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Learner Attitude towards Listening-Speaking skill development in EFL in Bangladesh: a case study

ABSTRACT

This study attempts to mark how learner anxiety, a significant trait of learner attitude, affects the oral-auditory learning of EFL in Bangladesh. The research should primarily consider how it might improve English teaching and learning conditions and benefit Bangladeshi students. Two hundred students from two private universities participated in a survey for this study. Also, nine teachers and ten students participated in semi-structured and open-ended interviews to validate the findings of this mixed-method study. This study's identified problems and suggested solutions provide insight towards chalking out language programs and curricula to meet the demands of learning English as a foreign language in Bangladesh.

Keywords: EFL; Learner anxiety; Affective filter; Listening; Speaking; Culture; Foreign Language Classroom Anxiety Scale

Introduction

Numerous researchers believe that learner attitude while learning a foreign language plays a significant role and significantly impacts learning success. Learner belief, according to Victori and Lockhart (1995), focuses on the “general assumptions that students hold about themselves as learners, about factors influencing learning and about the nature of language learning (224).” This understanding provides the necessary knowledge for teachers of foreign languages. Teachers can use the knowledge regarding learner attitude to gather in-depth knowledge and understanding of the learners’ “expectations,” “commitment,” “success,” or achievement, and “satisfaction” with the classroom environment and

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activities (Horwitz, 1988, p. 283). Horwitz further mentions that these fields have remained “relatively unexplored.” This insight helps teachers and instructors take the necessary actions to motivate learners towards positive attitudes while shedding off negative learning attitudes. In Bangladesh, learners of English as a foreign language generally show a negative attitude full of anxiety. However, they share the presence of English in every sphere of their lives. Jahan (2021) mentions, “Students seem to bring their social world into their learning (152).” Their social surroundings lead to their understanding, and their beliefs and attitudes towards a language affect their learning.

Students in Bangladesh begin learning English while learning their native tongue, Bangla, in school. Even then, they cannot communicate in English because “speaking and listening skills are avoided and never assessed” (Chowdhury & Kamal, 2014) in schools. Jahan (2008) asserts that most students entering universities need a better command of English. However, the fact cannot be denied that “English has now become an indispensable instrument readily associated with the material and social success of Bangladeshi people” (Chowdhury & Kamal, 2014). Kachru (1986) mentions, “The English language is a tool of power, domination and elitist identity...” (Ashcroft et al., 1995, p. 291). English in Bangladesh has been used for years and different purposes, and gradually, it is becoming a part of the socio-cultural system. Hence, the difficulties hampering language learning need an expert address.

Problem statement

Like any other language, learning English requires extensive practice of the four basic language skills: listening, speaking, reading and writing. However, in most Bangla medium schools in Bangladesh, students learn English through reading and writing. There is very little practice of listening in general, and there is very little speaking practice. Often teachers use their native tongue to teach English. Even the Communicative Language Teaching Approach introduced in the education system of Bangladesh failed to reach the target language competence in English due to a lack of practice of listening and speaking in the classroom. Not being able to understand spoken words and also not being able to speak in English causes a sort of uneasiness among the learners. Nowadays, learners at all levels face anxiety if they have to speak in English. At the tertiary level of education, where the mode of communication is mostly English, learners need help communicating in English.

Significance of the Study:

The study inquires how learner anxiety affects the listening and speaking skills of a group of Bangladeshi EFL learners. Since listening and

speaking are two fundamental skills of language learning, and learners in Bangladesh face many difficulties with these, any research on the cause of these is undoubtedly significant. The importance of the present research primarily lies in how it would affect Bangladeshi students' problems and how to improve English teaching and learning. An awareness of the effects will enlighten the EFL teachers and learners to address them appropriately. The stakeholders are policymakers, EFL teachers and students. Identified problems and suggested solutions of this study will lead towards chalking down language programs and curricula that will effectively meet the demands of learning EFL in Bangladesh. The findings of this study will provide some helpful information to:

- a. English language teachers in Bangladesh and other countries experiencing similar situations
- b. The Government of Bangladesh to help policymakers decide on effective EFL learning programs and textbooks, considering learner anxiety as an adverse effect towards EFL learning.

Research Question:

How far does learner attitude affect developing listening and speaking skills in English as a foreign language in Bangladesh?

