

English Communication Challenges Faced by Bengali Medium Students in a Private University of Bangladesh

By

Puja Saha
Student ID: 21177002

A thesis submitted to the Department of BRAC Institute of Languages in partial fulfillment of the requirements for the degree of
MA in TESOL

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Declaration

It is hereby declared that

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

Student's Full Name & Signature:

Puja Saha
Student ID: 21177002

Approval

The thesis titled “English Communication Challenges Faced by Bengali Medium Students in a Private University of Bangladesh” submitted by

Puja Saha (Student ID: 21177002)

of Spring, 2024 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 15-02-2024.

Examining Committee:

Supervisor:
(Member)

Harunur Rashid Khan,
Former Associate Professor
and Chair of English
Department, South East
University

External Expert Examiner:
(Member)

Dr. Bijoy Lal Basu
Professor, Department of English
University of Dhaka

Departmental Head:
(Chair)

Shaila Sultana, PhD
Professor and Director
BRAC Institute of Languages

Ethics Statement

I declare that, this dissertation named “English communication challenges faced by Bengali medium students in a private university of Bangladesh” has been submitted to the BRAC Institute of Languages to fulfil the requirements for obtaining a Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL). I have given proper citation and reference to every secondary source I have used. I have not plagiarized or copied any work from any author from the sources. I have paraphrased the relevant sentences including proper citations. I have also followed other ethical considerations while collecting data for completing my dissertation. This dissertation has been completed without including any dishonest mean.

Abstract

It is high time to realize the potential of the Bengali medium students who lose their confidence just after entering into tertiary level. This research has been conducted to show the conditions of Bengali medium students studying at the tertiary level in Bangladesh. Though we are emotionally attached to our mother tongue Bengali, we cannot deny the importance of English in the present era. In Bangladesh, the popularity of English in academic and professional domains is on the rise. This research has been conducted using mixed methods. To have relevant data, the researcher took the help of 5 teachers and 14 students. Different theories have been used to show the connection between theories and real-life practice in English. Sufficient reasons have been discussed in this paper along with providing solutions to deal with the challenges students at the tertiary level face while communicating in English. Moreover, recommendations have been provided through which the condition of teaching and learning English at the tertiary level can be more effective in making students competent in communication skills.

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Chapter One

Introduction

1.1 Introduction

Despite having numerous languages used by people all over the globe, the status of English is still on the highest rank of the linguistic hierarchy (Hamid, 2016). Nowadays English has become a global language to be connected throughout the world. In Bangladesh, the use of English has also been on the rise. In Bangladesh, proficiency in the English language is considered an indicator of success in terms of having a good job (Farooqui, 2014). From academic to professional areas, the importance of writing and speaking accurate English cannot be denied.

Day by day people are developing more awareness towards the importance of English in their lives. Also, without learning sufficient English, we cannot confidently survive globally nowadays and that is why English should be easily accessible to all since it can bring positive benefits to everyone (Rahman, 2019). For students, English has become a gateway to achieving academic and professional success. However, despite being aware of the importance of English, most of the students cannot even say or write a single sentence correctly because of fear, anxiety, low self-esteem and some other related issues. Instead of showing confidence, motivation, and willingness; they end up showing low self-esteem, unwillingness and negative expressions. Moreover, in Bangladesh, students in school settings receive education mainly through 3 types such as Bengali medium, English medium and Madrasah medium. The majority of students are from Bengali medium (about 80%) and then Madrasah (18%) and the remaining students go to the English medium system (Ahmed, 2018). In the English medium,

students follow Edexcel and Cambridge curricula mostly and they are always encouraged to communicate in English in the school and college along with using reading materials in English while in Bengali medium students traditionally follow NCTB textbooks and they use their mother tongue Bangla for communication purpose along with reading materials in Bengali. Bengali medium students consider English as any other subject to study for exams. To study English, they get English for Today, English Grammar and Composition and some additional books (for example, Nobudut Advanced Learner's English.) which help them prepare for their upcoming board examination by providing them with previous years' question papers.

As a result, when students from one medium learn and use English naturally in their academic fields whereas, students from another category learn and use English just to pass their test. It is also surprising that Bengali medium students have been taught English for twelve years and still they are unable to overcome their fear of English (Ara, 2020). So, when they enter the tertiary level where the medium of instruction is English, they start feeling isolated. There are many reasons behind their sorry situation in English for example, teachers' teaching methods, their lack of skills in designing and implementing teaching materials according to the perspective of the real world, transforming students mentally and physically to be exam-oriented, lack the motivation among students to practice speaking and listening skills in the classroom. In Bangladesh, almost every student studying in Bengali medium schools and colleges faces these issues (Islam, 2019). Students from this stream are usually taught English using GTM (Grammar Translation Method) where there is only emphasis on the proper memorization of grammatical rules and isolated words and phrases without making students understand the actual implementation of those learnings. Although NCTB has clearly instructed the teachers to teach and make students practice all the skills of English using interesting and integrated ways so that they can remain in touch with the real world, still teachers do not care about the students' overall skills development and stick to the easy,

effortless and traditional manner (Patwary, 2019). Grammar-based learning is considered a barrier by many students who want to improve their oral proficiency in L2 (Alam, 2022). Even the language teachers use this method in Bengali. So, students naturally have no willingness to even think of speaking English. Moreover, students are used to sitting in a teacher-centred classroom where the teacher prepares his or her students to ensure good results in English by teaching them a bunch of grammatical rules and some traditional writing items which are barely helpful for the students when they enter into the tertiary level.

On the other hand, In English medium schools and colleges, students are used to using English in their subjects and co-curricular activities. Teachers in English medium schools and colleges use English to communicate with the students and encourage them to practice English including different creative activities such as group work, and projects. As a result, these students always remain prepared for using English regardless of the context. However, the notions regarding Bengali and English medium students always cannot be accurate. Even many students from Bengali medium schools and colleges are found equally fluent in English as their English medium school and college classmates because of their motivation, interest, and positive mindset towards English although the number of these students is less. Not every Bengali medium student shows the same positive insight about English. Since at the tertiary level, these students are required to communicate in English inside and outside the classroom, they struggle to cope with this environment (Islam, 2021). Most of the time, to reduce the use of continuous English in their conversation with classmates, they take the help of code-switching which is the alteration of both languages as it gives them relief from remembering exact words in English to communicate and they feel comfortable using both languages spontaneously without even realizing that they are losing their competence and confidence in English by doing so (Eiten, 2019).

Consequently, when they are employed in different organizations, they lag in prospering in their career because of their limited practice in English. If the reasons behind their difficulties are not brought into consideration and proper measures can not be taken; the number of Bengali medium students struggling in English will be increasing at an alarming rate.

1.2 Background

In this globalization era, the people of Bangladesh take pride in their mother language, Bengali which was acquired in exchange for the blood of our freedom fighters. Many people still feel reluctant to improve their English because of the historical spirit they have in their minds regarding 1947 and 1971 (Hamid, 2016). The origin and spread of English are not new phenomena in Bangladesh. In 1947, English was used as a medium of communication between British and Indian sub-continent people and in 1971 when people were divided into East Pakistan and West Pakistan, for mutual communication they used English. However, after declaring Bangla as a national language, gradually the importance of English being connected globally was realized by the government. At present, English remains not only an indicator of elitism and power but also has become an indicator of survival in the global arena (Farooqui, 2014). Still, many people feel learning English means forgetting the root of their mother tongue which can be the cause of cultural and historical destruction although this is not true. Learning English can never mean the replacement of the mother tongue; rather it means acknowledging the global language for making people's lives better. After Bangladesh became independent in 1971, the government took measures to increase the use of the mother tongue Bengali in all sectors to uphold its historical glory. However, over time, the government started realizing the necessity of English in the global spectrum. So, in July 1976 National Curriculum and Syllabus Committee (NCSC) was made for the planning, preparing and implementing syllabuses for

each subject of schools and colleges (Ara, 2020). However, there was another committee created for English which worked in two modes one for academic purposes and another for making people global citizens. The new curriculum of English language teaching was initiated as an element of the English Language Teaching Improvement Project (ELTIP) in 1998 (Farooqui, 2014). The project aimed at bringing changes in textbooks, examinations and in-service teacher training. In the new curriculum, teaching and learning had been shifted from a traditional grammar-based approach to a functional-based communicative approach. Also, a teachers' guide was published which intended that the teachers would follow the guide while teaching English. There were also some features which the teachers had to follow- they needed to use only English as a language for instruction in the classroom while teaching, and they would facilitate better use of the textbooks for the students so that they could learn to communicate in English rather than focusing on the structure of the language (Farooqui, 2014) After bringing reform in 1980, English was introduced as a compulsory subject from grade 1 in 1991 Many considerable efforts had been made to ensure the professional skills of the English teachers through undertaking several donor-funded English language projects (Hamid, 2016). After undergoing many ups and downs eventually, English was reinstated at the tertiary level as a medium of instruction in 1992 (Ara, 2020). Since there was a lack of pedagogical methods of teaching found in public universities, many private universities were established and since those days private universities have contributed more effectively than public universities in terms of making students competent in this global language. Over time, English remains no longer a language of tertiary level; rather it was also included in schools and colleges. However, after so many years, the overall condition of English in schools and colleges in Bangladesh is not up to the mark. Though we are living in the age of development Bengali medium students are lagging because of their traditional beliefs regarding English (Sultana, 2018)). The presentation skills of rote learning and grammar-based teaching are not helpful

for the students in terms of communicating in English (Alam, 2022). Hardly school and college teachers try to understand that once the expected fluency is achieved, grammar and pronunciation can be emphasized to make their speaking skills improved (Eiten, 2019). At present paying attention to these students to make them confident and competent in English has become an important phenomenon.

1.3 Problem statement

In Bangladesh, Bengali medium students mostly consider English as a subject to study for particular examinations. Before entering the tertiary level, they remain less practiced in two important skills-speaking and listening. They only focus on reading and writing, which often results in poor competency in other skills. Because these two skills are based on reading passages with basic vocabularies and traditional topics their subskills of reading and writing are not methodically developed in the answer scripts. For writing they memorize either from their teachers' notes or from the books suggested by their teachers; mostly following the product approach. All they do is simply memorize those items without developing subskills in writing. Because of the traditional teaching and learning pattern of English, many students fail in this subject every year and some of them become happy with sufficient marks which they address as "pass marks". Schools and colleges are the most important places for students as they spend a long time there before entering the tertiary level. So, these places are expected to provide students with sufficient knowledge in English to avoid their difficulty in learning and applying knowledge to be resourceful and competent for getting their desired professions. However, the scenario is different from the obvious expectation. Students fear to speak or write a simple correct English sentence confidently let alone learn and apply adapted knowledge from the tertiary level. When they enter the tertiary level and feel mocked or harassed for their poor condition in English, they stop contacting their classmates and they go into the path of isolation which affects their academic

performance greatly. As a result, the teachers at the tertiary level have to put more effort into these students and a long time has passed to remove their fear and anxiety to make them confident English learners.

