Original Research Article

Anxiety to Motivation: The Effect of Educational Background on Students' Second Language Acquisition and the Role of Teachers in English Speaking Practice at the Tertiary Level in Bangladesh

Rawshan Tabassum[1*], Md. Sakib Mahdi Aziz[2]

[1]Former Student, Bangladesh Army University of Science and Technology (BAUST), Saidpur, Nilphamari, Bangladesh
[2]PhD Fellow, Department of Entomology, Sher-e-Bangla Agricultural University, Dhaka-1207, Bangladesh

*Corresponding author: Rawshan Tabassum
Former Student, Bangladesh Army University of Science and Technology (BAUST), Saidpur, Nilphamari, Bangladesh

Abstract

This thesis's motive is to recognize the challenges that university students face while trying to speak English because of the effect of their educational background and it aims to uphold the role of teachers to assist students in overcoming those challenges using motivation and teaching strategies according to social-psychological aspects of Applied Linguistics. The data are collected from Army-governed universities, Schools, and Colleges from a sub-district and a renowned education consultant center in Bangladesh. There were 100 participants, and it used a mixed method. The failure of students to speak English at the tertiary level, this research identifies the possible barriers and suggests some solutions that will be effective for all English speakers. In most cases, the highest obstacles are anxiety, inferiority, lack of self-motivation, and dependency on the native language in academics. It also finds that the focus is mostly given to writing skills in the mentioned institutions as well as motivation, co-curricular activities, building a friendly and interactive environment in the classroom, improving the assessment policy, and equal facilities in educational institutions can overcome these challenges. It indicates the social, economic, and psychological obstacles that may block students from Speaking English in a public place and offers some methods to build student-friendly classrooms where students' both extrinsic and intrinsic motivation can be boosted.

Keywords: Anxiety, barrier, motivation, English speaking practice, Linguistics, strategies.

INTRODUCTION

This research deals with the barriers to English-speaking practice in the classrooms at the tertiary level in Bangladesh and aims to overcome these by utilizing 'Motivation' and different types of 'Teaching Strategies'.

1.2 Research Questions:
The following questions have been addressed within this work:

1. What factors are responsible for fear and anxiety in the classroom?
2. How does educational background hinder students' English-speaking practice in the classroom at the tertiary level?
3. How can teachers create an anxiety-free classroom by utilizing different strategies?

Chapter 2
LITERATURE REVIEW
2.1 Definition of speaking:

Many people feel that speaking, one of the productive skills is more challenging than the other three skills because it happens in 'real-time'. Generally, the person we are talking to is waiting for us to speak right then, and there is no chance to edit or revise what we want to say. The research tries to find out some barriers to practicing English speaking.

Foreign language classroom anxiety (FLCA) is specified anxiety that would be triggered by certain occasions (E. K Horwitz, M.B Howitze & Cope, 1991). FLCA is explicit with the clinical unspecified disorders in which the patients may have ups and downs of their symptoms depending on different situations. Foreign language learning anxiety may lead to difficulties in

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fulfilling one's aims in studying and impacts the process of L2 acquisition in a negative way (Horwitz & Young, 1991).

Feeling anxious is very familiar among language learners (Horwitz *et al.*, 1986). It is described by Sith, Hueiju; Change, Shan - mao (2018) that necessary factors like learning anxiety and self-efficacy need to be studied regarding their relation to L2 acquisition, so scholars can better understand the process of human second language acquisition.

"There are some factors affecting the development of speaking skills in the process of learning a foreign language. One of the factors is hampering the speaking process in the anxiety state of students." Oflaz, (2019) states If students have concerns about making mistakes or talking to people speaking the target foreign language, they face a certain level of anxiety, and then consequently, become anxious fear before starting to talk in the target language. This phenomenon consists throughout the whole learning process (Offlap, 2019).

Communication apprehension and fear of tests can cause foreign language learning anxiety (Horwitz *et al.*, 1986). Students who feel highly anxious would be more likely to have negative self-concepts and wrong evaluations of their speaking ability (Burden, 2004).

Lin recruited 100 college students to survey their foreign language classroom anxiety scale. This study aimed to inspire students' interest in learning a second language. They indicate that students' emotional status highly influences their second language acquisition (Lin *et al.*, 2015).

Krashen suggests in his Affective filter hypothesis that learners with stronger motivations are self-conscious. When students start learning with a low level of anxiety, there is a higher chance for them to succeed in second language acquisition than those with higher levels of anxiety. Krashen states L2 learning efficiency could be impacted by affective factors such as self-role expectations, motivations, and anxieties (Krashen, 1987). Additionally, a very motivating and controversial theory that attempts to supply a total account for second language acquisition is Krashen's Monitor Theory. This theory had a significant effect on second language research and teaching since its emergence in the 1980s. During public speaking especially, do not use the native language but rather use the second language the learners or speaker may have to face a battle between Fluency and Accuracy that can hinder their second language learning. Here fluency is the ability to speak freely without hesitation and accuracy is the ability to speak without making (grammatical) mistakes. For a language learner, it is difficult to maintain both. Especially, in the rural areas of Bangladesh, teachers still feel comfortable applying GTM as a method of conducting English classes that

increases the tendency of high monitoring of the Accuracy. Furthermore, both teachers and students complaints about the pressure of the school/college authority along with the guardian to complete the syllabus before the exam. Time limitation hinders students' effective English learning process. That is why, in rural areas, students' basic English is not enough strong to adapt with those students who can afford money to pursue extra nursing from the coaching centers. In the tertiary level, thereby high monitoring corrects the learner instantly may create fear of mistakes/ criticism and demotivate the learner to practice English in the classroom. On the other hand, low monitoring turns error into a mistake. That is why Krashen suggests in his Monitor filter hypothesis to maintain the balance monitoring time of speaking. In addition, the Ministry of Education (MoE) had decided to reform the curriculum, textbook, and assessment system to replace the traditional GTM with CLT (Communicative Language Teaching). The reform was implemented by the English Language Teaching Improvement Program (ELTIP), with the support of MoE and the British Council (Karim, Mohamed, Ismail, & Rahman, 2018). Consequently, instead of improving English teaching system the unstable changes of curriculum, textbook, and assessment policy create Cultural Shock among the guardians, students, and teachers.