Hypothesis:

In Bangladesh, the preconceived notion that learning English is very difficult causes anxiety among the learners and affects learners' attitudes towards learning English. Furthermore, due to a lack of practice in oral-auditory skills, learners always feel inhibited from expressing themselves in English.

Literature review:

Students vary in terms of their intelligence and ability to learn a language (Harmer, 2007: 85, Ellis, 1997: 73). Some students learn the language better than others, but between the most and the least intelligent students, some fall between these two (Harmer, 2007, pp. 85-86). In Western culture, learners are self-reliant, and the goal of the teachers is to teach them to be autonomous learners. However, it must be kept in mind that "different cultures value different learning behaviours (Harmer, 2007, p. 87)". Harmer also illustrates the fact that "even where adult students have made their own decision to come to a class to study English, they bring with them attitudes from the society they live in, developed over the years, whether these attitudes are thoroughly positive or somewhat negative" (99). The attitude and perceptions of a learner towards a foreign language affect his learning of the language attitude, defined by Baker (1992), is "a hypothetical construct used to explain the direction and persistence of human behaviour" (p.10). Wenden (1991) defines this concept of attitude by three components. According to him, the interrelated components of attitude are cognitive,

affective and behavioural. The cognitive component is directed towards the object of the attitude bound with the beliefs, points of view and thoughts. The affective components are a learner's emotions and feelings towards the object of learning. There can be different types of attitudes: instrumental, utilitarian and pragmatic or integrative, social and interpersonal, or they may be both. Identifying student attitudes towards learning is essential for the learning program and the student.

Baker (1992:10) argues that within education and psychology, the concept of attitude has proven its strong existence through time, theory and tests. In language learning, a learner's attitude has a great significance. Teachers can help a lot in language learning, but it all depends on whether the students want to participate with a positive attitude; that is, it all comes down to the student's attitude towards learning the language (Abu-Melhim, 2009,p.686). Al-Tamimi et al. (2009) support that a learner's attitude towards a language defines a learner's motivation for learning.

Moreover, perception is the closest component that goes hand in hand with attitude. Sykes (1964) defines perception as regarding something in a specified manner. He also mentions that perception is a mental process (761). Attitudes are the behavioural expressions of perception. Denspaigne (2010) clarifies this by saying that perceptions and attitudes are related in that the inner unconscious feelings of a learner are his perceptions, and they bring out the attitudes of a learner towards learning a language. However, researchers believe that a learner's perception built and moulded by his cultural beliefs affects his attitude towards learning a language.

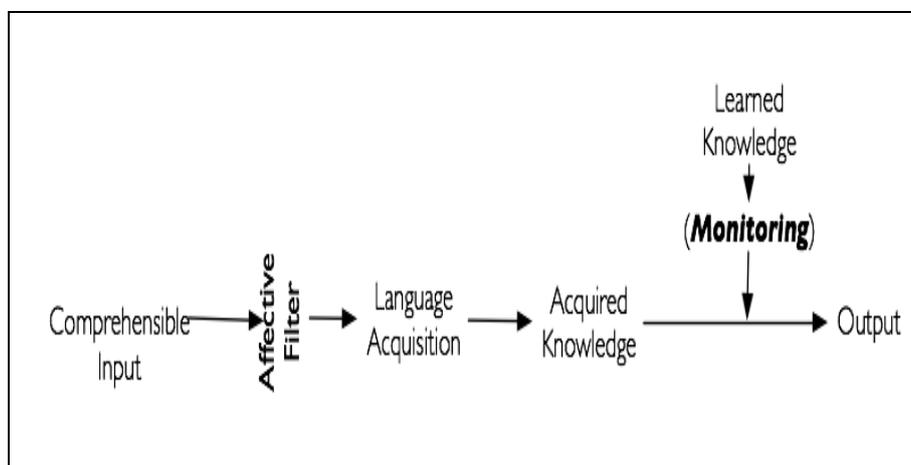
Li (2003) sees that the community's cultural values specifically influence one's literacy. Children gather literacy surrounded by the socio-cultural environment of their family and community (Zhang et al., 1998, p. 183). According to them, his/ her cultural background creates one's own identity, and an interaction between the two occurs while gathering formal education. An absence of native cultural norms creates a void and unfamiliarity. Thus anxiety takes place, and learning is hampered. English, with its unfamiliar cultural norms, causes nervousness among learners in EFL classes.

