

Bengali Medium Students' Vulnerability in Speaking English

Umme Sharmin Kabir

ID: 09103012

Department of English and Humanities

August 12, 2012



BRAC University, Dhaka, Bangladesh

Bengali Medium Students' Vulnerability in Speaking English

A Thesis

Submitted to the Department of English and Humanities

of

BRAC University

by

Umme Sharmin Kabir

ID: 09103012

**In partial fulfillment of the requirements for the degree of
Bachelor of Arts in English**

August, 2012




BRAC University, Dhaka, Bangladesh.

Abstract

The researcher's objective was to find out the problems that Bengali medium students face in speaking English. To do that a questionnaire in rural and urban areas for both the teachers and students of class IX were made along with the classroom observation. However, all the findings show that lack of communicative environment in English, negative attitude of students toward using English both inside and outside classroom, lack of self-confidence and rich vocabulary etc. and lack of positive reinforcement from the teachers' side hinder in improving speaking skills of the students of Bengali medium schools. However, the researcher hopes that this study will help the ELT practitioners and English teachers of the Bengali medium schools to find out their students' problems and take positive but effective actions in solving them.

Declaration

This thesis is a result of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

 12.08.2012
.....

Umme Sharmin Kabir

ID: 09103012

BRAC University

August, 2012

Acknowledgment

All the sincere gratitude and appreciation go to the Almighty Allah for giving me the determination, strength and the patience to carry out and complete this research. I would also like to express my deepest gratitude to my parents for giving me love, support and encouragement through my life.

I am deeply indebted to my dear supervisor Ms. Sabreena Ahmed for believing in me, giving me her valuable time, energy, suggestions, for encouraging and supporting me for two semesters, and most importantly for correcting my mistakes over and over again.

I would like to give thanks to my dear Didi and younger sister Panna for supporting me both financially and mentally and being with me in all need.

I am grateful to my friend Farha Binte Islam for giving her cooperative feedback and suggestions to make this paper more informative.

Finally, I cannot but help from being thankful and gratitude to all the participants who participated in the survey and also to all the people who directly and indirectly made their contribution to my study.

Dedication

To my beloved father (May Allah keep him in peace) whose existence I feel in each and every moment and whose ideal and inspiration provide the strength to live in the world without “Him”.

Table of Contents

CHAPTER 1: INTRODUCTION	1
CHAPTER 2: LITERATUYRE REVIEW	3
2.1. The status of English in the world	3
2.2. English in Asia	7
2.3. English in Bangladesh	9
2.4. Vulnerability off ESL/ EFL students with speaking English	10
2.5. Speaking as skill in the teaching pedagogy	12
2.6. Method and approaches of ELT	14
2.6.1. Language- Centered Method	14
2.6.1.1. Audio-Lingual Method	14
2.6.2. Learner- Centered Method	15
2.6.2.1. Communicative Language Teaching	15
2.6.3. Learning- Centered Method	16
2.6.3.1. Task-Based Language Teaching.....	17
2.7. Speaking – the most difficult skill to teach	19

2.8. Communicative competence Vs. Linguistic competence	19
2.9. Problems of teaching and learning English speaking English	21
2.9.1. Psychological factors	21
2.9.1.1 Anxiety	21
2.9.1.2. Lack of motivation	22
2.9.1.3. Fear of losing face	23
2.9.1.4. Lack of creativity in students	24
2.9.1.5. Little understanding of the aims of teaching English	24
2.9.2. Socio-cultural factors	24
2.9.2.1. Lack of communicative aim	25
2.9.2.2. Less exposure to the real life interaction	25
2.9.2.3. Less familiar with the feature of spoken text, especially in terms of the cultural context of the in terms of the context language.....	26
2.9.2.4. Crowded and large class	26
2.9.2.5. Lack of sufficient knowledge and experiences	26
2.9.2.6. Interference of mother tongue	27
2.9.2.7. Adverse social environment	27.

2.9.3. Pedagogical factors	28
2.9.3.1. Uncomfortable and irrelevant topic	28
2.9.3.2. Lack of competent teachers	28
2.9.3.3. Traditional pedagogical approach	29
2.9.3.4. Defective textbook and curriculum	29
2.9.3.5. Faulty examination system	29
2.9.3.6. Insufficient provision of audio-visual aids	30
2.9.3.7. Shortage of time	30
2.9.3.8. Teachers' inability to solve the students' problems	30
2.9.3.9. Inability of the teacher to understand the difference between the teaching of literature and the teaching of language skill	31
2.9.3.10. Shortage of vocabulary	31
2.10. Logics for speaking	33
CHAPTER 3: RESEARCH DESIGN.....	35
3.1. Objective	35
3.2. Research Question	35
3.3. Significance of the study	36
3.4. Participants	36

Appendix.....	72
---------------	----

Chapter 1

Introduction

1.1 Introduction

English is regarded as the second language in Bangladesh. A student in Bengali medium school learns English from the very beginning of his or her schooling. But, it is a sad matter that a student who is on the edge of passing 12 years of study cannot show his/ her mastery in speaking English. Even these students do not bother about speaking in English. Rather, speaking English seems like a ghost in the dark to them. However, such reluctances (though many are interested) or sacredness are the result of many implicit and explicit reasons. Our educational pedagogy and social context do not provide a friendly and communicative environment where these Bengali medium students can practice this speaking skill. Thus, surviving in such an unfavorable situation these students' have made up their mind that they would not learn English as a "language" rather they would regard it as a "subject to pass". As a result, these factors are working as a fence which keeps these students' latent willingness to discover English as a language in speaking on the other side of the fence. However, the most unfortunate issue is that the ELT practitioners in Bangladesh, collaborating with our English teachers do not resolve the problems that Bengali medium students face in speaking English. Moreover, they do not take effective care to present speaking as a demanding skill in English. So, the main aim of this paper is to find out these vulnerability that Bengali medium students usually face in the race of speaking in English. Also, this paper will shed light on some of the effective remedies that may help Bengali medium

students to overcome the existing fear and reluctance in case of speaking English and will find a supportive environment to practice English in both inside and outside educational institution.

Chapter 2

Literature Review

2.1. The status of English in the world

English Language has many varieties and functions, models, norms and attitudes, and therefore, impact on all through the worlds. For these factors English “....is not perceived as necessarily imparting only Western traditions” (Kachru, 1986, p. 12)’. The rapid spread of English all through the world has entitled it as the “World Englishes”. According to Kachru (1986), there are many divisions and subdivisions among the English-using speech community. He has divided these communities firstly, in terms of “English-speaking nations” with American English, Australian English, British English, Canadian English, Indian English, Jamaican English and so forth. Then, the next category that he has provided is based on “ethnic criteria”. However, Chicano English along with Anglo-Indian English are in this group together. On the other hand, the third category that Kachru has divided is based on “color” of the English- speaking people. This category possesses Black English, Brown English, White English, and Yellow English. Moreover, he has simplified all these speakers by making three categories; ENL (English as a Native Language) to those who use English as their mother/ first language (Americans, British, West Indians, South Africans), ESL (English as a Second Language) as a second group refers to those who learn English after acquiring their mother tongue (South or Southeast Asia, Africa) and the third one is EFL (English as a Foreign Language) who learns English as a foreign language for example, in Iran for science and technology, in Japan for international commerce and tourism (p. 128).

However, Jenkins (2009) has also affirmed that the spread of English around the world is often discussed in terms of three distinctive groups of users, respectively as:

a native language (ENL),

a second language (ESL),

a foreign language (EFL).

ENL are those countries where historically and culturally English is regarded as the first language. The number of such speakers throughout the world is thought 350 million. EFL are those learners who learn the English to communicate with its native speakers. But, there is a controversy with the actual purpose and number of this group. However, in terms of 'reasonable competence' the number is likely to be 1 billion. The last group is ESL or "English as a Second Language" refers to the language spoken in large number of territories such as India, Bangladesh, Nigeria and Singapore, which were once colonized by the English. "These speakers are also thought to number around 350 million" (Jenkins, 2009, p.16). However, the demand and use of English is increasing day by day in the world. Kachru's 'Three circle model of World Englishes' (1985), McArthur's (1987) 'Circle of World English' and Gorlach's (1988) 'Circle model of English' show the expansion and the use of English throughout the world.

"However, the most useful and influential model of the spread of English has undoubtedly been that of Kachru" (Jenkins, 2009, p.18). According to Jenkins'

explanation, it is known that Kachru has divided World Englishes into three concentric circles; the Inner Circle, the Outer Circle, and the Expanding Circle.

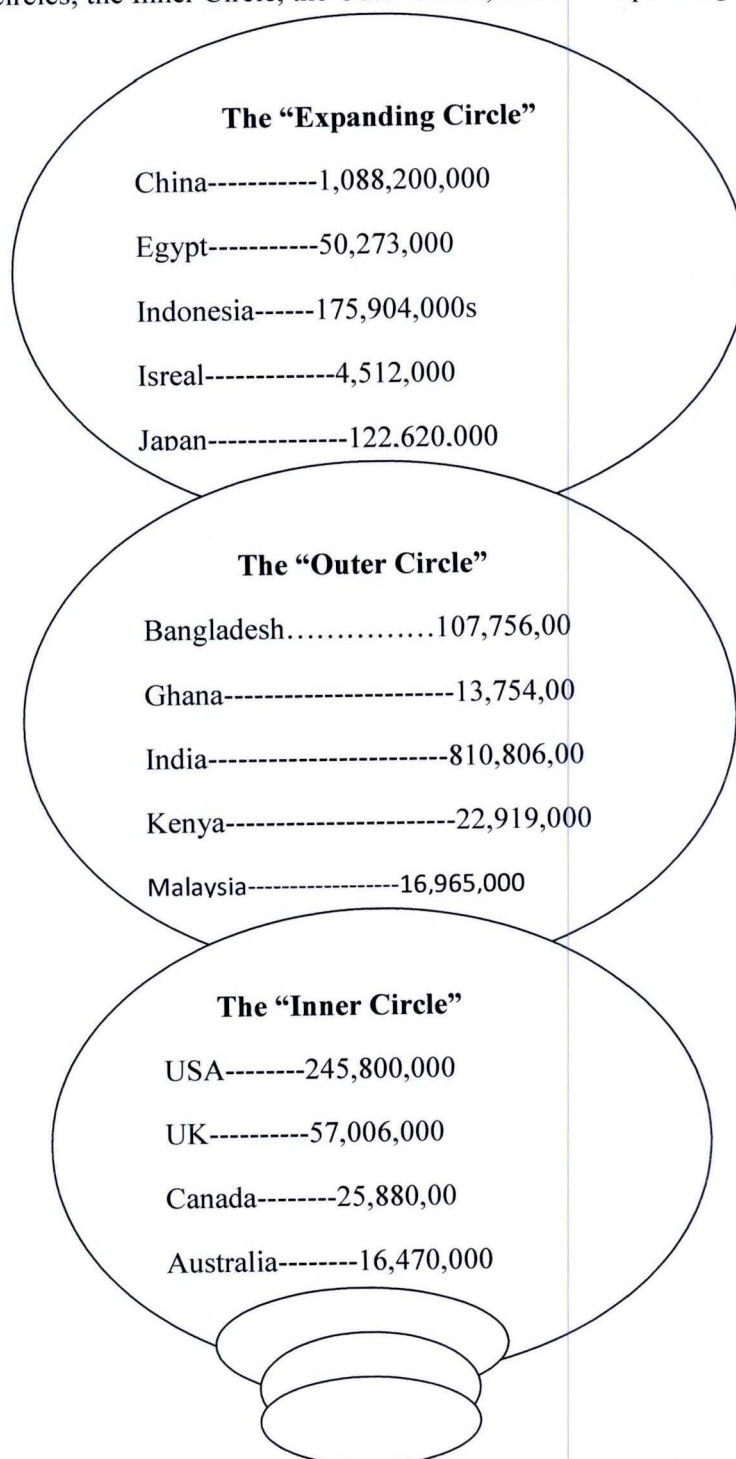


Figure 1: Kachru's three-circle model of world English's (Jenkins, 2009, p. 19).