The researcher has pointed out the "Acculturation Model" which is one of the theories of second language acquisition introduced by John Schumann in 1978. Brown defines the process of acculturation as "the process of being adapted to a new culture" that involves a new orientation of thinking and feeling on the part of an L2 learner. The process of acculturation may affect both social and psychological prosperity which is acquired by learners from infancy. In this case, Schumann proposed some social and psychological factors to acquire a second language by utilizing the Acculturation Model. In addition, some social factors are also developed by Schumann which impact directly and indirectly in English language practice, among those Social Dominance, Integration pattern, Enclosure, Cultural Congruence, and Attitude Factors are directly affected L2 learners. It will be comfortable and easy to acquire the L2 when the two cultures are the same and there are no gaps in communication between Target Language Community (TLC) and Second language Community (L2C) groups.

The researcher mentioned the Acculturation Model to demonstrate the vital impact of educational background and surroundings on acquiring English as a "Contact Language". Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but they still cannot speak it (Hayati, 2020). Furthermore, the students live in social life without talking in English often, and they do not interact and survive in life (Muliani & Sumarsono, 2019). In the Bangladesh context, the students are not getting the same

opportunity to develop their English speaking in their primary and secondary levels. During this period, they spent most of the time of their life (Teenage or adult years) in full touch with their mother language as well as a few hours in educational institutions; even sometimes their English classes are also conducted in their mother language. When they meet the target language at the tertiary level, they feel uncomfortable accepting English as a contact language overnight. In Bangladesh, there are a variety of categories of schools and colleges (English medium, English version, Bangle version), among those students, who come from Bangle medium, countryside, or unfamiliar institutions they may go through a crisis of feeling inferiority that leads them to become anxious to speak in English in the classroom. The teachers of the primary and secondary levels also claim that they face problems to adapt with the unstable new curriculum and assessment system and they strongly focus on the lack of effective English Language Teaching training whereas, in the tertiary level, teachers claim the elimination of English speaking from the mark distribution and badly emphasize grammatical correctness which also imbalances the Monitoring filter along with decreases students' both intrinsic and extrinsic motivation to practice English speaking.

As English is a "Real-time" phenomenon where the speaker has no chance to revise or edit his/her speech, the learner is scared that anyone will make fun of his/her mistake. Moreover, the lack of proper balance between accuracy and fluency of the students as well as the lack of using code-switching by the teachers, and strict mother language (when necessary) overnight also activated the function of the affective filter hypothesis.

According to Nuhaimida *et al*., (2018, 78), "Code-switching was preserved as benefits as it served some functions for teachers to convey material and for students to receive material and communicate in the classroom". At the primary and secondary levels, in most cases, teachers use the Native language as the medium of teaching even in the English classes are also conducted in their Native language as well as they randomly switch the code from the 'Native language' to the 'Target language'. The students are used to this type of Code-switching in their educational background. In contrast, at the tertiary level when they must accept English as a contact language overnight and the teacher uses opposite types of Code-switching (conducting the class in English and switching the code from the 'Target language' to the 'Native language') they face difficulties in adopted themselves with it immediately. Generally, it creates an instant high Affective filter that down their motivation to English speaking.

Sometimes the context of the class is out of student level or students do not get any Comprehensible input (i+1) when they face problems in English speaking practice. This also creates anxiousness and hinders their target language acquisition. In addition, the teacher's use of unfamiliar accents also creates both a barrier to understanding the context and a fear of criticism/mistakes that enable the students to pronounce them precisely and enjoy the class.

2.2 The effect of motivation on students' speaking skills:

Learning anxiety is caused by various reasons, influenced by personal (psychological/physical), social, linguistic, and cultural factors (Furnham, 2004). All those mentioned factors influence and enhance one another. Psychologists suggest that motivation is an internal process that actives, guides, and maintains behavior over time (Pintrich, 2003; Stipek, 2002). For the clear understanding Slavin (2006) explains, "motivation is what gets you going, keeps you going, and determines where you're trying to go" (p. 317). For most of the sectors of learning, it is well accepted that motivation is necessary for success, and except motivation, people will almost certainly fail to make the essential effort to achieve that success (Harmer, 2007). This motivation has also placed great importance on language education (Guilloteaux and Dornyei, 2008). Through an empirical study, Guilloteaux and Dornyei (2008) have assured the belief held by many education specialists that student motivation relates to the teacher's motivational practice. Much of the same study has been revealed by many current researchers (e.g., Cheng and Dornyei 2007, Dornyei and Csizer 1998).

Students who do not get enough practice with reduced speech will face difficulties in understanding English native speakers and/or native-like accented speakers (Mukiabadi & Squre, 2019; Khodabandeh, 2018). Suggestopedia is an unconventional teaching method developed in the 1970s by Bulgarian teacher and psychiatrist, Dr. Georgi Lozanov. Pae (2017) and Angelini and Garcia-Carbonell (2019) argued that learners have difficulties in acquiring English because they felt afraid of making mistakes. Students faced a mental block in their brain or affective filter (Angelini & Garcia-Carbonell, 2019). This filter blocks the input, so the learners have difficulties. to acquire language caused by their fear (Galante, 2018). The combination of the Desuggestion and suggestion is to lower the affective filter and motivate students' mental potential to carry out ELT activities; but, as Bangladesh is a developing country, this research suggests that because of economic barriers Suggestopedia instead of handling Foreign Language Classroom Anxiety (FLCA) it creates inequality in Primary and secondary educational institutions. The main characteristic or, central of the suggestopedia method is the use of music and musical rhythm in learning (Richrads & Rogers, 2001). In rural areas, most schools/colleges do not have sufficient basic education materials whereas, it is quite difficult to ensure equal facilities all over the schools and colleges of Bangladesh overnight.

