

Language Anxiety in Virtual Classrooms: A Study of English Language Learners' Experiences at the HSC Level in Bangladesh

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Citation (APA): Yeasmin, S., Banu, A. and Islam, S., (2025). Language Anxiety in Virtual Classrooms: A Study of English Language Learners' Experiences at the HSC Level in Bangladesh. *International Journal of Humanities Arts and Business (IJHAB)*. Vol-3, Issue-2.

Abstract

Language anxiety refers to the fear, apprehension, or nervousness that individuals experience when learning or using a second language. In virtual classrooms, this anxiety can be amplified or altered due to technological and social factors. This study aimed to investigate students' anxiety levels while learning English in a virtual classroom and to identify the underlying causes. This research employed both quantitative and qualitative methodologies to evaluate the extent of language anxiety experienced by English language learners at the HSC level in virtual classrooms in Bangladesh. Eighty HSC students from four colleges in Jhenaidha and Kushtia Districts participated in a questionnaire survey. This study employed a structured questionnaire derived from the original Foreign Language Classroom Anxiety Scale (FLCAS) to obtain quantitative data. The questionnaire items focused on communication fear, anxiety around unfavorable evaluation, anxiety during assessments, and the classroom environment. Besides, a semi-structured interview was conducted with 10 students to gain a deeper understanding of the research problem. Data were gathered by Google Forms and face-to-face interviews, thereafter analyzed using SPSS, Microsoft Excel, and thematic analysis. The results indicate that a significant number of students encounter moderate to high levels of language anxiety in online language learning activities. Factors inducing anxiety in students include online English communication, lack of immediate feedback from peers, difficulty in establishing rapport with classmates and teachers, and encountering technical malfunctions. The findings indicate that digital strategies, supportive

educator conduct, and an improved online learning environment can mitigate student fear. These findings enable educators and policymakers to identify strategies to reduce anxiety and enhance the effectiveness of virtual language training in HSC level education in Bangladesh.

Keywords: *Language Anxiety, Virtual Classrooms, English Language Learners, HSC Level, Bangladesh*

I. INTRODUCTION

The implementation of virtual classrooms, which gained significant prominence during the COVID-19 pandemic, has profoundly influenced education globally. Similar to other regions, educational institutions in Bangladesh transitioned to online platforms to sustain continuous instruction during COVID-19. At the HSC level, EFL learners faced challenges due to this shift, as the transfer created additional issues. Some people feel language anxiety when conversing electronically, and this can inhibit them from efficiently talking and learning a language. Having language anxiety, a unique type of anxiety in learning situations, may impair the performance, interaction and motivation of language learners (Horwitz, Horwitz & Cope, 1986). Due to the absence of direct engagement in virtual classrooms, interaction issues may exacerbate as a result of insufficient feedback, technological delays, and unfamiliar study environments (Mousavi & Gholami, 2014). In the context of the rigorous academic pressures at HSC in Bangladesh, where students typically receive limited English practice beyond their lectures, virtual classrooms may exacerbate emotional and cognitive issues.

Nonetheless, the virtual classroom has also generated significant opportunities in the realm of language teaching. Numerous learners residing in rural places or facing various social, economic, or familial obstacles to attending traditional classes can benefit from virtual instruction. If this new component of education is not examined adequately, pupils may have less confidence, avoid cooperating in class and earn low English scores. Despite the extensive implementation of virtual learning, limited research has examined the language anxiety experienced by HSC students participating in online English courses in Bangladesh (Tóth, 2010; Saghafi et al., 2017). Despite numerous studies on physical classrooms and higher education, the experiences of children in higher secondary education utilizing virtual learning platforms remain under-researched. This study is significant since it investigates a relatively underexplored domain and contributes to the understanding of emotional dimensions in virtual language instruction. Examining HSC learners enables the research to furnish professionals with insights on the particular emotional issues encountered in online English programs and strategies for their management. Identifying the primary sources of anxiety in online learning enables educators to create more supportive and engaging educational settings, thereby enhancing students' language proficiency and self-assurance.

II. OBJECTIVE OF THIS STUDY

The study's goal was to determine the level of language anxiety experienced by Bangladeshi HSC students participating in online English courses.

III. LITERATURE REVIEW

Teachers have long noticed that language anxiety can play a big role in influencing learning another language. According to Horwitz, Horwitz and Cope (1986), language anxiety consists of certain ways people view, believe, feel and act in a language class because language learning is special. Using their FLCAS, they helped show how anxiety can make it harder for people to learn in languages they are speaking. Even though their research was done in classrooms, its model is still useful for studying anxiety in virtual settings. According to MacIntyre and Gardner (1991), anxiety influences the whole process of learning a language, from listening to it, understanding it and using it. Working in a virtual environment can make this issue worse because students don't interact naturally the same way they do in person. Because students do not receive prompt feedback from others, their concentration and feelings of discomfort may grow, especially for HSC learners close to their exams.

