TERTIARY STUDENTS PROBLEMS IN ENGLISH SPEAKING SKILLS: A STUDY AMONG FIRST SEMESTER PRIVATE UNIVERSITY IN DHAKA CITY

By

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A thesis submitted to Brac Institute of Languages in partial fulfillment of the requirements
for the degree of Master of Arts in TESOL

Brac Institute of Languages
November 2022

Declaration

It is hereby declared that:

1. The thesis submitted is my own original work while completing a 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.

4. I have acknowledged all main sources of help.

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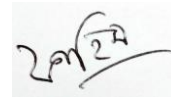
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Approval

The thesis titled "TERTIARY STUDENTS PROBLEMS IN ENGLISH SPEAKING SKILLS: A STUDY AMONG FIRST SEMESTER PRIVATE UNIVERSITY IN DHAKA CITY" submitted by

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of Spring 2021 has been accepted as satisfactory in partial fulfilment of the requirement for the

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Ethical Statement

I declare that the thesis titled "TERTIARY STUDENTS PROBLEMS IN ENGLISH SPEAKING SKILLS: A STUDY AMONG FIRST SEMESTER PRIVATE UNIVERSITY IN DHAKA CITY" is submitted to the BRAC Institute of Languages (BIL), BRAC University, in partial fulfilment of the degree MA in TESOL. I want to add that no part of this dissertation copied or plagiarised from other published or unpublished work of other writers, and all materials borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in the appropriate place(s). I understand that the program conferred on me may be cancelled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and contains materials copied, plagiarized, or borrowed without proper acknowledgment.

Abstract

The modern educated generation understands the value of speaking in English. However, speaking is mostly an undervalued skill at the secondary level in Bangladesh. Though nowadays university-level students are eager to improve their English speaking, this skill is not well-practiced at SSC (Secondary School Certificate) level and HSC (Higher Secondary Certificate) level. Actually, in the secondary and higher secondary level, the institutions and teachers both ignore the speaking skills. They mostly focus on improving their writing skills. Parents also do so. The main factors behind it, are the assessment system of the SSC and HSC. Most of the time, students memorize the topic and write this on the exam paper. For this reason, they face huge problems in the university. They feel fear and do not do better in the examinations. They also feel fear to speak in English. So, they lose their confidence. However, they also struggle to solve this issue. There are hardly some research on this topic. Hence, this paper is an exploratory study that investigated the problems that students face in the first year of university and what they do to recover from the situation. To justify the title several secondary level students from urban and rural areas were observed. For the research, a mixed-method was adopted involving both quantitative and qualitative data to get a variety of in-depth understanding data. After collecting the data, the results of the survey were analyzed using SPSS to interpret the information gathered.

Acknowledgement

All praises go to Almighty Allah for the blessings. I would like to wholeheartedly thank my thesis supervisor Dr. Faheem Hasan Shahed, Associate Professor and former Coordinator of MA in TESOL program at BIL, for his guidance, beneficial and timely advice that kept me motivated. Without his support it was impossible for me to complete my thesis. Also, his unique ways to inspire his students are praiseworthy

I would like to thank the participants in the interviews, all the students and teachers who facilitated the process of data collection. Their spontaneous response, unhesitant attitude helped me to carry out my research work smoothly.

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Table of Contents

Chapter 1

Introduction:

Currently, English is the most broadly learned and taught language all over the world. In Bangladesh, it is taught as a foreign language. It has four skills including reading, writing, listening, and speaking skills. Tertiary level students are always facing difficulties in the preliminary stage of the university level. Speaking and listening have interconnected with each other. The fact is, these two are the most underrated skills not only at the secondary level in Bangladesh but also at the higher secondary level. For this reason, tertiary-level students face problems in the preliminary stage. At this level, students are required to do the presentation. Most of the time, they can't do the first presentation properly. This is because they have no experience. They feel shy.

There are various reasons behind this big issue. Ultimately, students are the victims. They face huge problems in the university. In the primary stage, they could not develop their basics. For this reason, they suffer a lot. They cannot also share their feelings with others. That is why they face trouble mentally. Thus, an initiative is taken to find out the problems the university-level students faced and what actions they take to solve this issue.

In school and college, most of the time, this has been seen, in the English class, teachers use Bangla. In terms of writing, they allow the students to write. For this reason, students are only getting chance to develop their writing skills. There is no individual marking on speaking skills. For this reason, they do not perform properly in the university level. However, most of the time they give an explanation "Bangla is my mother tongue and I felt connected and anxiety free when I use it in my class along with that I am not an inborn English speaker." I was wondered to discover the explanations why they used first language even when they were trying to study English all together. I measured that as Bangladesh is absolutely a monolingual country, but, English is mandatory.

