Speaking Anxiety of English Language Learners in Bangladeshi Tertiary Classrooms

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Thesis

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I thank the Almighty for successfully accomplish my thesis work. After that, I thank to my parents because without their support, blessing and prayers I would never have complete my thesis work

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Abstract

In the context of verbal English communication in Bangladesh, Bengali medium students always struggle due to their lack of exposure to communicative English language context. The rigid Grammar Translation curriculum at their secondary and higher secondary level   hamper their learning and acquisition ability at the tertiary level verbal English classroom. At the same time, the difference between the culture of learning and culture of classroom in both tertiary and secondary level also creates obstacle in their language learning. As a result, the sole purpose of oral communication course fails. Though this paper is not only research on the English-speaking problems faced by the students and there are not any exact methods are found to relief their anxiety on English language. But there are some possible discoveries came out from the study through which speaking problems in English can be improved. The methodology for this dissertation has been conducted by observing and surveyed 3 private universities in Dhaka city along with a group of students and instructors of these universities. The results that I have found from teachers' survey report that- students participate more in audio-video clips, music videos and 12.51% result is found for both audio-visual communication answered by them. Students shyness (42.85%) and fear of speaking (28.56%) are also high comparing to other factors; like- lack of practices, afraid of making mistakes etc. are also responsible for hampering the oral English communication among them. The results of this study showed that group or pair discussion along with communication with teachers in the classroom and spontaneous/regular practice will be more effective to speak in English language. As the present condition, English language is vastly spreading its area all over the world. This study will help the educational sector along with create the awareness for both teacher and student about the speaking skills in English language to keep pace with the fast running world. And the research will give some

ideas and motivation to the interlocutor and students to use English language in proper and accurate way also to keep pace with the world.

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Chapter 1: Introduction

1.1 Background

1.1.1 The Post-Colonial Dilemma

As we have seen from different researches on student anxiety of speaking English, we must look at the root cause of this anxiety in Bangladeshi context. Bangladesh, as a part of the Indian subcontinent, was ruled by the British Empire for almost 200 years. As a result, English language has made an impact on Bengali culture as well as Bengali language like no other language. Therefore, a tendency has grown to not let anyone making mistakes in the language of the 'Master'. In a sense, English can be considered a political language which is powerful enough to dominate on this day at any Bangladeshi classroom or at any Bangladeshi office. This sensitive approach towards English language and the colonial impact have affected the learning and teaching of English. As a result, along with the usual anxiety of foreign language learning, the colonial impact also works behind English speaking anxiety in Bangladeshi context.

1.1.2 The English and Bengali Medium Schooling

The English medium curriculum was introduced in Bangladeshi education system before independence. The number of English medium students has gradually increased, and especially in megacities like Dhaka and Chittagong, the number is higher than all other cities collectively. However, still the major portion of Bangladeshi students' study in Bengali medium curriculum. There have been many researches on the inefficiency of Bengali medium teachers, especially rural level teachers whose quality of English teaching differ from any other English teacher at huge margin. This difference seriously affects the learning process of Bengali medium students. Due to lack of social and cultural support, and at the same time, inefficient teaching make them

to fear the English language. They make themselves distant rather engaging them with the language itself.

1.1.3 The Spoken Anxiety:

The spoken anxiety among Bangladeshi students comes from the lack of exposure to a society and culture where speaking English is taken normally. On the other hand, English medium students are trained and encouraged to participate in English language communication. Most importantly, English medium students are provided with an environment like that. However, as we have seen teachers of Bengali medium students don't grow up with the culture of speaking English, their fear, anxiety, and discomfort naturally is more than English medium students.

Although Bangladesh has been hosting secondary and higher secondary education in English curriculum for over half a century, the total number of students studying in English curriculum are pretty less comparing to the vast majority of students studying in Bengali curriculum. The discrimination starts in English language acquisition at the school level as these two groups learn English in totally different method and their approach to English is distinct too. This distinction in learning English becomes more evident at the tertiary level which has English as the only medium of instruction.

What is most unfortunate for Bengali medium students are that the so-called 'Communicative Language Learning/Teaching' at the school level focuses only on two particular skills of language- reading and writing. The other two essential parts- speaking and listening are completely ignored in their syllabus, or to be precise, even if the books have instructions to practice these skills, lack of skilled teachers leave these instructions untouched.

Realizing this unavoidable fact, the private universities in Bangladesh have mandatory English speaking and listening courses (credit and non-credit) in their curriculum to make the students familiar with verbal communication in English. Almost all the students from every department have to take mandatory courses so that they can receive what teachers deliver in next courses and can respond to those.

While pursuing this goal to familiarize the students with verbal communication, often the instructors follow methods and approaches that are completely foreign or in some cases 'alien' to the freshly admitted Bengali medium students who have come from a background where they had to memorize the grammar rules and essays. This makes it difficult for the newly admitted Bengali medium students to get accustomed to the new approach and learning environment. At the same time, the materials, in particula, are selected from foreign sources most of the time. This difference of culture intensifies the anxiety of students to become confident about their verbal communication.

Another important thing which often gets unnoticed is that the tendency to memorize for achieving good grades in the examination regardless of the awareness of actual learning. This habit of getting 'good grades' and achieving better positions in the class has been practiced among most of the Bengali medium students. As a result, they often apply that same habit in the oral communication classrooms at the tertiary level. Because of this practice, Bengali medium students are often seen memorizing speeches, presentations, and in some cases even conversations. This tendency to get higher grades is depriving Bengali medium students from effective verbal communication. Thus, the objectives of these spoken courses are not achieved most of the time.

Lastly, the instructors of verbal courses should also be highlighted since they hold the position of a facilitator in the classroom. What are the techniques to distinguish the introvert students and what techniques they apply to engage those left our students need to be scrutinized as well?

1.2 Problem Statement:

As the tendency of memorization and grade-oriented education prevails in the secondary and higher secondary education, the objectives of verbal communication courses don't achieve expected outcome. At the same time, the socio-cultural barrier and new approaches to learning a language often deprive the Bengali medium students to cope up with the pace. Besides, the peer pressure from the more advanced students of English medium students makes them cornered in the classroom participation. Finally, the foreign materials provided in the class which is far away from the secondary and higher secondary materials, which eventually make some of the Bengali medium students bewildered and reluctant.

1.3 Primary Research Question:

1. Does the practice of memorization affect the learning skill of Bengali medium students?

2. Do the foreign approach and materials encourage or discourage Bengali medium students?

3. Do peer pressure and fear of speaking alienate them in the classroom participation?

4. What are the expectations of Bengali medium students from the spoken course and what is the reality?

1.4 Secondary Research Question:

1. Are instructors aware of this 'alienation', 'anxiety' and 'fear'?

2. What techniques they followed so far to overcome this problem or what are their recommendations?

Chapter 2: Literature Review

Although there has not been any research on learning process of Bengali medium students in tertiary level spoken classroom, research around the world dealing with student anxiety in ESL classrooms agree that culture and teaching difference play the most crucial role in ESL learning. Literacy is grounded in specific cultural values (Li, 2009), which is true in every ESL context including Bangladesh.