However, “The three circles represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts”. (Jenkins, 2009, p. 18). The English spoken in the inner circle is said to be ‘norm-providing’, where the Outer Circle to be ‘norm-developing’ and that in the Expanding Circle to be ‘norm-dependent’. Moreover, the “Expanding Circle” is the grouped of EFL countries, the “Outer Circle” is for EFL countries and the rest one is for the ENL countries.

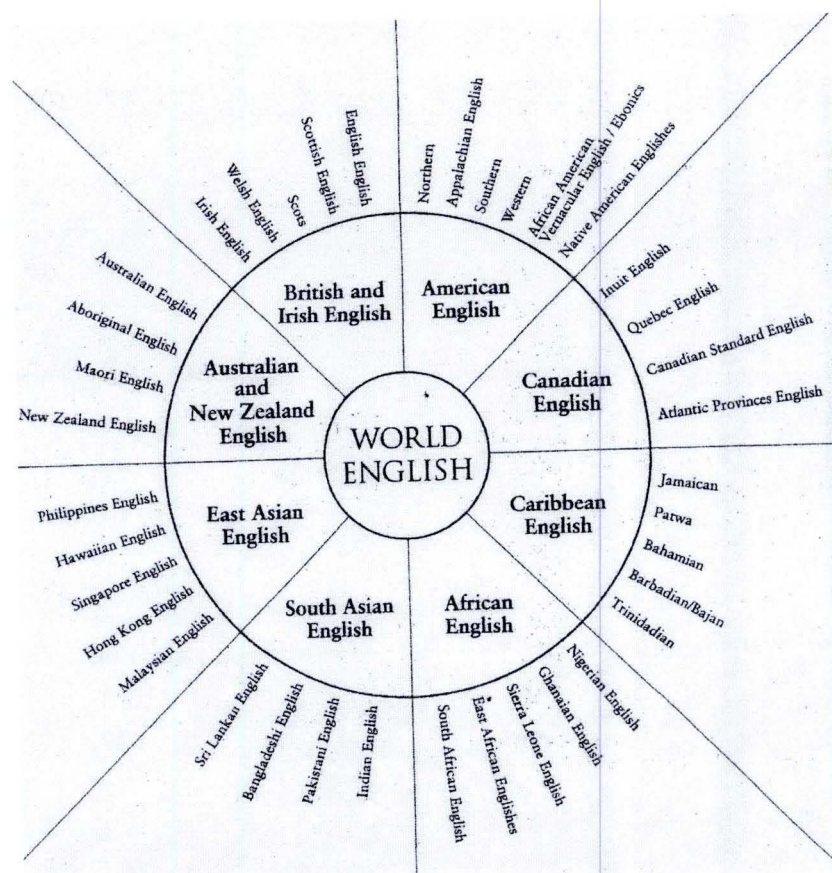


Figure 2: MacArthur's circle of English (Oxford & Jain, 2008, n.d.)

McArthur has divided "World English" on the basis of eight zones. Again, the countries of the world, according to their location, fall in different zones. In this "Circle of World English" Bangladesh, India, Sri Lanka and Pakistan are categorized under "South Asian English".

2.2. English in Asia

Baugh (1935) found that the sociolinguistic context of English language had been changing constantly from the sixteenth century (as cited in Kachru, 1986, p.1). Thus, in this constant change, English is no more regarded as the symbolic icon of sociolinguistic and linguistic status of the Western world. Rather, this language has transmuted itself in such a universal platform where almost all the nations have some kind of interest and global necessity to dive into this. Thus, the western dictatorship and domain on English language has been restructured. As a result, "... one more frequently, and very eloquently, hears people ask, is English really a non-native ("alien") language for India, for Africa, and for South-east Asia?" (Kachru, 1986, p.12). However, this think-tank also reported that "In several Asian and African countries, English now has national and international functions that are both distinct and complementary" (p. 12). However, Masica (1976) defined South Asia as a "linguistic area" (as cited in Kachru, 1986, p.33). Whatever, Kachru (1986) divides South Asia in terms of the following countries; India (762.2 million), Bangladesh (101.5 million), Pakistan (99.2 million), Nepal (17.0 million), Sri Lanka (16.4 million), and Bhutan (1.4 million) (p. 33).

On the other hand, Jennifer Jenkins (2009) categorizes Asian English both regionally and functionally. She also believed in that “.....in some of these areas the L2 variety of English is spoken by a very large percentage of the total population (Jenkins, 2009, p. 45). For example, almost half of Singaporean, over two millions or almost a third of the total Hong Kongese, and a vast number of Indians speak English as an L2. Moreover, according to Crystal (2003) the number of Asian L2 speaker of English is mentioned here according to English-speaking territories:

Territories-----	Usage estimate		----- Population
	L1	L2	
Bangladesh		3,500,000	131,270,000
India	350,000	2,200,000	1,029, 991,000
Sri Lanka	10,000	1,900,000	19,400,000
Pakistan		17,000,000	145,000,000
Nepal	900	10,700	12,000
Myanmar			
Hong-Kong	150,000	2,200,000	7,210,000
Singapore	350,000	2,000,000	4,300,000
Malasia		540,000	10,548,000
Phillippines	20,000	40,000,000	83,000,000 (as cited in Jenkins, 2009, p.2-3).

However, Crystal (2003) has categorized the Indian, Lankan, Pakistani and Bangladeshi Englishes as the South Asian English (es). "Within this group, Indian and Lankan Englishes are the most developed..... where in postcolonial Bangladesh.....there has been relatively little interest in English.... (as cited in Jenkins, 2009, p. 46).

2.3. English in Bangladesh

For more than a hundred and fifty years English has been taught in our school and colleges in Bangladesh. But, still "it is considered as one of the most difficult and fearsome subjects in the curriculum" (Sinha, 2011, p. 168). Chowdhury & Shaila (2011) have talked about the early goal of teaching and learning English in the subcontinent. They have agreed that English was taught in this region during the colonial rule aiming at creating a "servant class" who will be suppressed into following the commands of the "Masters". Thus, the teaching approach would rely more on memorizing grammar and writing skills rather than speaking skills. As speaking skills were more representative of interaction and exchange of ideas so "developing speaking skills were neglected" (Chowdhury & Shaila, 2011, p.69). Moreover, they also added that learners' less exposure to the real life communication using the target language, their anxiety and nervousness, influence of the L1 of mother tongue, adverse social environment with their psychological problems would create a bumpy situation to practice English speaking in teaching and learning speaking English (p. 68).

However, Selim & Mahboob, (2011) criticizes the orthodoxy of the then traditional English teachers. "When ELT came to Bangladesh the traditional English teachers vehemently opposed it because they were not ready for something new (p.141). They also loved to follow their forefather ideology in teaching English grammar-translation method and they would say "they were quite successful neglecting two other important skills of language learning through--listening and speaking" (p 141).

2.4. Vulnerability of ESL/EFL students with speaking English

The purpose of why that the EFL and ESL students learn English is different from each other. However, in almost all the EFL/ ESL countries "Speaking is in many ways an undervalued skill" (Bygate, 1987, p. VII). Whatever, research finds that there is the assimilation regarding the problem that both the ESL/ EFL group face in speaking English. For example, "Many Japanese students of English are highly competent in reading, writing, and listening but not in speaking" (Sato,2003, p. 5). Some of the criteria like, quietness and shyness in class, syllabus structure, fear of losing face, anxiety in speaking, meaningless and irrelevant classroom practice, grammar-translation method, large class size etc are responsible for the lower speaking rate of Japanese EFL students (p. 5). Also, the same case is happening in the monolingual and monocultural environment in Hong Kong. Zhengdong Gan (2011) conducted a study on 20 students who were in their final year of a 4 year Bachelors of Education (English language). However, the study found that Hong Kongese students rarely had any environment to practice English speaking outside the educational context (p.54-55). Littlewood (1992) in his *Teaching Oral Communication: A methodological*

framework has pointed out the EFL students' problems in speaking the foreign language. He found that EFL students have few opportunities to speak English outside classroom. Although speaking is crucial in learning any foreign language but nevertheless many students find it difficult to speak (p. 53). Moreover, Tsui (2001) has stated that second language learners are always in fear of making mistakes. In reality, they make many mistakes in speaking and for this reason these learners tend to be more vulnerable to criticism and negative evaluation while speaking (as cited in Gan, 2011, p. 54). Whatever, Svetlana A. Timina and Norman L. Butler (2011) conducted a study on 70 students at Shih Chien Univeristty in Taiwan who were doing their masters with major in English. The study found that learners' speaking anxiety and unwillingness to communicate, lack of motivation, cultural gap between teacher and student, rote learning and also uncomfortable topics inhibit them from speaking English. However, India regards English as the second language as Bangladesh does. These two neighboring countries are not beyond the problems than the countries discussed above. There are many problems in teaching English in India which is the ultimate result of students' limited eagerness to speaking English.

Radhika Hanumntharao (2011) has discussed some of the problems in teaching and learning English in India. Teachers' indifferences toward the goal of teaching English, inadequacy of teaching equipment, faulty curriculum and examination system, lack of motivation, lack of English speaking environment, large and crowded classroom, fear of losing face, learners' anxiety and interference of mother tongue are some of the

causes for why Indian students are lagging behind in speaking English. However, speaking by using TL varies from person to person.

Larsari (2011) has denoted some of the factors like personality type, learning and response pace, motivation and language proficiency affect learners in speaking up the TL (p. 162). Moreover, shyness, afraid of making mistakes or fear of losing face, slow in processing information etc trend learners to be inefficient user of a TL, says this article reviewer.

Whatsoever, the problems that the EFL and ESL students face in speaking all through the world are more or less similar to each country to the other. Thus, in context of Bangladesh; teacher-centered classes, administrative set up, large classes, huge students, cultural conflicts (Siddique, 2004); reluctance of speaking English, shyness, interference of mother tongue, incompetent ELT teachers (Ahmed, 2006); large classes, lack of confidence, lack of co-operative and communicative environment, students' shyness (Chowdhury & Shaila, 2011) etc are the main obstacles for the Bangladeshi Bengali medium students in speaking English.

2.5. Speaking as a skill in the teaching pedagogy

Speaking has occupied a different position in the English teaching pedagogy in an L2 context. Martin Bygate presents 3 main reasons for this. Tradition (translation approaches marginalize the teaching of communication skills), technology (only tape

recorders were available since 1970s before that reading writing were the main concentration in the language pedagogy). The 3rd one he defines as the 'exploitation' which is the dominant behavior of GTM , ALM, DM, Silent way, CLL, Suggestopedia (Bygate, 1987, p. 43).

In Bangladesh, CLT teaching approached is not practiced so much. However, CLT or Communicative Language Teaching has a great importance on learner to be competent in speaking English through the real exposure through 'communicative competence'.

Although the CLT method of teaching mushroomed around the world during the 1970s, it was not till the 90 's that this method formally entered the arena of English language teaching in Bangladesh. In 1998 the CLT method was introduced in the secondary school level classroom via a set of supposedly communicative English textbooks entitled English For Today. Ever since its introduction in Bangladesh, the communicative method of language teaching has posed a number of pertinent problems...in Bangladesh (Siddique, 2004, p. 1).

On the other hand, TBLT has also abundance potentiality to improve Bengali medium students' speaking skill in English.

2.6. Methods and Approaches of ELT

2.6.1. Language- Centered Method

Language-centered methods are those teaching methods which

.....seek to provide opportunities for learners to practice preselected, presequenced, linguistic structures through form-focused exercise in class, assuming that a preoccupation with form will ultimately lead to the mastery of the target language and that the learners can draw from this formal repertoire whenever they wish to communicate in the target language outside the class(Kumararavadivelu, 2009, p. 90).

According to him, language learning is 'intentional' not 'incidental' and has believed that a certain kind of assimilation with a particular grammatical structures and vocabulary will enable the learners to use that language in communication.

