

**Exploring English Speaking Practices in Secondary Classrooms: A Comparative Study
between Bangla and English Medium Schools.**

By

Maria Jhain Sara

22103028

**A thesis submitted to the Department of English and Humanities in partial fulfillment
of the requirements for the degree of Bachelor of
Arts in English**

English and Humanities

BRAC University

© 2026. BRAC University

All rights reserved.

Declaration

It is hereby declared that

1. The presented thesis is a personal one in my degree at BRAC University.
2. In the thesis, there is not even a single word that was written by another person unless it is referenced.
3. No work that has been obtained or submitted to another degree or qualification in a university or other institution has been listed in the thesis.
4. I wish to mention that I would like to thank everyone who assisted me.

Maria Jhain Sara

22103028

Student's Full Name & Signature:

Approval

The thesis or project titled "Exploring English Speaking Practices in Secondary Classrooms: A Comparative Study between Bangla and English Medium Schools." submitted by Maria Jhain Sara (22103028) for Spring 2026, has been found satisfactory in fulfilling partially the requirement of the degree of Bachelor of Arts in English.

Examining Committee:

Supervisor-

Lubaba Sanjana

Senior Lecturer,

Department of English and

Humanities

BRAC University

Departmental Head- (Chair)

Professor Firdous Azim,

PhD Professor and Chairperson,

Department of English and Humanities

BRAC University

Ethical Statement

This thesis is conducted considering all ethical guidelines. The guidelines are further discussed in the methodology section.

Abstract

This study highlights the teaching and practising of English-speaking skills in secondary school classrooms. The study compares Bangla medium and English medium schools. The research involves types of speaking activities practised in the classroom, teachers' teaching techniques, and analysis of lesson plans and curriculum. The study's data collection methods are qualitative, involving classroom observation, teacher interviews, and document analysis. The study reveals how speaking skills are practised in two different educational settings in terms of students' participation, teachers' methods, and curriculum analysis. The study highlights the barriers faced by both teachers and students.

Keywords- Speaking English, CLT, TBLT, Bangla Medium, English Medium

Acknowledgement

I would like to thank Allah for providing me with the power, patience, and wisdom to make it through this journey. I am also thankful to my parents, Faiza and Arham, who inspire me through the journey. I would like to thank my supervisor, Lubaba Sanjana, who guided me, provided me feedback, and inspired me.

Maria Jhain Sara

April 2026

Table of Content

Declaration.....	i
Approval.....	ii
Ethical Statement.....	iii
Abstract.....	iv
Acknowledgement.....	v
Chapter One: Introduction.....	1
1.1 Background of the Study.....	1
1.2 Research problem.....	2
1.3 Purpose of Research.....	3
1.4 Significance of the Research.....	4
1.5 Research Questions.....	4
Chapter Two: Literature Review.....	6
2.1 Importance of English-Speaking Skills.....	6
2.2 Speaking Practices in the EFL Context in Bangla and English Medium schools.....	7
2.3 CLT and English-Speaking Practice.....	8
2.4 TBLT and English-Speaking Practice.....	9
2.5 Krashen's Affective Filter Hypothesis and Psychological Barriers to Speaking English..	10
2.6 English in Bangladeshi Secondary Education Context.....	11
2.7 Barriers to Effective English-Speaking Activities in Secondary Education.....	12
2.8 Research gap.....	13
Chapter Three: Methodology.....	14
3.1 Research Design.....	14
3.2 Sampling.....	14
3.3 Participants.....	15
3.4 Research setting.....	16
3.5 Data Collection Methods.....	16
3.6 Data Analysis Method.....	17
3.7 Research Tools.....	18
3.8 Ethical Issues.....	19

Chapter Four: Findings.....	20
4.1 Objective of the Bangla and English Medium Curricula.....	20
4.2 Key Findings from Textbook Analysis.....	21
4.3 Key Findings from Lesson Plan Comparison.....	22
4.4 Limited classroom space for speaking practice.....	23
4.5 Examination-oriented system and practicing speaking practice.....	24
4.6 Students' language anxiety affects oral participation.....	25
4.7 Teacher training and institutional support shape speaking development.....	25
4.8 Speaking Activities and Classroom Interaction.....	26
4.9 Socio-Economic Background and Language Proficiency.....	26
4.10 Teacher Support and Instruction Methods.....	27
Chapter Five: Discussion.....	28
Chapter Six: Conclusion.....	38
6.1 Conclusion.....	38
6.2 Limitation.....	39
6.3 Recommendations.....	39
Reference List.....	41
Appendix.....	45
Class observation checklist: English Medium School.....	45
Interview Transcript.....	53
Lesson Plan English Medium schools.....	74
Curriculum Analysis.....	78

Chapter One: Introduction

This chapter mainly focuses on introducing the research topics elaborately. This chapter briefly discusses the background of the study, the research problem, the purpose of the research, the significance of the study, and the research question. The reader will get a clear understanding of the research topics in detail.

1.1 Background of the Study

English has become a global language in today's world. It plays a vital role in education, communication, globalization, business, and career development. Many countries use English as a second language or a foreign language. In our country, English is used as a foreign language. In Bangladesh, English is widely used in many sectors such as corporate life, higher education, business, trade, tourism, freelancing, and other sectors. So, speaking in English requires basic human skills. However, there are four fundamental skills of the English language: listening, speaking, reading, and writing. Students need to develop their speaking skills in many contexts. But in real life speaking is much more important for communicating. Speaking is considered an essential for effective communication skills. It creates opportunities and helps to communicate with others.

In the Bangladesh education system, English is taught as a compulsory subject from primary to higher secondary levels. The secondary level stage is important because those who are preparing for higher education and the future. However, the teaching and learning process mainly focuses on writing skills like memorizing grammar rules, matching tables, and

answering questions. In our county, students learn English as a subject for only passing for exam. But English is not only a subject its a communication tool which creates many opportunities. Most of the focus in writing that impacts speaking. Due to this imbalance practices students face difficulties when they try to speak in English. Such as a lack of confidence, fluency, and proper pronunciation. This problem is common in secondary classrooms. As a result, students are unable to develop effective communication skills in English, which is essential for real-life situations.

1.2 Research problem

In Bangladesh, English is taught as a compulsory subject from the primary level to the higher secondary level in both Bangla medium and English medium schools. Despite this, many students struggle to speak English fluently and confidently. In Bangla medium schools, Bangla is the main language of instruction and communication. Therefore, students may have limited opportunities to speak English in the classroom. On the other hand, in English medium schools English is the main language of instruction. Bangla and English medium students study English for years. The study will explore the classroom scenario to understand how speaking English is actually practiced in classrooms. There is a lack of comparative research to explore both medium schools to understand how speaking practice takes place in the classroom and how effective these practices are. It will also help to understand whether students get enough opportunities to speak English, how teachers encourage speaking practice, and how actively students participate in classroom communication. By comparing Bangla medium and English medium schools, this research may identify the differences and similarities in speaking practice and help teachers, students, and education planners improve English speaking activities at the secondary level.

This study is different from other studies because it does not focus only on the problems of English-speaking skills in Bangladesh. Instead, it compares the classroom speaking practices of Bangla medium and English medium secondary schools. Most studies discuss students' lack of fluency, language anxiety, and teaching methods. A very few studies explore how speaking is practiced inside classrooms in two different educational settings.

However, grade nine has been selected for this study because students at this level have already studied English for several years. They get enough chances to express their opinions in the classroom. At the same time, they are preparing for higher academic levels and public examinations. So, for them speaking English is very important. This study is important because in Bangladesh students who learn English for years still face language anxiety and different challenges. Therefore, exploring how English-speaking skills are practiced in Bangla-medium and English-medium classrooms may help teachers, students, and education planners understand the problem and improve speaking practice in secondary education.

1.3 Purpose of Research

This study aims to investigate and analyses the practices of English language skills in the classrooms of the 9th standard of Bangla medium schools and English medium schools. The study will explore what type of speaking activity practice in classroom, teaching methods, any lesson plan, analysis textbook related speaking activity, and classroom interaction. It also knows the differences in the curriculum, lesson planning and classroom practices related to speaking in two medium schools. By addressing these issues, the study will provide a clearer understanding of the real classroom situation and suggest ways to improve English speaking practice at the secondary level.

1.4 Significance of the Research

The research is significant for many reasons. Firstly, this study has important curriculum implications because it may help curriculum planners to understand at secondary level English curriculum gives enough attention to speaking skills. If the findings show that classroom speaking practice is limited then curriculum designers may include more communicative tasks. Secondly, it will contribute to the field of ELT by providing comparative evidence from Bangla-medium and English-medium Class 9 classrooms. Therefore, adding new knowledge to the ELT context of Bangladesh will help future researchers understand how speaking skills are developed in different school settings. Moreover, the study is also significant for secondary education because Class 9 is an important stage in students' academic life. By exploring classrooms, this research can identify whether students are getting enough opportunities to practice English speaking before moving to higher education. Therefore, it can help improve teaching and learning practices at the secondary level. In addition, it is related to the quality of education in Bangladesh. This study analyses the gaps in terms of teaching methods, classroom activities, curriculum design, and assessment systems. By identifying this gap may help to improve teacher training, lesson planning, speaking practice, and curriculum development, which relates to the overall quality of English education in Bangladesh. Finally, the study might be helpful for future researchers who want to study related to the field.

1.5 Research Questions

- What types of speaking activities are used in Class 9 classrooms in Bangla medium and English medium schools?

- What types of teaching methods do English teachers follow to develop speaking skills in both Bangla-medium and English-medium secondary schools?
- What are the significant differences in lesson planning or curriculum for speaking practice between Bangla-medium and English-medium schools?
- What challenges or difficulties do teachers face in implementing speaking-focused activities in secondary classrooms in Bangla medium and English medium schools?

Overall, this chapter has introduced the overall framework of the study. The chapter highlights the research context, the main problem of the study, the purpose of the study, the importance of the study, and the research question. It highlights the importance of study and research aiming to explore the gap between Bangla medium and English medium schools.

Chapter Two: Literature Review

This chapter reviews the existing literature review related to English speaking skills in secondary school. It highlights the importance of the English language, language related theories, differences, and challenges between Bangla and English medium schools. The combination of these theories and existing studies gives a foundation for understanding how speaking skills are developed and practiced in secondary classrooms.

2.1 Importance of English-Speaking Skills

There are four key components to the development of English language proficiency: reading, writing, speaking, and listening. Speaking is a particularly crucial skill as it enables learners to put their ideas into action; to share and communicate their ideas to people directly.

For EFL learners, speaking is among the most difficult skills to master as a number of language elements are used simultaneously. Learners need to be quick on their feet, choose their words, use the right grammar, pronunciation and fluency in their speech. Rao (2019) asserts that speaking is a complex skill since learners need to produce language spontaneously and correctly in the context of communication. Similarly, Leong and Ahmadi (2017) explain that speaking can be used to convey meaning, build relationships, and communicate effectively with others. This demonstrates that speaking is directly linked with effective communication.

The importance of English-speaking skills in language learning has been highlighted by several researchers. Leong and Ahmadi (2017) states that speaking is generally regarded as the criterion that defines the level of language attainment in L2 learners since it demonstrates the ability of using English language in real communication.

Rao (2019) states that it is essential for students to have good communication skills, particularly in speaking to ensure their academic success and employment in addition to

professional communication. Moreover, Akhter (2021) also mentions that speaking skills promote student's confidence and their active involvement in educational and social contexts. Besides, speaking is acquired in the process of interaction, practice and communication with others.

Therefore, the importance of English should be emphasized in the English teaching in secondary schools. Regular speaking practice can help learners to become more fluent, accurate, and confident. The students will learn the ability to speak English that will enable them to become effective communicators and ready for academic, professional and global communication.

