

# **BRAC University**



**A study on the Listening and Speaking Skills in English at HSC level:  
Challenges and Possible Solutions**

**Sadia Afrin.**

**ID- 09303006**

**Department of English and Humanities**

**August 7, 2013**

**A study on the Listening and Speaking skills in English at HSC level:  
Challenges and Possible Solutions**

**A Thesis**

**Submitted to the Department of English and Humanities**

**Of**

**BRAC University**

**By**

**Sadia Afrin**

**ID 09303006**

**In Partial fulfillment of the  
Requirements for the degree**

**Of**

**Bachelor Arts in English**

**August, 2013**

**This paper is dedicated to my parents for their love and support.**

## Acknowledgement

At the very outset I would like to express my deep gratitude to Almighty Allah. I would like to acknowledgement the contributions of the following people, without whose help and guidance this dissertation would have reached completion. Firstly, I acknowledge the counsel and support of my supervisor Mahmuda Akhter. Her calm and invaluable advice guided me throughout the whole research. Secondly, my heartfelt gratitude goes to all of my teachers at the BRAC University. Thirdly I must thank my friend Motiur Rahman for helping me in many ways for this research. I must thank my husband, Md. Showkat Hossain Chowdhury for his moral support and encouragement. My deepest love is for my parents for whom this paper is dedicated. Last but not the least, I thank my participants for opening their hearts to me, for being patient and cooperative throughout the data collection process.

Sadia Afrin

ID 09303006

August, 2013

## Abstract

In the field of English language teaching in Bangladesh, it is generally seen that only two of the four skills of the language-reading and writing are taught. But a course on English language is any level of education needs to focus on the four skills of the language, listening, speaking, reading and writing. As a result, the other two skills, listening and speaking, are neglected in the teaching of English in Bangladesh. Consequently the proficiency of learners in these two skills of the English language relatively poor.

This study explores the strategies the learners at the Intermediate level employ in learning the speaking and listening skills in English. At the same time this study explores the situations of teaching these two skills in English at HSC level in Bangladesh.

In order to investigate the above mentioned issues an interview was conducted. The interview comprised of eight respondents from eight different colleges of Dhaka, Bangladesh. Data was collected using a questionnaire on language learning strategies of the HSC level learners in Bangladesh.

The finding shows the some challenges and possible solutions on the way of applying these two skills at HSC level students.

## Table of Contents

Acknowledgement .....	ii
Abstract .....	iii
Chapter: 1 - Introduction	1
1.0 Introduction.....	1
1.1. Problem Statement.....	2
1.2 Purpose of the Study.....	2
1.3. Central Research Questions.....	3
1.4. Significance of the study .....	3
1.5. Delimitation .....	4
1.6. Limitations.....	4
1.7 Operational Definitions .....	4
Chapter: 2 - Literature Review	6
2.0 Purpose of introducing CLT at the HSC level; Professor Dr. Md. Masir Uddin's evaluation.....	6
2.1 Four Skills of Language.....	7
2.2 Importance of Speaking.....	9
2.3 Importance of Listening.....	11
2.4 Necessity of Assessment in Listening and Speaking.....	12
2.5 Syllabus of HSC English (Paper I & II) .....	14
2.6 Current Situations of the Teaching of Listening and Speaking of College English .....	15
2.7 Solutions: .....	20
Chapter: 3 – Research Methodology	23
3.0 Introduction.....	23
3.1 Research Design .....	23
3.2 Theoretical Framework.....	23
3.3 Sampling.....	24
3.4 Setting.....	25
3.5 Instrumentation .....	25
3.6 Data Collection Procedure.....	26
3.7 Data Analysis Procedure.....	26
3.8 Obstacles Encountered.....	27
Chapter: 4 - Findings and Discussion	28
Chapter: 5 - Conclusion	40
5.0 Introduction.....	40
5.1 Summary of the Findings.....	40
5.2 Contribution to Research .....	41
5.3 Practical Implication.....	41
5.4 Recommendations.....	42
5.5 Further Studies.....	42
5.6 Conclusion .....	43
Work Cited	44
Appendix	47

# Chapter: 1

## Introduction

## Chapter: 1 - Introduction

### *1.0 Introduction*

In communicative approach there are four basic skills of learning foreign language like English i.e. listening, speaking, reading and writing. When it comes to talking about using English at any level of education whether it is primary or intermediate or at the tertiary level, it requires teaching the four skills of the language giving equal importance on each of these skills. Each one itself is so important. In communication and especially communicative English each skill has to be demanded equal importance.

English courses focus most on building reading and writing skills. The other ways of communicating are also important, yet they are seldom taught. Speaking and listening make up 69% of our total communicating time each day. One study showed that college students spent about 53% of their time listening and 16% speaking, but only 14% writing and 17% reading (Barker, Edwards, Gaines, Gladney and Holley 1981).

So courses in listening and speaking skills should have a prominent place in language programs around the world today. Ever growing needs for fluency in English around the world is the consequence of the role of English as the world's international language have given priority to finding more effective ways to teach these crucial language skills. In Bangladesh Higher secondary education is one of the most important sectors in education. English is taught at this level following Grammar Translation Method. In this method, less emphasis is given on learner's speaking and listening skills. Though listening and speaking are the two common means of communication, education planners



of primary, secondary and higher secondary levels give less emphasis on these skills. As a result, students could not apply English in their practical life successfully. This present study explores approaches to the teaching of listening and speaking in Higher Secondary education system. Main goal of this paper is to examine what Higher Secondary education curriculum teaches about the nature of listening and speaking skills, and then to explore what the implications are for classroom teaching.

### ***1.1. Problem Statement***

The study of English in classes xi-xii should help to extend students control of the basic language skills, i.e. listening, speaking, reading and writing the elements of which have already been taught at the primary stage. It should aim at equipping the students to use these skills in real life situations outside the classroom. Surprisingly little time is given to teach these very important skills i.e. listening and speaking in HSC level. Since after HSC, many students would go up for further study which would involve extensive use of English so listening and speaking skills development should progressively be given greater attention at intermediate level of education.

### ***1.2 Purpose of the Study***

This study is intended to find out the challenges and possible solutions on the implementing listening and speaking skills in English at HSC level. As it is mentioned earlier, at the Higher Secondary level, reluctance is shown for the improvement of listening and speaking skills on English courses. The present study attempts to find out

appropriate and timely English curriculum emphasizing on listening and speaking skills at HSC level.

### ***1.3. Central Research Questions***

- a) What does teacher expect of listening and speaking ability on English from the Intermediate level students?
- b) What are the difficulties and challenges in flourishing these two skills on English at HSC level?
- c) What classroom practices and changes of curriculum should be followed in developing these two skills of the teachers at the Intermediate level?

### ***1.4. Significance of the study***

This endeavor is a modest attempt in the field of learning strategies in developing the speaking and listening skills in English at the Intermediate level. This research finding will contribute to the areas of research concerning teaching and learning in English on listening and the speaking skills at the college education in Bangladesh. At the same time this research will help the English language teachers and the ELT practitioners working with intermediate level Bangladeshi learners to rethink about their methods and techniques of teaching these two essential skills on the English language.

