered "inherently face threatening environments" and learners have to make use of "severely restricted language

code" (as cited in Gkonou, 2001, p. 269). As a result, we can say that, foreign language classroom with a formal construction also limit the way of expressing learners' feelings. All these procedures are major sources of language anxiety.

2.4.6. Language testing:

Gregerson and Horwitz (2002) mentioned a study of Horwitz (1986) where orally anxious learners of English stated that "The more I study for a language test, the more confused I get" (p. 564). Thus, language testing in a language class creates anxiety among student and plays the role as a barrier to their success. Again, public speaking is another way to test language which is not preferred by the students to get better in using English language. It is also directly related to stage fright that disables a learner to develop his/her better speaking skills (Mustapha, 2010, p. 26-27). Even, in a language speaking test, students are not only getting nervous but also tremble when the result is given by their instructor after evaluating their performance. In this consequence, learners do not understand the input given by the teachers at all and do not perform better in the language test (Heng, Abdullah and Yusof, p. 162). It can be said that learners are negatively affected by language testing in EFL class.

2.5. Foreign language anxiety facilitating or debilitating:

In response of whether foreign language anxiety facilitating or debilitating, Chan and Wu (2004) assured that foreign language anxiety can be either facilitating or debilitating (p. 290). Na's (2007) survey on Chinese students clearly showed that a learner who has higher level of anxiety regarding English language learning actually plays as debilitative role (as cited in Yahya 2013, p. 233). According to Oxford (1999) this debilitating anxiety generally considered negative type of anxiety. On the contrary, facilitating anxiety refers to positive type of anxiety which is helpful in case of learning foreign language (as cited in Subasi, 2010, p. 31). Again, another researcher

Humphries (2011) claimed that anxiety sometimes plays the role of a motivator. It is beneficial

to learn a language aptly (p.66). Humphries (2011) also mentioned the examination of Crookall

and Oxford (1991) which stated that anxiety can be an aid for a particular peak but excess

anxiety "seriously impinge on the learner's ability to focus, resulting in proper performance" (p.

67). There is a further extension of debilitating anxiety. Powell (2004) showing the function of

"debilitating performance anxiety" and according to the author it can harm an individuals'

mental health, future panorama, education and "undermine the quality of [an individual'] life" (p.

802). In addition, the author incorporated public speaking anxiety, stage fright, test-taking

anxiety and writing block under debilitating performance anxiety (p. 802-803). Finally, it can be

said that whether anxiety is facilitating or debilitating, it has an effect on language learning. It

varies from learner to learner how to deal their anxieties in foreign language learning.

2.6. Some coping strategies of speaking anxiety in EFL class:

Speaking anxiety vary from one learner to another. As a result, instructors of language class

should understand what language anxieties their learners suffer from. It will help teachers to

assist anxious learners to cope with anxieties in EFL class (Young, 2013, p. 244). Therefore,

Chan and Wu (2004) suggested that teachers should concern about anxiety provoking activities

so that they can avoid these types of teaching activities. It is more "practical" and "helpful" to

reduce language anxiety (p. 315). In this respect, Pappamihiel (2002) said that teachers can

reduce language anxiety by providing less anxiety provoking lessons and tasks in language class.

Matsuda and Gobel (2004) pointed out pair work, games, role plays and small discussion in a

group all these activities can create a friendly atmosphere in EFL class and alleviate learners'

anxiety (as cited in Salehi and Marefat, 2014, p. 938). In addition, teachers can help to build a

friendly relationship between strong learners and weak learners (p. 349). Besides, Atashene

(2012) said that teachers can provide "encouragement, reassurance, positive reinforcement and empathy" to construct learners' self-confidence to alleviate foreign language anxiety (p. 184). Stevick (1980) described all these approach as the "removal of the teacher's mask" (as cited in Cutrone, 2009, p. 60).

During the language testing situation, instructors should aware about time limit, individual differences, testing procedure and error correction to lessen test anxiety in EFL class (Aydin, 2009, p. 134). Hashemi and Abbasi (2013) recommend the strategy of throwing out "the practice of giving summative feedback in the form of grades and marks" (p. 643). Wu (2010) added that non-threatening instruction and sympathetic manner of error correction are good for anxious learners to reduce oral anxiety in EFL class (p. 184).

In terms of anxious students, they need to control their emotion while speaking in target language as well as they need to perceive that errors are an acceptable part in language learning environment. Furthermore, there is nothing to worry about their performance in front of others (Gregerson and Horwitz, 2002, p. 570).

Hauck and Hurd (2005) proposed few coping strategies for the language learners to reduce speaking anxiety. For example, learners should encourage themselves that they can speak in target language and it does not matter if they make any mistake. Another strategy is to take risk such as "guessing meaning" and trying to keep speaking though they feel anxious (as cited in Hashemi and Abbasi, 2013, p. 645).

Tseng (2012) said that students should know the exercise that makes them relaxed in the classroom to curb anxiety. For example, during the class hours, learners can take long and slow breaths, hold it for four or five seconds and release it gradually. All these "exercise turn nervous energy into positive energy through a calming release of chemicals" (p. 84). On the other hand,

learners should respect each other and should create a atmosphere to motivate their weak peers to participate in speaking tasks through cooperation "rather than competition" (Kayaoglu and Saglamel, 2013, p. 157)

According to Horwitz, Horwitz and Cope (1986) anxiety will continue as long as foreign language learning takes place with evaluation process. It is not possible to reduce learners' anxiety completely in the context of language learning. Therefore, support of teachers and learners' own responsibility can help to create low anxious learning environment to get success in language learning (p. 131).

So, various types of exercise, instructors' assistances and learners' own confidence in learning English can reduce nervousness while speaking in EFL class as well as lessen the mental stress of the anxious learners.

Chapter 3

Research Methodology

3.1. Introduction:

This chapter will provide the methods that the researcher used to conduct the survey for attaining

the answers of the research questions. Therefore, this chapter will elucidate the primary objective

and the research questions of the study, significance of the study and obstacles encountered. In

addition, methods of data collection and designing instrument, sampling, data collection

procedures and data analysis procedure are also the focus of this chapter.