Many studies have pointed out that English language anxiety is present in secondary students in Bangladesh. Rahman and Alam (2021) observe that students feel uncomfortable and worried about being judged poorly in the language classroom thanks to a combination of their limited understanding and the absence of backing from their environment. Even though their research was set in traditional classrooms, these concerns seem to increase in virtual education because learners might feel cut off or without help. The COVID-19 pandemic brought extra challenges by requiring schools to use online education. Muthuprasad et al. (2021) believe that virtual learning is flexible, though many students experience problems with digital skills, device ownership and access to the internet. Because of these factors, learners may become anxious about language, since they feel frustrated and less involved in classes. For learners in Bangladesh, special worry may creep in during online tests, mainly due to a lack of technology at home.

Derakhshan et al. (2021) point out that certain teacher actions, such as corrective feedback, attitude and teaching methods, can either increase or reduce a student's anxiety. Virtual learning often misses out on live human contacts which can reduce teachers' chances to offer immediate support to students. Such research as that conducted by Derakhshan et al. (2021) shows that if students and teachers do not connect in real time, anxiety and motivation for students can decrease. Additionally, Liu and Jackson argue (2008) that Chinese EFL learners are reluctant to speak in class because of the worry over being judged unfavorably and not feeling confident. We can expect that in Bangladesh, HSC learners who do not participate in online English lessons might hesitate because they worry about embarrassing themselves for every mistake made online. An additional cause of virtual language anxiety is how evaluation is conducted. Online assessments, say Baran et al. (2011), are not always transparent and may cause more stress for students. Unfamiliar tests and not clearly defined criteria on the internet can greatly increase stress among HSC students who need to do well in their exams.

Surprisingly, most research on language anxiety has focused on students in university or in classrooms, although there is lots of literature on this topic. Very little research has looked at the experiences of HSC students in Bangladesh learning in a virtual setting. As a result, this paper suggests studying not only the anxiety related to learning languages and its scales, but also the emotional and learning effects this situation has. At the same time,

listening to students can clarify what causes them anxiety when using virtual tools. Aydın (2018) argues that research focused on learners can give genuine insights into the experience of anxiety, influenced by things like what level they study, their history with English and how digitally skilled they are. Based on the literature, the study objectives are well supported: to study the causes, relevance and outcomes of language anxiety among virtual English students of HSC in Bangladesh. The research seeks to address a major shortage by supplying insights and practical ideas for dealing with anxiety and enhancing language learning.

IV. RESEARCH METHODOLOGY OF THIS STUDY

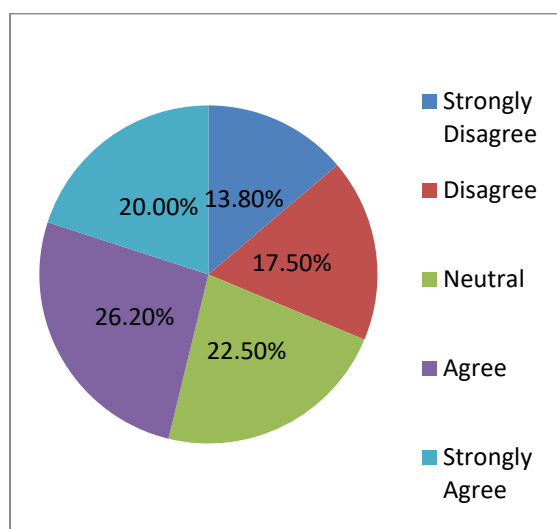
Mixed-methods research is a methodology that encompasses the collection, analysis, and integration of both quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) approaches. By integrating both quantitative and qualitative methods and data, a research achieves a comprehensive understanding and validation, while mitigating the limitations that come with relying solely on either approach. This study employed both quantitative and qualitative methods to investigate the causes, levels, and effects of language anxiety experienced by HSC English learners in virtual classrooms in Bangladesh. The participants involved were all online HSC students engaged in English learning through Teams. This study involved the selection of four colleges from both Jhenaidha and Kushtia through purposive sampling, enabling an examination of institutions that consistently provide virtual English classes. A total of eighty students participated as respondents. Data were collected using a structured questionnaire and interviews. The questionnaire comprised 15 Likert-scale items, each designed to assess aspects such as communication apprehension, the fear of being judged, test anxiety, or the environment utilized in online classes. The instrument was delivered through Google Forms, facilitating a straightforward and secure method for data collection. The quantitative data gathered were subjected to analysis using SPSS (Version 25) and Microsoft Excel, while the qualitative data underwent thematic analysis. This investigation assessed anxiety and identified its primary causes through the calculation of mean scores, analysis of frequency distributions, and execution of percentage analyses.