### ***1.5. Delimitation***

Some delimitation are given below for future improvement-

- Only non-government colleges were selected here for data collection; random inclusion of other government colleges as well as madrasa education might draw dynamic findings.
- The expansion of sample size might depict more statistically unbiased result; financial and time constraint also had an impact in the current study.

### ***1.6. Limitations***

- a) Since it was not possible to match the researcher's time with that of the teachers, the teachers from all the participating colleges could not participate in the survey.
- a) For time constrains, the survey is confined to eight colleges. The claim and solutions of this research could have been stronger and more representative if few more colleges have been covered.
- b) Only Dhaka based colleges were selected for the research. It could be better if colleges from outside Dhaka also were included in the research.

### ***1.7 Operational Definitions***

- a) Listening: The SCA's (Speech Communication Association) explanation of "listening" is centered on a person's engagement in a complex active process. Listening happens after hearing and refers to the decoding of the sound waves in brain into meaningful words and messages. It is needed to revise sounds, stress

and intonation and to enable students to follow increasingly complex common instructions.

- b) Speaking: Based on SCA (Speech Communication Association) guidelines, “speaking” includes both spontaneous informal speech (e.g., talking in work groups, responding in class discussion, participating in interviews) and prepared formal speeches. Speaking instruction focuses on expected behaviors (responses, delivery) in both formal and informal settings and the process of composing speech text (Speech Communication Association). It enable students to repeat the teacher’s sentences, to ask and answer simple questions, to take part in more complex but controlled conversations, to enable students to tell a simple story, to describe common objects, people and situations, to give instructions etc.
  
- c) Grammar Translation Method: It is one kind of method with a set of specific techniques to be used in language teaching. Grammar Translation Method is followed by explanation of the grammatical point. In this method learning is held through translating from mother language to second language or vice versa and only reading and writing are emphasized.

# Chapter: 2

## Literature Review

## Chapter: 2 - Literature Review

### *2.0 Purpose of introducing CLT at the HSC level; Professor Dr. Md. Masir Uddin's evaluation<sup>1</sup>*

#### **Development of a CLT textbook**

This new English textbook has been developed for classes 11 & 12 by English Language Teaching Improvement Project (ELTIP) jointly funded by the Government of Bangladesh and DFID of the UK Government. A team of writers trained in the UK under ELTIP has written the book over a period of one and a half years. The whole process of writing, trialling and evaluating the manuscript was carried out by a national and an expatriate consultants of ELTIP in cooperation with NCTB.

#### **Principles**

The book based on the principle that has guided the writing of the *English For Today* books from class 6 onwards—the principle of learning a language by actually practicing it. This practice, which is carried out through the four language skills of speaking, listening, reading and writing, usually in an interactive mode, underlies the communicative approach to language learning.

#### **Aim**

As the focus is on the communicative functions of language, the main aim of the textbook is to provide ample opportunities for students to use English for a variety of purposes in

---

<sup>1</sup> Professor Dr. Md. Masir Uddin, Chairman, National Curriculum & Textbook Board, Dhaka.

interesting situations. The book is divided into units. Each unit, based on a theme, has several lessons that contain reading text and a range of tasks and activities designed to enable students to practice the different skills, sometimes individually and sometimes in pairs or groups. Some literary texts have also been included. However, the emphasis in such cases is not just on content but on the exploitation of the texts to trigger a variety of language activities.

Professor Dr. Md. Masir uddin states, the English syllabus of Higher Secondary school Certificate is on the basis of Communicative Language Teaching and Learning method in which interaction and communication are accentuated. CLT sets the goal of earning ‘communicative competence’ among learners. As CLT is a realistic process, the elements of the English syllabus of HSC are related with interesting situations and socially necessary events. So the English textbook of HSC is designed on the communicative – style teaching where communication and interaction are the means and the ultimate goal of learning and teaching a language.

### ***2.1 Four Skills of Language***

Communicative Language Teaching (CLT) is a method which is based on the target of language teaching and learning for effective and real life communication. Rather than to acquire and exhibit knowledge the emphasis of CLT is to enhance the ability to communicate (Seraj and Mamun, 2011; p.7). According to Diane (2004: in Seraj and Mamun, 2011: p.8) the aim of CLT is to facilitate to communicate in target language. Communicative Competence is measured on the four basic skills of language---- reading,

writing, speaking and listening. As developing the ability of the learners to really communicate in English is the main goal of HSC syllabus, it is essential to integrate all four skills ensuring equal amount of concentration in each of them. Thus, the learners will have the level of linguistic competence in English that will enable them to communicate effectively in “real English” (Davis & Pearse, 2000; p.4). Here the expression “real English” is used to refer to English which can be used both inside and outside the classroom.

To the improvement of the communicative skill and to give extensive opportunities to the college students to use English for a variety of purposes each skill of language should be given equal importance. As Peregoy and Boyle state (2001: in Matin, 2011: p.236), listening, speaking, reading and writing occur naturally together in learning events in at all great levels in schools, though traditionally they were taught separately.

According to College English Curriculum Requirements, the objective of College English is to develop students’ ability to use English in an all-purpose way, especially in listening and speaking (Wu, 2010: p.138). Harmer (1991: p.52) suggests, any of the skills cannot be performed without another. It is impossible to speak in a conversation if someone does not listen as well, and people hardly can write without reading. Yet, listening and speaking are not skills that are commonly taught in school. Teachers feel pressure to meet curricular demands first, thus they set priorities on it (Wilson 1997; in Smith, 2003: p.2).

In Bangladesh, as far as English language teaching is concerned, importance is always paid to the teaching of the skills of reading and writing. On the other hand, importance is hardly paid to the teaching of the listening and speaking skills of the English language. Consequently, the students’ proficiency in these two skills of the English language is very



poor. Worse ever, students' proficiency in these two skills is never tested at all in any public examination. The English syllabus of HSC has scope on evaluating reading and writing skills but there are no scopes on evaluating speaking and listening. In this regard, Majid (2007, p.1) says, in Bangladesh listening and speaking skills for English language learning are not tested at all either SSC, HSC or any relevant public examination level. Furthermore these two skills are usually been excluded from the teaching objectives of English language teachers. Such teachers are generally preoccupied with the reading, writing and grammar sections of the text or guide books and all those features that would be relevant to passing the SSC and HSC examination. In Matin's (2011, p.235) opinion, instead of improving skills both students and teachers tend to give priority to complete the syllabus.

## ***2.2 Importance of Speaking***

Although not a set curriculum in most educational institutions, speaking skills have been found to be a fundamental skill necessary for a learners' success in life. Learners consequently often evaluate their success in language learning on the basis of how well they feel they have improved in their spoken language proficiency. Matin claims (2011: p.237) someone's fluency in speaking measures his/ her proficiency in that language.

Children's having ability to translate their thoughts and ideas into words are found to be more successful in school. Without developing good listening and speaking skills, students has to suffer lifelong consequences because if their inability (Wilson 1997; in Smith, 2003: p.3). Having without proper knowledge of grammar and sentence structure, not knowing proper pronunciation and listening skill one may consecutively write, read

and listen; whereas, speaking skill needs on the total knowledge of a language i.e. vocabulary, grammar, sentence structure, listening etc (Matin 2011: p.237). Ability of speaking English also plays an important role in developing reading and writing skills. As River says, when we read and write, we use what we know of the language orally (1968: p.20).