3.2. Objective of the study:

The purpose of the study is to find out causes responsible for learners' English oral anxiety in an

EFL class and suggest ways to prevent to make learners' performance better in the class.

3.3. Research questions:

1. What are the reasons that the language learners and teachers believe to be responsible for

speaking anxiety in EFL class?

2. How are learners affected by their speaking anxiety in EFL class?

3. What anxiety coping strategies language learners would like to adopt in order to reduce levels

of speaking anxiety in EFL class?

3.4. Significance of the research:

The current study will be helpful for the English language teachers as well as the learners to get

the probable explanations of inadequate oral performance in EFL class due to language anxiety.

Not only that but also the findings could enable language teachers to develop teaching

approaches and effective solutions to alleviate speaking anxiety.

3.5. Methodology:

3.5.1. Data collection:

For collecting data, the researcher had to choose five different private universities from Dhaka. Then the researcher had to contact with the department co-coordinator head. After that, the researcher had to get permission from the chairpersons of English Department of the selected universities. Again, the researcher had to seek permission from the faculties whose classes she observed for conducting the survey. All the faculties allotted 20 minutes for each class. The participants and teachers were handed with the questionnaire by the researcher.

3.5.2. Instruments:

The following questionnaires were used as instruments (Appendix A and Appendix B) for the purpose of the study.

i) Questionnaire for the students:

In student's questionnaire there are 2 sections. Section 1 consisted of 12 items, five-point Likert scale questionnaire. For each item a score was given ranging from 5= strongly agree, 4= agree, 3= not sure, 2=disagree and 1=strongly disagree. The respondents had to mark the suitable point according to their preferences.

Section 2 consisted of 3 open-ended questions. In the open-ended questionnaire respondents were free to write their opinion.

ii) Questionnaire for the teachers:

Teacher's questionnaire is composed of 15 items in total. All the questions are designed to rate in Likert scale containing five points where 1= strongly disagree, 2= disagree, 3= not sure, 4= agree and 5= strongly agree. The respondents had to mark the suitable point according to their preferences.

3.5.3. Participants:

The study comprised of 107 undergraduate students and 7 teachers from 5 different private

universities in Dhaka. The respondents of the study included both male and female. All of them

were from English departments and were taking a Foundation English course. The universities

covered in this research are:

i) North South University

ii) American International University-Bangladesh (AIUB)

iii) Manarat International University

iv) Southeast University

v) University of Asia Pacific

3.5.4. Method of data analysis:

The open-ended questionnaire (qualitative data) of the students was categorized based on the

answers that the participants put in and all together analyzed and summarized.

To analyze the Likert scale five-point items, the researcher used mean score for each item. The

mean score actually refers to the sum of all scores of the participants in a group divided by the

number of participants, $[X = \Sigma X/n]$ (Seliger & Shohamy, 1989, p.215). The mean score provides

the average score of each item that helps to get information by shortening large amounts of data.

3.5.5. Limitation of the study:

It was not possible for the researcher to cover a good number of universities of Dhaka city

because of the time constraint. Therefore, the researcher had to cover only five universities for

the survey. Besides, this research has provided the findings associated with the language learners

of private universities. In addition, it was not possible for the researcher to observe language

classroom as anxiety is an abstract perception. As a result, the only way to accomplish the study

was to use questionnaires method.

3.5.6. Further studies:

Further studies can be done covering the public and private universities inside and outside

Dhaka. The researcher can incorporate interview and background information such as previous

learning environment of the participants and so on in that research.

Chapter 4

Findings and Analysis

This chapter is shaped to analyze the responses collected from the learners and teachers along with discussions from different private universities.

4.1. Analysis of the students' responses (1-12):

The participants had to mark the appropriate option from the five options for each statement in the students' questionnaire. For analysis the responses (1-12) were measured on the following range of points:

Strongly disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Strongly agree = 5

(The results found from students' filled out questionnaire are presented in the separate box. In each box the number on top signifies the number of scores and the number at the bottom signifies the score after conversion into mathematical figures. The bottom ones are calculated for mean scores.)

Interpretation key used for analyzing is:

Not acceptable 1.00 – 2.25

Less acceptable 2.26 – 3.00

Acceptable 3.01 – 3.75

Completely acceptable 3.76 – 5.0

Item-1

 I feel nervous while speaking in English in front of the class

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	2	5	66	34	4.233
0	4	15	264	170	

In the above table, 66 students marked "agree" with the statement that they feel nervous while speaking in English in front of the class and 34 students strongly agree with the statement. On the contrary, no students marked "strongly disagree" and 2 students disagree with the statement. Furthermore, among the participants, 5 students marked 'not sure'.

The mean score is 4.233. According to the interpretation key, item no. 1 is completely acceptable source for creating English oral anxiety.

Item-2

I feel shy speaking in English because my speech is monitored by teacher and classmates

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	5	7	65	30	4.121
0	10	21	260	150	

From the above table, 65 students agree with the statement that they feel shy speaking in English because their speech is monitored by teacher and classmates. 30 students marked "strongly

agree". However, 5 students marked "disagree" and no one marked "strongly disagree". 7

students are not sure about the statement.

The mean score is 4.121. According to the interpretation key item no. 2 is completely acceptable

source for creating anxiety among the students.

Item-3

I feel afraid during class test and quizzes and make mistakes even though my preparation was

good

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
10	21	9	29	38	3.429
10	24	27	116	190	

From the above table, 38 students strongly agree with the statement and 29 students simply agree

with the statement that during class test and quizzes, they make mistakes though they have good

preparation. Conversely, "disagree" is marked by 21 students and 10 students marked "strongly

disagree". 9 students are not sure about the statement.

The mean score is 3.429. It means item no. 3 is an acceptable reason for creating students'

English anxiety.

Item-4

I feel anxious speaking in English when my teacher evaluates my performance and compares

with others

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	15	5	55	32	3.971
0	30	15	220	160	

In item no 4, 55 students agree with the statement and 32 students strongly agree with the statement that they feel anxious in speaking in English if their teacher evaluates their performance and compares with others. On the contrary, 15 students marked "disagree" but no one marked "strongly disagree". 5 students marked that they are not sure about the statement. The mean score of item no. 4 is 3.971. It means this is an acceptable source to the students for creating English oral anxiety.

