

Investigating English Speaking Problems among Bangla-Medium Secondary
School Students and Their Pedagogical Implications

By

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A thesis submitted to the Department of English & Humanities in partial fulfillment
of the requirements for the degree of
B.A in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Approval

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Abstract

English learning has become vital in Bangladesh for its impact on education, career and communication in the international arena. Despite being taught English for twelve years as a compulsory subject, many Bangla medium secondary school students have problems speaking English fluently. The purpose of this study is to find the main causes why Bangla medium secondary school students suffer in English speaking and to offer some pedagogic solutions regarding this problem. In the literature review chapter, related existing studies to this research are attempted for guiding this research. This is basically a qualitative study as it suits best for the research topic. The data collection procedure involves a questionnaire that is designed to collect students' perceptions, interview of two teachers and three English language classroom observations. The collected data from three different sources are coded and analyzed through triangulation. The findings of this study reveal various factors that are responsible for students' speaking difficulties, like- limited speaking opportunity, education system, dominance of GTM and improper implementation of CLT, syllabus design, teacher centered classroom etc. Moreover, the results are interpreted in the discussion section by relating them to earlier research and beliefs on the development of speaking and learning English. Furthermore, the interpretations of the sections also suggest what changes may be brought in the pedagogy. The study concludes with highlighting the barriers of the students' English speaking problems and recommending policy changes regarding this problem.

Keywords: Teaching Approach, GTM, CLT, Pedagogy, Education, Bangla medium

Dedication

This work is dedicated to my parents. For their limitless supports, I have been able to study my desired subject in BRAC university. I also dedicate it to my sisters who have always inspired me in all my hard times. I could not finish it without their supports.

List of Acronyms

CLT	Communicative Language Teaching
GTM	Grammar Translation Method
STT	Student Talking Time
TTT	Teacher Talking Time

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Chapter 1

Introduction

1.1 Background of the study

English learning has become necessary for Bangladeshi students compared to the past for various reasons. Because of its growing demand all over the world, the demand for learning English has increased. In present times, it is now considered a second language in Bangladesh. Though there is a long debate whether English is a foreign language or second language, it is frequently discovered that the function of this language here in our country is much closer to that of a second language (Ara,2020). Speaking is the most vital one of the four skills of language for its potentiality. For example, abilities of speaking contribute to the all-round development people should all aim for (Gillis ,2013). Assessing the curriculum, it is known that English learning is prioritized in Bangladesh. From primary to higher secondary level, students are taught English for almost twelve years. Unfortunately, the students' performance in English is still found to be inadequate in our country. Students mostly suffer in speaking, especially the Bangla medium students. To illustrate, students who attend English medium school early develop a greater level of language proficiency than the Bangla medium school students (Rahman,2021). This statement primarily illustrates that Bangla medium school students are lacking behind compared to the English medium students in English language learning. This study aims to look for reasons why secondary Bangla medium school students suffer mostly in speaking. Additionally, the study also aims to suggest pedagogical changes that may help changing the situation of English speaking of the Bangla medium secondary school students. The study holds

importance as it is important to work on the students' English speaking problem. For instance, proficient English speakers enjoy numerous opportunities in social, academic and professional life (Brown, 2001). Moreover, the world is now advanced and spoken English is very crucial to keep communication smooth.

According to Jenkins (2007), "effective communication in spoken English is most desirable in this globalized world due to its status as lingua franca". The discussion reflects how important spoken English has become in this advanced world. The shortage of Bangla medium secondary school students in English speaking should be well researched without making no delay to come up with possible solutions for their better future.

1.2 English Language Education in Bangladesh

Before higher studies, the education system of Bangladesh is divided into three parts. The levels are primary, secondary and higher secondary. Students learn English as a compulsory subject for twelve years. However, there are significant issues regarding the English language learning in Bangladesh. NCTB designs the curriculum and the English text book. According to NCTB objectives, English is a skill based subject. However, all four skills of this language are not tested in the proper way in the public examinations. Though speaking is one of the four skills of a language learning process, no board or public examinations are designed to test students' speaking skills. Overall, the education system is overseen by the ministry of education. For suggesting any kind of policy reformation

regarding enhancing students' speaking skill, this study may be helpful for the policy makers.

Moreover, English teaching in Bangladesh is mainly teacher centered and exam oriented. Proper methods of teaching English are still not incorporated accurately in Bangladesh. Reviewing the recent studies it has come to be known that for enhancing students' speaking skill of English, the CLT (Communicative Language Teaching) approach probably works more. The Ministry of Education of Bangladesh also incorporates this approach of teaching. For instance, the CLT replaces the long standing GTM in the national curriculum of Bangladesh (Nur & Islam, 2018). Unfortunately, the CLT has failed to show expected output in terms of speaking development in Bangladesh. Additionally, in most cases the CLT approach is not implemented in Bangladesh. Consequently, students' proficiency in English, especially speaking proficiency is not developed as per the expectations. To illustrate, improper implications of CLT in school make students less proficient in English speaking (Yazhou et al., 2023). Additionally, the exam-oriented education system may be another reason behind students' poor skill in English speaking Bangla medium secondary school students. SSC (Secondary School Certificate) and HSC (Higher Secondary certificate) - are two most vital public exams of Bangladesh. Both of the examinations test only students' reading and writing skills. As English language learning is a skill-based subject, students are likely to gain all four skills of a language. To the contrary, the designed public examinations ignore the speaking and listening skills and consequently students- teachers both give less importance in developing fluency as it is not tested. It is likely to gain

mastery in all four skills to develop English language proficiency. Research shows that students mostly learn to pass exams rather than gaining skills. Moreover, the classroom is the only place where students get the opportunity to learn and practice. Hasan (2011) claims that English is not usually used in informal conversations among family members and friends. It is visible that the sociolinguistic environment of Bangla medium schools hardly uses English for daily communication. As mentioned earlier, students' exposure to English outside the classroom is very limited to English medium learners. According to Krashen's (1982) input hypothesis, meaningful exposure to comprehensible input is essential for learning the language. Therefore, Bangla medium school students' have very limited exposure and interaction opportunities which hinders the oral fluency of the students. It reflects the urgency of designing the education system properly as the schools are solely responsible for English language learning. To summarize, the present education system of Bangladesh is mostly inadequate to enhance students' speaking skills. The education system should be designed accordingly to change the scenario as without developing speaking skills, the students will not be able to enjoy all the benefits of learning English.

1.3 The Research Problem

Regardless of the fact that in Bangladesh, students start to learn English from a very early age, many still struggle with speaking in English. The learners not only face difficulties while

speaking but also experience anxiety and contextual constraints while communicating in English. Even after the implementation of CLT in the curriculum the situation remains likely to be unchanged. Yet it is vague how these strategies influence the learners' speaking abilities. Therefore, this vagueness foregrounds the need to explore the reasons behind this speaking problem and to suggest pedagogical implications regarding this problem.

Chapter 2

2.Literature Review

2.1 Global Importance of English

People all over the world need to communicate with one another for various reasons. As a communication tool, English is the most demanding and preferred language all over the world. For instance, states that spoken English for effective communication is most desirable in this globalized world due to its status as lingua franca (Jenkins,2007). Additionally, it is visible as Sumit (2010), claims in his article that it is the popular medium of instruction in most of the higher educational institutions worldwide because of its status as lingua franca. As it is highly important and used in higher education, it is likely to be crucial for the students to learn the language effectively. Moreover, for gaining students' success in chosen fields the students have to internalize the language's communication potentials. To illustrate, learning English communication potentials is necessary for students who wish to gain success in their chosen fields as it is spoken all over the world (Rao,2019). Furthermore, the reason for learning this language is clear here. However, English also reminds the Bangladeshi people of the colonial legacy. For instance, "English is a colonial gateway to global knowledge, gateway to the global job market" (Ahmed,2018). To be noted, English is not worldwide recognized only for the global job market or higher education, rather it is widely used in international trade, popular media and entertainment. For example, for international trade, popular media and entertainment, global communication, publication of newspapers and books the English language is most widely used (Rahman & Singh,2021).

Consequently, to keep pace with this globalized world, learning English might be effective. The existing literature reflects the significance of the English language. Finally, the existing literature helps to gauge the English language's global demand and significance of the speaking skill.

2.2 English Language Learning in Bangladesh

The government is also sincere about learning the language and it is visible through the education system. However, the outcome is not enough till now for various reasons. According to Hamid and Baldauf (2008), it is considered a crucial subject from grade 1 to grade 12 and over 24 million children learn it at the primary, secondary and higher secondary Level. Before exploring the context of English learning in Bangladesh, its status here should be cleared. Till now, there is a strong debate whether English is a second language or foreign language. For instance, the debate over the English language's status is very real here (Ara,2020). More findings from this specific literature may help further identify its status. Ara (2020) argues that as it is frequently discovered that the function of the language here is nearly that of a second language. English is not a knowledge-based subject (Nuby et al.,2019). However, Nuby et al., (2019) argues that according to the NCTB (National Curriculum for Text Book), English is a skill-based subject. This literature justifies English as a skill-based subject. It reflects the idea that one has to develop the four skills of the English language as it is a skill-based subject. Speaking is one of the very necessary skills of this language. However, the real picture seems different from the NCTB demonstrated objectives. Moreover, Bangladeshi students need to sit for exams to justify

the learning. It is already mentioned that the public exams only test student's reading and writing skills. For instance, Mahmud (2020) states that the students of Bangladesh basically read to pass the exams and they appear to be insufficient in English for the rest of their lives. This literature helps to find out one of the core reasons behind the speaking problems. It could be effective in doing the study. However, though the reality demonstrates different Information, the government aims to focus on four skills of the English language so students can properly use it in real life situations (Nuby et al., 2019). However, the curriculum design is not worthy in terms of achieving the objectives of it. In exams, speaking and listening is also overlooked. Though the policy makers try to implement different methods to make the situation good enough, it has not worked well. As a result, this study may be effective as it aims to help the policy makers. It is already visible from secondary sources that one of the significant facts are the gradually increasing demand for speaking skills all over the world. If it is not well researched and this scenario remains the same, the Bangladeshi students are likely to face difficulties and may be deprived of enjoying various opportunities. For example, Farooqui (2007) argues that, the increasing demand for fluent English speakers in the job sector and the global expansion of English have led to increased focus on teaching English speaking abilities in Bangladesh. This literature may be impactful as it demonstrates the urgency of having English speaking skill. This data may be helpful for this study. Before diving into it, certain things should be clarified. Probably, the speaking challenges are mostly faced by the Bangla medium students. To illustrate, Rahman (2021) argues that the English medium school students have a greater level of language proficiency especially speaking skill than the Bangla medium school students. The literature may be effective as it helps to identify that the

Bangla medium school students face the speaking difficulties in most cases. Consequently, the Bengali medium students suffer the most even after the government attempts to implement various methods. However, our institutions are not concerned about the proper approach of teaching language. To illustrate, the institutional approach of ours in teaching language has flowed in some way (Kabir,2017). Though policy makers attempt to bring changes in the teaching language process, it has not worked as planned. Being stuck to the traditional or the GTM, it is very unlikely to develop students' speaking skill. Rather the GTM may help enhance students' writing and reading skills. Moreover, it is also evident that maximum teachers inaugurate their classes with the GTM based lesson and end with assigning home tasks (Rahman et al., 2013). However, the surprising fact is that the teachers are not found to use any other technique to facilitate the learning process (Rahman et el,2013). Assessing related literature, it is a known fact that for language acquisition, especially for speaking development - a proper environment is very necessary. The traditional methods that are continuously using Bangladesh are mostly criticized for not creating a proper environment which is necessary for language development (Serin,2018). However, the classroom is to provide everything for language acquisition. To illustrate, there are very limited opportunities for natural acquisition in this country so the classrooms must provide students with a variety of speaking activities (Bhattacharjee,2013). In Bangladesh, speaking English is not commonly spoken in natural settings. It indicates another important thing that opportunities for natural acquisition are very limited in our country. Classrooms should be designed in a way that enhances opportunities for the students to develop their language.