2.2 Speaking Practices in the EFL Context in Bangla and English Medium schools

In English medium schools, speaking practice is more focused compared to Bangla medium schools. However, it is still not enough to develop strong speaking skills in students. Afrin (2021) explores English medium classrooms using target-language, English explanations, and some communicative techniques. She also added that pair work, group work, role play, and peer correction are still not used regularly enough to build strong speaking habits. This implies that in some cases, although English is used for teaching, speaking practice may be more or less interactive. Similarly, Huq (2014) provides an overview of the challenges in English language teaching pedagogy in Bangladesh. He mentions that speaking is not just about right grammar, it involves communicative competence, strategic competence, and opportunities for real interaction which are often lacking in many classrooms in Bangladesh. Huq (2014) also added that improving students' speaking skills is not possible with the textbook as is, but requires teachers to make the textbooks into activities that students can use to speak meaningfully. These studies suggest that English medium schools provide

opportunities for speaking, yet there is a need for more extended oral practice in the classroom to facilitate speaking development.

Sweet et al. (2025) discuss the barriers non-native speakers face in improving their English-speaking proficiency. They report that Bangla medium students struggle with grammar-focused instruction, limited exposure outside class, and fear of making mistakes, all of which reduce their speaking confidence. Mridha and Muniruzzaman (2020) discuss that the lack of practice, vocabulary shortage, unfavourable classroom environment, and teacher non-cooperation are major barriers to oral development. Huq (2014) mentions that speaking in Bangladesh is still disconnected from communicative use and that students rarely get enough freedom to practice real conversation in class. Huq (2014) mentions the cultural-factor such as status, identity, and social pressure which can make learners hesitant to speak.

Speaking practice is still insufficient to enhance communication skills in both English-medium and Bangla-medium schools. Students in both systems have several obstacles to speaking confidently, even though English-medium schools offer relatively greater opportunities for spoken contact. Therefore, in order to effectively increase students' English-speaking abilities, classrooms need more frequent communicative activities, encouraging surroundings, and relevant speaking opportunities.

2.3 CLT and English-Speaking Practice

According to Sato and Kleinsasser (1999) Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the importance of communication in learning a second language. It focuses on enabling students to communicate effectively in the target language, developing through speaking and listening skills. Liu (2026) states that the CLT

approach to language teaching is not grammar oriented but rather focuses on the use of language, which enables students to enhance their oral communication skills. The study shows that communicative activities like role play, free discussion, pair work and information gap tasks enhance the students' motivation, confidence and fluency in speaking English. Liu (2026) also asserts that the classrooms for effective speaking practice should be student-centered and teachers should not be mere knowledge providers. In addition, CLT promotes accuracy and fluency-based activities to provide a balanced and interactive speaking opportunity in the classroom. Magnan (2007) mentions that CLT has been criticized for its emphasis on transactional language that may not adequately prepare students for real-world interactions, and that CLT does not necessarily lead to true communicative competence, which involves a deeper engagement with communities and cultures.

Interactive and communicative classroom activities are important in the development of English-speaking skills in CLT. It enables students to become fluent, confident and to acquire practical communication skills in English. But, for CLT to be successful, teacher training, student engagement, and opportunities for authentic language use are essential.

2.4 TBLT and English-Speaking Practice

According to Lai and Li (2011) TBLT is a pedagogical approach that focuses on the use of tasks as the main element of language learning. In terms of speaking practice, TBLT helps the learners to communicate meaningfully, emphasizing the semantic and pragmatic aspects of language use. Wu, Noordin and Razali (2026) states that task-based language teaching in EFL setting with emphasis on the challenges faced by the teachers and the effective strategies for improving speaking skills. Ozverir et al. (2017) investigate traditional language teaching methods, much of the focus is placed on the explicit teaching of language rules and structures. While these methods may help learners gain knowledge about language, they often

fail to encourage spontaneous, meaningful communication. These techniques can be useful for the learner to learn the language, but they do not always promote spontaneous and meaningful communication. This involves learners being encouraged to engage in activities that involve them in using language in ways similar to those that they would use in real life situations, whether they are problem solving, making decisions, or talking about things that interest them.

In general, TBLT is a method that can be used to develop English speaking skills in meaningful and interactive classroom activities. It helps students to speak English with confidence and to communicate in English in real life situations, rather than just memorizing grammar rules. Therefore, students can enhance their fluency, participation and communicative competence well.

2.5 Krashen's Affective Filter Hypothesis and Psychological Barriers to Speaking English

According to Jiang (2008) Affective Filter proposes that emotions can have a significant effect on language learning. If language learners are anxious, nervous, or embarrassed, they will not be able to learn the language as their "affective filter" will be up. This means that they may not be able to make good use of the comprehensible input they receive to learn the language. On the other hand, if learners are motivated and in a low anxiety situation, their affective filter is lowered, and language learning is promoted. Akteruzzaman & Islam (2017) says that Krashen's Affective Filter Hypothesis is significant for this discussion to address the emotional struggles of these learners. The Effective Filter Hypothesis talks about negative emotions, such as nervousness and stress while producing language. If the language learner is too aware of the language and the learning process, he or she is anxious to produce the language. This makes them filter out a lot of input that they are receiving.

If the learner is not concerned about what he or she is creating, he or she learns better and faster. This theory also talks about positive emotions and motivations. The learner learns the language better when he/she has positive emotions. Positive emotions can facilitate the language learning process. A learner needs to have really strong motivation towards learning the language. If there is no positive attitude towards the language and culture, it becomes very difficult for anyone to learn the language. It emphasizes the importance of emotions in the language learning process.

According to Zhang (2023) many students are nervous and afraid of making mistakes when speaking English, which decreases their participation in the classroom and confidence in English.

Therefore, anxiety, embarrassment, and fear of mistakes can seriously weaken learners' willingness to speak English in class. When the affective filter is high, students may understand input but still avoid oral participation. So, building a low-anxiety and supportive classroom is essential for improving speaking skills.

2.6 English in Bangladeshi Secondary Education Context

There are two types of education systems in Bangladesh such as Bangla medium and English medium schools. Both education systems have some important differences and similarities. In Bangla-medium schools all subjects are taught in the Bangla language and follow the National Curriculum and Textbook Board (NCTB). On the other hand, English-medium schools use English language for teaching and follow international systems such as Cambridge Assessment International Education or Pearson Edexcel.

According to Toma (2021) Bangla-medium secondary schools in Bangladesh follow the curriculum developed by the National Curriculum and Textbook Board (NCTB), which includes grammar, reading comprehension, and writing tasks such as paragraphs, letters, and essays. The curriculum is designed to develop four language skills: reading, writing, listening, and speaking. She also added that the curriculum officially promotes communicative language teaching, speaking and listening activities are often neglected since they are not included in exams. As a result, classroom interaction opportunity less and students have limited opportunities to develop their speaking skills.

According to Milon et al. (2018) states that English-medium secondary schools follow international curricula such as Cambridge Assessment International Education or Pearson Edexcel, which aim to balance all four language skills. He also added communicative based learning helps to students for develop speaking. Mridula and Ahsan (2025) found that both teachers and students use English in classroom which enhances students fluency and confidence. Furthermore, Akbas (2016) highlights, teaching methods such as Communicative Language Teaching and Task-Based Language Teaching are commonly used to promote interaction. He also added that speaking activities like group discussions, role plays, presentations, and pair work are regularly practiced, creating a student-cantered and engaging learning environment that supports effective communication skills.

2.7 Barriers to Effective English-Speaking Activities in Secondary Education

Studies show that teachers have faced several difficulties when they use speaking focus activities. According to Bhuiyan & Huda (2020) one of the most common problems is exam-oriented curriculum. The curriculum is mainly writing exam based. As a result, the teacher has to complete the syllabus before the exam. They also claim that the rush to

complete syllables creates a gap between the goals of communicative language teaching. Desta (2019) empathic, that is the large number of students in one class, is also a challenge to practicing English speaking. Many schools have many students which makes it difficult for teachers to organize speaking activities and ensure everyone participates in speaking activities. In this case students remain silent and less students participate in activities. Nower & Chowdhury, (2023) states that lack of proper classroom setting, environment and lack of classroom interaction, psychological and cultural, also creates barriers in speaking. When students feel shy or afraid its impacts on learning. This fear reduces their willingness to participate in classroom activities.

2.8 Research gap

The research gap identifying the existing literature highlights a lack of classroom-based speaking activities practices in grade 9 students of Bangla and English medium schools. Existing studies focus on theoretical aspects and survey-based data. While many studies exist related to the TBLT and CLT but there is a significant lack of focus on actual classroom speaking practice. There is also a lack of comparative study in secondary level, specifically speaking skills. The existing studies focus on tertiary-level students speaking skills. A very few focus on secondary-level speaking practice. However, there is limited qualitative research based on observing real classroom activities, lesson plan analysis, curriculum analysis and teachers' interviews. Moreover, there is a need for a comparative study of teaching methods, student participation, and classroom environment in both educational settings.

Chapter Three: Methodology

The methodology chapter is very important because it describes the research design, data collection methods, how the data will be collected, and the data analysis procedures. This chapter also gives a clear idea of participants and ethical issues. However, it helps the reader understand how the researcher conducts the study.

3.1 Research Design

This study will use a qualitative research design. It is suitable because the study aims to explore speaking practice in Class 9 English classrooms in depth. This approach will help to understand types of speaking activity practice, teaching methods, classroom environment, and the challenges teachers face in implementing speaking activities. A qualitative approach allows us to investigate the problem deeply and naturally. In this study, practicing speaking English in classrooms is practical and interactive. These factors cannot be understood properly only through statistical data. So, this study will also follow a comparative qualitative research approach. It will compare Bangla and English medium schools in terms of speaking practice. This comparison is important for exploring the study in two educational settings.

3.2 Sampling

This study will employ purposive sampling to identify participants, classes, and documents. For the study two secondary schools will be selected, one Bangla medium school and one English medium school. The schools were selected to compare speaking patterns in two different educational settings. The study will be done with four English teachers. Two teachers will be chosen from the Bangla medium school and two teachers from the English

medium school. The teachers were purposive selected as they are directly involved in teaching English speaking skills. In addition, classroom observations and lesson plans will be selected purposive to study the speaking activities as they are practiced and implemented in the classrooms.

3.3 Participants

For this study, two different educational settings school are selected for comparison one is Bangla medium school another is English medium school. In total, four English teachers will take part in the study. Their experiences and teaching practices will provide relevant and in-depth information for this qualitative study.

Participan ts	Ag e	Gende r	School Type	Education Qualificatio n	Participa nt Role	Data Collection Method
P01	30	Femal e	Bangla Mediu m	B. A. in English	English Teacher	Interview and Observation
P02	32	Male	Bangla Mediu m	M. A. in English	English Teacher	Interview and Observation
P 03	32	Femal e	Englis h Mediu m	M. A. in English	English Teacher	Interview and Observation
P 04	34	Male	Englis h Mediu m	M. A. in English	English Teacher	Interview and Observation

Table 1: Participation details

In addition, the study classroom will be observed at both schools. Although, the students will not participate in interviews but their classroom participant interaction, speaking ability will be observed. Furthermore, the lesson plans of the participants will be analysed.

3.4 Research setting

This study focuses on two distinct educational settings with unique socio-economic and cultural environment. The socio-economic background of students in these schools varies significantly. The English medium school students from higher socio-economic backgrounds, with more access to resources. Comparatively, Bangla medium students from a lower socio-economic background, many of whom have fewer opportunities to access to resources. English medium schools' starts at early morning and Bangla medium school's starts at midday. This difference in timing can influence how students engage in speaking activities.

3.5 Data Collection Methods

For this research the data will be collected in three qualitative methods such as classroom observation teachers interview and lesson plan analysis. From these methods researcher have a deep understanding of how teachers speaking activities are practiced in the classroom, teaching methods, what challenges teachers face, how much speaking activities are included in lesson plans and how much speaking activities including in classroom both Bangla and English medium Schools.