Speaking skill is required in everywhere, from simple conversation to formal public speaking. As Wilson (1997: p.9) argues, talking can be used to connect with others, explore and understand the world, make sense of the world, and reveal oneself. For different audiences talk contains different components. Children needs to learn to talk to themselves, hold conversations, interviews, small group discussions, talk to teachers, parents, peers and in society.

In Bangladesh's perspectives, fluency in speaking English is needed for professional purpose a lot; like doing international business, diplomatic jobs and for higher studies (Matin, 2011: p.237). Young generation aspire to professional careers in English dominant communities where most required qualities of candidates are presentation skills and fluency in speaking. Also after completing Higher Secondary education, at the tertiary level, especially at universities, students are encouraged to communicate in English and most of the lectures are delivered in English. Besides students who are going abroad for pursuing higher studies, ability to speaking fluently is considered most advancement facility for them (Matin, 2011: p.238).

### ***2.3 Importance of Listening***

Listening is an active process by which people receive, make sense of, assess, remember and respond to what they hear. In Smith's (2003: p.6) opinion, students development of skill and learning occur from listening and from having someone listen to them. In a study, Smith (2003: p.6) shows most educators assumption of listening is a matter of choice, not ability, yet listening is something students should be taught to do well. According to Grognet & Van-Duzer (2002), listening is an attentive process where the listener selects and sums up by using the aural and visual clues that are available. Practice of good listening helps in better understanding, resolving problems, asking questions and responding in expected manner. Learning occur when someone listen. Classroom stands frustrating for those who cannot or do not listen (Swanson 1997; in Smith, 2003: p.2). Research conducted by Barr, Dittmar, Roberts and Sheraden (2002) determines students' academic performance could be improved by the quality listening skills as well as make improvement in their social interaction. From attentive listening students gain better interpersonal skills, i.e. verbal and non-verbal communication, ability to ask relevant questions etc. Students having attentive listening ability can change the attitude of the speaker (Smith: 2003, p.2). Valuable esteems like, feel respected, important, intelligent, confident etc builds onto students when they see they have a listener. Effective social interactions along with valuable experiences have been gained by listening conversations with students which is very different from peer interactions (Swanson 1997; in Smith, 2003: p.2).

Within most classroom settings, listening serves as a primary channel for learning. Lecture-centered teaching in mainstream classrooms requires that college students

effectively as listeners from the very beginning of their academic career. Goulden (1998: p.95) says that teachers should have to facilitate good listening practices in all classroom settings. There is a vital relationship between speaking and listening skill. Without being able to listen and understand what has been said, it is impossible to take a meaningful part in class conversation, exams and interviews. Goulden (1998: p.95) refers to some educators who recommend that instructions or explanations be given only once. If students know they will hear something several times, they may just stop listening and being attentive altogether. If the conversation appears to be between only one student and the teacher other students may also not be attentive to what their classmates say. Opportunity of practicing and demonstrating proficient listening skill is in small group context where students get facilities to respond make a classroom setting rich for them.

#### ***2.4 Necessity of Assessment in Listening and Speaking***

In skills development proper testing is necessary. Hughes suggests (1989; p.8) testing measures language proficiency, discovers students success in achieving the objective of a course of a study, diagnoses students weaknesses and difficulties etc. If the teacher is unable to identify and analyse the problems students make in target language, he/she will not be able to give a hand at all through appropriate anticipation, remedial work and additional practice (Heaton, 1975; p.2). Heaton adds (1975; p.2) a test enables teacher to determine about the difficult part of the language programme faced by the class.

In countries like ours where English is the second language, students do not get that much opportunity to use their English skills because Bangla speaking parents, family and friends surround them (Matin, 2011; p.235). Even if they use English skills, they cannot

get proper feedback of whether they are using accurate English or not. In this case institutions needed to play best role to implement what they have learned and where they should be assessed and corrected (Matin, 2011; p.238). A well-constructed test is necessary because it tells the teacher effectiveness of the syllabus as well as methods and materials he is using.

In Bangladesh, researchers have found that students possess a burning desire to make good results in all the public exams. According to Matin (2011: p.238) in our context, it is a common thinking that students should learn language to accomplish good marks in examinations but not to improve skills. Listening and speaking skills assessment is equally important like the other reading and writing skills. Both students and teachers remain reluctant to work on them because no mark is allocated for these two very important skills in exams. If students are tested in listening and speaking at exams and their success in language use will depend on their performance, they will be more serious to improve their listening and speaking skills. Nevertheless, through reading and writing assessment, speaking and listening ability can be judged indirectly, these tests does not ensure learners' comprehensive communicative ability.

## ***2.5 Syllabus of HSC English (Paper I & II)***

The English textbook “English For Today” provided by the National Curriculum & textbook Board (NCTB) for the HSC levels has designed on the basis of learning English at classroom through CLT (Seraj and Mamun, 2011: p.9). It has divided into several units, each unit is based on a theme and have several lessons that contain tasks and activities to practice the different skills. Shahidul (2010) (in Seraj and Mamun, 2011: p.9) shows that according to the preface of the book, it is based on the principles of learning all (four) language skills in an interactive mode underlies the communicative approach to language learning.

In Book Map every lesson is described with skills, functions, grammar/structure and vocabulary. Listening and speaking skills are asked and suppose to be practiced in almost every lesson. At the end of lessons of some units there is the focus of speaking and listening along with other skills. Seraj and Mamun (2011: p.9) finds the focus of speaking skill is mentioned in the following units, such as unit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 and listening skill is in the unit 1, 6, 7, 10, 12, 13, 14, 18, 19 among twenty four units of the book. Story telling, dialogue writing etc activities are designed to practice listening and speaking skills. Hence very few teachers and students practice these activities in classroom as there is no element related to speaking and listening found in English syllabus of HSC. Matin finds the reason as the students do not have to present anything and face VIVA during their classes (2011: p.239). As there is no individual marks on listening and speaking in the public exam like

Higher Secondary School Certificate, both teachers and students neglect practicing listening and speaking.

## ***2.6 Current Situations of the Teaching of Listening and Speaking of College English***

Communicative English, one of the major objectives of which is to emphasize on speaking and listening skill, was introduced in the national curriculum more than a decade ago in order to enhance students overall skills. But even after students have studied English as a compulsory subject from the primary level to higher secondary level, they are not able to achieve even a rudimentary level of listening and speaking skill. In her qualitative study, Quader (1993) observes that teaching and learning English in Bangladesh has become increasingly difficult because of a number of problems of which traditional teacher fronted classes, the absence of an appropriate and up to date teaching methodology, the general poor level of proficiency of teachers etc. She observes that in a traditional teacher fronted classroom the students get only one third of the total time while the teachers take the remaining two thirds. Nevertheless, the interaction between the teachers and the students in the target language is considered beneficial to facilitating intake (Ellis, Tanaka & Yamazaki, 1994). This is even very important in the countries like Bangladesh where the learners do not get much scope to practice the skills outside the educational institutions. Ellis, Tanaka and Yamazaki study (1994) that classroom interaction is important not only for those students who actively participate in the class but also for those silent learners who learn from listening also. According to Wilson (1997, in Smith, 2003: p.2) teachers tend to outtalk their entire class of students in a ratio of 3 to 1. Lecturing is covered by this talk and it only covers less than one percent of

open response and opinion from students. This scenario is similar to Quader's observation. In the (1993) study, Quader shows that in any English language class room in Bangladesh the teachers talk two thirds of the total amount of a class which is not sufficient for the learners to practice these two skills at all. Quader (1993) contends that in the usually large classes in Bangladesh one third of the total class time is hardly sufficient to give students enough practice to develop their linguistic competence in English. Therefore, the role of the teachers is very important in giving the speaking and listening output in the target language to the students. The empirical study carried out by Banu (1984) finds personal hesitation and panic, which she refers as 'fear factor', is a major problem in learning English with all through skills. Wu (2010: p.138) from years of his teaching experiences of listening and speaking of college English observes some problems as follows-