Students do not get the chance to improve their English spoken skill. So, in the university 1st semester they face huge issues. Sometimes, they face troubles to cope up. However, till now, this is not cleared what sorts of problems they faced. This study has tried to find out the problems they faced in the university 1st semester. The researcher also tried to find out how they face these and tried to find out the solutions.

Before going straight into scrutinizing and evaluating students' and teachers' attitudes regarding this issue, we surveyed what sorts of problems that have been faced by the students and how they faced these. We underwent some of the issues which had been responsible for this fact.

Language Teaching Method and National Curriculum System

Throughout the history, many English Language-teaching methods have come into existence. However, in our country, in most cases, Grammar Translation Method (GTM) is being used in schools and colleges. After coming to the university, students face communicative language teaching method. For this reason, they always treat English as a subject, not as a language. Thus, they just memorize the topics for getting the marks.

GTM method is spread all over. However, many advanced method has been introduced. By adopting some others methods, it might possible to make students agree to use English fluently in the class. In the root level, it is important to develop the English speaking skills. Communicative language teaching method is more popular in our country. In the university 1st semester, many students tried to develop their skills through this method. Besides this, the task-based method is also popular. By doing different types of activities, students are learning English. But, these are mostly used in the university level not in the school and college.

However, if they get they learn English as a language, they might be able to speak fluently. In our national curriculum, this has been seen, the all marks are in the writing skills. So, students can develop their writing skills, but they always hesitate to speak. But, in the official works, it is important to use English. Many students face troubles in terms of speaking English. After coming to the university, students are required to do various types of activities. So, they really get little time to develop their English spoken skills.

There is a several kinds of opinions on how to fix or solve this issue which has fabricated it even much more perplexing to the students to either use it or not as they succeed in surviving or dealing with different teachers who either inspire or prohibit it. In this paper, we will explore or find out what and students' problems, how they face it, and the attitudes of teachers and students regarding this fact.

Aim of the Study

The aim of this study was to discover students' problems regarding speaking English, how they face it and what the possible solutions are for this. There are huge problems are faced by university 1st year students. To cope with the situation, they might take some steps. Therefore, the prime concern of the research was to what problems they faced while speaking in English and what sort of actions they took to solve these problems. The analyses focused on the troubles of the students in the university 1st semester. To sort out this, more than a 100 students actively participated in the survey. For interview purpose five students and teachers participated.

Research Questions:

This study tried to find out the answers to the following questions.

1. What problems do the 1st year university students face while speaking English?

2. How do they face these problems?

3. What sorts of actions so they take to solve these problems?

Significant of the study

The objectives of the study were:

- Discovering the problems of 1st year university students regarding English speaking skills

- Finding out how they face these problems

- Understanding the actions they take to solve these problems

The Rationale of the Study

It was important to know the reasons, what sorts of situations; students were facing because of their poor English speaking skills, and how they faced it. By gaining knowledge about these issues, students in school and college level would become conscious about this fact. They will try to improve themselves. The teachers will also try to help the students to develop their skills. Besides these, the university 1st semester students will be able to know about the solutions of their problems. This study may give the students and teachers a clear vision regarding this fact.

Limitations:

Although the researcher had an attempt to find answers but, there were some unavoidable limitations. Certainly, this issue needed more rigorous research and much time. For this research, researcher did not get much time, this was the main obstacle. To take the interview of the students was not so easy because most of them were indifferent about giving answers ofthe questions. Researcher tried to overcome those limitation and gave full effort to make the questionnaire survey and interviews fruitful.

Chapter2

Literature Review

In Bangladesh, English is the most important foreign language. English is used only for functional purposes, not for interpersonal communication. (Chowdhury, 2019). This is why speaking has an undermined value in all sectors of Bangladesh. Actually, in different stages of education, different types of English books are offered for the students. Such as, English Grammar and Composition, Compulsory English, and so on. However, these are provided to develop the skills of the students. From the beginning, students are always emphasized on writing skills as this is important for getting marks. For this reason, Speaking is always neglected. But, it has bad consequences; Students face issue regarding this when they appear for the job interviews (Y Bayyurt Teacher Development 10 (2), 233-247). They cannot be able to introduce themselves in English. Then, they feelthe necessity of learning English and start to do course on speaking. This paper tries to cast a deeper look into the students and their views about their challenges what they face to survive in the university 1st year.

This literature review is organized into three main fragments. In the first segment, I will scrutinize some key concept that inspected what challenges they faced. In the second segment, I will examine thoroughly in order to determine students' nature of attitudes towards the challanges. The third segment will look into the teachers' attitudes towards those challenges and trying to find out the solutions.

