

**Basic English Courses at Private Universities in Dhaka**

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**August 2015**



**BRAC University, Dhaka, Bangladesh**

**Basic English courses at private universities in Dhaka**

**A Thesis**

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

**of**

**BRAC University**

**by**

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**In Partial Fulfillment of the Requirements**

**for the Degree of**

**Masters of Arts in English**

**August, 2015**



**Inspiring Excellence**

**BRAC University, Dhaka, Bangladesh**

## **Dedication**

I dedicate this paper to my mother Mrs. Shaheen Habib and my supervisor Ms. Sabreena Ahmed.

## **Acknowledgement**

Firstly, I would like to thank Almighty Allah for giving me the opportunity to study this M.A. program. Secondly, I would like to thank my thesis supervisor Ms. Sabreena Ahmed who supported and guided me in doing this thesis. Special thanks to Dr. Firdous Azim and Ms. Shenin Ziauddin for their unconditional support and guidance throughout the preparation of this paper. I would also like to thank my office colleagues and my Employer for giving me all the facility and support to complete my thesis. Last but not the least I would like to thank some special persons without whom my work would have been incomplete, my friends and support Shatabdi Das Gupta, Shabnam Mehtab, Rakshinda Huq, My uncle Professor Sikandar Dara Shamsuddin and most importantly to my Mother who gave me love, support and encouragement throughout my life.

## **Declaration**

I hereby declare that the dissertation entitled “Basic English courses at private university.” was undertaken by me in partial fulfilment of the requirements for MA in English Language Teaching (ELT) degree from Brac University. I also would like to confirm that no part of this has previously been submitted for any other degree elsewhere and this is being produced for the first time.

.....

Afreeda Hasan

Date: - 8<sup>th</sup> August 2015

## **Abstract**

Given the importance of English as a lingua franca in the modern age, teaching and learning English is an imperative. The task is not so easy and straight forward, we need to reckon and device effective strategies to enable teachers to have useful methods. Different private universities have taken up the job of teaching Basic English Language with the aim to train students in successful communication skills in English which is the aim of this study. In this paper a study has been conducted to look at the student and teachers' perspectives on the Basic English courses. For that a survey was conducted by giving questionnaires to students and teachers and taking interviews of teachers. The survey was conducted to reach conclusive decision based on facts gathered from teachers and students. The findings show that these basic English courses are helping the tertiary level students and creating more opportunities to improve English communicative skills.

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## **Chapter 1**

### **Introduction:**

In this modern age it has become ever more important to be competent in communicating in foreign language. In this respect the English language, widely redeemed as the global Lingua Franca, has become the most common means of communication. Learning English therefore, has become a commonplace need, taught and learned as the second language in many countries, including in Bangladesh.

Having the basic skill to strike conversation with others either inside the country or at the world stage has become imperative in order to compete in the market place. In other words, to be able to carry out basic communication has become one of the most important parameter determining one's productivity in the market place in modern day economy.

This however, is in no way a matter of simple and straight forward achievement. It turns out to be a complex and difficult task. Because every language has its own style, tune, phoneme etc. and way of using it, one needs to be well trained to possess the minimum required skills to be an effective and successful teacher in English. In teaching a language, teachers as facilitator should provide help, creates conducive environment, boost up urge and provide confidence to students'. Effective teaching of English requires teachers to choose the right pedagogical strategies and at the same time they need to contribute in building up confidence in their students.

English being the second language of our country, it is used much in our everyday life. Despite having a long history and background in English, our country provides scanty little resources in training oneself in English. In course of time certain developments have taken place.

The private universities and some institutions in Bangladesh started to introduce Basic English courses so that the students would meet to use their English skills in the class.

Private universities are providing well-organized language courses and highly trained teachers compared to the public universities. Probably in terms of their abilities, students having Bangla as their regular medium of instruction at the school level are keeping behind the students coming from English medium schools. Mostly they choose subjects to complete their graduation in such subjects where communication and usages of English language is less.

### **1.1 Purpose of the thesis:**

Nowadays, the schools and colleges are more conscious and alert about the students' future to ensure the proper and basic education and practice English language. To give access to the basic knowledge of English language some institutions are trying to develop student's confidence level and language skill. Our country is one of the developing countries where English language efficiency is needed every step of the higher education and later in carrying out respective job responsibilities.

Apart from English medium schools some of the Bangla medium schools have taken the step to make their students practice English not only as a subject but as a communicative language as well. Most importantly the universities provide some English language courses that helps to develop the learners capability and gives them the opportunity to develop their language skill as well as their confidence to use the language. And it will be observed if they are improving their productive skills gradually from the beginning to the end of the courses.

In most situations English language is neglected as a whole in school. Mostly students in Bangladesh basically use English in primary education as a subject and the only creativity they show is in exams while writing letters, essays or paragraphs but the other skills are totally

neglected. But in the university they get to practice the four skills elaborately. But that is also for only four months.

This paper looks at the improvement level of the students who undergo with the Basic English course at tertiary level. Keeping the fact in mind the paper will discuss the problems, challenges, limitations and developmental level of the students.

## **Chapter 2**

### **Literature Review**

When we use a language we tend to use four skills to communicate or to fulfill our daily purpose of communication. Step by step we follow the system of nature and learn the language skills gradually. Those four skills are: speaking, reading, writing and listening. These skills are basically divided into two parts that is receptive skill and productive skill.

- Receptive Skills :
  - Reading.
  - Listening.
- Productive Skill:
  - Writing.
  - Speaking.

#### **2.1. Definition of skills:**

The four skills are also divided under two skills those are receptive and productive skill.

Receptive skill is the function where students or learners receive information by reading materials or listening to others conversation or through media. And productive skill means where things are produced through communicating with others or by one self by speaking or communicating with others and by writing and expressing through written form.

“Teachers tend to talk about the way we use language in terms of four skills – Reading, Writings, Spelling and Listening. They are after divided into two types. Receptive Skills is a term used for reading & listening skills where reading is extracted from the discourse.

Productive skills is the term for speaking and writing skills where students actually have to produce language themselves (Hermer, 2007, p.265)”

The Basic English course in tertiary level is designed to help the students to improve upon the usage of English language. As the students do not get to learn and practice English in their primary education level the university introduced the system of Basic English (English 101) course. But according to Dr. Graham, “there is no need to describe English.”(Lauwerys, 1966,p.788) . Which was again in 1943 C.K. Ogden summarized in his Memorandum of War Cabinet, “Basic English is a selection of 850 English words, used in simple structural patterns, which is both an international auxiliary language and a self contained first stage for the teaching of any form of wider or standard English.” ( Lauwerys ,1966,p.788)

It is called the Basic English course because this is only to facilitate the learners the social and educational environment to make them more confident and practice through this course. Among the four skills the study focuses on the productive skills more as the speaking and writing is frequently used and practiced in our daily correspondence and communication.