1.4 Aim of the research

This research aims to show the current scenario of the communication ability of Bengali medium students of tertiary level in Bangladesh. Throughout this research, many researchers in Bangladesh will be able to find out the challenges, factors, differences and limitations responsible for the poor communicative performance of these students. Though many discussions and arguments have taken place regarding this topic for years, hardly any effective measure has been implemented yet to solve this problem. Still the Bengali medium students at the tertiary level face challenges to improve their communication skills since their schools and colleges take no measures to encourage their communication skills. In general, this paper aims to draw consciousness from the readers in terms of understanding the depth of this issue and conducting more studies for improving the communication skills of students so that they become confident to use English in their future careers.

1.5 Research objectives

The research objectives of the paper are given below:

1. To show the differences between how Bengali medium students are taught English in their secondary schools and their tertiary level.
2. To explore the extent of support and motivation the Bengali medium students receive from their peers and teachers inside and outside their classrooms

3. To identify sufficient measures for ensuring student participation regarding better communication in English

1.6 Research questions

For this study, the research questions are as follows:

1. What are the differences between the ways Bengali medium students are taught English in secondary schools and tertiary levels?
2. How much support and motivation do Bengali medium students receive from their peers and teachers inside and outside their classrooms?
3. Which measures can be adopted to ensure the adequate performance of the Bengali medium students for better oral communication skills in English?

1.7 Significance of the study: To know the present condition of Bengali medium students in terms of their English competence while studying at the tertiary level, this study works as a mirror for different agents directly or indirectly related to education aspects (parents, students, teachers, stakeholders etc). In this research, it has been shown that what are the factors that have impeded their natural language communication. Throughout this study, many scholars' opinions, and perspectives have been included which shows crystal clear why particularly Bengali medium students are lagging when they are expected to show their excellence in a language which they study for 12 years. This study is important to show different agents that English should be presented to students as a language not as a subject of exam only. At the tertiary level, some teachers hardly try to know their students' hidden struggles as they generally think all students are capable of understanding their lectures and communicating with them. Some of them are also from English medium backgrounds and have degrees from foreign institutions. As a result of, a lack of knowledge, they cannot provide the exact help to those

students they expect from teachers. Because of the traditional notion of studying for exams, Bengali medium students remain exam-oriented and that is why they give less importance to the most important skills of any language- speaking and listening. Moreover, their schools and colleges have never encouraged them to practice these skills inside and outside the classroom as their teachers think these skills are not important for exams. Though some Bengali medium students from advantaged families are found improving these skills out of interest, most of the students just work on two skills reading and writing. Even the contents they study in schools and colleges are not enough to give them a proper concept about using English in real life. So, when they enter the tertiary level where they are confined within an environment of using English they become perplexed. Because of the different teaching methods, different study materials, emphasis on critical thinking and creative practice of English in the guise of interactive activities, they cannot resonate these with their previous learning. Through this study teachers from the Tertiary level will be able to understand in-depth the reasons behind the poor performance of those studies. This study benefits others in three ways) This study is conducted based on the real picture of the struggles of students,2) this study talks about the roles of teachers and how they can facilitate a convenient environment for learners so that all learners regardless of their background feel safe to practice English inside the class and 3) this study provides some initiatives which can be followed by both teachers and students in terms of learning and teaching English in a way which seems as natural as mother tongue. It is important to make these students realize that they can be as competent in communication as their classmates but they just need to work on a bit for improving their skills and it can be possible when there is a positive mindset in everyone who works in these institutions as teachers, stakeholders and administrators.

Chapter-Two

Literature Review

2.1 Literature review: As students are admitted to the tertiary level, they undergo a social transition because of using a different language to speak and study. When they start using a language which they simply studied as a subject for exams, they start struggling (Hassan, 2016). Students should be taught all four language skills (speaking, listening, reading and writing) in an integrated approach so that they can learn their L2 as a bridge to communication not as a language to study for exam purposes. All four skills should be equally included in classroom activities so that students can understand the real-life use of the language instead of focusing on the grammar only (Jony & Ivan, 2016).

Without English, students will not be able to grab a good job and fulfil their dreams of studying abroad. Though English is given the most priority in Bangladesh, after graduating from the tertiary level, students fail to conduct even basic communication. Along with teaching, students need to be encouraged to improve their communication so that they can ensure better opportunities in future. However, in Bangladesh, students are not encouraged properly to use English for communication which leads to troubles when they are surrounded by an English-speaking environment, particularly private universities (Hasan, 2022). Despite studying English for a long time in school and college, the fear of English is still present in the minds of many students. To elaborate on the issues of these students and the impacts caused by their unsatisfactory communication skills many researchers like Işık, Jahan and Mamun have shared their insights which are illustrated in this paper below.

Challenges Faced by Students in Tertiary Education: Students need to take responsibility for learning a language as a teacher cannot provide them with all of the support

to remove their unwillingness toward a new language. They need to be active learners to learn the use of English. However, because of the traditional belief of students in their teachers that the teacher will make them competent in English by motivating and engaging them, the teachers are burdened with responsibilities to make his or her students better learners. Though CLT has been used to teach English to students where students are needed to show their linguistic ability, most of the settings of the classroom are designed in such a way that students depend more on teachers than their efforts. Especially students from remote areas are used to seeing teachers taking full control of the classroom and they will be playing the role of passive listeners. In this case, teachers should be familiar with knowledge of utilizing proper materials, and different classroom activities, understand the different needs and expectations of students and provide technical support to students with the help they expect of teachers (IŞIK & Balçikanli, 2020).

Unfortunately, not all of the teachers have the same proficiency in these factors. Because teachers are not sufficiently trained to make students competent learners by giving meaningful inputs. As a result, students remain de-motivated and unwilling to learn to improve their language skills when they are at the tertiary level. Moreover, it is high time to change the mentality of some people regarding the English language where they think making their children English speakers mean being disloyal to their native language. Some people do not encourage their children to practice English as a language as it is historically connected to their mother tongue. They think the students who study English medium institutions are not provided with enough knowledge about their own culture, and history; rather they are provided with another country's culture and history which can bring harm to their nationality. It is generally anticipated that English medium students are more competent learners of English than students from Bengali medium. However, this creates a wide gap between these two medium students and this gap can be reduced by encouraging students to

learn English. Besides English has become a global language. So, English should be accepted by people for the betterment of their children in this global periphery (Jahan & Hamid, 2019). However, In Bangladesh, until the tertiary level, most of the students remain in the dark about the two most important skills-speaking and listening. They are taught reading and writing only for exam purposes. Even whatever they are learnt are also the products designed and structured by teachers who follow their rigid curriculum where the speaking and listening skills-related activities are excluded. As a result, there remains a slim chance for them to be competent English speakers. Apart from their prescribed textbooks and supplement books, they have no chance to learn even the basic elements of English such as vocabulary, pronunciation, and sentence structure. So, when they are admitted to a tertiary level where they are expected to show their speaking and listening abilities, they show fear, anxiety, and lack of interest. They face communication apprehension. Communication apprehension is the stage where students prefer being silent in the classroom and avoid any engaging activity which requires communication to be saved from the negative remarks from others. When they notice their classmates are performing better than them, they start developing low self-esteem, fear and other negative factors which stop them from even trying to practice their skills. Besides, in the fear of being compared with other students, and teacher's frequent feedback, they do not want to improve their language skills. Because of the fear and anxiety regarding negative remarks from the teacher and classmates, they cannot express their difficulties. Even before saying anything most of the time they take the help of Bengali to English translation in their subconscious mind which makes their growth of speaking development gradually slower.

The Role of Teachers in Language Education: Teachers also fail to create a safe environment for students who are shy, reserved and introverted. Some of the teachers also do not know how to cope with students having diverse needs. As a result, it becomes challenging

for them to maintain equal comprehension among students if the classroom is fully English medium instruction-based (Akhter & Mitul, 2020). They stick to their traditional teaching approach and do not know how to facilitate students who do not show any interest in classroom activities. Because of the limited class time, large size classrooms, teacher-centred approach, insufficient knowledge about students' abilities and limitations, and ideas about implementing different teaching methods with interesting materials, the students remain confined within their pre-existed cocoon (Al Mamun, 2021). Furthermore, the students are unable to feel the necessity of applying language skills to real-world communication and they remain less careful of the two most important skills; speaking and listening. In writing and reading, they somehow manage to cope by using books and translating from Bengali to English but for speaking and listening they remain unwilling to improve as they have not been taught these skills before tertiary level. Though students have been writing for a long time before the tertiary level, they still face writing problems after entering into tertiary level (Afrin, 2016). Even some teachers at the tertiary level support the idea of teaching students using Bangla in the classroom. “Most of the students in the tertiary level come from Bengali medium schools and colleges where they are taught Bengali most of the time. If they are suddenly forced to speak in a language, they never practised before, they will start feeling uncomfortable. To promote English more in the classroom means attracting more foreign students which is not a big motive for the institutions. Besides, enlightening students is more important than forcing them to be learners of a language they hardly practice in the classroom.

Teaching students with the proper balance of English and Bengali can also be possible if students are found unclear about their content knowledge (Rahman et al., 2019)”. There are also other factors because of which many teachers support the idea of using Bengali to teach students in tertiary settings and they are- different English proficiency levels of teachers,

socio-historic connection with Bengali, lack of teacher interest, existence of the majority of the Bengali students. Even many students who were good in their schools and colleges cannot properly explain their feelings or reply to their teachers because of anxiety and the tendency to avoid being ridiculed and verbally and mentally harassed by their peers and teachers (Islam et al., 2021). In this case, it is the responsibility of the teacher to make students realize they can overcome their fear of English by providing them with many learning opportunities which is not always possible (Islam & Stapa, 2021). Most of the Bengali medium students have good command over subject area which they cannot demonstrate with proficiency because of their weaknesses in English speaking. These students will be able to regain their confidence if their teachers remain lenient towards them. Since the classroom setting is traditionally teacher-centred, teachers cannot fully expect students to take their responsibilities in terms of improving their English speaking and listening skills. It is the responsibility of the teachers to identify their potential and create such an amiable environment for them so that the students can remain motivated to practice and improve their English without thinking about saving their faces in front of their classmates who are already competent in English speaking.

