

Challenges of Learning Spoken English in Bangladesh : A Comparative Study of English
Major and Non-Major University Students

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of Bachelor of Arts in English

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Declaration

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published by third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been submitted, for any other degree at a university or other diploma.
4. I have acknowledged all main sources of help.

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Approval

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Abstract

This study deals with the challenges students face in spoken English. Learning spoken English is essential for self-expression. Good command over spoken English is one of the important skills for the students who want to build up their career in modern life. The main aim of this research is : how an English language learner could become a fluent English speaker. The objective of this study is to identify the conditions of the English language learners who enjoy institutional facilities more than the learners without institutional facilities. A mixed methods research design is employed to carry out this research. Both qualitative and quantitative data have been used, however, much more importance has been given on qualitative rather than quantitative data. The English major students due to classroom advantages get more chances to participate in the training on English speaking skill which help them to develop their fluency in spoken English. By contrast, the English non-major students do not get enough opportunities to do English language courses from their departments. As a result, the English non-major students face more challenges than English major students in learning spoken English. The study also reveals some other factors that help English major students to develop better spoken English than the non-major English students. At the end based on the study some recommendations are made which may helpful for various stakeholders. .

Key words: Language learning; Speaking skill; Institutional facilities; Obstacles.

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List of Acronyms:

- VIUB = V International University, Bangladesh
- NUST = N University of Science and Technology, Sylhet
- BIL = British Institute of Languages, University of D
- SIL = Shadow Institute of Languages
- IELTS = International English Language Testing System
- EEE = Electronic and Electrical Engineering
- EFL = English as a Foreign Language

Glossary :

Method = A particular procedure for accomplishing or approaching something

English Non-Major = The students from other departments excluding English Department.

English Major = The students from English Department

Institutional = Relating to a large organization

Opportunities = Facilities

Inferiority = The condition of being lower in quality than others.

Chapter 1:Introduction

This chapter discusses the topic, its significance, importance of four skills of language and spoken English skills. This study is about the hurdles that students face in learning spoken English. Spoken English plays a vital role in our life. In almost every sectors including jobs, higher education, travel, science and global communication good English speaking and writing capacities are indispensable. The speakers can express their opinions in a convincing way through their English speaking skills in their academic field and other spheres of life. Students face different kinds of challenges for instance : anxiety, lack of motivation and self-confidence, fluency problem, insufficient vocabulary etc. in English speaking which can block their language learning process. These challenges are considered as the barriers in learning spoken English.

This study will help learners to understand the importance of institutional opportunities in developing better English skills.It will enable the learners to know the procedures by which they can develop their spoken English skills . English major students get various opportunities in the classroom to practice speaking skills. These include presentations, debate, asking questions in English, taking part in classroom discussions inside the classroom in which they share information with each other in English.Non-major students seldom get these opportunities.

However,according to Sadiku (2015), if the learners want to develop their language skills they need to have a good control on the four skills of language (reading, writing, speaking and listening).

1.1 Importance of four Skills in Language Learning

Sadiku (2015) stated that reading, writing, speaking and listening are the four important skills through which students can learn how to use language inside and outside the classroom in universities. Students do different activities inside the classroom on four skills which help them to create mutual understanding with each other.

For instance, reading is a fun way to gain knowledge. If we read English newspapers, story books and novels we can learn new meaningful words and new sentence structures. Therefore, reading is one of the most prominent language skills. Reading also helps the students to enhance their creative thinking ability.

However, a person with good writing skills can express themselves through their writings. He can automatically become more aware of his/her thoughts if he/she writes everyday. Writing influences us to put our thoughts in a logical order. If students write everyday they will get benefit from this activity. It will improve their memory and refine their communication skills.

Moreover, Sadiku (2015) also explained that listening is another authentic skill in language learning. We need to be effective listeners to make ourselves successful in English language learning. Sometimes we listen to the English songs which help us to expand our vocabulary and we can get different accents from various English songs. Listening is a vital part in communication process.

In addition, speaking also is one of the important skills for English language learners. This skill allows us to form connections with the listeners and motivate ourselves. We need to communicate with a wide variety of people and while talking to them we need to represent our ideas appropriately. When we speak with the foreigners we can express our thoughts to them through English language. Therefore, proper pronunciation and good vocabulary skills need to be prioritized if we want to become good English speakers. In this section, the importance of four skills in English language learning has been discussed. For this study, I have only focused on the challenges of learning spoken English.

1.2 English Speaking Skills

Speaking skill gives us the opportunity to communicate effectively. This skill allows the speaker to convey his/her message in a passionate and convincing manner. Fluency, vocabulary, pronunciation and grammar are the most important components of English speaking. Proficiency in spoken English is necessary to become a good communicator. As English is an international lingua franca, it encourages learners to communicate with the people from different countries.

Through presentations and public speaking we share our opinions in front of the audience. Presenting information in an organized way in front of the listeners is a vital part of good speaking. When the audience will listen our well-scripted speech they will understand the inner meaning of our thoughts and they can incorporate it into their speaking activities which will help them in their academic and other sectors. The speaker may face untoward situation if he/she does not have proper knowledge on a particular

issue. Confidence will help them to come out from this unexpected situation. In addition, parents and teachers can motivate the language learners to become experts in spoken English. Motivation is the driving force which can make the speakers confident in English speaking. Speaking in formal settings is not enough for the students to become fluent English speakers. The students need to practice English speaking at their home with their parents and relatives. Most of the people find speaking skill difficult due to pronunciation problem. Sometimes the listener cannot understand the utterances of the speaker because of wrong pronunciation. Moreover, confidence allows us to speak with clarity.

Effective communication is important in career advancement. In addition, the students who want to go abroad for higher studies they need to learn how to speak in English with the English native speakers. Students from different countries face challenges in spoken English, Bangladesh is no exception. Krashen (1985) explained that low-confidence, anxiety, lack of motivation, hesitation, nervousness, fear of making mistakes can block the development of spoken English skills. In the following section, the researcher will discuss what researches have been conducted on learning spoken English. It has helped to find out the research gap of this study.

Chapter 2 :Literature Review

This chapter presents the existing literature related to English speaking in institutional (classroom) and non-institutional settings. One of the aims of this literature review is to show what has been studied so far in this area and how this study will fit within the existing literature.

2.1 Spoken English activities inside the classroom :

English speaking increases the speakers' ability to relate to the people from different countries. Louma (2004) stated that in spoken language, performance is more important than competence. The capacity to use a language properly shows a person's personality, self-image, ability to reason and his/her skills to express the thoughts in real time. The students need to develop their spoken English skills for both workplace and academic fields. Interactive activities in classroom can make the students extrovert in communication. Students can share their thoughts and ideas with each other in various kinds of communicative activities. According to Oradee (2012), communicative activities help to create interactions in a language learning classroom. Additionally, communicative activities can motivate the learners and establish relationships between the teacher and the students. These activities encourage the learners to create a supportive environment for language learning inside the classroom. Characteristics of the activities may have encouraged interactions among the students in the language learning classroom. Teacher arranges group works for the students to develop their communicative skills. The English major students get more opportunities to do interactive activities in English inside the classroom which help them to become good English speakers.