### **2.2. Spoken Skill:**

The use of ‘Speaking skill’ is to express oneself through words and gestures while communicating with others. While speaking speaker produces words and then sentences and through them the expression they want to create and deliver their thoughts, solve problems, personal communication and shares experiences. And that is a way how a learner learns in an educational environment and also improves to communicate right away or an expression comes out immediately. Ur (1991) said that, “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.” (p.48). According to Gower, Philips

and Walters (1995) every opportunity for speaking in classroom should be taken. It can be done by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence. At first students may be self conscious and reluctant to speak in front of people. However, there are ways (repetition work and pair work activities) of providing a safer, less public environment in which the students can begin to practice speaking. (p.99).

### **2.2.1 Different aspects of Speaking:**

Speaking has different aspects which are very important for a learner to gradually learn and follow those. It is not possible to follow all the aspects right from the beginning but gradually these aspects are necessary to be followed. Few basic aspects of speaking are,

- ❖ Accuracy
- ❖ Fluency
- ❖ Pronunciation
- ❖ Vocabulary

#### **2.2.1.1 Accuracy:**

Accuracy is the correct use of language. It means the proper use of grammar, sentences making, and meaning. Accuracy is very important as it is one of the basics of learning English speaking. Mostly teachers encourage student to be accurate when they create a sentence and transforms those sentences in conversations. But forcing students to structure correct sentences might create more hesitation and pressure and

because of that they might become more cautious and feel shy to communicate thinking that they might be saying wrong sentences.

**2.2.1.2 Fluency:**

Fluency is having the expertise in a language to express and communicate without hesitation and with confidence. It is a term which means having smoothness and expertise with sounds, syllables, expressions and corrects formations of sentences. According to Gower et al. (1995), “Fluency is the ability to keep going when speaking spontaneously.” (p.100). At the beginning of teaching a language (English language) teachers should not focus on fluency and students should not be pressurized about being fluent rather first of all they should learn to be accurate and then move towards being fluent.

**2.2.1.3 Pronunciation:**

Pronunciation is one of the other important aspects of learning a language (English). It is very important to say a word in a correct way as it is pronounced in the language. Spelling does not always determine the pronunciation so in that case it is very important to focus on the teacher’s pronunciation. Pronunciation can also mean the accent, manner of speaking, speech pattern. As there are no predetermined structures to teach pronunciation it is completely up to the instructor how and when the pronunciation should be taught.



#### **2.2.1.4 Vocabulary:**

It is a must to have a stock of vocabulary for a speaker because it is not possible to start and continue a conversation unless the speaker does not have some stock of words to continue a conversation. Choosing a correct word in a conversation in an exact time and exact situation is very important for a learner to know. A wrong word can change everything so having a vast range of vocabulary is very important.

### **2.3 Writing Skill:**

Writing is another form of productive skill. In this skill learners put their thoughts in writing mode. It does not expressed immediately in front of readers. Writer takes time and can modify their writing many times.

Writing can be of two types instructional and the other is personal. Instructional writing is reports, exams, official letters and personal writing can be dairy maintaining, story writing, poem writing etc. “Writing displays a variety of features which can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure.” (Nunan, 1999, p. 275). According to Grossmann (2009), “Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like this essay.” (p.3).

#### **2.3.1 Different aspects of writing:**

As well as speaking written skills also have different aspects and they are equally important as spoken skills. The aspects are,

- ❖ Spelling
- ❖ Punctuations

- ❖ Layout
- ❖ Handwriting

### **2.3.1.1 Spelling:**

Spelling is the process or ability to write few letters as a word in correct order. A correct spelling is very important for a good written piece. A paper or piece of writing with full of spelling mistakes cannot be evaluated in a good manner rather a proper and correct piece of writing gets the most attention and importance.

### **2.3.1.2 Punctuations:**

Punctuation is the marks such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning. To get a clear and accurate meaning these punctuation marks are very important these marks helps to separate one sentence to another and bring out the meanings in right manner.

### **2.3.1.3 Layout:**

Lay out is a format in which materials or texts are put in a page in a written or picture form. Different types of written papers have different layouts. An article has its own lay out, a report has a different layout and a student's letter or essays might have different layout. So every written piece must follow its own layout style so that it doesn't look awkward in a different layout.

#### **2.3.1.4 Handwriting:**

One of the most important aspects of writing is handwriting. It is not necessary that every language has the same types of written forms. Different languages might have totally different forms. As like in Bangla and English they have completely different formats of writing. It is necessary to teach the learners handwriting while they start to learn the language.

Practicing handwriting can bring out the best performance from a learner.

#### **2.4 Situation of Productive Skills in Bangladesh:**

According to Akinwamide (2012), “Language learning is sandwiched between two basic theories which act as the springboard of how and why language is learnt.” As it is very essential to find out the system and methods that is used for teaching English language in Bangladesh it is also important to know why English should be learned. In Bangladesh schools mostly neglect the part of communicative English language teaching which has become one of the most important aspects of upcoming Bangladeshi education and corporate future.

Communicating in social affairs and making correspondence in corporate or governmental or official issues are conducted in English now a day. So as for the upcoming future of Bangladesh new learners get the opportunity to improve themselves through the Basic English courses they are taking in their tertiary level. According to Scrivener (2011) learners usually need to be able to:

1. Make eye contact with those they are speaking to;
2. Hear clearly what other person/people are saying;

### 3. Be reasonably close together (p.216).

Students of Bangla medium in our country are comparatively shy and scared of making eye contact and follow above instructions as they are not familiar with the communicating system in English all through their educational life and all of a sudden in their tertiary level they hesitate to perform. So the teachers as facilitators provide maximum help to the students to perform well to develop their spoken skills. Ahmed (2006) and Chowdhury & Shaila's (2011) researches have pointed out that the large classes, lack of confidence, lack of co-operative and less access of communicative environment, students' shyness are the main hindrances behind Bangladeshi students' learning and speaking English. Same thing happens in terms of written performances, students fear about the formats, spellings, grammar structure, and writing quality for that reason here teachers also play the role of facilitators. For that Gower et al. (1995) suggested some ideas to the teachers to motivate the learners in writing in class. They are:

- “Encourage real writing tasks in the classroom. For example, for the birthday of a member of the class write greetings cards.
- Plan sufficient time for writing activities and give them due importance in the program of work.
- Encourage the students to show each other their writing and to ask each other for advice.
- Try letting the students write in pairs or groups sometimes.
- Give encouraging feedback.
- Be selective about the kind of mistakes you are going to mark so that you do not have to mark every mistake made.
- Display finished tasks on the wall or in a class book” (p.114).