Firstly, English class observation of class 9 in both Bangla and English medium schools to understand how speaking activities are participating in the classroom. During class observation focusing on the types of speaking activities are practiced, students and teachers'

participation, the role of teachers and the language used during the classroom. The researcher will be the silent observer and follow a checklist while observing classes. The classroom observation checklist used in this study was adapted from Richards and Rodgers' (2014) study. The modification is needs in specific elements to fit the study.

Secondly, teachers' semi structured interviews will be conducted to explore how they develop speaking activities in the classroom. Interview helps to understand how and why teachers use specific strategies to develop speaking skills. It also helps to understand the reasoning behind classroom activities and to identify the challenges they face. The interview will take 20-25 minutes. The interview conversation will be audio taped with permission.

Finally, the lesson plan will be an analysis of both medium schools for how teachers organize and structure speaking activities in the classroom. It helps to understand learning objectives related to speaking skills. It also shows how much importance is given to speaking practice in both different schools. As lesson plan analysis researchers focus on lesson plans which are based on two different textbooks. English-medium teachers follow Cambridge Lower Secondary English Learner's Book 9 by Graham Elsdon (2021), while Bangla-medium teachers follow the English for Today: Classes Nine and Ten textbook by Hoque et al. (2026). This analysis will also allow for a comparison till unit 1-5 both books in activities, focus, and structure between the two systems.

3.6 Data Analysis Method

The data collected for this study will be analysed using qualitative techniques to draw out meaningful insights. Recurring themes, patterns and significant differences between the English and Bangla medium schools will be identified through the coding of interview transcripts, classroom observation notes and lesson plans. Thematic analysis will be used to

categorise the data into themes related to the research questions. Codes will be generated based on the specific elements such as speaking activities, teaching strategies, overview of curriculum and others. After that codes will then be categorized under some major themes that highlight the key findings from both schools. These codes will then be categorized under some major themes that highlight the key findings from both schools. In addition, classroom observation checklists and lesson plans will be reviewed to make a detailed comparison of speaking styles in Bengali and English medium schools.

3.7 Research Tools

In this research, triangulation was used through interview, classroom observation, curriculum and lesson plan analysis to ensure validity and reliability of the findings. The research instruments used in this study are classroom observation checklist, semi-structured interview, and lesson plan analysis. The instruments are selected to investigate both educational settings in terms of speaking. Firstly, classroom observation checklists will be employed to observe the teachers' classroom activities, teacher-student interaction, speaking tasks, use of English, pair or group work and students' participation in the speaking lessons. The observation checklist aligns with the principles of Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) as the theories endorse the use of communication, interaction and purposeful speaking activities in the classroom. Secondly, the teachers will be interviewed in a semi-structured manner to investigate their perceptions, challenges and experiences of speaking practices in EFL classrooms. The interview will also help to find out how teachers motivate students and reduce speaking anxiety. This part is related to Affective Filter Hypothesis because the theory is concerned with learners' emotion, confidence, motivation and anxiety in language learning. Finally, lesson plan analysis will be used to

examine whether speaking activities, communicative tasks, and interactive methods are included in the teachers' lesson plans. It will help identify how far the planned classroom activities reflect the principles of CLT and TBLT. Therefore, these three instruments together will provide detailed and reliable data for the study.

3.8 Ethical Issues

This study follows proper ethical considerations throughout the research process. The researcher will take permission from the school authorities for class observation and teacher interviews. The purpose of the study will be clearly explained to the participants. The participants will be aware that their participation is voluntary, and they can stop the interview anytime. For privacy concerns the real names of the teachers and schools will not be mentioned. They will be given names of pseudonyms. To ensure credibility of the research researcher ensure triangulation through classroom observation, curriculum, lesson analysis, and teacher interview. In order to maintain objectivity of the study the researchers try to be as objective as possible across the study.

Chapter Four: Findings

This chapter presents the findings of the study. The study explores English-speaking practice in the class 9 classroom in both Bangla and English medium schools. The research data came from class observation checklists, teacher interviews, and lesson plans. The results are represented on the theme base in order to a clear understanding of the study.

4.1 Objective of the Bangla and English Medium Curricula

The purpose of the Bangla-medium curriculum is to create a complete educational system which not only for academic knowledge but also plays a critical role in the development of skills. The curriculum is designed to provide students with the necessary knowledge and skills to face the challenges of the modern world in a time of science, technology and globalisation. The curriculum is in alignment with the National Education Policy 2010 and National Curriculum 2012 so that the content is relevant to the demands of the age and the students get the skills required to face the global issues. The National Curriculum and Textbook Board (NCTB) is always engaged in developing, updating and distributing textbooks for the changing educational needs of the students. Secondary education is a crucial period in the educational process, which aims to develop the curiosity of students, stimulate their creativity, critical thinking, and deepen their knowledge of academic subjects. The English for Today textbook is intended to develop communicative competence, which emphasizes the development of the four language skills: listening, speaking, reading, and writing. These skills are critical not only for academic success but also for further studies, technological advancement, and successful participation in both local and global job markets.

English medium stage 9 of the Cambridge Lower Secondary English curriculum is a lively and stimulating exploration of different literary genres such as fiction, non-fiction, poetry and drama. Students will read texts from a variety of countries and time periods, developing their English language skills and increasing their knowledge of literature. Students will also be given chances to participate in creative writing, such as writing speeches, making drama scenes, and writing poetry, which will help them develop their persuasive and analytical skills. Collaborative group work and projects are an integral part and promote teamwork and the necessary skills of research and presentation. Students can monitor their learning and develop as independent thinkers by reflecting on their progress through assessments. The purpose of this stage is to develop creative, thoughtful and well-rounded learners who are prepared to face future challenges.

4.2 Key Findings from Textbook Analysis

It highlights the various activities and teaching methodologies incorporated in each textbook. The analysis shows that both textbooks have a strong focus on task-based and communicative language teaching methods, which are designed to encourage learner-centred interaction and meaningful communication. The activities are intended to promote fluency practice, critical thinking and real-world communication.

The activities in the lessons involve a range of speaking tasks including answering questions, making lists of culturally relevant words, debating and group or pair discussion. Also, vocabulary tasks emphasize the use of culturally specific words in authentic communicative contexts. A number of lessons involve students in activities that encourage critical thinking, such as analysing stories, talking about gender identity, and debating social issues such as population issues and gender roles. These activities involve students in thinking about their own experiences and opinions, and in communicating with others.

The content analysis further delves into specific units of both textbooks. The lessons in Cambridge Lower Secondary English Learner's Book 9 are based on the structure of stories, flashbacks and the representation of power in stories such as *Darkparis*. Activities include group discussions, peer reviews, and readings, and emphasize the impact of text structures on the reader. The *English for Today: Classes Nine and Ten* textbook focuses on real-life activities such as talking about law and order, career options, and others interesting activities.

The activities in the textbooks are based on the principles of CLT and TBLT. CLT encourages real communication through activities such as debates, group discussions and sharing personal opinions, where students have to use the language as it is used in real life situations. TBLT is observed in activities such as presentations and problem-solving tasks where students participate in authentic and goal-oriented activities that simulate real-world situations. Both approaches emphasise active student involvement and promote language fluency via hands-on and interactive learning.

4.3 Key Findings from Lesson Plan Comparison

Lesson plans of English-medium and Bangla-Medium educational institutions show a systematic approach of language learning with an emphasis on reading, writing, speaking and listening skills. In the English-medium school, the emphasis is on literature and drama, with students dissecting texts like *Relic*, *Doorkeeper* and *Darkparis*. Students will be prompted to explore the story structure, character traits and themes in depth through a variety of activities including character analysis, group discussion, role play and writing tasks. Lessons focus on creative and formal writing, with students writing scripts, reviews and giving feedback to their peers. Group work is common throughout and encourages working together and

communication skills. Similarly, the Bangla-medium school teaches thematic lessons like “Sense of Self,” “Pollution”, and “Pastimes.” Lessons include activities such as describing pictures, reading comprehension and writing exercises that allow students to give their opinions and analyse texts. Speaking tasks in group discussions give students a chance to express their opinions on issues such as family relationships and environmental issues. Language development is also supported by tasks such as creating a poster or writing a summary. Both lesson plans promote creativity through the interpretation of poetry and scriptwriting and stimulate critical thinking through debates and application of knowledge to the real world.

4.4 Limited classroom space for speaking practice

The interview data show that classroom speaking practice is limited. P1 explained that in a class of “40 to 60 students,” speaking cannot be practised one-on-one. P2 also mentioned the same problem, 'due to time limits' and 'the class is large' they cannot complete many activities. This finding can be coded as limited classroom space, large class size, and short class time. Together, these statements indicate that speaking practice is not fully embedded in the lesson plan. However, P3 explained that public speaking, presentations and debate are used regularly, although senior section classes do not always have much group work. P4 similarly said that 'uses The finding can be coded as limited classroom space, large class size, short class time. Combined, these statements suggest that the speaking practice is not fully incorporated into the lesson plan. However, P3 explained that public speaking, presentations and debate are used regularly although there is not always a lot of group work in senior section classes. P4 also said that “uses pair work, group discussion, debate and ice-breaking sessions so that there is space for oral interaction”. The main problem is that the time

available in the classroom, class size and the priorities of the lesson all necessarily have a direct effect on how much speaking can actually take place. Writing is more important than speaking in those conditions, where they are tighter. More oral routines in the environment seem to be more regularly present in classroom practice.

4.5 Examination-oriented system and practicing speaking practice

Interview data suggest that examination pressure strongly influences classroom priorities and reduces the amount of speaking practice. P1 stated that “our exams mostly give marks in writing”, whereas speaking is given less separate attention. So students stay focused on grammar and written performance. P2 notes that "there is no speaking exam" so students think speaking is less important. These statements show that the speaking is not ignored completely but it is given less formal value than written skills in the daily teaching process.

This finding can be coded as exam pressure, writing dominance, low speaking priority, and speaking assessment gap. P2 further explained that when schools are closed after exams, students have a gap in practice and do not continue speaking outside class. P3 and P4 described different activities “regular public speaking, role-based discussions, other oral tasks presentations, and debate”. These activities show that speaking is given a clear place in classroom practice.

4.6 Students' language anxiety affects oral participation

The interview data show that language anxiety has a clear effect on students' oral participation in both Bangla-medium and English-medium classrooms. P1 said that many students feel “extremely shy” when asked to read aloud or speak in front of the class. P2 also

reported that students feel shy, remain silent, and fear making mistakes. These responses suggest that oral participation is not only a matter of ability, but also of confidence and emotional comfort in the classroom. This finding can be coded as shyness, fear of mistakes, low confidence, silence in front of class, and fear of negative reaction. P2 explained that students often become “unwilling to speak” when they lack confidence. This makes speaking practice uneven, because only the more confident students tend to speak more often. P3 said that students who change curriculum feel shy because they think their English is not good enough. P4 referred the issue “ language anxiety”. Affective filter theory is related to language anxiety. Learners' emotions such as anxiety, fear, or lack of confidence, create a barrier to language acquisition.

4.7 Teacher training and institutional support shape speaking development

The interview data show that teacher training and school-level support play an important role in how speaking practice is developed in the classroom. P1 said that most training focuses on “writing, paragraph writing, and comprehension” while speaking implementation remains very limited. P2 also emphasized the need for “teacher training, curriculum materials” support from the authorities. These responses suggest that speaking development is not only a matter of teacher willingness, but also of the kind of preparation and support teachers receive.

This finding can be coded as teacher training, curriculum materials, school support, limited monitoring, and speaking implementation. P1 mentioned that there is “no proper monitoring,” which indicates that speaking activities are not always followed up systematically. In other words, the interviews show that speaking practice becomes more visible when teachers are equipped with appropriate guidance. However, P3 described receiving training from the British Council and also mentioned the use of “projectors, Google Classroom, remedial

classes, and auditoriums for speaking-related activities”. P4 said that multimedia is used in class which makes the teaching effective.