Item-5

My low self-esteem makes me worried because my friends are better in speaking in English than me

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
2	9	8	37	51	4.177
2	18	24	148	255	

From item no 5, 51 students strongly agree that their low self-esteem make them worried because their friends are better in speaking English. 37 students agree with the statement. However, 9 students marked "disagree" and 2 students marked "strongly disagree" but 8 students are not sure about the statement.

So, the mean score is 4.177. It proves that item no. 5 is a completely acceptable cause for creating English oral anxiety.

Item-6

In EFL class I feel anxious because I never got motivation from my family and friends to speak in English

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
19	22	10	35	21	3.158
19	44	30	140	105	

From item no. 6, 35 students marked "agree" and 21 students responded "strongly agree" with the statement. Among the participants, 22 students ticked "disagree" and 19 students ticked "strongly disagree". On the contrary, 10 students answered "not sure".

The mean score is 3.158. According to the interpretation key, item no. 6 is acceptable as an anxiety creating source.

Item-7

I feel anxious while speaking in English because I do not have an excellent tone of speaking

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
17	35	8	37	10	2.88
17	70	24	148	50	

For item no.7, 37 students agree with the statement. 10 students strongly agree with the statement

but 35 students disagree with the statement. 17 students marked "strongly disagree". On the other

hand, 8 students are not sure about the statement.

The mean score is 2.88. Therefore, according to the interpretation key, item no.7 is a less

acceptable cause among students for creating English oral anxiety.

Item-8

I get worried while answering teacher's question as s/he corrects my mistakes in front of the

class

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	6	9	36	56	4.327
0	12	27	144	280	

In item no.8, 56 students responded "strongly agree" and 36 students responded "agree". No

student answered "strongly disagree" and 6 students answered "disagree". 9 students responded

"not sure".

The mean score in item no.8 is 4.327. The mean score indicate that it is completely acceptable

cause of English oral anxiety.

Item-9

I feel anxious to participate in class because my teacher is not friendly rather a controller

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
2	7	3	46	49	4.224
2	14	9	184	245	

In item no.9, 49students ticked "strongly agree" and 46 students ticked "agree". However, 7 students disagree with the statement and 2 students responded "disagree". 3 students are not sure about the statement.

The mean score is 4.224. It shows item no.9 is also completely acceptable cause of English oral anxiety.

Item-10

I feel nervous speaking in English because of the formal classroom settings

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
32	30	11	24	10	2.532
32	60	33	96	50	

From the above table, 32 students answered "strongly disagree" and 30 students answered "disagree" with the statement that they feel nervous speaking in English because of the formal classroom settings. Nevertheless, 24 students ticked "agree" and 10 students marked "strongly agree". However, 11 students responded "not sure".

The mean score in item no.10 is 2.532. It is a less acceptable source for creating English oral anxiety in EFL class.

Item-11

I feel frightened during English oral test and sometimes do not understand my teacher's instructions

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
3	7	5	24	68	4.373
3	14	15	96	340	

From item no.11, 68 students strongly agree with the statement and 24 students simply agree with the statement that they feel frightened during English oral test and sometimes do not understand teacher's instructions. Conversely, "disagree" is marked by 7 students and 3 students marked "strongly disagree". 5 students are not sure about the statement.

The mean score is 4.373. It means item no 11 is a completely acceptable cause for creating students' English anxiety.

Item-12

English oral anxiety plays a negative role to learn the language

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	1	3	41	62	4.532
0	2	9	164	310	

In item no.12, 62 students ticked "strongly agree" with the statement that English oral anxiety plays a negative role to learn the language. 41 students ticked "agree". However, only 1student disagree with the statement and no student responded "strongly disagree". 3 students answered "not sure".

The mean score is 4.532. According to the interpretation key, item no.9 is completely acceptable among the participants.

4.2. Analysis of open ended questions from students' questionnaire

In the first open ended question, the participants were asked to mention some other causes responsible for their English speaking anxiety. According to the participants there are various sources that are responsible for English oral anxiety. These are:

Lack of practice in pre-tertiary level:

From the survey, a large number of students reported that they did not gain English communication proficiency from their school and college level. English was taught as a mere subject. In relation with it, the participants think that Bangla medium background is responsible

for English oral anxiety as there was no scope for practicing English for a long time. In addition, at school and college level there was no arrangement of speaking assessment.

Incompetent to use adequate vocabulary and grammatical rules in target language:

One of the most vital sources has been found that students have lack of vocabulary and grammatical knowledge in English. So, they feel anxious while speaking in front of the class because of their insufficiency of word power to convey their feelings as well as they feel embarrassed to make grammatical mistakes.

Inhospitable Environment in EFL class:

Many students mentioned that unfriendly classroom environment, inhospitable behavior from teachers and peers are the significant barriers for them while speaking in English. The participants think if they make mistakes in front of the teachers and peers in target language, they will be criticized badly.

Fear of getting poor marks in oral test:

It has been found that negative marking in oral test is an important source for creating anxiety. The students responded that they feel nervous during the oral text because they cannot speak English accurately. So, they think that their teacher will give them bad grade. Due to the nervousness, they did not utter anything and cannot make their teacher understandable what they are trying to say during exams.

Individual differences:

Many students stated that personality trait such as introversion/extroversion is another source for creating anxiety. It has been found that Introvert learners feel shy and anxious if they have to participate in the class. They do not feel comfortable in the class during any kind of speaking activities in the target language.

Mother tongue interference:

Moreover, mother tongue interference caused many students to become anxious while speaking in English as they try to translate their mother language in English.

However, only 1 student responded that he does not suffer from any kind of anxiety in EFL class.

In the second open ended question, the participants were asked to mention whether learners are affected by their speaking anxiety or not. The findings suggested that students are negatively affected by their English oral anxiety.