Already in Bangladesh, there are huge dissimilarities in the facilities of schools and colleges that create English-speaking barriers for the students at the tertiary level.

The participant of this thesis undoubtedly encounters a problem with English speaking skills because they do not speak English as usual rather, they use English only when they need to use it. They are not used to speaking in public and they did not receive equal facilities from their educational background. In this case, they are going through the fear of criticism, lack of speaking practice, fear of mistakes, lack of general knowledge, and so on. The students think of ideas, but they do not have the courage to share their ideas in the classroom even though the teacher is trying to make them comfortable to speak out.

Now comes the question, of whose responsibility is to remove English-speaking barriers by motivating the learners so that, the learners of English-speaking practice can respond better in the classroom and therefore achieve better results in speaking English.

According to Dornyei (2001), it is the teacher's lifetime goal as well as the responsibility to investigate the long-term development of his/her students. According to (Pamujo Effa Kusdianang, 2016), Motivation plays an effective role for students to achieve their aims in learning. Especially, In the process of learning new things or language motivation is considered as an inner drive to achieve learning activity so the purpose of language learning can be maintained in an educational environment, motivation is one of the very effective factors to encourage the learners to learn more quickly and effectively. To, (Purtri Marinda Yulis, and Rivi Antoni 2019) the motivation which may come from the learners themselves is intrinsic motivation. On the other hand, the motivation that comes from outside of the learners is considered extrinsic motivation. The students who have intrinsic motivation will have a strong liability to learn. In contrast, student who has extrinsic motivation, their enthusiasm to study depending on the conditions outside themselves. Self-interest, which includes intrinsic motivation, has an important effect on the student's learning process. According to (Widayanti *et al*., 2020) Motivation is one of the important factors to encourage people to do something more rapidly and effectively. The lack of intrinsic motivation that comes from the students within is found by the researcher. To overcome this barrier and to improve their intrinsic motivation level there is also needed extrinsic motivation from the teacher. Here, extrinsic motivation effectively helps the students to open up and leads them to gain the courage and internally driven force to use English in their daily activities and overcome unchangeable barriers such as educational background. The researcher also finds out that the students who have a close attachment to co-curriculum activities are more open up and, they have more intrinsic motivation in English-speaking practice.

In that case, Desuggestopedia has some major drawbacks to imply in Bangladesh; so, instead of Desuggestopedia, the teachers can utilize the "U-shaped learning" method. The teachers can use it as a tool for motivating the students and thus they can build a foreign language anxiety-free classroom. According to Carlucci Lorenzo (2013), A *U-shaped curve* in a cognitive-developmental trajectory refers to a three-step process: good performance followed by bad performance followed by good performance once again.

The researcher finds that the students of IELTS courses feel nervous in both English medium and Bangla medium background. Bangla medium students faced inferiority complex whereas, English medium students were going through superiority complex. Especially, when the student has to reshape their English-speaking vocabulary and focus on grammatical errors which is the 1st stage of U-shaped learning; in this stage, they get nervous and make silly mistakes; the same things also happen in the listening test where students also make silly spelling mistakes and feel nervous. After this 1st stage, they become fully frustrated because their performance expectation is down; and in the 2nd stage, their learning process is struck at this point; but the student who has enough intrinsic and extrinsic motivation can break this struck point and again develop their language learning process by maintaining consistency thus they can reach in the 3rd stage that is Success. In U-shaped learning motivation for keeping consistency is the main key to overcoming the 2nd stage and reaching the 3rd stage. Overcome the financial barriers and ensuring the same facilities in all schools and colleges of Bangladesh is a long-term phenomenon that is why, teachers can utilize this method of U-shaped learning to boost up their students; they can explain this method as a topic of motivational speech and motivated the student to keep consistency of practicing speaking English in the classroom.

Chapter 3:
METHODOLOGY
In this research, the researcher has used a quantitative and qualitative approach to collect data and a secondary research paper as a survey. The study has also been conducted using the quantitative descriptive research method. This is small-scale exploratory research conducted to analyze the role of motivation in English-speaking practice at the tertiary level for formulating strategies for the teachers that would help to overcome the barriers of English-speaking practice as well as create an anxiety-free classroom.

3.1 Participants:
The study has been conducted at three Army Universities and the researcher has chosen different disciplines of students to find out the barriers and solutions to accomplish the aims of overcoming anxiety in English-speaking practice. To maintain the authenticity, the researcher has taken qualitative data

(student and teacher interviews and class observations) from 3 primary and 3 secondary schools along with 3 colleges of a sub-district in Bangladesh. For the sake of research ethics, the interviews have been recorded and confidentiality is to be maintained by disguising the names of the institutions, teachers, and students to confirm anonymity. There are 100 participants (both students and teachers) among them 40 participants from the tertiary 5 level participated in the quantitative data collection (online survey). The researcher observed 10 classes from elementary, secondary and tertiary levels. The researcher also observed 2 IELTS Speaking Support Classes and 1 "Spoken and Phonetics" class and rechecked 3 listening test scripts of IELTS students at a renowned "IELTS and Education Consultancy Center". Moreover, previous online research papers are also used as Qualitative data to maintain the authenticity of the research.

3.2: Procedure:

Three Army University students and teachers are the participants in the online survey. To collect data for this online survey, 40 tertiary-level students were chosen to answer the questionnaires (see Appendix 2). Additionally, class observations and interviews were taken with the teachers and students of elementary, secondary, and tertiary levels and from a renowned "IELTS and Education Consultancy center" in Rangpur

division, Bangladesh. The interviews are recorded on an electronic device by the researcher to maintain the authenticity of the survey. The researcher used online (Google form, Google) and offline platforms to collect data.

3.3: Instruments:

The research instruments employed to collect data for this study were questionnaires and Google Forms. The student's questions consisted of 14 closed and open-ended questions designed in English. The researcher used both online and offline interviews and observations to see how students practiced speaking English.