### 2.5 Importance and challenges of Productive skills in Bangladesh:

By productive skill it means the spoken and written form of a language, and here in this research we are talking about the productive skills of English language. In Bangladesh it has become very important to learn these skills as most of the official documents are written in English, the social and official conversations are conducted in English and also the job interviews are performed in English to judge the language skill of the candidate. In our country English is not taught as a communicative skill therefore students do not get the opportunity to learn English in pre university years. That is why there is Basic English courses provided by the private universities in the tertiary level to build-up their language proficiency to some extent to compete in the real world. It is also seen that most students of Bangladesh of bangle medium school face problems while writing because they lack vocabulary, fear of writing , weaknesses at sentence level, lack of schemata, lexical inefficiency, , language inaccessibility, poor reading skills, ,lack of interests, etc. Another reason is that they are not taught how to create a creative written paper or essays they are always been memorizing notes so in the tertiary level they are shaken up to perform to their fullest. For spoken and written both skills students hesitate to show their credibility because of the non-supportive environment, ignorant of the English medium students, “Most of the Bangladeshi students are very reluctant to speak in English irrespective of their proficiency in one or the other skill” (Ahmed, 2006, p. 4).

The challenges are to bring these students out of their fear and help them to create and boost up their confidence level in their tertiary level. As in the university initially (tertiary level) all students from different departments attend same course it is very important to give priority to those who are extremely week and shy.

### **2.6 Teacher's role in tertiary level:**

In tertiary level teachers play the most important role. As it has already been said that in Bangladesh Bangla medium schools do not focus on teaching English as a language to form future and gather knowledge and get confidence rather it is taught only as a subject. So in university or tertiary level the teacher who teaches the Basic English language courses are the only help students can get initially. Teachers will be working as facilitators for the students. Instead of being strict and indifferent about the weak students they should give more attention and priority so that those students could help themselves to establish as a good learner of English language. It is up to a teacher how a student should learn and how well he/she should learn.

### **2.7 Encouraging students to speak and write:**

Encouragement is a big and magical word for the students. It can help them get out of low self-esteem and gather confidence back and get hold of their ability to perform better.

#### **2.7.1 Encourage students to speak:**

Students always get motivated when the teacher/facilitator is encouraging them to speak in the class no matter what they are capable of. If a student is motivated by the teacher then he/she tries the level best to cooperate with the teacher to overcome the fear and lack of confidence they have about themselves. With the encouragement students tend to practice more and participate in different group and pair activities that are given in the class. Different kinds of activities can be given to the students to open up and perform. It is very important to keep in mind that every single student should participate and all are given same

opportunities, in this way students do not feel discriminated. To bring out the best and make students more confident group discussions, role play, solo performances debates can be arranged in class by the teacher so that students can practice their English spoken skills more often.

### **2.7.2 Encouraging students to write:**

Students fear to write by thinking that if they write wrong they might get less marks and because of that they are habituated to memorize rather use their creativity for writing. When learning English they mostly learn how to follow structures and grammar forms through translations and for that they have a mind set to translate every single thing write. At the beginning if the students are given the freedom to write whatever they want it is possible to bring them out of the fear they have for writing. Instead of pushing them if teachers inspire them to perform on their own and provide feedback with error corrections then students might get the interest to write and learn to write in a proper way and concentrate on learning more. Teacher needs to create a co-operative and positive environment in the class to motivate the students and encourage them to write. First of all teachers should give the student the idea of finding topics from readings or topics that are around them and then guide them to create a structure for writing. Teacher's guidance is a very big help for the students who are learning a new language (English). Students can only perform well if they have the support and guidance of their teacher,

## **Chapter 3**

### **Research Design**

#### **3.1 Objective:**

To find out the students' improvement level and effectiveness of basic English trainings in tertiary level in different universities of Bangladesh.

#### **3.2 Research Question:**

1. How Basic English courses in private universities help in improving productive skills of students'?
2. What are the difficulties and challenges students face in the Basic English courses at tertiary level?
3. How do teachers encourage students to practice Productive Skills in class?

#### **3.3 Significance:**

Right from the beginning Bangladeshi teachers have been using the same teaching methods and following the same kind of syllabus for teaching English language specially grammar, but now in private universities teachers tend to change the teaching system and follow more of a communicative and creative class. They mostly follow the western methods where students can express their views either in spoken or written form. But sometimes it gets difficult to cover up if the class is a large class.



This paper will be useful in future to get idea how students could get more help from these courses to develop their English spoken and written language skills in Bangladeshi universities.

### **3.4 Methodology:**

The aim of this research was to find out the improvement level of English language learning of students getting basic English trainings in tertiary level in universities in Bangladesh to conduct the research a few of the methodologies were followed to get the results from the subjects (students, teachers) . The researcher visited three different private universities to conduct the surveys. A survey on student, interviewing teachers and class observation were the methods used to perform the research. To conduct this research a mixed quantitative and qualitative method were used to analyse the research data.

A questionnaire was prepared both for the students and the teachers and the questionnaire consisted of several open ended, close ended questions, and multiple choice scale was also included to get the numeric data.

Also the notes from observing class were very helpful to get information about the students' performance and behaviour in classroom.

### **3.5 Sampling the study:**

As the purpose of the research is to find out the improvement level of the students in university tertiary level therefore the Researcher randomly picked 3 different private universities to conduct the research. The main focus was to get data from the students so the students from the first year were picked for the research. An interview session was conducted during this

research with the teachers as well to find out their opinion about the improvement level of the students.

As the universities are co-ed I had mixed students and the total number from all 3 universities were 80 and both male and female teachers were participants as well. The ratio of male and female students are given in a table below,

<b>Gender</b>	<b>Number of Participants</b>	<b>%</b>
Male	32	40%
Female	48	60%

**Table 1: Ratio of Male and Female Participants**

The different age groups were also found during conducting the survey.

<b>Age group</b>	<b>Number of Participants</b>
18-20	66
21-23	14
24-26	NIL
27-30	NIL

**Table 2: Age group Distribution of the Participants.**

After conducting the survey among the students teachers' interview was also taken to find out how and what their experience says about the student's improvement in Basic English classes. To clarify the experience level their duration of work experience is also given.

<b>Experience level (Years)</b>	<b>Number of Participants</b>
1-5	3
6-10	1
11-15	1
16-20	1

**Table 3: Teaching Experience of Interviewed participants.**

### **3.6. Instruments:**

For this research some Basic methods/instruments were used to find out the improvement level of the students through a questionnaire that was given to the students, and during that survey there was also an interview with the teachers. Other than that class observation was one of the methods that has been used as an instrument for this survey.