2.1 Language Anxiety

Learning a foreign language is complicated process which affects the students' academic factor in tertiary level. When someone learn a second language it creates stress to the learners which is a kind of anxiety that hampers his/her learning process. This language anxiety most of the time seen in the English language learners when they start the education for higher studies. Language anxiety is kind of psychological emotion that mainly affects the learners in learning second language (L2). Language anxiety is a state of mental response, which may also be a cause for lack of command in target language (Zeidner 1998; Naveh-Benjamin 1991). It is usually observed that, such kind of anxiety is closely allied with L2 learners. Gardner (1994), said, language anxiety can affect student's language learning achievement, communicative competence, negative evaluation fear in the classroom environment etc. Language anxiety is kind of fear of the learners' experience when they start to use new words, sentences, grammar etc. of L2. Language anxiety is factor of affecting the learning process of the learners (Campbell & Ortiz, 1991; Phillips, 1992; Cheng,1998). Eysenck et.al (2007) points that, language anxiety occurs if the existing goal is being threatened. Students who have faced the language anxiety are often describe the lack of motivation or learning disabilities in L2 (Chen and Chang 2014;

Tercanlioglu 2004; Li and Pan 2009; Grigorenko 2002; Reed and Stansfield 2004). Language anxiety also have been generated negative influence among the L2 learners (Bailey, Onwuegbuzie and Daley 2000). This language anxiety also has negative effects on writing, reading, listening and most commonly in speaking performance of the learners (Aida 1994; Coulombe 2000; Elkhafaifi 2005). Chen and Lin (2009) along with Sellers (2000) have added that, the students who face language anxiety sometimes produce longer sentences while speaking and less amount of continuous speech as well. Moreover, Language anxiety is a type of anxiety specifically associated with the learners of L2 occurs mostly in the classroom (Skehan, 1989; Young, 1991; Ohata, 2005). Sometimes, lack of teacher's engagement and limited classroom activities may also the cause for anxiety among the learners (Verplaetse, 1998; Pappamihiel, 2002; Cummins, 1984). Bailey (1983) also included that, learners' language anxiety may happen for the competitiveness among the students. On the other hand, classroom situation also produce anxiety in the L2 learners' (Casado & Dereshiwsky, 2001; Ellis, 2008).

2.2 Socio-Cultural Aspect of Language:

English language is now the foremost medium of communication at present and also a mediate with the socio-cultural aspects as well. According to sociologists, we live in a society that is cultural in nature. Brown (2000) defines in his book that, language is a part of culture, so the culture is a part of language. From the study of Williams and Alptekin (2002) it is clearly mentioned; language and culture are interrelated with the language learning process. As the language learning is the interactive process, so it is better to accompanied the language learning procedure with the mixture of socio-cultural aspects. Sometimes, socio-cultural aspects affect the learning skills in the classroom atmosphere. Only socio-cultural aspects will create motivation

and confidence among learners for learning second language. In addition to, learners who tend to learn second language usually have confidence on their own setting of second language learning. Moreover, socio-cultural perspective increases the learning habit of L2 among the learners (Will Baker, 2003). On the other hand, Ellis (1996), talked about different systems of socio-culture aspects, which make the language learning practices differ from every learning stage of education. One of the major contribution of socio-cultural aspects is language learning is a key of participation toward the communication (Pavlenko and Lantolf, 2000, Davies, 2007). Furthermore, socio-cultural factors can also have the motivation for the learners for the new language identity (Williams, 2002). He also comprises that, language and socio-cultural aspects are interrelated to the study of language. In another research (Kilickaya, 2004) defines that language classes must have use the socio-cultural characteristics for the L2 learners. Language has its own socio-culture structures when learners know about its basic rules (Kramsch 1998).

Chapter 3: My Experience

While Doing this study, I have faced different types of experience. It was really difficult for a student while doing the survey in three different institutes. As it was quite impossible to get permission for a student in a different university apart from her own educational institute. Though I got the chance to survey on the students and teachers as well. On my survey questions, teachers speak about the fact and also the solution as well on English language learning process.

On the other hand, most of the students in English speaking course are from Bangla medium background. Whether they can easily understand the lecture and also participate in the class but rarely speak up in the spoken course. Students performance in writing is good rather than their speaking ability. For that reason, in every private university have offered English spoken course for the students in the beginning of their higher educational part. As all the private university provides the lessons in English; it is necessary for the beginner students especially the Bangla medium students need to do the spoken course. I have listed that teachers are using different types of materials in the course to boost up students' interest in English speaking. Like- cue cards presentation, movie clips, audio clips, group discussion/pair work, self-introducing, describing own incident of the students etc. are really helpful for a tertiary level students to open up in the class environment and enthusiastically perform in the class. Overall my experience of surveying in universities are really good. Teachers and students are very cooperative and while conducting my survey they participate more spontaneously.

Chapter 4: Methodology of My Survey

From my methodology, I have tried to find out, how cultural and social differences hamper the objective to acquire oral proficiency in Communicative English Language Classroom for Tertiary Level Bengali Medium Students in Dhaka, Bangladesh. The views and ideas of Bengali medium students and instructors of tertiary level are compared with the previous studies on student anxiety, cultural barrier, and second language acquisition studies published earlier.

Since it was necessary to understand the views and approaches Bengali medium students have toward tertiary spoken classroom, emphasize has been given on questionnaire and interview. 30 students from 3 different private universities in Dhaka have participated in this research and students from each university have answered to the questions provided to them in written format. 10 Instructors from 3 private universities have been interviewed and volunteered to fill up the questionnaire.

4.1 Research Data Type:

This is a qualitative research. The collected data are sorted out and distinguished in chart. Afterward, the data are analyzed in qualitative approach. The research data are sorted out in two tables, one for the students and another one for the teachers. The students have been separated into 3 groups and teachers have been separated into 2 groups based on their universities. The data collected from the students are shown in three different columns and data collected from the teachers are show separately in 6 different columns.

4.2 Sampling Participants:

The English teachers who regular take spoken courses designed for fresher tertiary students. All of the teachers aged below 40. All of them have written their answers in the questioner in detail.

All the 30 students who have answered to the questions are currently taking or have done the spoken course at their university. All of them have Bengali medium background in their secondary and higher secondary level. All of them have brought up and taught in Dhaka. Proper instructions were given to the students before providing them the questionnaire. Some of the students had little confusion while writing answers which were promptly made clear by the researcher.

4.3 Data Collection and Analysis Procedure

Three different private universities have been chosen to conduct this research. The researcher went to the universities and took the permission from the concerned authority to conduct this research. Three students from two sections and four students from one section, total 10 students have been interviewed from each university. To accommodate diverse data into this research, this process has been followed so that maximum classroom experiences can be gathered.

Students were asked to meet at a convenient time and given instructions and hints to clear their understanding and confusions as well. Once the researcher was convinced that the students have understood the purpose of the research and ready to answer, then the session had begun.

Chapter 5: Findings and Result

5.1 Questions for Spoken Course Teachers:

The following questions have been asked to the faculty members who are currently conducting verbal communication courses in two different universities (appendix 1).