3.4: Data Analysis:

The Quantitative Data derived from the questionnaires were analyzed using MS 2010 Excel Program to answer the research questions the descriptive was used. The data was derived from an online Google form. The data from primary and secondary levels are taken and evaluated by the researchers manually. The researcher has shown some data from the survey and analysis that clearly demonstrates what happened in every class of English-speaking practice at the tertiary level:

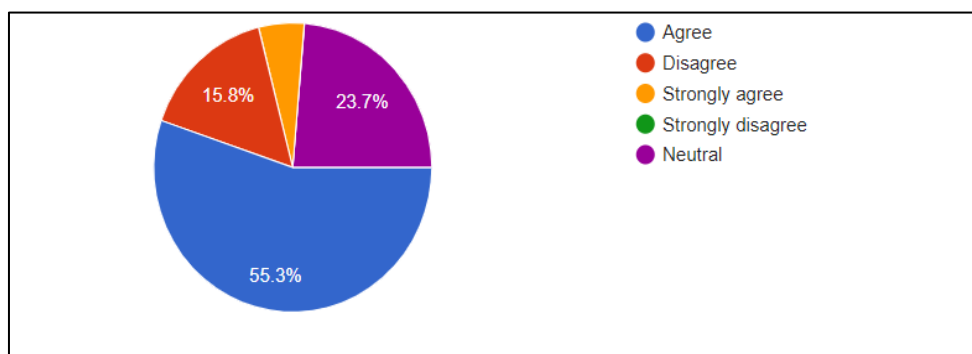**I am always worried about oral English learning.**

Figure 3.1: Students' tension about English learning

In Figure 3.1 about 55.3% of students have agreed that they are worried about oral English learning. On the contrary, 15.8% of students disagreed, 3(7.7%) of students strongly disagreed and 22.2% were neutral. This

figure suggests that a large number of students feel anxious about oral English learning.

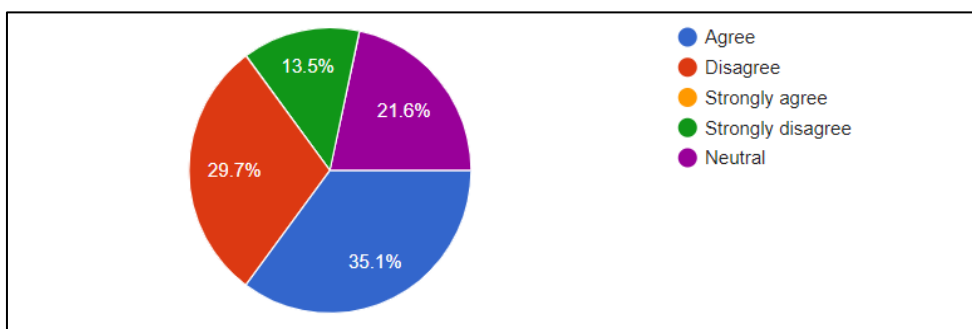**I am unable to pronounce words precisely**

Figure 3.2: Students' inability to correct pronunciation

The figure shows that about 29.7% of students disagreed and about 13.5% of students strongly disagreed but 35.1% of students agreed that they face pronunciation problems while speaking. About 21.6% of students were neutral on this issue. This figure also demonstrates that most of the students face pronunciation problems that hinder their English-speaking practice as well.

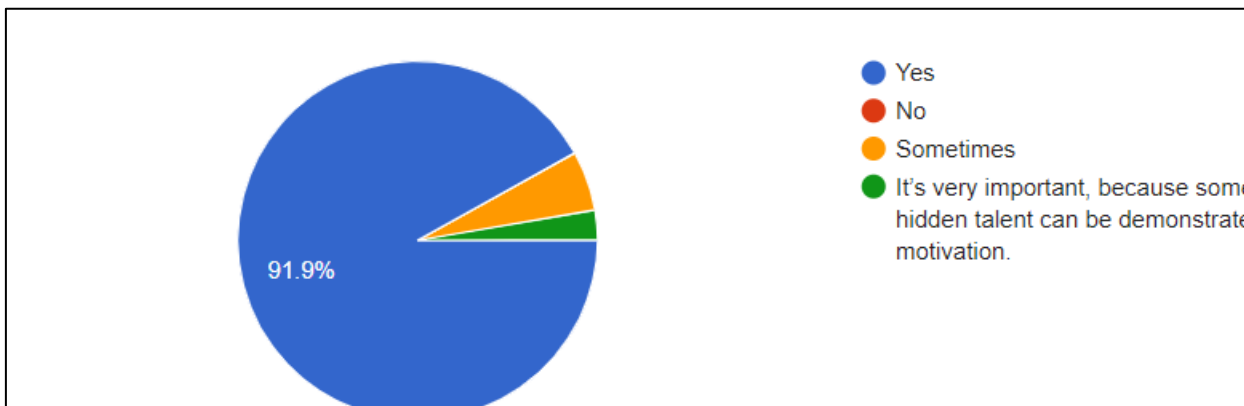**Do you think a teacher's motivation is important to respond in the classroom?**

Figure 3.3: Teacher's motivation in the classroom

In Figure 3, it is found that 91.9% of students think that a teacher's motivation is important to respond in the classroom whereas 1(2.7%) of students stands with 91.9% of students and comment, "It's very important because sometimes hidden talent can be demonstrated by motivation". Undoubtedly, teacher motivation plays a vital role in students' responses. This figure clearly refers to this.