#### **3.6.1. Student's Questionnaire:**

There were total 35 questions in the student's questionnaire. Some were open-ended and some were close-ended. Multiple choices was also used for the student's questionnaire. There were 6 close-ended questions and students had to answer based on their experience. The open-ended questions were given to know their opinions which also

gave a bit of idea about their writing capability. And from the multiple choices they had to answer based on their achievement level.

### **3.6.2. Teachers' Interviews:**

Before the teachers were interviewed they were provided with a questionnaire consisted of open-ended questions, close-ended questions and Multiple choice.

Participant teachers completed the questionnaire with the students first and later the interview was conducted during office hour. As most of the teachers were known so the interviews were informal and easy going. Each interview took place for 15-20 minutes only 2 interviews took more than 30 minutes. Being known to most teachers it was comfortable and easy to talk to them and gather information too. They all were welcoming during the class observation.

### **3.6.3. Class Observation:**

To determine the quality of the class the researcher observed each class and noted down some factors which worked as important issues for students learning quality.(Appendix-3)

## **3.7 The Procedure:**

Researcher employed a mixed method of analysis that consisted of both qualitative and quantitative methods of analysing data. The research was conducted through questionnaire (see Appendix -1), interview (See Appendix-2) and observation checklist (See Appendix-3). The researcher was introduced by the teacher and asked for their help to clear the confusion by

sharing their experiences on the questionnaire. Seeing an outsider most of them felt uneasy and shy. And the way they behaved in class are given below.

### **3.8 Limitations of the Research:**

There were some limitations doing the research. Due to time and other limitations, data were collected only from three private universities; therefore, left out a number of other private universities where Basic English language skill courses are offered. It was hard to get permission to observe classes and get students to fill out questionnaires. Few of the teachers were known and permissions to observe the class was arranged by their help but had to wait for a month. And few teachers were not ready to sacrifice 10-15 minutes of their class for the research questionnaire. The research could have been more comprehensive if were conducted on all the classes, and courses to gather more data. Another problem was students were confused if they should write their experience or make up some good information as none of them wants to feel inferior to other. So they were looking at each other's questionnaire to give a better answer then they had to be told that they should write only about their own experiences which will be helpful for the research.

However, the conducted research shows the real situation of the Basic English class for students who are struggling to use English language in everyday life.

## **Chapter 4**

### **Research Findings and Analysis**

This chapter consists of the information collected through the survey conducted in 3 different private universities, and analyses the data that has been found from the survey done with the students'. The interview section with teachers will also be reviewed in this chapter to analyse the data from the teachers' perspective as well. Around 80 students and 6 teachers are involved in this survey.

#### **4.1 Analysis of the students' questionnaire:**

This study is basically based on the information collected from the tertiary level students of 3 different private universities of Dhaka. As the Basic English courses are offered mainly in private universities at tertiary level (first year of university).

At the beginning of the questionnaire students were asked about their identity and institutions that they have been studying at and then there were 3 multiple choice questions which students had to answer based on their previous and present experiences.

**Table 4:**

**Past English Speaking Experience**

Response type	Number of students	%
Thought and Answered	39	48%
Thought in Bangla then answered in English by translating	21	26%
Answered quickly without thinking	10	13%
Didn't understand	4	5%
Kept quite	6	8%

Respondents were asked to share their experience through these responses that were given in the questionnaire for them. Most of the students (48%) have answered that they thought a lot before they could express themselves in English language. 26% said they used bangle as their medium of thought and then translated it in to English before they could give any answer. 13% said it was easy for them to communicate without hesitation and the rest 5% and 8% said either they did not understand or they stayed quite as they were shy and embarrassed to speak out in English.

**Table 5:**

**Present English Speaking Experience**

Response type	Numbers of students	%
Think a lot before answering	35	44%
Think in Bangla then answer in English by translating	17	21%
Answer quickly without hesitation	19	24%
Stay quiet and smile	9	11%

Keeping link with the first question the above question was asked to the students how is the outcome of learning English and using it as a language at present. Here the ratio changed. 44% said they think before they answer, 21% of the use Bangla as their thinking medium before answering , the rate of hesitation decreased and now 24% students are confident enough to communicate in English and only 9% are still under hesitation and shyness.

**Table 6:**

**How good are you in writing Skill?**

Response type	Numbers of students	%
First think then write	41	51%
Start writing then think while writing	27	34%
Think and write at the same time	12	15%



The students were asked question about their writing capability as well in the questionnaire. More than half (51%) said the take time to think before they start to write.34% are able to organise a writing while they write a paper or in exam and 15% only said that they are capable of writing while they think what to write which means they think and write at the same time.

**Table 7:****What are the Skills Focused in Class (Pick More than One if need)**

Response type	Numbers of students	%
Speaking	70	87%
Listening	7	9%
Reading	5	6%
Writing	73	91%

In this part of the question students were given the freedom to pick more than 1 option as their answer for this question. 91% and 87% students picked writing and speaking according to them which is more focused in class. 9% and 6% said listening and reading are also focused in class a bit.

**Table 8:**

**How much speaking and Writing Skills Are Focused**

Response type	Numbers of students	%
Not much	4	5%
A lot	62	77%
Moderate	11	14%
Not at all	3	4%

As the researchers focus was to study writing and speaking skills as basic English courses the answer from this question was to some extent expected. 77% of the students agreed to the fact that in their basic English classes speaking and writing are focused in a vast scale though 5% and 4% student disagreed with the fact and said these skills are not much focused or not at all focused in the class. 14% of the students said these skills were focused to some extent neither much nor less.

There were some questions in the survey questionnaire which had to be answered by selecting, "Yes", "No", "No Comments". Students who were in dilemma while answering them marked "No Comments". Questions were:

**Table 9:**

**You understand the medium of instruction in class completely**

Response type	Numbers of students	%
Yes	77	96%
No	3	4%
No Comments	0	0%

As the survey was conducted in Basic English language course the students were asked if they understood the medium of instruction in class as it is English. 96% students agreed that they understand the conversations that are done in class. Only 4% said they are unable to understand what the teacher says in class.

**Table 10:**

**Communicate with your teacher in class in English.**

Response type	Numbers of students	%
Yes	69	86%
No	8	10%
No Comments	3	4%

In a language class it is very essential for a student to communicate with the teacher and other classmates in English as it is a learning process. 86% students said they communicate in class , 10% said they do not communicate and 4% did not give any answer.

**Table 11:**

**You are confident in class to give a solo presentation.**

Response type	Numbers of students	%
Yes	49	61%
No	21	26%
No Comments	10	13%

At tertiary level it is important for a student to be able to learn and present his/her thoughts or papers in English as in future it is one of the important key to success. 61% students are confident enough to perform a solo presentation in the class, 26% are still not ready to perform and rest 13% are unsure of their situation so they decided not to comment.