1. What materials and activities do you use to conduct the spoken course?
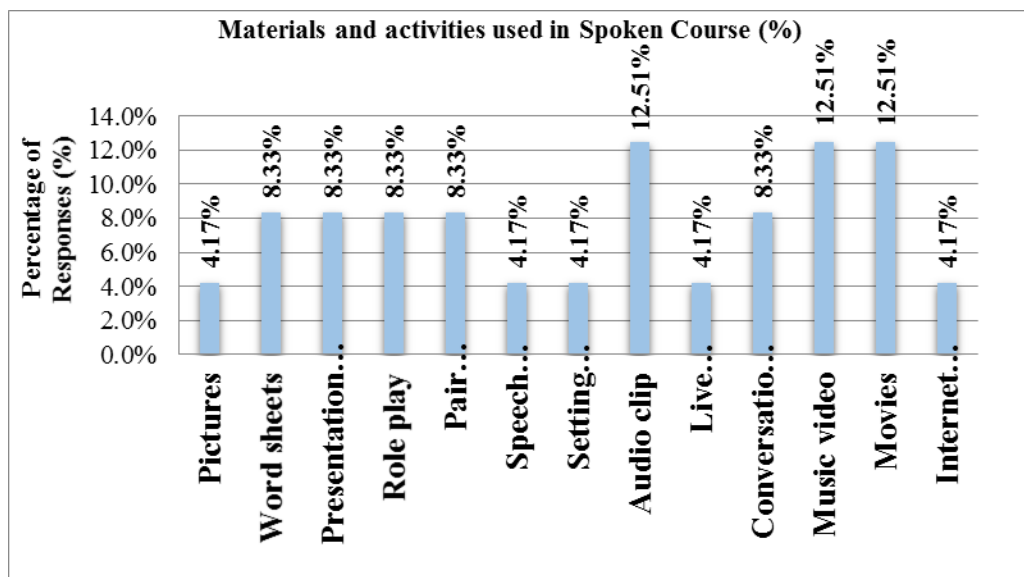
Graphical Representation: 1

Question 1: Data show that most of the teachers prefer to use audio and video clips in the spoken English classroom. Besides, role-play (8.33%), group discussion, pair work (8.33%), presentation (8.33%), and speech practice (4.17%) are also included in the way of teaching (Graphical Representation: 1). These methods are new and unfamiliar in terms of teaching method and culture for Bengali medium students. Bengali medium teaching methods and teaching culture do not have this approach to language teaching.
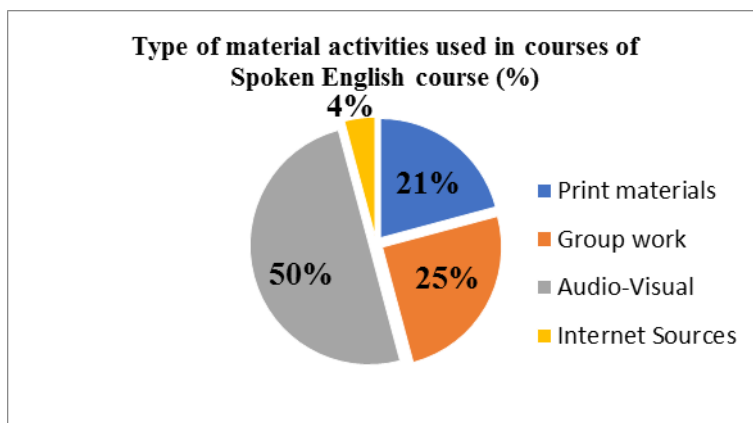
Graphical Representation: 2

Apart from this, print materials (21%), group work (25%), audio-visual lessons (50%) and internet sources (4%) also included in the teachers' preferences survey (graphical representation:2) as well.

2. Do you keep the cultural connection of the materials while choosing them for the course?

Question 2: Four of the teachers have said that they keep the cultural factor in mind while choosing course materials. Two of the teachers have informed that they sometimes use materials that are connected culturally.

3. What are the main problems Bengali Medium Students face in the course?
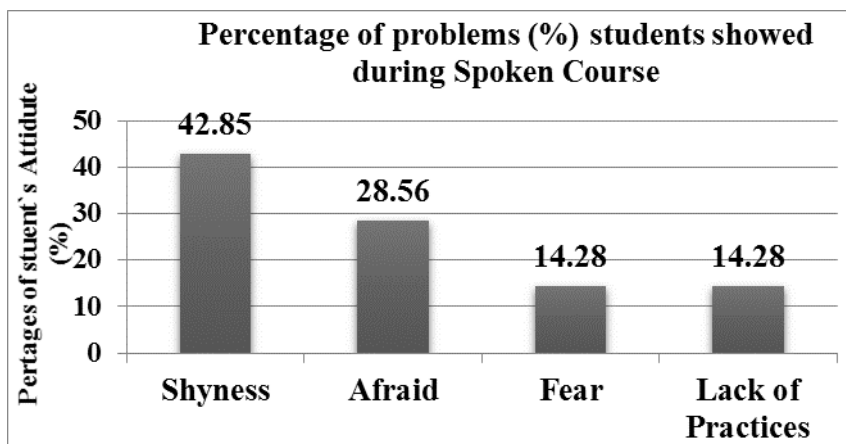
Graphical Representation: 3

Question 3: All of the teachers identified both fear of speaking and lack of practices shows same percentage 14.28%, shyness (42.85%) and afraid to speak in the class (28.56%) as the main problems for the students that hold them back from speaking freely. Students are not accustomed to speak in a classroom or any English-speaking situation. As a result, they feel shy and reluctant to speak up. One of the teachers mentioned fluency problem which also reflects the lack of speaking exposure in English-speaking context (graphical representation:3).

4. Do you think gap in culture and teaching methods of Bengali medium institutions hinder the students' participation in tertiary spoken classroom?

Frequency of memorizing (%) before presentation
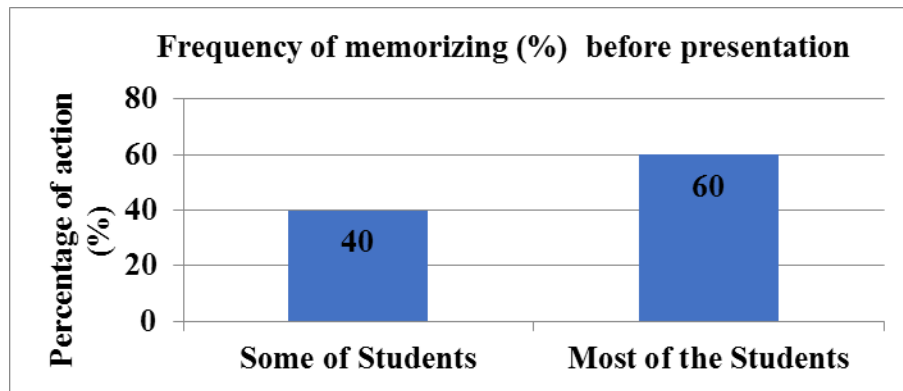
Graphical Representation: 4

Question 4: Four of the teachers strongly agree to the fact that cultural difference between Bengali medium institutions and tertiary or university level hinder the participation of the students in the classroom. They have mentioned the points like teaching approaches and teaching materials of Bengali medium institution does not follow international updates, rather follow year old traditional methods and materials. One of the instructors does not think culture as the main factor, rather teaching method is the one to blame for this. Teaching approaches don't match with tertiary teaching method. Another teacher mentioned a crucial point that it completely depends on the institution and setting of a Bengali medium institution. This means there are thousands of Bengali medium institutions and some of them have access to multi-media and internet which they incorporate in their teaching (graphical representation:4). However, it is also true that number of Bengali medium school with multi-media classroom and internet is very less in number.