2.6.1.1 Audio-Lingual Method

Kamuaravadivelu (2009) has affirmed 'Audio-lingual' method as one type of language-centered methods(p. 90). However, "Audio-Lingualism relied heavily on drills to form substitution drills habits" (Harmer, 2001, p.79). Furthermore, Larsen-Freeman (2004) has noted that these drills in ALM teaching method form a habit formation in learners through stimuli and reinforcement (p. 35).

2.6.2. Learner-Centered Method

“Learner-centered methods are those that are principally concerned with learner needs, wants and situations” (Kumaravadivelu, 2009, p. 91). Like the language – centered method, learner-centered method ‘seeks to practice preselected, presequenced linguistic structures and communicative notions/functions through meaning-focused activities, assuming that a preoccupation with form and function will ultimately lead to target language mastery and that the learners can make use of both formal and functional repertoire to fulfill their communicative needs outside the class’ (Kumaravadivelum 2009, p.91). However, the main difference is that the language-centered method solely gives focused on the ‘structures and grammar’ whereas with addition with that the ‘learner-centered method’ gives also emphasis on the ‘communicative notion and function’ of the language.

2.6.2.1. Communicative Language Teaching

Kumaravadivelu (2009) entitles CLT as a learner-centered approach of language teaching. According to Larsen-Freeman (2004), in 1970s, educators found that students did know the language structure and grammatical items correctly. But, they would hardly be able to communicate with the structural knowledge. Some other noted that ‘being able to communicate required more than mastering linguistic structures’ (Larsen-Freeman, 2004, p.121). According to this writer, CLT enables its learners of ‘knowing when and how to say what to whom’ (p. 121). On the other hand, Harmer (2001) states “the ‘what to teach’ aspect of the Communicative

approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary” (p.84). Urmee (2011) strongly argues that the purpose of Communicative Approach is to create an environment to lessen anxiety and thus to set for a communicative milieu (p. 296). Thus, CLT considers the communication and put emphasis on the more use of the language through speaking. However, Harmer (2001) compares the communicative approach with non-communicative approach of teaching ELT and presents a parallel chart named as “communication continuum. Here it has given:

Non-communicative activities

Communicative activities

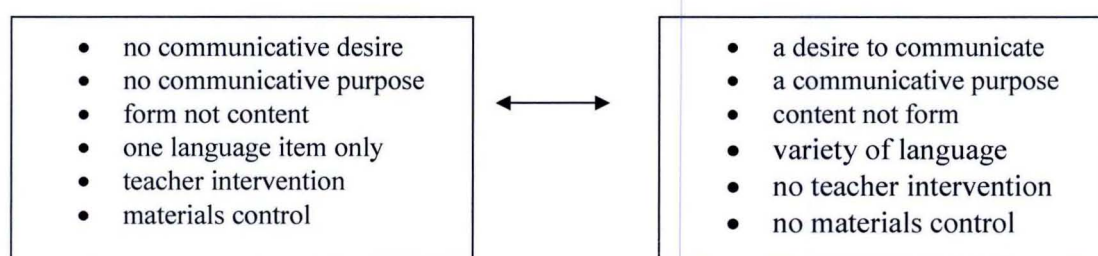


Figure 3: The Communicative continuum (Harmer, 2001, p.85).

2.6.3. Learning- Centered Method

Learning-Centered language teaching methods principally concerned with cognitive processes of language learning which “...seeks to provide opportunities for learners to participate in open-ended meaningful interaction through problem-solving tasks in class, assuming that a preoccupation with meaning-making will ultimately lead to target language mastery to achieve linguistic as well as pragmatic knowledge/ ability” (Kumaravadivelu, 1990, p. 91). ELT practitioners believe that to develop learners’

language use they need a condition in which they engage in meaningful activities in class. They believe that a language is best learned when the focus is on understanding, saying, and doing something with language.

2.6.3.1 Task- Based Language Teaching

Task-based Language Teaching (TBLT) emerged with its significance in language teaching pedagogy at 1980s. This is a communication centered approach of language teaching. In this language teaching method “priority is given to process over predetermined linguistic content” (Larsen-Freeman, 2004, p.137). However, Howatt (1984) makes a very important comment on the significance of this method in teaching oral speaking to the learners. “In this approaches rather than ‘learning to use English,’ students ‘use English to learn it” (as cited in Larsen-Freeman, 2004, p. 137). However, “.....task-based approach aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact” (Larsen- Freeman, 2004, p. 137). Task-based approach involves learners to complete a task and thus they interact with each other to solve the problems and learn how to use a language. Larsen-Freeman (2004) believes that by doing task completion learners become able to make a bridge between language study and its use .Also, a task-based classroom may arouse a communicative environment where learners speak in the target language to learn it. “... [G]iving an opportunity and encouragement to speak will be useful in class, and.....students can ‘learn to speak by speaking’” (Scrivener,1994,P.146). However, communicative task, in this case, may be one kind of good exercise for the students. Nunan (1989) compares a

communicative task with an effective classroom work. According to him, a communicative task is a piece of classroom work which involves learners in a comprehending, manipulating, producing or interacting in the target language in which their attention is principally focused on meaning rather than form. On the other hand, a task is a goal-oriented activity from where a "collection of key elements can be extracted among which one can refer to priorities of meaning, process of thought, real world communication, and authenticity" (Aliakbari & Jamalvandi, 2010, p.19). However, to do so, they have to listen to others and need to associate with their knowledge. Thus, a task makes a bridge between the learners' existing knowledge with the new one. A task contains several constituents like: task comprising input, activities, goal, roles, and settings. To most of the linguists, a task-based lesson comprises with three major stages involving 'pre-task', 'during task', and 'post-task'. To Harmer (2001) the aim of the Task Based Language Teaching "is the task, and not the structure" (p.86). However, Willis' three basic stages of a task base language teaching is provided he

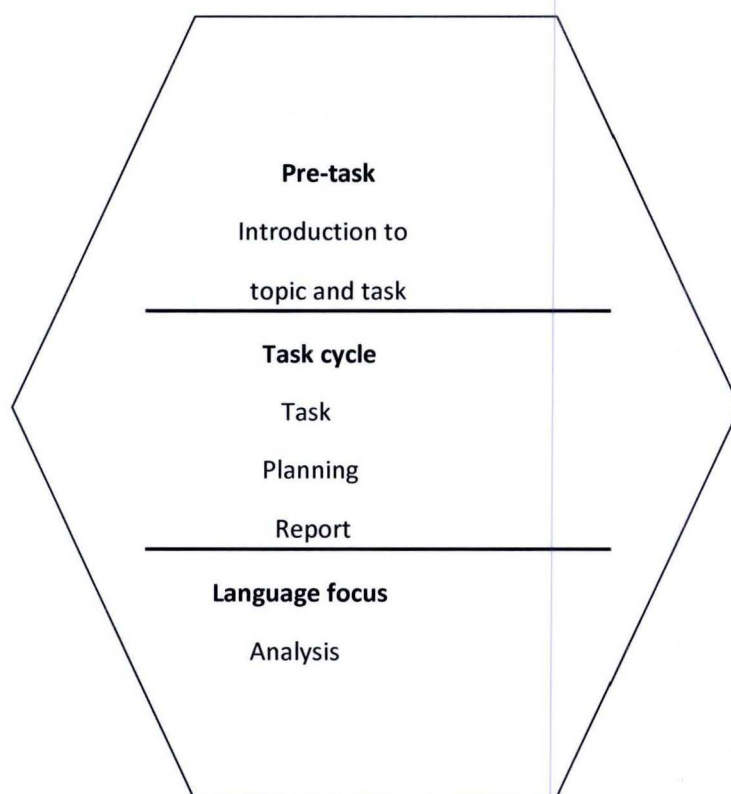


Figure 4: The Willis TSL framework (as cited in Harmer, 2001, p.87)

2.7. Speaking-the most difficult skill to teach

Chowdhury and Shaila (2011) conducted a study on 52 English teachers from different universities of Bangladesh. However, they were given a question like “Which skill do you find most difficult to teach.....” In response, 29 respondents (55.76%) answered that teaching “speaking skill” is the most difficult to teach.

2.8. Communicative competence Vs. Linguistic competence

“Communicative competence consists of grammatical competence as well as sociolinguistic competence (Kumaravadeivelu, 2009, p. 8). On the other way, Kachru

(1986) entails communicative competence as the accumulation of acceptability, appropriateness, and intelligibility in the context of culture (p. 122). However, 'Communicative Competence' is not practiced in Bangladesh in a satisfactory way. However, Siddique (2004) has stated that "the attempts to implement it (communicative competence) fully in Bangladeshi classrooms have come up against a number of problems that make the suitability and success of CLT in Bangladesh suspect (p. 1). She also has worried sharing with us that a majority of teachers at the secondary level themselves lack competence in the four basic skills and are thus far from having mastered the 'communicative competence' they are supposed to be teaching (p. 2).

However, communicative competence not linguistic competence is needed to achieve the learners' communicative goal. However, "Linguistic competence" is the ability to use the grammatical elements correctly. But, this competence cannot make a learner enable to communicate with someone effectively.

Whatsoever, to achieve a communicative competence a student needs the following things (Urmee, 2011):

- Teachers should be motivate and positively supportive;
- Both peer group and teacher should not criticize at learner's mistake;
- Every student should give the equal chance to participate in class;

- Students should try to create positive self-image and hesitate to respond in the class;
- Education institute should ensure a English-speaking campus;
- Family should give concern on their learner's supportive and positive encouragement.

2.9. Problems in teaching and learning spoken English

2.9.1. Psychological factors

A few students study the language so that they may obtain a good score in English and secure a place in the merit list; a few study the language because they really want to know the language and learning it, but the majority just want to get pass marks. And most of them lack linguistic as well as communicative competence (Sinha, 2001, p. 171-170).

2.9.1.1 Anxiety

“In the context of L2 learning, anxiety is characterized by feelings of self-consciousness, fear of negative evaluation from peers and fear of failure to live up to one's own personal standards and goals” (Kumaravadivelu, 2009, p.33). On the other hand, Lightbrown and Spada (2006) have defined learner's anxiety as the “feelings of worry, nervousness, and stress that many students experience when learning a second language (p. 61). However, Rochecouste and et al. (2011) have affirmed that for an L2 speaker, overcome of this type of anxiety is essential. They also have agreed in the

point that removal of this anxiety paves the way 'to become comfortable with a new language and a new learning environment' (103). Moreover, Yashima (2002) has found in her studies that "... a lower level of anxiety and higher perception of L2 competence led to a higher level of WTC [Willingness to Communicate]..." (as cited in Sato, 2003, p. 9).

2.9.1.2. Lack of motivation

Motivation provides "the driving force to sustain the long and often tedious learning process" (Routledge Encyclopedia, 2000, p. 425). Moreover, Marinova-Todd et al. conducted a research on adult acquisition of English and concluded that L2 learners can highly proficient in speaking an L2 if they are motivated (cited in Gilakjani, 2012, p. 119). But, nevertheless, it is not strongly agreed by the researchers and linguists that motivation can lead an EFL/ ESL learners to learn the language successfully. However, Kumaravadivelu (2009) argues it is the only intake variable that has a positive correlation with L2 learners' development in learning the TL with the successful learning outcome" (40). But, there is also some controversy with the effective affect on L2 learners in learning the TL. However, Lightbrown and Spada (2006) have assured that "although the research cannot prove that positive attitude and motivation can cause success in learning, there is ample evidence that positive motivation is associated with a willingness to keep learning" (p. 63). On the other hand, Sinha (2001) has agreed with Lightbrown and Spada. She believes that a students' positive motivation and attitude create a great capacity for "concentrated effort" and this may make them interested in learning a language "intrinsically". On

the other hand, she has further added that a negative attitude can create unwillingness to both the teacher and learners to teach and learn the language. However, Lightbrown and Spada (2006) have entitled motivation as a complex phenomenon and defined it in terms of two factors: learners' communicative needs, and their attitudes towards the second language community (p. 63). And these two together motivate learners to acquire proficiency in the target language. Zoltan Dornyei (2001) developed a process-oriented model of motivation consisting of three-phases. 'Choice motivation', the first phrase refers to getting started and setting goals. The second phrase, 'executive motivation', is about carrying out the necessary tasks to maintain motivation and the third phrase, 'motivation retrospection', refers to students' appraisal of and reaction to their performance. (as cited in Lightbrown & Spada, 2006, p.64).