**Table 12:**

**Take time to think and then write.**

Response type	Numbers of students	%
Yes	60	75%
No	15	19%
No Comments	5	6%

At basic language courses students are still learning to communicate and express through speaking and writing and for that they require a lot of time. Almost 75% students need time to think before they start to write and 19% are confident to write without thinking, 6% of the group does not have any comment to make regarding this issue.

**Table 13:****Writing is always grammatically correct.**

Response type	Numbers of students	%
Yes	38	48%
No	25	31%
No Comments	17	21%

Students are expected to write grammatically correct piece of writing but the beginning it is not possible but students to learn to overcome their lacking. 48% students are confident that they write grammatically correct piece of writing, 31% says their papers are not grammatically correct and 21% picked no comments as they are in confusion to answer these questions.

**Table 14:****You tend to make lots of spelling mistakes.**

Response type	Numbers of students	%
Yes	41	51%
No	20	25%
No Comments	19	24%

Spelling is one of the most important factors of a proper correct piece of writing. A rich piece of writing is all about grammatically correct for and without any spelling errors. As Basic English course students' the respondents (51%) expressed that they do go through lot of spelling mistakes and they tend to correct them. 20% said they are confident enough that they do not go through any spelling errors and 24% are not sure how to express their condition.

**Table 15:**

**Teacher corrects errors in class.**

Response type	Numbers of students	%
Yes	65	81%
No	13	16%
No Comments	2	3%

It is a duty of a teacher to give proper feedback and make corrections of students' mistakes. 81% of the students' group said that teacher corrects their mistakes, 16% disagreed and said they do not go through corrections and 3% are confused.

**Table 16:**

**Get proper feedback from teacher.**

Response type	Numbers of students	%
Yes	67	83%
No	10	13%
No Comments	3	4%

It is absolutely impossible to improve if there is no feedback. For Basic English language learning courses it is very essential to get feedback from the teacher so that students can overcome their errors and improve gradually. Supporting this fact 83% students' said they get teachers feedback to correct their errors and 13% said there is no teachers' feedback and 4% are in hesitation to support one answer.

**Table 17:**

**Speaking courses are helpful to communicate both inside and outside classroom.**

Response type	Numbers of students	%
Yes	52	65%
No	19	24%
No Comments	9	11%

English being the international language is very important to learn to participate and struggle through life towards success as it is one of the most important component to accomplishment. For 65% students the language course is helping them to improve communicate

in and outside of class/academic situations though 24% still thinks that these courses of Basic English are not very helpful and 11% have mixed feeling about the course and its effectiveness.

**Table 18:**

**Writing courses are helpful for both academic and non-academic purposes.**

Response type	Numbers of students	%
Yes	57	71%
No	19	24%
No Comments	4	5%

English language has its own importance as it is used not only academically but also in non-academic situations as well. For further studies and work related issues most of it are conducted in English. Basic English writing courses are the bridge to build up the confidence and capability in students to perform better to gain success. According 71% students' these courses are helpful. 24% does not agree with the fact of helpfulness of these courses and the rest 5% are in dilemma to decide which group to pick.

**Table 19:**

**Getting benefits from doing speaking and writing courses.**

Response type	Numbers of students	%
Yes	49	62%
No	18	22%
No Comments	13	16%



As a connecting question students' were asked again if these basic English courses of speaking and writing are bringing benefits for students or not. On an average 62% students' supported the fact that these courses are benefiting them to learn and gain confidence, 22% are still disagreeing and 16% are not supporting any group.

#### **4.2 Response to open ended question from students' questionnaire:**

The following open ended questions were asked to the student participants (see Appendix-1). Only four open ended questions were given for the participants in the questionnaire.

##### **A) How do you manage to overcome your lacking in writing and correcting mistakes?**

Ans: In answer to this question most of the participants said they practice writing and correct their mistakes by reviewing their writing again and again. Some said they practice grammar and reads news paper, novels and watches news to learn the sentence formation and structure of correct sentence.

##### **B) To what extent do you think you have managed to learn and perform better in communicating after school and college?**

**In the scale of 1-5 how would you rate your improvement after getting training from university general English courses.**

Ans: In response to this question most of the students' rated themselves 3 out of five as they learned how to communicate but they still need to overcome the fear they have for communicating in English. Some students on the other hand rated themselves 4 and 5 out of five as they are from English medium background and they are good in the communicating sector.

**C) To what extent do you think you have managed to learn and perform better in writing after school and college?**

**In the scale of 1-5 how would you rate your improvement after getting training from university general English courses.**

Ans: The answer to this question is the same as above majority of the students have rated themselves 3 out of 5 and some are exceptional who rated themselves 4 and 5 out of 5 because they can basically write better than others.

**D) What are the difficulties or challenges do you think you faced and still facing in learning and using English language as spoken and written form?**

Ans: The students' talked about few problems they faced and are still facing in learning and using English language. First of all they have low confidence, hesitation, lack of fluency, lack of grammatical knowledge, lack of practice, shyness, fear to feel embarrassed in front of classmates.

#### **4.3 Analysis of the Teachers Questionnaire and Interview:**

Apart from the students 6 teachers who were conducting the Basic English classes which were observed were given a questionnaire as well as interviewed by the researcher. The questionnaire consisted of 3 parts. Part-I: Personal Information, Part-II: Institutional Information, Part-III: Classroom Information and students attitude .the questionnaire was a mix of open-ended questions, multiple choices. The teachers were further interviewed based on the questionnaire that was given to them for more information's. The questions are discussed below in the form of table and discussions as well.

**Table 20**

**Which skill do you focus more in class? (You can tick more than one)**

Response Type	Number of Participants	%
Reading	3	50%
Writing	4	67%
Speaking	6	100%
Listening	2	33%

According to the demand of the question teachers' were able to choose more than one option and all of them (100%) picked speaking as the most focused skill in class, the 67% said writing and chronologically focused skills were reading (50%) and listening (33%).

**Table 21**

**What is the medium of instruction you use in class?**

Response Type	Number of Participants	%
Bangla	0	0%
English	3	50%
Mixed	3	50%

According to the teachers 50% of them use only English as the medium of instruction in class and the rest 50% uses mixed language to make the class more easy and understanding for the students.