V. FINDINGS OF THIS STUDY

As previously mentioned, the study utilized a mixed-method approach by combining qualitative and quantitative methods for data collection and analysis in conducting the research. After analyzing the data, the findings have been summarized and triangulated. The results from the questionnaire survey and in-depth interview will be explored in the following sections

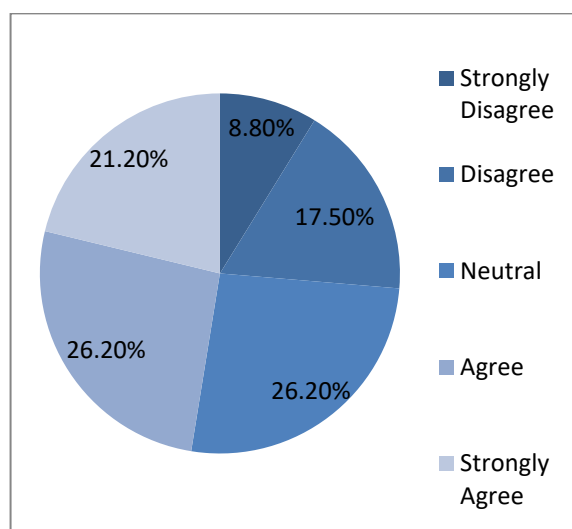
Findings from the Questionnaire Survey

Response to S1 and S2



I get nervous whenever I have to speak English in an online class.

Chart One



I sometimes fret at the idea of making mistakes when I speak English online.

Chart Two

Descriptive Statistics

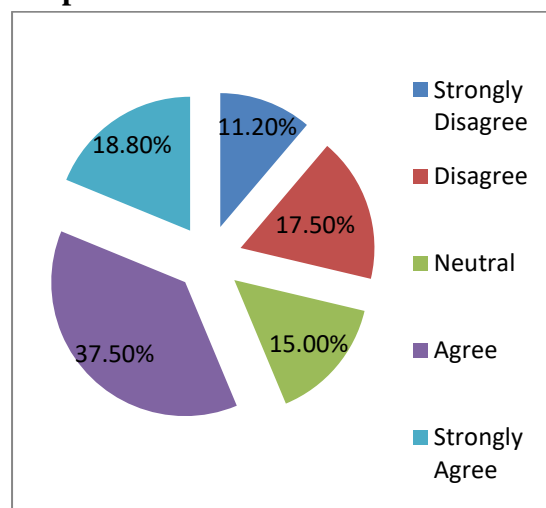
	N	Minimum	Maximum	Mean	Std. Deviation
I get nervous whenever I have to speak English in an online class.	80	1	5	3.21	1.328
I sometimes fret at the idea of making mistakes when I speak English online.	80	1	5	3.34	1.242
Valid N (listwise)	80				

Table One

Ideas about students' anxiety when learning English online in class are shown through the pie charts one and two, and descriptive statistics shown in table one. Concerning the first statement, "I get nervous when I have to speak English in online classes," people either strongly disagreed (13.8%), disagreed (17.5%), remained neutral (22.5%), agreed (26.2%) or strongly agreed (20%). A medium average score (3.21 on a 5-point scale), along with a standard deviation of 1.328, reflects that many students are moderately nervous but there is still notable variation among them. For the second sentence, "I sometimes worry about mistakes in online English," some respondents did not agree at all (8.8%), others disagreed (17.5%), the majority were neutral (26.2%), while others agreed or strongly agreed (26.2% and 21.2%). The fact that the mean is greater at 3.34 and the standard deviation lower at 1.242 suggests that participants are a bit more concerned about making mistakes and this concern appears to be more centered on the mean. The average score is higher, meaning people care slightly more about not making mistakes and the standard deviation is low,

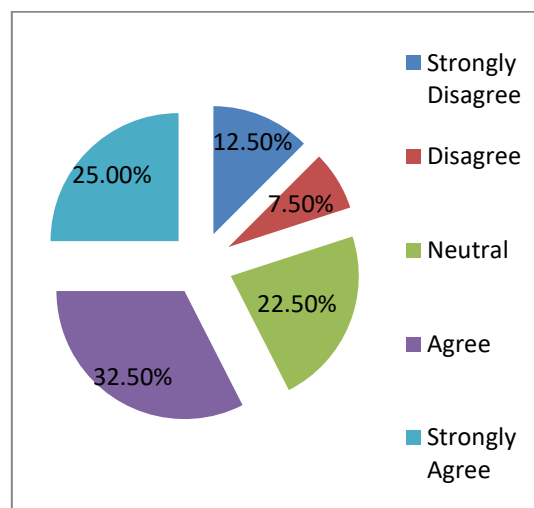
suggesting most respondents gave similar answers. Nearly half of all participants agreed or strongly agreed with both statements which suggests that many people have anxiety and fear making mistakes while speaking English online. The research emphasizes that a comfortable and friendly virtual classroom will help students succeed.

Response to S3 and S4



I am not sure if my classmates will laugh at me should I make an error in English.

Chart Three



It makes me uneasy when the teacher expects me to talk in English online.