5. How frequent students memorize and read from the text while giving presentation? What can be done to prevent them?
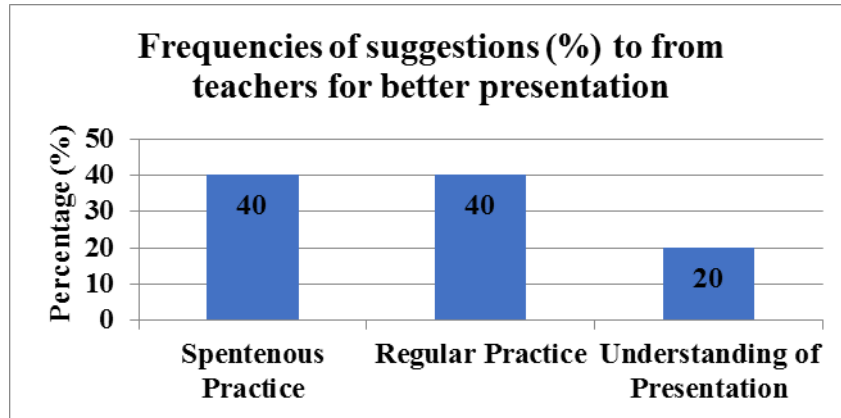
Graphical Representation: 5

Question 5: All of the teachers agreed that most of the students memorize while giving presentation, or read from their hand chits (short notes). The teachers agreed the fear of public speaking, lack of exposure to oral communication, and cultural alienation make them students shy and nervous. As a result, they use methods in their communication which are not encouraged. Different teachers use different method to prevent students from memorizing and reading out from the chits. Some of them emphasize on more practice, some of them allow marks for eye contact and body gesture. They mainly point out the spontaneous/regular practices (40%) to improve the students speaking skills in English along with the understanding capability of presentation (20%). One of the teachers pointed out the necessity to make the students understand that oral presentation is very close to daily conversation happen in real life and we should not take this something unfamiliar to our daily life (graphical representation:5).

5.2 Questions for Spoken Course students: The following questions have been asked to the students provided in a questionnaire. Students have willingly answered to all the questions. All of the students are currently taking the communication course in their respective universities (appendix 3).

1. Have you attended any spoken course before? If yes, please give a brief description of the course.
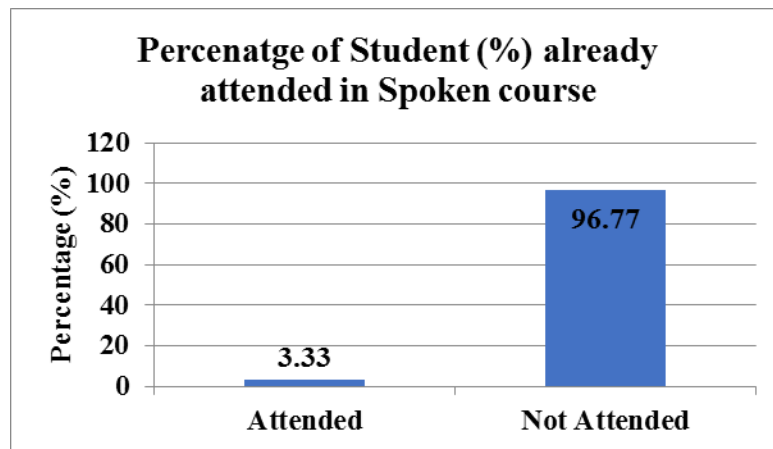
Graphical Representation: 6

Question 1: In response to the question one, it has been found out that Bengali medium students usually don't take any spoken course before entering to the tertiary level teaching. Except one student, the other 29 students have said that they never joined any spoken classroom before tertiary level (96.77%). Which means tertiary spoken classroom is the first experience of encountering with English Speaking and Listening skills for the Bengali medium students (graphical representation:6). The teaching method and culture of learning they have grown up in is completely different from what they encounter within the tertiary classroom.

2. What was your overall assumption and expectations before taking the Spoken English Course?

Question 2: In response to question two, majority of the students answered that they had started the course with an expectation to improve communication skill, especially the speaking skill. Few among them answered that this would help them to perform better in the job sector, and few other students replied that this course would help to understand lessons of other courses better.

3. What are your reflections/observations after/while taking the Spoken English Course?
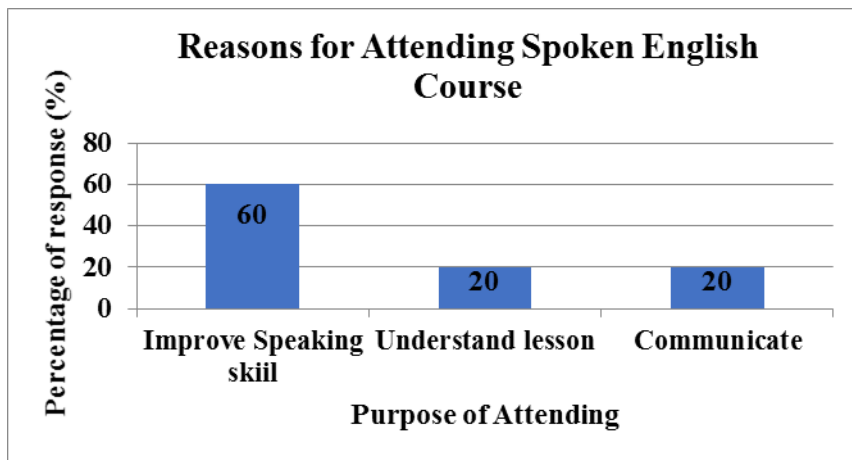
Graphical representation:7

Question 3: In response to the third question, all of the students agreed that they understand and communicate better after attending the course. Their perception regarding is pretty straight forward. All of them initiate this course with the hope that this course will upgrade their standard of verbal communication (60%) shown in graphical representation:7.

4. Have you felt shy or uncomfortable in the beginning or throughout the course?

Question 4: All of the students agreed that they felt shy at the beginning of the course. This is normal because English oral communication course is usually the first course they attend at the tertiary level. As a result, the sudden transformation, that too, in a spoken classroom from a Bengali medium traditional classroom is a big leap. That is why being shy is pretty normal among the students.