**Unsatisfying Teaching Material:** According to Teaching Quality Improvement in Secondary Education Project, Module-1 (in Matin, 2011: p. 236) communicative language teaching means the emphasis is on language in use rather than language as structure. Communicative Language Teaching (CLT) was introduced in Bangladesh in 1990s and the communicative approach has been introduced and developed a textbook by English Language Teaching Improvement Project (ELTIP) named English For Today (EFT) to teach English at HSC (Higher Secondary Certificate) level. Though CLT was introduced into HSC curriculum, there is no room for measuring two important language skills in exams namely speaking and listening. The teaching materials have improved but still not so satisfying (Wu, 2010: p.138). Wu's (2010: p.138) observation shows if the topic of the teaching material interests the learner, he/she gets more motivated and



involved in language communication activity and accordingly become more successful. Wu (2010: p.138) argues the teaching materials arrangement is not pragmatic and reasonable. He explains firstly some long passages are presented at the beginning which frustrates the learners. Secondly too much information is provided for listening which distracts learners from speaking (Wu, 2010: p.138). In his language there is provided “massive input” but have “little output”. Furthermore some teaching materials are boring and not practical. Thus it discourages learners to get interested and involved in it (Wu, 2010: p.138).

**Ineffective Learners:** Due to shortcomings of the teaching materials, learners face some problems of understanding in the process of listening. So the teaching materials are not as comprehensible as expected (Wu, 2010: p.138). According to Wu (2010: p.138) a learner produces less output if he gets less input. As students do not get proper support from surroundings, they do not feel any motivation to practice speaking and listening (Seraj and Mamun, 2011: p.10).

In their study Seraj and Mamun (2011) find some other reasons for what learners are still lagged behind to be communicative through listening and speaking. These factors are-

**Exam and Result Oriented Syllabus:** The system developed over the ages in Bangladesh is exam and result oriented in which learners and teachers show no interest in things that are not included/ important in the exam. In the syllabus of HSC English there is no specific task mentioned for listening and speaking activities. In any form of public exams, there is no testing for speaking and listening (Seraj and Mamun, 2011: p.10). Learners appear in their final examination for 200 marks only on reading and writing so

reading and writing are strongly maintained in the classroom (Seraj and Mamun, 2011: p. 10). Matin finds (2011: p.239) teachers and students remain busy practicing reading comprehension and writing composition as the question papers of the board exams do not contain any part for speaking and listening.

**Teaching Through GTM:** In Grammar Translation Method (GTM) learning is held through translating from first language to second language or vice versa and only reading and writing are emphasized (Seraj and Mamun, 2011: p.7). For making learners interactive and communicative GTM is less effective. However there are teachers who still are following Grammar Translation Method to cover communicative syllabus (Seraj and Mamun, 2011: p.10). In this methodology learners gain much more accuracy but not so fluency and spontaneity in using the language for which CLT is meant and listening and speaking skills are ignored.

**Less Facility to Practice Speaking and Listening:** In Bangladesh's context most of the colleges do not have facilities to practice speaking and listening skills (Seraj and Mamun, 2011: p.10). Pattison (1987) observes that if the teacher himself or herself does not speak in the target language in the class, then language becomes to the learners "rather like numbers in mathematics lesson, a series of ciphers embedded in normal speech" (Pattison, 1987, p.15). In Seraj and Mamun's observation (2011) in Bangladesh most of the colleges English language teachers do not speak in English and thus they dare not use English as the medium of communication. In most of the classroom, there are no proper facilities to practice speaking and listening activities (Seraj and Mamun, 2011: p.10).

Hence students do not have scope to practice them practically. In most of the institutions language lab facilities are completely absent. Though some institutions have some modern equipments and classroom setting, those remain useless because of lack of competence of teachers using them (Seraj and Mamun, 2011: p.10).

**Lack of Trained Teachers:** The teachers who teach English are not eligible and skilled enough to teach in communicative systems. Teachers are not trained enough to teach four skills simultaneously (Seraj and Mamun, 2011: p.10). So the learners and the institutions are being deprived of quality English teachers to teach the technical advance communicative English. For the lacking of trained teachers, students cannot understand their English for their short knowledge of proper pronunciation (Seraj and Mamun, 2011: p.10). Students have not been familiar with International Phonetic Alphabet (IPA) symbols neither they have scope to practice transcription (Seraj and Mamun, 2011: p.10).

**Class Atmosphere and Use of Technology:** Almost all government and non-government institutions have acute scarcity of favorable environment for teaching and learning English. Teachers face problems like big classroom, shortened of time or lack of proper instrument in their institutions (Seraj and Mamun, 2011: p.10) that certainly make the learners disinterested in learning communicative English. Moreover, students do not get positive approach and support from surroundings. Most of the classroom is big in size containing 80 to 160 students and it creates an unavoidable problem to get tranquil setting for language teaching (Seraj and Mamun, 2011: p.10).

## **2.7 Solutions:**

Quader (1993) in her study suggests for implementing listening and speaking skills in HSC curriculum by a learner centered and task based approach which will make learning a collaborative process and introduce more students participation and interaction in the classroom be adopted. Banu (1984) in her paper also mention several suggestions such as inviting personalized questions from the learners, providing flexible seating arrangements, using language games, mimes, pictures and other physical objects, using a sense of humor and cutting jokes to create laughter to remove tension for the effective teaching and learning of the English language within the language classroom.

According to Wu (2010: p.138) the teaching of listening and speaking of College English should make some adjustment to remove the shortcomings. Those are-

**Improvement of the Teaching Materials:** Teaching materials are center of all teaching activities. Thus the quality and quantity of teaching materials play an important role for language learning. An ideal set of teaching material with suitable comprehensibility is one of the crucial factors for language learning. Materials should not be too easy for the learners, it results zero achievements for them. In opposite too difficult materials discourages learners from learning.

The significance of the teaching materials is also plays vital importance. To ensure this, the topics of the teaching materials should be interesting and relevant to learners.

The teaching materials arrangement should be designed carefully, following step by step process to enhance the effectiveness of the learning.

There should be previously designed continuous input to keep the learner go on to the next stage which guarantees for the learner to take a further step in the learning.

**Improvement in the Teaching Process:** Giving students a brief introduction, some key words and background information is helpful as it works to build a general idea about the teaching lesson. Such warm up activities play a facilitating role in the understanding of the speaking and listening material.

Oral presentation and group discussion are an effective way of practicing in both input and output way. These should be practiced as it helps to get a better understanding of the listening material and makes scopes to practice the newly acquired language points.