Thus, learners in Bangladesh possess some attitudinal effects in learning English as a foreign language. Their native language's cultural values are different from that of the English language culture. While teaching English as a foreign language, those values, affective to their literacy, may make them disconcerted and thus impact their learning. For this study, it is required to look deeply into aspects of the learner's attitude. In his Affective Filter Theory, Stephen Krashen defines attitudinal aspects of learners while learning a second language.

Krashen's Affective Filter Theory:

According to Krashen's (1982) "Affective Filter" model, tension, worries, and nervousness affect the learner's production of the second language as they keep the learner's affective filters high. Krashen defines affective filters as a "screen" influenced by the emotional aspects of the learner that prevent language input from reaching the language acquisition part of the brain. A low affective filter can encourage and enhance second language production (as cited in Lightbrown and Spada, 2006: 37). This theory significantly influences the teaching and learning a second language. While second language and foreign language learning is more or less the same, this theory also naturally applies to foreign language learning.

Figure 1: The Input Hypothesis Model of L2 Learning and Production (adapted from Krashen, 1982: 16 and 32)



Tension, worries and nervousness cause learner anxiety and build a high affective filter in language learning. Teachers must address student fear in order to lower the filter.

Learner Anxiety

Language anxiety, seen by Gardner & MacIntyre (1993), is an apprehensive phenomenon experienced by learners while learning a second language in which they are not proficient. Gardner & MacIntyre (1993) define language anxiety as "derogatory self-related cognitions ..., feelings of apprehension, and physiological responses such as increased heart rate". Learner anxiety is deeply related to learner performance. The three types of anxiety learners face in the classroom are 1. Fear of negative evaluation 2. Communication apprehension, and 3. Test anxiety.

Communication Apprehension (CA) is the “individual level of fear or anxiety associated with either real or anticipated communication with another person or persons”. CA is a mental condition of the learner, and it works chronically. In CA, a learner feels “inhibited”, “shy”, and “reticent” while verbalizing in learning a second language or foreign language. In this case, the learner faces inhibition even though he /she possesses the “ability” and “desire”. For this study, the researcher prioritizes the behavioural attitude of the learners of English as a foreign language. Test anxiety is another psychological condition where a learner faces distress before, while and after the examination. The reasons for this anxiety vary from learner to learner.

The Foreign Language Classroom Anxiety Scale (Hurwitz et al., 1986) is used in this study to understand how learner anxiety affects classroom learning. An adaptation of the scale is made for this study which is presented in the methodology section.

Foreign Language Classroom Anxiety Scale

The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) is frequently considered to determine learners’ overall anxiety in the classroom. The Foreign Language Classroom Anxiety Scale or FLCAS uses a five-point Likert scale on 33 items to determine foreign language learners’ classroom anxiety. The Likert scale ranges from “strongly agree” to “strongly disagree”. This scale construction comprises three dimensions: 1. Fear of negative evaluation 2. Communication apprehension, and 3. Test anxiety. Three levels of anxiety can be located using this scale. A score of 144 or more represents a high anxiety level, 108 to 144 represents a moderate anxiety level and less than 108 marks no anxiety level. In an analysis of the factors of FLCAS, Aida (1994) investigated the 33 items for an adaptation to research on Japanese students. She divided the items into four factors: 1. Speech anxiety and 2. Fear of failing 3. Comfort, and 4. Negative attitudes. Factor one, comprising items 3, 13, 27, 20, 24, 31, 7, 12, 23, 33, 16, 1, 21, 29, 4, 9 in the speech anxiety label. This label also has two negatively loaded items, 18 and 8. Factor 2, labelled as fear of failing, has 10, 25 and 26, along with one negatively loaded item, 22. Factor 3, comfort, have items 32, and 11, 14, and finally, factor 4, negative attitudes, has one item, 17 and another negatively loaded one no 5.