Reluctance to participate:

The participants said that oral anxiety affected their participation during class. They do not ask question to their teacher if something is not understandable because of being inferior in front of the class. As a result, less participation affects their learning process because the lecture remains ambiguous to them. In addition, they do not feel comfortable in voluntary speaking activities that make them less noticeable to their teacher and the teacher gets negative mind-set about them. The participants feel afraid of asking and answering questions because they think their answers will be incorrect.

Psychological effects:

Also, the students stated that they suffer from mental stress and uneasiness in EFL class due to anxiousness. The possible symptoms associated with learners' oral anxiety are vomiting, trembling, speedy heartbeat during presentation, loneliness and unable to find positive comparison of self with others.

Memorization:

Many students added that they have fear of individual speaking task such as presenting a topic in front of the class. During presentation, instructor evaluates their performance and gives negative feedbacks if they made any mistake. As a result, they organize their speech through memorization. Subsequently, it becomes a habit. In the participant's eye memorization is a negative effect of oral anxiety.

In the third open ended question, the participants were asked to mention some of the solutions to reduce their speaking anxiety. The participants willingly suggested effective strategies to reduce their English oral anxiety in EFL class.

Role of instructors in EFL class:

According to the participants, friendly attitude from teachers can alleviate their oral anxiety in EFL class. They think that teachers can create low-anxiety atmosphere in EFL class. Also, teachers can help them to deal with the fear of language anxiety.

Implicit feedback in EFL class:

 A large number of participants said that during a presentation or any kind of speaking activities, language teachers should not correct their mistakes in front of others. Students actually prefer not to stop them while they are delivering something in English even if they utter wrong English. They think teacher can correct their mistakes in a friendly way that will reduce their anxiety.

Showing gratitude:

Most of the students suggested that teacher should not compare the speaking ability of a student with other student in front of the class. The findings suggest that language teachers should build up each learner's self-confidence by showing them gratitude.

Change in teaching approach:

Furthermore, students reported that teaching approach should be changed in terms of English language teaching from their pre-tertiary level. The participants suggested that adding an additional speaking course in school and college level will help them to cope with the tertiary level education system. Besides, they said that in EFL class teacher should let the students participate rather controlling them. Students also suggest that speaking class should be communicative with a valid situation. According to the participants it is a very effective way to reduce oral anxiety.

Change in peers' perception:

Besides, many students mentioned that in EFL class everyone should respect each other particularly those who are anxious while speaking in English except laughing at them.

Learners' duty:

The findings suggested that learner's own responsibility can help to reduce anxiety as well. The participants declared that anxious students should try to increase their self confidence to reduce anxiety by practicing English speaking with family members and friends. They can watch English movies; listen to English songs that may help to learn English language as well as help to cope with anxiety in EFL class.

4.2. Analysis of teachers' responses:

The participants had to mark the appropriate option from the five options for each statement in the teachers' questionnaire. For analysis the responses were converted into mathematical figures as follows:

Strongly disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Strongly agree = 5

(The results found from teachers' questionnaire survey are presented in the separate box. In each box the number on top signifies the number of scores and the number at the bottom signifies the score after conversion into mathematical figures. The bottom ones are calculated for mean scores.)

The interpretation key used for analyzing is:

Not acceptable 1.00 – 2.25

Less acceptable 2.26 – 3.00

Acceptable 3.01 – 3.75

Completely acceptable 3.76 – 5.0

Item-1

Students feel nervous while speaking in English in front of the class

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	1	0	1	5	4.428
0	2	0	4	25	

In item no.8, 5 teachers responded "strongly agree" and 1 teacher responded "agree". No teacher marked "strongly disagree" and 1 teacher marked "disagree". However, no one marked "not sure".

The mean score is 4.428. The mean score indicate that the statement is completely acceptable among the teachers as a cause of English oral anxiety.

Item-2

Students feel shy speaking in English because their speech is monitored by teacher and classmates

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	1	0	4	2	4.00
0	2	0	16	10	

In item no.2, 4 teachers responded "agree" and 2 teachers responded "strongly agree". No teacher marked "strongly disagree" and 1 teacher marked "disagree". On the other hand, no one marked "not sure".

The mean score is 4.00. The mean score indicate that among the teachers the statement is completely acceptable cause of English oral anxiety in EFL class.

Item-3

Students feel afraid during class test and quizzes and make mistakes even though their preparation were good

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	1	2	3	1	3.571
0	2	6	12	5	

In item no.3, 3 teachers answered "agree" and 1 teacher responded "strongly agree". No teacher

marked "strongly disagree" and 1 teacher marked "disagree". On the other hand, 2 of the

teachers marked "not sure".

The mean score is in item no.3 is 3.571. According to the interpretation key the mean score

signify that among the teachers the statement is an acceptable cause of English oral anxiety in

EFL class.

Item-4

Students feel anxious speaking in English when teacher evaluates their performance and

compares with others

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
1 1	4 8	0 0	2 8	0 0	2.428

Only, 2 teachers responded "agree" and no one responded "strongly agree". One teacher marked

"strongly disagree" and 4 teachers marked "disagree". On the other hand, no one ticked "not

sure".

The mean score is 2.428. The mean score shows the statement is less acceptable to the teachers

for generating students' anxiety in EFL class.

Item-5

A student's low self-esteem makes him worried because his friends are better in speaking in

English than him

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	2	0	5	0	4.142
0	4	0	20	5	

5 teachers answered "agree" and no one responded "strongly agree". No teacher marked

"strongly disagree" and 2 teachers marked "disagree". On the contrary, no one answered "not

sure".

The mean score for item no.5 is 4.142. The mean score clearly shows that the statement is

completely acceptable to the teachers

Item-6

In EFL class students feel anxious because they never got motivation from family and friends to

speak in English

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	0	3	3	1	3.714
0	0	9	12	5	

In item no.6, 3 teachers responded "agree" and 1 teacher responded "strongly agree". No teacher

marked "strongly disagree" and "disagree" respectively. 3 teachers marked "not sure".

The mean score is 3.714. The mean score signify that the statement is an acceptable cause for

generating learners' English speaking anxiety.