Seraj and Mamun (2011) recommend some solutions-

**Curriculum in HSC:** The HSC curriculum, textbook, question pattern and marks distribution should be made based on the complete syllabus of communicative approach. Authentic text should be used as teaching material where speaking and listening skills are given equal importance along with reading and writing skills. To learn proper pronunciation of learners the task on IPA (International Phonetic Alphabet) should be included in the syllabus.

**Classroom Atmosphere and Surroundings:** To make a full-fledged interactive class, the size of class should be made small. The atmosphere of class should be favorable for communicative teaching method. Class duration should be extended and extra classes

should be taken for speaking and listening skills. Teachers should be friendly in both inside and outside of the class.

**Steps of Government:** The government has to play a key role to provide a number of trained teachers who will know the communicative approach in details. Government should also supply modern teaching aids such as audio, video, web materials, projector, notebook etc where necessary.

# Chapter: 3

## Research Methodology

## **Chapter: 3 – Research Methodology**

### ***3.0 Introduction***

The study was conducted in Dhaka Division in 2013. It was carried out to identify the status of teaching listening and speaking skills of the English language at the Intermediate level in Bangladesh and the strategies the learners of the Intermediate level in Bangladesh employ in developing these two skills in English.

### ***3.1 Research Design***

This research was a small-scale, qualitative survey on the status and strategies of the listening and speaking skills on the Intermediate level students.

### ***3.2 Theoretical Framework***

This study aimed to find the problems in executing the syllabus for teaching listening and speaking at HSC level. It was set out to observe the situations from the point of view of the classroom practices of the teachers. There have been very few studies on learning the strategies in developing the speaking and listening skills in English at the intermediate level in Bangladesh, yet these researches have provided some valuable findings regarding some existing problems and measures to overcome them. According to those researches, GTM, NCTB's role, limited opportunity of classroom practice etc are the major reasons for difficulties on implementing speaking/listening skills in college education. However, there have been some other problems that did not surface in the previous studies. Also some previous researches had been conducted long before when scenario was quite



different from now. This research aimed to find other problems those had not been discussed and to come across the problems. It also intended to fulfill the time gap between previous studies and present one. The investigation went around some domains directly related to English language teaching; textbook materials, syllabuses and curriculums, teaching methods and approaches, status of teachers, teaching aids and equipment, perception of needs of English, preference of learning strategies, testing and assessment, etc.

### ***3.3 Sampling***

The sample group consists of eight teachers of English courses of eight private colleges in Dhaka, Bangladesh. Respondents were selected randomly irrespective of their sex, age, year of teaching experience and educational background. Of this sample group three of the teachers were female while five were male and all the participants were aged between 30 to 40. Sample size of the study was limited to eight due to time and cost constraint.

Though the participants were different from one another with regard to their socio-economic, psychological and educational conditions, they all share the same certain broad similarities which come from their sharing of the same culture and the same mother language. Again all of them studied English as a compulsory subject from primary level to higher secondary level.

Before the survey the participants were assured that no harm will be done to them regarding this paper. Also their privacy will be strictly maintained by researcher. This made the participants feel free and comfortable in answering the questions.

### ***3.4 Setting***

To conduct the survey researcher had to meet the respondents personally. Researcher met the participants according to appointed time and place. Previously set questions were given to respondents and were asked to provide their opinions about those. Modern internet facilities had been used for one respondents reply as for shortcomings of time.

### ***3.5 Instrumentation***

Qualitative method has been followed in this research in order to find what others say. As usual qualitative methods are used in research to offer an in-depth description and analysis of a specific programme, practice or setting (Mertens,1998: p.159). Denzin and Lincoln (1994: p.2) say that qualitative research involves the collection of a variety of empirical materials such as case study, interviews, observational study, historical, visual texts that describe the problematic events and understanding in individual lives.

Both primary and secondary data have been used to support this study. To collect primary data a structured data was collected from publications, research studies, journals and websites. In order to find answers to the questions data was collected using questionnaire technique. Questionnaire are printed forms for data collection, it includes questions or

statements and are expected to respond by the participants mostly anonymously (Seliger and Shohamy, 1989: 1973). A number of ways are there to design questionnaire. Using an open-ended free response is one of the common ways. It opens the scope to reply confidently and comfortably for the respondent. In this study both open and close ended questions were designed. Among the 8 questions 7 were prepared as open ended type while 1 question were designed as close ended.

### ***3.6 Data Collection Procedure***

Teachers' survey through questionnaire methodology was used in this research. One of the most useful methods of collecting data is questionnaire. It has a number of advantages as it makes the result quantifiable and interpretable. Within a short period of time respondents can fill up a questionnaire form. Answers found from questionnaire procedure are easy to analyze and appropriate to sum up in a conclusion more easily. Seliger and Shohamy (1989: p.172) have stated number of advantages of using questionnaire for data collection-

- More uniform and standard data is expected from subjects as all subjects are given the same questionnaire.
- Because of anonymity, subjects feel more relaxed to share information.
- The data are collected more accurately in questionnaire.

### ***3.7 Data Analysis Procedure***

To analyze the data, researcher uses qualitative method since it is easier to sum up a result when numbers of the respondent participants are limited.

### ***3.8 Obstacles Encountered***

The following are the obstacles faced by the researcher-

- Being a girl, the researcher face risk to collect data alone.
- For the political instability of the country, it was risky to come around while collecting data.
- Since it was not possible to match the researcher's time with that of the teachers, the teachers from all participating colleges could not participate in the survey.

# Chapter: 4

## Findings and Discussion

## Chapter: 4 - Findings and Discussion

Considering the importance of listening and speaking in English language learning and to find out the status of speaking and listening in English language curriculum at HSC level an interview questionnaire (Appendix) has been served among the teachers who are following communicative approach for teaching at HSC level at different institutions of Dhaka division.

In response to the first question, (see Appendix), six teachers answered that they expect students to understand their lectures in English. They also expect students will be able to respond in English and students will ask questions, share ideas, discuss questions etc. Among them, one teacher emphasizes on task-based activities where students will be engage in real context. These teachers highlight on students ability to converse in real life situation and their ability to fit to compete study on home and abroad. Other two teachers feel that audio visual and modern technological system is important to provide sound knowledge to students.

In answer to the 2<sup>nd</sup> question (see Appendix), five teachers agreed in students reluctance is the prime reason. Less interest about lesson and practice of listening and speaking in English make them unable to complete classroom tasks successfully. Among these five teachers two mention lack of practice and confidence, shy feeling of students on speaking practice over English unable them to complete classroom tasks properly. Four teachers think lack of modern technology i.e. audio visual system, attractive teaching material are the obstacles to do classroom tasks by the students. Unusually large class size is another

reason stated by three teachers. Improper examination system and lack of skilled teacher-mediator are other reasons agreed by other two teachers. One teacher thinks class duration is not enough for completing tasks successfully.

For question number 3 (see Appendix), all the teachers (eight is total number) strongly agreed in one point that NCTB should add marks on listening and speaking skills in the board exam by reconstructing the marks distribution process. They think this reconstruction can make students interested in the listening/speaking tasks. Some teachers suggest changing the syllabus and curriculum of English courses in higher secondary level of education. One teacher puts idea regarding changing the curriculum as famous short stories can be added to make the lessons more attractive to the learners. Two teachers agree on providing smart technologies and materials to keep pace with the modern world. One very significant suggestion comes from a teacher that says to follow the IELTS/TOEFL tests (speaking and listening) to reform the syllabus by including more oral/aural tests.