In another study, Bunrueng (2008) at Loei Rajabhat University tested anxiety levels and factors affecting learning English and found seven concerning factors 1. English for communication subject, 2. speaking anxiety, 3. listening anxiety, 4. reading anxiety, 5. writing anxiety, 6. teaching-learning activity anxiety, and 7. teaching media and evaluation

anxiety. This study shows that learners are more affected by anxiety in their speaking sessions. Anxiety attacks them when they speak without preparation and lose confidence. They are more worried about grammatical and other mistakes and speaking in front of other students and teachers. They would not willingly speak and shy off when the teacher asked them to speak. The study also found that speaking anxiety is rated high, and the other anxieties came to a medium rate. Sparks and Ganschow (2007) attempted to analyze the FLCAS and concluded that this scale deals with the learner's anxiety and perception of the language. They also found out that the scale was obscure in that the author was dealing with an individual case of a group of students at a college with a support group to help with language learning. As a result, the scale showed various results in different studies.

Methodology

This is a case study. According to Punch (2005), a "case study aims to understand the case in-depth, and in its natural setting, recognizing its complexity and its context (144)". This research aims to find data through surveys and interviews and then to analyze and explain the reasons for barring successful learning of listening and speaking in Bangladesh. So this research is located within both quantitative and qualitative research paradigms and will be informative and explanatory. This has become the third research method or a "mixed method" by Creswell (2003). He emphasizes this third method, mentioning 'to include only qualitative and quantitative methods that fall short of the major approaches being used today in the social and human sciences(4).'

Identification of Student Participants

Teachers and students of two private universities are taken as sample participants for this study. Student participants of this study are first year (first semester) students of two Private Universities in Dhaka city. The table below shows demographic information on students' age. Of the 200 students, 123 were male, and 77 were female. Among the 200, 140 students are from one university, and 60 are from another. First-year English fundamental courses are general courses, and students are a mixed group from different departments.

Identification of Teacher Participants

Nine university teachers were interviewed for this research. All of them are from University A. All of them are from the Department of English and have experience teaching listening and speaking courses to first-year students across all university departments. Specific information about the teachers is given in the table below:

Table 3: Demographic information of the teacher participants

Teacher	Designation	University	Teaching Experience
A	Senior lecturer	A	Three years at the tertiary level
B	Senior lecturer	A	Twelve years at the tertiary level
C	Associate professor	A	Thirty years of teaching experience
D	Assistant Professor	A	Ten years at the tertiary level
E	U.S TESOL fellow	A	Three years at the tertiary level
F	Assistant professor	A	Ten years at the tertiary level
G	Senior lecturer	A	Five years at the tertiary level
H	Senior lecturer	A	Six years at the tertiary level
I	Assistant professor	A	Ten years at the tertiary level

Data Collection:

For data collection of this study, a survey questionnaire is prepared following the Foreign Language Classroom Anxiety Scale by Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). From the scale, topics are selected based on learners' communication apprehension while learning a foreign language. While selecting the topic, the researcher remembered learners' behavioural attitudes at tertiary-level foundation English listening-speaking classes. Students were surveyed using the Anxiety Scale to collect data according to their preference between listening and speaking classes. The selected topics are broadened and generalized into a one-word adaptation of the concepts of several points from the Foreign Language Classroom Anxiety Scale. The following table vividly explains this adaptation. Moreover, instead of using a five-point Likert Scale, a two-point Likert Scale of Agree and Disagree indicates the presence and absence of the behavioural traits expected to be studied. The following table reflects the above.

Table 1: Foreign Language Classroom Anxiety Scale (adapted for this study)

Foreign Language Classroom Anxiety Scale Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).	Adaptation and rewarding
28. When I'm on my way to language class, I feel very sure and relaxed	Happy
7. I keep thinking that the other students are better at languages than I am.	Shy
1. I never feel quite sure of myself when I am speaking in my foreign language class. 21. The more I study for a language test, the more confused I get	Unsure/confused
27. I get nervous and confused when I am speaking in my language class. 29. I get nervous when I don't understand every word the language teacher says. 24. I feel very self-conscious about speaking the foreign language in front of other students.	Nervous
3. I tremble when I know I will be called on in language class. 4. It frightens me when I don't understand what the teacher is saying in the foreign language class 9. I start to panic when I have to speak without preparation in language class.	Afraid
13. It embarrasses me to volunteer answers in my language class.	Embarrassed
18. I feel confident when I speak in a foreign language class.	Confident

Students from two private universities participated in this study. For data collection, the researcher took the help of the online data collection site www.Surveymonkey.com. To collect data from the classes teacher took permission from the department heads of the department of English of the two universities. She requested students to stay back after class and then collected data by providing learners with the link to her questionnaires. Respondents used their mobile phones to fill in the survey.