According to Rahman, Rahman & Begum (2015), teachers can adopt classroom interactions as an educational strategy which is important for the English language learners. Teacher-learner and learner-learner interactions through verbal exchanges are essential in an English language learning classroom to enhance English speaking skills. The teacher needs to give the students first priority to speak in English inside the classroom which can make them confident in spoken English.

Rao (2019) asserted that role play technique gives the students opportunities to communicate with each other. It is an interactive activity which motivates the students to become fluent English speakers. Role play allows the students to apply knowledge, skills and understanding successfully in spoken English. It also helps the students to interact with each other in imaginary situations. Moreover, role play is a collaborative activity in which the students can apply different concepts as they visualize themselves in unfamiliar situations. If the students can follow the strategy of role play they can develop their spoken English skills and also can perform well in classroom discussions and debates.

2.2 Challenges in English Speaking :

There are many challenges that the English language learners face in spoken English. These obstacles form the barriers to becoming a good English speaker. The challenges that the students face in English speaking are; fear of making mistakes, lack of self-confidence, nervousness, shyness, lack of motivation etc. Relevant literature on the challenges in English speaking are given below :

Stephen Krashen's Affective Filter Hypothesis explains the negative factors in language acquisition. Lightbown & Spada (2013) explained that negative affective filters can prevent

the learners from acquiring language even when appropriate language is available. A learner who is tensed, anxious or bored cannot deliver a good speech in English. These negative filters can block the learners' language development. Sutarsyah (2017) stated that positive affective variables such as motivation, confidence and low-anxiety play a constructive role in second language acquisition.

An English speaker cannot avoid the feeling of anxiety. Therefore, if the English speakers practice English speaking regularly with their family members, relatives or friends, they can overcome the barrier of anxiety in learning spoken English. Zhang and Zhong (2012) mentioned that the main cause of anxiety stems from "learners' unrealistic or erroneous beliefs about language learning." In addition, we can consider anxiety as the negative psychological factor that can affect the English language learners' language development. In the views of Ortega (2009), motivation plays a vital role in either hindering or facilitating language development. Motivation is regarded as the desire of the students in learning a language. Desire is not enough for students to learn a language, they also need to do a lot of hard work to reach their goal. Lightbown & Spada (2001) said that in learning second/foreign languages, the teacher needs to encourage the students and fulfill their communicative needs. High motivation is helpful for the English language learners to achieve their goal. For instance, teacher's positive feedback is a motivator for speaking confidently thereby achieving the level of proficiency (Forbes & Fisher, 2018). According to Dincer & Dariyemez (2020), intrinsic motivation is a driving force for many learners to develop their speaking skills. Intrinsic motivation comes in many ways such as, the pleasure of English speaking, the joy of learning how to speak in English, are considered as intrinsic motivation.

Saurik(2011) mentioned that the students feel shy when they make mistakes while speaking in English in front of the large audience. Shyness can hamper the students' development in spoken English. In addition, according to Mustafa (2015), shy students do not want to participate in spoken English activities inside the classroom. Shyness can be the factor due to the lack of self-confidence. English language teachers play an important role to decrease the shyness of the students' while speaking in English.

Thus, Pardo (2004) stated that foreign language teachers should inspire the learners to participate in real life conversations in English to develop their spoken. They can guide the students to achieve their goal in English language learning. Patil (2008) asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learners feel comfortable with their language use. The speakers can deliver extraordinary speech in English if they practice English speaking regularly. However, teachers' responsibility is to help the students to remove their shyness, anxiety and other negative psychological factors so that they can learn English speaking properly.

2.3 Research Gap:

It appears from the above literature that classroom opportunities largely help the students to develop their spoken skill. The review reveals some common psychological factors for instance, shyness, anxiety, lack of self-confidence, fear of making mistakes which hamper learners' English speaking. None of the literatures touched on the informal institutional aspects of language learning by non-major students. Some important challenges like inferiority complex, giving the speaker time to think, speak fast like a native speaker and

using unnecessary difficult words and sentences in the speech are not mentioned in those articles. This study will compare the institutional (formal and informal) conditions of English major and non-major students and the challenges they face in spoken English. The next section describes the methodology of this study including research design, data collection and analysis procedures, participants and ethical consideration taken into account while conducting this study.

Chapter 3: Methodology

This chapter discusses the research method and the data collection process of this study. In this section the researcher explains the method used to conduct this research. The information about the respondents and the teachers have been mentioned in this chapter. Moreover, the researcher mentions the ways she followed to collect data for this study.

3.1 Research Method:

In conducting the research, the researcher followed mixed methods research design. According to Creswell (2014), in a research if the researcher first collects quantitative data and then collects qualitative information, that is considered as explanatory sequential mixed method design. This study is an explanatory sequential mixed methods design as I have collected first quantitative data and then to support the quantitative data I have also collected qualitative data. The aim is to collect participants opinion and then in order to understand the phenomena fully qualitative data have been collected. Students shared their opinion about the challenges they face in learning spoken English. The researcher has used interview

technique to collect in-depth information from the respondents. All the names used for the participants and institutions are pseudonyms.

3.2 Data Collection Process:

A questionnaire is designed for the students to collect relevant information on spoken English. The researcher included some close-ended and some open-ended questions in the questionnaire to get explicit information from the students. The researcher posted the questionnaire in Face book groups of different universities so that the students can fill-up the Google form. Before posting the questionnaire the researcher asked for the permission of the students in the post and the students helped the researcher to fill-up the questionnaire . The number of participants are 43 and the researcher selected the participants from different universities who are from English or other departments. Among 43 participants,22 students are female and 21 students are male students. Out of 100 percent, 51.16 percent students are female and 48.84 percent students are male students. The researcher interviewed eight students through online. Among eight students four students are English major students and another four students are English non-major students. The researcher then analysed the quantitative data through descriptive analysis and the qualitative data are analysed thematically in order to explore different challenges students face in developing spoken English, and the ways language learners can overcome their obstacles in English speaking.

Table no: 01

Gender	No of Respondents	Percentage
Female	22	51.16%
Male	21	48.84%
Total	43	100%

The researcher made eight open-ended questions for two English language teachers from British Institute of languages, University of D and N University of Science and Technology, Sylhet to get in-depth information . However, the teachers did not agree to give online interview for some ethical issues. However, the researcher sent eight open-ended questions to the teacher via e-mail and noted down their answers. In this case, the researcher followed qualitative method to develop better understanding on the research topic. After collecting data the researcher made a summary on the points that the teachers had discussed in their interviews in a separate paragraph. The research questions set for this research are mentioned below.

3.3 Research Questions:

The following research questions have been set for this research.

1. What are the challenges that the students face while speaking in English?
2. Do the learners who have institutional facilities learn English better than the non-English speakers?
3. How could the students overcome their challenges in learning spoken English?

Limitations

For the ongoing pandemic situation, it was impossible for the researcher to go out of home and take face to face interview of the respondents. As a result, some weaknesses might have remained in getting in-depth understanding of the responses. Although, the researcher posted the questionnaire through various Facebook groups which belong to different public and private universities, many students did not fill up the Google form properly and for this reason the number of students became limited for this study. The results of this study have been shown in percentages and explained in the next chapter.

Chapter 04: The Results of Quantitative Survey

4.1 Students' Responses:

In this chapter, the data collected from the students' questionnaire is presented in a table form and the information is converted into percentage to make the results convenient to the readers.