2.3 Importance of speaking skill in learning English

Language learning is essential in many ways that is discussed in this section. For globalization, it can be assumed that the need for communication has enhanced more than one can imagine. To justify, speaking is an inseparable part of daily communication that cannot be overlooked (Clampitt,2016). It reflects the idea that for communication purposes, the speaking skill among the four language skills is most impactful. Additionally, the concept of importance of speaking skill is much more important in our country.

However, it is a known fact that Bangladeshi students prove their language proficiency through exams. However, our country's examinations are not designed to test students' speaking proficiency. In this chapter, the significance of speaking skill will be discussed to highlight it properly for whom it may concern. The discussion is way more important as most of our students are lacking in speaking skills. To illustrate, particularly in speaking English, the majority of the students are not proficient (Kabir,2014). Speaking can be enhanced through a regular basis of practice and our students are not even getting this opportunity. According to Kabir & Sharmin (2012), lack of a communicative environment is one of the reasons for less speaking skill. Language is learnt to basically enhance communication opportunities. Whenever a second language is learnt, the learner becomes able to communicate in two different language contexts. In this regard, the scholar, Boonkit (2010) argues that in order to communicate effectively in both first and second language environments, speaking is one of the useful skills that needs to be acquired. Another crucial role of the speaking skill is its ability to contribute to the all-around development that all aim for (Gillis,2013). Furthermore, as language is basically learnt for enhancing communication, speaking mostly fuels the communication. Without having the speaking

skills, a speaker will not be able to spread their message effectively. For example, the skill of speaking is very significant in the process of language learning as a mindful speaker can portray their messages more effectively (Sudarmo,2021). Moreover, to be engaged in advocacy and persuasion one should be a successful oral communication (Pathare & Pathare, 2013). Another important thing of language learning is to incorporate self in a language society or community. This job becomes very easy for a proficient English speaker. To illustrate, proficient speakers who have the ability to communicate well and wisely will feel strong in their social lives (Pathare & Pathare, 2013). Achieving speaking skill while learning a language is very crucial as it enhances the other skills also. To illustrate, it enhances other skills also (Goh & Burns,2012). Consequently, speaking is the skill which is considered the fundamental skill in second language learning (Lazaraton,2014). However, Brown (2001) argues that the proficient speakers of English may enjoy unlimited opportunities in social, academic and professional life. This literature may be helpful for the learners to motivate themselves and to know the importance of speaking skill. Furthermore, “success in a career is determined by how proficiently and effectively we use spoken English to communicate our thoughts and ideas with people in the management of the organization” (Pandey & Pandey,2014). Finally, reviewing the relevant literature demonstrates that speaking skill is one of the most important skills that cannot be ignored while learning language.

2.4 Challenges Faced by Bangla Medium Students

There is existing literature on this issue which talks about the barriers of speaking faced by the students. This part of the chapter discusses the possible barriers that hampers students

from gaining speaking skill. Though linguists have come up with modern methods, most of the Bengali medium teachers still follow the traditional method of teaching. Here the vital reason can be the lack of trained teachers. For instance, in this country, teachers can start teaching without having any formal training (Siddique, 2004). However, there are more vital issues that work as barriers to gaining speaking skill. To enhance the speaking skill, practicing it more and more is a must. The worst scenery in this regard is that students hardly get the opportunity to practice speaking English outside the classroom. According to Mridha & Muniruzzaman (2020), students are deprived of the opportunity to practice speaking in a natural setting. Additionally, our culture and societal practices do not prioritize speaking English at home also. However, Siddique (2004) argues that cultural conflicts are among the common challenges prevailing among Bangladeshi students. Similarly, the language is not used in informal conversation at home among family members and friend circles (Hasan, 2011). This literature may be helpful for the research as it justifies the limited opportunity of speaking in a natural setting.

As students hardly get opportunities to practice speaking in a natural setting, the classroom should be designed accordingly. It has come to know that the classroom is the only place where students get the opportunity of speaking practice. A friendly environment should be ensured where students will not feel the speaking anxiety which works as a barrier. According to Mahmud (2017), speaking anxiety is present in Bengali medium English classrooms in Bangladesh. However, lack of a communicative environment hinders the speaking development of the students (Kabir, 2012). This literature might help guide the research as it helps to know the importance of a communicative environment. Moreover, the more the students get exposed to English words and sounds, they will find it

easier to learn (Ahmed & Chowdhury, 2020). Furthermore, existing literature finds the traditional methods of teaching as barriers to developing speaking skill. Islam and Stapa (2021) claims that traditional methods solely focus on teaching grammar. Previous literature reviews and this one together help to understand that only grammar learning cannot develop speaking skill, rather the ensuring of a communicative environment helps the students enhance their speaking skills. For example, these traditional methods weaken students' chance to grow as a proficient and confident speaker of English (Gomleksiz,2007).

Another important aspect of this research can be the influence of classroom size. Linguists claim that there should not be a huge number of students in a language classroom. For instance, Sinha (2018), there should be a limited number of students in a language classroom. However, the real picture is completely different. The English classrooms of the public sectors of our country are overcrowded (Siddique,2004). Similarly, “the number of students in the language classroom differs from 45 to 91, where 60% language instructors believe that this is really a large classroom scenario” (Basir & Ferdousy,2006). This literature review may be effective for the study as it helps to justify overcrowded classrooms as one of the barriers of speaking development. Finally, reviewing the literature it has come to be known that large classes, lack of confidence, lack of co-operative and less access to a communicative environment, students’ shyness are the main reasons behind the poor conditions of speaking of the Bangladeshi students.

2.5 Dominance of GTM and Reality of CLT in Bangladesh

GTM is the most known and applied method in language teaching in our country's context. This section of the chapter will discuss this method which will be helpful for understanding the research problem. The article by Richards & Rodgers discusses this method along with other methods of language teaching. Here, the core features of this method that are relevant to speaking skill are discussed. According to scholars, this method of language teaching mostly focuses on grammatical rules and written translation. Additionally, this method primarily focuses on reading and writing. It is the most used method in Bangladesh and unfortunately this method neglects oral communication largely. To illustrate, "GTM conceptualizes language learning as the mastery of grammatical forms and translations skills, while oral communication receives minimal emphasis" (Richards & Rodgers, 2001).

Brown (2007) criticizes this method in terms of enhancing speaking ability. Key points of the article by Brown are very useful to understand the situation. Brown (2007) argues that language acquisition requires meaningful output and mechanical drills do not ensure communicative competence. However, it is already discussed that GTM mostly emphasizes form-focused interaction which can never help obtaining fluency. To illustrate, "over reliance on form focused interaction may inhibit the development of communicative speaking skills" (Brown, 2007). This article is important for the researcher as it shows clearly that the most used GTM can never enhance students' speaking skill. Consequently, it is visible that the traditional method or the GTM limits speaking exposure, highly focuses on accuracy, fear of making mistakes, and lower self-efficacy are considered as obstacles to gaining mastery in speaking.

Linguists have researched methods to know which method works best for linguist teaching. In recent times, most scholars prioritize the CLT in linguist teaching. Features of CLT will help to understand its value in the sector of language teaching. This method prioritizes communicative competence over grammatical accuracy. Additionally, meaningful interaction is key to language development and learners are to use language for authentic purposes. For example, “CLT shifts the focus from structural mastery to communicative competence, emphasizing meaningful interaction as the core of language learning” (Savignon, 2007). Moreover, the teacher-centered teaching approach is vastly used in this country. Then the CLT changes this teacher-centered approach to a student-centered teaching approach. However, the contextual constraints are very necessary to consider to implement this method here. According to Littlewood (2007), although CLT promotes student-centered communication, contextual constraints often limit its practical implementation. However, it is challenging to apply CLT in classrooms for various reasons. The author, Bax talks about this in his journal, which will be very intriguing for this research. It is visible that CLT cannot be blindly applied and teacher beliefs shape implementation. To illustrate, Bax (2003) argues that “the effectiveness of CLT depends heavily on contextual adaptation rather than rigid methodological adherence.” Furthermore, the classes follow CLT, assign students with different collaborative tasks. For instance, Littlewood (2007) argues that CLT promotes student-centered interaction through collaborative tasks that encourage spontaneous oral communication. However, all these tasks are basically interactive and these tasks may be crucial for language development. For instance, “interaction is not merely practice, but a mechanism for language development” (Savignon, 2007). The NCTB incorporate the CLT in the curriculum

in 1997 (Nur & Islam,2018). After all, the barriers of implementing CLT should be solved to make the proper use of CLT. If the government fails to incorporate the CLT in the classroom, the scenery of students' speaking skill is likely to be the same.

2.6 Eclecticism / The Hybrid Approach

“Language pedagogy should be context sensitive, rather than method driven”(Bax,2003).

The eclectic method demonstrates the idea of inappropriateness of a single method in all contexts. Simply, it acknowledges that no single method is suitable for all contexts.

Moreover, eclecticism elaborates the idea that teachers need to adopt techniques from multiple methods based on a specific context. It is the context which is to determine pedagogy. However, Bax (2003) argues more that effective teaching requests adaptation, rather than rigid adherence to a single methodology. It shows the significance of mixed methods, rather than a single specific method. The hybrid model basically gives importance to the context most. The author Kumaravadivelu (2006) talks about post-method pedagogy which encourages teacher autonomy and emphasizes context-responsive teaching.

Kumaravadivelu (2006) states that post-method pedagogy emphasizes principled pragmatism, enabling teachers to integrate techniques suited to learners' needs. This section carries significance for the research paper. It can be interesting, as it might assist in policy recommendation of the study.