**Table 22**

**How do you evaluate your students' improvement based on different skills?**

<b>Skills</b>	<b>Response Type</b>	<b>No. of participants</b>	<b>%</b>
<b>Reading</b>	<b>Good</b>	<b>3</b>	<b>50%</b>
	<b>Average</b>	<b>2</b>	<b>33%</b>
	<b>Poor</b>	<b>1</b>	<b>17%</b>
<b>Writing</b>	<b>Good</b>	<b>1</b>	<b>17%</b>
	<b>Average</b>	<b>4</b>	<b>67%</b>
	<b>Poor</b>	<b>1</b>	<b>17%</b>
<b>Speaking</b>	<b>Good</b>	<b>3</b>	<b>50%</b>
	<b>Average</b>	<b>1</b>	<b>17%</b>
	<b>Poor</b>	<b>2</b>	<b>33%</b>
<b>Listening</b>	<b>Good</b>	<b>1</b>	<b>17%</b>
	<b>Average</b>	<b>4</b>	<b>67%</b>
	<b>Poor</b>	<b>1</b>	<b>17%</b>

According to this information teachers have different perspective than other.

Reading skill: 50% of the teachers said students do improve in reading after they finish doing the basic English courses on the other hand 33% of them said their improvement level is average and 17% of the teachers disagreed with the fact that students improve at all.

Writing skill: more than half (67%) of the teachers support the fact that this English courses are benefitting the students in many ways that is why they are going towards improvement and 17% said some already improved and rest 17% disagrees that students are not at all improving.

Speaking skill: 50% of the teachers said students already improved after finishing the English Courses. But 33% of the teachers do not agree and said there is no improvement and in-between 17% said there is a little improvement.

Listening skill: 67% supported the fact that these courses are helping to improve students their listening skills but 17% are saying there is no improvement but rest 17% says there is very goof improvement.

At this point of the questions teachers had to answer by saying “Yes”, “No”, and “Some Times”. But during the interview teachers explained why they chose to answer accordingly.

**Table 23**

**Students of English medium ignore the student of Bangla medium schools.**

Type of Response	No. of participants	%
Yes	2	33%
No	0	0%
Sometimes	4	67%

It is a fact that some students from English medium school do think that they are superior than the Bangla medium students so based on that fact teachers (33%) said that those students do ignore Bangla medium students. But 67% teachers said that it is not completely true there are some students who help the Bangla medium students rather ignoring them.

**Table 24**

**Students are very competitive in class (especially English medium vs Bangla medium)**

Type of Response	Number of participants	%
Yes	0	0%
No	0	0%
Sometimes	6	100%

This is one of the most obvious questions researcher has asked the teachers linked with few previous questions that if English medium students are competitive or not. The entire teacher group said they are sometime competitive in the questionnaire but during the interview some

teachers said that some students actually think that English mediums are defiantly better so they don't even want to compete.

**Table 25**

**You encourage the students to practice the language outside the classroom to improve their productive skills.**

Type of Response	Number of participants	%
Yes	6	100%
No	0	0%
Sometimes	0	0%

Students always needs encouragement and support of teacher to perform better and for improvement and here teachers (100%) agreed that they do encourage these students to communicate not only in class but also in real life situations.

**Table 26**

**These basic language courses are enough to make them proficient in speaking and writing**

Type of Response	Number of participants	%
Yes	4	67%
No	2	33%
Sometimes	0	0%

More than half of the teachers (67%) pointed out that the Basic English courses are enough to make students proficient but during the interview they also said that it would have been better if they could have more time to practice and perform. On the other hand 33% denies that these courses are defiantly not enough to improve speaking and writing.

**Table 27**

**These courses are the ultimate solution to overcome those problems**

Type of Response	Number of participants	%
Yes	0	0%
No	6	100%
Sometimes	0	0%

Keeping link with the previous question every teacher (100%) agrees that only 1 or two Basic English courses are not the ultimate solution to master writing or speaking skills. It takes more time and efforts which are needed to improve for the students.

**Table 28**

**You give the students enough time to discuss among themselves and also with you on any topic in the class.**

Type of Response	Number of participants	%
Yes	5	83%
No	1	17%
Sometimes	0	0%



Most of the teachers give time to students for discussing about different topics or study material among themselves and with teachers' as well so that it helps them to improve communication skill and grow confidence. But 17% denied and during the interview they said that because of lack of time it is not possible to give students' time to do discussions among themselves.

**Table 29**

**After finishing the writing course they do well in their writing projects.**

<b>Type of Response</b>	<b>Number of participants</b>	<b>%</b>
Yes	6	100%
No	0	0%
Sometimes	0	0%

Students do improve in writing after completing the basic English courses from university and all the teachers agreed to this fact.

**Table 30**

**Medium of instruction becomes the reason of hesitation for most students.**

<b>Type of Response</b>	<b>Number of participants</b>	<b>%</b>
Yes	6	100%
No	0	0%
Sometimes	0	0%

Medium of instruction is always a big factor for the students who belong from a Bangla medium background and 100% teachers agreed to it.

**Table 31**

**English medium students are very confident in class.**

<b>Type of Response</b>	<b>Number of participants</b>	<b>%</b>
Yes	6	100%
No	0	0%
Sometimes	0	0%

100% teachers agreed that English medium students are more confident in class as their mediums of instruction have always been English.

**Table 32**

**Bangla medium students feel shy to communicate in class and share their work.**

<b>Type of Response</b>	<b>Number of participants</b>	<b>%</b>
Yes	5	83%
No	1	17%
Sometimes	0	0%

Most of the time according to teachers (83%) it is see that students from Bangla medium background feel shy in class to communicate sometimes they fear of embarrassment. On the other hand 17% of the teachers said that Bangla medium students are not shy to communicate.

**Table 33**

**Group work helps to break out from hesitation.**

<b>Type of Response</b>	<b>Number of participants</b>	<b>%</b>
Yes	6	100%
No	0	0%
Sometimes	0	0%

At this point of the question and also in interview all the teachers (100%) agreed that during a group activity students come out of their hesitation and tries to communicate with class mates.

Table 34

Students discriminate among themselves based on their medium of communicating ability.

Type of Response	Number of participants	%
Yes	4	67%
No	0	0%
Sometimes	2	33%

According to 67% teachers' medium of language is the reason why students discriminate among themselves as their ability to communicate differs because of that rather 33% said it's not completely true.

#### 4.4 Discussion on Open-ended Questions from Teachers Questionnaire:

There were some open-ended question on the teachers' questionnaire and those questions were asked to get more clear and elaborate information from the teachers during the interview.

##### A) What is the level of the students you are teaching currently?

Ans: According to most of the teachers they have been teaching in Honors 1<sup>st</sup> and 2<sup>nd</sup> year students. But some teachers are very experienced who teaches both in Honors and masters level as well currently.

##### B) What is the reason behind focusing on this/ these skills?

Ans: From the teachers point of view these skills are very important to enhance students' language proficiency both in speaking and writing sector. And it also

improves students overall ability to use the language gradually and grow confidence to encounter in real life situation when needed.