2.9.1.3. Fear of losing face

Naturally, speaking needs some extra care because this is the skill which runs in one way. It means that if a speaker speaks something before audience(s), it comes to the audience(s) forever. Like writing, this skill does not provide any chance to rub the mistakes. So, there is a chance of losing the speakers' face before audience(s). For this fear, "second language learners tend to be more vulnerable to criticism and negative evaluation than in other subjects because the chances of making mistakes in using the language are much greater" (Tsui, 2001, as cited in Gan, 2012, p.54).

2.9.1.4. Lack of creativity in students

Hanumantharao (2011) thinks students are trapped by the orthodoxy teaching style of English language (para. 26). On the one hand, they are not encouraged to show their talent in the language and again on the other hand, they are not taught in a communicative environment. For these reasons, students do not get any chance to express their latent potentiality in an L2. As a result, "Most of the students are very reluctant to speak in English irrespective of their proficiency in one or the other skill" (Ahmed, 2006, p. 4).

2.9.1.5. Little understanding of the aims of teaching English

A teacher should know the aim of teaching English and should be concentrate on the fundamental four skills (listening, speaking, reading and writing) of the language. "It is of paramount importance that the teacher should know what his/her task is and what s/he is trying to achieve by teaching English" (Hanumantharao, 2011, para 11).

2.9.2. Socio-cultural factors

According to D.A. Wilkins,

Society creates the context of learning and within this we try to meet the needs of the individual. We can best understand society's reasons for providing for the learning of foreign languages by examining the socio-linguistic status of language to be learned (as cited in Sinha, 2011, p. 169).

In addition to that, Kumaravadivelu (2009) refers social context as a “range of Language-learning environment such as the home, the neighborhood, the classroom, and the society at large” (43).

2.9.2.1. Lack of Communicative need

EFL/ ESL students cannot speak in the target language (TL) for the lack of effective communication. In most of the cases EFL and ESL learners have hardly any access to TL with which they can communicate in the society. Even in classes they do not get the sufficient exposure to speak in the TL. Larsari (2011) quotes that “EFL learners generally do not have adequate access to the TL and practice what they have learned in the classrooms” (p. 161).

2.9.2.2. Less exposure to the real life interaction

Chowdhury and Shaila (2011) have assured that in SSC and HSC levels in Bengali medium school, students have hardly any scope for speaking. They also add that students are rich in writing skill but “to use everyday colloquial English they do not feel confident” (p. 73). Moreover, Scrivener (1994) pointed out that ESL student do not have the enough access to practice the TL and thus they feel unsecured, fear, nervous and scared to speak in English.

2.9.2.3. Less familiar with the features of spoken text, especially in terms of the cultural context of the language

There is a cultural gap between the spoken text and real life interaction. “ In most of the cases the text books audio, and video tapes and other material used teaching speaking and listening in the class room do not do not represent the native culture. The situations and environment described and used in these materials are alien for the students” (73). This, discrepancy between the text book and students’ native culture make nervous students to speak in English.

2.9.2.4. Crowded and large classes

Nearly all English classrooms in the public sector in Bangladesh are overcrowded ones and often have as many as 200 students in them (Siddque, 2004, p. 3). Also “the provisional tutorial classes does become as crowded as the general classes” states Hanumatharao (2011, para. 21). She suggests that practical work in the teaching of English demands the number of students in the class be limited. “In a language classroom we need a limited number of students” (Sinha, 2001, p.173).

2.9.2.5. Lack of sufficient knowledge and experience

Scrivener (1994) believes that ESL learners suffer from both lack of experience and knowledge. Regular exercise and practice makes confidence in a learner to speak in English. “Without experience in using the language, learners may tend to be nervous ... may fear seeming foolish in front of others; may worry about getting things

wrong" (Scrivener, 1994, p. 147). Moreover, they take a long time to 'put the pieces' of information to organize the communication, states he. Harmer (2003) believes that "the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' (p.269).

2.9.2.6. Interference of mother tongue

Chowdhury and Shaila (2011) find that both the students from inside and outside Dhaka interfere their mother tongue while speaking L2 (p.74). "Many of them think in Bangla and want to deliver their thoughts in English through a mental process of mental translation, which often makes the expressions complicated and incomprehensible" (Ahmed, 2006, p. 4) .

2.9.2.6. Adverse social environment

The unavoidable environment created by the peers impacts the speaker deeply, as the belief hold Chowdhury and Shaila (2011). They also add that in the large classes when a student speaks, his/ her peers make laugh at her/ him and do not encourage speaking. So, students are in less confidence and feel nervous and scared to speak English.

2.9.3. Pedagogical factors

“In the context of L2 development, it is the educational context that shapes language policy, language planning, and most importantly, the learning opportunities available to the L2 learner” Kumaravadivelu, 2009. P. 44).

2.9.3.1. Uncomfortable and irrelevant topic

“If the subject is relevant and interesting, if the students already know about or are provided with information to give substance to the topic, if they feel motivated to talk about it, if they feel that they really want to say something, there is a good chance of something interesting happening” (Scrivener, 1994, p. 149). However, Timina and Butler’s (2011) study on the Taiwanese ESL students reports that 27 participants out of 70 demands that “uncomfortable topics must be avoided in an English class” (p.6) which will enhance their speaking ability in class. However, “Teachers can make a positive contribution to students’ motivation to learn if classrooms are the places that students enjoy coming to because the content interesting and relevant to their age and learning ability (Lightbrown & Spada, 2006, p.64).

2.9.3.2. Lack of competent teachers

There is a huge scarcity of competent teachers in teaching English. In fact, “Bangladesh is one of the few countries of the world where teachers can start teaching without any formal training (Siddique, 2004, p. 2). Moreover, “The teachers of Englishdo not keep themselves abreast with the recent developments in the field

of linguistics and theories of learning and teaching, without which they cannot teach their students effectively” (Hanumantharao, 2011, para. 12).

2.9.3.3. Traditional Pedagogical approach

Almost all the ELT teachers use traditional English teaching methods like, GTM, ALM etc to teach language in class which can never arouse any interest among student to speak the TL.

2.9.3.4. Defective textbooks and curriculum

Another important problem of teaching and learning English speaking is the irrelevancy of texts in books and the learners' culture. Hardly there is any relevancy with the learners' life and society. Rather, “books are often prescribed which reflect English life and culture and are less understood and appreciated by teachers. And thus, “The curriculum does not make any special provision for spoken English” (Hanumantharao, 2011, para. 15).

2.9.3.5. Faulty examination system

Hanumantharao (2011, para, 16) becomes worries about the faulty academic examination system in EFL and ESL countries. It is easy to predict what question would be asked in the examination. Moreover, as there is no provisional system of taking test on speaking, so students can easily discard ‘speaking’ from the syllabus.

Thus, gradually they acquire supreme position of being unable to include the speaking skill in their store of learning English. In case of Bangladesh,

Teachers report that there is a conflict between the curricula and the examination system regarding the receptive skills of speaking and listening proficiency. Although these are integral and vital parts of the communicative approach, there is no provision for testing them in the examination system. This results in lack of student motivation in acquiring these skills (Siddque, 2004, p. 2).

2.9.3.6 .Insufficient provision of audio-visual aids

ELT students have hardly any provisional management to use audio-visual aids in class that are very essential for speaking an L2.

2.9.3.7. Shortage of time

Hanumantharao (2011) blames to the insufficient time of the English Language class. She says, teachers do not have any time to carry out the interaction with the class in English (para. 19).

2.9.3.8. Teachers' inability to solve the students' problems

It is very true that teachers, in now-a-days are very much dependent on the market based notebooks. However, the English language teachers are supposed to teach the

students the fundamental elements of language and the conceptual concept of the prescribed texts. Fundamental elements refer to the four skills of English, basic pronunciation, grammar and so on. And, there is no limitation of conceptual concept in the life of students, thinks Hanumantharao (2011, para. 22).

2.9.3.9. Inability of the teacher to understand the difference between the teaching of literature and the teaching of language skills

The study of a language means to develop one's power of expression through writing and speaking and comprehension by mastering stylistic elements of the language. However, there is some differences between teaching English literature and language. Most of the teachers do not differ them and as a result ESL students do not find enough energy to learn the language, said Hanumantharao (2011, para. 25). Again, Sinha (2001) has said that most of the linguists believe that in most of the second language situations, the English teacher is primarily a teacher of literature (P. 67). This is another problem why Bangladeshi students have not enough access in speaking English.

2.9.3.10. Shortage of vocabulary

The main objective of teaching vocabulary in EFL classes is to empower the learners with sufficient word stock for successful communication (Arju, 2011, p.53). She also has said that ESL learners have an inadequate stock of vocabulary which lags behind them in the race of speaking competence. On the other hand, Richard, discussed in

Sayma Arju (2011) imposes the very importance of knowing a word by saying..... knowing a word implies knowing the limitation imposed on the use of the word according to variations of function and situation (p. 51). However, this is a common problem almost in the entire ESL context. Sayma Arju (2011) presents such a problematic situation of Bengali medium students of Bangladesh. Regarding Bangladesh, she argues "while commenting on the ESL learners' competence in speakinglanguage instructors frequently complain that the learners are lagging behind because of having an inadequate stock of vocabulary (Arju, 2011, p. 52). According to her, vocabulary is the indicator of learners' speaking competence in English. But, here in Bangladesh, no vocabulary learning task is done in Bengali medium school. However, Liu and Jackson (2008) claim that lack of vocabulary was regarded as a main obstacle for spoken communication by Chinese English (as cited in Gan, 2012, p.49). However, some scholars strongly agree that learners' speaking practice will be a good yardstick to solve this problem. As Gan (2012) believes that "speaking practice can help expose gaps in learners' vocabulary and grammar and pronunciation and eventually improve their oral fluency" (p. 54). He made an investigation on 20 tertiary level students in Hong Kong and found vocabulary was one of the main barricades to learners to express the desired meaning. For example, a student, named by Jane, said that when it comes to speaking, some words and phrases may never come to her mind, and as a result her expression may not deliver what she intended to speak precisely.

Now, from the above literature review, we can categorize these problems in term of the following three factors.