Global Perspectives on Language Education: Even dealing with numerous challenges, many countries in Asia are now showing remarkable changes to improve their students' English. In China English is taught as any other subject in the classroom like Bangladesh. English is considered as a foreign language its use is only limited to the classroom. Being Mandarin Chinese is the main language for communication, students feel discouraged from using English. They severely lack the confidence to speak in English as their main concerns are using appropriate grammar and vocabulary. After realizing the importance of English in the global world Chinese government has decided to make the students competent learners. Students are motivated to work on their competitiveness in

communication. Even the government is also investing money for the training of the teachers to improve the overall skills of the students in English (Zhang, 2021). On the other hand, in Malaysia, English is considered a medium of instruction by educational institutes, despite being a land of multiple languages. English is seen as a language of high authority and status. Though some of the students have English-related problems regarding pragmatic knowledge, communication, phonology, vocabulary, and grammar, most of the students are becoming competent speakers because of the initiatives of their government. The government has ensured to make English a compulsory subject to study from primary to tertiary level by maintaining a balance between national and international requirements. English has been recognized by the government for business, education and management purposes. In the educational periphery, students are taught 21st century learning skills (creativity, critical thinking cooperation and communication,) using English. Day by day the status of English in Malaysia is on the rise (Aziz & Kashinathan, 2021). The condition of English in Bangladesh is also possible to improve if the government becomes aware of making students competent learners by providing training to teachers and encouraging more studies to be conducted for the improvement of their language skills. Although it is not possible to implement every aspect from other countries in Bangladesh, to make students competent English speakers it cannot be denied that the tertiary students of Bangladesh have great potential to excel in English. However, if they are motivated to be self-directed learners, provided with a friendly environment to practice English with the help of teachers and encouraged by their institutions' authority, they will be able to show their proficiency in English successfully in whatever endeavor they choose further.

From the above studies, different authors have given their different opinions about the challenges students face, however, they have not mentioned how teachers can address the issues of the students, especially the ones who hardly feel bothered to take any help in the

classroom. It is not visible how teachers can contribute in terms of assessing the improvement of his or her students' performance. To motivate and engage students actively in the classroom teachers need to play different roles like a tutor, a counsellor, a facilitator, and a leader which have not been mentioned in the studies. Though the authors have provided many valuable insights they did not recommend any way through which teachers can teach students based on their level. For example: At the tertiary level, all students are enrolled in English language courses but all of the students come from the same background and they have also differences in terms of their language proficiency, understanding etc. So, in this case, how teachers can design a course which will be suitable for everyone is not mentioned.

2.2 Theoretical framework: There are some relevant theories which can be helpful in terms of understanding the problems of students while conducting this study.

Social constructivist theory: According to this theory, students will build their understanding of concepts when they will be learning in a collaborative environment. This theory gives importance to students' engagement in terms of experiencing the real-world communication to enhance language learning outcomes. It also entails about the need surpassing traditional memorization of grammatical rules and vocabulary. By following a social constructivist approach teachers can create environment which motivate students to use and apply their language skills including authentic contexts. This approach supports the idea that social interactions with others in congenial environment help learning. Social interactions is considered important in terms of shaping language development and communication skills (Akteruzzaman & Sattar, 2020). Since the educational environment has been transitioned from traditional to technology based, it has become even more important to show the connection between learning theories and practical life. Students generate better their knowledge regarding a concept when they interact with other and share their point of views. Teachers should make their lessons in such a way which can stimulate students inside and outside the classroom and

guarantee maximum learning achievement (Hani, 2018). This theory is appropriate for students especially Bengali medium students who had less exposure of English before entering tertiary level. Group projects, role-playing, debates are some of the activities teachers can implement to make the students active participate in language learning process. By following this approach, the students will develop mutual understanding, problem solving, creative thinking without depending on their teachers.

Krashen's Affective filter theory: Krashen's Affective filter theory: According to Krashen, the foreign language learning system should be as similar as the first language. He presented 5 hypotheses (The acquisition-learning hypothesis, the Monitor hypothesis, The natural order hypothesis, the Input hypothesis and the Affective filter hypothesis). Among these 5, the affective filter hypothesis is the most relevant to the condition of Bengali medium students in terms of tertiary-level communication. In the affective filter hypothesis, students either feel too motivated to learn the target language or too demotivated to learn the target language. This is mainly evident when students give presentations in the classroom, especially for the first time. Students who have high affective filter will always worry about their looks, the reaction of their classmates and the teacher, whether making any mistake, what if they cannot reply to their audiences' questions, how the teacher's feedback will be after the performance, how much they will get score etc. As a result, they never get the chance to show their speaking skills properly and as a result, their thoughts make them feel more demotivated than before. On the other hand, students who have low affective filters remain confident and try to give their best without thinking of uncontrollable factors. Unfortunately, the number of these students is less than students who have high affective filters.

Acculturation model: Acculturation model: The acculturation model is the process where individuals adapt to a new culture or environment. After entering the tertiary level, students are expected to adapt a new surroundings different from their previous institutes. For Bengali

medium students, this adaptation is more difficult than for other students. In this model, students notice the changes in terms of language barrier, cultural differences, teaching methods and assessment methods. Students in their initial days of tertiary level usually undergo this adaptation. In the language barrier, Bengali medium students start observing the presence of English in the academic setting as a both written and spoken language. Though this language shift is not new for students who are from urban settings, this poses a challenge to students who come from rural settings. Also, they learn how to communicate with other students and teachers, how to ask and respond and how to give presentations in English which they never experienced before. In cultural differences, they get introduced to the new rules and norms different from their schools and colleges. They learn to respect different points of view and accept other's differences when they are surrounded by group activities. In terms of teaching methods, students notice that at the tertiary level, the teaching method is more learner-centered than teacher-centered. They learn to become independent learners by engaging with their classmates through various group activities. Lastly in assessment methods, they develop skills like problem-solving and critical thinking. They learn to show creativity and synergy with different materials in different kinds of assessments like presentations, projects, exams, research papers etc. To adapt to these changes students need a friendly approach from their teachers. In this case, the teachers need to know and understand the diversity of students and make their initial learning journey enjoyable. Teachers can include suitable lessons and materials which ensure students' active participation so that they can deal with one of the most remarkable barriers which is the language barrier.

Chapter-Three

Methodology

3.1 Methodology:

Method of the study: This research is based on mixed-method research where both quantitative and qualitative methods have used equally. Since both methods are used many useful insights have been gathered which has make the research more closed to the real scenario.

3.2 Research Design: In order to conduct the research, two sets of questionnaires were prepared; one for students and another for the teachers. Since some students were hurried to go to their homes, the data collection process was taken both online and offline. Moreover, the researcher had to follow two approaches- provided a set of questionnaires to the students via email who had left their classroom for their following classes and 15 minutes interview sessions were arranged with each student who had enough time to answer the questions. In total 5 students participated in this face-to-face interview and 9 students participated in the online questionnaires. In the online questionnaires, there were 9 multiple choice questions and those students had to choose an answer they thought appropriate for the question. Apart from multiple choice questions, there were 2 open ended questions where they were expected to share their opinions in details. For the offline data collection process students had participated a 15 minutes interview where they answered to the same questionnaires though their replies to the 2 open ended questions were more elaborate than the online participants. Later on, the researcher took help of 5 teachers for answering the questions made for them. Since everyone was found busy taking classes, all of them participated in online data collection process where

there were only 4 multiple questions along with 5 open ended questions. They were provided questionnaires via their email addresses.

3.3 Research Ethics: In order to collect data, research ethics have been strictly followed. All of the participants agreed to take part in this data collection process. They also had the flexibility to back out if they felt uncomfortable. Real names of the participants are kept hidden and pseudo names like (T-1, S-1) have been used to indicate the opinions of the participants. The name of the institution has been also kept secret. After taking notes of the participants physical responses they were shown their statements to verify and in the online data collection process, the participants were provided with the option to keep a copy of their answers along with them.

3.4 Sampling: The students participated in the data collection process were selected randomly where there were 8 male students and 6 female students. Most of the students were in their 2nd semester, only a few were first semester students; known as freshers. All of the participants' age were 18 and 19. They were from different departments (CSE, Economics, BBA etc.) from the same university. In this case "Random Sampling" was used as it was the participants were selected from a larger population and everyone had the same opportunity to take part in data collection. To gather data from teachers, 5 teachers participated in the data collection process. Four were male teachers and one was female. All of them had both bachelors and master's degree to their related fields of teaching. Among them two teachers had three years of teaching experience, one teacher had five years teaching experience and the rest two teachers had more than five years teaching experience. All of the teachers were carefully selected and they were from the same department in the same university. They expressed their willingness and interest in taking part of this data collection process. Because of their busy schedule, they were convinced easily for taking part in online data collection so that they can provide their opinions in their convenient time without feeling too much pressured. In this case

“Convenience Sampling” was followed as the teachers were carefully chosen and they participated in the data collection process based on their willingness and availability. Because of the time limit and geographical constraints and easy access to the institution, the data was collected from a single place.

3.5 Settings: The face-to-face interview of the students was held in the library of the university and the rest of them had to answer the online questionnaires using google forms. The students were felt comfortable while understanding and answering to the questions. At first, they had to put tick marks (✓) to the multiple questions. Then they verbally answered both in Bengali and English while answering to the descriptive questions because of the limited space. Some of them tried to answer confidently all the questions in English though they did some grammatical mistakes in terms of using correct vocabulary and sentence structures. In terms of getting data from teachers, only 2 teachers gave their replies to the online questionnaires on the same day. The rest of the teachers gave their replies to the online data collection after 2 days as they were busy during the weekly holidays.

3.6 Instrumentation: The researchers followed 2 approaches to collect data from the students-online and offline though both kinds of participants were shown the same questionnaires. In the data collection approach in person, though the questions were kept simple, students needed to explain them in easy language. They answered verbally only 2 descriptive questions and 9 multiple choice questions. Though it was not possible for the researcher to interview all of the teachers in person because of their busy schedule, all of them participated in the online questionnaires where there were 5 open-ended questions along with 4 multiple choice questions. Before providing the questionnaires to the teachers they were ensured to keep their names hidden and they also received a copy of their answers which they gave online

instantly after they were done answering the questions. Google form was used for both students and teachers while collecting data online.

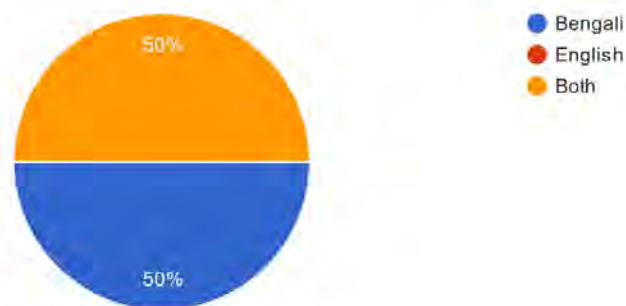
Chapter Four

Findings

4.1 Students responses (Online) Here ST is used as the acronym of student

1. Which language do you feel most comfortable in talking to your classmates in the classroom?

14 responses



In question no-1 when students were asked about the language, they feel comfortable while communicating, 50% of them chose the option “Bengali” while the rest 50% chose both. According to the students who chose Bengali, they said, “Bengali is our mother tongue and it is the language through which we can express our thoughts and opinions better than English. Moreover, we also use Bengali at home so it becomes simple for us when we are permitted to talk to our classmates in Bengali”. On the other hand, students who chose the option “Both”, they opined, “We use Bengali and English equally. Bengali is the sole language which gives us freedom to share our ideas clearly but English is the language through which we can improve our global communication”. According to them, whenever they speak in English, they can

understand their areas of improvement for example: pronunciation, vocabulary and sentence structure. Without using English in communication, they cannot assess the effectiveness of their bookish learning.