4.8 Speaking Activities and Classroom Interaction

The classroom observations reveal that speaking activities were carried out in both English and Bangla medium schools. Students spoke in English, asked questions in English and participated in pair work, group discussion, role play, question-answer sessions, presentations and debate in the English medium classroom. In the Bangla medium classroom, students were also engaged in Pair Work, Group Discussion, Role Play, Question-Answer Session, and Presentation. Some oral responses were in English and Bangla was also utilised in classroom communication. In both classrooms, teachers asked questions, provided opportunities to speak, corrected kindly and promoted participation. The observations also suggest that classroom contact happened through teacher-student and student-student communication. The students of the English medium class used English more often and the students of the Bangla medium class used Bangla more often during interaction.

4.9 Socio-Economic Background and Language Proficiency

The observation notes suggest that some students had lower English proficiency because they may have had less access to English-language resources outside the classroom, such as books and internet access. It points out socio-economic differences among learners. This idea is consistent with research showing that socio-economic factors can shape language proficiency. It allow to access learns in different resources. In underprivileged areas schools face challenges in providing students with digital tools. This can make it difficult for students to fully benefit from digital learning resources. In the English medium school, the teacher noted that student proficiency was not equal, and weaker students with low voice. However, it

shows that language proficiency was influenced not only by classroom practice but also by learners' broader social and educational environment.

4.10 Teacher Support and Instruction Methods

The observations show that teacher support was evident in both classrooms through encouragement, polite correction, opportunities to speak and praise for students' effort. In the English medium classroom, the teacher also provided low-voice Bangla support to the weaker students while giving activities, while in the Bangla medium classroom the teacher sometimes translated English into Bangla to help students understand instructions. The teacher gave low-voice Bangla support for weaker students while giving exercises in the English medium classroom, and in the Bangla medium classroom the teacher sometimes translated English into Bangla in order to help students grasp instructions.

The classrooms had textbook-based speaking tasks and real-life examples showing speaking practice was related to lesson content and everyday communication. English medium classroom used interactive methods, while Bangla medium classroom had some interactive work but no audio/video materials. Pronunciation feedback was given sometimes or rarely in both classroom settings. The English medium classroom used interactive approaches while the Bangla medium classroom used some interactive activities but did not use any audio/video elements. Pronunciation feedback was only infrequently or rarely offered, which occurs in both classroom settings.

Chapter Five: Discussion

This chapter discusses the major findings of the study related to the research questions with the theoretical framework and existing literature. The findings show that speaking practice is shaped by classroom language use, teaching methods, lesson planning, student participation, assessment, resources, and school culture. These themes also connect with the CLT, TBLT and Krashen's Affective Filter Hypothesis.

The first research question is **“What types of speaking activities are used in Class 9 classrooms in Bangla-medium and English-medium schools?”**

The first research question focused on the types of speaking activities used in Class 9 classrooms in Bangla-medium and English-medium schools. The findings suggest both school practice speaking activities but the level and number of practices different. There are many speaking activities that are used in Class 9 classrooms in Bangla-medium and English-medium schools. Both schools follow different types of activities like pair work, group discussions, role plays, question-answer sessions, presentations, and debates. Akbas (2016) highlights that activities like group discussions, role plays, presentations, and pair work are regularly practiced, creating a student-centred and engaging learning environment that supports effective communication skills. CLT and TBLT principals support communication-based learning through different activities. As observed in the classroom, these types of engaging activities help learners to speak. However, curriculum and lesson plans have different speaking activities. However, they are planned and executed differently in Bangla and English medium schools. However, the observation checklist shows that in

English medium classrooms role play, pair work, and presentation are highly practised. A small number of students in the classroom could be a reason chosen for these types of activities. In Bangla medium schools group discussion, role play, and question answering sessions are always practised. Within-class time, completing the classroom activity with a large number of students can be the reason for choosing these types of activities. So it suggests classroom activities are different but the purpose remains the same.

The finding shows that the classroom activities were not entirely different in form, but they differed in frequency, language use and level of oral participation. English was used frequently and regularly in English-medium classrooms. Although similar activities were used in Bengali-medium classrooms, where students are comparatively less fluent. This difference can happen for several reasons like limited access to resources, classroom environment, and socioeconomic background of students. The findings also suggest that both schools practice speaking English. English-medium classrooms offer regular oral exposure because of the environment. But Bangla-medium classrooms provide speaking opportunities selectively. The interview findings showing that large class size, limited time, and exam pressure can create barriers to practicing English in classroom. From the classroom observation checklist, it can be seen that in both cases, teachers encourage students, but in the English medium class there is an opportunity to create a more natural conversational environment.

Student participation is one of the major issues of the findings. Bangla medium students have lower participation in the classroom. Many students feel shy, nervous, and less confident to participate in activities. The responses could be classroom anxiety, fear of evaluation, or linguistics barrier. English medium students' participation comparatively high. So, there is a difference which can be explained by Krashen's Affective Filter Hypothesis. According to the

theory, emotional factors such as fear, anxiety, motivation, and confidence affect language learning. It creates barriers to learning the process. When students feel nervous or afraid, their affective filter becomes high. It blocks language learning and reduces participation. When students feel comfortable, their affective filter becomes low, and they can speak confidently. In Bangla-medium classrooms, students' fear of mistakes affected their speaking practice. Some students avoided speaking because they were afraid of wrong pronunciation or classmates' judgment. In their case Bangla medium students' effective filter is high. In English-medium classrooms, students were more used to speaking English. They heard English regularly and used it with teachers and classmates. In their case, the affective filter is low. As a result, their confidence was stronger. This shows that confidence does not develop suddenly. It develops through practice in a particular environment. If teachers encourage students and allow mistakes as part of learning, they become more willing to participate.

RQ1 can be interpreted through Krashen's Affective Filter Hypothesis. The study shows that speaking activities are present in both Bangla-medium and English-medium Class 9 classrooms. But students' participation depends on their emotional factors such as comfort, confidence, and fear of mistakes. When affective filters are high it creates a barrier to learning. Therefore, the effectiveness of speaking activities is influenced not only by the type of task used, but also by whether the classroom environment reduces anxiety and encourages oral participation.

The second research question is **“What teaching methods do English teachers use to develop speaking skills in both Bangla-medium and English-medium secondary schools?”**

The English teachers of both Bangla-medium and English-medium secondary schools use interactive, communicative and student-centered methods to develop their speaking skills. To make the learning experience interesting both teachers follow different activities like group work and pair work. Afrin (2021) and Huq (2014) both suggest that pair work, group work, role play, and peer correction are important for speaking development. These types of activities help to develop skills. However, Bangla medium teachers' lesson plans have different activities for engaging the classroom. But from observing the class, it finds that CLT is not fully functional. Although the Bangla medium curriculum and teachers' lesson plans support CLT. In a Bangla medium classroom, CLT can face several challenges. It relies on student participation heavily. But if students lack motivation or interest in English learning through communication-based methods, it creates a barrier to implementing CLT. Another issue, in CLT, teachers may not be skilled enough in engaging students in active communication. Without proper training teachers may struggle to adopt the method effectively. In English medium classrooms CLT is also followed effectively. But there are still challenges. In English medium schools, many students are not fully proficient in using the language of communication. Additionally, teachers may not always incorporate interesting or creative activities for developing English speaking skills.

This difference can be explained through CLT and TBLT views. In this approach students should not only listen to the teacher, but they should also be to ask questions, answer the question, share opinion, respond and speak in classroom situations. CLT encourages communicative based learning. English medium classrooms provide these types of opportunities because students are encouraged and interested to use English. Both classrooms used CLT but in a meaningful way English medium classrooms follow more than Bangla medium. TBLT is tasks-based learning. It focuses on meaningful tasks where students use

language to complete an activity or task. Such as role play, discussion, debate, presentation, and group work are examples of task-based activities. These types of activities help students to use English more naturally than memorizing anything. It makes the learning process more interesting and enjoyable. Both classrooms use TBLT, but comparatively English medium classrooms use more TBLT than Bangla medium. In Bangla-medium classrooms, teaching follows CLT but not in a proper way. Teachers introduce different activities in classroom. But sometimes CLT fails for the lack of students' interest or lack of teachers' training. English medium classroom CLT applies effectively but there are necessary to introduce interactive and interesting new activities.

Therefore, the teaching method plays a major role in speaking development. By following these methods learning can be more enjoyable and interesting. Teachers should create speaking opportunities and reduce fear of learning English.

The third research question is **“What are the key differences in curriculum and lesson planning for speaking practice between Bangla-medium and English-medium schools?”**

One key difference between the Bangla-medium and English-medium curricula is their approach to English communication. The Bangla-medium curriculum focuses on developing the four language skills listening, speaking, reading, and writing along with overall educational and academic development. In contrast, the English-medium curriculum places stronger emphasis on using English for communication through creative activities, presentations, group work, drama, and discussions. As a result, English-medium learners often get more opportunities to practice spoken English in interactive classroom settings.

The curriculum and lesson planning for speaking practice differ significantly between Bangla-medium and English-medium schools. In English-medium schools, the curriculum follows international standards such as Cambridge. The Bangla-medium schools follow the National Curriculum and Textbook Board (NCTB) books. The key difference and similarities in lesson plans and curriculum between two schools. Both of the curriculum focusses on developing language skills.

Although the English-medium textbook contains fewer speaking activities, the classroom environment and lesson plans help students develop speaking confidence. Teachers regularly follow planned speaking tasks such as pair work, group discussion, question-answer sessions, and classroom interaction in English. The supportive classroom atmosphere also encourages students to speak without fear of making mistakes. As a result, students become more confident and fluent in speaking English even though the textbook itself provides limited speaking activities.

In contrast, the Bangla-medium textbook includes many speaking activities, but students' speaking practice remains comparatively weak. In many cases, the classroom environment is more focused on examinations, grammar, and writing tasks rather than regular oral communication. Although the lesson plans mention speaking activities, these are not always practiced effectively in the classroom. Students also get fewer opportunities to use English in real communication, which reduces their confidence and fluency in speaking. As a result, the presence of speaking activities in the textbook alone does not ensure effective speaking practice.

In English-based classrooms, speaking was more directly related to lesson aims and classroom activities. The learning process included speaking activities, including discussion,

debate, presentation, role play, and public speaking. This assisted students in more meaningful and practical ways of practicing English. Compared to English medium classroom speaking practice is less emphasised in Bangla medium classroom. Even though communicative goals might be included in the curriculum and lesson plan classroom practice was mostly writing-oriented. According to the teachers, one of the biggest factors that led to this was exam pressure. Speaking is not a highly focused area as it is not closely associated with marks. Researchers also mention that the teaching of English in Bangla medium was focused on as exam-oriented and ineffective in the development of speaking skills. Curriculum can encourage communicative learning, but when the assessment is based on writing, teachers might not be focused on speaking.

The fourth research question is **“What challenges do teachers face when implementing speaking-focused activities in secondary classrooms?”**

The fourth research question is about the challenges teachers face in implementing speaking-focused activities in the classroom. The findings show that lack of resources, large classroom size, time limitations, and lack of training. English medium schools have better opportunities and modernized classrooms. Teacher resources are important because it makes teaching more effective, organized, and engaging. Resources are important because speaking activities need audio, video, projectors, and flexible classroom management. In English-medium classrooms multimedia or digital tools are used. School's authorities help teachers by providing essential tools for making the lessons more interactive and effective.

In Bangla Medium school's teachers mainly follow textbooks in classroom. The textbook has many speaking activities and teachers face difficulties practicing in classroom. Many schools can't provide the essential digital staffs such as computers, projectors and others which

creates barrier in learning process. Teachers also get less support for speaking events, weekly sessions and clubs.

Training is another important issue for teachers. They didn't get proper training regarding how to introduce speaking activities in the classroom, how to do different communicative based activities and managing time as well as students. CLT and TBLT methods require teachers to manage communicative classrooms. Teachers need to know how to organize pair work, group work, role play, debate, and presentation within limited time. Matching with the contents of prepared classroom activities. Another practical challenge is large classes. It is difficult to monitor whether every student is there participating or not. Some active students participate while weak students remain silent. It creates unequal participation.