Data Analysis

For data analysis, a Parsimonious Triangulation method was used for this research. In this method, data was collected in three steps, and each set of data supported and justified the information collected in the previous stage, thus leading to a holistic understanding of the study. For this research, quantitative data was first collected through the questionnaire and then analyzed based on the two-point scale of Agree and Disagree adapted from the Foreign Language Classroom Anxiety Scale. The second level of data was gathered by asking ten students semi-structured open-ended questions on their perceptions of the speaking and listening exercises they complete in class. Both data were unique, and teachers were interviewed at the third level. Teachers were asked close and open-ended questions and left for free opinions and discussions on the topics to gather information. The researcher recorded the interviews with the teachers' permission to use them later. Based on that information, adapting the learner's anxiety scale was justified, solutions were sought, and suggestions were made.

Findings:

The findings of this research are arranged through tables and charts presented below:

Table 2: Age and number of responses of the students:

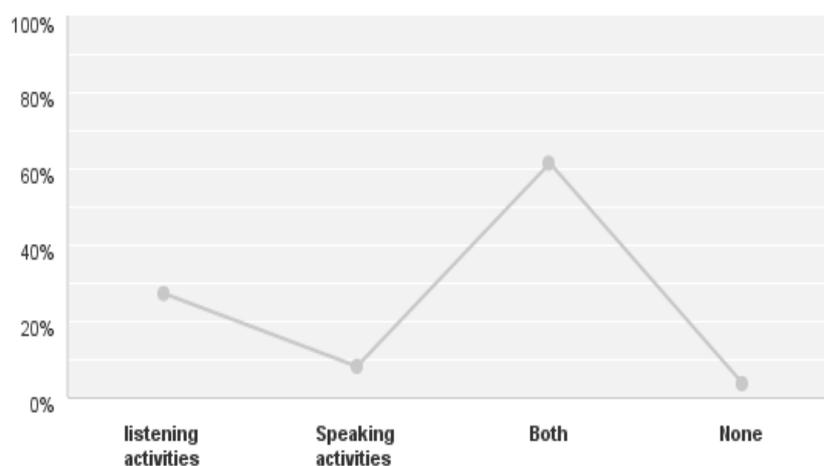
Answer Choices	Responses
17	1.00% 2
18	22.00% 44
19	26.00% 52
20	21.50% 43
21	29.50% 59
Total	200

The age of the respondents of this study ranged from 17 to 21. All of them were first-year students. With 17 years being the least number of students, first-year students of both universities were between the ages of 18 to 21 years. The researcher did not enquire about the gender of the participants since gender was beyond the scope of the research.

Preference between Listening and Speaking activities

When asked whether they liked listening and speaking activities they did in their classes, 199 students responded, and one skipped. The graph below shows the result of their answer.

Figure 1: Preference between Listening and Speaking activities in chart



The graph shows that students prefer listening activities more than speaking ones. However, most students prefer both activities, which is a positive aspect of learning English as a foreign language.

Table 3: Preference between Listening and Speaking activities in the table

Answer Choices	Responses
listening activities	27.14% 54
Speaking activities	8.04% 16
Both	61.31% 122
None	3.52% 7
Total	199

About 61.5% of respondents said they liked both listening and speaking activities. However, when analyzed separately, an exciting feature came out. Only 8% of students liked speaking activities, and 27% preferred listening activities. A cross-analysis clarified that learners preferred listening activities more than speaking activities. This finding proves the presence of classroom anxiety while communicating in English orally.