2. Which language do you use the most in the classroom while answering and asking questions to your teachers?

14 responses



In the question no-2, when students were asked about the language, they use particularly with their teachers in terms of asking and answering questions, 71.4% students chose the option “Depends on which language the teacher allows” since they are always ready to use any language between English and Bengali and some of them said though they want to ask and answer to the teacher in English, sometimes the teacher allows them using Bengali when they get stuck or are unable to do it properly. On the other hand, sometimes students want to ask and answer to the teacher in Bengali but the teacher instructs them strictly to use English to make them confident speakers. 14.3% students opined that, “Our teachers have no problem if we use Bengali in the class since it is easy for the teacher to communicate and not all students have the same proficiency level in English speaking skill”. Only 7.1% students chose the option “English” as their teachers always motivate them to ask and answer to his or her questions in English no matter how many times they make mistakes. According to those students, whatever question make or answer to the teacher they are always encouraged to improve their speaking skill.

3. If you are unable to understand teacher's instruction or lecture or question in English, which measure do you follow?

14 responses

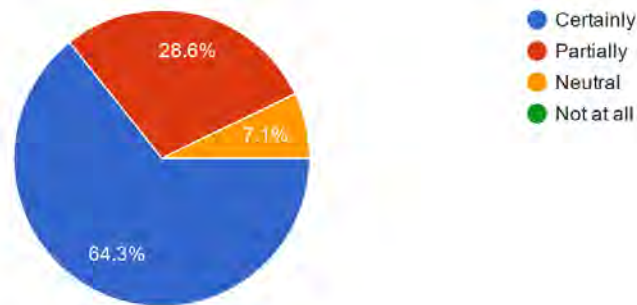


In question no-3, students were asked the question related to the measure they take when they are unable to understand their teacher's lecture or instruction. 57.1% students chose the option "Asking the teacher to restate the question". According to them, "Sometimes when the teacher starts asking questions back-to-back, we remain confused about which one to answer first. It usually happens when we are expected to answer questions based on reading and understanding a topic which is assigned by the teacher as a homework". In this case when they are flooded with the questions by the teacher, they request the teacher to restate the question through repetition or using simple question. Even when the teacher starts giving a long lecture on a topic without any pause and the students write the main points but get distracted, they prefer asking the teacher to restate the part of the lecture where they expect the teacher would explain them using simple English words and sentences. According to 21.4%

students, “We seldom find it necessary to seek further clarification from either the teacher or their classmates as they consider doing something like this will be time-wasting”. If there is any question or the part of the lecture, they do not understand they directly take the help of google. Sometimes they also use You-Tube videos for the clarification of the topic. They also opined that sometimes the teacher gets irritated whenever asked to clarify the question or the part of the lecture and the teacher also does not allow them to take help from their classmates as it can make the classroom environment noisy. So, to avoid such a situation, they simply let go. After the class they search for the topic and get the important points in their convenient time. According to 14.3% students, they are allowed to take help from the classmates but after the teacher is done with questioning or giving a lecture. In their free time in the library or using online platform they take part in group discussion and exchange their thoughts and as a result, they feel motivated to learn more and it is a convenient way for them to fill their knowledge gap. Only 7.1% students opined that their teacher has no problem in translating the question or the part of the lecture in Bengali. In this case the teacher simply gives summary of the topic as it is time-consuming to explain the whole thing in Bengali.

4. Do you believe the English language courses you have done were helpful to improve your English language skills for academic purpose?

14 responses



In question no-4, when students were asked the question about whether they believe the language courses they did were helpful in terms of improving their language skills for academic purpose, 64.3% students chose the option “Certainly”. They opined that, “After doing these courses we now feel motivated, confident and overall competent in all four language skills (speaking, listening, reading and writing)”. After doing these courses, their interest in English as a language has increased and they feel better whenever they are asked any question by the teacher or they are told to make a presentation. 28.8% Students opined that the contents of the language courses should be designed according to the knowledge requirement of different departments they are studying. Because in all language courses students from different department are enrolled and if they are told to read and understand a content which is out of their interest, then the learning remains dull. They agreed the effectiveness with the courses but still they wished the contents should be designed according to the needs and interest of different department students. 7.1% of the students chose the option “Neutral”. They had nothing to say about the effectiveness of courses in terms of improving language skills for academic purpose.

5. Which step did your teacher follow when you were found unable to speak in English?

14 responses

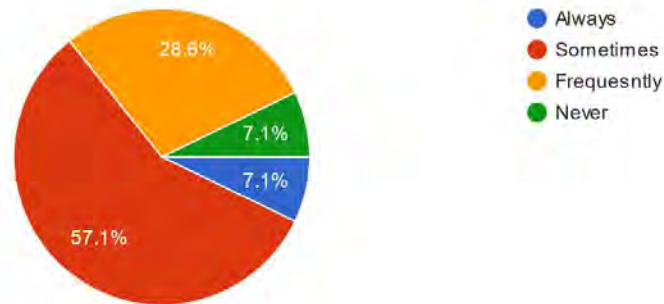


In the question no-5, when students were asked about the step their teacher followed when they were found unable to speak in English, 64.3% students chose the option “Provide effective feedback instantly”. According to them, their teacher is very friendly and understanding by nature and as a result, the teacher provides them feedback they can easily work on without making them insulted for doing any mistake. In presentation task, when they are found fumbling, explaining clumsily, the teacher remains silent but motivates them to speak more. Instead of asking questions in the middle to make them confused, the teacher remains as an audience. After they are done with presentation, the teacher starts giving them instant feedback through which they are felt doing mistakes is also important to learn a language and how to avoid some mistakes (accent, sentence structure, intonation etc) can be improved gradually by practicing the language. However, 35.7% students chose the option “Allowed you the opportunity to discuss your concerns with him or her following the class”, where they benefitted from the feedback they received by the teacher after the class. They were provided consultation hour by their teacher after the class for 30 minutes. Because there are some shy students in the classroom who do not feel safe to have the instant feedback from the teacher and if the number of the students is increased it is not possible for the teacher to give every student instant feedback. That’s why the teacher has come up with this solution and as a result

if any student further expresses the dissatisfaction or they have anything to add to, they feel safe to directly talk to the teacher either individually or in small groups.

6. How often do you use English outside the classroom (library, cafeteria, lab etc)?

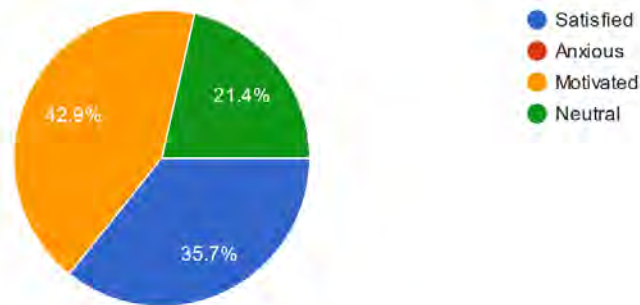
14 responses



When the students were asked the question no-6, about their use of English outside the classroom, 57.1% students chose the option “Sometimes”. Because they do not feel the necessity to use English after the class and all of their friends are Bengali speakers, so they use Bengali though they use English words in their conversation frequently. 28.6% students chose the option “Frequently” as they believe if they use English both inside and outside the classroom it will be helpful for them when they will be going abroad for their further studies. Whenever they get chance, they try to use English outside the classroom to improve their speaking, 7.1% students chose the option “Always”, as they believe practicing English always will remove their fear of speaking. They even use different apps like Duolingo, Cake, Elsa and other apps to improve their English pronunciation and vocabularies. Some of them also are preparing for IELTS (International English Language Testing System). Though their friends do not encourage them always to practice but they still keep practicing to gain good marks in both English-speaking activities occurring in the classroom and IELTS. The rest 7.1% students chose the option “Never” because they do not feel the reason to do it always. According to them, speaking activities carry less marks than written ones then there is no reason to think of it and practice it so much. They can manage the scripts and memorize it well before giving verbal presentation and that’s why they do not feel to practice English outside the classroom.

7. What was your reaction to the feedback you received from the teacher based on your speaking task?

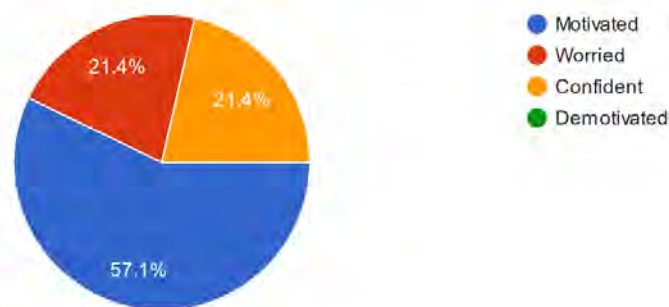
14 responses



When the question no-7 was asked to the student about their reaction to the feedback they get from the teacher on the completion of any speaking task, 42.9% students chose the option “Motivated” because they think after they get the feedback since they have known which areas to improve, they develop positive mindset regarding English speaking skill. 35.7% Students chose the option “Satisfied” as they have no objection to the feedback from the teacher and they practice English speaking only in the teacher instructed speaking task. 21.4% students chose the option “Neutral” as they think they get the feedback suitable for their verbal presentation and on the basis of efforts they gave.