5. Have you ever memorized oral presentation? How?
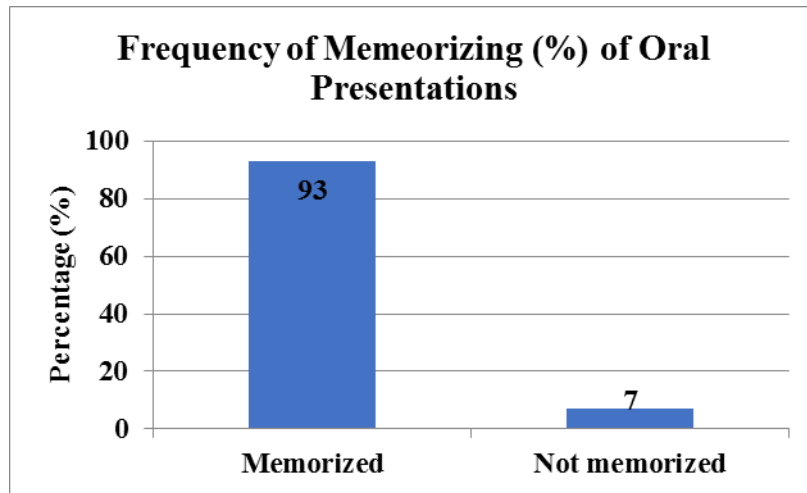
Graphical Representation: 8

Question 5: Among the 30 students, 28 of them said that they usually memorize (93%)while giving oral presentation (graphical representation:8). As they are not used to speak in English that's why most of them are memorized their presentation because of their fear in making mistakes. This again indicates the shyness, fear of making mistakes, and poor stock of vocabularies among Bengali Medium students.

6. Do you read from scripts while giving multimedia or regular presentation? Why?
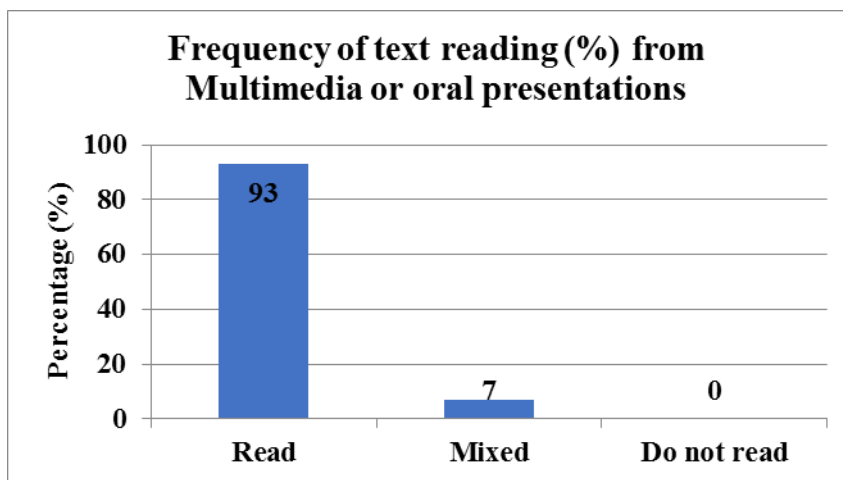
Graphical Representation: 9

Question 6: Among the 30 students,28 of them said that they read out (93%) from their chits while giving multimedia presentation (graphical representation:9). They are not familiar to the multimedia presentation, most of them just read out from the board and avoid eye contact during presentation.

7. What are the major difference do you find in the course materials of oral English course and in the materials of your SSC and HSC examination?

Question 7: All the Bengali medium students have complained that their secondary and higher secondary curriculum was grammar based. Though the curriculum is now changing, but still, those changes are not enough for Bangla medium students to participate better in higher education.

8. Do you find the teacher cooperative?

Question 8: All of the students find their course instructor cooperative. In addition to individual interview, students said that teachers use many different techniques along with activities through which they feel interest during the course and also the encouragement of the teachers are also very supportive to them as well.

9. Do you participate in the class activities?

Question 9: All of the students have replied that they participate in class activities sometimes. As teachers are giving them interesting activities in the class according their statement, they participate spontaneously if they found the given topics are challenging to them.

10. Do you have fear of making mistakes while speaking? What type of fear and how this fear affects your speaking?

Question 10: Among 30 students, 5 of the students have said they sometimes have fear of speaking. One of the student replied negatively to the question of fear of speaking. The other 24 students have replied that they have fear of speaking. Mostly, they have fear of speaking in general. Some of them become nervous while giving presentations due to fear of making mistakes. Some of them agreed that fear of speaking affects their presentation.

11. Do you feel the way of teaching and teaching materials are culturally alienated from you?

How?

Perception of Cultural difference on teaching materials on spoken course
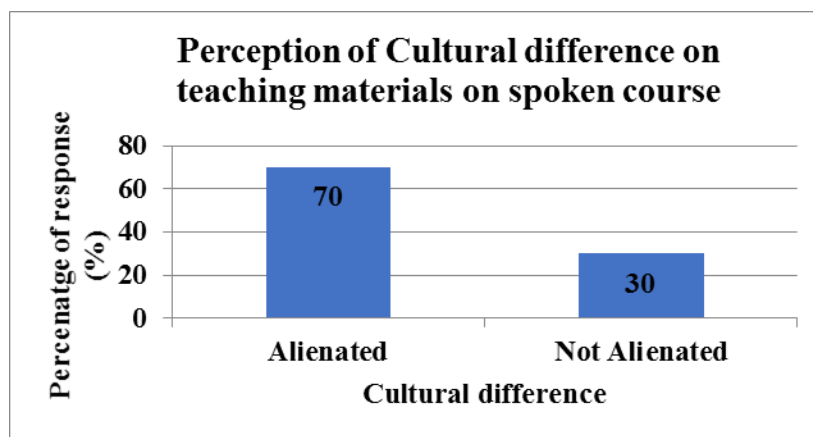
Graphical Representation:10

Question 11: 21 students among the 30 students agreed that materials used in communication classroom are culturally alienated from them (70%). Because of the educational system students are only focused on the exam preparation and grade, and schools are not providing them any out knowledge apart from the textbooks. So, when they came for their advanced level study most of them are losing their interest due the cultural alienated task in the course. However, they did not explain what specific points they feel unfamiliar or distinct to their culture (graphical representation:10).

12. Do you think this four months' course is enough to improve your Verbal English Language skill for the next four years University Life?
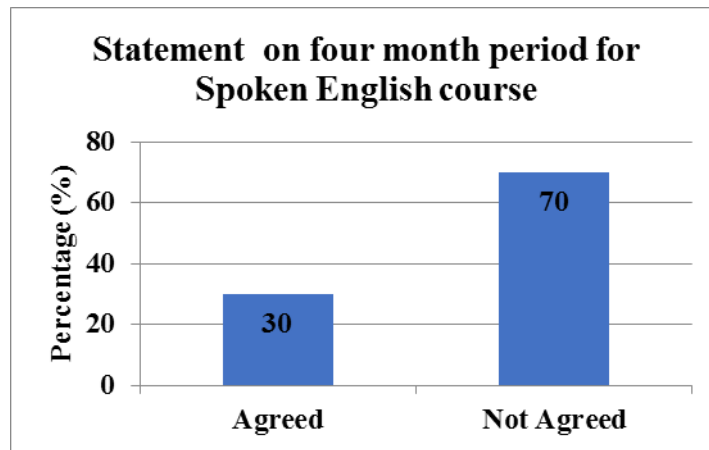
Graphical Representation:11

Question 12: 24 students among 30 believe that one course of communication does not always improve the quality of the students (70%) in graphical representation:11. Where the number of students whose background is Bangla medium admitted that only four months' duration of speaking course are not enough for the rest of the advanced level study as they do not have any experience about any spoken course before.

13. Do you think English Medium students perform and participate better in Spoken class than Bengali Medium students? How?