Chart Four

Descriptive Statistics

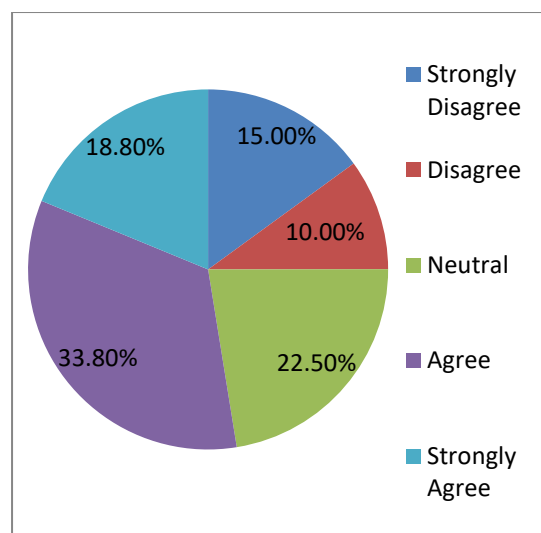
	N	Minimum	Maximum	Mean	Std. Deviation
I am not sure if my classmates will laugh at me should I make an error in English.	80	1	5	3.35	1.284
It makes me uneasy when the teacher expects me to talk in English online.	80	1	5	3.50	1.293
Valid N (listwise)	80				

Table Two

The data in table two also shows more details about students' emotions when speaking in online classes. The question "I am not sure if my classmates will laugh at me should I make a mistake in English" shows that 37.5% agreed, 18.8% strongly agreed and 15% stayed neutral. Alternatively, 17.5% felt differently and 11.2% said they strongly disagreed. As the mean score is 3.35 and the standard deviation 1.284, it is clear that students tend to be moderately concerned about being judged by their peers. The second item, "It makes me uneasy when the teacher expects me to talk in English online," 12.5% strongly disagreed, 7.5% disagreed, 22.5% were neutral, 32.5% agreed and 25% strongly agreed and it has a high mean of 3.50 and lowest standard deviation of 1.293. What this means is that teachers' expectations usually make children feel more anxious than their fears about what others think or the possibility of making a mistake. Since the standard deviations do not vary

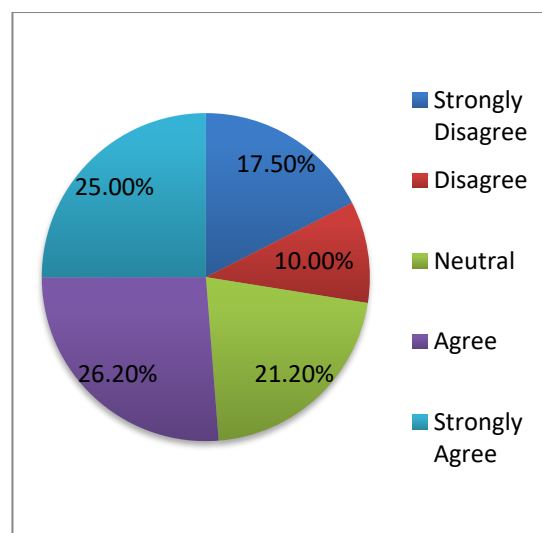
a lot and are relatively consistent (ranging from 1.242 to 1.328), the variation in anxiety across all the questions is not very significant. They show that teachers should try to be encouraging and friendly, to help students feel more comfortable and part of the online class

Response to S5 and S6



It's hard for me to share my views in English during online lessons.

Chart Five



Any technical issues in online English classes make me feel more nervous.

Chart Six

Descriptive Statistics

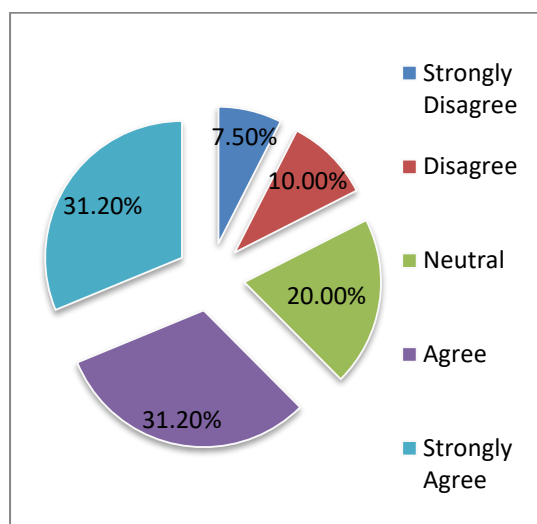
	N	Minimum	Maximum	Mean	Std. Deviation
It's hard for me to share my views in English during online lessons.	80	1	5	3.31	1.308
Any technical issues in online English classes make me feel more nervous.	80	1	5	3.31	1.411
Valid N (listwise)	80				

Table Three

Charts (Five and Six) and Table Three provide information about two extra reasons why learners feel anxious in online English classes. Saying, "It's hard for me to share my views in English during online lessons," 18.8% strongly agreed, 33.8% agreed and 22.5% remained neutral. Around 15% strongly disagreed and around 10% disagreed with that belief. The average score is 3.31 which shows that most participants experience some troubles expressing their thoughts in English online. The high standard deviation means there are wide differences in students' experiences. Of how strongly they agreed with, "Any technical issues in online English classes make me feel more nervous," 25% agreed, 26.2% agreed strongly and 21.2% were neutral. Nearly eight out of ten (78.5%) agreed, with 17.5% strongly agreeing and just 10% opposed. It also has a mean of 3.31, together with a slightly larger standard deviation of 1.411, meaning that people React differently to how technical hiccups