2.7 Student Centered Teaching Approach

The literature review regarding student centered teaching approach may be helpful to understand this issue. According to Serin (2018), teachers are active and students are passive in teacher-centered classrooms. It demonstrates that teachers are the main characters in a teacher centered language classroom. However, CLT is very crucial in developing speaking ability. Jacobs and Farrell (2003) argues that supporting learner autonomy is one of the fundamental principles of the CLT approach. However, the teacher-centered classroom creates monotony in the class (Balla,2023). Furthermore, this type of teacher-centered classroom hinders the communicative and collaborative skills of the students and makes the class boring and pressurizing (Balla,2023). This scholarly source justifies the teacher centered approach as boring. However, there should be implementation of interactive tasks for enhancing students' speaking skills and a student centered teaching approach might help in this regard. For instance, Condelli and Wrigley (2009) says "student-centeredness focuses on cooperative learning in which a group of students work together to complete a given task for that reason it enhances student-to-student interaction." However, the proper implementation of student-centered instruction promotes motivation to learn, develop understanding, and facilitate knowledge retention (Collins & O'Brien,2003). Furthermore, the student-centered method of teaching is a modern method. For instance, Balla (2023) states that this style empowers the students with choice and control and encourages classroom collaboration. Finally, this section might be helpful for this study as it may help in policy recommendation.

2.8 Theoretical Framework

This study has a sound theoretical framework in Behaviorism, Piaget's Cognitive Constructivism, and Vygotsky's Sociocultural Theory because speaking English is a skill that can be learnt through practice, cognitive activity and social engagement. These three theories explain why secondary school students in Bangla medium schools find speaking English difficult and why this study's practice in classrooms should be more interactive, supportive and student-centered.

The theory of behaviorism describes language learning in terms of stimulus, response, repetition, habit formation, and reinforcement. Watson (1913) proposes that the focus of learning should be on observable behaviors and Skinner (1957) notes that language can be learned through imitation, repetition, correction and rewards. Thus, speaking English is a habit formed by constant speaking practice. Consequently, students are unable to learn to speak English fluently just by studying grammar or writing answers. It can be also interpreted from the literature that the students must practice speaking, memorizing useful phrases and dialogues, getting feedback, and being encouraged. It is also known from the discussion of the theory by Skinner (1957) that even rewards for speaking in class can encourage students to speak English, while aggressive correction or ridicule from peers can make students reluctant to speak.

However, speaking English is not only a matter of habit formation. Piaget's Cognitive Constructivism theory suggests that learners build knowledge through experience, interaction and cognitive effort. Piaget (1952) suggests that children do not simply absorb knowledge, but rather they develop understanding by integrating new knowledge into

their existing knowledge. Piaget describes this by assimilation and accommodation, in which the learner either links the new knowledge with the existing knowledge or changes their understanding to accommodate for new knowledge (Piaget, 1970). This theory is important for English speaking because we encourage students to use English. If they just listen to the teacher, learn the rules and translate sentences, they may know something about English but they may not know how to use it. Speaking activities like pair work, role play, discussion, presentation and question-answer enable students to acquire language knowledge through use.

Vygotsky's sociocultural Theory also states that learners learn through social interaction and scaffolding or support. Vygotsky (1978) described the Zone of Proximal Development as the difference between what students can do on their own and what they can do with the support of a teacher or other students. This is called scaffolding. Scaffolding in English speaking classes can occur when teachers model, provide sentence starters, vocabulary cues, correct and praise students. Vygotsky (1978) adds that it can also occur when more proficient students support less proficient students in pairs and groups. It is known from the theory that speaking is a social skill and students need to interact with their peers and teachers. Additionally, students can feel less anxious and fearless and build confidence in a welcoming classroom environment.

Overall, the theories demonstrate that English speaking skills are best developed when students engage in frequent practice and learning activities, and when they are supported

through social interactions. The theory of behaviorism underlines the role of practice and reward, Piaget's theory underlines the role of active learning, and Vygotsky's theory underlines the role of interaction and support. So, this framework supports the need for a student-centered, communicative and supportive classroom environment in Bangla medium secondary English classrooms. And it supports the use of speaking tasks, such as dialogue practice, pair work, group discussion, role play, presentation, and teacher-directed speaking tasks to enhance students' speaking skills.

Furthermore, Krashen's affective filter model talks about the possible variables to learn an L2 successfully (Krashen,1982). There are some factors that may hinder the L2 production. To elaborate, it is believed that tension or anxiety keeps the learner's effective filter high and hinders the L2 production. However, a low effective filter can inspire a language learner and consequently improve his or her L2 production (Lightbrown & Spada,2021). In this research, anxiety or fear will come to discussion frequently. However, it is important to occupy a clear idea on anxiety. Kumaravadiveulu (2009) states that anxiety is the feeling of self-consciousness, fear of negative evaluation from peers, and fear of failure to live up to one's own personal standards and goals. It demonstrates the importance of the factor - anxiety in terms of learning a second language. Moreover, Rochecouste et al., (2011) argues “removal of these anxieties is essential to become comfortable with a new language and a new learning environment”. It is evident that lower anxiety and remarkable perception of L2 leads to higher levels of WTC. For example, “a lower level of anxiety and a higher

perception of L2 competence lead to a higher level of willingness to communicate”
(Yashima,2002).

Overall, the theories of Skinner, Vygotsky and Piaget, and Krashen’s are important that
guide the researcher to collect and conduct the study.

Chapter 3

3. Methodology

This chapter includes the description of the key elements related to this study. This chapter discusses the data gathering procedure, data selection, and analytic methodology.

Additionally, sampling and participant, research tools, data collection methods, data analysis methods, and research design all are included in this chapter.

3.1 Qualitative Research

The research aims to focus on the speaking problems among Bengali-medium secondary school students of Bangladesh and attempts to show how teaching practices can be improved. It is a qualitative research as qualitative research is regarded as the process of understanding specific phenomenon by collecting data from the perspective of those who evolved there. Quantitative research is another type of research that relies on numerical data and statistical analysis. However, qualitative research suits best for identifying the problem by reading literature and collecting participants observations. The core reason behind choosing the qualitative approach of research is to explore the problem and develop a detailed understanding of this problem in Bangladesh. Moreover, it allows for a deeper understanding of the institutional and contextual factors that help shape the scenario. Finally, exploring real life learner experiences might be insightful that has become possible for the qualitative approach of research.

3.2 Research questions

1. What are the key factors influencing English-speaking skills of Bangla medium secondary school students in Bangladesh?
2. How do teaching practices such as teacher-dominated teaching, GTM and minimal CLT activities affect the students' speaking opportunities in the classroom?
3. What are the psychological and social factors, such as low self-confidence, speaking anxiety, peer pressure, and class environment, that influence the students' willingness to speak in English?
4. What changes can improve students' English speaking ability of Bangla medium secondary school students?

3.3 Participants and Sampling

Student Participants	<u>Institution's name</u>	<u>Class</u>
S1	Mymensingh Zilla School	10
S2	Mymensingh Zilla School	10

S3	Cantonment public school and college, Rangpur	9
S4	Mymensingh Zilla School	9
S5	Alhaj Abdul Gani Model School	6
S6	Mukul Niketon High School	10
S7	Mymensingh Zilla School	9
S8	Cantonment Public School and college, Mymensingh	9
S9	Cantonment Public School and College, Mymensingh	9
S 10	Progressive Model High School, Mymensingh	9

Interviewee Teachers Information

First interviewee: T1

Assistant Professor, English

Government Teachers Training College, Mymensingh

Second Interviewee - T2

Assistant teacher, English

Alhaj Abdul Goni Model School, Savar

3.4 Ethical considerations

Ethical considerations are carefully maintained throughout this study to protect privacy of the participants. Before collecting data, the participants are informed about the purpose and objectives of the research. Their participation is completely voluntary, and they have the right to withdraw from the study at any time. To ensure confidentiality, the real names of the students, teachers, and institutions are not used in the study. Instead, codes such as S1, S2, T1, and T2, CO1, CO3 are used while presenting the findings. Informed consent is taken before conducting interviews, questionnaire responses, and classroom observations. The teacher interviews were recorded only with permission. The researcher also ensures that the collected data would be used only for academic purposes.

3.5 Methods of Data Collection

Theoretical framework of this study guides the researcher to design the method of data collection. For collecting data, different ways are followed. Firstly, three English teaching classes are observed in three different secondary high schools in person. The classes are observed by checking different factors of how English classes are conducted. All the three classes were forty minutes long. The observation focuses on teaching methods used by the teacher in the class. A structured observation checklist is used to record the data. The observation data is transcribed in the appendix. The class observation data are named as C01, C02, and C03 in this study for easy understanding. Secondly, for collecting students' experiences, a questionnaire is designed in google form. The students' interview is taken through google form for time constraints. Ten students of different Bengali medium high schools have participated in the interview. Bangla medium students are selected for participating as the study is based on secondary Bangla medium schools. The students interview questionnaire consists of the same questions. The questions are mostly open ended that allow students to express their opinion. The questions focus on students, speaking difficulties, their findings and confidence level, classroom experiences and their opinions in terms of changing the students' poor condition in speaking. The students are named as S1/ S2/ S3...S10 to incorporate their shared data in the following sections of this study.

Furthermore, two English teachers are interviewed. The questions of the teacher interview are different from the questions made for the students. Both of the teachers' interviews are recorded using mobile phones and the teacher's interviews are 10 to 12 minutes long.

3.6 Sampling: Purposive Sampling

In this study, the participants and the classroom observation locations are determined with purposive sampling. Purposive sampling is an appropriate sampling technique in qualitative research because it makes it possible for the researcher to choose the participants who have relevant expertise on the research topic (Creswell & Poth, 2018). As the study is conducted to investigate the causes of the low speaking English ability and to propose pedagogical implications, participants are chosen relevant to the study.

For interviews with teachers, two English teachers are purposively chosen. One of them is a master trainer and teaches in Government Teachers' Training College, Mymensingh. This teacher is chosen for his/her expertise in English teaching, teacher training, classroom teaching and pedagogy. As a master trainer, it is expected that this teacher would be able to share his/her knowledge about teaching speaking skills, gaps between the curriculum and the classroom practice, and teaching and learning issues. The other teacher is a high school English teacher in Bangladesh. This teacher is chosen because he/she has first-hand experience of teaching secondary-level Bangla medium students and can give practical

insights into the students' speaking problems, classroom activities, classroom environment and examination pressure.

Besides the interviews with teachers, ten Bangla medium secondary-level students are also given their written responses to a questionnaire through Google Forms. They are selected as the research is about them and they have first-hand experience of studying English in Bangla medium high schools. The students feedback provides information on their perceptions of their speaking problems, classroom teaching-learning practices, self-confidence, peer pressure and opportunities to speak English.

In addition, three classes of English lessons in Bangla medium high schools are observed. These are purposely chosen as classroom observations are needed to understand classroom teaching-learning practices. Three classes are observed with a checklist and an overall summary. The checklist is adapted from the theoretical framework of this study. Additionally, the researcher recalls the relevant terms that may assist or prevent the students from achieving speaking skill. This helps the study to match teachers' and students' responses with classroom practices. Thus, purposive sampling enables the researcher to gather relevant data from the participants and the classroom practices that are closely related to the research questions.