8. What is your reaction when you are told by the teacher to practice English speaking in a group?

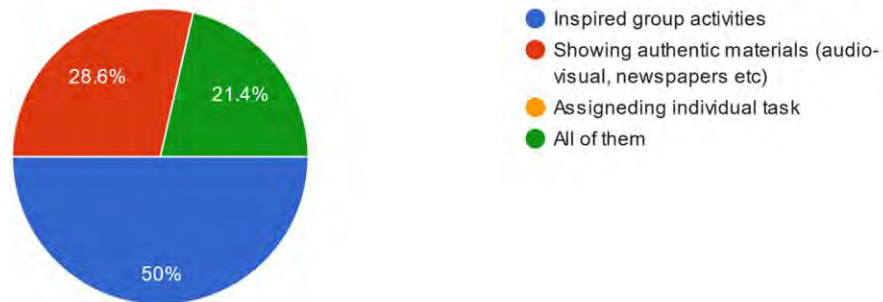
14 responses



When students were asked the question no-8, about their reaction when they are told by the teacher to practice speaking in a group, 57.1% students chose the option “Motivated” as they believe practicing English in a group through tasks like debate, group presentation, mock interview, scenario based on conversation, poster presentation etc. can be effective in terms of gaining new experience to practice English beyond academic purpose. They not only get the opportunity to enrich their knowledge about the practical use of a knowledge but also develop knowledge regarding various matters. 21.4% students chose the option “Confident” as they learn how to interact with classmates having different mindset, opinions, thoughts and answers. Also, by practicing English in a group they also learn skills like turn-taking, active listening, being empathetic, negotiation, helping each other if anyone is found forgetting his or her speech or struggling in demonstrating the idea sufficiently, how to peruse others without offending them to accept an idea and other speaking skills. According to them, since they practice their speaking in a known place in front of their teacher and they already know their classmates well, practicing English speaking in a group can make them feel confident. Other 21.4% students chose the option “Worried” as they feel practicing English speaking in a group is not always a good idea especially, if the group members do not know each other well. Without knowing each other, it becomes difficult to know with whom they can share their ideas and sometimes there are good speakers in their groups who do not let others to even tell their thoughts let alone appreciate it. Practicing in a group work is challenging for shy students who are fine with individual speaking activities but remain silent after seeing the rest of the members of the group doing the whole things without them.

9. How did your teacher make you practice English speaking in the classroom?

14 responses



When students were asked the question no-9, about the ways their teachers make them practice English speaking in the classroom, 50% students chose the option “Inspired group activities” where the teacher arranges different group activities like presentation, debate, poster presentation etc. through which they learn English language with fun. 28.6% students chose the option “Showing authentic materials” where the teacher presents them authentic materials like audio-visual materials, newspapers and assigns them both individual and group tasks to make them confident speaker. 21.4% students chose the option “All of them” where the teachers make students practice English speaking using all of the options. As a result, students improve their English speaking by developing creative ideas, working on different areas which make them fluent speakers.

Open-ended questions answered by the students

Question-1: What do you think you should do to improve your English speaking?

Answers: In this question, all of the participants agree with the importance of using English in the classroom in terms of being better speakers. According to ST-3, he should watch more English cartoons and interesting movies to improve English speaking. ST-5 & 6 opined that teachers should allocate some more marks in English speaking because by doing so, students will be more serious in English speaking. ST-1,2 and 3 believe the teacher should make them practice more speaking by assigning interesting topics in the class. All of the students are well aware about the importance of speaking English in their academic and professional aspects.

ST-9 said, “Though I am done with my foundation English courses, I still watch English series and movies with subtitles. Because the speakers speak sometimes too fast to understand what he or she wants to say or ask! I feel confident when I use both Bengali and English in conversation with teachers and classmates. I need to work harder to be a perfect English speaker. In order to improve my vocabulary, I will read more English articles on different issues so that I can be updated with different things around me”. ST-4, 10,13 said they need to listen to English songs in Spotify regularly which will help them rectifying their pronunciation and familiarizing them with new words. ST-1 and 2 said, they will try to read English story books whenever they will go to library and listen to the news on BBC which will help them become confident speakers while speaking English with teachers and classmates.

All of the students also agreed that they should be provided with a language club where they will be free to use different resources and the teachers should include more speaking activities in the higher courses curricula where they will get more speaking opportunities. ST-

1,2,5,7,10,12,14 said they will improve their English speaking in terms of vocabulary, pronunciation so that they further face no trouble while doing group work and interacting with their teachers.

Question-2: What are the challenges you faced while speaking English with your teachers and classmates in the classroom?

Answer: To answer to this question, ST-9 said, he was very nervous when he learnt about group presentation in his first semester's foundation language course. Since he belonged to Bengali medium school and college, he had no chance to practice speaking. Even when the teacher said him to speak in English in the first class for introduction, his voice started shaking and anyhow he just gave some basic information to avoid the ridicule of his classmates. So, he had no option left except memorizing presentation speech which he prepared from online. He prepared the speech but could not say without looking at slides. His speaking problems were nervousness, voice shaking and lack of producing speaking naturally.

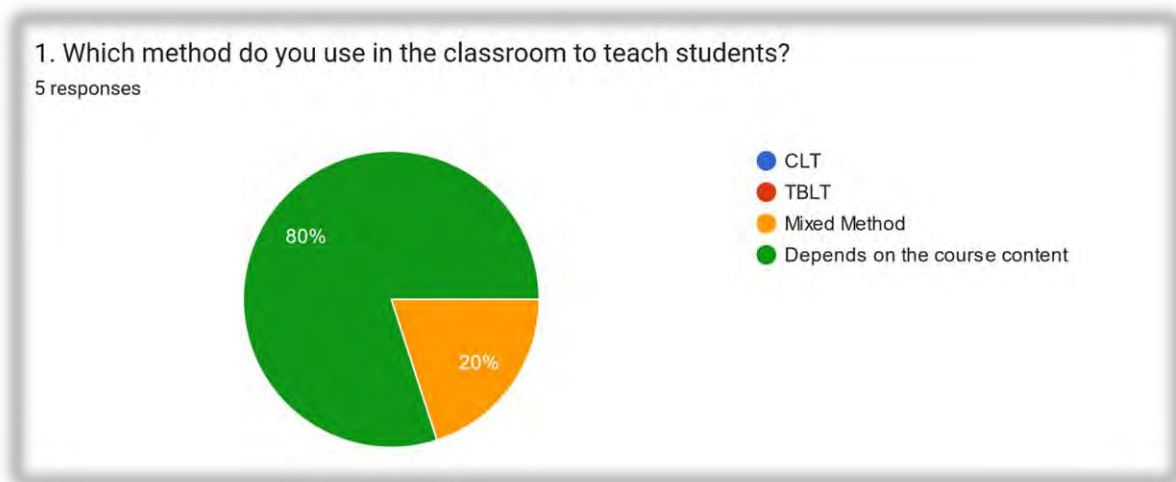
ST-1, 2, 5 and 7 agreed that at first, they preferred being silent in the class because of the ridicule of the classmates. They were also from Bengali medium schools and colleges. They studied English as a subject not as a language. Since there were no facility to read story books in English, they knew vocabulary as much as they learnt from their prescribed books from the teachers. They had no idea about any speaking activity before entering university. Whenever they even asked anything to the teachers or even their classmates while sitting in the groups, they were teased for their pronunciation and improper vocabulary. Even every speaking activity was like an exam for them rather than a source for enjoyment and learning.

ST-4, 7,10, 11 and 14 said though they are from English version schools and college, they also struggled in speaking English whenever they noticed the language proficiency of their

English medium classmates. They also took part in creative writing competition in English during their school and college time but when it came to speaking, they were unable to show the same creativity in speaking. Some students faced more classmates' ridicule than their teachers' harsh behavior towards them. ST-3,6,7 said the teachers were always supportive towards them whenever they were struggling in speaking English. They even make them feel confident while giving presentation and dealing answers from classmates after the presentation. ST- 1,2,5 and 9 said whenever they were asked to speak in a group setting, they tried to form their sentences grammatically correct for which either they pronounce the words wrong or they remained silent as they didn't form sentences accurately. Moreover, all of the students also agreed that they used to be afraid of facing the question-answer session where they were strictly instructed to speak in English. Because of the fear they sometimes forgot proper vocabularies as well as answers to show their linguistic competency. So, overall, their challenges were stage phobia, lack of confidence, nervousness, low self-esteem, lack of grammar and pronunciation.

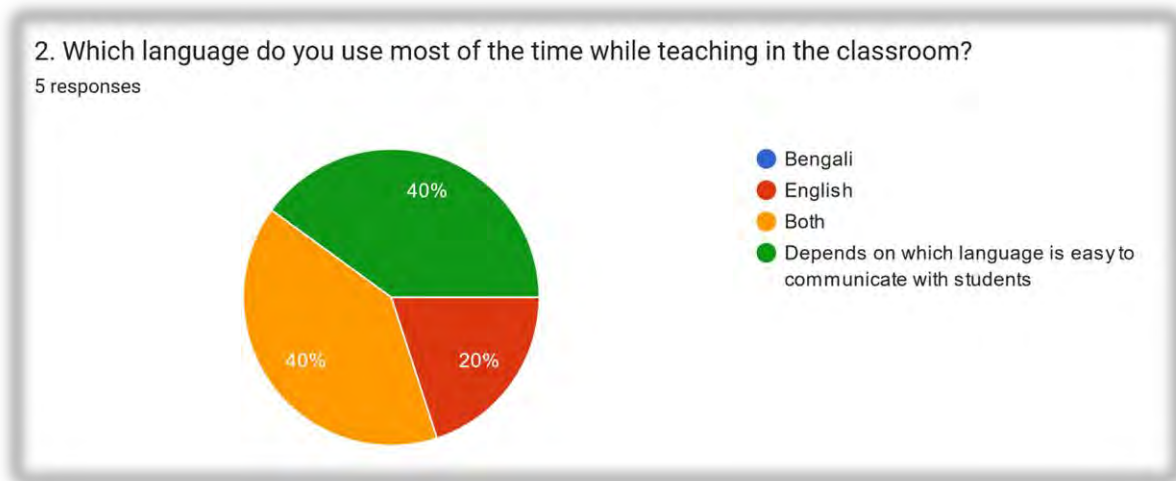
Findings

4.2 Teachers responses (Online): Here T is used as the acronym of teacher



To answer to this question-1, only one teacher chose the option “Mixed Method”. She said without teaching students using different teaching methods it is impossible to make them interested in learning new concepts. Always sticking to the same method results nothing except monotony for them. Once students become used to the same method, their learning periphery also becomes confined. On the other hand, students from these days are always in search for understanding and learning in different ways than students from earlier times. In this technology era, students want to learn things by practicing and they want to know the application of theories in different ways for which mixed method is the absolutely a great idea. It keeps the students focused, updated and entertained in the same time. However, the rest 4 teachers chose the option “Depends on the course content”. Without understanding course content applying any method is simply time-consuming. They give more emphasis on course content than teaching methods. Though using mixed method is a good idea to keep students glued to the learning process without making them bored using the single method, we have limited class time to execute it. Though sometimes we design different activities in the class like presentation, assignment, reflective writing based on an audio-visual clip according to the context of the course content, most of the time they need to be taught through listening to our

lectures. Including updated and relevant course contents and teaching them based on their needs and ability, can make the teaching and learning process meaningful.