Question 13: All of the Bengali medium students strongly believe that English medium students perform better in spoken English classroom because of their background. According to their interviews statement, they learn English language only as a subject and the practicing part of second language is quite rare in Bangla medium schools. On the other side, in English medium schools, English language is the first priority of their study line, whether English is a subject or not. They frequently communicate in English language most of the time.

14. Is there anything about the course that you feel is separating you culturally or socially from the group? What is it and why do you think that?

Question 14: All of the students have blamed their school curriculum that focused on writing. While they came for advanced level study, there is a mixture of different types of students in one course. And from the beginning there became a small number of students made an individual group for themselves. As these behaviors create some distinguishes among the students.

15. Give brief suggestions to improve the course.

Question 15: Some of the students have suggested making the course more interesting rather emphasizing on the teaching approach more. Few of them have suggested adding another course.

16. Give a brief description of the activities you do in the spoken course.

Question 16: Activities the students did in their course are – group discussion, debate, presentation, pair work, and others.

Chapter 6: Result Analysis, Discussion, and Recommendations

6.1 Teacher's Reflections on Student in Tertiary Level Classroom

Although it is true that audio-visuals are the best way to conduct any English communication class, the problem is due to shyness and lack of exposure, Bengali medium students cannot open up and engage themselves completely to the learning process. Teachers also agree that cultural relevance help in the process of teaching speaking and listening. Both the materials and teaching method should be carefully selected so that student can connect to it. Even if there's not any appropriate alternative to audio-visuals, or materials that don't belong to Bangladeshi culture, the teachers must adapt some strategies so that the Bengali mediums students don't feel detached. Most of the teachers agree that students have anxiety of learning or adapting new approaches, fear and shyness of speaking. All these occur due to the cultural and academic shift of students from Bengali medium classroom to tertiary level English spoken classroom. This sudden shift confounds the students for a time being, and when they start to learn how to cope up, the course gets overs before that. That is why teachers must have some strategy to select materials and choose teaching approach so that Bengali medium students get equal opportunity and comfort like an English medium student would have.

6.2 Student's Reflections on Tertiary Level Oral Communication Classroom

If we analyze the first question asked to the students, almost 97 percent students have replied that they didn't attend any communication course before enrolling in the communication course at their tertiary level. This proves several things. Firstly, it proves that students don't have any experience of classroom speaking; secondly, they don't have

any exposure to oral communication teaching and learning; and finally, due to the previous two reasons, they enter the tertiary oral communication classroom either with zero or no idea about what is actually waiting for them. According to our second question, having minimal idea these students enter into the classroom with the expectation that they will be performing better in spoken English. Now the question arises, how much flexible they can get in a complete unfamiliar setting to practice and learn spoken English after 12 years of grammar learning? They never have attended any course designed for verbal English communication. Moreover, they are accustomed to the grammar translation method (GTM). They have come from a culture where the practice of speaking English inside and outside of the classroom was not established. So according to the result of question one and two, in every semester Bangladeshi tertiary level classrooms get a large amount of freshly admitted Bengali medium students who are nearly unable to speak English and completely unaware of tertiary level spoken English teaching approach. But at the same time pose a high expectation of improving their English language skill without the knowledge of how the entire teaching and learning process works.

Therefore, it was necessary to ask about their reflections and observations about the course in general. However, in question number three most of the students have written that their observations were 'communicate and understand English better', which unfortunately gives as vague answer. At the same time, it also proves their limited level of understanding of English language. Nevertheless, the common answer at least makes quite clear that all of the students started this course with an expectation to 'understand and learn English better'. However, the problem is, according to the answer to question number four, all of the students feel shy at the beginning of the course. No matter how fast they catch up the teaching method and try to accustom with that, 22-24 classes or a 3-credit hour course is too short for them to realize what

actually is going on. Moreover, this shy and uncomfortable nature also hampers their learning process. As a result, without understanding the process of teaching and learning, out of shyness and fear of making mistakes, and eventually to get good grades students go back to their past learning process at school, which is memorization. This is evident in the answer of question five and six. 93 percent of the students have answered that they memorize while giving presentations and read out from chit sheets during multimedia presentation. This practice of memorization ruins the purpose of the course. In question number seven, the explanation students give for this memorization culture is the 12 years long GTM method at tertiary level. Also, the culture of prioritizing good grades and achieving good results over-learning the lesson or upgrading the language skill may also cause this as well. Assuming the level of discomfort and shyness in question number eight the students were asked about the teacher\s cooperation in the classroom. As expected, all the students replied affirmatively that their instructor help them throughout the course. However, as the students were shy and new to the survey process, perhaps all of them agreed out of fear of losing marks or not to disappoint the teacher. Although in question number nine all of the students have answered that they sometimes participate in the class activities, it can be assumed that self-motivation is rare. Just because the course is designed in a way where all the students must have to participate, that is the primary reason for the students to participate. This assumption becomes stronger if the question number ten is analyzed. All of the students agreed they have fear of speaking. This leads to a question; do they participate only because of the course instructor asks them so? Does it mean they are reluctant to talk in front of the audience, or their instructors, or even their peer partners? If that is the case, then what are the ways to solve this problem of reluctant attitude of Bengali medium students?

In addition to fear or anxiety also may happen on the base of the situation. As this is spoken English course class, here anxiety specified the situation. Rather this anxiety known as "Situation-specific anxiety" which refers to the experiencing any specific situation. This situation specific anxiety may occur in any situation, such as- exam hall, any tension or anything else. But it more feel in spoken course while students tend to speak in front of the others. This situation specific anxiety creates mistakes between the students and made them stuck while presenting any topic of discussion anything in front of the class or in the group discussion also. Researchers also considered this situation-specific anxiety is suitably applicable for the spoken course. According to Young (1990), facilitating anxiety is an increasing fear and shyness among the students' self-confidence and perception as well. Although some researchers such as Bailey (1983) have noticed the simplifying effects of materials in spoken course also help students to perform better in the classroom situation.

While doing this research, differences between English medium and Bangla medium students clearly indicate the educational learning styles. Because of this differences, English Medium students take part willingly in the class activities rather than the Bangla Medium students. This differences also lead a negative view for the Bangla medium students and they became self-centered in the class participation or class activities as well. This happens for the discourse of the classroom and lessons are not margined for the students of all type.

On the other side, socio-cultural barrier also discourages students' self-esteem for not performing well in the course. The concept of tradition is also creating distinguishes among the students of English Medium and Bangla Medium. As well performing students made a group in the classroom where less performance of students should have to get more attention in the spoken course. As their learning background of English language is giving a face threatening act while

they participate in the class. Due to this socio-cultural barrier, an inferior complexity creates among the students and hamper their capability of speaking knowledge. It is revealed from my study that, if the materials and activities may create the interest between the students especially in the Bangla medium students and keep away the foreign culture from the list of the course materials, it will be effective for the students to perform better in the class and generate their participation on activities in the class very well. Though there are similarities and dissimilarities in every single approach of making a course curriculum, teachers are mainly using a combined method for the students to help and encourage them in spoken course. But according to the teachers, CLT methods are vastly used for spoken course and also find effective for the students as well. As without communicating in second language randomly, one student may not accomplish his future goal accurately.