3.7 Limitations of The Study

There are a number of limitations to this study that should be noted. Firstly, only ten students, two teachers, and three classroom observations are included in the study. As a result, the results may not accurately reflect the experiences of all Bangla-medium secondary school students in Bangladesh. Secondly, time constraints prevent the researcher from conducting in-person interviews or long-term classroom observations with all student participants. The students' responses are gathered using Google Forms, which may have limited spontaneous and detailed explanations.

In addition, the study mainly relies on qualitative data. Although qualitative research provides in-depth insights into participants' experiences and perceptions, the absence of large-scale quantitative data limits the generalizability of the data. Lastly, this study primarily examines the obstacles and pedagogical concerns associated with the development of speaking skills. Other significant variables that are not thoroughly examined included socioeconomic status, parental influence, access to technology, and geographical variations. In order to obtain a more thorough grasp of Bangladeshi students' difficulties speaking English, future researchers might look into these areas. .

3.8 Data Analysis Method

This study adopts a qualitative approach to analyzing data. Prior to the study, the collected data are analyzed using thematic analysis. Thematic analysis is helpful in qualitative

studies as it can help to identify, organize and interpret patterns or themes in the data (Braun & Clarke, 2006).

First the responses of the teachers are read a number of times to get the general sense. Next, key points were marked and labelled. The codes are drawn on problems, like- lack of speaking practice, lack of confidence, fear of making mistakes, teacher-centered teaching, use of GTM, lack of CLT, examination pressure, class size and lack of exposure to English outside the classroom that are learnt from the literature review. Secondly, students' responses, that are obtained from google forms, are also reviewed. The responses are grouped according to common themes in their experiences. For instance, students' responses on fear, shyness, lack of vocabulary and pronunciation, and peer pressure are collected under psychological and linguistic barriers. Moreover, the limited closed-ended questions of the google form, are presented descriptively to complement the qualitative data. The classroom observation notes are also thematically analyzed. The researcher observes classroom interaction, teacher speech, student interaction, use of English/Bangla, speaking activities, classroom environment, teaching method and student involvement.

Once the data from each source has been analyzed, then the data are compared by triangulation. Triangulation is a method of using multiple data sources to strengthen the data (Denzin, 1978). The study compares the teachers' interviews, students' responses and classroom observations to determine if the same themes emerged in all three data sources.

For instance, if teachers report that students are not speaking enough and there are not many speaking activities in the class, then this is reinforced. Similarly, if students expressed fear and low confidence in their speaking skills, then it is compared to teacher views and classroom interactions.

Finally, the main themes are categorized based on the purpose of the study. The themes provided an explanation for the major reasons for Bangla medium secondary school students' low speaking ability and also possible curriculum adjustments. To conclude, the data analysis has been systematic, interpretive, and related to the research objectives.

Chapter 4

4. Findings

Data is collected from three different sources. This chapter presents the findings that are collected for this study. The collected data that were useful for the research is presented here thematically. The core theme of this chapter is to explore the speaking problems faced by the Bangla medium secondary school students. Moreover, it aims to identify the underlying reasons behind these difficulties. Here, the findings are discussed thematically. Additionally, it follows a narrative approach where participants' voices are incorporated with explanation and interpretation.

4.1 Limited Speaking Opportunities

One of the crucial findings of this study is the lack of regular speaking practices. Lack of speaking practices is strongly reflected in the collected data. This is reflected in student responses, teacher interviews, and classroom observations. It ultimately suggests that speaking is not a prioritized component of English language learning in our country's context. It is visible from the data that most of the participants describe speaking as very irregular. One student explained the classroom situation in detail. S2 says, “usually class starts with greetings, then sir explains everything. S4 also states “most of the time sir is the main speaker, we just listen”. This statement by one of the participants clearly demonstrates the passive role of students in regular English language learning classrooms.

Data from another student highlights the absence of structured speaking activities. Practice enhances speaking. Speaking activities may help enhance the speaking skills. Consequently, these responses find that speaking is not systematically included in our classroom activities. Similarly, they hardly get the opportunity to answer broadly according to the S 6. S6 further adds that it prevents them from developing fluency. Students also report about limited use of English beyond the classroom. For example, S 4 stated, I don't use English outside class because I am not confident and there is no environment. The students of secondary school aim to define that for lack of use, his confidence is decreased. The data highlights the absence of a supportive environment for practicing English regularly. Similar to the previously mentioned data, S1 and S10 reported that they mostly used Bangla in their daily communication. They add that this further reduces their exposure to spoken English. However, few students, such as S5 and S8, mentioned about their uses of English with friends or on social media, which is not consistent. Data from teachers' interviews further support these findings. T1stated, speaking skill needs regular practice, but students don't practice it either inside or outside the classroom. This statement is very crucial because it emphasizes that speaking is a skill which needs continuous practice that is currently missing. There is no alternative to practicing speaking. Karim sir further added, speaking is more like a habit formation, which needs excessive practice. The T2 adds that the teachers have to complete the syllabus within a limited time, so speaking activities are often skipped. This data shows that time pressure and syllabus completion are major barriers to implement speaking activities in the classroom. Three English language learning classrooms were observed for this study. The data or findings that are collected from the classroom observations provide further evidence of this issue. It is known from the C01

that the teacher took the entire session through explanation and reading activities. There are no speaking activities. Most of the students remain silent. In the CO2, it is found that the teacher asks a few questions and students respond with very short answers. In the last class observation, there is slightly more interaction. However, it is still controlled by the teacher. Students are not encouraged to engage in extended speaking. Considering the data together, this suggests that speaking skill is not integrated into regular classroom practices. Lack of classroom practice and real-life exposure strongly limits students' ability to develop speaking skill.

4.2 Psychological Barriers

Psychological barriers are another significant finding of this study. These specifically fears, nervousness, and lack of confidence are the psychological barriers which highly affect students' speaking ability. From the responses, it is found that most of the students feel anxious while speaking. It is justified through one student's response. One student states that whenever he attempts to try to speak English, he feels nervous. He adds that he will make mistakes and the others will laugh at his mistake. This data shows a common fear that exists among the students. Further, it reflects students' fear of being judged by others. This type of fear obviously discourages them from participating in speaking activities. Similarly, another data reflects that though he knows the answer, however he cannot give the answer in English, consequently he remains silent. This data may be impactful because this statement highlights the gap between knowledge and performance. Most student participants mentioned the same as a major issue. To illustrate, confidence is very low

because we do not practice speaking regularly. This statement made by S 5 demonstrates how closely confidence is related to practice. Furthermore, forgetting words and hesitation are also found from the students' responses. S 6 mentions that sometimes he forgets words and gets nervous while speaking. This indicates that psychological factors and linguistic limitations are interconnected. However, there is some variation found among the students' responses. S8 mentioned that they are comfortable while speaking with friends. However, they hesitate in front of the teacher or the whole class. Here, this data indicates that the level of confidence depends on the context of communication. Moreover, findings from classroom observation may help understand this issue regarding speaking development. In C02, many students avoided eye contact when they were asked questions. Some of the students chose to be silent and even after they are encouraged to answer. Lastly, C03 shows that the students participate slightly more. However, their responses are still limited. This suggests that fear is a major barrier which prevents students from actively participating in speaking activities. In summary, these findings indicate that psychological barriers such as fear, nervousness, and lack of confidence are significant obstacles to speaking.

4.3 Peer Influence and Classroom Environment

Peer influence and classroom environment both are important factors of this study. Both of these play a significant role in shaping students' speaking behavior according to the findings. The findings show that students are highly influenced by how their classmates

react and the classroom environment. Some of the student participants identify negative peer reaction as a major barrier. One student states that if someone makes a mistake, others laugh, that's why he does not want to speak. These data reflect that fear of embarrassment discourages students from speaking. In the same way, S9 mentions that they feel uncomfortable while speaking in front of the class. S9 adds that this happens from the fear of being judged. Additionally, these findings portray that peer pressure has the capacity to create a stressful learning environment that hinders the learning process largely. However, some students talk about positive peer influence. S5 states that if friends support him, he feels more confident to speak. S8 also mentions supportive classmates who help them overcome hesitation. These responses suggest that peer influence can play both a positive and negative role. Further, it mostly depends on the classroom environment. Moreover, students emphasize the importance of a supportive and friendly classroom environment. However, the classroom observations indicate that these types of environments are not consistently present. To mention, there are no group discussions or pair activities seen in CO 1 and CO 2. It is that most communication took place between the teacher and individual students. Overall, the findings suggest that peer influence and classroom environment play a vital role in shaping students' speaking behavior. To sum up, according to findings, a negative environment increases fear and hesitation, while a supportive environment can encourage participation.

4.4 Classroom Practices

The findings of the study indicate that classroom teaching practices are largely teacher-centered. These types of teacher-centered classrooms limit the students' opportunities to

practice speaking. From the findings, it is seen that students consistently reported about this issue. Most of the findings demonstrate that teachers dominate classroom interaction. It is justified through a participant's shared experience. S6 states that the teacher talks most of the time and they just listen. S2 states similarly to this point. S2 mentions that students are rarely asked to express their own ideas. This statement indicates that students play a passive role in the classroom. Teacher's shared insight may help understand the reason behind this phenomenon. The T2 states that because of large class sizes and limited time, it is difficult to involve all students. Another statement of the other teacher participant may help regarding this issue. The T1 states that as their education is exam-based and consequently everyone's goal is to do well in exams. Speaking is mostly skipped as teachers have to end the syllabus in limited time". This statement demonstrates that it is the system which is more responsible for the teacher-centered classrooms. Additionally, T2's statement reflects the problems, classroom size and limited time as the reasons behind the teacher-centered classrooms. Furthermore, findings of the classroom observations strongly support aforementioned results. The teacher speaks almost throughout the class with minimal student participation. In CO2, though a few students respond to the teacher's queries, other students remain silent. However, it is still controlled by the teacher. Summarizing the findings, the teacher-centered approach omits student engagement and limits speaking opportunities, which results in students' poor speaking ability.