To answer this question-2, only one teacher chose the option “English” as a language to teach for most of the time in the classroom whereas 2 teachers chose the option “Depends on which language is easy to communicate with students” and the rest 2 teachers chose the option “Both”. One teacher believed using no other language than English can make students used to listening and speaking in English naturally. Since their course materials, assessments and all evaluations are conducted in English, there is no point in using Bengali in the classroom. If students are allowed to speak in Bengali, some of the students weak in English will be using more Bengali than English which will hamper their speaking ability. Without using English in teaching students will not be motivated to use English in classroom as the teacher himself does not use English properly. 2 teachers opined that, they present the contents in English but if any student asks them translating or explaining it in Bengali, they never refuse. Using Bengali and English simultaneously all of the students understand their lectures smoothly. Other 2 teachers opined that not all students have come from English medium institutions. Some students have come from Bengali medium schools and colleges located in Dhaka whereas a few are found belonging to schools and colleges located in remote areas. It is an obvious assumption that in Bengali medium institutions English is taught for the purpose of exam for which they are confined within the cocoon framed by the teachers. As a result, they have no prior knowledge in speaking English. So, in this case, to make them comfortable in the classroom, using Bengali and English is the best way. Even sometimes it is also found that students know the answer to

the question but they prefer using Bengali for further explanation instead of English. Nowadays there are so many free resources online which they can use to improve their English speaking. But for learning purpose, they are allowed to use.

3. Which language do students respond while answering questions or asking question?

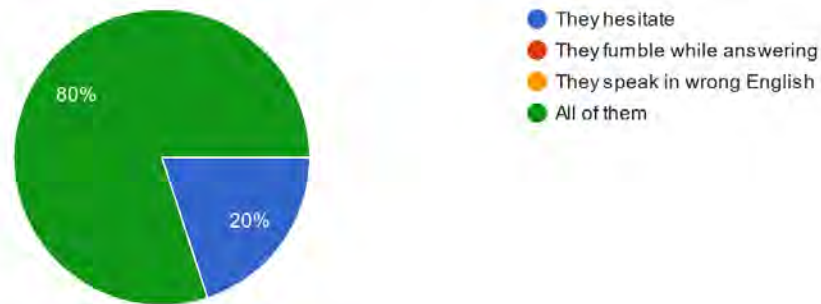
5 responses



To answer to this question-3, all of the teachers chose the option “Both”. They have agreed that they use both Bengali and English while responding to their students. Though they always motivate their students to use more English than Bengali, they use both languages for students in terms of answering or explaining any topic in the class. According to them, students especially from first semester will not feel easy while explaining them everything in English. Because most of the students are from Bengali medium where they have been taught reading and writing in English but not speaking English much. As a result, they require sufficient time to adjust with this new medium of instruction. Though their materials, assessments and evaluations are conducted in English, whenever any student asks them any question in Bengali or requests them to explain more a topic, they use Bengali so that their conceptual knowledge gets clear.

4. Which problems do you often find among your students when they speak English?

5 responses



To answer to this question-4, only one teacher chose the option “They hesitate”. According to her, because of the lack of proper vocabulary, intensive focus on using grammatically correct sentences and confusion about the right pronunciation of new vocabularies, the students hesitate. Still she considers this as a positive sign because most of the students in her class show proper participation and excitement when they are instructed to answer or present something in English. The teacher thinks, the students need more practice like this and very soon the students will be able to communicate well in English. Other teachers chose the option, “All of them” which is consisted of they hesitate, fumble while answering, they use wrong English. Their explanations to some extent, are similar to the teacher who chose the option “They hesitate”. However, they also added that, because of their shy and reserved nature some students are found avoiding to speak English as they think their other classmates from English medium background are better than them in terms of communication. When these shy and reserved students are told to give any presentation in English or even answer something in English outside their memorized knowledge, because of their fear, low-esteem they cannot demonstrate their linguistic competency. They fumble while answering and most of the time, they are focused on producing grammatical correct sentence which lead them producing more incorrect sentences using wrong pronunciation and insufficient vocabularies.

Open-ended questions answered by the Teachers

1. According to you, which factors are responsible for students' incompetence in English speaking?

Answer: According to T-1, lack of practice and rightful opportunities are responsible for students' incompetence in English speaking. According to him, "Most of the students are found struggling to practice their English speaking. From their very first class when they are told to give simple introduction about themselves to the last class they give a group presentation, their speaking ability hardly improves. They consider English as a course to study for having good grade". They carry out this rigid notion from their Bengali medium education system. In Bengali medium schools and colleges, they are not adequately encouraged to speak in English or practice listening as these activities are beyond their academic syllabus. So, when they get admitted in the tertiary level, they consider English language courses like other courses which are simply related to grades. Though some students from urban Bengali medium are found working on improving their English speaking using different online and authentic resources, students from rural Bengali medium do not get this opportunity to practice and improve English. Urban students because of the easy reach of technology, they try to apply and experiment their knowledge about English speaking in spite of making mistakes. Rural students hardly know anything beyond their textbooks until they come to tertiary level. Because of the knowledge and technological gap between urban and rural students they show different approach in case of English speaking.

According to T-2, "Lack of confidence, hesitation, lack of guidance students deal with difficulties in English speaking. Though all students are taught components of English

grammar along with sufficient vocabularies for reading and writing in their schools and colleges, they remain deprived from learning two most important skills-speaking and listening. Because of the exclusion of these skills in their curriculum they never get the chance to be familiar with speaking and listening related activities". Besides, lack of the teachers' proper guidance on teaching speaking and listening to students, rigid written exam-based curriculum, they do not get bothered to make students practice these skills. As a result, these students' lack of confidence and guidance are clearly evident when they are told to demonstrate their speaking skills through explaining any topic, giving any individual presentation, participating in debate. They, most of the time, remain hesitant in front of the class if they are even asked simple questions to answer. They think of translating their answers from Bengali to English since they cannot think it in English only.

According to T-3, nervousness, peer-pressure, low self-esteem are the factors for which students remain incompetent in English speaking. Even whenever they are informed about making a short presentation based on any impromptu topic, in spite of showing any interest or excitement to try something new, most of them show nervousness. Bangladesh is a country where these students are taught English for twelve years, still it is unfortunate and shocking that hardly any student is capable of speaking English as spontaneously as Bengali. Low self-esteem is another reason for their linguistic incompetency. Some students think their peers speak better than them and that's why either they avoid participating in groups or try to remain as the last speaker or speakers in a group while giving any presentation. The reason for their doing so is they want to save themselves from the embarrassment from their peers. Sometimes because of their wrong pronunciation, lack of proper vocabulary and local accent they felt dumb, isolated by their peers. Because of limited class time, it is not possible for any teacher to monitor all 40 to 45 student activities equally. This matter is considered as a golden

opportunity by those less spoken and weak speakers who want to save their faces from their teacher's radar and their peers' negative comments.

According to T-4, several factors can contribute to students' incompetence in English speaking. These may include a lack of exposure to English outside the classroom, limited opportunities for practice, ineffective teaching methods, fear of making mistakes, and insufficient emphasis on spoken communication in the curriculum. Additionally, individual learning styles and motivation levels play significant roles in language proficiency. She added that, not all teachers are able to understand the students' diversity and teaching method should be implied based on students' needs not on teachers' convenience. In this technology dependent time, sticking to single teaching method is not helpful for all students. Proper training should be provided to the teachers so that they can modify their teaching methods according to the needs of students. They should be facilitated with effective teaching methods which encourage them practicing speaking in a safe environment in the guise of different activities. Today, there is no way to deny the importance of speaking English in terms of academic and professional areas. It is very important to make classroom a safe place for every student and encourage the reserved students participate more in speaking activities. Moreover, competent students should be taught how to be empathetic and understanding towards their peers who are undergoing from the difficulty of speaking English. Teachers should make students understand that making mistakes is inevitable in speaking and making mistake is far better than giving no efforts. Students especially the new ones should be provided with sufficient authentic materials like audio-visual materials so that they can see and understand the real implication of the core skill of English which is speaking. They should be more encouraged to practice English outside the classroom so that they can learn from their mistakes instead of running from it. They need to make understand that speaking can improved only when they practice it regularly without thinking of any mistake, peoples' reaction, grammar etc.

According to T-5, Lack of confidence, practice and competency are the factors for which students are struggling to be competent speakers. She said, “Lack of confidence is the root cause for their incompetent English speaking. Though they are already familiar with sufficient vocabularies and grammar structures, they get numb whenever they stand in front of their teachers and peers. Since Bangla is the predominantly used mother tongue of Bangladesh and still people consider English as a foreign language not a second language, the awareness regarding English speaking is found unnoticeable among many people including students”. Besides, students from Bengali medium hardly had any chance to practice English speaking in the classroom because of the confinement of the rigid curriculum. So, when these students take admission in the tertiary level where their study materials, class lectures, and overall medium of instruction is English, they feel isolated in this new place. They still stick to two skills for their language courses-reading and writing. They lack competence in English because they feel no spontaneity in English. The way they are comfortable using Bengali for social interaction, they do not feel the same for English. When they are instructed to demonstrate their speaking ability, they get stuck producing anything naturally because they get busy thinking of translating the sentence or making the sentence grammatically correct. As a result, they lack competency. By practicing English regularly, they can develop both confidence and competence required for any speaker.

2. How do you give feedback to your students?

Answer: According to T-1,” I give them corrective feedback along with guidance on what to do to improve”. He further said, “While giving feedback he makes sure the students are able to understand the areas they need to improve”. He does not interrupt students in the middle of any speaking activity; rather gives the students the opportunity to produce their own speech naturally. He does not judge students based on their accent, pronunciation. After giving feedback he also asks his students if everyone is satisfied with their feedback. If anyone is

found dissatisfied with feedback, he offers discussion either in the classroom or outside the classroom.

According to T-2, He clears the points where they had made mistakes. He said that, “Directly saying which points they made mistakes in the classroom, it will help them being better prepared in further”. Saying clearly about points also ensures transparency through which students become aware of their mistakes and can take steps to avoid those mistakes. After students perform activities, they are given feedback by telling them the points they did well and the points they made mistakes.

According to T-3, “Students should be given feedback after the classroom. After students perform their activities either via mail or arranging brief consultation consisted of 4-5 students, she gives feedback”. She believes, students remain already nervous while performing their activities, in this case giving them feedback directly in the classroom can be disheartening for them. Some of the students also prefer knowing about their mistakes in the private so that they cannot be mocked by their classmates. That is why they are called in their groups if the feedback is about their group performance. Otherwise, she sends individual mail to every student mentioning their mistakes and the points they maintained well. She also gives opportunity to every student so that they can further mail her to discuss about the ways they can improve their mistakes.

According to T-4, “I provide constructive feedback to students by highlighting their strengths, addressing areas for improvement, and offering specific suggestions for enhancement”. Clear and encouraging communication is crucial, focusing on both the content and the presentation of their work. Additionally, he aims to be specific and actionable in his feedback, guiding students on how to refine their skills and providing resources for further

learning if necessary. He provides feedback after students are done with their activities. He also remains careful so that students do not feel offended for doing mistakes.

According to T-5, When the students make mistakes in speaking, he hears and praises but do not correct them instantly because if he corrects them instantly they will feel more nervous in the next speaking class. Instead of interrupting them he believes in encouraging students so that they can produce their skills naturally. He asks questions to the students instead of giving feedback to be sure about their efforts and if there remains anything the students forgot mentioning in the activity, they can answer it. He also provides feedback to the students via mail so that their feedback remains private and they do not get upset to see their mistakes.