The researcher posted the questionnaire in different Facebook and messenger groups to collect data from the students. The students from different public and private universities for instance, 12 students from D University, 3 students from P University, 5 students from N University of Science and Technology, Sylhet, 3 students from Sheikh Hasina Science and Technology University, 16 students from M University, 3 students from V International University Bangladesh etc. gave answers of those questions based on experiences of learning spoken English. The age range of 40 respondents' is around 25-30 and 3 respondents are 30+. Out of 100 percent, 93.02 percent students' age range is around 25-30 and 6.98 percent students' age range is 30+ (Table no – 02).

Out of 43 respondents, 22 students from different Universities are doing their major in English and 21 students are majoring in different subjects from various departments. Percentage-wise out of 100 percent, 27.91 percent students are from D University, 37.21 percent students are from M University, 6.98 percent students are from Sheikh Hasina Science and Technology University and V International University, Bangladesh and P University. 2.33 percent students are from Hyderabad University. Finally, 11.63 percent students are from N University of Science and Technology, Sylhet (Table-03). Tables 2 to 10 introduce different identities of respondents whose views have been considered for this study.

Table no : 02

Age group	Number and Ratio	Percentage
25-30	40	93.02%
30+	3	6.98%
Total	43	100%

Table no : 03

Name of the University	Number of Respondents	Percentage
D University	12	27.91%
M University	16	37.21%
Sheikh Hasina Science and Technology University, Gopalganj	3	6.98%
V International University, Bangladesh	3	6.98%
Hyderabad University	1	2.33%
P University	3	6.98%
N University of Science and	5	11.63%

Technology, Sylhet		
Total	43	100%

Table: 04

Name of the other language learning institution	Number of Respondents	Percentage
Confucius Institute at Bleak University	2	4.65%
Shadow Institute of Languages	5	11.63%
Julius Council	6	13.95%
British Institute of Languages, University of D.	7	16.28%
French Embassy, Dhaka	4	9.30%
Hamlet spoken Englishcentre	3	6.98%
Macbeth Spoken English centre	9	20.93%
English Course at O University	1	2.33%
Without Course	1	2.33%
Not mentioned	5	11.63%
Total	43	100%

Table-04 shows that the English major and non-major students take help from other language learning institutions to improve their English language skills. Among 43 students, 2 students take help from Confucius institute of Bleak University, 5 students take help from Shadow Institute of Languages, 6 students are doing English courses at Julius Council, 7 students are doing English courses from British Institute of Languages, University of D, 4 students take help from French Embassy, Dhaka, 3 students are learning spoken English at Hamlet spoken English centre, 9 students practice English speaking at Macbeth spoken English centre, 1 student is doing English course in O University, 6 students do not mention the name of their language learning institutions. The above table shows that, the English and non-English major students take help from other language learning institutions to develop their language learning skills. The English major students take help besides their institutional opportunities as they want to make themselves articulate English speakers. However, the English non-major students take help from other language institutions, though they do not get enough facilities from their Department to learn spoken English. Out of 100 percent, 20.93 percent students take help from Macbeth spoken English centre to become good English speakers.

Table: 05

Are you doing your major in English?	Number of Respondents	Percentage
Yes	22	51.16%
No	21	48.84%
Total	43	100%

Table -5 shows that, among 43 students, 22 students are doing their major in English and 21 students are from other Departments. Out of 100 percent, 51.16 percent students are

English major students and 48.84 percent students are English non-major students. Thanks to doing major, English major students seem to face less challenges than the non-English major students.

Table: 06

If you are not doing major in English then in which subject you are doing your major?	Number Of Respondent	Percentage
Philosophy, University of D	4	9.30%
Journalism, P University	3	6.98%
Political science, University of D	6	13.95%
History	9	20.93%
Bangla	3	6.98%
Media and Cultural Studies, English and Humanities Department, M University.	6	13.95%
EEE, M University	2	4.65%
Aeronautical Engineering	2	4.65%
Economics, M University	4	9.30%
Mathematics Department, University of Dhaka and M University	4	9.30%
Total	43	100%

Table-06 explains the specific information of English major and non-major students of this study. Out of 100 percent, 9.30 percent students are doing their major in Philosophy, 6.98 percent students are doing their major in Journalism, 20.93 percent students are History major students, 13.95 percent students are doing their major in Media and Cultural Studies from M University, 13.95 percent students are from the Department of Political Science, University of D, 6.98 percent students are from Bangla Department, 4.65 percent students are doing their major in Electronic and Electrical Engineering and Aeronautical Engineering, 9.30 percent students are doing their major in Economics and Mathematics from University of D and M University. From the above table, we may say that a large number of English non-major students have participated in the survey.

Table : 07

Do you practice English speaking every day?	Number Of Respondent	Percentage
Yes	12	27.91%
No	31	72.09%
Total	43	100%

Table -7 shows that, among 43 students, 12 students practice spoken English everyday and 31 students do not practice English speaking every day. Practice makes a difference between a good and bad English speaker. Those who do not practice English speaking, they are supposed to face more difficulties. Out of 100 percent, 27.91 percent students practice spoken English on a regular basis but 72.09 percent students do not practice spoken English every day. The percentage of the students who do not practice spoken English everyday is higher than those who practice- implying that most of the students face challenges in English speaking.

Table : 08

How do you practice your English speaking?	Number Of Respondent	Percentage
Self-speaking	4	9.30%
Speak within a group	10	23.26%
Speak with a friend	14	32.56%
Speak in group and with friends	7	16.28%
Do not practice spoken English	8	18.60%
Total	43	100%

Table-8 presents the ways by which the English language learners practice spoken English. Among 43 students, 4 students practice spoken English by self-speaking, 10

students speak within a group, 14 students communicate with their friend in English, 7 students interact with both groups and friends in English and 8 students do not practice spoken English. Percentage-wise, out of 100 percent, 32.56 percent students speak with friends, 23.26 percent communicate within a group and 16.28 percent do the both while 18.60 percent do not practice spoken English. The 18.60 percent shows that still a good number of students do not practice. Without practice, it is hard to improve spoken English. However, the percentage data shows that, interacting and exchanging information are expected to help English language learners to develop their spoken English skills.

Table: 09

How much time do you spend in practicing spoken English?	Number Of Respondent	Percentage
5-30 Minute	23	53.49%
1-2 hours	6	13.95%
4-5 hours	4	9.30%
7 hours	2	4.65%
N/O	8	18.60%
Total	43	100%

Table- 09 shows that, out of 100 percent students 53.49 percent speak English for 5-30 minutes, 13.95 percent students practice English for 1-2 hours, 9.30 percent students practice English for 4-5 hours, 4.65 percent students practice English for 7 hours and 18.60 percent students didnt mention the time. Among 43 students, 23 students practice

English for 5-30 minutes . As a result, they seem to face more obstacles in spoken English than the other learners who practice spoken English for 1-2/4-5 hours/7 hours.