4.5 Dominance of GTM and Limited implementation of CLT

The section of findings reflects information regarding present state of teaching approaches. Findings justify dominance of GTM in our language classrooms. On the other hand,

noticeable lack of communicative language teaching or CLT is found from the findings. Several students describe their classes as traditional and grammar-oriented. The classroom activities are largely focused on grammar and written exercises rather than communication. For instance, one of the student participants claims that they basically read and justify their reading through sitting in exams. This statement by the participant shows that learning is treated more as an academic subject than a communicative skill. In addition, students repeatedly highlight that classrooms are teacher-centered, where TTT or the teacher talking time is higher than STT or student's talking time. Moreover, students rarely get chances to talk. S6 adds that classes are mostly teacher-centered and for a limited time, students get fewer opportunities to speak. Another response goes similar to this. To illustrate, S4 states that usually class starts with greetings and a short brief on lessons and most of the time, the teacher is the main character. Consequently, these responses strongly reflect the GTM dominated environment where the teacher is the main character. The findings find an almost clear absence of communicative language teaching or CLT practices. Findings demonstrate very limited teaching activities in the classrooms. When students are asked how often they were made to give presentations in front of the class, the responses show a horrible situation. Three participants claim that they have never experienced this type of activity. Two students claim that they have rarely done it, and other participants claim it sometimes. Furthermore, the students are asked about group work in the class. Surprisingly, none of the participants confirms that they do group work most of the time or always. All the responses demonstrate rare or occasional engagement in group tasks. Particularly, one participant states that he has never been assigned to group tasks in the class. Again, there is hardly any proof that supports the

existence of CLT. In another question, students are asked about the way regular English classes are conducted. Though two responses claim that the classes are taken interactively, it does not prove actual appliance of CLT in language classrooms. However, responses show frequently that classes are teacher-centered, which fuels the argument of dominance of GTM. Seating arrangement is another important factor that may help understanding poor relevance of CLT in the classrooms. To apply CLT, classroom size, environment, seating arrangement all should be considered. In classes where there is traditional seating arrangement, it becomes hard to apply the CLT approach. From the findings, only three students are found who confirm that their classes' seating arrangement is not fixed and may be arranged as required. However, most of the student participants, seven among ten, said that their classrooms have traditional seating arrangement and it cannot be designed as required. It is another barrier to find poor implementation of CLT. The findings from the students' questionnaire show that, while communicative elements exist in some cases, they are not consistent across classrooms. Students feel the importance of communicative approaches for enhancing speaking. One of the student participants shares the importance of public speaking sessions, presentation skills. These suggestions indicate that students themselves recognize the importance of communicative practices. Teachers shared insights to this matter further help understanding this. T1 says that by using GTM teachers can explain things using their language of their own, which is easier for them. T1 adds that lesser speaking skills of the students are also responsible for this situation. T1 further added that teachers mostly follow the way they were taught or the traditional approach, which is called GTM. The T2 adds to this. T2 argues that in large classrooms, it is often not possible to do pair work or group work according to CLT, so GTM is used more. Classroom

observations further confirm these findings. Data from the first and second classroom observations show that lessons are mainly conducted through explanation, reading, and translation. Students are mostly passive and respond only when directly asked. Although there is some interaction found, it was still largely teacher-controlled. In the third classroom observation, there are limited opportunities for spontaneous communication. Overall, the combined data from students, teachers, and the classroom observations suggest that GTM remains dominant while CLT practices are limited.

4.6 Impact of The Exam-Oriented Teaching System

The findings indicate that the exam-oriented teaching system significantly affects students' speaking development. The findings indicate that the classroom practices are largely driven by examination requirements. Through the questionnaire responses, students express their experiences. Most of them express learning as exam focused. To illustrate, one student participant claims that they basically read and justify our reading through sitting in exams. This data highlights that English learning in the classroom is treated mainly as preparation for written exams. Students strongly emphasize the importance of the speaking test whenever they are asked about the speaking test. Another student states that if graded exams are taken on speaking, then it could be very helpful. Another student adds to this. S10 claims that he thinks for enhancing speaking skill in our country, arrangement of speaking tests may be crucial. Another participant shared valuable insight to this. S1 adds that if it is marked then they will give more focus on it and this way they might enhance their speaking skills. These findings reflect that as the education system is exam-oriented

and so inclusion of a speaking test may be effective regarding this problem. Teacher's shared perspective supports this finding. Teachers are asked if the exam-oriented educational system has been responsible for the scenario of speaking English. T1 replies that, in most cases, it can be said so, because the education system is exam-based and everyone's goal is to obtain good marks in exams. T1 adds, "though speaking skill is not marked, consequently students and teachers in most cases skip the particular speaking practices. Even guardians also are not aware of such things which are not marked. They think which one is not marked and why they will give efforts here. It is most common in terms of students and guardians." This finding clearly describes the reasons for the exam-oriented teaching system responsible for this poor scenario of student speaking. The T2 adds, in his experience, students are generally not interested in tasks that are not graded. Classroom observations further confirm this pattern. In the C01, C02, and C03, lessons are primarily focused on reading, writing, and explanation. There has been very little or no structured speaking activity, which shows the exam-oriented nature of teaching. Overall, the findings suggest strongly that exam-oriented educational systems highly restrict the development of speaking skills.

Chapter 5

5. Discussion

The chapter reflects the findings and presents in terms of the research questions, research objectives, literature review, and theoretical framework. The aim of this research is to understand why the students of the Bangla medium secondary school have poor speaking English skills and propose some possible pedagogical changes. The results indicate that no single aspect causes the speaking problems of students. Instead, they are the result of a number of related challenges, such as a deficiency of regular speech, a deficiency of confidence, speech anxiety, peer influence, classroom practices focused on the teacher, GTM dominance, limited CLT implementation, teaching focused on exams, limited vocabulary, and pronunciation difficulties, and limited exposure to English.

The general findings indicate that the students of the Bangla medium secondary schools are aware of the necessity to speak English, however, they are not given the required opportunities to work on this ability. This is a major concern as English is regarded as most important in academic, social and professional success. According to Jenkins (2007), the use of spoken English is desirable in the globalized world due to its lingua franca characteristics. On the same note, it is contended by Brown (2001) that good speakers of English have numerous social, academic and professional prospects. Thus, limited oral communication capacity may restrict future opportunities of students. The results of this paper demonstrate that even the students who study English long enough still find it difficult to use it in spoken language. This confirms the observation by Mahmud (2020) that

students can pass the classes but still struggle with the rest of their lives with inefficiency in English. Speaking should be prioritized to ensure the students' ability to get access to the opportunities.

5.1 Speaking Practice and Habit Formation

The responses of students, interviews with teachers and observations in the classroom demonstrate that speaking is not a priority in ordinary classroom activities. The students primarily read, write, listen to the instructor, take notes and study to take exams. Speaking activities are not regular but generally restricted to short answers to questions posed by the teachers. This result aligns with the literature review, in which Kabir and Sharmin (2012) report that one of the causes of poor speaking skill is the absence of a communicative environment. Communicative activities are becoming crucial for enhancing speaking ability. Bhattacharjee (2013) also claims that classrooms should offer the students a range of speaking activities as the chances of acquiring a language naturally are very limited. This may help the students to enhance their speaking proficiency.

Skinner's behaviorism demonstrates that speaking skill needs to be a habit developed with repetition. Students who rarely speak English in their classes will not be able to acquire oral fluency. T1 states the same that speaking is more like a habit formation and should be practiced frequently. This easily relates to the behaviorist learning theory since the more a skill is practiced and reinforced, the stronger it becomes. Students will not be able to be confident speakers solely through the memorization of grammar rules or written answers. They require frequent speaking, correction, positive reinforcement and encouragement.

The results also indicate that the classroom is the only area where students can use English since English is not commonly used outside school. According to Hasan (2011), family members and friends do not use English in informal discussion at home. It is also horrible for the learners that our culture or the society does not require speaking English in a natural setting. Similarly, Mridha and Muniruzzaman (2020) believe that students have no chance to speak in a natural environment. Consequently, students who learn through the medium of Bengali largely rely on the classroom exposure. However, when even the classes do not offer chances to speak, then the students will most probably be left out of the spoken English. This is why after a number of years of studying English, students still feel they are not able to speak with confidence.

5.2 Psychological Factors Affecting Speaking Performance

The other significant conclusion of this work is that a significant proportion of students experience a lack of confidence during speaking English. Their fear is to make mistakes, be mocked, be criticized by peers or to pronounce words wrongly. This observation relates the research of Mahmud (2017) according to which there is speaking anxiety in the Bengali medium English classrooms. It also goes in line with Ahmed (2006) who points out to large classes, lack of confidence, lack of cooperation, and limited access to a communicative environment, and shyness as the causes of poor speaking conditions among Bangladeshi students. As a result, it justifies the common reasons that hinders the speaking ability. These are serious issues that need to be worked on properly. Unless solving the issues, it might be hard to eradicate the students' speaking problem.

Moreover, the hypothesis of the affective filter of Krashen is also applicable here. Krashen (1982) claims that there are emotional variables that influence second language learning. Once students become anxious, nervous or afraid, their affective filter is high and that prevents the production of language. According to Lightbrown and Spada (2006), low affective filters could serve to motivate learners and enhance production of the second language. This theoretical point is evident in the results of this research. Students might know a few words and rules of grammar, but they are still afraid to talk as they are not safe emotionally.

Furthermore, Kumaravadivelu (2009) argues that anxiety manifests as being self-conscious, having fears of negative judgment by peers and fear of failure. These aspects are heavily manifested in the results. Other students do not talk as they are afraid to be mocked by other students. Others are uncomfortable since they think that they do not pronounce or spell well or that they do not speak well in grammar. This demonstrates that the speaking problem is not a linguistic problem only. The speaking development is also influenced by psychological factors. As a result, to enhance the speaking competence of students, activities that involve confidence building, rather than teaching grammar, are necessary. It is also indicated in the literature that the first step towards getting used to a new language and a new learning environment is to get rid of anxiety (Rochecouste et al., 2011). This indicates that teachers are not supposed to be harsh on students and establish a culture of fear in the classroom. Rather, the students are supposed to be nurtured to talk with or without errors. Errors must be made to be a normal aspect of language acquisition. The students will be more open to communication in case they are safe. Teachers by themselves

need to ensure an engaging and a friendly environment. Yashima (2002) includes that the decreased anxiety and increased perception of L2 competence results in increased willingness to communicate. The decreasing anxiety can be directly related to the willingness of students to speak English.

5.3 Role of Peer influence and classroom environment

The results indicate that peer influence has both positive and negative impacts on the development of speaking of the students. Other students are discouraged by the fact that peers mock them when they make mistakes or criticize their pronunciation. This installs terror and silence among the learners. However, other students confirm that they feel supported by friends, making them feel more confident. So, peer influence is a matter of the classroom. The result is related to Sato (2003), who recognizes quietness, shyness, fear of losing face, anxiety as causes of the low rates of speaking. Embarrassment versus fear of losing face is a crucial issue in the classroom using the Bangla medium, since students tend to get embarrassed when they make a mistake in front of others. Speaking is not like writing since oral errors are instantly perceived by other people. Students must be provided with a conducive classroom atmosphere where they can comfortably make mistakes.

Moreover, the results also confirm the significance of student-centered learning. According to Condelli and Wrigley (2009), student-centeredness promotes cooperative learning and enhances student to student interaction. Likewise, Collins and O'Brien (2003) confirm that

student-centered teaching facilitates motivation, comprehension and retention of knowledge. Provided that students are given an opportunity to work in pairs or groups, they will be able to practice English in a less humiliating scenario. Having a conversation with peers can enable students to develop confidence prior to addressing the entire classroom. This can also be explained with the help of Piaget's theory of cognitive constructivism. Students create knowledge by means of active learning and experience. In case, students merely listen to the teacher, they do not build communicative competence actively. They require peer contact, classroom activities, discussion and group work. These activities allow the students to relate language and meaning and apply English in real-life context. So, peer interaction is not to be regarded as a kind of additional work, it is to be regarded as the obligatory part of the development of speaking.