**C) What are the problems do you find Bangla medium students face regarding language production in the class?**

Ans: The basic and some of the main problem of Bangla medium students are, they feel shy, scared and they have lack of confidence. Bangla medium students are mostly embarrassed to produce language in class or to perform solo in front o classmates. Their lack of confidence, inhibition and accuracy are the reason why they cannot produce language in spoken or written form in front of class.

**D) What kind of Speaking and writing tasks do you think are effective for the students?**

Ans: Teachers tend to make students go through many activities in class to practice speaking and writing skills.

For writing skills students are asked to write paragraphs, essays, letters, formal informal applications, imaginary story writing or completing a story which helps the students to learn both academic and non-academic writing and to be creative in written forms.

For speaking skill students have to do solo or group presentations which helps to grow confidence and as well as learns unity among classmates. They are also given clues to act or to role play in class, sometimes games are also played to make students communicate. Debates drama performances are also included in activity part for the students to enjoy and take interest in learning to communicate and produce spoken and written language more frequently.

**E) How do you find the overall behaviour of your students in class?**

Ans: Initially students are nervous but gradually they take interest and co-operative in class, they are enthusiastic, attentive and disciplined as well. Sometimes they get bored and restless but most of the time they are well behaved.

**4.5 Observation Factors:**

Before observing the class the researcher had a observation checklist to find out the basic and important factors of students learning process, situation and environment. The points are discussed below.

- **Length of the period:**

All the classes that were observed took place for 90 minutes.

- **Time of the day:**

Most of the classes were from 11:00 am only one class was early in the morning at 8:00 am.

- **Size of the class:**

All the classes had around 25-30 students except for 2. They had only 15 students in class.

- **Male female ratio:**

There were more female students than male students, 48 female students and 32 male students.

- **Size of the discussion group:**

In the spoken class they had a group discussion and each group consisted of 4 members.

Some of the class had pair work and it consisted 2 members each team.

- **Teacher activity before during and after discussion:**

Before starting the class teacher first of all tries to warm up the students by getting them asking about weekends or cracking jokes so that they do not act lazy in the class.

During the class if they are given group work teacher walks around the room to check if the students are taking part on the discussions or not or if there any solo performance of written task teacher sits in one corner to note down the students activity.

And at the end of the class, in most classes teacher discussed about the class means a review of the present class, gives feedbacks, answers students' questions, and gives a general idea about next class.

- **Sitting arrangement during group discussion:**

During group discussion for spoken and written both class the sitting arrangement were made in to a circle with a group of 4-5 person each.

- **Duration of discussion:**

The duration of the discussion depended on the topic but none of them were more than 15 minutes.

- **Immediate incentive to the participants/students besides evaluation:**

No immediate incentive to the participants/students in the class other than evaluation except for one class which had immediate incentives to motivate the students and that was chocolate. And students were very enthusiastic to participate and get chocolates from the teacher.

- **Level of participation by each:**

Level of participation was moderate. Most of the students felt shy and hesitated and most importantly seeing a guest observer they hesitated more.

- **Level of male and female participation:**

The levels of male and female participants were not equal in case of participation. The females were more eager to participate and ask questions to solve their queries whether it's a writing/comprehensive class or a spoken class.

- **Fluency:**

They were hesitating to speak in presence of an outsider and ask questions so their fluency was hampered though some were confident enough to speak out.

- **Spontaneity:**

Most of the students were hesitating but there were no lack of spontaneity. They were doing their tasks spontaneously.

- **Argument/ agreement:**

Some students had discussions and arguments (logical arguments about topics they were learning) about the topics they were doing and teacher was giving feedback and clearing their doubts, and their arguments were taken positively.

- **Sharing experience/ story telling:**

In spoken class students were asked to give solo presentations about their eid celebrations. So students were sharing their thoughts and experiences and after they completed the teacher also shared her experiences.



## **Chapter 5**

### **Discussion**

#### **5.1 Similarities between Teachers and Students Response:**

In most cases the response researcher got both from student and teachers are similar.

- According to both students' and teachers' most focused skill at tertiary level in university are speaking and writing skill.
- Students said they get proper feedback from the teachers during the class if they make any errors, teachers said the same as well. And during the class observation the researcher found out that students were truly getting word to word feedback when they were trying to communicate in class.
- According to the teachers these speaking courses are helpful for students not only to communicate in the class but also outside the class room environment and students responded that they are being benefited by these courses and that they try to communicate outside classroom too.
- At the end of the course both teacher and student agreed that they can do better writing than from the beginning when they joined the class. As they get feedbacks, corrections and guidance they do get better.
- Teachers' and students' both agreed to the fact that teachers encourage the students to speak and write and practice more and students said they get encouragements from teachers.

**5.2 Contradictory Response:**

With similarities there are also contradictions between student and teachers response.

- Students said they understand the medium of instruction properly but during the interview teachers said initially they do not understand instruction they get from the teachers that is why most teachers use mixed communicative language that means Bangla and English both.
- “Most of the Bangladeshi students are very reluctant to speak in English irrespective of their proficiency in one or the other skill” (Ahmed, 2006, p.4). this applies to the response that researcher got from teachers because teachers said that most students are not worried or paying attention to learn English to use on regular purpose on the other hand students said they understand, communicate and learn to write English with interest.

## **Chapter 6**

### **Conclusion and Recommendation**

This chapter summarizes the study and concludes with recommendation. The result and the findings of this study has been discussed and summarized based on the questionnaire.

#### **6.1 Conclusion:**

This research attempted to find the usefulness of Basic English courses at tertiary level in private universities and the achievements that students make through those courses.

Productive skill is the ability to communicate in written and spoken form. English being a foreign tough and as well as the second and official language of Bangladesh it is essential to be able to communicate in that language. For that reason it is very important for every student to be able to communicate in spoken and written form of the language which helps to succeed building career. Teaching these skills demand strong and steady capability of managing students who are not exposed to the language.

In Bangladesh private universities provide the opportunity of learning and practicing English language skills through Basic English courses. It becomes a teacher's duty to help the students to build up their confident level and overcome their fear and shyness to open up in the communicative zone. And to vast extent teachers as facilitators provide the facility for students to be able to get the opportunity to learn English language and improve themselves.

To some extent through this study the researcher has found out that these courses of private universities are helpful for the students of Bangle medium. To get more results out of these courses students and teachers both have to work together and help each other for further and extensive improvement.

**6.2 Recommendation:**

The researcher recommended few improvements that can be made by the teachers if they want students to be more persistent.

- Teachers should create such environment where both Bangla and English medium students will be treated equally and English medium students will be friendlier rather than competitive.
- Rather than making a teacher centred class an English communicative class should be more student centered where students can come up with their thoughts about more communicative and written ideas and be more creative.
- To improve spoken and written skill teachers should pay extra attention to provide more vocabularies and make students use them in various perspectives.
- To help students be more confident teachers should make them correct their own mistakes, once they identify their mistakes teacher can give feedback about their mistakes. And the feedbacks should be given in a positive manner.