Table: 10

Which techniques do you use in learning spoken English? (Both for English major and non-major students)	Number Of Respondent	Percentage
Facebook posts in English	6	13.95%
Watching English Movies	8	18.60%
Reading English books	2	4.65%
Using Google and Youtube	15	34.88%
English mobile audios,reading English newspapers, watching English TV news channels	5	11.62%
None	7	16.28%
Total	43	100%

Table -10 explains the procedures by which the learners upgrade their spoken English skills. Among 43 students, 6 students write face book posts in English, 8 students watch English movies, 2 students read English books, 15 students depend on Google and You Tube, 5 students listen English mobile audios, watch English TV news channels, read English newspapers and 7 students do not mention their techniques of learning spoken English. Out of 100 percent, 34.88 percent students use Google and You tube to learn spoken English which presents that most of the English language learners depend on technological tools to learn spoken English.

4.2 Teachers' interview responses

The researcher took a qualitative interview of an English language teacher from British Institute of Languages, University of D with eight open-ended questions. The name of the

teacher is X who did his PhD in English Language Teaching, from Hyderabad, India. He has the experience of teaching English language course at British Institute of Languages for six years. At British Institute of Languages he is teaching Junior and Senior certificate course in English language. He follows the book “New Headway” for his course which covers all four skills of language such as, reading, writing, speaking and listening. He mostly follows communicative approach to teach English speaking for his students. However, he uses mother tongue deliberately to engage the learners. The communicative tasks that he follows are group works, group presentations, individual presentations in which the students get the opportunities to speak in English. His students also face challenges while speaking English such as hesitation, inhibition, fear of making mistakes, shame, nervousness, anxiety and lack of self-confidence. The teacher suggested some of the measures by which the students can improve their spoken English. He suggested that, the teachers need to take classes in an interactive way, the teachers need to appreciate the participation of the students, encourage their contributions in the class, correcting their errors politely in presentations and giving them locally relevant and interesting topic to discuss among the group members.

The researcher took another qualitative interview of an English language teacher from N University of Science and Technology, Sylhet. His name is Y. He did his M.A in Applied Linguistics and English Language Teaching, Department of English, University of D and B.A (Honors) in English, Department of English, University of D. Before joining his current institution (Department of English, NUST) in January, 2020, he worked in two universities. First one was the Language centre, Purple University of Bangladesh where he served for 4 months from September 2018 to December 2018. Then, he had also worked

as a Lecturer in Shadow Institute of Languages, M University for 1 year. He is currently teaching courses like effective communication skills in English, academic writing, reading skills 1 and 2, writing skills 1 and 2, listening and speaking skills. There are separate courses for the four skills of English language at his department. He follows various techniques in his class for his students. Those techniques are : warm up discussion with students, group work, pair work, presentations (group and individual), impromptu speech, role-play and story- telling. His students face various challenges in spoken English such as anxiety, shyness, hesitation, insufficient vocabulary, pronunciation problem in English speaking. To overcome those problems he suggested some measures which can help the language learners to become good English speakers. The teacher told that, the learners need to practice spoken English on a regular basis. They should learn at least ten to fifteen new English words which they can use in their English speech. The English language learners need to read English newspapers from which they can learn new words and sentence constructions in English. Then, it is important for the English language learners to listen English presentations in You Tube to improve their English speaking skills. He also suggested to join English speaking clubs which can help them to improve their English speaking skills. Moreover, the students can practice English speaking with their peers which will be beneficial for them to become good English speakers. Another interesting suggestion that the teacher provided is practicing spoken English in front of the mirror which will help the students to become confident English speakers. Other suggestions are common like watching English movies, series and cartoons, focusing on fluency and ignoring the fear of making mistakes, motivating themselves these measures are essential for English language learners to develop their English speaking skills. The

non-major English students studying in other departments for example, Political Science, Mathematics, etc. can take help from other language learning institutions from which they can get enough opportunities to develop their English speaking skills. These procedures can be beneficial for the students to become fluent English speakers. In the following discussion the researcher has compared the conditions of English major and non-major students according to the difficulties they face in learning spoken English.

Chapter 05 : Findings and Discussion

Challenges in learning spoken English :A Comparison between English and non-English students

This chapter shows comparison between English major and non-major students according to the challenges they face in learning spoken English. The researcher also discussed the knowledge and the institutional facilities which make differences between English major and non-major students. Moreover, the English major and non-major students give presentations, group presentations in front of their instructors. Thus, institutional opportunities can facilitate their learning of spoken English. On the one hand, English major students get institutional facilities from their Department, English non-major students do not get those opportunities. Sometimes, the students from both groups feel nervous, shy and anxious. Their low-confidence can be a barrier to their English language learning. For this

reason, to develop their English speaking the English language learners take help from other language learning institutions outside their own Department. Moreover, the students who are doing their major in English and English non-major students mentioned some of the major psychological problems they face anxiety, lack of confidence, shyness and nervousness in English speaking. These psychological factors can block the learners' language learning process. The explanations for the institutional advantages that the English major and non-major students are given below :

5.1 Institutional opportunities

Institutional opportunities mean the benefits that the students get from their respective institutions. The students of this study are divided into two categories. The first category is English major students and the second category is English non-major students. There are differences of institutional opportunities between English major and non-major students. These are as follows:

English major students (51.16%) are from English Department doing their major in linguistics or literature. There are several English language courses allocated for English language learners from their Department. For example, the English Department students from M University did English language courses from Shadow Institute of Languages. In those courses they got training on four skills of languages reading, writing, speaking and listening. There is a separate part for English speaking in which they need to give presentations (Impromptu or group). Brain-storming is another speaking activity that the English major students do inside the classroom. Out of 43 students, a student from Y University mentioned that, brain-storming helped him to develop his critical thinking

ability and this activity helped him to overcome the challenges of spoken English such as, anxiety and nervousness. Moreover, the students participate in group works, pair works, presentations, poster presentations, microteaching, group discussion, tutorials in English which are the facilities that the English major students get from their Department. Not only these opportunities but also the teachers sometimes show English movies to the students so that they can improve their English speaking and listening skills by using multimedia projector and internet inside the classroom. Among 43 students, a English major student from Z University said that, there is a separate section of books in the library for the English Department students from which they can take books and read by themselves. To improve English speaking skills reading is also essential. By reading English books the learners can improve their English speaking skills. In addition, the English major students take help from other language learning institutions which facilitates their learning of spoken English. From these institutions they get enough advantages for example, class lectures in English, video materials, class participation, Q/A sessions in English, impromptu presentations in English, lexical resources, enough partners to speak in English, good and cooperative teachers to guide the students etc. These facilities help them to overcome their challenges in spoken English.

The second category of students is English non-major students (48.84%). In this study, the English non-major students are from different departments. They do not get enough institutional facilities to learn spoken English. Their learning environment is totally different from the English major students. They do not do that much classroom activities that the English major students do. If we compare with English major students they do less classroom activities which can help them to develop their English speaking skills.