Item-7

They feel anxious while speaking in English because they do not have an excellent tone of speaking

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
2	1	2	2	0	2.571
2	2	6	8	0	

In item no.7, 2 teachers ticked "agree" but no one responded "strongly agree". However, 2 teachers marked "strongly disagree" and 1 teacher marked "disagree". 2 teachers ticked "not sure".

The mean score is 2.571. According to the interpretation key this is a less acceptable statement to for creating English oral anxiety.

Item-8

Students get worried while answering teacher's question as s/he corrects their mistakes in front of the class

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	3	2	1	1	3.00
0	6	6	4	5	

From the above table, only 1 teacher ticked "agree" and 1 teacher ticked "strongly agree". No teacher marked "strongly disagree" and 3 teachers ticked "disagree". On the other hand, 2 teachers marked "not sure".

In item no.8, the mean score is 3.00. It shows that among the teachers the statement is less acceptable for creating oral anxiety.

Item-9

Students feel anxious to participate in class because the teacher is not friendly rather a controller

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
2	3	0	2	0	2.285
2	6	0	8	0	

In item no.9, 2 teachers agree with the statement that students feel anxious to participate in class because the teacher is not friendly rather a controller. No one strongly agree with the statement and 3 teachers responded "disagree". 2 teachers marked "strongly disagree" but no one marked "not sure".

The mean score is 2.285. So, item no.9 is less acceptable to teachers to cause English oral anxiety.

Item-10

Students feel nervous speaking English because of the formal classroom settings

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
1	2	1	3	0	2.857
1	4	3	12	0	

3 teachers ticked "agree" but no one responded "strongly agree". Only 1 teacher marked

"strongly disagree" and 2 teachers marked "disagree". On the other hand, 1 teacher ticked "not

sure".

The mean score is 2.857. According to the interpretation key item no.10 is less acceptable

statement for generating English oral anxiety in EFL class.

Item-11

Students feel frightened during English oral test and sometimes do not understand teacher's

instructions

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	0	0	6	1	4.142
0	0	0	24	5	

In item no.11, 6 teachers answered "agree" and 1 teacher answered "strongly agree". No teacher

marked "strongly disagree", "disagree" and "not sure" respectively.

The mean score is 4.142. The mean score indicate that among the teachers the statement is

completely acceptable.

Item-12

English oral anxiety plays a negative role to learn the language

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	1	1	2	3	4.00

0	2	3	8	15	

In item no.2, 4 teachers responded "agree" and 2 teachers responded "strongly agree". No teacher marked "strongly disagree" and 1 teacher marked "disagree". On the other hand, no one marked "not sure".

The mean score is 4.00. The mean score indicate that among the teachers the statement is completely acceptable cause of English oral anxiety in EFL class.

Item-13

Student's academic result is affected due to their English oral anxiety

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0 0	0 0	0 0	4 16	3 15	4.428

4 teachers agree that student's academic result is affected due to their English oral anxiety. 2 teachers marked "strongly agree". No teacher marked "strongly disagree" and "disagree". On the other hand, no one marked "not sure".

The mean score is 4.428. The mean score indicate that among the teachers the statement is completely acceptable as an effect of oral anxiety in EFL class.

Item-14

Low self-esteem, fear of participation and mental depression result from oral anxiety in EFL class

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	0	0	6	1	4.142
0	0	0	24	5	

In item no.14, 6 teachers responded "agree" and 1 teacher ticked "strongly agree". No teacher marked "strongly disagree", "disagree" and "not sure" respectively.

The mean score is 4.142. According to the interpretation key, the statement is completely acceptable as an effect of English oral anxiety among the teachers.

Item-15

Friendly atmosphere, co-operation of both the teachers and the learners can reduce oral anxiety in EFL class

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean score
0	0	0	2	5	4.714
0	0	0	8	25	

From the above table, 5 teachers strongly agree with the statement that friendly atmosphere; co-operation of both the teachers and the learners can reduce oral anxiety in EFL class. 2 teachers responded "agree". No teacher marked "strongly disagree", "disagree" and "not sure".

The mean score is 4.714. The mean score indicate that among the teachers the statement is completely acceptable for alleviating English oral anxiety.

Chapter 5

Discussion

This chapter is developed to discuss the significant results found from students and teachers responses. On the Likert scale, both the teachers and the students admitted that learners feel nervous while speaking in English in front of the class (item no.1). At the same time, the students completely confessed that they feel nervous due to teacher's evaluation of their performance while speaking in target language. In addition, comparison with others makes them anxious to speak in front of the class. However, the researcher found that the teachers did not completely accept the above mentioned view point of their students. Among the teachers it is less acceptable that teacher's performance evaluation and comparing attitude make EFL learners anxious. On the Likert scale the mean score of the student's questionnaire and the teacher's questionnaire were 3.971and 2.428 respectively.

The Likert scale indicates that majority of the students completely accepted the source that they feel worried while answering teacher's question as s/he corrects their mistakes explicitly. On the contrary, the teachers did not accept the statement completely as a source of EFL learners' oral anxiety. On the Likert scale the mean score of the student's questionnaire and the teacher's questionnaire were 4.327 and 3.00.

The researcher discovered from item no. 9 that unfriendly attitude of teachers makes learners anxious to participate during class. Majority of the students completely admitted this statement but among the teachers the statement is less acceptable as a cause of speaking anxiety. However, the teachers did not think that their controlling attitude is responsible for creating oral anxiety. The mean score of the student's questionnaire and the teacher's questionnaire were 4.224 and 2.285 respectively.

On the other hand, from item no. 7 (I feel anxious while speaking in English because I do not have an excellent accent of speaking) and item no.10 (I feel nervous speaking in English because of the formal classroom settings) both are less acceptable for creating oral anxiety among the students and the teachers. According to them, poor speaking tone and formal classroom settings are not responsible to create anxiety among the learners. For item no.7, the mean scores were 2.88 and 2.571respectively. For item no.10, the mean scores were 2.532 and 2.857 respectively.

For item no.12, both the students and the teachers think that English oral anxiety plays a negative role to learn the language. The mean score of the student's questionnaire and the teacher's questionnaire were 4.532 and 4.00 respectively.