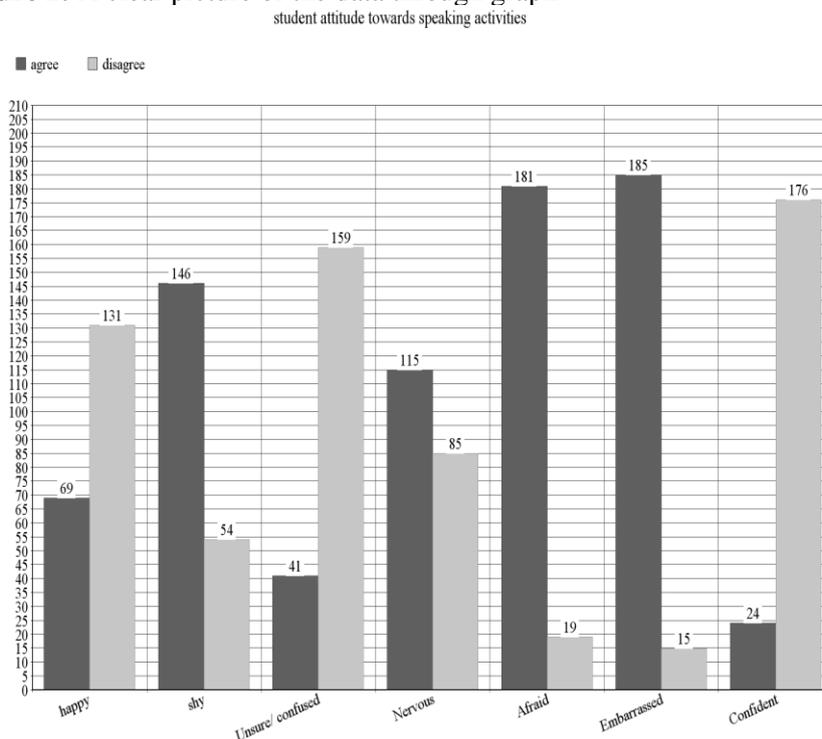
Student Attitude towards Speaking Activities:

The following data was collected to learn how students feel about speaking in class.

Apart from the common emotions teachers typically recognize in students, students were asked to specify any other emotion they might face in speaking classes. None of the students responded to this, directing the fact that their common emotions ranged among the ones surveyed or that they need to be made aware of the other types of feelings they commonly experience. They were given a chance to pick more than one answer as there might be more than one mingled emotion working in a student while speaking in English in an ESL classroom.

Table 4: Student Attitude towards Speaking Activities

Answer choices	Agree	Disagree
Happy	34.50%	65.50%
Shy	73%	27.00%
Unsure/ confused	79.50%	20.50%
Nervous	42.50%	57.50%
Afraid	90.50%	9.50%
Embarrassed	92.50%	7.50%
confident	88.00%	12.00%

Figure 2: A clear picture of the data through graph

Student interview results

Ten students were asked to share their thoughts on the listening activities they did in class. While mentioning the difficulties that they faced, the common issues that came up were “the tape script runs too fast”, “I do not understand the words they say”, “I cannot understand what my teacher says”, “I cannot follow the pronunciations” and “I do not understand English”. When asked how they felt when these things happened, their opinions ranged from being “afraid”, “frustrated”, and “helpless” to “I do not know”.

Teacher Interview results

Teacher interview results are shown below through tables. Nine teachers from University A provided their opinions through face-to-face interviews. The interviews are semi-structured, individual, and open-ended. Teachers were asked pre-determined open-ended questions, which led to other

questions and suggestions emerging in the discussion process. Two questions were asked of the teachers:

1. What do you find about your students' attitudes towards speaking in English?
2. Do you think target language cultural familiarity/ unfamiliarity affects English language learning in Bangladesh?

Table 5: Findings from the first questions:

Teacher	Student attitude towards speaking in English
A	Students struggle to learn as most of them think English is difficult
B	Shy, tongue-tied, inhibited
C	inhibited and unconfident
D	Inhibited, shy off in class for they often think others will laugh at them
E	Hesitant, shy, reluctant to speak in English
F	Students are exam-oriented, so they lack a schema of English
G	At first, I felt inhibited, but most of the students later enjoyed it. For this, the teacher must put much effort into breaking their shyness.
H	Hesitant, reluctant, shy
I	Shy at first but enjoys later

Table 6: Findings from the second question:

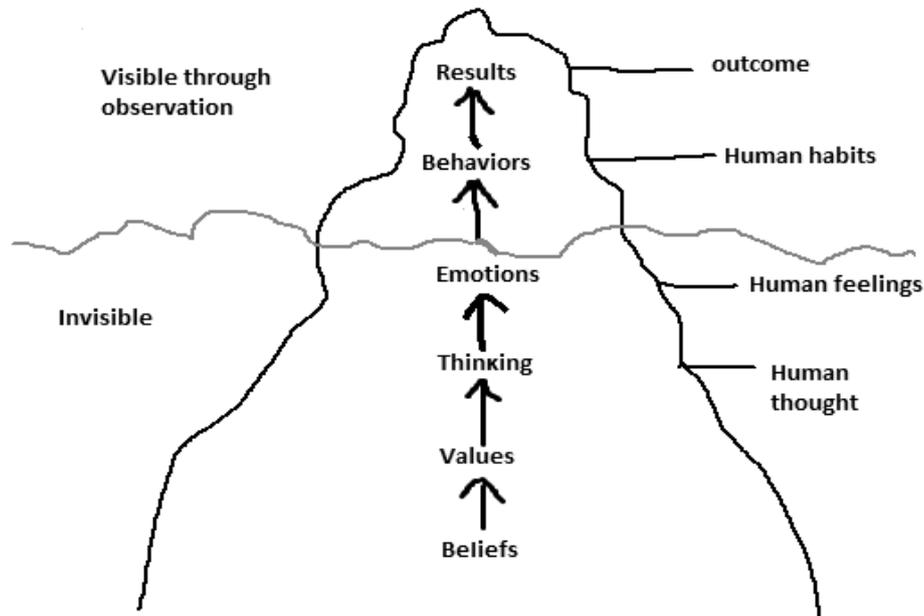
Teacher	Cultural familiarity/unfamiliarity
A	Cultural environment and expressions are different between Bangla and English, so learners face the problem.
B	Learners in Bangladesh are not as open-minded as English-speaking people are. A kind of awkwardness works among Bangladeshi learners.
C	Not familiar with English culture, thus feel inhibited
D	Of course, cultural unfamiliarity is one of the reasons Bangladeshi learners need help learning English.
E	Indeed, learners often need to familiarize themselves with the cultural aspects of the English language.
F	Cultural unfamiliarity is a problem in learning English in Bangladesh
G	Teachers need to have cultural schema to make learners understand cultural aspects as they often need to become more familiar with the target language's cultural aspects.
H	This is a normal phenomenon among learners of English, but once they are familiar, they start enjoying it.
I	Learners need to understand and try to be more acquainted with the cultural aspects of the English language, or they may miss the meaning.

Teachers discussed and gave their opinions on the listening activities of the learners. They reflected that students are often seen as frustrated, uninterested and found missing in class if any prior information is provided about a listening activity. They confirmed that learners are often not interested in doing listening work because they think the tape scripts run fast or they do not understand the “accent” and “pronunciation”. In these cases, teachers run the audio scripts more than once for the benefit of the learners.

Students’ Attitude towards Learning English

Bringing a change in student attitude toward learning English as a foreign language in class, especially in speaking class, is a great challenge. Teachers have been doing this with never-ending efforts. These students’ primary obstacle is their inhibition, which leads to shyness. Their shyness prevents them from speaking in English. A study conducted by Sato (2003) on Japanese students and another study by Lasari (2011) found that EFL/ESL learners feel shy while speaking the target language. Scrivener (1994) detects the reason by saying they feel insecure, nervous and scared because these ESL students do not have the chance to practice the language much in the classroom. The same scenario is present in Bangladesh. In their research in Bangladesh, Ahmed (2006) and Chowdhury and Shaila (2011) found that a significant hindrance for Bangladeshi students to speak English is their shyness. Sometimes students with a good command of English also feel inhibited while speaking. Teachers often face students’ inhibitions added to a lack of adequate linguistic knowledge of English. Added to this, differences in the cultural environment create a social and psychological distance for the learners of a foreign language (Huang, 2009). As social distance restricts the use of the target language, learners face fossilization of the second language (Chen, 1999). Though Chen asserts this in learning a second language, this is also applicable to foreign language learning. A further insight comes from Chavez (2001) when he mentions that the cultural background of a learner significantly influences his/her foreign language learning beliefs and approaches (131). The following figure contains an adaptation of the Cultural Iceberg Model presented by Edward T. Hall (1976). This model shows how cultural values and beliefs gradually shape the thought process and emotions of human beings and how they are expressed through human attitudes, manners and behaviours.