The results of the current study indicate that the English classes are predominantly teacher-centered. Classroom interaction is dominated by teachers and the students are passive listeners. Students are hardly ever questioned to give their own ideas in English. It is also observed during classroom observations that most of the classroom time is spent by teachers and students only respond when asked to do so. This aligns with Serin (2018) who says that in teacher-centered classrooms, teachers are active and students are passive. Moreover, it goes in harmony with Balla (2023) who believes that teacher-centered classrooms bring about monotony and prevent enhancing the communicative and collaborative abilities of students. The big obstacle to the development of speaking is the use of teacher-centered teaching as speaking is a productive skill. If the students are not given the chance to talk, they fail to develop the speaking ability. For instance, Boonkit

(2010) argues that speaking is a productive skill which should be built to be able to communicate in both first and second language situations. Students, therefore, require oral involvement. When teachers are talking during the lesson, the students will continue to be silent and not able to acquire fluency.

The results, however, also demonstrate that all of these issues cannot be attributed to the teachers only. Teachers are thrown into big classes, short class time, syllabus pressure and exam-oriented demands. Due to these limitations, lecture-based teaching is usually the most preferred mode of teaching by them in the country's context. Littlewood (2007) states that despite the fact that CLT encourages student-centered communication, there are always contextual constraints, which inhibit its real-world application. This is evident in the current study. Educators may also know the value of speech, yet the realities of the classroom do not allow them to make regular use of communicative activities.

Nevertheless, teacher talking time should be minimized. According to Jacobs and Farrell (2003), one of the basic concepts of CLT is the support of the autonomy of the learner. So, the classroom should be provided with greater responsibility to students. Short speaking, pair work, group discussion, dialogue practice, role playing, and presentation can be incorporated by the teachers. Speaking confidence can be built up through even minor activities that are student-centered.

5.4 English Teaching Approaches

Another major finding is that GTM is still dominant in our English classrooms. Teachers often explain lessons in their mother language, translate, teach grammar, and focus on written tests. For instance, Richards and Rodgers (2001) say that GTM emphasizes grammatical forms and translation and neglects speaking. Larsen-Freeman and Anderson (2011) also claim that GTM focuses on accuracy, not fluency and that students are passive learners. The results reveal that students know about grammar, translation and written sentences, but they are not able to speak fluently in English. This aligns with Brown's (2007) claim that to learn a language, one needs to use it meaningfully and that "drills do not make communicatively competent speakers". Students may learn about the language, but not the use of the language. To gain speaking proficiency, students need to be automatic, recall the words, pronounce them, be confident and interactive. They cannot be achieved using translation.

The literature review also mentions that traditional methods focus primarily on grammar (Islam & Stapa, 2021). It is even evident from the findings. Similarly, Gomleksiz (2007) claims that traditional methods reduce students' opportunity of being comfortable and proficient English speakers. This is also confirmed in the current research. Students' fear of grammatical errors demonstrates that the focus on accuracy can distract the learners from fluency. Students become afraid to speak when they think they have to be perfect.

However, there is no need to dismiss GTM in Bangladesh. A little bit of grammar explanation and use of Bangla might help the poor students. However, over-reliance on GTM is the problem. Here a balanced approach is needed including grammar, but not at the

expense of speaking and writing. For instance, once a grammar point has been taught, teachers can encourage students to use it in conversations. This can link accuracy and fluency.

This research indicates CLT is not perfectly implemented in the Bangla medium English classrooms though it is included in the national curriculum of Bangladesh. There is little group work, pair work, role play and spontaneous communication between students. In most cases, the

The classroom is designed with fixed desks and classrooms are not designed for communicative activities. Teachers also state that large class sizes impose problems conducting pair work and group work. Additionally, this finding agrees with Nur and Islam (2018), who conclude that CLT replaces GTM in the curriculum, however, the curricular reform has not had the desired effect. Savignon (2007) claims that CLT promotes meaningful interaction in language learning. Littlewood (2007) also states that CLT encourages student interaction through tasks. However, the classroom observations in this study reveal little student interaction and little spontaneous speaking. This justifies a mismatch between CLT curriculum policy and practice. Moreover, Bax (2003) suggests the success of CLT cannot be assessed by strict adherence to the methodology. Due to the large classes, time constraints, examination, classroom seating arrangement, and low proficiency of students, implementing full CLT in Bangla medium schools might be difficult. As a result, CLT needs to be localized. Instead of implementing ideal CLT, teachers can start with communicative tasks. For instance, they can practice having small conversations, taking

turns asking and answering questions, describing images, talking about common topics, or making one-minute talks.

The research reveals students' awareness of the importance of communicative processes. Students request some public speaking, presentations and more English conversations. This reflects that students are not reluctant to speak. They just need more opportunities and an encouraging environment. Finally, CLT activities need to be gradually and practically introduced.

5.5 Exam-oriented Education System

The research clearly demonstrates that students are influenced by the examination system in terms of speaking. Because speaking is not assessed in the public examination, students and teachers don't prioritize it. Students mostly concentrate on reading, writing, grammar and memorized content because they secure marks in these parts. For instance, Mahmud (2020) says that students may pass their exams, but are inefficient in English. It also supports the research of Nuby et al. (2019), who claim that English is supposed to be a skill subject but the assessment system does not reflect all four skills. In this country, speaking and listening are ignored in examinations. This is supported by student and teacher responses in this study along with scholarly articles. Students report if speaking is examined, they would give more effort on it. Teachers also say that unmarked activities are not valued by students and parents. Thus, the exam system has negative washback. It has an impact on teaching and learning that does not include speaking. This is a serious matter because speaking is a key component of second language acquisition (Lazaraton, 2014).

Speaking also supports the development of other skills, according to Goh and Burns (2012). When speaking is not included in exams, students get the message that speaking is not valued. This leaves a discrepancy between the intended English language learning outcomes and practice.

To resolve this issue, speaking should be gradually introduced. Schools can have brief speaking tests, presentations, role-plays, picture description, reading aloud, storytelling. If speaking is assessed, there will be a pressure for teachers to speak in class. Parents will also encourage their children to speak.

5.6 Linguistic Challenges

The study also reveals that students experience language barriers such as lack of vocabulary, pronunciation issues and fear of making grammatical errors. This has a negative impact on their confidence and fluency. Students may know what to say in their mother tongue (Bangla), but they don't know how to say it in English. This leads to stuttering and silence. This aligns with the literature which highlights the importance of exposure. Ahmed and Chowdhury (2020) write that exposure to English vocabulary and pronunciation makes learning English easier. Bangla medium students have a lack of exposure to spoken English. This hampers their pronunciation, word recall and grammar. Pronunciation fear is also linked to anxiety. When students think they will be judged on their pronunciation, they are reluctant to speak. This again goes back to Krashen's affective filter. Students' linguistic deficits are further affected by emotional stress. So, teachers

should correct pronunciation and grammar with care. The emphasis should be on clear and fluent speech, not native speaker pronunciation.

Secondly, words should be learnt in context. Students should not just memorize word definitions. They should practice new words in sentences, conversations and tasks. For instance, teachers can introduce phrases and topic-specific words before a speaking exercise. This may help them to speak more confidently.

5.7 Need for context-sensitive approach

The study suggests it's not a problem that is solely dependent on implementing a teaching approach. This research supports a context-sensitive and eclectic approach. Bax (2003) suggests language teaching should be context-sensitive, not method-based.

Kumaravadivelu (2009) stresses principled pragmatism, where teachers select techniques for learners. This is appropriate for Bangla medium secondary schools. Lecturers can explain in Bangla if needed, teach grammar effectively and help students with exam practice. They can also engage students in speaking practice. This approach can remove students' fear and build their fluency over time. For instance, the teacher can explain a grammar point and then have students practice that structure when speaking with a partner. This links the strength of GTM with the strength of CLT.

An eclectic approach is also realistic in this regard. It is not possible for teachers to assign long communicative tasks. However, the teacher can assign the students to short speaking

activities frequently. Just five minutes of pair speaking in each class can encourage students to speak. It's not as difficult as waiting for all conditions to be perfect.

5.8 Pedagogical Implications

This study has a number of pedagogical implications. First, speaking should be an integral part of English classrooms. Oral tasks are a part of our everyday life (Clampitt, 2016), and should not be neglected in language teaching. Short speaking tasks should be given regularly. Second, the classrooms should be conducive and positive. Sato (2003) points out that low speaking rates are related to shyness, fear of losing face, anxiety and irrelevant classroom activities. As a result, the teachers should eliminate fear and promote speaking. Students should not be puzzled when making errors. Rather, they should be encouraged for their efforts. Third, teachers need to transition from teacher-centered to student-centered classrooms. Balla (2023) explains that student-centered classrooms empower students and promote collaboration. Because speaking is learned through interaction, students should work in pairs, groups and collaborate on tasks. Fourth, it is very needed to assess speaking. Speaking will not be prioritized by the students without it. Students and parents are mark-focused, so speaking marks can bring about change. Finally, teacher training is necessary. They must be trained to do speaking activities in big classrooms with few resources. The training should be practical, covering both CLT theory and classroom practice.

5.9 Overall Interpretation

Ultimately, this is not an extensive study and consequently the result is also limited. This study reflects that English speaking skills of Bangla medium secondary students is not an individual issue. It is related to the education system, teaching methods, assessment, social and psychological factors. Students learn English for years but they are not exposed to sufficient input, output, interaction and feedback. So, they acquire grammar and reading skills to some extent but not speaking skills. This study supports the view that the newly designed English curriculum in Bangladesh has failed to produce the desired results, although it has been mandatory for over 12 years (Hamid & Baldauf, 2008). It also confirms that the Bangla medium students are more problematic in terms of speaking than the English medium students (Rahman, 2021). It also reveals that GTM, pressure to perform well in exams, lack of speaking opportunities and anxiety all contribute to the decline of students' fluency.

So, to increase students' speaking ability, there needs to be changes at different levels. Teachers need to adopt more communicative classrooms. Students need practice and encouragement. Schools need to encourage speaking activities. Assessments need to be designed to test speaking. And pedagogy should be contextual and balanced. If we make these improvements, Bangla medium secondary school students will hopefully become better speakers of English.

Chapter 6

6.1 Conclusion

This study investigates the factors contributing to the weak speaking ability of Bangla medium secondary school students in Bangladesh and attempts to recommend some pedagogic improvement to enhance students' speaking ability. This is not an incentive study and so the research output is also limited. Despite the fact that English has been taught as a compulsory subject for a long period of time in Bangladesh, the results of this study reveal that students still have language problems in speaking English. This issue is particularly evident among Bangla medium secondary school students who mostly learn English reading, writing and grammar but fail to learn speaking. As a result, the study has revealed that the issue is not about students' lack of interest and their weakness. It has more to do with their classroom practices, examination system, teaching methodology, psychological factors, lack of exposure and the lack of communicative environment.