The findings show that lack of resources, large classroom size, time limitations, and lack of training. English medium schools have better opportunities and modernized classrooms. Teacher resources are important because it makes teaching more effective, organized, and engaging. Resources are important because speaking activities need audio, video, projectors, and flexible classroom management. In English-medium classrooms multimedia or digital tools are used. School's authorities help teachers by providing essential tools for making the lessons more interactive and effective.

The Bangla Medium textbook has many speaking activities and teachers face difficulties to do practice in the classroom. Many schools can't provide the essential digital staffs such as computers, projectors and others which creates barrier in learning process. Teacher also gets less support for speaking events, weekly sessions and clubs. Training is another important issue for teachers. They didn't get proper training regarding how to introduce speaking activities in classroom, how to do different communicative based activities and managing

time as well as students. CLT and TBLT methods require teachers to manage communicative classrooms. Teachers need to know how to organize pair work, group work, role play, debate, and presentation within limited time. Matching with the contents of prepared classroom activities. Another practical challenge is large classes. It is difficult to monitor whether every student is there participating or not. Some active students participate while weak students remain silent. It creates unequal participation.

Both schools had a lot of speaking activities like group work, pair work, presentations and class discussions. But the activities were different in every school, and the frequency of activities were different in every school, and the participation of the students were different in every school. The English-medium school had more speaking practice activities and the students were more actively involved in classroom interaction. On the other hand, very few students participated in speaking activities in the Bangla medium school. This difference may be due to different factors such as students' socio-economic background, language anxiety, limited access to resources, nervousness, fear of evaluation, lack of confidence. Although both schools had speaking activities, these factors affected students' participation differently. This finding can be linked to the Affective Filter Hypothesis by Stephen Krashen. According to this theory students learn a language better if they are confident, relaxed and motivated. On the other hand, anxiety, fear and stress are a "affective filter" that prevents language learning and decreases students' willingness to engage in speaking activities. Therefore, students with a high level of anxiety may not participate in the English-speaking practices.

The results also show that both schools' teachers used different teaching methods and tried to keep students engaged in classroom activities. However, in the English medium school, Communicative Language Teaching (CLT) was effectively used, and students were found to be more participative and interactive. CLT and Task-Based Language Teaching (TBLT) were

applied in the Bangla-medium school, but they were relatively ineffective to develop speaking skills. Several barriers such as teachers' educational qualifications, institutional environment, lack of proper training, limited resources and limited practical implementation of communicative methods might have affected this situation. In some cases, students were not fully interested or comfortable with CLT and TBLT activities either. These factors became the main obstacles to the development of speaking skills and the effectiveness of communicative teaching approaches in the classroom.

Both schools' curriculum and lesson plans focused on the four language skills – listening, speaking, reading and writing. But the textbooks and lesson plans were different in each medium. The English-medium textbook had many interactive activities while the direct speaking activities were relatively few. One of the potential reasons is that the English medium curriculum is based on foreign textbooks where English is treated as a native or dominant language and the students are already more exposed to English communication. Thus, teachers included additional speaking activities in their lesson plans to enhance the amount of speaking practice in the classroom. However, the Bangla medium curriculum had speaking activities in almost all units and teachers also included speaking tasks in their lesson plans. But English speaking was less fluent than Bangla speaking of English medium students although there were more speaking related activities in the textbook. This could be due to limited speaking practice, lack of practical communication experience, students' educational and socio-economic status and limited exposure to English outside the classroom.

Chapter Six: Conclusion

6.1 Conclusion

In language learning, speaking English is an important part. It helps students communicate in academic, social, and professional contexts. Although English is taught as a subject in Bangladesh. From the primary level to the higher level to learn English. This study will explore how English-speaking practice differs from two contexts. The study explores class 9 classrooms of Bangla and English medium schools to understand the speaking practice.

The findings of the study shows that English medium classrooms provide more opportunities for speaking practice. The English medium school environment, teaching methods, supporting staff helps to practice English. Teachers use English to give instructions, ask questions, explain lessons, and communicate with students. As a result, students are habituated to English naturally. This helps them develop confidence and fluency in speaking English. In the classroom they also participate in different speaking activities such as pair work, group discussion, role play, debate, presentation, drama, and classroom interaction.

Bangla-medium classrooms provide fewer opportunities for English speaking practice. Although speaking activities are included in lesson plans but not practiced in actual classroom. Bangla is often used for explanation, translation, and classroom management. Teachers depends on textbooks. As a result, students get not enough chances to use English for real communication.

However, both systems have areas for improvement. Bangla-medium schools needsto introduce communicative-based activities. English-medium schools should continue their speaking-focused practices while giving extra support to weaker students.

6.2 Limitation

- Only two schools are observed, more schools could have made these findings comprehensive.
- The sample size was limited
- The observation period was short
- Classroom Dynamics
- Cultural Influence on Language Learning
- Resource Constraints

6.3 Recommendations

- Include speaking tests in the Bangla-medium assessment system.
- Introducing communicative-based speaking activities in English classes, such as presentations, role plays, and classroom speaking.
- Increasing student participation in pairs work and group work
- Encourage students to speak English even if they make mistakes.
- Avoid translating English to Bangla. Teachers always speak in English to motivate students.
- Use simple English and short sentences. Avoid complex sentences.
- Train teachers how to manage speaking activities in large classrooms.

- Foundation English language clubs in schools for participating in English.
- Arrange debates, presentations, storytelling, and public speaking sessions in a week.
- Provide multimedia tools for listening and speaking practice.

Reference List

- Akbas, I. (2016). Difficulties of English language teaching in Bangladesh. *International Journal of English Language Education*, 4(1), 17–36.
<https://doi.org/10.5296/ijele.v4i1.8575>
- Akteruzzaman, M., & Islam, R. (2017). English, education, and globalization: A Bangladesh perspective. *IAFOR Journal of Education*, 5(1).
<https://doi.org/10.22492/ije.5.1.10>
- Akhter, S. (2021). Exploring the significance of speaking skill for EFL learners. *SJESR*, 4(3), 1-9. [https://doi.org/10.36902/sjesr-vol4-iss3-2021\(1-9\)](https://doi.org/10.36902/sjesr-vol4-iss3-2021(1-9))
- Afrin, S. (2021). Teaching methods and approaches in ESL classrooms in Dhaka: A comparative study between English and Bangla medium schools [Unpublished undergraduate thesis, BRAC University].
<https://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/3311/08163003.pdf>
- Bhuiyan, M. N. F., & Huda, M. S. (2020). Exploring the status of teaching listening and speaking skills after the introduction of their tests in secondary level education. *Crossings: A Journal of English Studies*, 11(2), 210–224.
<https://doi.org/10.59817/cjes.v11i.59>
- Desta, M. A. (2019). An investigation of challenges teachers face in teaching speaking skill in large classes' context: Secondary school EFL teachers in focus. *International Journal of English Language Education*, 7(2), 15399.
<https://doi.org/10.5296/ijele.v7i2.15399>

- Elsdon, G. (2021). *Cambridge lower secondary English learner's book 9* (2nd ed.). Cambridge University Press.
- Huq, M. T. (2014). Speaking in ELT pedagogy in the context of Bangladesh: An overview of problems and recommendations. *American Journal of Humanities and Social Sciences*, 2(1), 70–75. <https://doi.org/10.11634/232907811604515>
- Jiang, B. (2008). CHAPTER TEN: English language learners: Understanding their needs. *Counterpoints*, 329, 185–212. <http://www.jstor.org/stable/42980129>
- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Lai, C., & Li, G. (2011). Technology and Task-Based Language Teaching: A critical review. *CALICO Journal*, 28(2), 498–521. <http://www.jstor.org/stable/calicojournal.28.2.498>
- Liu, J. (2026). The application of Communicative Language Teaching (CLT) in spoken English teaching in middle school. *International Journal of Educational Development*, 2(3), 80-87. <https://academics.erytis.com/index.php/IJED/article/view/395>
- Milon, M. R. K., Alam, M. R., & Hossain, M. R. (2018). A comparative study on the methods and practices of English language teaching in Bangla and English medium schools in Bangladesh. *Australasian Journal of Business, Social Science and Information Technology*, 4(3), 118-126.

- Magnan, S. S. (2007). Reconsidering Communicative Language Teaching for National Goals. *The Modern Language Journal*, 91(2), 249–252. <http://www.jstor.org/stable/4626004>
- Mridha, M. M., & Muniruzzaman, S. M. (2020). Developing speaking skill barriers faced by the Bangladeshi EFL learners. *Englisia: Journal of Language, Education, and Humanities*, 7(2), 116–131. <https://doi.org/10.22373/ej.v7i2.6257>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Shamim, A. (2021). Exploring the significance of speaking skill for EFL learners. *SJESR*, 4(3), 1-9. [https://doi.org/10.36902/sjesr-vol4-iss3-2021\(1-9\)](https://doi.org/10.36902/sjesr-vol4-iss3-2021(1-9))
- Sato, K., & Kleinsasser, R. C. (1999). Communicative Language Teaching (CLT): Practical understandings. *The Modern Language Journal*, 83(4), 494–517. <http://www.jstor.org/stable/330522>
- Sweet, S. A., Emon, M. N. K., & Alam, M. N. (2025). Barriers to English speaking proficiency among non-native speakers in Bangladesh: A multidimensional analysis of challenges and strategic solutions. *International Journal of English Language and Linguistics Research*, 13(2), 1-16. <https://doi.org/10.37745/ijellr.13/vol13n2116>
- Toma, N. N. (2021). English language assessment practice in class nine (secondary level) at a secondary school of Dhaka [Master's thesis, BRAC University]. BRAC University Institutional Repository. <http://hdl.handle.net/10361/14927>
- Wu, Y., Noordin, N., & Razali, A. B. (2026). Exploring Task-Based Language Teaching in EFL contexts: Instructor perspectives on challenges and effective strategies for

enhancing speaking skills. *Journal of Qualitative Research in Education*, (46), 145–157. <https://doi.org/10.54963/jqre.i46.2282>

Zhang, Y. (2023). Teaching strategies of college English listening based on the affective filter hypothesis. *The Educational Review, USA*, 7(1), 26–30. <https://doi.org/10.26855/er.2023.01.007>

Appendix

Class observation checklist: English Medium School

XXX International English Medium School Classroom Observation Checklist

Section A: Classroom Language Uses

Observation Item	Always (3)	Sometimes (2)	Rarely (1)	Not at all (0)
Teacher uses English as main instruction language	✓	☐	☐	☐
Teacher gives clear spoken instructions in English	✓	☐	☐	☐
Teacher asks questions in English	✓	☐	☐	☐
Teacher encourages students to answer in English	✓	☐	☐	☐
Teacher models correct pronunciation	☐	✓	☐	☐
Teacher switches to Bangla frequently	☐	✓	☐	☐

Observation Opinion: Teachers sometimes uses Bangla in the classroom. When she gives any activities she uses the Bangla language very low voice for weak students. In classroom very students English Proficiency is not equal.

Section B: Students Participation

Observation Item	Always	Sometimes	Rarely	Not at all
Students respond orally in English	✓	☐	☐	☐
Students ask questions in English	✓	☐	☐	☐
Students speak voluntarily	☐	✓	☐	☐
Students use full sentences	☐	✓	☐	☐
Students use Bangla instead of English	☐	✓	☐	☐

Observation Opinion: Few students have lower English proficiency than the other students. The rate is very low. These students may not have as much access to English language resources outside of the classroom such as books, internet access. It indicates socio-economic factors.

Section C: Speaking Activities

Observation Item	Always (3)	Sometimes (2)	Rarely (1)	Not at all (0)
Pair work discussion	✓	☐	☐	☐
Group discussion	☐	☐	✓	☐
Role play	✓	☐	☐	☐
Question-answer session	✓	☐	☐	☐
Presentation	✓	☐	☐	☐
Debate	☐	✓	☐	☐

Observation Opinion: Open discussion, sharing opinions and thoughts observed in the classroom between teachers and students. The medium language is English. Students are also fluent and confident.