Sometimes the teachers do not give enough opportunities to the students to speak in English inside the classroom. Therefore, their institutional facilities are less than the English major students. They try to improve their English speaking skills by regular practice at home. Out of 43 students, a student from Economics Department, M University mentioned that, she regularly practices English presentations at home for at least 10 minutes. This activity helps her to become a confident English speaker. The English non-major students try to develop their English speaking by self-speaking technique. It helps them to develop their critical thinking ability and decreases the chances of facing challenges in spoken English. In addition, very few English non-major students take help from other language learning institutions to improve their spoken English skills. They face less challenges than the others because in those institutions the learners get enough opportunities to speak in English. Out of 43 respondents, one respondent from Political Science department, D University said, “ In our department viva questions are asked in English. Not only viva questions but also our teachers give us English journals, research papers, articles, book reviews to us so that we can improve our English speaking skills.” Non-major students can become confident in English speaking and learn various new English words, sentence structures by these extra opportunities from their department. However, English non-major students need to depend on technological tools such as, YouTube video lectures to enhance their English speaking skills. Financial support is important for the English non-major students if they want to become good English speakers. Out of 43 students, a student from EEE Department, K University mentioned that, he bought multimedia projector to watch English movies with subtitles at home so that he can learn English words from the subtitles and get the accent. However,

institutional advantages make a huge difference in English language learning between English major and non-major students. One English non-major respondent out of 43 respondents said, “In our classroom English speaking is not mandatory.” This is like a disadvantage for the English non-major students as they are not getting chance to practice spoken English inside the classroom.

In addition, out of eight participants one interviewee said, “I take advantage from the listening lab from our department to develop my spoken English skills.” English major students get this facility to improve their English listening and spoken skills. However, the English non-major students do not get this kind of facilities. Among eight participants, two English non-major students said that, they join different English language learning sessions and forums to develop their spoken English skills. This facility they get outside of their department in informal settings. Moreover, the English major students easily get this opportunity from their department to enhance their capability in spoken English. In the next section the researcher has explained some psychological and the knowledge barriers that the students face in learning spoken English.

5.2 Psychological Barriers

Anxiety

Students sometimes become tensed, feel worried about their English speaking performance. When the students become anxious their brain cannot process the language properly. The students who are doing their major in English face the problem of anxiety. This psychological factor is one of the major obstacles in spoken English. According to Javed et al. (2013), anxiety is a natural psychological aspect containing the feeling of fear

which sometimes cannot be controlled. Stephen Krashen's Affective Filter Hypothesis considers it as a barrier in spoken English. If the anxiety level of an English speaker is high than he/she cannot deliver a good speech in English. The students cannot neglect the existence of tension when they speak foreign languages. The respondents who are doing their major in English (51.16%) sometimes became anxious in English speaking. To get rid of this problem they took help from other language learning institutions besides their own Department to improve their spoken English. These institutions helped them to enrich their English speaking skills. If they use the facilities given by the institutions they can deliver an extra-ordinary speech in English. Among 43 students, X who is doing her major in English mentioned that, he learns new words everyday which he uses in his English speaking and listens to different English recordings. Another English major student whose name is F mentioned that, she regularly practices English speaking and learns through her mistakes. The English major students can also overcome their anxiety in speaking if they follow the instructions of their teachers from their Department and other language learning institutions.

The respondents who are not doing their major in English (48.84%) face the problem of anxiety in English speaking. English major students have the support from their own Department and other language learning institutions to overcome anxiety in English speaking but the English non-major students do not get enough opportunities to develop their spoken English skills. Therefore, they face the major challenge of anxiety in learning spoken. The English non-major students use different techniques to reduce their anxiety level in spoken English. The main technique that they use is self-speaking. Self-speaking can improve their concentration and other task performances. They watch English lectures

in You Tube to improve their English speaking skills. They learn spoken English by doing different co-curricular activities and they use to speak with the native English speakers via messenger or zoom video call which helps them to develop their spoken English

Confidence

The students doing their major in English (51.16%) sometimes face the lack of self-confidence. Confidence is a psychological factor which can make a speaker fluent in English speaking. The English language learners need to have full confidence on the content of their speech. Stephen Krashen's Affective Filter Hypothesis says that the speakers who have self-confidence can grab the attention of the listeners. The audience appreciate those English speakers who can speak confidently in front of the large gathering. Without confidence the speakers will hesitate to speak in English in front of the audience. The students who are doing their major in English need to give presentations, do group works, pair works where they need to exchange their information in English. Especially for the students from different universities who are doing their major in English and take help from other language learning institutions need to be confident enough to deliver their speech in front of the audience. According to Tridinanti (2018), confident English speakers do not face difficulties while delivering their speech in English. In addition, Ansari & Oskrochi (2004) mentioned that a person with high self-confidence can achieve positive and successful outcomes. The English major students get enough institutional facilities from their own Department by which they become confident in English speaking skills for instance, doing group works, pair works, presentations in English help the learners to develop their English speaking skills. They also take help from other language learning institutions which facilitate their learning of spoken English.

However, if the English language learners want to become good English speakers they need to gain confidence in English speaking.

The respondents who are not doing their major in English (48.84%) mentioned that they face the problem of self-confidence while speaking in English in front of the audience. They do not get enough opportunities from their own Department for improving spoken English. Nor do they have a separate English language course in their syllabus. Unlike English major students, they do not get enough chances to do group works, pair works, presentations, tutorials by which they can exchange their information in English. Self-confidence is a major challenge which the English non-major students face while speaking in English. Among 43 students, one student who is from Political Science Department, D University mentioned that, main challenges that he faces in speaking English or any other foreign language are- insufficiency of vocabularies, fear of making mistakes and lack of confidence. The English non-major respondents take help from other language learning institutions where they get enough facilities to improve their spoken English. The learners can learn to speak English confidently in front of the audience from those institutions. The instructors of those language learning institutions encourage team work which helps the learners to become confident English speakers. They learn the process of communicating with native English speakers through different class lectures, You Tube videos inside the classroom. These techniques help them to become good English speakers inside the classroom.

Shyness and nervousness

Shyness is when the students feel awkward and tensed while giving the presentation in English. When the speaker feels afraid of something he/she becomes nervous. English is a foreign language so the students may feel shy or nervous while delivering speech in English in front of the large audience. Namaghi, Safaee & Sobhanifar (2015) stated that learners in classroom differ from person to person. Unmotivated, anxious, introvert, extrovert and shy students participate in English language learning classroom. In other educational institutions where communicating in English is mandatory in English language learning classrooms, shy students do not want to engage themselves in interactive classroom activities. Speaking in front of others is a difficult task for them. They have a negative picture about themselves may de-motivate them to speak in front of others. The same situation happens when the language learners want to speak in a foreign language or want to answer questions in a foreign language. A shy English speaker may hesitate, make a lot of pause or want to escape the situation and for this reason they get low marks in presentations. The English major students face the problems of shyness and nervousness. However, they get institutional facilities from their Department for example, regular lectures in English, video materials in English, class participation in which the students need to talk with their in English, Q/A sessions in English which encourage them to speak in English without any hesitation in front of the audience. Getting help from other language learning institutions expands their knowledge in spoken English. Among 43 students, one student majoring in English from R University takes help from extra language learning institutions besides his department for instance, Shadow Institute of Languages, Julius Council face problems of nervousness and anxiety while delivering the speech in English in front of other students. He tries to speak with his friends and

foreigners to overcome his challenges like shyness, nervousness and anxiety in English speaking. Among 43 students, one English major student from N University faces the same problem of shyness in English speaking. He takes help from British Institute of Languages, University of D to overcome his shyness and become confident in English speaking. In BIL, he gets opportunities to create conversation with his friends in English which he may not get in his own department. A shy or nervous English speaker may know how to speak but these negative factors block their language learning process. Even the students from English department may face these problems. However, the students need to speak with their friends and relatives to improve their spoken English.