The study has shown that lack of speaking practice is one of the main factors responsible for students' poor speaking skills. Another significant finding of this present study is that the classroom is still primarily teacher-centered and examination-oriented. Students listen to teachers, take notes, read and write for exams. Teachers do not include speaking activities as they need to cover the syllabus in a short period. It should be kept in mind that English is a skill subject but the public exams mainly assess reading and writing. So,

speaking and listening skills are not emphasized. This leads to a negative washback effect on both the students, teachers. Thus, unless speaking is assessed in classroom and public examinations, it will continue to be neglected.

The prevalence of the Grammar Translation Method is another significant factor in students' poor speaking performance. GTM is heavily focused on grammar, translation, reading and writing, with minimal attention given to oral communication. Richards and Rodgers (2001) argue that GTM views language learning as learning grammatical forms and skills in translation, with little emphasis on oral communication. Students require significant interaction, practice and spontaneous language use.

It is also found that Communicative Language Teaching (CLT) has not been effectively implemented in Bangla medium classrooms. While CLT aims to promote communicative competence, the classrooms still follow the traditional teacher-centered, grammar-based activities. However, the results indicate that pair work, group work, role play, presentations and discussion in the classroom are not ongoing practices. Thus, there is a gap between curriculum and practice. This research recommends implementing CLT in a context-sensitive manner. A more eclectic approach may work better in the context of Bangladesh, where teachers explain grammar when the situation demands, but at the same time include speaking tasks regularly. There are also psychological factors at play in students' difficulty in speaking. Students are often shy, anxious and fear making mistakes. They are also afraid that they will be laughed at if they misuse words or make grammatical mistakes. As a result, a positive classroom atmosphere is essential to develop students' speaking skills.

The study also reveals that students experience linguistic challenges including vocabulary, pronunciation problems and grammatical errors. These issues decrease students' self-confidence and lead to speaking reluctance. So, more exposure to spoken English through listening, classroom English, dialogues, pair work and speaking tasks is required. Speaking should not just be an additional activity; it should be part of all English classes. This study suggests some teaching improvements based on the findings. First, speaking should be a part of the regular English class with speaking activities like pair talk, role plays and discussions, presentations, describing a picture and giving short speeches. Second, teacher talk should be minimized and students should be given more speaking opportunities. Third, speaking should be assessed at the school level so that it is given importance. Fourth, teachers should be given training in carrying out speaking activities in large Bangla medium classrooms. Fifth, ensure a friendly and encouraging positive classroom environment so that students do not fear making mistakes. Lastly, a mixed approach might be applied, which includes both grammar and communicative approaches depending on students' needs and classroom conditions.

In conclusion, the lack of speaking skills of Bangla medium secondary school students is a major concern that needs to be addressed. Speaking English is essential to pursue higher education, get a job, communicate with the world, and improve one's life. Brown (2001) suggests that good English speakers have many social, academic and professional advantages, and Jenkins (2007) identifies the significance of spoken English in today's globalized world. So, students should not only learn English for examination purposes; they should learn how to communicate in English. Through improved classroom practices,

teaching-learning methods, assessment and learning environment, Bangla medium secondary school students can gain confidence and proficiency in English speaking. The development of speaking skills should be the prime objective of English language teaching in Bangladesh, rather than a minor or optional component of English learning.

6.2 Final Recommendations

For Policy Makers: Enhance teacher's training, Integrate graded speaking assessments in the syllabus.

For Teachers: Implement context sensitive teaching approaches, integrate speaking activities in lesson plans, give students more speaking opportunities.
ensure a friendly environment

For Students: Students should participate more voluntarily in speaking activities to improve their speaking skills.

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APPENDIX

Transcription of teachers interview

Teacher's code: T1

Designation : Professor, English Institution's name:

Teacher's Training College, Mymensingh.

Question :In NCTB curricular objects, speaking skill is included. In reality, how much of it is maintained in the class?

Interviewee- In reality, this gets less priority in our country. Most of the teachers skip the speaking practices.

Question: Is an exam oriented educational system reasonable for this poor scenario of speaking?

Interviewee- Yeah in most cases it can be said so. Cause, our education system is mostly exam based and everyone's goal is to obtain good marks in exams. Though speaking skill is not marked, consequently students and teachers in most cases skip the particular speaking practices. Even guardians also are not aware of such things which are not marked. They think which one is not marked and why they will give efforts here. It is most common in terms of students and guardians.

Question- In NCTB curricular system, CLT is included. However, in most cases we find usage of GTM and what are the reasons behind this?

Interviewee- By using GTM, teachers can explain things using their language of their own which is easier for them.

Additionally, the teachers are educated and good at writing and

reading. Lesser speaking skills of the teachers are also responsible for this situation. Secondly, the teachers follow the way they were taught English by their teachers in school days and so they follow the traditional way of teaching English and mostly overlook the speaking

Question- What are the main problems of students speaking among the secondary school students from your perspective?

Interviewee- The main reason behind this is that the students do not practice it. In most cases, students also need not to use the language in the classroom or outside the classroom. The main obstacle is lack of practice and practice. They are taught different structures and parts of the language in two papers of English. They know a certain amount of vocabulary also. However, for lack of interest and practice they ultimately cannot speak English fluently. Mostly, speaking skill needs a kind of Habit formation and it is not developed among our students. Consequently, they are not interested and even if they want they can't speak.

Question: Lack of speaking activities in the classroom also responsible for this? Or only students' lack of interest is reasonable for their lower proficiency in speaking English?

Interviewee: In our text books, there are speaking tasks included. However, most of our teachers simply skip this. At least speaking practices are ensured in the classroom, even the smaller part included in the lesson, definitely students' speaking skill will be enhanced.

Interview 2

Teacher's code: T2

Designation : Assistance Teacher, English School

name: Alhaj Abdul Goni High School, Savar

Teaching Experience : 06 years

Question: In NCTB curricular objects, speaking skill is included. In reality, how much of it is maintained in the class?

Interviewee: In reality, speaking skills are not given much importance. In my 5 years of teaching experience, I have seen that most teachers avoid speaking activities due to lack of time and exam-based pressure. Especially in government schools, due to the large number of students in the class (big classroom), it becomes difficult to ensure everyone's participation. As a result, even though it is in the curriculum, it is rarely implemented in practice.

Question: Is the exam-based education system responsible for the poor state of speaking skills?

Interviewee: Yes, in most cases it is responsible. Our education system is basically exam-centric and everyone's goal is to get good marks in the exam. Since there is no separate mark for speaking skills, neither teachers, students nor parents give it importance. In my experience, students are generally not interested in subjects for which there are no marks.

Question- In NCTB curricular system, CLT is included. However, in most cases we find usage of GTM and what are the reasons behind this?

Interviewee: GTM (Grammar Translation Method) is easy for teachers to use. They can explain in their own language, which can be understood in less time. Besides, many teachers themselves are not very confident in speaking. Again, they follow the traditional method as they have learned it themselves. In large classrooms, it is often not possible to do pair work or group work according to CLT, so GTM is used more.

Question: What is the main reason for the speaking weakness of secondary level students?

Interviewee: The biggest reason is lack of practice. Students get very little opportunity to use English in class or outside the class. Even though they know some grammar and vocabulary, they cannot speak fluently due to lack of regular practice. Speaking is a habit-based skill, which is developed through regular practice, but it is not developed.

Question: Is the lack of speaking activities in the class responsible for students' weakness?

Interviewee: Of course it is. Even though there are speaking tasks in the textbook, many teachers avoid them. If even a small amount of regular speaking practice can be done in the class, then the students' skills can be improved a lot. But due to large classes, it becomes difficult to conduct pair work or group work effectively.

Question: Which method is the most effective for improving speaking skills from your perspective?

Interviewee: In my opinion, Direct Method is the most effective, where English is taught in English. Adding communicative activities to it increases students' fluency. However, the reality is that it is quite challenging to conduct activities with all the students in large classes.

Question: Is the lack of skilled teachers responsible for this problem?

Interviewee: Although partly responsible, this is not the main reason. Currently, many new teachers are highly educated and skilled in English. But they are not able to fully utilize their skills because they are not properly integrated into the system and do not have the necessary environment. In addition, large classes and time constraints are also a major obstacle.

Question: What changes can policymakers make to improve the situation?

Interviewee: First, changes should be made in the assessment system. If a specific number is allocated for speaking skills, then teachers and students will give importance to it. For example, a separate practical exam can be taken for speaking.. Therefore, a transparent and impartial assessment system needs to be introduced. In addition, it is also important to reduce the number of large classes and ensure adequate training and technology.

Students' perceptions

Q1 : How are your English classes usually conducted?

S1: Interactively. However, classes are mostly teacher centered.

Especially the grammar classes. S2: Starts with a greetings session. Classes are mostly teacher centered and for a limited time students get fewer opportunities to speak. Sometimes, sir assigns the students various types of tasks. Lastly, homework is given .

S3: Twice a week

S4: depends on the lesson. Usually , class starts with greetings and a short brief on lesson. Most of the class sir is the main character . S5: Very interactively S6: Simply. Sir is the main character of our English class. Starts with a lesson and ends with giving hometasks S7: Like other classes. S8: Teacher decides a topic and tries to teach the topic in an easy way. S9: Depends on the topic. S10: Sir teaches the topic and if there is time he gives tasks or gives homeworks.

Question2: What specific difficulties do you face while speaking English in front of others? S1: Confidence, fear of mistake and being laughed at, lack of practice S2: We do not practice speaking and for this confidence is not build up among ourselves which is one of the difficulty. Fear of making mistake is another difficulties from my point of view S3: Can't remember specific words, stutter, get nervous

S4: Nervousness

S5: confidence , shortage of words,

S6: Hesitation about accent, missing words

S7: Fear of making mistakes, lack of confidence

S8: Fear, lack of confidence, fear of making grammatical mistakes
 S9: Feels lack of confidence, fear of making mistakes

S10: I get nervous about if I am getting wrong.

Question 3: How does your teacher respond to the mistakes of the students while speaking?

S1: Sir is very friendly about students and he corrects the mistakes by himself after finishing

S2: Sir always inspires us. Though we get limited opportunity to talk, and while speaking if we make any mistakes sir corrects it gently after finishing my response.

S3: Corrects them

S4: He corrects the mistakes as he explains why it is wrong

S5: gently. after completing my answer

S6: Corrects the mistake everytime

S7: In a quiet way

S8: Gently. In a positive way

S9: Not immediately. After finishing response, sir gently makes me understand the mistake

S10: Teachers always help us to solve our mistakes politely.

Question4: How do peers' reactions affect students' confidence

in speaking from your opinion?