Section D: Classroom Environment

Observation Item	Hig h	Mediu m	Lo w
Students' confidence in speaking English	✓	☐	☐
Students' willingness to participate	☐	✓	☐
Classroom interaction (teacher-student)	✓	☐	☐
Classroom interaction (student-student)	✓	☐	☐
Fear or hesitation in speaking	☐	✓	☐

Observation Opinion: In classroom regular conversation students to students or teacher to students they use English.

Section E: Teacher Support

Observation Item	Alway s	Sometime s	Rarely	Not at all
Teacher corrects mistakes politely	☐	✓	☐	☐

Teacher encourages weak students	✓	☐	☐	☐
Teacher provides speaking opportunities	✓	☐	☐	☐
Teacher gives feedback on pronunciation	☐	☐	✓	☐
Teacher praises student effort	✓	☐	☐	☐

Section F: Teaching Methods

Observation Item	Yes	No
Use of textbook for speaking tasks	✓	☐
Use of real-life examples	✓	☐
Use of audio/video	✓	☐
Use of interactive methods	✓	☐

Class observation checklist: Bangla Medium School

YYY school and college Classroom Observation Checklist

Section A: Classroom Language uses

Observation Item	Always (3)	Sometimes (2)	Rarely (1)	Not at all (0)
Teacher uses English as main instruction language	☐	☒	☐	☐
Teacher gives clear spoken instructions in English	☐	☒	☐	☐
Teacher asks questions in English	☐	☒	☐	☐
Teacher encourages students to answer in English	☒	☐	☐	☐
Teacher models correct pronunciation	☐	☒	☐	☐
Teacher switches to Bangla frequently	☐	☒	☐	☐

Observation Opinion: In classroom sometimes she use translate English to Bangla for studnets.

Section B: Students Participation

Observation Item	Alway s	Sometime s	Rarely	Not at all
Students respond orally in English	☐	☒	☐	☐

Students ask questions in English	☐	✓	☐	☐
Students speak voluntarily	✓	☐	☐	☐
Students use full sentences	☐	✓	☐	☐
Students use Bangla instead of English	☐	✓	☐	☐

Observation Opinion: Students mainly use Bangla language for communication to each other in classroom .

Section C: Speaking Activities

Observation Item	Always (3)	Sometimes (2)	Rarely (1)	Not at all (0)
Pair work discussion	✓	☐	☐	☐
Group discussion	✓	☐	☐	☐
Role play	☐	✓	☐	☐
Question-answer session	✓	☐	☐	☐
Presentation	☐	✓	☐	☐
Debate	☐	☐	✓	☐

Observation Opinion: Teachers introducing different speaking activities in the classroom and give instructions for using English while communicating to others but mostly students try to communicate with teacher in English.

Section D: Classroom Environment

Observation Item	High	Medium	Low
Students' confidence in speaking English	☐	☒	☐
Students' willingness to participate	☐	☒	☐
Classroom interaction (teacher-student)	☐	☒	☐
Classroom interaction (student-student)	☒	☐	☐
Fear or hesitation in speaking	☐	☒	☐

Section E: Teacher Support

Observation Item	Always	Sometimes	Rarely	Not at all
Teacher corrects mistakes politely	☐	☒	☐	☐
Teacher encourages weak students	☒	☐	☐	☐
Teacher provides speaking opportunities	☒	☐	☐	☐
Teacher gives feedback on pronunciation	☐	☒	☐	☐
Teacher praises student effort	☒	☐	☐	☐

Section F: Teaching Method

Observation Item	Yes	No
Use of textbook for speaking tasks	✓	☐
Use of real-life examples	✓	☐
Use of audio/video	☐	✓
Use of interactive methods	☐	✓

Interview Transcript

Four teachers interviewed: Two Bangla medium and Two English Medium

Bangla Medium school English teacher 01

Interviewee 01: Assalamu Alaikum. My name is Maria Zain Sara. I am a fourth-year student at BRAC University. For my undergraduate completion, I am conducting interview questions for thesis and research purposes, and your valuable interview will help my thesis move forward.

Participant 01: Wa Alaikum Assalam.

Interviewee 01: What is your name?

Participant 01: My name is X.

Interviewee 01: Which school do you teach in, and in which medium? And for how long have you been teaching?

Participant 01: I teach in X school and college. It is a Bangla medium. I have been teaching here for the last six years.

Interviewee 01: It has been a long time, and you have been involved in teaching for quite a while. Alhamdulillah. I wanted to ask you some basic questions related to my thesis. The first question is since you teach English, how do you introduce speaking skills in your class?

Participant 01: Since we study the English First Paper and the English Second Paper together, the first paper has passages, and the second paper has grammar. In Bangla medium classes there are often 40 to 60 students. So speaking is not introduced one by one in that

way. Instead, randomly one, two, or three students are called, and we give them a paragraph or a topic. Most of the time, we ask them to write. For example, we give a topic or paragraph and ask them to write in their own words. In that way, writing improves, but speaking does not improve much, because they are not speaking or having conversations. Also, in our case, Bangla medium schools are not resource-based in that way. There is no language club or language practicing environment like that.

Interviewee 01: Since you said there is not much opportunity for speaking practice in class because there are many students, have you ever introduced group work, pair work, or any other activity?

Participant 01: Actually, our class time is only 30 minutes to 40 minutes. I cannot really do group work or pair work in that way, because if I try to finish the target lessons in class, then there is not enough time left for activity-based work.

Interviewee 01: Group work, pair work, or role play and dialogue these speaking-related activities are not practiced much. When they do happen, do the students respond positively?

Participant 01: Students are students. They try to avoid being exposed a little. They feel shy to present themselves in these kinds of activities. And since this is not practiced regularly, they are not very used to it.

Interviewee 01: In your opinion, are students getting enough opportunities in class to develop speaking skills?

Participant 01: Actually, no. They get only as much as we give them. And if someone wants extra practice, they move toward coaching-based speaking. I feel that this development is not happening in Bangla medium.

Interviewee 01: When someone has to speak in front of the class, for example reading pages from the book or presenting something, how do students respond?

Participant 01: When I teach reading and bring students one by one in front of the class for a passage reading, they do come. But some students feel extremely shy, or they make many mistakes while reading, especially in pronunciation. Those who can read well they want to come front of the clas. Some students stay silent or read incorrectly. If someone bullies them for reading wrongly, they do not want to come again.

Interviewee 01: It seems student engagement is low. Do you think this is because of the native language Bengali? Because when English is used in class, students may feel awkward.

Participant 01: In the Bangla medium, English class should definitely be conducted in English. But when our students hear English, they cannot understand many words. In Bangla medium schools, all other subjects are in Bengali except English. So when we explain English, most of the time we have to translate it into Bengali. After hearing English, they have to bring the Bengali translation into their minds again. So this becomes difficult. You cannot teach English in just one 40-minute class.

Interviewee 01: Since you have been teaching the Class Nine English book for several years, do you think there is any gap in the curriculum or the book where more speaking-related content should have been included?

Participant 01: The setting needed for real-life application. It's not possible to find the right setting at home or nearby for real-life use. Every child is required to keep to the academic curriculum. We should add more conversation-based topics to the national curriculum and start a separate language club in schools. Although Bengali is our mother tongue, English requires its own set of guidelines.

Interviewee 01: Do you think speaking practice should start from secondary level so that they do not face gaps later in higher education?

Participant 01: Yes, definitely. Since our exams mostly give marks in writing, and reading-speaking are given less importance separately, students stay within the rules of grammar. Later, when they want to speak, they get stuck. If reading, writing, and speaking all carried marks, that would be better for students.

Interviewee 01: What do you think is the main reason for this gap? Time limitation, exam pressure, large class size, or less interest can creates gaps?

Participant 01: Yes, It also creates gaps. But for me, the main gap is the curriculum. In our curriculum, listening, speaking, and reading are not given much importance. In addition, large class size, time limitation, and low student motivation also matter. If we give importance to these three or four skills, it will be better.

Interviewee 01: Have you received any teaching training or materials that motivated you to teach speaking skills?

Participant 01: Yes, I got support or motivation from school. Also, I encouraged myself from my own side. In training, most of the time they teach how to write, paragraph writing, comprehension those kinds of things. But speaking implementation is very limited, and there is no proper monitoring.

Interviewee 01: Thank you very much for your valuable time and information, miss. Your interview will help my thesis move forward more.

Participant 01: Most welcome

Bangla Medium school English teacher 02

Interviewer: Assalamu Alaikum. My name is Maria Zain Sara. I am a fourth-year student at BRAC University. For my undergraduate completion, I am conducting interview questions for thesis and research purposes, and your valuable interview will help my thesis move forward.

Participant 02: Wa alaikum assalam.

Interviewer: What is your name? Please introduce yourself. How long have you been in the teaching profession, and which classes do you teach?

Participant 02: I am M.G. I am an English teacher. I have been teaching English at the secondary level for about three years. At present, I teach Class Nine..

Interviewer: Sir, my questions are related to speaking practice. I also observed your classes, but I am asking for your personal opinion. How do you introduce or include speaking practice in your English classes?

Participant 02: In class, I ask small questions and try to make students answers the questions. I do pair work and speaking practice. Sometimes I assign short dialogues that they get a chance to speak English.

Interviewer: When you conduct these activities, do all students participate willingly, or do some feel shy? How do you handle it?

Participant 02: Actually, students feel quite shy because they have to speak in another language.

Interviewer: You mean they are not comfortable?

Participant 02: They do not feel comfortable.

Interviewer: Do you think this happens because they study all other subjects in Bangla-medium and suddenly have to practice English in English class?

Participant 02: Yes, that can be one reason. Since all other subjects are in Bangla and only one subject is in English. In Bangla-medium each section has around 40 to 50 speaking practicing in a English language in front of so many people makes them shy.

Interviewer: So they are not yet used to the global importance of English?

Participant 02: Students are not used to it that way.

Interviewer: When you teach in class, do you use Bangla or English?

Participant 02: I have to use English as well as Bangla because students need to understand. I have to translate things.

Interviewer: So you use both languages for translation purposes?

Participant 02: Yes.

Interviewer: What kinds of speaking activities do you usually prefer, such as pair work, group work, role play, or story telling?

Participant 02: I usually use pair work, group discussion, role play, dialogue practice, and question-answer activities. Sometimes I also do story telling and presentations, but due to time limits, I cannot always do everything. The class is large, so if I work with everyone, it takes a lot of time.

Interviewer: Is examination pressure also a factor, since Bangla-medium education is very exam-based and schools are often closed after exams? Do you think speaking activities are affected by this?

Participant 02: Yes, definitely they are affected.

Interviewer: Why do you think they are affected?

Participant 02: When schools are closed, students have a gap. Since English is not our mother tongue it is foreign language. If there is a break, they do not practice it, because they are not used to it. As I said, in-class practice is also difficult for everyone because of time constraints. It takes a lot of time, so I cannot give students enough time to practice. If there were more opportunities, it would be better, but those opportunities are very limited.

Interviewer: When you practice speaking activities as much as you can, you keep mentioning that you cannot give enough practice as students need. What impact do you see on students positive or negative?

Participant 02: It has a negative impact, not a positive one. As I mentioned, they get fewer opportunities to speak in English and they feel shy, so they cannot really take it positively.

Interviewer: Do students get enough opportunities in class to improve their English speaking skills?

Participant 02: No, they do not. Time is short, we cannot teach beyond academic requirements, and there is pressure to finish the syllabus. It becomes difficult to give separate time for speaking practice.

Interviewer: In what situations do students stay silent, feel shy, or become unwilling to speak English?

Participant 02: Students usually feel shy and remain silent when they have to speak in front of the whole class. They also fear making mistakes. If they lack confidence, they do not want to speak English.

Interviewer: Do all students participate equally in speaking activities, or do some participate more than others?