Response to open ended questions highlighted three aspects of speaking anxiety in EFL class: causes of English oral anxiety, effects of oral anxiety and the solutions to cope with anxiety in EFL class.

From the first part of the questionnaire, it has been found that all the causes of English oral anxiety are interconnected with each other.

More or less all the participants mentioned that lack of speaking practice in school and college level is an anxiety provoking source which is also discussed by Yahya (2013). The author pointed to the fact that unlike reading and writing, speaking skills are not practiced by the

learners at school. Teachers constantly overlooked communicative abilities. As a result, schools and "college students lack competency in speaking" in the target language (p.230). The participants also added that students from English medium background have less English oral anxiety. One of the participants mentioned that "I think English medium students have great command over English language because in Bangla medium we did not practice speaking in English." As a result, EFL class in tertiary level is new to them and creates anxiety while speaking in English.

In connection with the above cause it can be said that learners are unable to use rich vocabulary due to their lack of English speaking practice in pre-tertiary level. If they had got the chance to speak in their early stage, they will be able to use appropriate word to express their feelings and emotions. Even, they will be able to apply the grammatical rules or correct tense while speaking Macintyre and Gardner (1991) affirmed in this regard that anxious students essentially getting in trouble in vocabulary acquisition to learn the target language (p. 296). One of the participants of the current study stated that "I have vocabulary problem and I feel nervous to speak in English…sometimes I can't recognize which tense I have to use" Besides, Kayaoglu and Saglamel (2013) added that "…lack of grammatical knowledge and practice made [anxious learners] markedly uncomfortable when speaking English" (p. 150). Another comment found from a participant is that "I feel unenthusiastic to speak with my teachers because I think he will get a negative impression because of my grammatical errors." As a result, this leads to the negative attitude of the teachers and the classmates in EFL class.

Most of the participants stated the same thing is that "I don't like to communicate in English class. Actually, my teachers and friends are not co-operative at all." Under the anxiety producing factors, Hashemi and Abbasi discussed that unfriendly atmosphere with formal classroom setting

generate anxiety among the students (p.641). So, it is clear that unfriendly behavior from teachers and classmates cannot allow EFL learners to express their thoughts. Liu (2012) also stated that in a language class if a student makes noticeable mistake, they are negatively appraised by their teachers and peers (p. 124). Gradually, this type of behavior decreased students' self-esteem and increased communication apprehension. They think teachers and peers will evaluate them negatively. Therefore, in oral test, students feel very anxious because of the fear of getting poor marks. Trifani and Shahini (2011) mentioned that in any language assessment, high-anxious students performed badly due to their poor capability to express opinions, fear of getting poor marks, time edge, test techniques, test environment and lucidity of test instructions (p. 95). The researcher found that during the oral test; students feel more anxious than usual. One of the comments is that "During my speaking test, I feel nervous to speak because my teacher will give me bad grade if I utter any wrong sentence." Another student said that "I don't like to perform in speaking test. It is a dangerous situation to cope with." So, fear of getting poor marks in oral test is a noticeable cause for creating oral anxiety.

Individual differences or the personality trait is also a cause of oral anxiety. The participants confessed that introvert learners feel more anxious than extrovert learners. From the author's view, "Introvert students have difficulty participating in classroom… remain unnoticed by teachers…because of their shyness and passivity in the classroom" (Rashidi, Yamini and Shafiei, 2011, p. 148). On the contrary, Wang and Liao (2012) asserted that extrovert learners have developed "greater competency in oral communication" comparing to introvert learners (p. 72). So, not only external factors but also individual differences can be a potential cause for creating anxiety in EFL class.

Another statement is that "When I start to speak in English, my mother tongue hinders from expressing my feelings." So, the findings suggest mother tongue interference is responsible for learner's oral anxiety. Ohata (2013) also stated that some language learners think that "…language learning means learning how to translate" (p. 6). Therefore, the researcher found that anxious students actually try to translate their mother tongue in English. As a result, they cannot make right sentences in English and their nervousness becomes severe while speaking. Among the 107 participants only one student stated that motivation from family members, ample speaking practice with family and friends, reading habit of English articles, stories, and magazines facilitate him not to be worried while speaking in English language. The study conducted by Gardner (1960) proved that motivation and encouragement from parents assist the learners to form positive thoughts about the "target language community" (Rahman, 2005, p. 9). However, the researcher reaches to the point that in the language class majority of the participants are anxious while speaking in target language.

The second portion of the questionnaire indicates that in EFL class learners are affected by their oral anxiety. First of all, learners are affected by their speaking anxiety in their academic life. One of the participants said that "I don't get motivation to learn English because it ruins my academic results." Mainly, the participants wanted to say that they do not do well in speaking test and negatively judged by the teacher due to language anxiety. So, it hampers their upcoming carrier opportunities. According to Rahman (2005) English language learning has a correlation with the learners to get success in higher education and getting better jobs in order to lead a better life (p. 12). Another participant said that "I don't feel comfortable in voluntary speaking activities in classroom because I don't get good marks in exam." Noticeable participants also mentioned that English oral anxiety in EFL class is a hinder to get good marks in oral test

because they do not do well in speaking test and negatively judged by the teacher though they have good preparation.

Batiha, Noor and Mustaffa (2014) claimed that during the oral exam, anxiety might obstruct the preparation of the learners and the consequence would be bad performances (p. 20). On the Likert scale, the mean score of the teacher's questionnaire (item no. 13) was 4.428. It indicates that the teachers of this survey completely accepted that student's academic result is affected due to their English oral anxiety. So, anxious students are vulnerable to their academic results as well as their future life due to English speaking anxiety.

Secondly, learners are psychology affected as well. From the findings, the researcher found some comments like "English speaking class is a stressful and horrible class to me," "My body shakes and I feel vomiting when my teacher asks me to speak in front of the class." Some students also commented that they feel frustrated to learn English language and psychologically they accept that it is not possible for them to learn English accurately. This psychological problem leads anxious students to have a great fear to utter anything in English whether in classroom or outside the class. According to Salend (2012) there are some physical and behavioral symptoms of anxious learners result from speaking anxiety. Such as "shaking body parts, rapid heartbeat, muscle tension, feeling overwhelmed during testing as well as making negative self-statement" (p.22). Teachers of the current study completely accepted that low self-esteem, fear of participation and mental depression result from oral anxiety in EFL class (item no.14). The mean score of the Likert scale was 4.142.