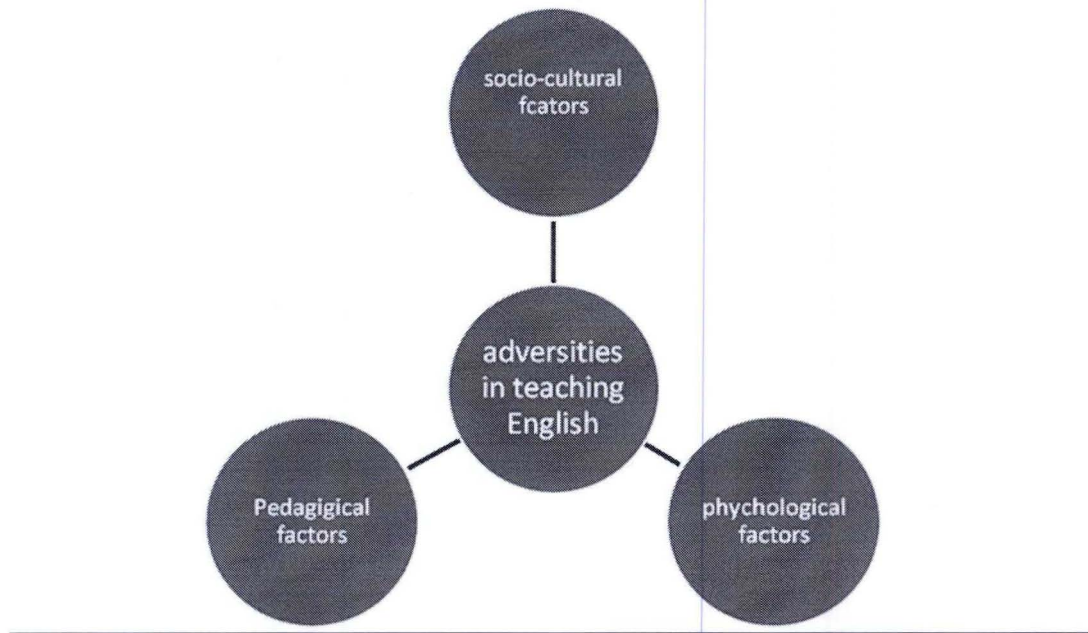


Figure: 5. Adversities faced in speaking English

2.10. Logics for speaking

Braj B. Kachru (1986) genuinely points out to the importance of speaking English for an EFL/ ESL learners. “.....knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science, and travel. In short, English provides linguistic power” (P. 1). However, “Competence in English and the use of this language signify a transmutation: an added potential for material and social gain and advantage. English is considered a symbol of modernization, a key to expanded functional roles, and an extra arm for success and mobility in culturally and linguistically complex and

pluralistic society" (Kachru, 1986, p.1). So, to be competitive in the present world speaking English is must. Moreover, simply, "There is no point knowing a lot about language if you can't use it". (Scrivener, 1994, p.146). However, "Knowing a language most often means being able to converse in that language. It seems to presume that for most language learners today speaking is the most highly valued skill" (Stewart, 2009, p. 2) However, McDonough and Shaw (2003) warn that people often form judgments about our language competence from our speaking rather than from any of the other language skills. According to McCathy (1998) "to many people, mastering speaking ability is the ultimate goal of acquiring a foreign or second language and the other skills are overshadowed by its significance (as cited in Aliakbari & Jamalvandi, 2010, p.15). To Byagte (1987, cited in Aliakbari & Jamalvandi, 2010, p. 15) speaking is the skill by which learners are judged. He also has stated that it is also the medium through which much language is learnt. Furthermore, it is the vehicle of social solidarity, social ranking, and business. Speaking is also the medium through which much language is learnt. "As a result, speaking is considered as one of the central elements of communication in EFL teaching (Aliakbari & Jamalvandi, 2010, p.15). Spoken language is different from the other skills of a language. So it needs special and more care. So, Ur (1996) points out that among the four language skills, speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language; as if speaking includes all required knowledge for a language (as cited in Aliakbari & Jamalvandi, p.15).

Chapter 3

Research Design

This chapter gives an insight into the research methodology that was followed to conduct the research. Questionnaires for both students and teachers were distributed to conduct a survey. In addition to that, class observation was done by the researcher. However, in this chapter, there is a detailed discussion on objective, significance of the study, instruments, procedure and process of analysis and etc.

3.1. Objective

To find out the problems of Bengali medium students in speaking English.

3.2. Research Questions

1. How much importance is given on speaking skill of English in Bengali medium schools?
2. Why the students are scared to speak English?
3. Do the teachers use English or follow the speaking session from the textbooks in class?
4. What do the teachers do to motivate or encourage their students in speaking English?
5. How do the teachers give feedback on students' mistakes in speaking?
6. What is the impact of peer feedback in students' English speaking?

7. Do the environment and class size affect students' speaking English?
8. What are the provisional arrangements there in Bengali medium school to teach speaking English to the students?

3.3. Significance of the study

Speaking skill in English language has always been neglected from Bengali medium English pedagogy. The culture and society of Bangladesh also do not offer a favorable environment for practicing speaking English. As a result of these factors, most of the Bengali medium students have sowed the seed of fear inside them towards speaking English and therefore, they suffer from psychological, socio-cultural and pedagogical vulnerabilities to speak their TL. However, the significance of this study lies on finding out the problems from these three factors that inhibit ESL/ EFL learners from speaking English. However, this paper will provide an insight into Bengali medium students' problems in English speaking and therefore, will help to the ELT practitioners and teachers to take positive steps.

3.4. Participants

The participants are randomly chosen from 4 Bengali medium schools. Two schools amongst them were from rural areas of Kishorgonj district and the other 2 were from Dhaka. All the participants are from class 9. And, also all the schools are combined, means that the schools have a co-education system of both the boys and girls. However, the total numbers of these participants are 62. Amongst them, 31 are from

village and the rest are from Dhaka. In village, there are 17 girls and 14 boys whereas it is 19 girls and 12 boys in Dhaka. Furthermore, there were 4 English class teachers from individual schools who also take part in another the survey.

3.5. Instruments

The methods used to collect data are students' and teachers' questionnaire survey with addition to researcher's class observation. The chief methodologies used in this study include: (1) Students' survey, (2) Teachers' survey and (3) Class observation

3.5.1. Students' Questionnaire

In students' questionnaire there are 15 close-ended questions and 5 open-ended questions. The close-ended questions have some (2-5) options which vary according to the question type. On the other hand, in open-ended question there is no option. Rather, students are free here to write anything as their answer. However, at last there is a concluding question where the researcher asks some suggestions that may be effective to remove Bengali medium students' problems in speaking English.

3.5.2. Teachers' Questionnaire

Teachers' questionnaire is composed of 13 questions. Teachers have had to provide answers on the basis of both optional and their opinion.

3.5.3. Classroom Observation

The researcher also accomplished 4 classroom observations. She sat on the back seats of the classroom. From there, she easily observed both the students and teachers. Moreover, she also asks for some information from them. However, all the time she was careful of taking note on the important matters in the classroom.

3.6. Procedure

The researcher administered the students while they were in answering the questionnaire. Some students felt shy and some students felt uneasy finding the researcher beside them. Also, some of them seemed motivating and asked for their queries. However, the researcher had successfully was able to manage the environment and to make a friendly environment. However, before distributing the questionnaire she introduced herself with the students. There is a common tendency among the students to feel fear of teachers. This fear may hamper the responses; therefore, at the beginning the researchers assured that she will not play any role like a teacher. Rather, she claims herself as a seeker of some support and help from the students. These techniques really helped the researcher to find her participants easygoing and interesting.

The researcher confidently administered the teachers' questionnaire. After introducing herself, the researcher clearly pointed out her objective and purpose. The teachers were seemed in hesitation with some of the questions. But, the researcher precisely but appropriately describes them.

3.7. Process of analysis

There are two types of questions in the researcher's questionnaire: 1. Quantitative, 2. Qualitative. The first type of question was optional (close-ended) and the second one is opinion based (open-ended). However, the researcher's had also some limitation while processing quantitative data. On the other hand, processing qualitative data as was open as its type. For example, quantitative data has been organized collectively of the option. On the contrary, researcher categorizes the qualitative questionnaire based on the answer that the participants made. However, researcher, in her paper, has also used the major findings that were collected from classroom observation.

Chapter 4

Findings and analysis

For the researcher's convenience, the word "Rural" has been contracted into "Ru" and "Urban" has been contracted into "Ur".

4.1. Analysis of students' close-ended questionnaires:

Table 1: Being interested to speak in English

Options	Female		Male		Total number		Percentage of female		Percentage of male		Total percentage		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	average
Always	13	15	6	11	19	27	41.94	48.38	19.35	35.48	61.29	83.86	41.93
Sometimes	4	4	8	1	12	5	12.90	12.9	3.22	3.22	38.71	16.12	54.83
Never	0	0	0	0	0	0	0	0	0	0	0	0	0
No comment	0	0	0	0	0	0	0	0	0	0	0	0	0

In Table 1, we can see that 46 students (average 41.93%) of the total number of participants of 63, response to that they are always interested in speaking English. Another 17 students (54.83%) agree that sometimes they are interested to speak in English. Also, there is a big difference between the interested students of rural and urban participants. It is clear from the responses that 31 rural students are interested to speak in English while 32 students' urban students are interested to do so. No doubt, from the collecting data that both the students of village and city are very much eager to speak in English. But, nevertheless, for some psychological and sociological factors create distinction to achieve and in performance in English speaking.

Table 2: Communication in English with friends outside class

Options	Female		Male		Total number		Percentage of female		Percentage of male		Total percentage		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Always	0	4	0	0	0	4	0	12.5	0	0	0	12.5	6.25
Sometimes	9	15	12	12	21	27	29.03	48.38	38.70	38.70	67.73	87.70	77.40
Never	8	0	2	0	10	0	25.80	0	6.45	0	32.20	0	16.12

The data of this table also provides the positive result. 77.40% students assure that sometimes they communicate through English in question of whether the participants use English with their friends outside the class. Moreover, 6.26% urban students affirm they do that always with their friends. Only 16.12% students state that they never use English to speak in English with their friends outside their class. The noticeable thing here is that all the lack interested students those who never take attempt to talk with their friends outside the class are from rural area. This table points out some implicit and explicit problems that should be readdressed to motivate our students in using English. Moreover, the rural students are lack behind from using English.

Table 3: Sacred in speaking English

Options	Female		Male		Total number		Percentage of female		Percentage of male		Total percentage		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Yes	14	8	11	7	25	15	45.16	25.80	35.48	22.58	80.64	48.38	64.51
No	3	11	3	5	6	16	9.67	35.48	9.6	16.12	19.27	51.63	35.43

From this table it is seen that 80.64% students from rural areas and 48.38% students from urban areas become scared when they want to speak in English. Also, this sacredness is more in both the rural and urban female students.

Table 4: Use of English in class

Options	Female		Male		Total number		Percentage of female		Percentage of male		Total percentage		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Always	2	0	0	2	2	2	6.45	0	0	6.45	64.5	6.45	6.45
Sometimes	14	1	12	1	26	2	61.2	61.2	38.7	32.2	93.8	93.5	46.77
Never	1	0	2	0	0	0	0	0	6.45	0	9.67	0	4.83

We find that average 6.45% urban students agree that they always use English in talking in class. Whereas, this percentage for the option "Sometimes" is 46.77%. Another noticeable thing is the option "Never". 9.68% of rural students say that they never use English where none of the urban students has affirmed that.

Table 5: Teachers' using English in class

Options	Female		Male		Total number		Percentage of female		Percentage of male		Total percentage		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
All the time	0	5	0	2	0	7	0	16.12	0	6.45	0	19.57	9.78
Most of the time	1	4	0	7	1	11	3.22	12.90	3.13	22.58	3.13	6.35	4.74
Sometimes	15	1	10	3	25	13	48.38	32.25	31.25	9.67	79.63	41.92	60.77
Never	1	0	4	0	0	0	3.22	0	0	0	8.06	0	4.03

The result of this table is really alarming. All the village students are agree that their class teacher does not use English all the time in class. On the other hand, 19.57% urban students confirm that their teacher use English all the time in class. However, 3.13% rural participants and 6.35% urban students respond to the second option 'most of the time'. Whatever, it is also mentionable to look a sight on the response against 'sometime'. Majority of the participants have chosen this option as the answer of the above question. However, the average answer of this question is 60.77%.

Table 6: Teachers' encouragement to students in speaking English

Options	Female		Male		Total number		Percentage of female		Percentage of male		Total percentage		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Always	7	15	2	8	14	14	22.58	48.38	22.5	25.80	45.16	74.18	59.67
Most of the time	1	2	1	0	2	2	3.22	6.45	3.22	0	3.22	6.45	4.83
Sometimes	9	2	6	0	15	2	9.03	6.45	19.35	0	48.38	6.45	27.41
Never	0	0	0	0	0	0	0	0	0	0	0	0	0

This table shows us the amount of encouragement that a student gets from his/ her teacher. Average 59.67% students agree that their teachers always encourage them to speak in English. Again, this ratio between rural and urban students varies in a prominent way. 45.16% rural students agree with the answer while it's number in urban is 74.18%. So, there is a lack of motivation behind the low proficiency of rural students. But, there is a hope that 48.38% rural students have agreed that sometimes their instructor motivate them in speaking English. This table indicates us that rural teachers should be trained up properly to teach English to the targeted students.