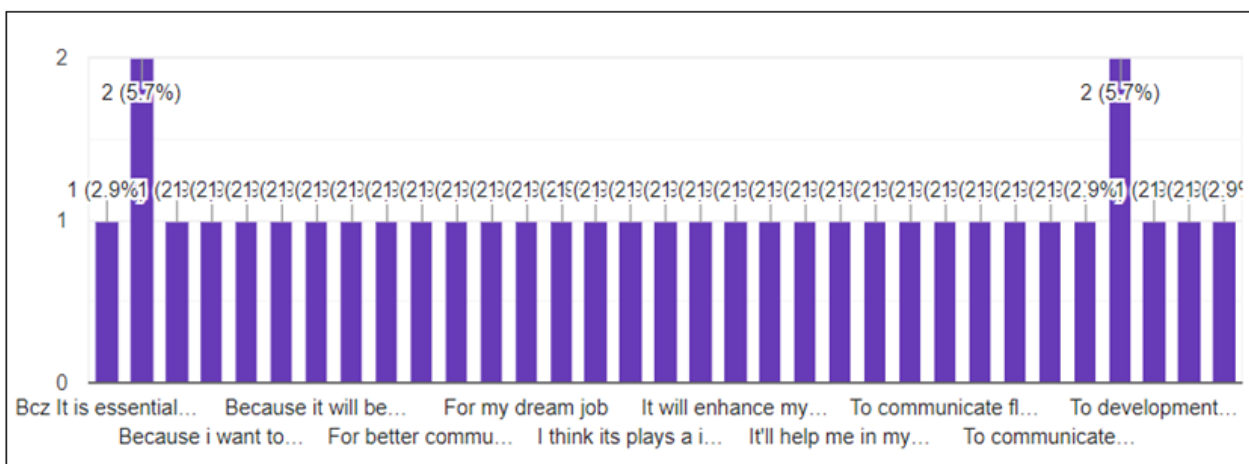**Why do you want to be a fluent English speaker?**

Figure 3.4: Students' attempt to be a fluent speaker

Figure 3.4 was a descriptive question where most of the students 2(5.7%) want to be a fluent English speaker to get a good job or they think that as English is an international language, it may secure their professional life. On the contrary, a few numbers of people want to be fluent English speakers not to seek a good job as well as they love to learn English. Moreover, a few portions of students also think that English speaking is a way that represents them smartly.
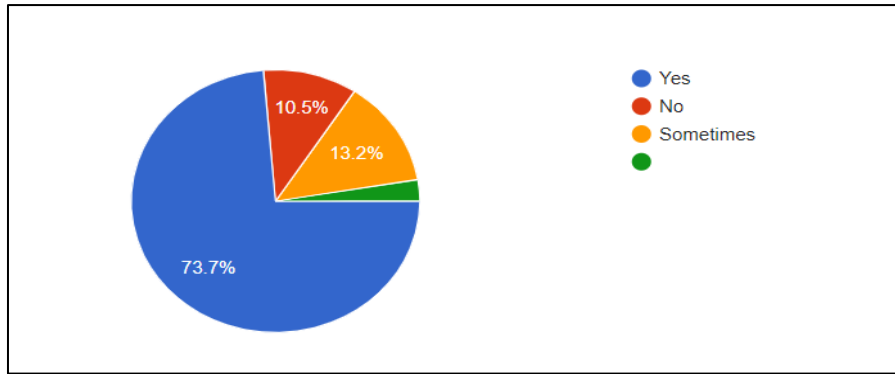
I use English when it is necessary.

Figure 3.5: The use of English by the learners

This figure clearly demonstrates that a large part of the students about 73.7% use English when it is necessary whereas, a few numbers of students about 10.5% disagreed with the statement and 13.2% of students sometimes speak in English. This figure upholds students lacking interest in speaking English without necessity.

You must pay more concentration to English speaking practice.
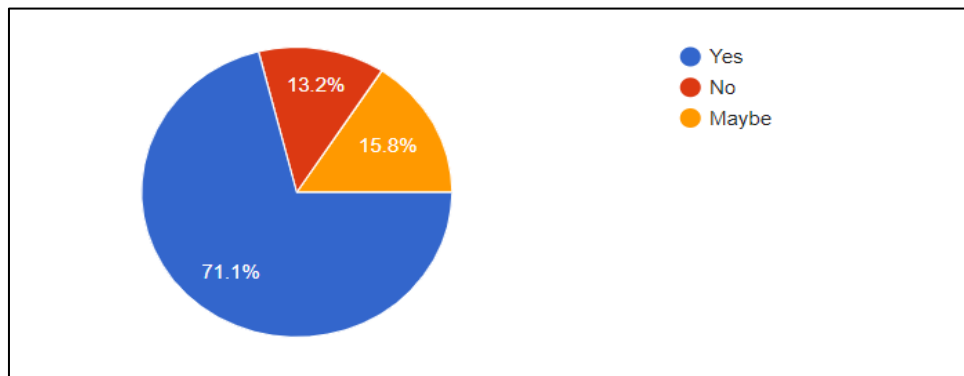

Figure 3.6: Intrinsic motivation level in English-speaking

In Figure 3.6, about 71.1% of students feel that they should pay more concentration to English speaking practice. On the other hand, only about 13.2% of students do not think so and 15.8% are not sure (Maybe) about it. This figure suggests that most of the students can realize their lack both concentration and passion in speaking English.

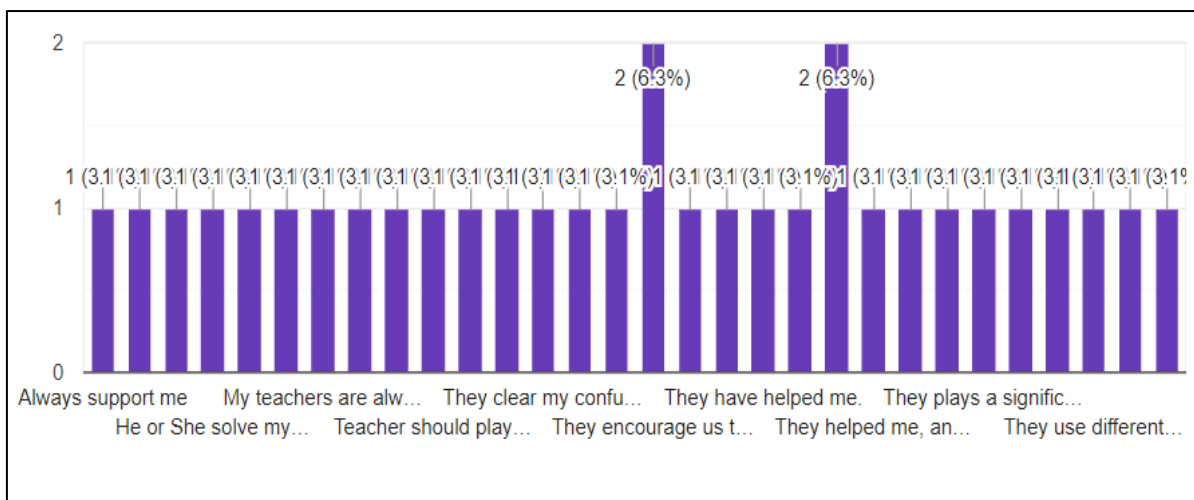**What role your teachers have played when you faced any problems in English-speaking**