Participant 02: Not all students participate equally. Usually, those who are better or more confident take part more. Weak or shy students participate less.

Interviewer: In the curriculum, speaking practice is expected to be important, but in real classroom practice, do you see a gap? Is it actually happening?

Participant 02: Yes, the curriculum gives importance to speaking through the communicative approach, but in practice it is not fully implemented in class. Most of the time, reading and writing get more attention.

Interviewer: In your class, do you also give more importance to reading and writing?

Participant 02: Yes, I give more importance to reading and writing.

Interviewer: What do you think are the main reasons behind this gap?

Participant 02: The main reasons are lack of time, exam pressure, large classrooms, and students' low proficiency. Also, sometimes there is a lack of necessary teaching materials and resources.

Interviewer: The school not providing enough materials or resources?

Participant 02: In my teaching context, the biggest challenge is exam pressure. Our system is exam-based, and we conduct written exams. Students get opportunities to write, but not to speak in front of an audience. They do not have that chance, and they also lack confidence.

Interviewer: What is the biggest challenge in your teaching context regarding speaking practice, and why?

Participant 02: The biggest pressure in my profession is that students have to take exams. Since our curriculum system is exam-based and there is no speaking exam, students consider speaking less important. In some cases, teachers also treat it as less important.

Interviewer: What kind of support is needed to improve speaking practice in your classroom? Are training and materials important?

Participant 02: Yes, teacher training is needed. If we are given more materials beyond the curriculum, and if students are provided with more opportunities to speak, they can build confidence. If we can help reduce their shyness, it will work much better.

Interviewer: What changes do you think are needed to improve English speaking practice in secondary classrooms?

Participant 02: I would suggest increasing the importance of speaking in the syllabus. As I said, most of the syllabus focuses on reading and writing, so speaking materials should be added. Regular speaking activities should be introduced according to the syllabus, and students should be encouraged to speak English. Also, a friendly environment should be created so they can speak without fear or embarrassment.

Interviewer: Do you think a speaking environment could be created from the beginning of schooling? For example, if speaking carried marks like practical subjects, would students become more interested?

Participant 02: Yes. Students definitely want marks. If speaking carried marks from an early stage, students would take it more seriously and show more interest. They would try to deliver it on their own. If this opportunity is not given, only the stronger students do it while others remain left out. If the curriculum had required speaking from the beginning, students would focus on it more.

Interviewer: So do you think speaking should be included like a practical subject in English?

Participant 02: Speaking is actually practical. Writing is also practical, but speaking should be given more focus than writing because it is the biggest barrier in English language learning. To overcome that, the curriculum should make speaking compulsory from the beginning, with fixed marks for speaking. Then both teachers and students would take it more seriously.

Interviewer: Do you think teachers also need more training, materials, and school-level preparation for this?

Participant 02: Absolutely. The school authority should take this seriously, and teachers should receive more training and curriculum materials so that we can prepare fully and encourage students better. We should be able to motivate them so that they speak without fear or shame and become self-motivated.

Interviewer: Thank you very much for participating in this interview and giving your valuable time. Assalamualaikum, sir.

Participant 02: Thank you too. Wa alaikum assalam.

English Medium school English teacher 01

Interviewer: Assalamu Alaikum. My name is Maria Jain Sara. I am from BRAC University. I am conducting this interview for my thesis research. My thesis title is “Exploring English Speaking Practice in Bangladesh Secondary Classrooms: A Comparative Study Between Bangla Medium and English Medium Schools”. Now I am going to begin the interview. Assalamu Alaikum, Miss.

Participant 03: Wa Alaikum Assalam. How are you?

Interviewer: Alhamdulillah, I am fine. How are you?

Participant 03: I am fine, very well.

Interviewer: Miss, could you please introduce yourself, including your name and how many years you have been in this profession?

Participant 03: My name is MY. I completed both my graduation and master’s degree in Literature from the University of Dhaka. I have been working in X for almost two years, and before that I worked at Y for about three years.

Interviewer: This interview is about English-medium schools. My topic is related to speaking practice, so all my questions are connected to speaking practice in classroom settings. I would like to ask: how do you include speaking activities in your classroom?

Participant 03: Actually, in English-medium schools, the language of instruction is English. We encourage our students to speak in English. If students do not understand something

properly, they may use Bangla, but in our school it is mandatory to speak in English. It is also mandatory for teachers to conduct classes in English. Therefore, we use English in our lectures, lesson plans, and even on digital devices used in class. Everything we do is in English.

Interviewer: Okay. What types of speaking activities do you prefer in your classes? Do you use pair work, group work, presentations, and similar activities?

Participant 03: Since I teach in the senior section, the activities are a bit different there.

Interviewer: Can you explain the section structure?

Participant 03: Certainly. We have the Elementary Section, from PG to KG 2. Then Class One to Class Four is the Junior Section. Class Five to Class Seven is the Middle Section. From Class Eight to O Level and above is the Senior Section.

Interviewer: Are you from the Senior Section?

Participant 02: Yes, I am from the Senior Section. I teach Classes Eight, Nine, and Ten. In the Senior Section, you will not find much group work or other similar activities to enhance speaking. These are more common in the Elementary, Junior, and Middle Sections. They have ECA classes where students give presentations, such as news presentations. If you interview students from the Middle, Junior, or Elementary Sections, you will find many such examples. I would especially suggest PG, KG 1, and KG 2, because they are beginners. In the Middle Section, there are ECA classes where students conduct news presentations. In the Senior Section, we focus more on public speaking and debate. For debate, we have a debate coach and conduct online classes on Zoom every Saturday for more than two hours. Teachers, the advisory body, and some administrative staff also join the online coaching. It is conducted by another teacher, Ashik Sir. We do this to improve their speaking skills.

Interviewer: So public speaking and debate are different?

Participant 03: Yes. Since we are in the Senior Section, we believe that students are already developed enough to speak in English.

Interviewer: During these activities, do your students respond positively?

Participant 03: Yes, they respond positively. Some students are introverted, but as teachers we know our students and understand their personalities. We try to motivate them so that they speak up and express themselves. This kind of public speaking is done in every class. We also arrange presentations. For example, if we go on an excursion or another trip, students present what they did there. So we do these kinds of activities regularly.

Interviewer: In your opinion, do students get enough opportunities in class to develop their English-speaking skills?

Participant 03: Surely, yes, because the whole environment is in English. Lessons are conducted in English, and the medium of instruction is English. We use books that are not Bangladeshi books; they are foreign books written by foreign authors, such as Pearson and Cambridge curriculum books. They follow an international standard. English-medium and English-version schools are totally different. The books taught in English-version schools are written by Bangladeshi writers, and there are clear differences between the two. The books used in English-medium schools are more standard. I do not find that same standard in English-version books.

Interviewer: Thank you for your valuable information. Another question: in what kinds of situations do students become silent, shy, or unwilling to speak English? Have you faced this kind of situation?

Participant 03: Yes, I have faced this situation. Some students come from Bangla-medium schools and transfer to our school in Class Six or Seven, meaning in the Middle or Senior Section. In such cases, students feel shy because they think their English is not good enough. They fear that if they speak in English, it may be wrong, unacceptable, or not good enough, or they may be bullied. So they may not show interest in speaking English in class with the teacher. However, with their classmates, they are very communicative. In such cases, we try to motivate them.

Interviewer: So what do you do to motivate them?

Participant 03: Actually, we provide personal consultation. We do not get enough opportunity for open consultation in class. So we call them personally and encourage them to try speaking in English. Even if something is wrong, I tell them that I will correct it. I tell them not to stop, because if they continue, one day they will become good at it.

Interviewer: Miss, my next question is: do you notice any gap between your expectations and what you actually achieve in class?

Participant 03: Of course, not everything is fulfilled. There are some gaps. In some sections, 80% of the students are good, but 20% are weak and need special care. Some sections seem weaker, so we need to adjust our lesson plans for them. But I do not get the full result from every class. It is not really possible.

Interviewer: Do you think this gap is related to time limitation, exam pressure, class size, or other factors?

Participant 03: In English-medium schools, class size is usually normal, around 25 to 30 students. Especially in the Senior Section, student numbers are lower because many go to coaching classes. So I think class size is manageable. Our classes are 40 minutes long, and

we can cover what we need in the classroom. Weak students who cannot concentrate properly or communicate well also receive remedial classes.

Interviewer: There are supportive systems for them?

Participant 03: Yes. We arrange remedial classes for them. We also use Google Classroom, where we upload everything done in class, including important materials and handouts.

Interviewer: So you also use digital platforms for their learning. Did you receive a positive environment or support from the school to practice English in your classroom?

Participant 03: Yes, absolutely. If you want to conduct your class digitally, there is a projector in every classroom. We use our personal laptops, and the school also provides one if needed. Even the support staff know how to fix the projector. Before class, we ask them to set it up, and then we can show everything on the screen.

Interviewer: That is a positive environment for you.

Participant 03: Yes. We also have an auditorium. If we want to conduct activities like public speaking, or if we want to share something with 100 students within 30 or 40 minutes, we can arrange everything there. In fact, we have two auditoriums.

Interviewer: That is nice. So, Miss, do you think you received any training, materials, or support that helped develop your classroom activities?

Participant 03: Surely, yes. Recently, I received training from the British Council, and the training was arranged by Pearson. They hired a trainer from England. This type of training really helps us improve our knowledge and skills. Since the curriculum comes from different countries and Pearson is involved, there are many questions and different examiners. If we receive this type of training, we can develop ourselves and create more engaged students.

Interviewer: Okay, Miss. That is all for the interview questions. Thank you for participating in my research. Thank you so much.

Participant 03: Welcome

English Medium school English teacher 01

Interviewer: Hello sir, assalamualaikum.

Participant 04: Assalamualaikum. Walaikum assalam. This is AS. I'm a senior faculty of Academy School.

Interviewer: Sir, is this school Bangla medium or English medium?

Participant 04: This is an English medium school. So we are conducting each and every single class in English. And mostly we are following both the American and British accent. Along with that, we are maintaining each and every single lecture, work, and other extracurricular activities in English.

Interviewer: Sir, can I ask your teaching experience? How many years are you related in this?

Participant 04: Yeah, so I have been in the school for the last five years, and since I'm also from the English medium background. So we have been clearly instructed by the management and our respective principal ma'am that we should conduct our each and every single class in English. And other than this, we should also communicate and make our students learn in a more effective way which can bring more productivity for each and every single student in our school.

Interviewer: Okay, so thank you for your relevance, sir. Actually, my question is more related to the speaking practice in classroom related. So I am asking those related questions to you. So how do you include speaking practice in your classroom?

Participant 04: First of all, I always encourage my students to speak in English no matter whether they are speaking right or whether they are feeling uncomfortable. The first thing for an efficient speaker is that they must try to speak.

Interviewer: Okay. It does not matter grammatically correct.

Participant 04: First of all, I need to just break down their ice-breaking uncomfortableness and the flexibility. I need to bring much more flexibility for speaking in English. As a result, I encourage them: whatever it comes to your mind or you heard, you must speak. You must be outspoken while delivering your speech or while communicating with others. That is more important. And once they're done with that, I highlight their or like I point out their lackings or the issues personally so that they can just work on them in the future.

Interviewer: Actually sir, so you create an environment for the speaking practice in the classroom?

Participant 04: Definitely, I'm creating a friendly environment so that all the students and the teachers remain amiable with each other so that they can share each and every single of their thoughts and opinion in English in a more fluent and proper way.

Interviewer: Okay. My next question is, what type of speaking activities do you usually use in your classroom? It could be pair work, group discussion, role play, what do you prefer in your class?

Participant 04: Basically, since I'm an English teacher, I also focus and inspire my students to get involved in social affairs and the topics that surround us, like mostly about the environmental factors and also that is related to science and the business. So these are the most important and the interesting topics that are going nowadays for our current situation.

Interviewer: Sir, did you follow exactly any activities like pair work, group work, presentation, debate, and others, role play, drama?