Table 7: Teachers' feedback on students' mistake in their speaking

Options	Female		Male		Total number		Percentage of female		Percentage of male		Total percentage		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Scolds me	1	2	1	0	2	2	3.22	6.45	3.22	0	6.45	6.45	6.45
Instantly corrects me	8	9	7	6	15	15	25.81	29.03	22.58	19.35	48.38	48.38	48.38
Corrects it later	8	6	5	2	13	8	25.81	19.35	16.13	6.45	41.94	25.8	33.87
Says nothing	0	2	0	4	0	6	0	6.45	0	12.90	0	0	6.45
Just laughing	0	0	0	0	0	0	0	0	0	0		0	0

The result found from this table says that teachers in schools are seemed helpful to students on teaching English as only 6.45% students respectively from rural and urban experience and have said that their teachers do not scold them if they make any mistake. On the other hand, 48.38% students have given their assertion that their teachers do instantly correct them. On the contrary, 41.94% from rural and 25.8% from urban say their teachers correct the mistake later. Only, 6.45% say that their teachers scold at their mistakes.

Table 8: Students' process of speaking English

Options	Female		Male		Total number		Percentage of female		Percentage of male		Total percentage		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Translate it in Bengali first	16	15	11	6	27	21	51.16	48.38	34.48	19.35	87.0	67.73	77.36
Try to speak English directly	1	4	2	0	3	4	3.22	12.90	6.45	12.90	9.68	25.8	12.90
No response	0	0	1	6	1	6	0	0	3.22	0	3.22	0	1.61

The data given from this table discloses the common scene of why our students are not habituated in speaking English. Averaging 77.36% students translate their speech in Bengali to English and then speak. Among them 87% from rural and 67.73% from urban students are included. On the contrary, 12.90% students directly try to speak English. Whatever, overall this table refers that students have lack of practice and confidence in speaking English and that is why they are in lag behind in the race of speaking English.

Table 9: Problems with class size in English classroom

Options	Female		Male		Total number		Percentage of female%		Percentage of male%		Total percentage%		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Yes	10	15	6	7	16	22	32.25	48.38	9.67	22.58	41.92	70.96	56.44
No	2	1	2	1	2	2	6.45	3.22	16.13	3.22	22.58	6.44	14.51
Sometimes	5	3	6	4	7	7	16.13	9.67	19.35	12.90	35.48	22.57	29.02

This data notes that class size is a problem for many students in speaking English.

However, almost all the participants (57) more or less feel problem with the class size.

On the other hand, only 6 students do think that their class size does not make any problem in learning and practicing English speaking. So, it is seen that class size is one of the main barriers for students in learning English.

Table 10: Classmate's laugh at them when they make mistake

Options	Female		Male		Total number		Percentage of female%		Percentage of male%		Total percentage%		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Yes	12	3	3	0	15	3	38.71	9.38	9.68	0	48.38	9.37	28.87
No	1	2	8	3	9	65	3.22	6.45	25.81	9.37	29.03	15.82	22.42
Sometimes	4	14	3	3	7	17	12.90	43.75	9.68	9.37	22.58	9.38	15.98

Most of the time	0	0	0	6	0	6	0	0	0	18.75	0	18.75	9.37
------------------	---	---	---	---	---	---	---	---	---	-------	---	-------	------

In this table, we see that 48.38% rural participants agree their classmate laugh at them when they make mistake. On the other hand, only 9.37% urban students agree with them. There is a socio-psychological and cultural difference between the urban and rural students.

Table 11: Students' fear of making mistakes

Options	Female		Male		Total number		Percentage of female%		Percentage of male%		Total percentage%		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Yes	7	3	8	10	15	13	9.68	22.58	32.26	25.80	48.38	41.94	45.16
No	6	4	1	4	7	8	19.35	12.90	3.22	12.90	22.58	25.80	24.19
Sometimes	1	0	0	0	1	0	3.22	0	0	0	3.22	0	1.61
Most of the time	5	0	1	0	6	0	16.13	0	3.22	0	19.35	0	9.67
I don't care rather I speak on	2	5	2	0	4	5	6.45	16.12	6.45	0	12.90	0	6.45

The aim of this table was to find out if the students are afraid or anxiety with their correct English. 48.38% rural and 41.94% urban which totaling makes average 45.16% who says for 'yes' that they are afraid of correct speaking. However, on the other hand, 24.19% students that are not afraid of correct speaking. This table proves that students think about their linguistic competence more rather than communicative competence. Simply, we can say that students are worry with accuracy rather than fluency.

Table 12: English language club in institutions

Options	Female		Male		Total number		Percentage of female%		Percentage of male%		Total percentage%		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Yes	1	16	0	12	1	28	3.22	51.61	0	38.70	3.22	90.15	93.37
No	16	3	14	0	30	3	51.61	9.67	45.16	0	96.77	9.67	53.22

The answer of this question is confusing as some students (90.72%) have said that they have language club in their institution and other (49.27%) believe that they do not have one.

Table13: Necessity of having English Language club.

Options	Female	Male	Total number	Percentage of female%	Percentage of male%	Total percentage%

	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	average
Yes	14	16	12	12	26	28	45.16	51.61	38.71	38.70	83.87	90.32	87.09
No	3	3	2	0	5	4	6.45	9.67	9.68	0	16.13	9.67	12.9

In response to this question 83.87% rural and 90.32% urban students note that they need language club to learn English speaking. On the other hand, with some logic the other students note that they do not need any language club. Rather, they force importance more on class session to learn the speaking.

Table 14: Debate competition in English

Options	Female		Male		Total number		Percentage of male%				Total percentage%		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Yes	3	0	0	0	3	0	3.67	0	0	0	3.67	0	1.83
No	14	19	14	12	28	31	45.16	61.29	45.16	38.70	90.32	99.99	95.15

In this table, we find almost all the participants (average 95.15%) agree that their teachers do not arrange any debate competition. But very few disagree with the majority and say their teachers arrange debate competition in their school. However, lack of proper environment in school prevents learners from practicing English speaking in school.

Table15: Teachers follow the speaking session from the textbook

Options	Female		Male		Total number		Percentage of female%		Percentage of male%		Total percentage%		
	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Ru	Ur	Average
Always	4	5	2	3	6	5	12.90	16.12	6.45	9.67	19.35	25.79	22.57
Most of the time	1	4	2	3	3	10	3.22	12.90	3.22	12.90	6.44	25.8	16.12
Sometimes	8	5	3	6	11	11	25.80	16.12	16.12	16.12	41.92	32.24	37.08
Never	3	3	7	0	11	3	9.67	9.67	9.67	9.67	19.34	19.34	19.34
No response	1	2		0	1	3	3.22	6.45	3.22	0	3.22	0	1.61

This table gives us an insight if the teachers follow the speaking session from the textbook. However, average 22.57% participants state their teacher follow the speaking session from the textbook always. Here, the percentage of rural students is 19.35% and for urban students it is 25.79%. However, adding to that, 25.8% urban students have said that their teachers follow this type of activities most of the time while 6.44% students rural students enjoy this facility. Like the many above tables,

here is also a problem which makes a barricade in the way of practicing English of the Bengali medium students.

4.2. Analysis of students' open-ended questions

Q. 1. Are you scared to speak English? Give three reasons for your answer.

Students share various problems that they face in speaking English in against this question. In total, 80.64% students from rural areas and 48.38% students from urban areas become scared when they want to speak in English (table 3). However, as the reasons, students say they have shortage of vocabulary (17), lack of practice (40) , fear of speaking, weakness, nervous and shyness, poor control over grammatical news, and anxiety in speaking English.

Q. 2. Do you feel nervousness or anxieties before you start to speak English? Why?

All the students except 11 assert that they feel nervousness or anxieties before speaking. However, they blame to the following problems as the reasons. For example, they 'do not practice', lack of 'communicative competence, fear of correct English etc.

Q.3. Do you think that any nervous prevents you from speaking?

Students believe that nervousness prevents them from speaking. They feel, they are in some kind of pressure that creates nervousness among them. One of the students has said that she has no practice and that is why she worries with the errors and mistakes in speaking. According to her, "*Bhul hobe bole badha create hoi*" and that is why she does not take any dare to speak in English.

Q. 4. Do you feel any necessity to have an English language club?

In response to this question, 59 students respond that they need an 'English club' to practice and improve their communicative skill. However, on the contrary, 2 students from rural schools and 1 from urban school disagree with the majority. Rather, they strongly believe that "a regular classroom interaction" will help them to learn English properly.

Q. 5. Suggestions for improving English speaking skill.

Students' suggested that they need regular practice both inside and outside classroom, good teacher and support from teachers; real life interaction and communication in English. They need a language club and they think that they themselves should enrich their vocabulary storage by increasing their reading in English.

4.3. Analysis of Teachers' Responses

Q.1. Are your students interested to speak in class?

All the teachers affirm that "Sometimes" their students show interest to speak in English.

Q.2. Do you communicate in English in your class?

In response to this question, 1 teacher from the rural school affirms that "Always" he interacts in class in English. On the other hand, the other three teachers admit that "Sometimes" they communicate using English in class.

Q.3. Do you encourage your students to speak in English?

As the answer for this question, 3 teachers state that their students are scared to speak in English. However, the rest 1 confirms that her students are not scared to make speech in English.

Q. 4. Do the students use word chunks to convey their idea rather than full sentences? Three reasons for answers.

Teacher 1 says that students are scare to speak in English because students believe English is a foreign language, they do not know English very well and therefore, they cannot express their opinion clearly.

Teacher 2 states that students scare to speak English because they have a few words have lack of confidence and thus they are not ready to use English.

Teacher 3 notes three reasons like, his students feel fear to use English for they are shy and embarrass, have a limited vocabulary and thus cannot express opinion clearly.

Teacher 4 declares that students have lack of practice and that is why they feel scare to use English.

Q.5. Do you encourage your students to speak in English?

In response to this question, all the 4 teachers agree that "Most of the time" they encourage their students to speak in English.

Q.6. Are your students able to organize their speech accurately by themselves?

The responses of this question divide the teacher equally. For example, two of them assert that their students 'sometimes' use word chunks and other 2 teachers confirm that their students 'most of the time' use word chunks to convey their expression.

Q.7. Do you think that the students should always speak in complete sentences to improve their speech?

The answers of this question point out 2 teachers do think their students should speak in complete sentences. As the reasons they believe trying to speak in complete sentence will help them improve their speaking skill. For example, one of them has said in this way that "Students are poor in English. Speaking in full sentences will improve their skill in speaking". On the other hand, 2 teachers have argued that students should be given the chance to use word chunks in their English speaking.

For example one teacher mentions, "At first they should try to speak".

Q.8. Are your students able to organize their speech accurately by themselves?

The 4 teachers are agreeing that "Sometimes" their students become able to organize their speech by themselves

Q. 10. Do you have any English language club in your institution?

Teachers have said that having a language club will arouse interest among students to speak in English and it will ensure an environment to practice English. It will also

provide a communicative atmosphere where students can improve their communicative skill.

Q.11. Does your school arrange any debating competition in English.

Teachers' were asked to respond on the question if their schools have any language club. All of them responded that they do not have any language club.

Q. 12. Do you feel any necessity to have that?

All the teachers say that they need a language club in their school. They make their stand strong by giving some logics. For example, students will be encouraged to know English and therefore they will be motivated to practice English. And, thus they will improve their speaking skill.

Q.13. Do you follow the speaking session from according to the text?

The teachers confess that "Most of the time" they follow the speaking sessions from the text books.

4.4. Analysis of classroom observation

Rural schools

SL.	Medium of Instruction and Communication		Teacher's encouragement	Student's problem	General problem
School 1 Class IX	Teacher ends his lecture completely in Bangla.	Students are silent and do not make any responses.	No encouragement	Students hesitate and they are shy	Large class size (50 out of 122 students)
School 2 Class IX	Teacher combine both English and Bangla in his lecture	Students participate with their mother tongue.	Sometimes, teacher encourages his students and asks for participations	Students are shy and scared	Large class size (40 students out of 60), excessive noise, no attention

Urban Schools

SL.	Medium of Instruction and Communication		Teacher's encouragement	Student's problems	General problems
School 3 Class IX	Teacher ends exam's syllabus giving completely in Bangla.	Students use some word chunks like 'yes sir', 'no ok' etc.	No encouragement	Students hesitate and they are shy	small class size (13 students out of 30)
School 3 Class IX	Teacher combine both English and Bangla in her lecture	Some students use word chunks like 'thank you'.	Sometimes, teacher encourages her students and asks for participations	Students are shy and scared	Medium class size (25 students), excessive noise, no attention

Chapter 5

Discussion and conclusion

5.1. Discussion

In this part of the paper, the major findings of the study will be discussed on the basis of the research questions set earlier in chapter 3.