Figure 3.7: The role of teachers in English speaking

The Figure 3.7 is also a descriptive figure. Though here every percentage is almost the same, most of the students about 2(6.3%) comment that when they face any problems in English speaking practice their teachers assist them and also make them correct.

Do you think using the native language is effective for feeling comfortable in the classroom? How?
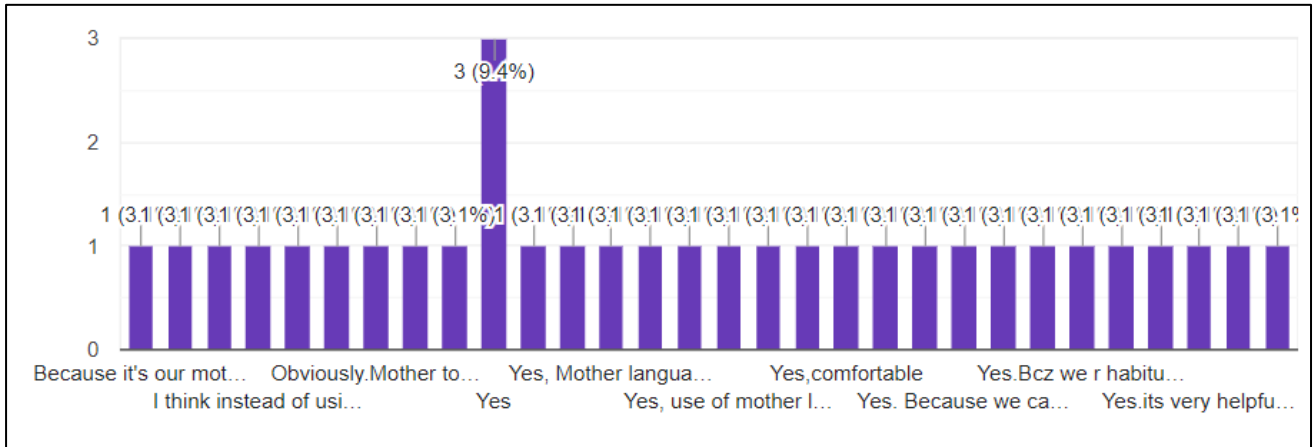

Figure 3.8: Dependency on native language

Figure 3.8 is another descriptive figure that represents students' dependency on their mother tongue because about 3(9.4%) students felt comfortable if their native language was used by the teachers when necessary. A few numbers of students suggest that the teachers can use common and easy English vocabulary for students to better understand instead of native language which helps them to overcome the dependency on native language gradually.

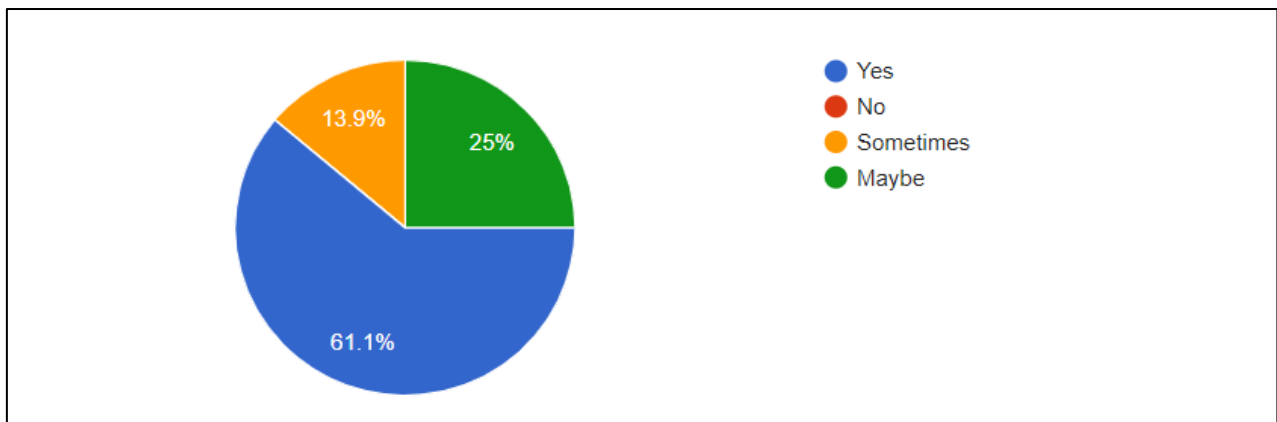**Do you think Code-switching is effective for your better understanding?**

Figure 3.9: Importance of code-switching.

In Figure: 3.9, about 61.1% of students think that Code-switching is effective for their better understanding. About 13.9% of students think that sometimes it is effective, along 25% of students think maybe it is effective. In this figure, no participants were found who think it is not so. This figure clearly signifies the effective role of Code-Switching in making an anxious-free classroom.