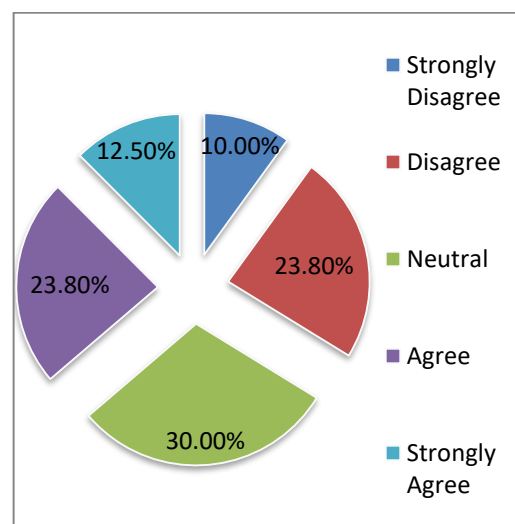
lead to anxiety. It is obvious from the data that problems in communication and difficulties with technology cause a lot of concerns. Based on these results, schools should make sure they support teaching in ways that help learners and maintain positive technological infrastructure.

Response to S7 and S8



I get more anxious when learning English online than I do in class.

Chart Seven



Before taking an English quiz or test online, I feel nervous.

Chart Eight

Descriptive Statistics

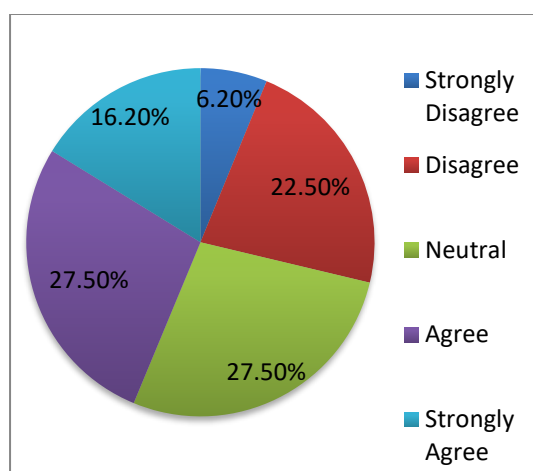
	N	Minimum	Maximum	Mean	Std. Deviation
I get more anxious when learning English online than I do in class.	80	1	5	3.69	1.228
Before taking an English quiz or test online, I feel nervous.	80	1	5	3.05	1.179
Valid N (listwise)	80				

Table Four

Table Four and both Charts Seven and Eight provide information on how anxious students are while taking online English classes. In the chart, relating to the statement, “I get more anxious when learning English online than I do in class,” 62.4% agree, even though the sample is smaller (31.2% strongly agree + 31.2% agree). Just under a fifth of respondents disagree (10%) or strongly disagree (7.5%) and a further 20% remain unsure. Among all the items, the mean score of 3.69 was the highest which suggests that online environments make people more likely to feel anxious. Since the standard deviation is 1.228, we can say that the answers varied somewhat. Chart Eight is for the statement “Before taking an English quiz or test online, I feel nervous.” Responses in this stage are found over a wider range. Roughly

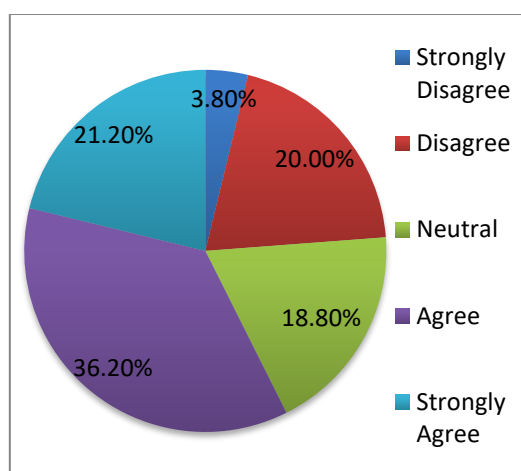
half as many people (12.5% strongly agree + 23.8% agree) said they are nervous compared to those (23.8% disagree + 10% strongly disagree) who reported not being nervous. It is clear from the mean (3.05) that the responses were moderately agreeing and the standard deviation of 1.179 shows most respondents were in agreement. The evidence shows that students have greater anxiety learning English online, compared to having it explained in person. But students' anxiety levels about online quizzes or tests are not as clear. It highlights why interactive and encouraging online classrooms improve students' confidence and lessen concerns.

Response to S9 and S10



I become nervous and wound up when joining virtual English group discussions.

Chart: Nine



Asking about matters in English during online lessons scares me because I am afraid of being judged.