In response to the 4<sup>th</sup> question (see Appendix), three of the eight teachers replied very strongly not to replace the GTM. They explain the reason as GTM helps to learn correct English. Other two teachers are in support of replacing GTM while one of them thinks memorization practice should come to an end in this communicative approach. Two teachers among eight suggests both of the method (GTM & CLT) to be included in curriculum of intermediate education in Bangladesh. They believe students should know the grammar rules as well as practice communicative method. One of them proposes to

apply communicative approach to the English 1<sup>st</sup> paper and grammar translation approach to 2<sup>nd</sup> paper syllabus in HSC English. One teacher chooses neutral answer by saying communicative approach can be applied in some extent if needed.

In answer to the question number 5 (see Appendix) all the respondents (eight as whole) agreed in it by declaring it as a mandatory and basic need. They go for this option thinking that this training will make the teachers eligible and skilled enough to teach the communicative system.

For question number 6 (see Appendix), respondents chose 'no' as answer. All of them (eight respondents) think the time allotted for listening and speaking activities for students within classroom is not sufficient. Two of the teachers specify that in comparison to student numbers and class timing, the time allocation is not sufficient at all. One teacher suggests there should be practical session in addition to class lectures in the class time so that students can practice and develop speaking and listening.

For question number 7 (see Appendix), all of the teacher participants (eight in number) stated that STT is not adequately given in class though they think it should be provided. The reasons behind the inability of proper STT are a class full of 100 to 160 students and a comparatively short duration of class time; may be 40 to 50 minutes, teachers' consumption on STT, students' unsupportive behavior to talk within class and inappropriate environment and surroundings. In addition, one teacher thinks if the student



talk time is enhanced, the syllabus will not be completed so teachers also do not insist on students speaking in class.

For question number 8 (see Appendix), respondents also think that positive feedback should provide more as it helps students to know what and where they had to be corrected. Positive comments on student's performance develop their better understanding. In addition, participants think appropriate error analysis should be conducted in the listening and speaking classroom.

For question number 9 (see Appendix), all the respondents supported the idea of reconstructing the classroom management system. They think the way of organizing the position of students and teachers in class is of great importance. Classroom management can define students' interaction between them, teacher-student interaction and the type of activity they are going to practice.

For last question (see Appendix), which was a close ended type and asked for suggestions from teachers to recommend for improving the process of teaching listening and speaking skills, seven out of eight respondents think existing teaching materials should be improved. Six respondents choose improvements in the teaching process as a recommendation for teaching listening and speaking skills. Use of technology (audio, video, web materials) seems a burning need as all of the respondents (eight in whole) put tick beside it. For the next suggestion (warm, open and accepting surroundings and class atmosphere), the numbers of respondents go equally for it. Four out of eight teachers

think it is needed for improving the process of teaching listening and speaking skills. Other four teachers do not find this one necessary in the improvement process.

Like before, reconstruction of mark distribution on exam is chose by all the participants (all eight of them). This seems a mandatory need for improving the teaching of listening and speaking skills in college education. However, one teacher feels reform of marks distribution on exam has both merits and demerits.

When asked for other open recommendation from teacher participants, six out of eight teachers responded on it. From their opinions, following suggestions have come-

- Number of students in class should be limited (not more than 60 students).
- Language lab facilities should be included in college.
- Duration of class should be increased.
- Oral test/practical marking in listening and speaking skills should be included in board exam.
- Encouragement from teachers and parents should be practiced.
- Speaking in easy English within classroom should be encouraged.
- Classroom debate sessions in English/competitions can be arranged.

The study and analysis clearly indicates that the technique and procedures of teaching English through CLT at HSC level in Bangladesh are not properly and wholly practiced. The education system of HSC level cannot implement the CLT method accurately. For this reason, speaking and listening practice is completely ignored in class. As Seraj and

Mamun's (2011) findings most of the teachers still use the techniques and procedures of traditional method at class, which emphasize on rote learning and memorization. Though the text book (*English For Today* , For classes 11-12) is written with communicative thought and ideas, and the syllabus is designed with communicative language teaching contents and items, the language teachers are found unenthusiastic about the guideline of the book. The English teachers hardly speak English in the class. Previously Seraj and Mamun (2011) observed most of the colleges in Bangladesh teachers do not use English as their medium of communication. Teachers use Bangla as their medium of instruction and interaction in class that again conflicts the principles of CLT method. The present research finds that majority teachers neither speak English in the class for themselves nor encourage their students to speak English with their classmates. It is painful to know that after long years of learning English, most of the learners cannot speak English with necessary fluency, correctness of grammar and pronunciation. Teachers prefer to teach grammar deductively rather making students communicative in English. Moreover all teachers are not trained enough to teach speaking and listening skills fruitfully. The present finds that teachers talk more in the class and remain busy while students sit idle as inactive listeners. However Ellis, Tanaka & Yamazaki's (1994) considered interaction between students and teachers are very beneficial to facilitating speaking and listening skills. There has been defective examination system going on for long in our education in which there is no allocation for practical test on listening and speaking skills. Thus students reluctance in practicing these skills are inevitable. Matin's (2011) findings also support this observation that zero allocation for speaking and listening makes students and teachers fully reluctant to practice those skills. Shortcomings for modern equipments

are an unavoidable problem in classroom setting. Unexpected large class size with many students and insufficient class duration makes it impossible for teachers to take class effectively maintaining communicative method. Lack of proper environment, which results in less interactive time for students, is another major reason for failure of student's efficiency on speaking and listening.

Interview question 1 answers the first central research question that states teachers expectation from a intermediate level student is to communicative in easy English, should have the ability to ask and answer of questions, should have the ability to study on higher studies both in home or abroad etc. Interview questions 2, 4, 5, 6, 7 find the difficulties and challenges in flourishing speaking and listening skills on English at HSC level (Central research question 2). According to the findings defective curriculum and marks distribution system, lack of trained teachers, influence of traditional grammar translation method, students reluctance and lack of confidence, lack of proper environment, insufficient teaching aids, inappropriate use of technology, large class size and insufficient class duration, lack of proper classroom management, inappropriate teaching method, faulty assessment and uncooperative surroundings are the challenges work in between the way of implementing speaking and listening skills at HSC level. In response to research question about the solutions of overcoming the difficulties (Central research question 3), a number of possible issues have come forward. Following are the findings-

- **Improvement of Teaching Method-** In the present *English For Today*, for classes 11-12, at the beginning of every lesson some specific objectives have been targeted, though specific guiding principles for teachers on how to teach the

lessons are not furnished. Now it becomes the teacher's responsibility to find out the way to attain the responsibility. It is unfortunate that the textbook neither use any visual materials in the lessons nor provide any exercises that may require any visual aids, apart from related pictures the exercises are to be done verbally and in written form. There are ample opportunities for practicing dialogues, but the textbook materials do encourage neither the teachers nor the students to use audio / tape recorder or any audio-visual aids. These things should be practiced in class. Also positive feedback, helpful error analysis, constructive motivation should be included on teaching method. It encourages students to focus more on their competence of speaking and listening skills. Peers' feedback should have encouraged more as students take their fellow mates comments very seriously and appreciate it more than their teachers.