The non-major English students face the obstacle of shyness and nervousness. They do not get institutional opportunities from their Department for instance, among 43 respondents some respondents are from Economics Department, Political Science Department, Philosophy Department, Bangla Department, History Department etc. who do not do any English language course in their Department. They practice English speaking at their home for their own interest. Among 43 students, a student from Economics Department, M University mentioned that, she only practices spoken English at home and randomly speaks English throughout the day. She does not take any help from other language learning institutions as she thinks that self-motivation is important for a English language learner to develop his/her English speaking skills. Communicating with native English speakers via online platform is essential for non-major English students to overcome their shyness and nervousness in spoken English. Communication can make them strong and confident English speakers. They try to participate in public speaking to overcome their nervousness in spoken English. Therefore, they try to speak in English

with their friends and family members which will be beneficial for them to become good English speakers in future.

Fluency

The main problem which the English non-major students face is fluency. When the speakers deliver the information quickly are the fluent speakers. Without practice the English language learners cannot become fluent in English. Richards (2006) asserted that when a speaker engages himself/herself in natural and meaningful communication with others in English that is considered as fluency. Harmer (2015) mentioned that fluency also focuses on the content of speech to communicate as effectively as possible. A fluent speaker knows what to speak and how to speak. Furthermore, Baily (2003) said that fluent English speakers can use English language quickly and confidently, with limited hesitations, unnatural pauses etc. The non-major English learners face the problems of hesitation which hampers their spoken English. This can hamper their English speaking. As they do not get extra facilities from their Department, there are no English language courses allocated for English non-major students, they take help from other language learning institutions like Shadow Institute of Languages, British Institute of Languages to improve their English speaking. Some English non-major respondents mentioned that they do not take any help from other language learning institutions and for this reason they face the problem of fluency in spoken English. The English non-major students who do not take help from other language learning institutions face more challenges besides fluency because they do not get enough facilities of learning English speaking from their own Department. Therefore, fluency can make an English speech adorable to the audience.

However, to become a fluent English speaker the English language learners need to work hard.

The students who are doing their major in English get enough chances to enhance their spoken English skills. They do regular presentations, group works, pair works, microteaching in English which can automatically make them fluent English speakers. Though they get enough facilities from their Department sometimes they face the problem of fluency in English speaking. They take help from other language learning institutions to become fluent English speakers. Among 43 students, one English major student from S University mentioned that, she gets enough facilities from Hamlet spoken English centre to develop her spoken English. She gets opportunities like lexical resources, partners with whom she can speak in English and good mentors who can guide her properly to learn English speaking. Another English major student from T University mentioned that, to become fluent English speaker he follows some important techniques, for example, whatever he does all the day long, he tries to share those with his parents in English. He does not practice English regularly but when he feels happy he wants to speak in English lonely which is an interesting fact. The English language learners can improve their English speaking if they watch English series. It will help them to catch the accent and they can overcome the challenges in spoken English easily.

Motivation

Motivation is a driving force which can make an English language learner a good speaker. Without motivation and proper guidance, nothing is possible. The teacher and the parents can play a vital role to motivate the learners to speak in English. The English

major respondents asserted that, lack of motivation is a big obstacle for them in English speaking. Proper motivation can help them to become good public speaker. According to Dincer&Yesilyurt (2013), motivation, affects the learners' decision whether they will speak in English or not. The teachers need to support the students so that they can become successful in acquiring a language. It is the responsibility of the teachers to motivate the students inside the classroom. The respondents claimed that they do not take help from other language learning institutions rather they learn English by self-speaking (9.30%). The Brac university students doing their major in Economics, mathematics they said that, they do not do English courses in other language learning institutions rather they try to practice English regularly at home for their own interest. The public university students from the Department of Political Science, University of D and EEE Department, K University mentioned that they do not take help from other language learning institutions and for this reason they face problems like fluency, nervousness, lack of confidence etc. They do not get enough opportunities from their departments also to improve their spoken English. They try to improve their spoken English by following various techniques like making English presentations at home, speaking with their friends and relatives, watching You Tube lecture videos, watching English movies, reading English novels and story books etc. Without motivation, these techniques will not work. Besides the teachers it is also the responsibility of the parents to motivate their children to speak in English. The learners may become shy and they may hesitate to speak in English but the parents can motivate them in a positive way so that they can reprise their energy to speak in English in front of the audience.

The English major students are motivated by their teachers and parents. Sometimes the parents of the students from other Departments feel that it is not necessary for their children to learn spoken English and they de-motivate their children to speak in English. However, the students from English Department are motivated by their teachers, friends, parents and others. To increase their curiosity in learning spoken English they join other language learning institutions. There they learn different techniques of presentations which increases their inner spirit to achieve good marks in their academic presentations. English major students get the opportunities to do English language course on four skills of language such as, reading, writing, speaking and listening which inspire them to become experts in English language. They need to do group works, pair works, presentations, group discussion in English and they share their thoughts with their teachers in English which motivate them to learn spoken English. They engage themselves in extra-curricular activities in their Department to improve their spoken English skills. Therefore, the English major students have more people to motivate them than the English non-major students.

Inferiority Complex

Inferiority complex is another main issue which can block the speakers' English speaking. Sometimes the English language learners feel bad when they see that others especially the English major students are somehow better than them in English speaking. The speakers who do not have much fluency in spoken English sometimes feel insecure when they see other students well-constructed English speech. Inferiority complex can hamper a learner's language learning. The respondents who are not doing their major in

English face this kind of problem more than others. The non-major English students from public and private universities feel themselves inferior after seeing the lectures or public speaking of the students from English Department. This negative psychological factor can make the students afraid of criticisms. They may feel nervous speaking in English in front of others. Therefore, the insecure students are unlikely to do well in spoken English. However, the English non-major students sometimes need help from other language learning institutions to overcome the problem of feeling insecure. If they can overcome this problem then they can become good English speakers.

Fear of Making Mistakes

Fear of making mistakes is a common problem for the students in learning spoken English. Especially the students who get enrolled in public and private universities have this problem of fear of making mistakes. The non-major English student respondents get afraid of criticisms of the audience. This factor can be the barrier in learning spoken English. The respondents mentioned that their fear in making mistakes and facing criticisms from the students decreases their confidence level. For this reason, they try to practice English at their home for 1-2/4-5 hours (13.95% & 9.30%) so that they can overcome this problem. Sometimes they get embarrassed of criticisms of the students while delivering their presentations in front of the students. Among 43 students, a student from Economics Department, L University mentioned that, she gets enough opportunities to speak in English from other language learning institutions like Shadow Institute of Languages so that she can face the criticisms of the students while speaking in English. The students need to understand that by making mistakes they can learn how to speak English in a proper way. The more they will make mistakes the more they will learn.

Therefore, the non-major English students try to speak in English in front of the people which will be helpful for them to learn spoken English.

The English major students face this problem less than the English non-major students as they get institutional facilities from their Department. They engage themselves in various activities inside the classroom which make them confident. However, if they make any mistakes their teacher help them to sort out their problems. Teachers motivate the students so that they can overcome their problem of fear of making mistakes. In addition, they also take benefits from other language learning institutions. An English major student from W University mentioned that, he applies the technique of self-speaking to motivate himself in learning spoken English. If he makes any mistake then his father helps him to get rid of that mistakes. He tries to learn from making several mistakes in spoken English. The student participates in classroom activities but still he becomes nervous of making mistakes in his speech. To overcome this challenge the English major student from A University suggested that, regular practice of spoken English can make a student adorable English speaker. Therefore, the English language learners need to work hard to overcome the barrier of fear of making mistakes.