Another important issue which has come up in question number 11 and 13 are almost 70 percent of the students believe that course materials used in the oral communication course are alienated from their culture. And they also believe that students with English medium background perform better because they can relate to the teaching approach and method at tertiary classroom. As a result, in question number 14 they blame their Bengali medium curriculum for incompetency. They also believe that one course of only 22 classes are not enough for improving oral communication skill for the next four years of university life. They also have demanded to add culturally relevant course materials and more interesting approach for better learning.

However, if the spoken course is mainly conducted with the CLT approach, students will remain active in the class. As CLT approach is full of activities and different types of materials are being used in it. Because of the variety in CLT method, students feel concerned and show active presentation while doing the spoken course.

Answers to Research Questions:

As we have seen the results from the interviews with both students and teachers, let us look at the answers to the research questions asked in the beginning.

Q 1: Does the practice of memorization affect the learning skill of Bengali medium students?

A: Yes. Both the teachers and students agree that memorization is a common practice in Bangladeshi tertiary level English communication classroom. They also agree that it hampers the learning process and destroys the purpose of the course. In addition to, because of this memorization practice many capable students also perform poor in the classroom activities. Sometimes they do this intentionally or unconsciously, and it discover while giving their presentation if the teacher asks any question during that time they stopped and try to remember what are they presenting a while before.

Q 2: Do the foreign approach and materials encourage or discourage Bengali medium students?

A: Mostly discourage. But proper research on the spoken course materials can improve this situation further. Moreover, they added that, if the materials are interesting and refers to our Bangladeshi context, students participate spontaneously in the activities. But if teachers try to show any educational documentary film, students feel bored in the classroom. As because most of the documentary speech are in native English language, so it became difficult for the student to understand the accent and nor relevant to our culture as well.

Q 3: Do peer pressure and fear of speaking alienate them in the classroom participation?

A: Yes. Sometimes this fear of speaking may isolate a student in the whole study period, whether his/her writing skill are too good but because of the speaking fear derived them from their performance and separated them from other students. However, some students just lift up from

this situation just for their own interest and perform much better than the English Medium students.

Q 4: What are the expectations of Bengali medium students from the spoken course and what is the reality?

A: Firstly, they don't know what to expect. The only thing they know that this course will help them to understand English better, and improve their communication skill. However, due to anxiety, fear, and cultural gap, they don't get accustomed to the learning process. They try to memorize and read it out, rather practicing real time speaking. Grades and result matter more than actual learning. As a result, they don't improve that much and the purpose of the course mostly fails. Though this spoken course duration is only for four months, but some of the students found this useful to them and try to do better in further study as well.

Secondary Research Questions

Q 1: Are instructors aware of this 'alienation', 'anxiety' and 'fear'?

A: Yes. They are completely aware of the fact. They really conscious about the differences in the culture and set the course design in such a way where student would find the course helpful for them and also feel interest in the spoken course. However, anxiety and fear of speaking along with making mistakes cannot be remove so early. It will take time and to remove these they give students some individual tasks to perform well in spoken course.

Q 2: What techniques they followed so far to overcome this problem or what are their recommendations?

A: Most of the teachers apply individual techniques to confront this issue. Most of the teachers recommend the spontaneous speaking practice, describing something or any event, occasion, incidents etc. may help them to improve their speaking skills. Apart from these, they also suggest

students own interest as well. However, a combined and specialized strategy specially designed for Bangladesh would help to facilitate the course better.

6.3 Limitations of the Study

The first problem occurred while conducting research is the lack of published resources on the similar topic. Especially in Bangladesh context, no research has been found so far. The resources mainly deal with student speaking anxiety in ESL classroom. Nonetheless, anxiety due to cultural differences has been mentioned in some of the research papers which are similar to the topic of this research. In the literature review and discussion part, references have been made to those researched parts of particular papers.

The second problem faced is the availability of the practical resources. Although the initial target was to interview 60 students from six different private universities and 20 faculty members, due to lack of cooperation and time constraint only 30 students and ten teachers have been managed for the questionnaire session.

The third and one of the major problems is that students mostly have provided general answers rather going deep into their answers. As the questions are open ended question. Since this is their first experience of giving opinions, they have been cautious while giving their answers. In some answers, they have not opened up in true sense. For example, in question number 8, all of the students have agreed that teachers are cooperative but didn't explain in what ways teachers are cooperative. Perhaps, they have feared that negative answers might hamper their grades even after the assurance that their identification is secured. In question 9, all of the students have agreed that they participate in the class activities. However, it can be assumed that this participation is not self-triggered rather forced participation by the teachers in most cases.

Chapter 7: Conclusion

Even though the acquisition or learning process of a new language may nervous the learners, perhaps English is the only language which brings fear in addition to nervousness. This distress is the fear of making mistakes in front of others. In a post-colonial country like Bangladesh, English language is seen as a symbol of elegance, something of higher standard, or something that belongs to higher class. As a result, almost all the ESL speakers in Bangladesh try to be careful as much possible so that they make fewer mistakes possible. Even in most of the cases, standard of a person is quickly judged by his or her level of proficiency in English. English language seems to be a symbol of prestige in Bangladesh.

In the context of our Bangladesh, still 40% of our population are not aware of learning English language, as most of the schools are providing Bangla language curriculum, and also the paying cost is too high for English Medium schools. Most of the students feel the necessity of English Language while they start their higher education after twelve years of schooling. On that time, they mainly face this problem and this problem continues if they could not give enough effort to speak in English. They can perform well in their writing and reading skills but they are totally doing opposite in their listening and speaking skills. As we know most of the private universities course lessons are provided in English Language. So, it is necessary for them to have good listening skill as well as speaking skills. While I am doing this research, I found many of the students really speak well in English, but due to their self-confidence and fear of making mistakes they hesitate to speak in front of others. As this hesitation and fear of speaking are hampering their educational life as well. But the teaching methods and approaches are being modernized day by day and many of the methods; such as- CLT (Communicative Language Learning), Natural Approach, Direct Method, Audio-Lingual Method, TPR (Total Physical

Response) etc. are combined and make suitable course curriculum to improve the learning style of English language. Through these methods and approaches, teachers easily attract and motivate a student in the class and in partial of that student also fulfill their desires of English Speaking and accumulate these lessons for their future study purposes as well.

It is unacceptable and highly criticized to make any mistake in English while writing or speaking. As a result, fear of making mistakes hinder the willing participation in English conversation. Needless to say, instead of English, making mistakes in German or French or any other widely spoken language is not considered a crime, which is in the case of English. It is because Bangladesh has compulsory English language in the syllabus from the beginning of the study to higher secondary level which is equivalent of grade 12. Therefore, it is a common conception that making mistake in English after learning it for 12 long years is a sin. However, in our survey, we have seen that students struggle at the tertiary level in communicative English courses. Most of the students in the survey have mentioned the traditional method of teaching and grammar based education have hampered their natural ability to use English language. Also, the approach of teaching in Bengali medium schools is completely alien in culture. As a result, students often get terrified in the ESL classroom.

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Appendix

9.1 Response Sheets of Teachers:

Here are the details questionnaire and response sheets of the teachers of my survey which are given below-

Appendix 1.