Chart: Ten

Descriptive Statistics

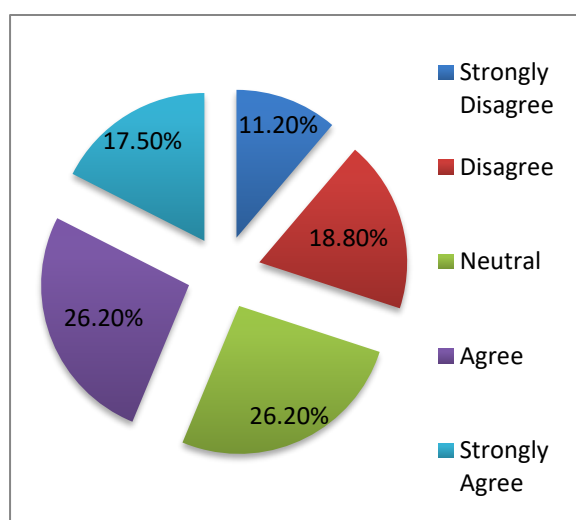
	N	Minimum	Maximum	Mean	Std. Deviation
I become nervous and wound up when joining virtual English group discussions.	80	1	5	3.25	1.164
Asking about matters in English during online lessons scares me because I am afraid of being judged.	80	1	5	3.51	1.147
Valid N (listwise)	80				

Table Five

In Table Five, Chart Nine and Chart Ten, students' feelings about joining virtual English discussions and asking questions in online classes are considered. On Grid Nine which relates to the statement "I become nervous and wound up when joining virtual English group discussions," the scores indicate moderate stress. Over 43.7% (16.2% strongly agree + 27.5% agree) say they feel nervous, but 28.7% believe the opposite (22.5% disagree + 6.2% strongly disagree). 27.5% of people reported being uncertain or having neutral feelings.

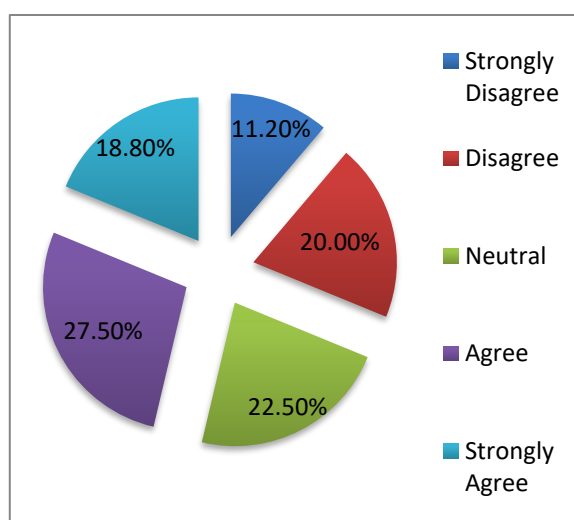
People scored an average of 3.25, indicating they tend to be nervous and the standard deviation was 1.164, showing that their scores were quite similar most of the time. This statement in Chart Ten is “Asking about matters in English during online lessons scares me because I am afraid of being judged.” About 57.4% (21.2% strongly agree + 36.2% agree) say they worry about being judged. Almost a quarter (23.8%) disagree and a fifth (18.8%) of the participants are uncertain. That suggests that participants tend to feel anxious about judgment, since the mean is 3.51. Their responses had a moderate amount of consistency, as shown by the standard deviation of 1.147. The data illustrate that most students feel uneasy participating in group talks, whereas a lot more are scared of getting judged while participating in online English lessons. They highlight why making the online classroom encouraging and accepting helps students take part and feel less anxious.

Response to S11 and S12



Thinking about answering in written English causes my heart to beat fast.

Chart Eleven



Having no immediate responses to my questions in virtual classes worries me

Chart Twelve

Descriptive Statistics

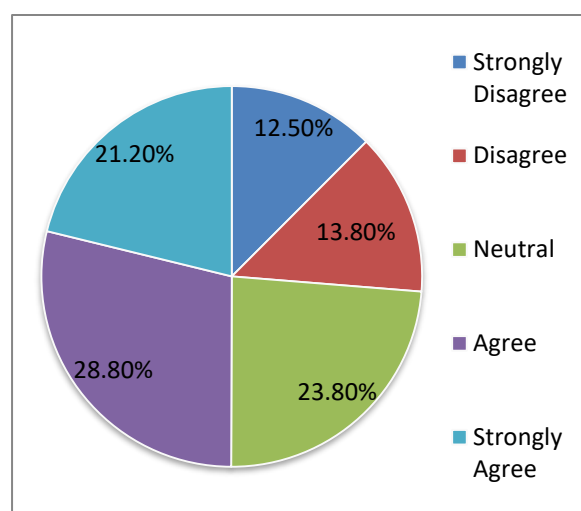
	N	Minimum	Maximum	Mean	Std. Deviation
Just thinking about answering in written English causes my heart to beat fast.	80	1	5	3.20	1.257
Having no immediate responses to my questions in virtual classes worries me.	80	1	5	3.22	1.283
Valid N (listwise)	80				

Table Six

All of the information in Table Six, along with what's shown in Charts Eleven and Twelve, reveals how students react emotionally to tasks in written English and how long it takes for their virtual classes to start. When interpreting Chart Eleven, 43.7% (17.5% strongly