5.3 Lack of favorable environment

Creating positive environment is very important for the English language learners to develop their spoken English. The non-major English respondents do not get positive environment in their classroom. The respondents mentioned that, they do not get the opportunities to do English language courses in their departments. Therefore, they take help from other language learning institutions to get favorable environment to learn

spoken English. The students who do not take help from other language learning institutions may face this problem if their parents and relatives do not motivate them and do not create a positive language learning environment at home. The students should try their best to speak in English inside the classroom. The teachers need to create a learning environment inside the classroom and try to recreate the energy level of the students by using different technological tools like You Tube videos, Internet, multimedia projector etc. to make the lectures more interesting to the students. To get this kind of extra ordinary facilities the non-major English students may take help from other language learning institutions. It will help them to develop their spoken English skills.

The English major respondents get the environment inside their classroom as they can do English language courses which help them to develop their speaking skills. For instance, the English major students can do group works in which they can share any information in English, pair works, group and impromptu presentations in English which increase their confidence level, role-play, group discussion in English, microteaching sessions, classroom debates in English etc. to improve their spoken English skills inside the classroom. According to Ali, Masroor& Khan (2020), interaction is essential for improving the communication skills of the learners. An interactive classroom transforms learners from passive recipients to active participants. The teachers' role is to trigger off the learning performance of the students. English major students must speak in English inside the classroom and they get the golden opportunity to polish their English speaking skills by their classroom activities. An English major student from University of I mentioned that, he speaks with his friends in English and if he does any mistake in the conversation they continue their conversation and learn from the mistakes. This kind of positive

environment can make the English language learners good English speakers. However, positive environment is important for both English major and non-major students to develop their English speaking skills.

5.4 Knowledge Barriers

To deliver a good speech in English the speaker needs to have proper knowledge about the content. The respondents from English non-major portion state that without having proper knowledge on a particular topic the speaker cannot deliver a speech in English. The speaker needs to have the competence first and then he/she can use the language in the speech. In public speaking, the speaker must have accurate knowledge on a particular topic. If the speaker knows about the topic perfectly it will boost up their confidence level. The main problem is the respondents who are not doing their major in English spend comparatively less time in practicing spoken English. Some students spend 1-2 hours regularly but some students spend only 5-30 minutes (53.49%) for their practice. Some students do not practice English everyday. If they choose a particular topic and practice English speaking regularly they can improve their spoken English skills. As the English non-major students do not get extra privilege they need to spend much time in the particular issue. Performance is more important than competence in language learning but without knowledge the speaker cannot deliver the speech properly. He/she will face problems like he/she will become anxious, nervous, shy or lack of confidence. Therefore, it is difficult for the English non-major students to overcome the problems but they can at least try to gather accurate information about a topic first and then try deliver an extraordinary speech in front of the audience.

Insufficiency of vocabulary

Using good words and sentences in spoken English is essential for good English speakers. Some of the respondents spend less time in practicing spoken English. They also become reluctant in learning new words. They sometimes try to use complex sentences in their English speaking. For this reason, when the audience listen their speech they may feel awkward or they may not understand what the speaker is talking about. The speaker needs to use simple words and simple sentence structures to make their speech attractive for the audience. For this reason, proper training is essential for English non-major students. This training they may get from their schools, colleges, universities and besides that they can take help from other language learning institutions where the teachers can teach them the way of using good words in spoken English. Good pronunciation is another factor in this case. The respondents mentioned that they have problems in English pronunciation. They sometimes misspell the English words and pronounce the English words in a wrong way. For this reason, audience do not like their presentation at all. To make their presentation reliable to the audience the English non-major students need to learn at least ten new English words regularly which they can use in their English speech to make their speech more attractive to the audience.

Moreover, English major students get enough advantages to develop their vocabulary skills. They regularly read their prescribed books, English story books, novels, English newspapers from which they can learn new words and new sentence structures which they can use in their presentations. This readings help them to develop their vocabulary skills. The learners always speak in English inside the classroom which influences them to use new English words. An English major student from P University asserted that, he

watches English movies with English subtitles from which he learns new English words and sentences. He tries to use those English words in his academic presentations which make his presentations attractive to the listeners. Listening is important to build up vocabulary skills. One female English major student from Q University noted that, she learns new words from audio recordings. She hears English conversations regularly, extract English words from those English conversations and use in their English speech. These processes can help them to develop their English speaking and listening skills. However, English major students communicate with foreigners but English non-major students hardly get that opportunity. For this reason, the English major students know more English words than the English non-major students. The English major students get the chances to use English words inside and outside the classroom. The English non-major students get less chance to use English words. They take help from other language learning institutions where they learn the techniques of using English words which will help them to refine their English speaking skills.

In addition, among eight students interviewed for qualitative responses, one English major student said, “I face problems in finding appropriate phrases to express my thoughts in English.” As she gets enough institutional facilities from her department, it enables her to find obstacle in learning spoken English. However, the English non-major students do not get proper advantages from their department in learning spoken English. This may be the reason of their inability to point out the challenge of using appropriate phrases in spoken English. Moreover, out of eight respondents, one English non-major student said, “I am from Bangla medium background and for this reason I face accent problems while speaking in English.” English major students get regular opportunities to speak in English

inside their classroom. They have to do various interactive classroom activities in English regularly, leading to their having good accent skills in English. The English non-major students do not get opportunities to participate in regular classroom activities in English. This may be the reason behind their accent problems in spoken English. Moreover, one English major student said, “I sometimes stammer while speaking in English.” It happens with the English major students who are getting regular facilities inside the classroom. Same may be true for the English non-major students who do not get opportunities on a regular basis inside the classroom. Lack of sufficient English vocabulary and lack of knowledge about the content may be attributed to stammering by the students. The next chapter will discuss on some recommendations for the English major and non-major students to improve their English speaking skills.

Chapter 06 : Recommendations

This chapter explains some suggestions provided by the students by which they can overcome their challenges in spoken English. The suggestions are thematically presented below :

6.1 Identify the problem areas

To enrich the English speaking skills of the learners they need to first identify the problem areas of their speaking. They need to mention their problem areas. The English major students mentioned that if the English language learners want to become good

speakers they need to first identify their problems such as anxiety, nervousness, shyness, lack of self confidence. The English major respondents mentioned that, they need to control their fear, the reasons behind their extreme tension and worry. After finding out the real reasons behind their fear they try to overcome those tension and fear gradually. However, identifying the problems is not an easy task to do. At an initial stage, the respondents started to speak in English. At first they would make mistakes but they would learn from those mistakes. Then, the respondents try to speak in English inside the classroom and by this way they can identify their problems. The teacher also helps them to overcome their problems in English speaking by giving them enough opportunities to speak with the classmates inside the classroom. Private university students create conversations in English in group works, pair works etc. which can help the students to identify their problem areas in English speaking.