S1: Very much. If peers are supportive students have the tendency to take risks and participate

S2: Very much. If they are inspiring, fear of making mistakes reduces and students means us will be more engaging in activities. It basically boosts up our confidence by ensuring a friendly environment

S3: highly

S4: If peers are laughing then speaking English becomes very difficult

S5: I think it is very useful. a good environment boosts our willingness to take risks

S6: Speaker gets nervous for peers' reaction

S7: I think they can help grow our confidence and it is very important in terms of speaking

S8: I think it is very effective. Peers support matters a most as it give us a friendly floor to attempt. It gives us confidence

S9: I think It's very effective. If peers are supportive, it is very influential in gaining confidence.

S10: If I am getting wrong, the students of whole class solve my mistakes in a positive way.

Question5: How important is the classroom environment for enhancing speaking skills from your perspective?

S1: Very much. A friendly and engaging environment is very needed

S2: Very much. It boosts our confidence.

S3: extremely

S4: Very much important

S5: very much. i think for speaking it is very important

S6: Very important

S7: Very much.

S8: Most important. It works as the primary step that influences students to participate fearlessly

S9: Very important

S10: The environment is more important to enhance my speaking skills, otherwise every student will not be able to recover.

Question6: What is your opinion about a speaking test for enhancing speaking skills?

S1: If it is marked and added to the subject's mark then we will give more focus on it and this way we can enhance our speaking skill

S2: We basically read and justify our reading through sitting in exams. There are no speaking test and so we do not give much importance to this and as a result our speaking skill remains weak.

S3: It really helps a student to overcome the difficulty of speaking in front of others

S4: If exams on speaking are given marks then it will be very helpful

S5: Very important to evaluate the current level of English skill

S6: I think for enhancing speaking skill in our country there are no alternative of speaking test

S7: No response.

S8: I think it will work best for us to improve and give more importance.

S9: Our education is examination oriented. So, if there is exams for speaking test hope it will be helpful

S10: Doing a English speaking test,it will recover the difficulties of this subject.

Question7: What are the barriers of enhancing speaking skills from your observation?

S1: Lack of practice, non communicative classrooms, fear, absence of a friendly classroom environment

S2: Society, lack of opportunity of speaking English, friendly weather, lack of opportunity of speaking, our societal setting

S3: Not practicing in real life communication

S4: Paying less importance towards English speaking skills

S5: environment, lack of practice , our Society

S6: Lack of using English in daily lifes

S7: Lack of practice, teaching approaches, teachin style

S8: Confidence, fear of mistakes, over importance in grammar

S9: Lack of confidence, over emphasis on grammar, fear

S10: The main barrier is not to try speak as much as need.

Question 8 : Do you support the student centered teaching approach for developing speaking skills? If yes, why?

S1: Yes. In our society, we are not likely to use English outside classroom. And even if we Don't get the chance to practice in classroom then our speaking skill can't be developed

S2: Yes. More practice can develop students speaking. In student centered teaching approach, we will get more chance to sepak and this practice of speaking may help developing our skills.

S3:Yes because students can help each other

S4: yes .cause chances of speaking is very limited in our country. if students get more chances to speak then it will enhance the speaking skill

S5: Yes

S6: Yes, more practice more fluency.

S7: Skipped it.

S8: Yes. Students should get opportunities to talk more and more

S9: Yes, it is. The more students get active in speaking the more they will learn

S10: Yes. Student centered teaching approach will improve English speaking skill and also helpful.

Question9: What changes in teaching practices can help improve students' English speaking skill?

S1: Marked speaking exams, changes in assessment and implementation of speaking tasks

S2: Speaking exams, more chances to practice

S3: speaking English must be made mandatory in the classroom

S4: Engaging more on English conversation

S5: teaching approach , different style of tasks and graded exams

S6: Public speaking sessions, Presentation skills

S7: Changes in teaching style, changes in exam system

S8: Classroom size, environment, qualityful teacher, good understanding with teacher

S9: Classroom environment, changes in lesson plan, more active tasks

S10: I think every teachers should take the class with that environment, where every students took this seriously with their own desire.

Question 10: How often do you use English in the class?

S1: Most of the time

S2: Always

S3: Sometimes

S4: A little bit

S5: Sometimes

S6: Sometimes

S7: Never

S8: Sometimes

S9: Sometimes

S10: Sometimes

Question 11: How often do your teachers use English while taking the class?

S1: Most of the time

S2: Most of the times

S3: Most of the times

S4: Most of the time

S5: Sometimes

S6: Sometimes

S7: Most of the time

S8: Sometimes

S9: Most of the time

S10: Sometimes

Question 12: How often you were assigned to group works?

S1: Sometimes

S2: Sometimes

S3: Sometimes

S4: Sometimes

S5: Rarely

S6: Never

S7: Sometimes

S8: Sometimes

S9: Rarely

S10: Rarely

Question13: How often you were made to give presentation
in front of the class? S1: Sometimes

S2: Rarely

S3: Sometimes

S4: Sometimes

S5: Never

S6: Never

S7: Sometimes

S8: Sometimes

S9: Rarely

S10: Never

Question14: What is about the seating arrangement in your
class?

Responses: Only three students said that their classes are
designed with chairs and desks which demonstrates that their
seating arrangement can be changed according to tasks. All the
other seven participants said that their classes are designed
traditionally and the seating arrangement can not be changed.

Classroom observation 1

Institution's name: Alhaj Abdul Goni Model School

Class- Seven

Lesson: Great Woman to remember (Unit 5 of the textbook)

Class duration: 40 minutes

Teaching approach indicators

Teacher explains grammar rules Explicitly - No

Teacher uses translation (English-Bangla) -Yes

Teacher encourages students to speak in English - Yes

Teacher uses communicative activities (e.g., discussion, role-play) - Yes

Student speaking Participation

Students voluntarily speak in English - NO

Students respond when asked to speak- Yes

Students interact with peers in English-no

Students show confidence while speaking- No

Students show hesitation or anxiety- Yes

Classroom interaction

Pair work assigned - Yes

Group work assigned - Yes

Student to student interaction occurs- Yes

Teacher dominates most of the talking time- NO

Classroom Environment

Was the Classroom environment supportive- Yes

Students feel comfortable speaking- Yes

Teacher gives feedback in a positive way- Yes

Mistakes are corrected constructively- Yes

Speaking Practice Opportunities

Students get sufficient speaking opportunities- Moderate

Activities focus on real life communication- No

Students express personal ideas in English- No

Overall summary : Classroom Observation 1 (CO1): The first classroom observation was a Class Seven English class of Alhaj Abdul Goni Model High School, Savar, Dhaka. The theme of the lesson was “Great Woman to Remember” from Unit 5. The observation revealed the teacher did not pay much attention to explicit grammar teaching, but translation between English and Bangla was used in the class. The teacher asked the students to speak in English and implemented some communicative activities. There were also pair work/group work and student interaction, which made the lesson more interactive than a traditional teacher-centered lesson. But, students did not spontaneously speak in English. They only spoke when the teacher invited them to. The observation also revealed students' fear and unease in speaking while the class was a welcoming environment. The teacher provided positive reinforcement and made error correction. In conclusion, this class showed some good use of communicative teaching but there was still limited voluntary speaking and confidence.

Classroom observation 2

Institutions name: Government Laboratory High School, Mymensingh

Class: Six

Lesson: Paragraph writing

Class duration: 40 minutes

Teaching approach indicators

Teacher explains grammar rules Explicitly - Yes

Teacher uses translation (English-Bangla) -Yes

Teacher encourages students to speak in English - Yes

Teacher uses communicative activities (e.g., discussion, role-play) - Yes

Student speaking Participation

Students voluntarily speak in English - NO

Students respond when asked to speak- Yes

Students interact with peers in English-no

Students show confidence while speaking- No

Students show hesitation or anxiety- Yes

Classroom interaction

Pair work assigned - Yes

Group work assigned - Yes

Student to student interaction occurs- Yes

Teacher dominates most of the talking time- NO

Classroom Environment

Was the Classroom environment supportive- Yes

Students feel comfortable speaking- No

Teacher gives feedback in a positive way- Yes

Mistakes are corrected constructively- No

Speaking Practice Opportunities

Students get sufficient speaking opportunities- Moderate

Activities focus on real life communication- No

Students express personal ideas in English- No

Observation summary: The second observation was made in a Class Six English class at Government Laboratory High School, Mymensingh. The lesson content was paragraph writing and the lesson lasted for 40 minutes. The teacher explained the rules of grammar in this class, and translated into Bangla while teaching. The teacher also instructed the students to speak in English and implemented some communicative activities. The students were involved in pair work and group work, and there was some interaction among students. But students did not speak in English by their own choice - they only spoke when they were told to. They did not speak to other students in English and were not confident. Students also exhibited signs of anxiety and fear. While the class environment was encouraging and the teacher provided positive feedback, students were not completely confident. Errors were not necessarily addressed. Students had good opportunities to speak, but the activities were not communicative and students did not share their thoughts in English. In conclusion, CO2 demonstrates that although the teacher attempted to incorporate communicative features into the classroom, the students' speaking practice was still restricted.

Class observation 3

Institution's name: Mymensingh Zilla School

Class: Nine

Lesson: Right form of verb

Class duration: 40 minutes

Teaching approach indicators

Teacher explains grammar rules Explicitly - Yes

Teacher uses translation (English-Bangla) -Yes

Teacher encourages students to speak in English - Yes

Teacher uses communicative activities (e.g., discussion, role-play) - Yes

Student speaking Participation

Students voluntarily speak in English - No

Students respond when asked to speak- Yes

Students interact with peers in English-no

Students show confidence while speaking- No

Students show hesitation or anxiety- Yes

Classroom interaction

Pair work assigned - No

Group work assigned - No

Student to student interaction occurs- No

Teacher dominates most of the talking time- Yes

Classroom Environment

Was the Classroom environment supportive- Yes

Students feel comfortable while speaking- Yes

Teacher gives feedback in a positive way- Yes

Mistakes are corrected constructively- Yes

Speaking Practice Opportunities

Students get sufficient speaking opportunities- No

Activities focus on real life communication- No

Students express personal ideas in English- No

Observation summary : The third lesson observation was in a Class Nine English class at Mymensingh Zilla School. The lesson was about the topic "Right Form of Verb" and the lesson took 40 minutes. The topic was grammar-related, so the teacher explained grammar rules to the students and used English-Bangla translation. The teacher tried to get the students to speak in English and used some communicative strategies, but the class was teacher-dominated. The students did not initiate speaking in English; they just spoke on the teacher's instructions. They didn't speak to their classmates in English and they were not confident speakers. There was also fear and nervousness. There were no pair or group work activities, and no interaction between students. The teacher spoke a great deal. Despite the supportive classroom environment, students felt at ease, and the teacher praised and made corrections to errors, students did not have enough speaking time. Students also did not have classroom activities that involved real-life communication, and they did not share their opinions in English. In all, CO3 demonstrates that the focus on grammar and teacher-dominated classroom environment restricted the students' speaking opportunities to practise fluency and spontaneous speaking.