Questions for Spoken Course Teachers:

The following questions have been asked to the faculty members who are currently conducting verbal communication courses in two different universities.

1. What materials and activities do you use to conduct the spoken course?

2. Do you keep the cultural connection of the materials while choosing them for the course?

3. What are the main problems Bengali Medium Students face in the course?

4. Do you think gap in culture and teaching methods of Bengali medium institutions hinder the students' participation in tertiary spoken classroom?

5. How frequent students memorize and read from the text while giving presentation? What can be done to prevent them?

6. presentation? What can be done to prevent them?

Appendix 2.

Table.1: Response Sheets of teachers

Q	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1	Pictures, Conversation Videos, Music Videos, Audio Clips for different accents	Audio and Video Clip, Presentation, Cue cards, Role Play	Materials downloaded from website of British Council and Other ESL websites, Pair work, group discussion	Speech practice, movies, cue cards, setting discourse, role playing	Word sheets, live documentaries, one to one discussion, movie	Video clips, audio clips, Conversation videos, word sheets, movies
2	Yes	Yes	Sometimes, it depends of the level of student	Yes	Yes	Sometimes
3	Mostly shy and afraid of making mistakes	Not expressive, introvert, fear of speaking	Fluency and pronunciation, shyness, uncomfortable	Lack of practicing in an English Environme	Fear of Expressing	Fear of speaking, and making mistakes, shy

				nt		
4	Yes. Bengali Medium curriculum doesn't follow other cultures, so these new things are scary to students	Yes	Culture is not the main factor, rather teaching method in the Bengali mediums is the main problem	Depends on the institution and setting	Yes obviously	Yes
5	Most of the students memorize. More practical tasks can be used to prevent this.	Most of them.	Most of them. I use 2-3 marks for eye contact during presentation, it works as their instrumental motivation	Some of the students. They need to understand that presentation is very near to daily	Most of them. It should be spontaneous. They have to focus on daily exercise and practice session.	Most of the students memorize while giving presentation. Practice without fear.

				conversatio ns		

9.2 Response Sheets of Students:

Here are the details response sheets of the teachers of my survey which are given below-

Appendix 3.

Questions for Spoken Course students: The following questions have been asked to the students provided in a questionnaire. Students have willingly answered to all the questions. All of the students are currently taking the communication course in their respective universities.

1. Have you attended any spoken course before? If yes, please give a brief description of the course.

2. What was your overall assumption and expectations before taking the Spoken English Course?

3. What are your reflections/observations after/while taking the Spoken English Course?

4. Have you felt shy or uncomfortable in the beginning or throughout the course?

5. Have you ever memorized oral presentation? How?

6. Do you read from scripts while giving multimedia or regular presentation? Why?

7. What are the major difference do you find in the course materials of oral English course and in the materials of your SSC and HSC examination?

8. Do you find the teacher cooperative?

9. Do you participate in the class activities?

10. Do you have fear of making mistakes while speaking? What type of fear and how this fear affects your speaking?

11. Do you feel the way of teaching and teaching materials are culturally alienated from you? How?

12. Do you think this four months' course is enough to improve your Verbal English Language skill for the next four years University Life?

13. Do you think English Medium students perform and participate better in Spoken class than Bengali Medium students? How?

14. Is there anything about the course that you feel is separating you culturally or socially from the group? What is it and why do you think that?

15. Give brief suggestions to improve the course.

16. Give a brief description of the activities you do in the spoken course.

Appendix 4.

Table.2: Response Sheets of Students

Q	Student Group 1	Student Group 2	Student Group 3
1	No	No	All of them No except 1
2	Improve Speaking and Communication Skill	Improve Speaking and Communication Skill, perform better in job sector	Improve Speaking and Communication Skill, Understand Lessons Better
3	Communicate and Understand better	Communicate and Understand better	Communicate and Understand better
4	Yes.	Yes.	Yes.
5	Yes, one student said no.	Yes.	Yes. One student said no.
6	Yes. One student said no.	Yes.	Yes. One student said no
7	Grammar based curriculum in Bengali medium	Grammar based curriculum in Bengali medium	Grammar based curriculum in Bengali medium
8	Yes.	Yes.	Yes.
9	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.
10	Yes. One student said no.	Yes. Two students said	Yes. 3 students said sometimes, one student

	sometimes.		said it affects presentation.
11	7 Yes, 3 No. But they didn't explain.	8 Yes, 2 No. But they didn't explain.	6 Yes, 4 No. But they didn't explain.
12	9 No, 1 yes.	8 No, 2 yes.	7 No, 3 yes.
13	Yes. Because of their background.	Yes. Because of their background.	Yes. Because of their background.
14	Yes, because in school focus was on writing only	Yes, because in school focus was on writing only	Yes, because in school focus was on writing only
15	Presentation, Group Discussion	Presentation, Group Discussion, ways to make student feel interested	Presentation, Group Discussion, another course because one course is not enough
16	Pair works, debate, sudden presentation, self-introduction	Presentation, group discussion, describing oneself, pair conversation	Introducing oneself, debate, pair works, role play

9.3 List of the Survey Students:

Appendix 5

Table. 3: List of Students

University	Student's Name	Contact/Email
East West University	Fahmi	
East West University	Shihab	hmshihab_16@gmail.com
East West University	Nusrat	
East West University	Anik	
East West University	Nabila	shopnonijom@gmail.com
East West University	Habib	
East West University	Robin	
East West University	Sabiha	
East West University	Muhit	
East West University	Turjo	turjo_ddd@yahoo.com
Uttara University	Hemel	
Uttara University	Maria	

Uttara University	Hasib	
Uttara University	Sharif	robbi_ewu94@gmail.com
Uttara University	Nithee	

Uttara University	Romen	
Uttara University	Putul	muktaputul@yahoo.com
Uttara University	Naeem	muhit_94@yahoo.com
Uttara University	Shuvam	
Uttara University	Fahmi	
Primeasia University	Mutasim	
Primeasia University	Salekin	salekin.19@hotmail.com
Primeasia University	Anika	nithee_93@gmail.com
Primeasia University	Meem	
Primeasia University	Shahriar	
Primeasia University	Imran	
Primeasia University	Rashik	

Primeasia University	Khadiza	
Primeasia University	Sumaiya	
Primeasia University	Omi	

9.4 List of Teachers Survey:

Appendix 6

Table. 4: List of the Teachers

University	Name	Email
East West University	Dr. Muhammad Shahriar Haque Professor	shahriar@ewubd.edu
East West University	Zohur Ahmed Assistant Professor and Chairperson	zohur@ewubd.edu
East West University	Arafat Mohammad Noman Senior Lecturer	anoman@ewubd.edu
East West University	Mohammed Mizanur Rashid Senior Lecturer	rashid.mizan@ewubd.edu
East West University	Mohammad Rejaul karim Senior Lecturer	mrkarim@ewubd.edu
East West University	Chowdhury Omar Sharif Senior Lecturer	omarsharif@ewubd.edu
East West University	Shamima Akter Shanta Senior Lecturer	shamima.akter@ewubd.edu
East West University	Naushin Nazifa Islam Lecturer	naushin@ewubd.edu
Primeasia University	TS Marin Lecturer	marin.zabed@yahoo.com
Uttara University	Sakib Lecturer	01971007008