Participant 04: Yes, definitely. Since I am the debate coach of Academy School, so I am also teaching and taking classes for speaking fluently in English with proper logic and relevancy. As I believe that if we don't speak in a proper logic or relevant way, then our words or conversation might sound very irrelevant or illogical.

Interviewer: Okay. So when you practice this kind of activities in your classes, so how do the students respond? Do they respond positively or negatively?

Participant 04: Alhamdulillah, most of the students are responding in a very positive manner. As I have done a survey, because without doing a survey, we won't be able to bring the productive work in a very efficient way. So according to the survey, 90-95% of the students are very much satisfied with the way we are approaching for the students to communicate in English. And the rest of the 5% students are like pretty much uncomfortable, but we are just also encouraging them to get involved more in social activities in order to improve their social like in order to remove their social anxiety as well as language anxiety in the public places.

Interviewer: Okay. Sir, my next question is, in your opinion, do you think students get enough opportunity in class to develop their English speaking skills?

Participant 04: It completely does not depend upon the students; it depends upon the environment. If we can create such environment where the students feel free to speak whatever comes from their heart or like from their mind, then they will definitely be doing pretty good in their future.

Interviewer: Okay, sir. Actually, students may feel shy, then keep remain silent, shy or unwillingness, or sometimes they feel uncomfortable to speak English. In this situation, what do you do for them? How you handle this situation?

Participant 04: Yeah, definitely, that is what I meant about the social anxiety. When some people or when some students feel very uncomfortable while speaking in public places or like while conducting with teachers or others in front of other students, what I do, my first initial task is to break their uncomfortableness so that they can speak in a more fluent way. So at first, I crack some ice-breaking sessions.

Interviewer: In your class, all the students participate equally in this speaking activities or some students feel like no, I am not getting to participate, it is more. How you handle this situation?

Participant 04: When we're working in a team or when I'm providing team group work, that time the better students are coming ahead and they are taking the first step. But initially or like in general, we are giving the opportunities to all the students equally. As I believe that we should not give privilege to some special students; rather than giving privileges, we should treat each and every single student of our school in an equal manner.

Interviewer: Okay, sir. My next question is, do you feel any gap or any barrier to practice English speaking activities in the classroom with your students?

Participant 04: Inside our classroom, I don't think any sort of barrier, but what I suggest is that when I'm done with the lectures, I usually give homeworks, but some of the students, like there is a specific group of people who are not fully involved with completing their homeworks. As a result, what they do, like they are just lacking practice of the skills; as a result, their scores will also not improve in terms of both communication and also writing.

Interviewer: There are some gaps I can mention with you, in addition to your answers, like time limitation, exam pressure, class size. Sometimes students don't feel enough confident to speak English in classroom. So in this situation, do you feel any gap or barrier for practicing speaking active skills in your classroom? This makes barrier to?

Participant 04: Basically, sometimes it does not make barrier, but yeah, it distracts me for giving a better lecture to the students. But what I do at that time, I almost try to work on my deficiencies as well, that how I should manage and handle each and every single scenario and the situations. As we all believe that everyone is not equal, but no one is perfect, but we also should learn the strategy and the method to deal with each and every single student with different perspectives. That is more important for us to solve those barriers.

Interviewer: Okay, sir. Sir, my next question is, what kind of support would you feel that can improve your practicing English in your classroom as a teacher?

Participant 04: Basically, as I believe that we should get like any teachers' trainings or materials that, like if we can get regular trainings from the British Council, or if the British Council can offer us more frequent trainings regarding handling the students of different behavior or like characteristics, then it would be convenient for the teachers as well to be more flexible in practice.

Interviewer: Okay, sir. Sir, in classroom for practicing English speaking activities, did you use any multimedia or any digital tools for your speaking?

Participant 04: Yes, I use multimedia in our classroom. But yes, they have also recommended us to work on our basics and the lackings that each and every single teacher has. As we said that no one is 100% perfect, but all of our teachers, alhamdulillah, are successfully taking their lackings very seriously. And even if we have any issues, we try to sort it out as early as possible.

Interviewer: Okay, sir. Sir, thank you for participating in my interview, and it's so nice to meet you.

Participant 04: Thank you.

Interviewer: Thank you, sir.

Lesson Plan English Medium schools

XXX International English Medium School

Subject: English

Class: 9

Teacher Name: xx

Lesson	Topic (Unit)	Objectives	Activities	Assessment
1	1.1 Relic	Understand story opening & genre	Pair discussion + reading + group talk	Oral participation
2	1.1 Relic	Analyse character & structure	Character analysis + writing + discussion	Creative written
3	1.2 Doorkeeper	Understand structure & suspense	Read aloud + group analysis	Group work
4	1.2 Doorkeeper	Language & punctuation	Role play + writing continuation	Writing task
5	1.3 Reviewing Darkparis	Express opinions	Discussion + opinion speaking	Speaking
6	1.3 Reviewing Darkparis	Formal writing	Review writing + peer feedback	Written review
7	1.4 The Second Test	Drama & speaking	Role play + performance	Drama
8	1.4 The Second Test	Creative writing	Script writing + feedback	Script
9	1.5 Coober Pedy	Travel writing	Reading + discussion	Notes

10	1.6 Living Underground	Personal response	Speaking + paragraph writing	Paragraph
11	2.1 Right & Wrong	Ideas & structure	Reading + explanation writing	Writing
12	2.2 Join the Police	Purpose & audience	Debate + summary writing	Debate
13	2.3 Art Detective	Listening & summary	Discussion + summary	Summary
14	2.4–2.6 Detective Fiction	Genre & speaking	Presentation + discussion	Presentation

Lesson Plan Bangla Medium schools

YYY School and college

Subject: English

Class: 9

Teacher Name: YYY

Lesson	Unit & Topic	Objectives	Activities	Assessment
1	Unit 1: Sense of Self	Understand theme	Picture description (writing) Silent reading Write 5 sentences	Written
2	Mr. Moti (Part 1)	Reading comprehension	Read passage Vocabulary list Short Q&A	Worksheet
3	Mr. Moti (Part 2)	Understanding text	Answer questions Summary writing Character traits	Written
4	Mr. Moti	Express opinion	Group discussion: mother-son relation Opinion sharing	Oral
5	Girl (Part 1)	Identify structure	Read text Find instruction sentences Rewrite similar lines	Writing
6	Girl (Part 2)	Writing skill	Answer questions Paragraph: gender roles Word list	Written
7	O Me! O Life!	Interpret poem	Read poem Group interpretation	Oral

			Share meaning in own words	
8	Unit 2 Intro	Understand topic	Picture analysis Write causes of climate change Reading	Oral
9	Mighty Rivers	Reading skill	Read passage MCQ Match meanings Short answers	Quiz
10	Mighty Rivers Activity	Writing skill	Summary completion Paragraph writing Vocabulary	Written
11	Pollution	Awareness	Group talk: pollution problems Role play (environment)	Oral
12	Pollution	Apply knowledge	Fill blanks Table (causes/solutions) Poster slogan writing	Written
13	Climate Lesson	Analytical reading	True/False Matching Short paragraph (deforestation)	Worksheet
14	Unit 3: Pastimes	Express ideas	Pair discussion: hobbies Ask-answer Short presentation	Oral

Curriculum Analysis
English for Today:Classes Nine
Speaking Content Analysis
Unit 01 -05

Unit & Lesson	Speaking Activity	Type of Task	Interaction Pattern	Communicative Purpose	CLT/TBLT Features
Unit 01 Lesson 01	Answering questions about the story	Discussion / Comprehension	Teacher–Student, Pair work	Sharing opinions and understanding cultural themes	Meaning-focused communication, personal response, interaction
Unit 01 Lesson 01	Making a list of culturally related words and using them in conversation	Vocabulary-based speaking task	Pair work	Using cultural vocabulary in real communication	Authentic communication, contextual vocabulary use
Unit 01 Lesson 01	Discussing family similarities between parents and children	Discussion task	Group work	Expressing personal experiences and opinions	Learner-centered interaction, fluency practice
Unit 01 Lesson 01	Debate: “Man is known by his work, not by his looks.”	Debate	Group work	Argumentative speaking and persuasion	Real-life communication, critical thinking, negotiation of meaning

Unit 01 Lesson 02	Answering questions about mother and daughter relationship	Discussion / Interpretation	Teacher–Student	Expressing ideas about culture and gender	Opinion sharing, communicative interaction
Unit 01 Lesson 02	Listing unfamiliar foreign objects and presenting notes	Presentation task	Small group work	Explaining information clearly	Collaborative learning, information-gap activity
Unit 01 Lesson 02	Writing and discussing thoughts on gender identity	Discussion task	Individual and group discussion	Sharing personal understanding of gender roles	Critical thinking, meaning negotiation
Unit 01 Lesson 02	Completing table on men's and women's jobs	Discussion task	Pair/Group work	Discussing social roles and gender discrimination	Social interaction, learner participation
Unit 02 Lesson 01	Debate on given motion	Debate	Group work	Developing persuasive speaking skills	Task-based interaction, authentic communication
Unit 02 Lesson 03	Discussing newspaper reports on natural calamities	Group discussion	Group work	Sharing information and analyzing news reporting	Real-world task, collaborative learning
Unit 02 Lesson 03	Writing and presenting a news report on natural calamity	Reporting / Presentation	Individual and class presentation	Describing real-life events	Authentic task, integrated skills

Unit 03	Interviewing senior citizens about pastime activities and presenting findings	Interview and reporting task	Individual, Pair work	Gathering and presenting information	Real-life communication, experiential learning
Unit 05 Lesson 01	Survey project on population	Project work / Survey	Group work	Collecting and presenting data	Task-based learning, problem-solving, authentic task
Unit 05 Lesson 01	Discussing population issues after listening activity	Discussion task	Teacher–Student, Group work	Understanding and discussing social problems	Information exchange, learner interaction

Cambridge Lower Secondary English Learner's Book 9

Content Analysis

Unit 01 -05

Unit & Lesson	Activity	Task	Discussion Points/Focus	Key Terms	Notes
Unit 01 Lesson 01	Discuss the structure of <i>Darkparis</i>	Group discussion (pairs & groups)	a) The description of the catacombs in the opening sentences	Flashback, Catacombs, Structure	Discuss how the structure affects the reader's experience
			b) The use of flashback to show Louis's first meeting with Relic	Flashback	Discuss the effect of the flashback on understanding
			c) The mention of The Doorkeeper at the end of the extract	Flashback	What is the significance of the Doorkeeper's mention?
			Group reactions: interest in the story, structure, and characters	Flashback, Structure	Self-assessment: Reflect on the effectiveness of contributions
Unit 01 Lesson 02	Analyze chronological order in <i>Darkparis</i>	Table completion	Focus on how the structure presents events in order and effects on the reader	Chronological Order, Dialogue, Cliffhanger	Discuss the effect of structural choices in the text

			Structural choices to complete:	Dialogue, Cliffhanger, Chronological Order	Focusing on setting, character interactions, and suspense
Unit 01 Lesson 03	Read and give feedback on your stories	Peer review	Compare language choices with <i>Darkparis</i> and sequence of events	Narrative Structure	Discuss how the sequence maintains interest in the story
Unit 01 Lesson 04	Read aloud the scene with the Doorkeeper and Old Man	Group reading and discussion	Explore how power is portrayed in the scene and its performance	Power, Character Interaction	How to highlight power through speech, gesture, and movement
			Discuss how the power dynamics are shown through tone, movement, etc.	Power, Performance	Discuss character power dynamics with different gestures
Unit 02 Lesson 02	Analyze the text on law and order	Group discussion (pairs)	a) Purpose of the text	Law, Order, Career Choice	Understand the audience and purpose of the text
			b) Who is the intended audience?	Career, Police Officer	Discuss why someone might choose to read the text
			c) Structure of the text and how it is organized	Text Structure	Identify key ideas supporting law enforcement careers