- **Enhance Helpful Surroundings-** Though classroom is the first place for teaching communicative ability like speaking and listening; positive surroundings also play a key role for facilitating learning those skills. Teachers should be available outside the class, they can arrange practical class after regular routine schedule. Conversation on easy English among peers and teachers should be highlighted on classroom as good practice skills.
- **Proper Classroom Management-** Along with other factors, class arrangement draws concentration of the learners in the learning activities to a large extent. Interior class design and set up should be properly made upto feel ease for the students. Classroom management includes proper arrangement of seats, board, and time to fit for certain activities. This also includes the teacher's ability to be clear in the class, and to change modes of presentation and types of

questions. The teacher is also supposed to be able to engage students in the learning process, to provide opportunities for feedback and to use group and individual activities so as to bring students' initiative into full play. The HSC English teachers are to handle a big class, on the one hand; and they have no training to tackle a class, on the other hand; so, most of the time they cannot maintain the class successfully and give adequate time for oral/aural skills. However necessary teachers training will make them able to maintain classroom management which will reflect on students learning on speaking and listening abilities.

- **Reconstruction of Curriculum and Marks Distribution System-** On the basis of the curriculum and syllabus, the HSC Education Board has prescribed and formulated a guideline for setting up the question paper for Intermediate examination. The prescribed format is as follows:

#### Syllabus

#### Higher Secondary School Certificate

#### English

#### Paper-1

1. Seen Comprehension----- (reading & writing)----- 40 marks
  2. Vocabulary----- (reading)----- 20 marks
  3. Guided writing----- (writing)----- 40 marks
- Total----- 100 marks

#### Paper-2

1. Unseen comprehension----- (reading & writing)----- 40 marks
  2. Grammar ----- (writing) ----- 20 marks
  3. Semi-guided to free writing--- (writing) ----- 40 marks
- Total ----- 100 marks

In both paper I & paper II, the listening and speaking skills are absent in testing of Higher Secondary exam curriculum. In some colleges, students attain pair work, group work, dialogues, role play, story telling to enhance listening and speaking skills but as these do not hold any marks in the exam, students do not take care of them. The teachers also do not want to waste their time working on them. For this reason, it becomes a basic and compulsory need to reconstruct the curriculum and marks distribution of syllabus.

- **Teachers Training should be Provided-** Language teachers should be acquainted with the four skills simultaneously and the ways to deal with the different lessons and units of *English For Today* in the real classroom scenario. Teachers should be made acquainted with different techniques of teaching like pair work, group work, chain drill, choral drill, elicitation etc to deal with the text and four skills giving equal importance to each separately. The lesson to removing shyness of the students as well as teachers through training should be given.

The teacher should have practiced patience, confidence, imagination, enthusiasm, humour and creativity. He/She should be friendly, sympathetic and on good terms with the students, and have an affirmative attitude towards the students and occasionally encourages them if necessary.

- **Ensure Sufficient Teaching Aid-** In the modern education system, teaching aids and equipment play a very crucial role. The communicative approach encourages use of as much teaching aids as possible in the class for facilitating learning. The

language classes should be equipped with the various types of teaching aids, though it has been discovered that the teachers use only the black board for teaching English as a foreign language. Nevertheless only black board cannot be used to teach speaking/listening skills at class. It should be ensured that all students have proper teaching aids those are necessary for promote their learning on speaking and listening.

- **Enhance Opportunity of Modern Technology-** Modern technology helps to teach, learn and test oral/aural ability more easily than old equipments. Some modern teaching aids are Multi Media, overhead projector, audio –visual aids, tape recorder, video films/movies, computer, internet etc. To facilitate better learning on speaking and listening these modern technologies should be used in class.
- **Limited Class Size and Proper Class Duration-** Class environment plays a significant role in teaching and learning process. In the government and non – government colleges, a big number of students sit together in a small classroom, and a single teacher alone conducts the large group of students. Therefore, the class appears very noisy and chaotic. Neither the teacher nor the students can concentrate on teaching and learning activities. Most of the teachers complain “it is very difficult to teach such a large class”. The classroom is too congested for them to feel comfortable. Therefore, class size should be limited with 40-60 students. In addition, class duration should be appropriate for completing the syllabus along with enough practice of four language skills adequately.



- **Assessment and Testing System-** Testing language skills includes testing learners' ability to speak, to write, and listening and reading comprehension. Testing communicative competence means testing the ability to use language for communication. This also includes the testing of four basic language skills; listening, speaking, reading and writing. However, this test should not be something that promotes learners to memorize certain topics and reproduce them in the examination hall. These objectives are to identify students' strengths and weaknesses for the purposes of guiding subsequent teaching and learning to motivate the students by giving them a regular sense of achievement and to make parents aware of their progress. In Bangladesh's perspectives on exam 'writing arguments logically and clearly' and 'writing a dialogue on a give situation' had been practiced through writings in exam but these events should be practiced through listening and speaking.

A number ways can be used to test students' ability on speaking and listening. For testing oral ability interview, role-play, group discussion, interpreting, reading aloud, communication games etc testing technique can be arranged. For testing aural ability multiple-choice items, short answer, gap filling, information transfer, note taking, partial dictation, transcription etc techniques can be included on exams. These kinds of interesting and timely testing techniques encourage students to practice more on listening and speaking skills and enhance their awareness about two skills.

# Chapter: 5

## Conclusion

## Chapter: 5 - Conclusion

### 5.0 Introduction

The present study entitled “A study on the Listening and Speaking skills in English at HSC level: Challenges and Possible Solutions” has achieved its objectives. The study has identified some problems that the HSC students usually face while learning speaking and listening skills in English as a foreign language. The study has also discovered the need of teachers’ training, necessity of modern technology, interaction with the students, teaching techniques, etc. Here, in this chapter, the present researcher has summed up the whole thesis in a brief manner and places some recommendations to overcome the situations, enhance the quality of teaching-learning on two very important skills in English language i.e. speaking and listening at the intermediate level in the colleges in Bangladesh.

### 5.1 Summary of the Findings

From the above findings, following are the challenges in the way of implementing listening and speaking skills in college education-

- Defective curriculum and marks distribution system
- Lack of trained teachers
- Influence of traditional grammar translation method
- Students reluctance and lack of confidence
- Lack of proper environment
- Insufficient teaching aids
- Inappropriate use of technology
- Large class size and insufficient class duration

- Lack of proper classroom management
- Inappropriate teaching method
- Faulty assessment
- Uncooperative surroundings

After analyzing the data following possible solutions have come-

- Improvement of Teaching Method
- Physical Facilities and Classroom Environment
- Reform of Exam and Result Oriented Syllabus
- Teachers Training
- Limited Class Size and Enough Time Facilities
- Proper Assessment and Testing System

## ***5.2 Contribution to Research***

The present study, however, makes several noteworthy contributions to the techniques and procedures of teaching English through CLT at HSC level in Bangladesh. This empirical work confirms previous findings and contributes additional evidence that suggests possible solutions to eradicate the challenges of implementing speaking and listening skills at college education.