3. Which approach do you follow when a student requests you to translate the feedback?

Answer: According to T-1, “When a student fails to understand his feedback fully in English at the first time and ask for translation, he communicates in simpler English and if that still does not work then he resorts to using Bangla”. He believes, first year students especially from Bangla medium usually are not competent in understanding English easily. They try to adjust in a new environment along with a language they hardly used before coming to tertiary level and feedback is something which make them aware about their performance level. He remains flexible with the students by using 2 languages equally. He believes by using both Bengali and English while giving feedback there remains no confusion in students’ minds. Though he encourages students to ask questions and speak in English in most of the class time, if anyone is found not understanding the feedback even using his simple English, he immediately switches to Bangla.

According to T-2, He uses cooperatively easier language if any student requests him to translate the feedback. He said, “There is no alternative to English in studying tertiary level

where from performing activities to write down answers' students need to use English. If they are translated every feedback, they will not feel the necessity to learn English better". Even if any students request him translating the feedback in Bangla, he presents the feedback using simple words. He also believes students should be used to hearing English feedback as it will make them competent learners. He further said, not every student's language is the same but every student can improve their minimum proficiency in English if they put sufficient effort. He also does not allow students using Bangla so that students remain forced to use English no matter how much they do mistakes. He believes, students can improve English when they will be surrounded by an English-speaking environment.

According to T-3, "At first, I try to paraphrase the sentences for several times; but if students are not able to understand then she translates into Bangla". She believes how much students understand their performance and areas of improvement is more important than using a particular language. If a student does not understand his or her mistakes or the areas to improve then how he or she will try to improve and produce better result next time! In tertiary level, there are students from Bengali and English medium. If she gives feedback in English, definitely English medium students will understand it but not the Bengali medium students who are not even used to hearing feedback in English before coming to tertiary level. She also added, "Though some of the Bengali medium students are well speakers but not every Bengali medium student comes from urban area". She uses simultaneously Bengali and English so that all students feel confident in terms of making their opinions and respecting each other's limitations.

According to T-4, "When a student requests translation of feedback, I aim to strike a balance. I provide an explanation of the feedback in their preferred language, ensuring they understand the key points". However, he also encourages them to engage with the feedback in English, as it aligns with the language learning process and helps reinforce their understanding

and usage of English terms and concepts. This approach supports their language development while ensuring clarity in comprehension. He believes though English is a must in tertiary level, the presence of Bengali in students' communication cannot be denied. Instead of making them competent learners by using English only, they need to be confident learners at first. In order to make them confident, they need to feel safe so that they make mistakes. When they see the equal use of Bengali and English, they become active learners in the class which later make them feel competent English speakers.

According to T-5, he asks another student to translate the feedback and make him/her understand. He makes sure students using English while talking to each other. By doing so he believes students will be helping each other by understanding their strengths and weaknesses. He said, "When one student explains another student about his or her feedback, their mutual communication also gets increased. Instead of depending on their teachers, they learn how to help each other which later proves useful while performing group activities. Besides, when one student gets explained by his or her classmate, he or she feels safe". Also, he or she can also take help from their classmates on the areas of improvement. A teacher practically cannot devote whole class time to all students by explaining their mistakes. So, if any students get helped by his or her classmate, it will be easier both of them to know each other better. In the guise of getting understand the feedback, students can understand their level of English and realize how they can work on their English.

4. According to you, which steps can be followed for making students encouraged in English speaking?

Answer: According to T-1, he said that, "Giving students more opportunities and a more inclusive environment, they can be encouraged in English speaking. Because, it is very important that students practice, learn and apply English in such an environment where they will not be the target of others negative comments or harassments". Outside classroom, they

do not have opportunity to practice English, so classroom is the only place where they can practice English. So, students especially the shy and reserved ones should be given more opportunities to practice English in a safe way.

According to T-2 he said, “By encouraging them and making the students understand how important English is for their long run both in academic and professional sector, they can be encouraged in English speaking. Because though in the English medium institutions’ students get adequate opportunities to practice English, the Bengali medium students especially from rural areas remain deprived of it. They are taught English as any other subject where they learn nothing beyond their textbooks and supplements”. In this case, it is important to make them realize about the importance of English in both academic and professional sector, so that they actively take part in the process of learning English with fun. They should be given more opportunities to be fluent in English instead of sticking to grammar rules or going for translating one language to another/

According to T-3, she believes that by discussing the students’ flaw's outside the classroom, they can be motivated to speak in English more confidently. She added, “Not every student feels happy when his or her mistakes are discussed in the classroom. Students who are new comers often feel upset or nervous when they are given feedback in front of their classmates”. Giving feedback sometimes should take place outside the classroom so that individual student can learn that it is ok to do mistakes and mistake is just a part of learning. Instead of discussing flaw’s in the classroom, their flaws should be discussed in a consultation setting or via online so that if they ask for the ways to work on the feedback, they remain safe and fearless.

According to T-4, he talked about encouraging English speaking with a positive environment, real-life examples, and interactive activities celebrating wins, set

achievable goals, and promote peer interaction. use multimedia and cultural aspects in lessons are important to keep students on track. Recommending language apps for self-development outside class is also important. He also said that, “Designing tasks according to their multiple intelligence is one of the most effective ways to keep them engaged in language learning process. Language learning should be like a fan not like a punishment to the students. Learning a language requires both students’ and teacher’s efforts”. Though a teacher plays an important role in terms of making students competent speakers, they should be familiar with different apps and websites which are found online easily. By using these, they can get rid of their inability of speaking English.

According to T-5, by not focusing on grammatical error, rather than focusing on the speaking, students can be encouraged to be English speakers. He said, “Though grammar is important in English, ensuring fluency in speaking is more important than accuracy. If students get the proper confidence, support and motivation from teachers in a safe environment, they might be willing to be English speakers. Once their fluency is ensured, they can work on their accuracy without the help of their teachers”. Grammar is a very familiar lesson for students. In the schools and colleges, they learn how to write grammatically correct sentences but they do not learn how to be fluent speakers. As a result, because of the lack of grammatical correct sentences and the tendency to produce sentences from Bengali to English translation their speaking never improves. In this case, a teacher should encourage them to make them practice different real-time speaking activities like debate, group discussion, group presentation. Once they become fluent speakers, they become confident speakers.

5. How do you provide help for students with speaking difficulties in English outside classroom?

Answer: According to T-1, by sharing content, resources over Google Classroom, Moodle and Email, he provides help for students with speaking difficulties in English outside classroom. He said, “The more students will be familiar with authentic resources, the more they will be encouraged in practicing English”. He uploads contents in the online platform twice a week before assigning them any speaking activity so that the students remain less nervous while performing in front of their teacher and classmates.

According to T-2, he makes sure to consult with them more and more so that they can overcome all kinds of barriers. Whenever his students are having difficulties to cope up with their mistakes, he talks to them in a consultation hour so that students remain tension free while sharing their thoughts. He also said that, arranging consolations is very helpful for his students especially those students who usually show no interest in taking part in any classroom activity or try to remain safe from answering or taking to the teacher.

According to T-3, “I try to point out her students’ weakness so that they can overcome. Instead of giving them general feedback, I prefer giving them feedback on their particular areas of improvement”. By doing so, students can work on their issues effectively and it is time saving for both students and teacher. When students know about their weaknesses they remain no longer in the dark. They try to improve their weaknesses by doing better.

According to T-4, he recommends apps, websites, and different resources. Also, suggest pronunciation resources and self-assessment through recording. By doing so, students can improve their pronunciation, their vocabularies get enriched, they even become familiar with different accents. He said that, “Students should be facilitated with resources which are easily found online and can help them removing their anxiety and fear related to

English speaking”. Along with suggesting online resources, he also asks students questions related to current occurrences including sports, movies, scientific discoveries etc. By exchanging thoughts and opinions the knowledge horizon of students gets widened and they also explore different contexts to communicate.

According to T-5, “I suggest the students to make a group. I also suggest them to go for a hang out once or twice in a week together and speak English in the group on what they see in the surroundings. They are also suggested not to think about their grammatical mistakes, just speak up for practice”. Though not all students listen to his advice. Some of them really follow this. They make groups, hang out together and try to speak up in English in cafeteria, labs and library. As a result, their speaking is improving than before.

Chapter-5

Discussion of the study

The findings of this research has been discussed below on alignment with the research questions.

In response to the Research Question-1: In secondary level the students are taught English as a subject to study for examination whereas in tertiary level they are taught English as a medium of instruction and as a language to study for assessment and practice in the classroom. In the secondary level, Bengali medium students only from urban settings practice English speaking and listening by taking participation in activities in debate and using online materials out of their interest and willingness. However, students from rural areas did not the opportunity to practice English speaking and listening as they are not included in the syllabus and they only focus on syllabus and textbooks. As a result, the knowledge gap is created

between urban and rural students. However, in tertiary level all Bengali medium students regardless of location, are given equal opportunity to practice English. In secondary level Bengali medium students hardly get any chance to practice English in the classroom with the help of teacher as the main focus of the teacher is to complete the syllabus and make students ready for exams. However, in tertiary level, students are assigned different group and solo activities where they get the chance to practice English with their classmates which keep them alert about their mistakes and motivate them to be as good speakers as their classmates. Besides both in the secondary and tertiary level students use Bengali and English in terms of interacting with students and teachers. However, in tertiary level students are always encouraged by the teachers to practice English in spite of making mistakes so that they develop the habit of speaking English as smoothly as Bengali. In secondary level, students learn some isolated vocabularies and grammatical rules along with some memorized writing formats to produce in the exams to have good marks. However, in tertiary level students are expected to demonstrate creativity in both language learning activities and exams. In secondary level, accuracy is given importance where students are forced to learn grammatical rules whereas in tertiary level students are motivated to be fluent speakers. Needless to say, students get more exposure to use English in tertiary level than secondary level. They become independent learners of the English with taking help of classmates and different apps and websites. without asking for help from teachers which they used to doing in their secondary level.

In response to Research Question-2: Students receive proper support and motivation from their teachers in terms of using English inside and outside classroom. After they are done with their activities they are given feedback in such a way they consider mistakes as a part of learning and remain encouraged to improve English. By pointing out their mistakes they learn that mistakes is inevitable in learning English and the areas for improving. For understanding feedback they are allowed to ask the teachers for clarification through translating in Bengali.