Do you think that the assessment system of your university focuses on writing skills that also hinder your interest in English-speaking practice?
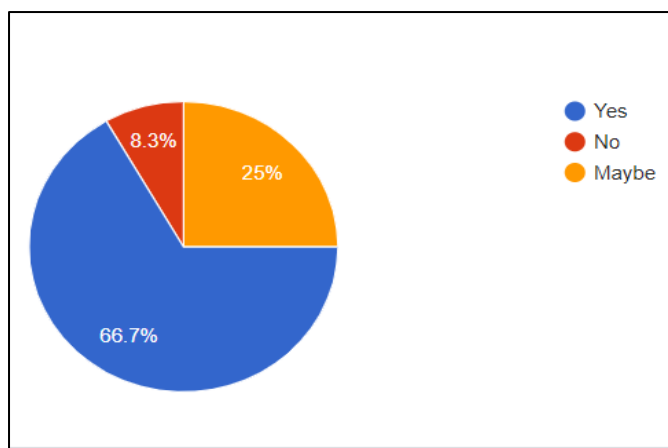
Figure 3.10: Impact of assessment system on English-speaking practice

In Figure 10, most of the students about 66.7% think that their university assessment system focuses on writing skills which hinders their interest in practicing English in the classroom. On the other hand, 25% of students think maybe the assessment system has an impact on speaking skills and only 8.3% of students do not think so.

How much time do you spend practicing English Speaking both inside and outside of the classroom?
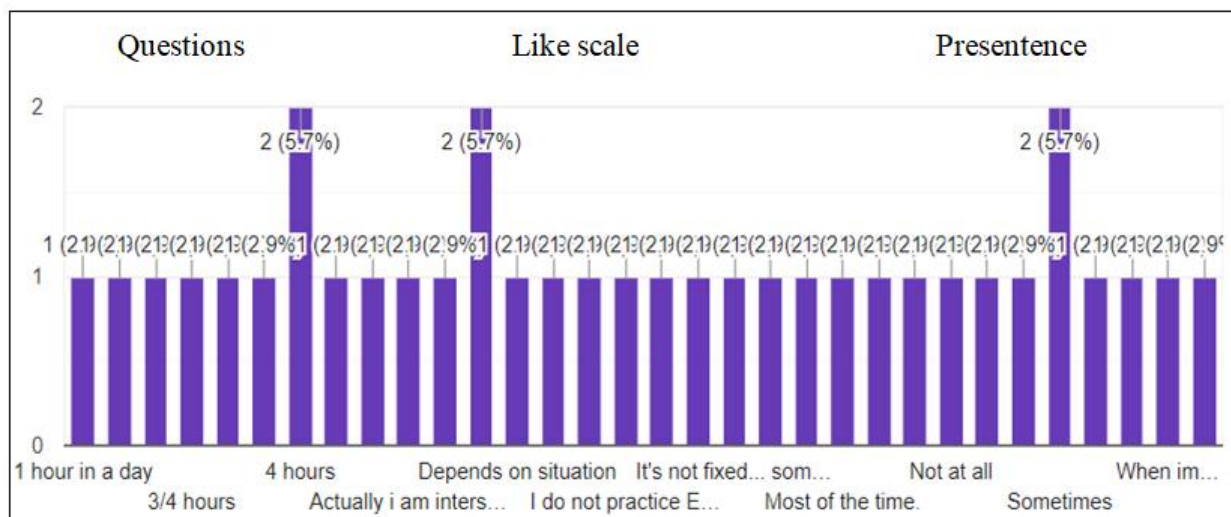

Figure 3.11: Measurement of intrinsic motivation of the students

In this descriptive figure, about 2(5.7%) students spend their 4 hours a day on English speaking practice both inside and outside of the classroom, and about 2(5.7%) of students comment that almost 3-4 hours they practice speaking English. Most of the students comment that they get depressed for their basic grammar weakness. Moreover,2(5.7%) of students commented that it is not fixed but they practice sometimes.

In the below rest of the questionnaires are analyzed by the researcher.

3.5: Findings
DISCUSSION

The research aims to find out the barriers in English speaking practice that are faced by the students of the tertiary level and it explores the way to create an anxiety-free classroom for the teachers. In this study, there were found many data from the participants' answers, class observations, as well as the teacher and student interviews enrich the findings of this research; However, the researchers included some of this data from the research questions of this research and divided all data into some themes. Based on the data analysis, it was found by the researcher that there were four major phenomena related to learners' barriers in English speaking practice. The findings above showed that some of them faced individual barriers, some of them faced institutional barriers, and some of them faced a lack of intrinsic motivation. All types of barriers activated the affective filter hypothesis. The students faced difficulties of being nervous, lack of vocabulary, inability to speak precisely, maintaining both accuracy and fluency together, fear of criticism, fear of mistakes, lack of self-esteem, and so on. The highest obstacle is feeling nervous and anxious, lack of intrinsic motivation, and

dependency on the mother language. The researcher studies the reasons for these obstacles, and s/he points out that teacher's motivation may play a significant role in recovering these obstacles and building an anxiety-free classroom at the tertiary level. Anxiety is a common enfeeble feeling that affects students in a variety of ways (Occipital, 2009). This is so common to happen for English language learners in many grades from high school to university. Anxiety is basically influenced by a lack of self-confidence. Capan and Simsek (2012) concluded in their research that anxiety is an emotional barrier a rigorous barrier that affects learning. EFL learners are generally not used to listening to the target language in their educational background as well as though English is a real-time phenomenon; they are very quiet and scared of speaking due to anxiety. Nervousness is a psychological issue that causes the student to be discomfort in social situations in ways that interfere with both enjoyment and create the tendency to avoid social contact by using English as a contact language. That's why the students feel no intrinsic motivation in English-speaking practice. To increase their intrinsic motivation level, teachers can utilize extrinsic motivation. They can also use some techniques that make the students comfortable in the classroom such as; they can use Code-switching, they can also utilize U-shaped learning as a topic of motivational speech to boost students' motivation level and provide comprehensible input when the students face difficulties in practicing speaking English. As the students come from different educational backgrounds, the teachers can use a general accent of speaking that leads the students without hesitation to pronounce it precisely. Most of the students at the tertiary level always complain about problems such as being anxious, nervous, worried about making mistakes, financial limitations in their educational background, fear of criticism, and feeling frustrated in English-speaking practice. They also suffer from an inferiority complex while speaking with the more knowledgeable person to them. The findings also identify that most of the student indicates that the assessment system of their institution both school and university focus on mainly written skills decreasing their interest in speaking English at the educational institution and the unstable curriculum is also problematic for them to adapt with it. The students of the tertiary level suggest that in the assessment system "Viva" can be added every semester which can overcome the fear of mistakes/ criticism, improve their self-confidence, and extrinsic motivation level along with motivate them to speak English intrinsically. Wallace and Roberson (2009) instructed that emotional barriers mostly result from the personality of the person and the hardest to change the attitude. Especially, speaking anxiety is most common among students. Moreover, here students may not like the topic, and it leads to a lack of motivation, which comes from the students within and comes from the teachers.