Figure 3: Cultural Iceberg Model (adapted from Edward T. Hall's *Beyond Culture*, 1976)



Learners need to be more oriented to the culture of the target language and keep an open mind to understand them. Often different cultural values clash, and teachers must deal with the issues in a particular and culture-bridging manner so that learners can understand without feeling threatened regarding their values and beliefs. Ara & Jarin (2018) suggest that “well-trained” and “proficient” teachers in Bangladesh will be able to take care of the “sophisticated issues of bridging the culture of Bangla with that of English.” Cultural bridging will help melt the ice of anxiety among the learners.

Moreover, these learners need more and more practice by themselves. Teachers need to suggest that they practice speaking more. Most of them, especially students from other majors than English, think they have learnt English for 12 years, so more is optional. Thus, demotivation adds to their shyness. Additionally, they often overlook the socio-cultural use of the language and emphasize more on the technical use of the language. This tendency also adds to their foreign language anxiety. Teachers must make them aware of their shortcomings and motivate them to overcome them.

Instructors should remember that apart from the language barriers, a learner's self-esteem can be a significant barrier to learning a foreign or a second language. When he /she learns that his/her native tongue and native culture are socially positioned below the target language and target culture

and that while learning that language and culture, he /she has to set his cultural attitude aside to let a new culture and language set in, a lot of self-consciousness and self-motivation is required in the process. Once a learner gets used to the change, he/she discovers a new and changed self within himself/herself who can now bridge between the cultures.

Dong (1999) asserts that instructors need to be aware of the culture of the learner's native language learning; otherwise, they will fail to prepare appropriate instructions. Zhang, Ollila and Harvey (1998) echoed that literacy research should be approached from a cultural perspective so that teachers may better understand the aspects of literacy acquisition. This recommendation must be considered for learners of all ages, for this will clarify and specify the cultural differences between the native and the target language. They brought out this concept while discussing immigrant Chinese children's learning problems in an English environment. Knowledge of this will help instructors understand the cultural differences and the impact of the cultures one over the other.

Recommendations:

1. Learner differences in educational, linguistic and cultural aspects must be addressed.
2. Teachers must be equipped with practical strategies and techniques while teaching EFL.
3. A more in-depth study is suggested for more specific results on the impact of anxiety on learners. For this purpose, all 33 points of the Foreign Language Classroom Anxiety Scale may be used for data collection and analysis.

Conclusion

Anxiety towards unknown aspects, along with self-exposure to this, always worries learners. This tendency is the same for Bangladeshi learners of English as a foreign language. English has only classroom exposure to them and being exposed to this language is self-exploratory. Moreover, in real life, they use English in the classroom only. Learners thus need to be more exposed and immersed in the target language. Teachers and instructors can help learners to understand the actual scenario. They can help learners raise their confidence in learning English. Being afraid of speaking in front of a crowd is a phobia. This phobia, in turn, leads towards frustration and distress. A distressed learner is likely to feel anxious in classroom performance. Anxiety leads towards more fear of public speaking. Learners need help and support from the instructors to be able to manage their anxiety.

As English is the most prioritized language in Bangladesh, learners should also be more conscious to ensure more exposure to the language in urban or rural areas. A long time of their days is spent watching Television

and using mobile phones. Using English in these two Media can help them learn and practice English better. Moreover, reading is an excellent language input method. Reading story books and newspapers can help students improve their knowledge of any language and understand its cultural aspects. Learners will also need direct support and guidance from the teachers. To provide that help, teachers will also need qualitative support from the policymakers. Instructors must be provided with training facilities, the curriculum's physical support, and proper tools for the syllabus. Teachers may reach out to the parents of the learners so that learners have extended support for their efforts.

Especially keeping in mind learners' shyness and their linguistic ability, it is required to raise learner awareness on the importance of English in their future life and help them to keep an open mind to understand and accept the target language's cultural aspects so that they can get rid of their behavioural apprehensions in learning English as a foreign language. It is crucial to bring a modification of the learners' negative attitudes, i.e. anxiety towards learning the language, in a "systematic" and "planned" manner (Karahana, 2007). If their interest and motivation can be raised towards a positive level, their learning outcome will also improve towards a more sustainable ground, and learners will benefit more while learning a foreign language.

Strategic and motivational instructions to develop learner proficiency may help learners eliminate their EFL speaking anxiety. Along with linguistic knowledge of English, familiarity with its culture will help raise learner confidence. Policymakers, instructors and learners must initiate steps towards it.

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