## ***5.3 Practical Implication***

The results of this research support the idea that, there are so many challenges in implementing communicative method at HSC level. For this reason listening and speaking, the two very important skills of communication cannot be practiced in required proportionate at class in colleges of Bangladesh. If the necessary steps can be taken and

related problems can be solved, only then the purpose of communicative syllabus will be achieved and learners will be socially communicative to use English as their medium of communication.

#### ***5.4 Recommendations***

After conducting Interviews and analyzing the results, the researcher has come up with the following recommendations-

1. National Board of Education should revise the design and the curriculums of English syllabus of HSC. It should be made based on complete syllabus of communicative approach.
2. At exams, marks should be allotted for speaking and listening skills.
3. Teachers training programme should be conducted more by National Board of Education. It will provide a number of trained teachers who will follow communicative language teaching properly.
4. Adequate teaching aids and modern equipments should be provided in colleges.
5. To make an interactive class, the size of class should be made small.

#### ***5.5 Further Studies***

Further experimental investigations are needed to estimate following fields-

- I. Research should be carried out on the learning strategies, styles and preferences of Madrasa students in learning English as a foreign language.
- II. Comparative study on teaching strategies of English courses between English and Bangla medium education can be carried out.

- III. Research should be done on the testing and assessment systems of speaking and listening skills at the HSC level.
- IV. Study on error analysis among the intermediate students speaking and listening skills can be carried out separately.

## ***5.6 Conclusion***

As a global medium of communication the importance of English has increased a lot in the present social, political and commercial contexts. With the advancements of Information technology in various spheres of society, English has become the only lingua for the world citizen. In Bangladesh, English has long been taught as a core subject from class 1 -12, yet it is very painful to watch that students are still lagging behind to achieve comprehensive success at English in communication skills, especially in listening and speaking skills. For about nine long years communicative method is followed at HSC level that aims at developing four skills reading, writing, listening and speaking. Hence, two main skills listening and speaking have been ignored so far due to the defect of the proper approach. Proper planning, implementation and monitoring can make it possible to achieve students' language proficiency in four skills simultaneously. This paper focuses on the challenges and possible solutions on the way of effective application of listening and speaking skills at HSC level.

## Work Cited

## Work Cited

Banu, R. (1984). Fear of English and the EFL Teacher. *Journal of the Institute of Modern Languages*, Dhaka University, Issue 1, 77-81.

Barr, Lori. , Dittmar, Maureen. , Roberts, Emily. , Sheraden, Marie. (2002). *Enhancing Student Achievement through the improvement of listening skills*. Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program, Chicago, IL. [ED465999]

Davis, P. & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.

Denzin, N. K. & Lincoln, Y. S. (1994). *A Handbook of Qualitative Research*. California, USA: Sage Publications.

Ellis, R. Tanaka, Y. & Yamazaki, A. (1994) Classroom Interaction, Comprehension and the acquisition of Word Meanings. *Language Learning*, 115-132.

*English for Today* (For class 11-12). National Curriculum and Text Book Board. Dhaka. English Language Teaching Improvement Project. Dhaka: New Imran Printing Press. 2010. Print.

Goulden, Nancy Rost. "Implementing Speaking and Listening Standards: Information for English Teachers". The English Journal. Vol. 88, no. 1 (Sep., 1998): 90-96.

Grognet, Allene., Van Duzer, Carol. (2002). *Listening Skills in the Workplace* (Part of ELT: Technical Assistance for English Language Training Projects, (2002-2003).



Harmer, Jeremy. *The Practice of Language Teaching*. 3rd ed. UK: Longman Publishers, 1991. Print.

Heaton, James Ben. *Writing English Language Tests*. UK: Longman Publishers, 1989. Print.

Hughes, Arthur. *Testing for Language Teachers*. Cambridge: Cambridge University Press, 1989. Print.

L. Barker, R. Edwards, C. Gaines, K. Gladney, and F. Holley, "An Investigation of Proportional Time Spent in Various Communication Activities by College Students" *Journal of applied Communication Research* 8 (1981): 101-109.

Majid, I. A. N. M. (2007). Effective Strategies for Developing Student-centered Speaking Proficiency. *Journal of the Institute of Modern Languages*, Dhaka University, Issue June 2007, 55-62.

Matin, Zakia Noor (2011). Speaking Assessment at Secondary and Higher Secondary Levels and Students' Deficiency in Speaking Skill: A Study to Find Interdependence.

Mertens, D. M. (2005). *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative and Qualitative and Mixed Methods*. London, UK: Sage Publications.

Pattison, P. (1987). *Developing Communication Skills*. Cambridge: Cambridge University Press.

- Quader, D. A. (1993). Towards a Different Methodology A Proposal. *Journal of the Institute of modern Languages*, Dhaka University, Issue June 1993, 57-63.
- Rivers, Wilga Marie. *Teaching Foreign Language Skills*. Chicago: University of Chicago Press. 1968. Print..
- Seraj, P. M. I. and Mamun M. A. A. “Speaking and Listening Practice in English Language Learning through Communicative Language Teaching at HSC Level”. Online journal of G-Science Implementation and Publication. Volume 2, Issue 4 (Nov. 2011): 07-12.
- Smith, Carl B., Ed (2003). Skills Students use when speaking and listening. *Eric Publications*, (071). Retrieved From <http://eric.indiana.edu>.
- Swanson, Charles H. (1997). *Who’s Listening in The Classroom? A Research Paradigm*. Paper presented at the Annual Meeting of the International Listening Association, Sacramento, CA. [ED407659]
- Wilson, Julie Anne (1997). *A program to develop the listening and speaking skills of Children in a first grade classroom*. Research Report, [ED415566]
- Wu, Wenquan. “The Application of Input Hypothesis to the Teaching of Listening and Speaking of College English”. Asian Social Science. Vol. 6, No. 9 (Sep 2010): 137-141.

# Appendix

## Appendix

### INTERVIEW QUESTIONS

<i>Name of the respondent:</i>	
<i>Institution:</i>	

#### Questions

1. What types of listening and speaking tasks do teachers expect or require of college students?

**Answer:**

2. In what ways do the academic listening/speaking abilities of college students fall short in enabling them to complete these classroom tasks successfully?

**Answer:**

3. What could National Curriculum Text Board (NCTB) do to better fit their students for the listening/speaking tasks they will receive in their college classes?

**Answer:**

4. Should Grammar Translation Method (GTM) be replaced as it encourages more on memorization?

**Answer:**

5. Should professional teachers training be provided to the teachers to make them eligible and skilled enough to teach the communicative systems?

**Answer:**

6. Is the time allotted for listening and speaking activities within classroom sufficient?

**Answer:**

7. Do you think Student Talk Time (STT) is appropriately and adequately given within class time? If no, why?

**Answer:**

8. Should positive feedback/error analysis provide more on class? Do you think peers' feedback should be more encouraged?

**Answer:**

9. Should classroom management policy rethink? How it can be fruitful for learning speaking and listening abilities?

**Answer:**

10. Which of the following suggestions would you recommend for improving the process of teaching listening and speaking skills? (Put a tick beside point if agree)

- A. Improvements of Teaching Materials
- B. Improvements in the Teaching Process
- C. Use of technology (video, audio, web materials)
- D. Warm, open and accepting surroundings and class atmosphere
- E. Reconstruction of mark distribution on exam
- F. Others (please specify)
  - 
  - 
  -

- END -