6.2Regular Practice

There is a proverb that, practice makes a man perfect. English language learners need to practice English speaking regularly. If they can do it their English pronunciation will be improved. The more the learners practice English speaking the more they will become confident in spoken English. The English students need to create interesting, exciting and insightful conversations in English with their friends, relatives, teachers and others to develop their English speaking skill. Though they study in English department they need to expand their vocabulary which they can use in their English speech to make the

speech more attractive to the audience. Learning new English words is also necessary to become a good English speaker. To speak in English for EFL student is not easy and need much effort to produce acceptable utterances in English (Ariyanti,2016). Some students are reluctant to practice English speaking because of psychological barriers like anxiety, shyness, nervousness, lack of self-confidence etc. All these barriers can be eliminated by practicing English speaking on a regular basis.

6.3 Communication

Communication is exchanging information by speaking, writing or using some other medium. The English speaker and the audience make a bridge of communication. The speaker speaks and the listeners understand each and every sentences of the speaker. Communicating with people in English on a daily basis improves pitch, voice/tone of our speech. The English major students try to speak slowly so that the listeners can understand their language properly. Then, in the English language classroom teachers deliver lecture in English. The students ask questions in English to the teachers. By this way they exchange information with each other. The English major students mentioned that if they want to communicate effectively they need to avoid distractions and stay focused on the topic. The respondents mentioned about the body language in the presentations which connects the message to the audience. If the English speakers want to improve their English speaking , they need to think in English. The English major students depend on technology and speak in English with others via online platforms. They should try to avoid using online platform and speak with others by using their utterances.

6.4 Emphasis on Pronunciation

If the students want to become good English speakers they need to pronounce the English words correctly. Without proper pronunciation the audience will misunderstand the speaker's utterances. According to Hismanoglu (2006), pronunciation plays a significant role in learners' spoken performance. EFL teachers should apply different techniques to help their students in developing their English pronunciation skills (Shahzada,2012). Due to psychological problems sometimes the English speakers cannot pronounce the English words accurately. They need to give emphasize English pronunciation for delivering good speech in English. English major students know the pronunciation but sometimes they misspell some English words which makes their English speaking not reliable to the audience. Therefore, pronunciation is an essential factor in learning spoken English.

6.5 Watching English movies and TV shows

Another way by which the English language learners can improve their spoken English is watching English movies. There are different good English movies for the children and adults. If the students watch those movies they can learn various accents which can help them to develop their spoken English. There are different kinds of TV shows in English which can help the English major students in providing good speech in English. The respondents mentioned that, audio books, TV shows, English movies and podcasts where they use standard English would be a good source to learn spoken. In English movies they use different dialogues from which they can learn new words and sentences. The respondents who are doing their major in English have suggested that if the students watch English movies and TV shows they can become fluent and develop their English pronunciation. Watching English movies and TV shows not only improves the speaking skill of an English language learner but also improves listening and writing skills of the

learners. The learners learn various English words and phrases which they can use in their English speech. Therefore, watching English movies and TV shows can help the English language learners good English speakers.

6.6 Supplementary solutions

The most effective way of developing English speaking is to communicate with the foreigners and maintain good relationships with them. Some students have foreigner friends. They can talk with them in English via face book live, messenger chat or zoom meeting to develop their English speaking skills. By this way, they can learn spoken English well. Another way to improve the spoken English skills that the respondents have mentioned is participating in various English debating clubs. For the English non-major respondents it is very essential to take part in English debating clubs. In those debating clubs they would be able to discuss an issue within groups in English. It is kind of a group work which can be beneficial for the English non-major students to develop their English speaking skills. Not only that but also participating in different public speaking occasions is also important for the English major students to develop their self confidence. The English non-major students need to communicate more and more with others and also native speakers via online and offline. The respondents mentioned that they need to think each and every topic in English as much as possible and share their thoughts with others. Other valuable suggestions that the English non-major respondents have mentioned are, listening to English news channels for instance, BBC or CNN can really help them to improve their speaking skills, they can share news and views of home and abroad with others in English, reading various English newspapers, novels, story books can help them to improve their English speaking skills. They also mentioned that

the students need to have the courage to speak in front of other people. The English non-major students suggested that the students need to focus on grammar problems and sentence constructions in their English speaking which will be beneficial for them. Rehearsing presentations in English at home is helpful for the students especially for the English non-major students to develop their English speaking skills. These solutions are enough for the English non-major students to enrich their English speaking skills.

Out of eight students, one English major student said, “ Students should watch short English documentaries to improve their spoken English skills.” This may help English major students to develop their spoken English skills as they can learn new English words, sentence structures and get accents by watching these documentaries. This may also be the way for the English non-major students to improve their English speaking skills. Another English non-major interviewee said, “ Students need to read English newspapers regularly so that they can learn new words and use them in their English speech.” This technique may even help the English major students to develop their spoken English skills. By reading newspapers they can learn new English words and phrases which may help them to become fluent English speakers. The next chapter will conclude the discussion.

Chapter 07 : Conclusion

From the preceding analysis it can be summed up that, English has been an integral part of our socio-economic survival in modern life. However, the learning of English speaking is yet to improve in Bangladesh. The degree of learning spoken English varies from student to student. The audience appreciate those English speakers who speak confidently in front

of them. Learners face enormous challenges in English speaking. Above findings reveal that, the negative psychological factors for instance, anxiety, nervousness, shyness, low self-confidence, inferiority complex etc, are the barriers in spoken English. English major students get enough opportunities from their Department to enhance their spoken English skills. On the contrary, English non-major students do not get those facilities to develop their English speaking skills. English non-major students could utilize informal institutions by which they can learn spoken English and overcome the challenges in English speaking. They need to follow various procedures to get rid of those barriers. They can take help from extra language learning institutions to become more affluent in English speaking. Knowing spoken English can make our life better. Therefore, the students need to pay attention and give much effort in learning spoken English to develop their bright future.

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Appendix 1 : Students' Questionnaire

(a) Mention your name.

(b) Age :

1. 25-30

2. 35-40

3. 45-50

4. 55-60

(c) Mention the name of your University

(d) Are you doing your major in English?

1. Yes

2. No

(e) If you are an English non-major student then mention the name of your Department.

(f) Are you doing English courses in other language learning institutions? Mention the name of that institution.

(g) Do you practice English speaking regularly?

1. Yes

2. No

(h) How do you practice spoken English?

(i) How much time do you spend in practicing spoken English?

1. 5-30 minutes

2. 1-2 hours

3. 4-5 hours

4. 7 hours

5. N/O

(j) Which techniques do you use in learning spoken English?

- (k) If you are a English major student then what facilities do you get from your Department to improve your spoken English?
- (l) If you are a English non-major student then what advantages do you get from your Department to improve your spoken English?
- (m) Do you face any challenges in spoken English? (Both for English major and non-major students)
- (n) Could you please suggest some ways by which students can overcome their obstacles in spoken English?

Appendix 2 : Teachers' Questions

1. Would you please mention your name.
2. Would you please mention your educational background.
3. Would you please mention the name of the English Language courses that you are teaching at your Department.
4. Does the syllabus of your course cover all the four skills of English language?
5. Do you have English Language teaching experience in other institutions besides your own institution? How many years you are teaching at the institution?
6. Would you please mention the techniques that you follow to teach the students' spoken English.
7. Do your students face challenges while speaking in English? What are those challenges?
8. Would you please suggest some measure through which students can overcome their challenges in spoken English.