The researcher's first intention was to disclose the students' interest in speaking English. For example, in table 1, 46 (74.19%) students out of 63, have shown their eagerness to use English inside and outside classroom. But it is unfortunate that "... in general ESL learners of Bangladesh failed to obtain a satisfactory competence in using English" (Arju, 2011 p.53). However, in spite of having such an enormous interest among Bengali medium students to earn speaking skill in English, this speaking skill is seen as the most difficult skill to teach the students that Chowdhury and Shaila (2011, p. 74) found in their study. Though, in the researcher's study, collectively the students' interest in speaking is satisfactory but individually the number of rural students' interest is relatively low than the urban students. For example, 61.29% rural students have shown their interest in speaking English whereby its number for urban students is 83.86%. However, as a reason of it, Urmee (2011) asserts that urban students can know the English-speaking community. They have a huge access to internet, web-based social networking applications like Facebook etc. But, on the contrary the Bangladeshi rural students do not

have such access (p. 303). In addition, urban learners have relatively better educational institution which the rural students do not have. Hossain and Tollefson (2007) find that "Only three percent of the Bangladeshi population speaks English, while eighty percent of the population resides in rural communities with limited or no access to English language education (as cited in Choudhury, 2008, p.1). However, urban students also more or less suffer from various limitations also. Whatsoever, all the ESL/ EFL countries throughout the English speaking arena have to face almost the similar problems that the Bangladesh faces.

We can see, rationally, this situation in many studies done by different people at different countries. For example, Larsari (2011) argues, generally EFL/ ESL students have not sufficient opportunities either in classroom or outside the class to practice English speaking (p.162). On the other hand, Zhengdong Gan (2011) genuinely blames to the lack of a communicative environment which drags Hong Kongese ESL/EFL students from achieving speaking skill (p. 54). Furthermore, Sinha (2001) accomplishes a study in Bangladeshi context and has found that Bangladeshi students are deprive of from a English communicative environment for which they cannot practice and gain a satisfactory achievement in English speaking skill. Again, these students do not get any environment to practice whatever they learn in class because after leaving school they enter into the real life communication with their L1. Moreover, they have 'less exposure to real life communication using the target language' Chowdhury and Shaila (2011, p. 161) also have added.

In addition to the above factors, in almost all the cases, Bangladeshi Bengali medium students deprived of a communicative environment to practice speaking English. For example, in response of “Why students are scared to speak in English?” (table 3) and “Do you think that any nervousness prevents you from speaking? (Open ended Question 3) students repeatedly write that they have ‘no practice’ or any such ‘environment of speaking English’. This environment for speaking English is not present in Bangladeshi classroom also. In many cases the English teachers also do not use English as the medium of classroom communication. However, in table 18, in total 45.14% respondents report that their teachers always use English as the communicative medium whereas, 74.16% students respond to “Sometimes” and 38.72% students assert that their teachers never use English session from their textbooks and communicate in English in class. The results of 4 classroom observation are contradictory with the both students and teachers responses, however. For instance, the teachers affirm that they “Sometimes” speak English in class (open ended Question 4). But, in reality, only one rural teacher used some English sentences i.e. “Open the page number 21”; or word chunks i.e. “Understand” etc. But, the rest three did not use a single word throughout the class. Thus, for the lack of proper communicative environment both inside and outside classroom, students are unable to speak English in Bangladesh. For example, one rural female student has said that she does not speak in English because she has no practice. As a result, there is a chance to make mistake and this chance prevents her from speaking.

However, in Bangladeshi examination system there is no mark on speaking English skill. So, our students are not achieving the targeted goal of speaking though they have enough interest to speak in the TL. "In fact, most of the ESL learners in a country like Bangladesh attend English classes for cutting a good score in the examination" (Arju, 2011, p. 65). As a result, they do not feel the necessity of speaking English. Also, one of the village students in the researcher's questionnaire writes that "I need to learn English for good marks in the examination".

However, lack of communicative environment, lack of English speaking practice force to slow down their average frequency of English speaking. Moreover, most of the time they try to translate their intended meaning into their mother tongue and then speak. In table 11, 87% rural and 67.73% urban students confess that they translate what they want to speak in Bengali first and then translate in English. On the other hand, 9.68% rural and 25.8% urban students believe that they directly speak in English. Scrivener (1994) believes that lack of experience and knowledge and confidence; interference of mother tongue slows down ESL/ EFL learners' speaking ability (p. 147). Chowdhury and Shaila (2011) and Hanumantharao (2011) are also agreeing with Scrivener and believe that the above mentioned reasons drag Bengali medium students at the very last row in the track of speaking English speaking race. However, the process that generally a Bengali medium student follows in speaking English:

Mind mapping → Bengali → English → actual speech

However, in response to students' open ended Question 2, majority of the students blame their low confidence for the low performance in speaking English. Moreover, an ESL/EFL student hardly gets any support from their peer groups to be motivated in speaking English. Most of the ESL/ EFL student speak English (if they ever speak) mainly in class. In table 13, 48.38% rural and 9.37% urban students acknowledge that their peers laugh and jeer at them when they make any mistake. This type of discouragement and insult inhibit them from speaking the TL. This affects on and force learners from trying to speak the target language. One of the rural students writes in the questionnaire that she does not even take any initiative to speak the L2 because everybody will laugh at her if she makes any mistake (*Bhul hole sobai hasahasi kore tai Englsih boli na*).

Thereby, they either try to speak in full sentences or in word chunks. The researcher asks the participant teachers "Do the students use word chunks to convey their idea rather than full sentences?" In response, 2 teachers agree that their students use word chunks and other 2 answers that their students do not. Actually, there is a reflection of these responses on the researcher's classroom observation also. In rural classroom observation it is seen that students do not use any word chunks of any English sentences. On the other hand, students of school 3 use "Yes sir", "No" etc. and students of school 4 use "Thank you" to convey their meaning. Whatever, the students use full sentences or a word chunk in classroom, encouragement from both the teacher and their peer groups is essential. In table 7, 45.16% rural and 74.18% urban students agree that their teacher always encourage them to speak whereas 48.38% rural and 6.45% urban students state

"Sometimes" their teacher motivate them to speak English. On the other hand, all of the teachers note that "Most of the time" they encourage their students and motivate them to make a habit in speaking English. However, Lightbrown and Spada (2006) and Sinha (2011) genuinely believe that a positive motivation creates intense effort among learners that helps them to speak the language inherently. On the other hand, an unenthusiastic environment prevents learners from speaking the TL. However, the researcher also wanted to find out the teachers' tolerance of their students mistakes in speech. Table 8 shows this data. Around 7% students from both backgrounds happily agree that their teacher do not scold them rather instantly or later correct the mistake.

However, the motivation and encouragement also depend on the classroom setting in which the learning and teaching are performed. Whatever, "In the developing countries like Bangladesh, India, Nepal, Pakistan etc. large class size is a common phenomenon" Chowdhury and Shaila (2011, p. 68). Sinha (2001) believes a language classroom should have thirty to thirty five students. Nonetheless, in Bangladeshi rural areas this number is also alarming. In the classroom observation, it is found that the total number of students in school 1 was 122. Among them 50 students were present. On the other hand, 40 students out of 60 were present at school 2. However, on the contrary, this number is not so high in most of the urban areas school. For example, in school 3, there were 30 students out of 50 and in school 4, total 25 students were present. However, it is also a common scene that the numbers of students in urban areas are relatively less than rural areas. But, nevertheless, the students from urban areas regard that they have a crowd and large class size. Many people think, large and crowd classroom in context of Bangladesh

is a challenge for the teachers. But, students feel something different with this class situation. In response to, "Do you feel any problem with your class size to practice English?" (table 12), average 54.14% students agree that large and crowd classroom creates problems in learning. In such a classroom, teachers face some difficulties whatever it is "problem" or "challenge" to them. For example, they cannot take care of individual and thus cannot meet up the individual needs as Hanumantharao (2011) believes in context of India and Sato (2003) in context of Japan.

Another important feature for a fluent speaking is the enough stock of vocabulary. But, ESL/ EFL students are lack in the race of using appropriate or even relevant vocabulary in speaking. Students all through the ESL and EFL countries more or less suffer from this problem. For example, Liu and Jachson (2008) have regarded this vocabulary problem as the "barricade" for the Chinese- English speaker where Gan's investigation (2012) on Hong Kongese-English speaker found it as the reason for not expressing the meaning clearly. However, the result is same in case of Bangladesh also. Sayma Arju's (2001) study on Bangladeshi Bengali medium students shows that the ESL students are blamed for not knowing the enough vocabulary. This lacking in vocabulary creates fear of correct speaking in communication among the learners. However, a significance response comes from the participants that they have vocabulary shortage in speaking English. By this way, 48.38% rural and 41.94% urban students verify that they stop or make silence themselves when they become afraid of correct speaking. Moreover, this deficiency makes students 'anxious' or 'nervous' which results in 'fear of losing face' in front of other. This fear is a universe feature in almost all the ESL/ EFL learners.

Lack of provisional arrangement in educational institution for both teaching and learning English speaking is not satisfactory at all. Having a language club in the institution and regularly arrangement of debating competition undoubtedly may work as a cure for students to get rid of their psychological fear and anxiety. However, in response to the table 12, 96.77% rural and 9.67% urban students state that they do not have any language club in their institutions. However, some of the students from both rural (3.22%) and urban (90.15%) schools claim that they have a language club in school. But, in reality their claim has not any validity. However, researcher did not find any language club in any of the four schools while visiting there. On the one hand, the researcher's classroom observation and conversation with the teachers make it clear that none of the school has any language or debating arrangement. However, all the teachers along with almost all the students recommend that having a language club will be the remedy to solve their problems of speaking English. But nevertheless, why does then none of the Bengali medium school have any language club?

Again, on the other hand, all the students, except 3 note that their teachers or respective institutions do not arrange for any English debating competition. The same finding is seen from the teachers' response. For example, all the teachers have said they do not arrange any debating competition in their school (Q, 11). Moreover, unsatisfactory supervision in class, absence of audio-visual instruments etc are some of the reasons for

ESL/ EFL students' failure of English speaking, believes Hanumantharao (2011, para. 20).

5.2. Recommendation

This part of the paper will shed light on some of the possible remedies that may pave an effective way to the Bengali medium students who are suffering from much vulnerability in communicating in English.

- Both the ELT practitioners and the ELT teachers should practically shift from Language-Centered teaching approaches (ALM) to Learner-Centered (CLT) or Learning-Centered teaching approach (TBLT).
- Students have to try to achieve the communicative competence. To achieve this, all the ELT practitioners and English teachers of Bengali medium schools should create a communicative environment for practicing English speaking.
- Language club and arrangement of debate competition in English or arrangement of any English speaking contest in every school undoubtedly may be an effective cure for the nervousness, fear or sacredness of the Bengali medium students. Regular arrangement of these two facts may also ensure an English speaking environment for the Bengali medium students. Moreover, being under the supervision of such an environment in schools may arouse a strong motivation and interest to speak in English among the students.

- Another important remedy to solve the vulnerability of Bengali medium students in speaking English is a regular practice of English in classroom. Few of the students in this study assure by saying that “We will learn English speaking by classroom practice”. Though the number of such respondent is handful but the demand is more wide-spread. English speaking practice at regular basis in class will ensure the most secure and supportive English speaking environment for the Bengali medium students of Bangladesh.
- However, a provision of speaking test on the total marks in the examination may be the most effective solution in solving the Bengali medium students' vulnerability in speaking English. In the both school and public examination there should be at least 20 marks on speaking. Such an examination system will be effective to eradicate the existing problems in a large context.
- The textbook of the Bengali medium school should be based on their own culture so that students can be familiar with the topic and find interest to speak in English.