Thirdly, the researcher reach to the result that negative evaluation by the teachers during speaking test as well as during any individual task does not allow students to express their feelings in target language. Consequently, students do not get motivation to perform individually

in target language. From a study of Koch and Terrel (1991) it is found that "oral presentations in front of the class and oral skits are two most anxiety-evoking activities" in EFL class (as cited in Zhang and Zhong, 2012, p.29). Anxious student's performance is poorly judged by the teachers and peers. One of the participants state that "I prefer speech memorization in any kind of presentation in class to avoid teacher's negative comments." Some of the participants mentioned the following type of comment that "Memorization helps me to get rid of being inferior in front of the class." Thus, speaking anxiety affects learners' learning habit negatively.

The last question focuses on the solutions to reduce speaking anxiety in EFL class. After the findings and analysis of the study, the researcher found that both teachers' role and learners' role can play a positive role to lessen the speaking anxiety in EFL class.

In this section, a large portion of the participants referred to the teacher's role in EFL class. According to them instructor's friendly behavior can reduce their oral anxiety. One of the comments of the participant was "I think my teacher can help me out to cope with my anxiousness while speaking in front of the class," To support the student's view Tanveer (2007) mentioned that friendly, informal, learning supportive environment, cooperative behavior make students feel comfortable when speaking in the class (as cited in Hashemi and Abbasi, 2013, p. 644). Another participant said "I feel comfortable in speaking English when my instructor helps me to continue my speech during presentation." In this regard, Harmer (2013) suggested that when students are "lost for words" in any discussion activity or role-play activity, teacher should play the role of "prompter" that is encouragingly offers words and phrases to continue their speech (p. 109). From the teacher's questionnaire (item no. 15), the researcher found that on the Likert scale the mean core was 4.714. It proves that among the teachers it is completely

acceptable that friendly atmosphere, co-operation of both the teachers and the learners can reduce oral anxiety in EFL class.

In relation with the above solution, the students suggested that EFL teachers should give positive feedback to motivate learners. Learners have fear of losing face in front of the class. One of the participants said that "My English teacher is very co-operative. She corrects my mistakes politely." According to Atasheneh and Izadi (2012) when a language teacher gives importance on accuracy and correct students' errors in a non sympathetic behavior, anxious students feel "embarrassed" in front of the peers (p, 183). As a result, the findings suggested that teachers should show gratitude to each student and help learners to cope with their anxiousness. It will give them self confidence. Hashemi and Abbasi (2013) concluded that "language teacher should avoid activities that enhance early frustration" as well as to reduce this stress teacher should give language learner a feeling of accomplishment and satisfaction instead comparing with other learners (p. 644).

To cope with the anxiety provoking situation, the participants suggested that in the context of Bangladesh English speaking course should be included in school and college level. They answered that practicing English speaking from their pre-tertiary level will allow them to alleviate oral anxiety in tertiary level.

They also said that change in traditional teaching approach can alleviate speaking anxiety. Teachers should allow a learner-centered classroom to give opportunity to speak that can reduce anxious environment. Some of the participants mentioned similar type of answered such as "Group work and pair work reduce my anxiety in class," "Communication between two groups helps me to speak without hesitation," "I don't like to participate in class due to lack of interest in topics" etc. This perception is also found in the study of of Farooqi (2007). He said that in the

context of Bangladesh, teacher can give a task in a group to present in front of the class. He added that students can play games in groups as well as teacher can gives stories with no ending. These activities will create interest among students to speak and reduce their anxiety in class (p. 104).

Finally, the researcher has reached to the point that students want new approach of teaching in their English speaking class. They do not like the grammar translation approach. They suggested to change the view of the teachers on language teaching. Hypothesis of Kennedy (1996) along with the research on teacher education revealed that "teachers had many incorrect beliefs about how foreign languages are learned" which has a negative impact on language teaching. The research also exposed that teaching method can be improved only "through a change in their [teachers'] beliefs" (as cited in Tercanlioglu, 2005 p. 148).

Not only teacher's friendly attitude can lessen learner's anxiety but also learner's own responsibility can play the positive role to lessen their anxiety. Students who are not anxious should respect anxious students in EFL class. They should help them and encourage them to speak no matter if they make mistakes. Ebrahimi (2013) suggested the learners to share the anxiety creating factors with peers so that anxious students can understand that everyone has some sort of nervousness to convey their thoughts in target language. It will help to alleviate their anxiousness among their friends (p. 189). Another comment was written in block letter that is "PLEASE! DO NOT LAUGH IF I MAKE MISTAKES." This comment from the participant matches with the study of Hamouda (2013) from which he found that students are too concerned about their classmates because the anxious students are afraid of "being laughed at" (p. 27). By creating a friendly atmosphere in co-operation with the classmates and friends speaking anxiety can be reduced.

The researcher also found that learner's duty is to increase their confidence level to lessen anxiety while talking with teachers and students. One of the researchers, Riasati (2011) suggested that by practising lessons with friends make students "more prepared" that will help to alleviate speaking anxiety (p. 912). Therefore, motivation from friends, family, and reading English magazines, stories, articles, watching English movies all these activities will help to alleviate anxiousness of the learners in their tertiary language class.

Chapter 6

Conclusion and Recommendation

6.1. Conclusion:

In an EFL class it is apparent that language anxiety plays a negative role for the language learners on their oral performance. Various factors are responsible for the oral anxiety as well as all these have tremendous effects on learner's psychological state, academic life and social life. Throughout their learning process, they suffer numerous positive and negative consequences inside and outside of the classroom. Although from the past studies on language anxiety, no specific remedies are discovered, teachers-learners co-operative interactions, learners-learners pleasant interactions, relaxed classroom environment, teaching methods and careful strategies etc are associated with the ways to alleviate speaking anxiety. Basically, all these coping strategies of creating low anxious circumstances represent the teachers-learners efforts to achieve success in language learning. Moreover, success in language learning motivates others to come forward to learn a foreign language. In Bangladesh, both family and institutions have to encourage young people to learn English language with appropriate use of it. It will create a positive attitude toward learning English among the learners of all level of the education.