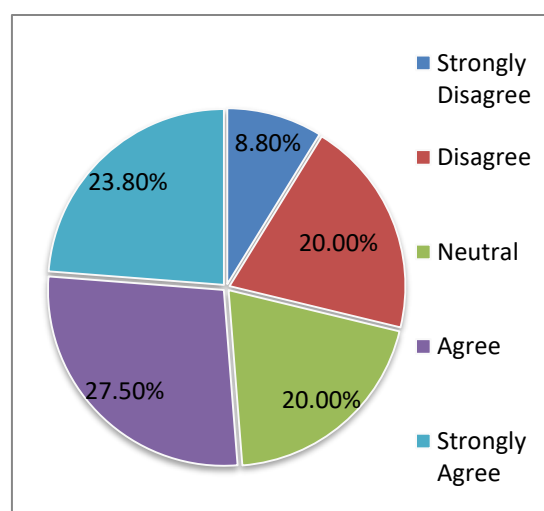
agree + 26.2% agree) show anxiety in response to ‘Just thinking about answering in written English causes my heart to beat fast,’ while 30% (18.2% disagree + 11.8% strongly disagree) do not and 26.8% remain unsure. The mean shows a moderate level of anxiety at 3.20, while the standard deviation indicates that the responses are fairly varied (1.257). Chart Twelve shows that the statement “Having no immediate responses to my questions in virtual classes worries me.” Almost half the students (46.3%) are worried about not receiving feedback on time, but one third (31.2%) are not too bothered by it. On average, scores are higher at 3.22 and the standard deviation is 1.283 which points to some concern with different reactions. Student anxiety is noticeable when they are required to write and when they do not receive quick feedback during virtual learning. They show that prompt help and writing practice should take place to lower students’ anxiety and make learning easier on the internet.

Response to S13 and S14



I am sure of myself when using English in online environments.

Chart Thirteen



Being in virtual classes lessens my worry about English.

Chart Fourteen

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I am sure of myself when using English in online environments.	80	1	5	3.32	1.300
Being in virtual classes lessens my worry about English.	80	1	5	3.37	1.286
Valid N (listwise)	80				

Table Seven

In addition, Chart Thirteen and Chart Fourteen, together with Table Seven, study how students feel about using English in digital classrooms and if virtual learning environments decrease their anxiety. It is shown in Chart Thirteen that 50% of the participants (a total of

21.2% plus 28.8%) have confidence, 26.3% (13.8% minus 12.5% strongly disagree) do not feel confident and 23.8% (23.8%) are neutral when using English in online settings. The figure of 3.32 as the mean points to a moderately positive self-assurance and the standard deviation of 1.300 signals that there is some range in the responses. Chart Fourteen is about the point “Being in virtual classes lessens my worry about English.” It is found that 51.3% (23.8% strongly agree + 27.5% agree) believe virtual classes help decrease anxiety, while 28.8% (20% disagree + 8.8% strongly disagree) say they do not and 20% remain unsure. Respondents reported a slightly higher mean score of 3.37, indicating an overall increase in happiness and the standard deviation was found to be 1.286 which suggests that responses were pretty evenly spread. According to the findings, about half of the students feel more confident and have less anxiety when using English in online lessons. Although most users enjoy the ease of online learning, a smaller group of people are not as confident which underlines the importance of carefully designing engaging online lessons.

Response to S15

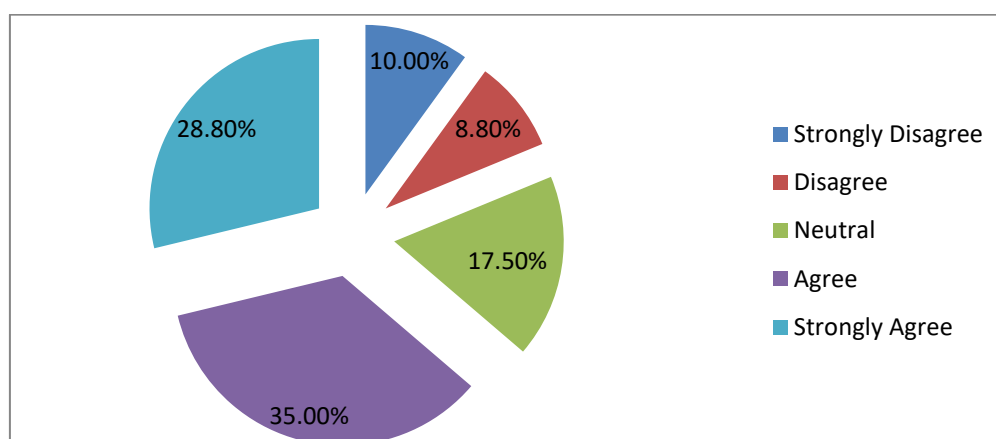


Chart Fifteen

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I find English tasks easier to handle in person than when I take them online.	80	1	5	3.64	1.265
Valid N (listwise)	80				

Table Eight

The chart fifteen and table eight look at whether students would rather do their English assignments in person or use an online classroom. Chart Fifteen indicates that the majority of respondents (63.8%) agree that managing English tasks is easier when done face-to-face instead of online. This is reflected in the fact that only 18.8% disagree with the statement and about a third are neutral (17.5%). The mean score is 3.64 which is second-highest in all the data collected so far, pointing to the majority choosing in-person learning. The standard deviation is 1.265, so many people lie within a moderate range and prefer in-

person interactions most. According to the findings, most students think it is easier to do English tasks in the classroom than online. It indicates the believed difficulties of learning online which include poor support access, communication problems and reduced involvement. For this reason, online English activities should be more interactive and suited for use online to flatten the difference between in-person and online lessons.