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# Appendix

**Appendix 1**

**Survey Questionnaire**

**(For Students)**

**Part I- Personal Information:**

1. Name: \_\_\_\_\_

2. E-mail address (if available): \_\_\_\_\_

3. Age:

18-20

21-23

24-26

27-30

4. Gender-

Female

Male

**Part II- Institutional Information:**

5. Name of school-

\_\_\_\_\_

6. Medium of instruction in school-

\_\_\_\_\_

7. Name of collage-

\_\_\_\_\_

**8. Medium of Instruction in Collage-**

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**9. Name of university-**

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**10. Name of the Department-**

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**11. Which semester are you in-**

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**Part III- Information about courses:**

**12. If anyone asked you a question in English in school/ collage you-**

- Thought a lot and answered in English.
- You thought in Bangla, translated in English in mind and then answer.
- You answered quickly without thinking and hesitation.
- You didn't understand what they asked.
- You kept quiet and smiled.
- Other

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**13. If anyone asks you a question in English now you-**

- Think a lot and answer in English.
- You think in Bangla, translate in English in mind and then answer.
- You answer quickly without thinking and hesitation.
- You stay quiet and smile.



**14. How fast can you write about any unanimous topic?**

- Take lot of time to think then start writing.
- Start writing and think while writing.
- Don't need much time to think, fast enough to finish in time.

**15. Do you have any Basic English course in university? Is it mandatory to attend those courses?**

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**16. What are the skills that are focused on those courses?**

- Speaking**
- Listening**
- Writing**
- Reading**

**17. How much do these courses focus on the speaking and writing skills?**

- Not Much**
- A lot**
- Moderate**
- Not at all**

**18. Do you have speaking and writing classes as general English course?**

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**Part IV- Classroom Information:**

**19. You understand the medium of instruction in the class completely.**

- a) Yes
- b) No
- c) No Comment

**20. You communicate with your teachers and classmates in English.**

- a) Yes
- b) No
- c) No Comment

**21. You are confident in class to give a solo presentation.**

- a) Yes
- b) No
- c) No Comment

**22. You take lot of time to think and then write.**

- a) Yes
- b) No
- c) No Comment

**23. Your writing is always grammatically perfect.**

- a) Yes
- b) No
- c) No Comment

**24. You tend to have spelling errors a lot.**

- a) Yes
- b) No
- c) No Comment

**25. Your teacher corrects your errors in class.**

- a) Yes
- b) No
- c) No Comment

**26. You get accurate and proper feedback from teachers.**

- a) Yes
- b) No
- c) No Comment

**27. Your speaking courses are helpful for communicating inside and also outside of your classroom environment.**

- a) Yes
- b) No
- c) No Comment

**28. The writing courses you have are helpful for academic and non-academic purposes.**

- a) Yes
- b) No
- c) No Comment

**29. You are getting benefits from doing these speaking and writing courses.**

- a) Yes
- b) No
- c) No Comment

**30. How do you manage to overcome your lacking in writing and correcting mistakes?**

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**31. To what extent do you think you have managed to learn and perform better in communicating after school and college?**

**In the scale of 1-5 how would you rate your improvement after getting training from university general English courses.**

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**32. To what extent do you think you have managed to learn and perform better in writing after school and college?**

**In the scale of 1-5 how would you rate your improvement after getting training from university general English courses.**

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**33. What are the difficulties or challenges do you think you faced and still facing in learning and using English language as spoken and written form?**

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**Thank You**



**Appendix-2**  
**Survey Questionnaire**  
**(For Teachers)**

**Part I- Personal Information:**

1. Name: \_\_\_\_\_

2. E-mail address (if available): \_\_\_\_\_

3. Age:

Above 60

55-60

50-55

45-50

40-45

35-40

30-35

25-30

20-25

4. Gender-

Female

Male

5. Academic Degree:

\_\_\_\_\_

6. University and Department you are graduated from:

\_\_\_\_\_

\_\_\_\_\_

7. How long have you been in teaching profession?

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**Part II-Institutional Information**

8. Which University/ Universities are you teaching in right now?

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9. What is the level of the students you are teaching currently?

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10. How many classes are you teaching this semester?

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11. How many hours do you teach a Class? And how many classes do you have a week?

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12. What is the average number of students in your class?

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**Part III- Classroom Information**

**Teaching & Evaluation.**

13. Which skills do you focus more in class? (You can tick more than one)

- Reading
- Writing
- Speaking
- Listening

14. What is the medium of instruction you use inclass?

- Bangla
- English
- Mixed

15. What is the reason behind focusing on this/ these skills?

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16. Do you encourage the students to practice the language outside the classroom to improve their productive skills?

- Yes
- No
- Sometimes

17. These basic language courses are enough to make them proficient in speaking and writing?

- Yes
- No
- Sometimes

18. Are these courses the ultimate solution to overcome those problems?

- Yes
- No
- Sometimes

19. You give the students enough time to discuss among themselves and also with you on any topic in the class?

- Yes
- No
- Sometimes

20. After finishing the writing course they do well in their writing projects?

- Yes
- No
- Sometimes

21. Medium of instruction becomes the reason of hesitation for students.

- Yes
- No
- Sometimes

**22. English medium students are very confident in class.**

- Yes
- No
- Sometimes

**23. Bangla medium students feel shy to communicate in class and share their work.**

- Yes
- No
- Sometimes

**24. Group work helps to break out from hesitation.**

- Yes
- No
- Sometimes

**25. Students discriminate among themselves based on their medium of communicating ability.**

- Yes
- No
- Sometimes

**26. What are the problems do you find Bangla medium students face regarding language production in the class?**

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**27. What kind of Speaking and writing tasks do you think are effective for the students?**

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**Attitude of the Learners:**

**28. Students of English medium ignore/avoid Students of Bangla medium.**

- Yes
- No
- Sometimes

**29. Students are very competitive in class (especially English medium vs Bangla medium)**

- Yes
- No
- Sometimes

**30. How do you find the overall behavior of your students in class?**

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**Thank You**



### **Appendix -3**

#### **Observation Checklist**

- **Length of the period**
- **Time of the day**
- **Size of the class**
- **Male female ratio**
- **Size of the discussion group**
- **Teacher activity before during and after discussion**
- **Sitting arrangement during group discussion**
- **Duration of discussion**
- **Immediate incentive to the participants/students besides evaluation**
- **Level of participation by each**
- **Level of male and female participation**
- **Fluency**
- **Spontaneity**
- **Argument/ agreement**
- **Sharing experience/ story telling**