6.2. Recommendations:

The overall findings and discussions would recommend some suggestion for the language

teachers and learners in order to lessen English oral anxiety in EFL class, which are given below:

- To make language learning more meaningful, teachers may assure learners not to
  be frightened of making mistakes and let them feel that errors are a natural
  process which also helps to make progress in language learning. This motivation
  may help to reduce stress and anxiety in learning English language

- By providing a warm and friendly learning supportive environment by teachers
  and peers can easily encourage learners to participate in class without any
  indecision

- In the context of Bangladesh, language teachers may give additional facilities to
  the introvert learners outside the classroom such as talking with them personally
  and identify which factors are responsible for their anxiety and help them to cope
  with those factors as well as making them understand that classroom is a friendly
  place and they can participate

- Teachers may discuss language anxiety in details before giving any oral task in
  the class. Teachers may tell the class that anxiety can arouse with everyone but
  they do not need to be ashamed of it

- Teachers may eradicate the fear of test and scores. In addition, teachers may
  correct learner's error by offering general feedbacks instead of offering explicit
  error correction that makes learners embarrassed

- Learners may find out their own areas of being anxious while speaking and may
  share their problems with teachers and friends which help to know that s/he is not

suffering this type of anxieties only and others can motivate them to participate without the fear of losing face

- Family members can practice speaking English with their children and also can teach them not to laugh if anybody makes mistake while speaking in English

- Learners may involve themselves into more communicative activities outside classroom. For example, they may join different English language clubs in their university, attending various seminars organized by the university and so on

- Strong learners in the classroom can help weak learners during the speaking activities as well as outside the classroom to increase weak students' confidence of speaking

- Teachers and learners both can organize communicative learning environment in the language class and may introduce fascinating topics rather boring topics to speak about. Activities such as role play can be a great way for each student to participate which helps anxious learners to get rid of their nervousness steadily.

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Appendices

Appendix I

Questions for the students

This questionnaire is designed for a study on "English Oral Anxiety among University Students in EFL Classroom" for an undergrad thesis in English. Your answers will not be disclosed and used only for the purpose of the research. Thank you for your co-operation.

Course name:

Institution:

Section: 1

Instructions

Each of the items has 5 points scale where 1= strongly disagree, 2= disagree, 3= not sure, 4= agree and 5= strongly agree. ***Please put a tick mark in the boxes for your opinion about each statement.***

Items	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. I feel nervous while speaking in English in front of the class	1	2	3	4	5
2. I feel shy speaking in English because	1	2	3	4	5

my speech is monitored by teacher and classmates					
3. I feel afraid during class test and quizzes and make mistakes even though my preparation was good	1	2	3	4	5
4. I feel anxious speaking in English when my teacher evaluates my performance and compares with others	1	2	3	4	5
5. My low self-esteem makes me worried because my friends are better in speaking in English than me	1	2	3	4	5
6. In EFL class I feel anxious because I never got motivation from my family and friends to speak in English	1	2	3	4	5
7. I feel anxious while speaking in English because I do not have an excellent tone of speaking	1	2	3	4	5
8. I get worried while answering teacher's question as s/he corrects my mistakes in front of the class	1	2	3	4	5
9. I feel anxious to participate in class because my teacher is not friendly rather	1	2	3	4	5

a controller					
10. I feel nervous speaking in English because of the formal classroom settings	1	2	3	4	5
11. I feel frightened during English oral test and sometimes do not understand my teacher's instructions	1	2	3	4	5
12. English oral anxiety plays a negative role to learn the language	1	2	3	4	5

Section 2

13. Mention some other causes responsible for your English speaking anxiety/nervousness?

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14. Do you think that you are affected by your English speaking anxiety? Why or why not?

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15. Can you mention some of the solutions to reduce your speaking anxiety/ nervousness in your

English language class? (You can mention some of the roles of your teachers and your friends).

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……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you

Appendix II

Questions for the Teachers

This questionnaire is designed for a study on "English Oral Anxiety among University Students in EFL Classroom" for an undergrad thesis in English. Your answers will not be disclosed and used only for the purpose of the research. Thank you for your co-operation.

Course name:

Institution:

Instructions

Each of the items has 5 points scale where 1= strongly disagree, 2= disagree, 3= not sure, 4= agree and 5= strongly agree. *__Please put a tick mark in the boxes for your opinion about each statement.__*

Items	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. Students feel nervous while speaking in English in front of the class	1	2	3	4	5
2. Students feel shy speaking in English because their speech is	1	2	3	4	5

monitored by teacher and classmates					
3. Students feel afraid during class test and quizzes and make mistakes even though their preparation were good	1	2	3	4	5
4. Students feel afraid during class test and quizzes and make mistakes even though their preparation were good	1	2	3	4	5
5. A student's low self-esteem make him worried because his friends are better in speaking in English than him	1	2	3	4	5
6. In EFL class students feel anxious because they never got motivation from family and friends to speak in English	1	2	3	4	5
7. They feel anxious while speaking in English because they do not have an excellent tone of speaking	1	2	3	4	5
8. Students get worried while answering teacher's question as s/he corrects their mistakes in front of the class	1	2	3	4	5

9. Students feel anxious to participate in class because teacher is not friendly rather a controller	1	2	3	4	5
10. Students feel nervous speaking English because of the formal classroom settings	1	2	3	4	5
11. Students feel frightened during English oral test and sometimes do not understand teacher's instructions	1	2	3	4	5
12. English oral anxiety plays a negative role to learn the language	1	2	3	4	5
13. Student's academic result is affected due to their English oral anxiety	1	2	3	4	5
14. Low self-esteem, fear of participation and mental depression result from oral anxiety in EFL class	1	2	3	4	5
15. Friendly atmosphere, co-operation of both the teachers and the learners can reduce oral anxiety in EFL class	1	2	3	4	5

Thank you