Findings from Interview

The results from a few interviews with HSC students helped explain the main points raised in the statistics. Participants regularly shared that they experienced moderate to high anxiety when using language in virtual classes. There was a strong theme around communication apprehension in the data. Students confessed to worrying about English speaking during online classes because they were self-conscious, afraid of errors and afraid that others might judge them. Because of weak non-verbal signs and slow responses in virtual meetings, the fear was pushed to higher levels. A further significant discovery was that students were worried about negative feedback during recorded classes and when their work was uploaded. The fear of being examined for their spoken or written English made many students decide not to join in. Lots of students believe that feedback from teachers being unavailable raised their anxiety because they felt support was missing. The difficulty they had using internet, getting personal devices and using technology caused them stress. These often made it hard for teachers to give instructions, leading to awkward disappointments when students didn't have enough time to react or satisfy their assignments. Participants also told researchers that a lack of social contact lowered their motivation and confidence. Because of the lack of in-person education, they lost the support they got from classmates. Many interviewees believed that a more active, responsive and supportive online world could greatly decrease anxiety. All things considered, the interviews show that virtual classroom settings cause language anxiety because of both mindset concerns and technical problems. These results highlight that students in HSC in Bangladesh need instruction, emotional help and inclusive strategies online to improve virtual English education.

VI. DISCUSSION ON THE FINDINGS

Based on the questionnaire and the interviews, as well as the review of existing literature, it is obvious that online English classes generate anxiety for students because of emotional, technical and educational reasons. The results prove that although online classes give convenience, they can also create extra pressures for students which make it more difficult for them to use English confidently. Students often mention that they are scared of saying things incorrectly while using English online. About half of the participants confirmed or agreed that they feel nervous when using English in online classes which reflects Horwitz, Horwitz and Cope's (1986) observation that communication apprehension is a major factor in language anxiety. Students' level of concern about making a mistake ($M=3.34$) is noticeably higher than their concern about speaking itself. Similar ideas came out in interviews, as people mentioned they would over-worry about grammar and pronunciation to avoid what others might think of them. How other students see them can add to students' feeling of anxiety. The results show that around half of the sample was concerned about what

classmates would think which proves what MacIntyre and Gardner (1991) said about anxiety affecting various processes in learning a new language. They are not only afraid of talking in English; they also care about how others react to what they say. Virtual environments do not provide the same visual signals and advice from peers which intensifies this problem. How engaged the teacher is also makes a difference. Since unease from teachers expecting students to talk had a high mean of 3.50, pedagogical pressure is evidently a serious cause of anxiety. Many said they feel uncomfortable in online lessons since technical delays during conversations often interrupt them and make them feel flustered.

Challenges associated with technology, such as the statement “Technical issues make me uneasy,” can significantly impact individuals' levels of anxiety. Since the average for this issue is 3.31 and the greatest standard deviation (1.411) exists, it is clear that while many face such problems, their experiences often differ according to their internet quality, devices and skills with technology. Interview participants added that having lag or problems with internet connection makes them more cautious to respond in a call. More students reported feeling more anxious about online courses than about in-person lessons. It was found in the study that people feel tense learning English online (mean of 3.69). Only a modest amount of anxiety was noted when it came to online tests which might have been because teachers are not as present during them or because everyone is already familiar with digital exams. On the other hand, not every result points to an issue. About half of the students said they felt more confident or less anxious using English when studying online. Thus, well-engineered online platforms often help create a good support network. Even so, more than two out of three respondents picked learning in person for managing English tasks, suggesting how much many people still value face-to-face classes. Despite online English classes being flexible for some, most learners feel anxious because of fearing little mistakes, worry about classmates judging them, teacher expectations and technical issues. Literature and interviews show that being emotionally supporting, having reliable technology and including interactivity is important for reducing language anxiety in classes online.

VII. RECOMMENDATIONS

Based on the findings of the study, the researcher has proposed the following suggestions:

- To make students feel more comfortable using English in virtual classrooms, teachers should ensure the classroom is welcoming, inspire students to take risks and point out that it is normal to make mistakes.
- Taking part in anonymous or simple activities such as chat and polling can make students feel safer about their involvement.
- Teachers should not put pressure on students, but remain involved by supplying prompts and examples.
- Problems in technology should be addressed prior to teaching and students should be given alternative ways to join classes if needed.
- Combining online methods with face-to-face instruction allows institutions to provide students with confidence in communicating in English.

VIII. CONCLUSION

This study points out that attending virtual classes in English at the HSC level, commonly causes language anxiety in Bangladesh mainly because of difficulty in communication, the fear of being judged and technical difficulties. Although a small number of students prefer virtual learning, many have difficulty speaking, sharing their thoughts and chatting confidently using the Internet. Being separated from traditional school life causes students to feel more anxious. It is important for virtual pedagogy to put emotional support, interaction and accessible gadgets first. When schools offer training, feedback and opportunities for students to work with peers, it becomes easier and more supportive for online English language learning.

IX. REFERENCES

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