5.3. Limitation of the Study

The researcher faced some limitations in conducting the study. The researcher had to conduct the survey in both the rural and urban areas. But, she had to wait for 1 month to do that because Bengali medium schools' had their first term examination. Besides this, these schools were closed for 15 days after the examination. However, the researcher had also to experience some problems in maintaining the formalities to conduct the survey in the schools. For example, she had to prepare a permission letter with her supervisor's

sign and show it to the head teacher of the schools. Furthermore, she had to convince the school authority that this survey is harmless to the schools. Moreover, students were confused in one more step than their school and teachers thinking that their response in survey paper will be marked. However, students were also shy and introvert as the researcher was a "Stranger" to them.

5.4. Conclusion

The aim and process of teaching and learning English in Bangladesh should be readdressed by our teaching practitioners, English teachers and the students. Speaking skill should be more focused with the other three skills of the language. Our Bengali medium students should be confident enough to speak in English. They should think that speaking in English is not like a horror 'ghost'. And, once they unveil the curtain of such false notion they will find interest and be confident in using English. Also, they will understand that English is that language whose speakers are like a human being as they are. But, to create such a belief among our students the ELT practitioners, English teachers and also our educational sectors should be more active regarding the matter. Otherwise, they are the group also who will not be the escaper from the curse of our Bengali medium students' failure in speaking English in the present competitive English world.

References

- Ahmed, S.S. (2006). Communicative English in Bangladesh: A feedback. Stamford journal of Bangladesh, 2, 5.
- Aliakbari, M., & Jamlavandi, B. (2010). The impact of 'Role Play' on fostering EFL learners' speaking ability: A Task-Based Approach. *Pan-Pacific Association of Applied Linguistics*, 14 (1), 15-29.
- Arju, S. (2011). A study on ESL vocabulary acquisition needs and classroom practice: a Bangladeshi context. *Journal of English*, 6, 51-67.
- Bygate, M. (1987). *Speaking*. Oxford, NY: Oxford University Press.
- Carter, R., & Nunan, D. (Eds). (2001). *Teaching English to Speakers of Other languages*. Cambridge, United Kingdom: Cambridge University Press.
- Chowdhury, N., & Shaila, S.M. (2011). Teaching speaking in large classes: crossing the barriers. *Journal of English*, 6, 68-81.
- Choudhury, R. (2008). Examining language learning from a critical perspective. *TESOL & Applied Linguistics*, 8(1), 1-3.
- Gan, Z. (2011). Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong . *Australian Journal of teacher Education*, 37 (1), 47-56.

- Gilakjani, A.P. (2012). A Study of Factors Affecting Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2 (3), 119-128.
- Hanumantharao, C.R. (2011). Teaching English Language: Problems and remedie. *Indian Stream Research Journal*, 1 (iv).
- Harmer, J. (2001). *The practice of English Language Teaching*. Harlow, England: Pearson Education Limited.
- Jenkins, J. (2009). *World Englishes*. Milton Park, Abingdon: Routledge.
- Kachru, B.B. (1986). *The Alchemy of English: the spread, functions, and models of non-native Englishes*. Oxford, NY: Pergamon Press.
- Kumaravadivelu, B. (2009). *Understanding Language Teaching*. New York, NY: Lawrence Erlbaum Associations.
- Larsari, V. N. (2011). Learners' communicative competence in English as a foreign language (EFL). *Journal of English and literature*, 2 (7), 161-165.
- Larsen-Freeman, D. (2004). *Techniques and Principles in Language Learning*. Delhi, India : Oxford University Press.
- Lightbown, P.M., & Spada, N. (2006). *How languages are learned*. Great Clarendon Street, NY: Oxford University Press.
- Littlewood, W. (1992). *Teaching Oral Communication: A Methodological Framework*. Oxford: Backwell.

McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT*. Oxford : Backwell.

Nunan, D. (1989). *Designing task for communicative classroom*. Cambridge: Cambridge University.

Oxford, R., & Jain, R. (2008, October). *World Englishes and Varieties of English*

[Presentation slides]. Retrieved from

<http://search.conduit.com/results.aspx?q=McArthur%27s+circle+of+world+English%28pdf+file%29&Suggest=&stype=Results&FollowOn=True&SelfSearch=1&SearchType=SearchWeb&SearchSource=2&ctid=CT2697549&octid=CT2697549>

Rochacouste, J., Mulligoan, D., & Davis, M. (2011). The English language growth project. *Australian Universities' Review*, 53 (1), 102-104.

Routledge Encyclopedia of Language Teaching and Learning. (2000). London: Routledge.

Sato, Koichi. (2003). *Improving our students' speaking skills: using selective error correction and group work to reduce anxiety and encouragement real communication*. (Unpublished doctoral dissertation). Akita Prefecture Akita Senior High School, Akita Prefecture.

Scrivener, J. (1994). *Learning Teaching*. (2nd ed.). New York: NY, Macmillan.

Selim, A., Tasneem, S.M.(2001). ELT and English language teachers of Bangladesh. In Alam, F., Zamab, Niaz., & Ahmed, T. (Eds.), *Revisioning English in Bangladesh*. (141-152). Dhaka, Bangladesh: The University Press Limited.

- Sinha, B. S. (2001). English phobia in our schools and colleges. In Alam, F., Zamab, Niaz., & Ahmed, T. (Eds.), *Revisioning English in Bangladesh*. (169-164). Dhaka, Bangladesh: The University Press Limited.
- Siddique, R. (2004). Another assumed ideal from the West?. *Stamford journal of English*, 61 (1), 1-7.
- Stewart, T. (Ed.). (2009). *Insights on teaching speaking in TESOL*. Colorado, U
- Timina, S. A., & Butler, N.L. (2011). *Uncomfortable topics and their Appropriateness in Asian EFL classes*. (Unpublished doctoral dissertation). Available from [http://www. Eric.ed.gov/contentdeliver/servlet/ERICServlet?accn=ED515120](http://www.Eric.ed.gov/contentdeliver/servlet/ERICServlet?accn=ED515120)
- Urnee, S. L. (2011). The role that affective states in tertiary level second language classroom in Bangladesh: a Private University Scenario. *Journal of English*, 6, 296-305.

Appendix-1

Questionnaire for the students

Name:

Roll:

School:

1. Are you interested to speak in English? (তুমি কি ইংরেজিতে কথা বলতে আগ্রহী?)

- i. Sometimes
- ii. Always
- iii. Never

2. Do you communicate in English with your friends outside class? (তুমি কি ক্লাসের বাইরে বন্ধুদের সঙ্গে ইংরেজিতে কথা বল?)

- i. Sometimes
- ii. Always
- iii. Never

3. Are you scared to speak in English? (তুমি কি ইংরেজিতে কথা বলতে ভয় পাও?)

- i. Yes
- ii. No

4. Give three reasons for your answer:

i.
.....

ii.
.....

iii.
.....

5. Do you use English to talk in your class? (তুমি কি ক্লাসের বাইরে ইংরেজি ব্যবহার কর ?)

- i. Always
- ii. Sometimes
- iii. Never
- iv. iv. I Feel shy/ scared

6. Does your teacher use English in the class? (তোমার শিক্ষক কি ক্লাসে ইংরেজি ব্যবহার করেন?)

- i. sometimes
- ii. All the time
- iii. Never
- iv. Most of the time

7. Does your teacher encourage you to speak in English? (তোমার শিক্ষক কি তোমাকে ইংরেজিতে কথা বলতে উৎসাহিত করে ন ?)

- i. Always
- ii. Sometimes
- iii. Never
- iv. Most of the time

8. What does your teacher do if you make any mistake in your speaking? (ইংরেজিতে কথা বলার সময় কোন ভুল হলে তোমার শিক্ষক কি করেন?)

- i. Scolds me

- ii. Instantly corrects me
- iii. Corrects it later
- iv. Says nothing
- v. Just laughing

9. Do you feel nervous or anxieties before you start to speak English? Why?
(তুমি কি ইংরেজীতে কথা বলা শুরু করার আগে নার্ভাস বা উদ্বেগ হও? কেন?)

- i. Yes. Reason(s).....
- ii. No. reason(s).....

10. Do you think that any nervousness prevent you from speaking English?
Why? (তুমি কি মনে কর যে জড়তা তোমাকে ইংরেজীতে কথা বলতে বাধা সৃষ্টি করে? কেন?)

- i. Yes. Reason(s):
- ii. No. reason(s):

11. What do you do when you try to speak English? (যখন তুমি ইংরেজীতে কথা বলতে চেষ্টা কর তখন তুমি কি কর?)

- i. Translate it in Bengali at first;
- ii. Try to speak English directly

12. Do you feel any problem with your class size to practice English? (তুমি কি ইংরেজি অনুশীলনে কোন সমস্যা বোধ কর?)

- i. Yes
- ii. No
- iii. Sometimes
- iv. I don't care class size

13. Do your classmates laugh at you when you make mistake? (যখন তুমি কথা বলার সময় কোন ভুল কর তখন তোমার কি সহপাঠী হাসাহাসি করে?)

- i. Yes
- ii. No
- iii. Most of the time
- iv. Sometimes

14. Do you keep silent yourself while you become afraid of correct speaking? (যখন তুমি সঠিকভাবে ইংরেজিতে বলতে ভয় পাও তখন কি চুপ করে থাক?)

- i. Yes
- ii. No
- iii. Most of the time
- iv. I don't care rather I speak on

15. Do you have any English language club in your institution? (তোমার স্কুলে ইংরেজী শেখার জন্য কোন ক্লাব আছে?)

- i. Yes
- ii. No

16. Do you feel any necessity to have an English Language Club? (তুমি কি মনে কর ইংরেজী শেখার জন্য কোন ইংরেজী ক্লাব এর দরকার আছে?)

- i. Yes
- ii. No

Please give your reason:

17. Does your school arrange debate competition in English? (তোমার স্কুলে কখনো ইংরেজিতে বিতর্ক প্রতিযোগিতার আয়োজন করে?)

- i. Yes
- ii. No

18. Does your teacher follow the speaking session from your textbook? তোমার শিক্ষক কি পাঠ্যবইএর ইংরেজিতে কথা বলার অনুশীলনী পড়ায়?)

- i. Sometimes
- ii. Never
- iii. Always
- iv. Most of the time

19. If you have any suggestion that how to improve your speaking skill, please mention 3 below: (কিভাবে তুমি ইংরেজিতে কথা বলার দক্ষতা বাড়াতে চাও? এ ব্যাপারে তোমার ৩টি পরামর্শ লিখ)

.....

.....

.....

Appendix-2

Questionnaire for the teachers

Name:

Designation:

School's name:

1. Are your students interested to speak in class?

- i) Sometimes
- ii) Always
- iii) Never

2. Do you communicate in English in your class?

- iv. Sometimes
- v. Always
- vi. Never
- v. In case

3. Do you encourage your students to speak in English?

- vi. Always
- vii. Sometimes
- viii. Never
- ix. Most of the time

4. Do the students use word chunks to convey their idea rather than full sentences?

- i. Not at all
- ii. Sometimes
- iii. Most of the time
- iv. Always

5. Do you think that the students should always speak in complete sentences to improve their speech?

i) No

ii) Yes

iii) Explain why did you choose the above answer.....
.....
.....

6. Are your students able to organize their speech accurately by themselves?

i. Most of the time

ii. All the time

iii. Sometimes

iv. never

7. Do you have any English language club in your institution?

iii. Yes

iv. No

8. Do you feel any necessity to have that?

iii. Yes

iv. No

Please give your reason: _____

9. Does your school arrange for debating competition in English?

iii. Yes

iv. No

10. Do you feel any necessity to have that?

i. Yes

ii. No

Please give your reason: _____

11. Do you follow the speaking session from according to the text?

i) Sometimes

ii) Never

iii) Always

iv) Most of the time

12. Are your students scared to speak English?

i) Yes

ii) No

13. Give 3 reasons for your above answer:

i.
.....

ii.
.....

iii.
.....