Teachers also restate feedback by using simple English words and sentences so that they understand it. Otherwise, they are also allowed to take help from their classmates. Teachers also provide them online resources in different platforms like google classroom, Moodle etc. so that they learn more beyond their prescribed textbooks. Through group presentation, mock interviews, topics based impromptu presentations teachers try to remain students engaged in speaking so that they learn about the practicality of the language. The students practice English through different group activities like debate, role-playing etc where they develop different skills like turn-taking, empathetic listening etc. Some students prefer solo work to group works to avoid embarrassment and domination of their classmates having higher language proficiency. Because of their lack of proper pronunciation and vocabularies they are made fun by them. As a result, they choose to be silent which discourages them practice English. They believe in solo works they perform better than group works as they get direct monitor from the teachers. However, students generally help each other when they feel confused to understand a certain portion of their teacher's lecture or question. Because of motivating students to practice outside the classroom, they are suggested to form groups to practice English outside classrooms so that they can develop their interactions and develop their confidence to speak English fluently.

In response to Research Question-3: Some of the recommendations are provided based on the data collected by both students and teachers, which may mitigate the English-speaking difficulties faced by Bengali medium students at the tertiary level:

1. **Small class size:** Instead of making a large and crowded class size, the administration should focus on keeping the classroom limited to around 25 students so that the teacher can devote sufficient attention to every student. The teacher will be also aware of the students who are shy and reluctant to speak in the classroom. If the class size

remains small, it will be easy for the teacher to determine the different needs and expectations of different learners which will be helpful for him or her in terms of planning, making and executing classroom activities (Rani, 2020).

2. **Outside classroom activities:** Along with practising English inside the classroom, the teachers can motivate students to practice English outside the classroom by assigning different interesting activities in the guise of demo product advertisements, role-play etc. By assigning students these tasks, they will improve their English speaking with fun instead of considering it as difficult work (Islam et al., 2022). Students should also be motivated to take part in English-speaking clubs where they can practice English using different authentic materials. A language club can be arranged by the university authority where the students especially the new ones can be provided with many interesting physical and online materials to practice English comfortably.
3. **Safe learning environment:** Every learner feels safe, encouraged and motivated to practice their English speaking in an environment free from others' negative remarks (Ibna Seraj et al., 2021). Teachers should develop empathy among students so that they can learn how to respect each other's opinions as well as their limitations. Also, the teachers need to design different group activities which teach students how to listen, understand and accept each other's points of view (Ibna Seraj et al., 2021). As a result, the issue of students' absenteeism will be reduced as they will develop the willingness to experiment and learn something new in every class.
4. **Designing activities to encourage speaking:** Instead of depending on students' performance in writing, the teachers should design activities which allow students to speak openly without focusing on grammar (Sultana, 2019). Activities like group presentations, impromptu topic-based presentations, debates, and mock interviews are

effective in encouraging English speaking naturally. The more students will be put into real-life scenarios the more they will be motivated to use English for speaking. Through these activities students will not only improve their speaking, they will also learn about critical thinking, leadership skills and more which will be beneficial in terms of making them confident speakers in the fields they desire. While forming groups instead of including students according to the division of weak and strong or asking students to form groups by themselves, the teachers can form groups with the combination of both weak and strong students in every group so that students learn to listen, consider and help each other which will be also helpful to reduce the gap between proficient and novice speakers (Hossain, 2019).

5. **Providing interesting materials:** Apart from providing students with relevant online study materials, teachers can also provide them with authentic materials (audio-visuals, newspapers etc.) related to their subject areas so that students can enrich their knowledge of new vocabulary, and pronunciation. To provide materials, teachers must be careful about the level of the students so that the contents and ideas they are presented with do not seem either too easy or too hard to grasp. By providing materials students will be both aware of the practical use of English and also they will be motivated to be fluent speakers instead of accurate speakers. Teachers should motivate students for the correct pronunciation of words while speaking. Because, without pronouncing words correctly, students will always fail to express their thoughts and opinions. For correct pronunciation, teachers can also provide phonetics charts to the students so that they remain alert to the different kinds of stress, intonation, and tones of words (Anis, 2021).
6. **Designing appropriate language courses:** Teachers should design the courses which are suitable for the learners in terms of their age, learning capacity etc. Materials and

assessments should be designed which encourage students to practice English as a bridge of communication not as a subject to study for exams. Students should be evaluated based on their performance. Along with pedagogy-based teaching, and frequent speaking and listening activities, authentic materials should be provided to students so that they can become confident learners in terms of knowing proper vocabulary, pronunciation and stress. Curriculum should be made based on the level of diverse learners and their current needs. Even after the completion of every course, the process of curriculum development according to the competency should be monitored by the university administration. By monitoring the curriculum the assessment system and the quality of education can be maintained (Hossain, 2019).

7. **Applying different teaching methods:** With time, many teaching methods have been included in the journey of language teaching which should be utilized by teachers. Based on the materials, context, and students' needs, teachers should be flexible with different teaching techniques which remove students' unwillingness to participate in the class. The teachers should be careful about including all of the four skills in his or her teaching so that students can get rid of boredom. Instead of keeping the classroom teacher-centred, the teachers should practice teaching where students get more time to communicate and the classroom becomes learner-centred.
8. **Providing constructive feedback:** Instead of giving general feedback, teachers should provide students with constructive feedback where students will be informed about their particular mistakes and the areas they need to improve. Feedback should be given in such a way that students feel encouraged to improve his or her areas without feeling pressured. Feedback is very important for ensuring the progress of language learners. Feedback should be given with sufficient details so that students remain aware of their strengths and weaknesses.

9. **Informing students about stage presentation:** All teachers need to brief their students about stage presentation. Because most of the students in their initial days do not know much about stage presentation. So, teachers should inform them about the basics of any stage presentation, for example: dress code, duration of the presentation, knowledge of making PPTs, body language, question-answer session, criteria-based content presentation etc. If students are aware of these basics, they will try to make less mistakes. It is also the responsibility of teachers to make stage presentations as a step of learning where students will be worried and produce natural speech and answers without depending on their memorization ability.
10. **Task motivation:** Apart from providing feedback, teachers should also motivate students to participate in other classroom activities. Students need to understand that mistakes are important to make them realize their condition in English speaking. They need both intrinsic and extrinsic motivations which keep them persevering. For ensuring their intrinsic and extrinsic motivation the teachers can praise them for performing their tasks. The students should be provided with different authentic materials so that they remain attuned to their learning (Rukanuddin, 2014).
11. **Arrangement of consultation:** Students who are found struggling with improving their English speaking can be provided with consultation. Teachers should arrange consultation periods for students where students will be allowed to come to them for a particular duration to discuss their issues and get the appropriate solutions to them. Consultation is also very helpful for students who do not ask questions to the teacher and who avoid getting involved in classroom activities (Begum, 2019).
12. **Emphasis on teacher training:** The government should provide teachers with sufficient training. Apart from depending on foreign donors and NGOs, the government can also provide training to both new and old teachers so that they can

know about applying teaching methods, activities, materials, curriculum, syllabus construction and the ways of testing and evaluation in the accordance of the time. As a result, they will be able to think out of the box and imply new approaches instead of sticking to a single one (Dhami, 2022)

Limitations of the study: Though the researcher has tried to produce the research based on real-time data and relevant resources, some of the limitations are noticeable in this paper. At first, not all the participants (students and teachers) belonged to the different parts of Bangladesh for which the exact condition of English at the Bangladeshi tertiary level could not be found. Second, all of the teachers participated in the online data collection process, but nobody was found available offline. If they could be offline participants, they could have shared their thoughts and opinions in a more detailed way. Finally, the data collection was conducted from a single institution in Bangladesh because of the geographical distances and access issues. So, further research is needed to find the overall condition of English at the Bangladeshi tertiary level.

Conclusion: It is needless to talk about the importance of English in Bangladesh in terms of making people connected to the global network. Though students are taught English before they enter the tertiary level, their learning remains incomplete as they are followed by a rigid curriculum where they are deprived of two important skills- speaking and listening. They are even taught English in their mother tongue by their school and college teachers. So when they enter the tertiary level where they are expected to show equal competence in every skill, they face negative issues like fumbling, low self-esteem, anxiety, fear, embarrassment etc. Though their teachers are trying hard to eradicate their negativities regarding English, they cannot be competent in English communication until they take responsibility for improving it. Along with depending on teachers, they can also initiate some steps like

practising English outside the classroom, joining a speaking club, using online materials etc. Teachers should also playing the role of facilitators for the students in terms of providing constructive feedback and managing a non-threatening learning environment. At last, students need to understand that, English is just a language to communicate not a parameter to measure their overall intellect.

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Appendix-A (Students' Questionnaires)

1. Which language do you feel most comfortable in talking to your classmates in the classroom?
a) English b) Bengali c) Both

2. Which language do you use the most in the classroom while answering and asking questions to your teachers?
a) English
b) Bengali
c) Both
d) Depends on which language the teacher allows

3. If you are unable to understand teacher's instruction or lecture or question in English, which measure do you follow?
a) Asking the teacher to translate in Bengali
b) Asking the teacher to restate the question
c) Seeking help from classmates
d) I seldom find it necessary to seek further clarification from either the teacher or my classmates

4. Do you believe the English language courses you have done were helpful to improve your English language skills for academic purpose?
a) Certainly b) Partially c) Neutral d) Not at all

5. Which step did your teacher follow when you were found unable to speak in English?
a) Scolded you harshly in front of your classmates
b) Provided you some effective feedback instantly
c) Suggested you to take help from your classmates
d) Allowed you the opportunity to discuss your concerns with him or her following the class

6. How often do you use English outside the classroom (library, cafeteria etc.)?
 a) Always b) Sometimes c) Frequently d) Never
7. What was your reaction to the feedback you received from the teacher based on your speaking task?
 a) Satisfied b) Anxious c) Motivated d) Neutral
8. What is your reaction when you are told to practice English speaking in a group?
 a) Motivated b) Worried c) Confident d) De-motivated
9. How did your teacher make you practice English speaking in the classroom?
 a) Inspired group activities
 b) Showing authentic materials (audio-visual, newspapers etc.)
 c) Assigned individual task
 d) All of them

Open-Ended Questions

1. What do you think you should do to improve your English speaking?
2. What are the challenges you faced while speaking English with your teachers and classmates in the classroom?

Appendix-B (Teachers Questionnaires)

1. Which method do you use in the classroom to teach students?
 a) CLT b) TBLT c) Mixed Method d) Depends on the course content
2. Which language do you use most of the time while teaching in the classroom?
 a) Bengali b) English c) Both d) Depends on which language is easy to communicate with students
3. Which language do students respond while answering questions or asking question?

- a) English b) Bengali c) Both

4. Which problems do you often find among your students when they speak English?

- a) They hesitate
b) They fumble while answering
c) They speak in wrong English
d) All of them

Open-Ended Questions

1. According to you, which factors are responsible for students' incompetence in English speaking?
2. How do you give feedback to your students?
3. Which approach do you follow when a student requests you to translate the feedback?
4. According to you, which steps can be followed for making students encouraged in English speaking?
5. How do you provide help for students with speaking difficulties in English outside classroom?