CONCLUSION

The observation showed that students' main barrier was a lack of intrinsic motivation, acceptance of English as a contact language, lack of vocabulary, inequal facilities in educational background, inferiority complex, and low self-esteem. The students confirmed that educational background and environment highly influence their English-speaking practice. The dependency on the mother language arouses their anxiety about English speaking practice more. The research aim was to find out some effective techniques that teachers utilize to build an anxiety-free classroom. The teachers of secondary level highly claim about lack of English Teaching training programs that can be beneficial for them to learn crucial strategies of English teaching in the classroom. According to the research survey, besides motivation, teachers can utilize those techniques to feel comfortable with his/her students in the classroom. The teachers can use Code-switching and gradually stop using the mother language. In this case, instead of the mother language s/he can conduct the class using very familiar, easy, and understandable vocabulary. In addition, the teachers can also use an easy accent to conduct the class that also makes his/her students comfortable to pronounce precisely while speaking. The teacher's role also is to provide comprehensible input (i+1) and assist the students when they face problems in English speaking practice as well. The teachers can also motivate the students to let them know the U-shaped learning method. It helps the students understand that facing problems in foreign language learning is a common phenomenon for all learners; thus, it helps them to maintain proper balance in the Monitor filter hypothesis and remove the inferiority complex. In conclusion, it can be said that teachers sometimes fulfill all the demands of the students to make an anxiety-free classroom but with the lack of intrinsic motivation the students can not improve their English-speaking practice. In this case, the teacher's role is to remove the fear of English speaking from students' minds and create an environment that is effective for them to recover their anxiety problems in English speaking practice.

RECOMMENDATION

➢ The government can arrange the "English Language Teaching" training programs, especially in rural educational institutions by collaborating with NGOs or, International non-profit educational platforms like BRAC, Friendship,10 Minuit School, JAAGO Foundation, etc.
➢ The government can take strong initiative to distribute the educational funds properly for rural area teachers' training programs.
➢ To address the issue of frequent curriculum and assessment system changes in Bangladesh, the government could benefit from research projects based in the country's education sector. These projects could aid in the selection of a

fixed curriculum that is free from economic barriers.

➢ Educational outings can be planned to bring together students from both urban and rural areas, alleviate cultural shock, and eliminate inferiority/superiority complexes.

➢ According to the researcher, the entire educational system needs to be improved to improve students' ability to speak English. For this reason, anyone who wishes to work in the field of "Education and Pedagogy" can advance this research.

Research Gap
This research is mainly based on the qualitative method. During the survey, the researchers faced huge obstacles because of Bangladesh's refixed curriculum, so the quantitative method is highly needed to enhance authenticity.

Appendix -1
1.1 Interview Question for Students:
1. What role does the teacher play when you face any problem in oral English learning in the classroom?
2. Do you think using the mother language is effective for feeling comfortable in the classroom? How?
3. How can your family, classmates, or surroundings impact your English-speaking practice?
4. Do you think your educational background impacts your English-speaking practice? How?
5. Do you think your experience in other fields (Co-Curriculum activities) helps you to open up and become a good English speaker? How?
6. Do you think that the assessment system of your university needs to be modified to develop your English-speaking skills? How? Explain.

1.2 Interview Question for Teachers:
1. Do you think that intrinsic motivation is more effective than extrinsic motivation? Explain your answer.
2. Explain the impact of using Code-switching or mother language (When necessary) to make an anxiety-free classroom.
3. Does educational background have any impact on a student's English-speaking practice at the tertiary level?
4. What strategies do you follow to make an anxiety-free classroom?
5. Mention some barriers and their solution in English-speaking practice.
6. Do you think your university's assessment system focuses on students' written skills and needs to be modified to improve students' English-speaking skills? How? Explain.

Appendix-2
Student's Questionnaires:
The survey questionnaires are designed for "From anxiety to motivation: A study on the role of teacher's motivation in English speaking practice at tertiary level". Your assistance in

Completing the following questions is greatly appreciated. Put a tick beside the option you choose:

1. Choosing the proper word in oral English learning is difficult.
- Agree
- Strongly agreed.
- Strongly disagreed.
- Neutral

2. I am unable to pronounce words precisely.
- Agree
- Disagree
- Strongly agree.
- Strongly disagree.
- Neutral

3. Do you respond when your teachers ask something in English?
- Yes
- No
- Sometimes

4. I am always worried about oral English learning.
- Agree
- Disagree
- Strongly Disagree
- Strongly agree.
- Neutral

5. Do you think Code-switching is effective for your better understanding?
- Yes
- No
- Sometimes
- Maybe

6. I use English when it is necessary.
- Yes
- No
- Sometimes

7. You must pay more concentration in learning English speaking.
- Yes
- No
- Maybe

8. Are you satisfied with the practice tool?
- Yes
- No
- Sometimes.

9. Do you think intrinsic motivation is more effective than extrinsic motivation for practicing English speaking?
- Yes
- No
- Maybe
- I am unfamiliar with both.

10. Can you properly balance accuracy and fluency in the time of speaking English?
- Yes
- No
- Sometimes
- Maybe

11. Do you think a teacher's motivation is important to respond in the classroom?
- Yes
- No
- Sometimes

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