In Shampa Iftikhar (2006) Huebner (1960) says, "speaking is a skill used by someone in daily life communication by many repetitions, it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages" (p.5). According to Shampa (2006), in psycholinguistics, speaking is s productive language skill. However, as students are not monitored properly, they face big problems in the preliminary level of

University. This is important to develop the speaking skills. Because, day by day, the level of education become harder. For example, in graduation level, students are needed to read all the subjects in English. They need to give presentation and viva. For this reason, if they cannot develop the skills, they may face major issue.

"The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life" (twinkl).Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skills is so important for ESL students and EAL students too. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

There are four elements of speaking skills, such as vocabulary, grammar, pronunciation, and fluency (twinkl). It is very important to choose the right words so that a person can speak properly. In our countries' perspective, students mostly focus on developing grammar. When they speak, they always conscious about grammar. For this reason, they face issue. But, in our country, from the beginning, teachers are busy to teach grammar to the learners. However, the ultimate result is not so good. On the other hand, pronunciation and fluency is also important for developing speaking skills. When a person becomes fluent, it would be easy to communication. Pronunciation is important to communicate properly. However, if one's pronunciation is correct, another person will not understand the meaning.

Someone's fluency in speaking indicates his or her competence in that language. A person may write without proper knowledge of grammar and sentence structure; he or she can read without proper pronunciation, listen without proper listening skills; whereas, speaking skills depend on the total knowledge of a language (vocabulary, grammar, sentence structure, listening, etc). When we take part in an interaction, we not only speak but also listen. If we use the wrong English, we fail to communicate properly and get instant feedback on this failure. It is an important part of everyday interaction. The first impression of a person's language skill depends on his/her ability to speak fluently and comprehensively (Matin, 2013). When the students cannot make the first impression better, they become afraid. Some teachers also try to motivate them.

Parupalli Srinibas S Rao (2019), Speaking skills are very important for learners to sustain in this globally competitive World. Therefore, the English teachers have to introduce a variety of techniques in their classrooms by selecting simple and useful material that creates more interest and attentiveness among the ELLs towards learning speaking skills. Day by day, competition are increasing. So, if the person does not know how to communicate in English, they may not sustain in the global world. However, fundamental courses are offered to the students. But, the main fact is, their previous lacking create problems. "Speaking skills are themost important skills for ELLs as they are very useful for them in exhibiting their communication skills for various purposes. Hence, the teachers have to take a special interestin improving the speaking skills of the ELLS. For this purpose, the teachers have to refer to the latest material related to and try to adopt several techniques and methods" (Rao, 2019).

Teachers should need to take proper training which may help them to make the students skilled. English is the international language and it is important to develop communicative skills in English. That is why, in the classroom, teachers, and students both are needed to speak in

English (Rao, 2019). However, in the Bangla medium schools and college, teachers and students hardly speak English. So, students do not get the confidence to speak English at the tertiary level.

Tertiary students face several problems while learning English and for being proficient at language. When they follow strict rules and regulations, sometimes they lose the spontaneity of their talent or skills. And for some others, it is almost impossible to grasp such rules. Actually, because of grammatical rules, students find the language harder. According to the critical hypothesis, it is really difficult to learn a new language after the critical period (SRINIBAS S Rao, 2019)

According to Natalia Rahayu (2015), two factors mostly hinder the problems of speaking English. One is external and another is internal. The students' still lack of understanding of grammatical patterns, incorrect pronunciation, and they limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline, fear of making mistake and environment factors. Besides, they also have a psychological problem such as lack motivation. The main factors of students' problems because the environmental factors which do not support them to implement English in daily language communication. From this factor also have a big effect for students that they lack of motivation and seldom to practice English. These show that students still have many problems of speaking English. Therefore, the teacher could give the effective strategies to overcome students' problems. And the management also has evaluated the language program in order to overcome the obstacles that hinder because of human resources does not apply daily language program effectively. It happens because they have a different educational background, that which makes them hard to use foreign language every day, and this is also an obstacle for

official in applying everyday language. Finally, this case needs management attention to evaluate the strategies to overcome the problems in speaking English daily language program.

Besides, Richards (Richards,J.C.2008.Teaching Listening and Speaking form Theory to Practice.Cambridge University Press 2002:201) states a large percentage of the world's language, the learners study English in order to develop proficiency in speaking. In short, the ability of English is measured by the result in speaking skill or oral communication. For this reason, students feel necessity when they need it. They learn it as a subject not a language. But, to speak in Englishproperly, it is important to learn it as a language. As stated by Richards and Renandya (2002:210) that speaking is one of the central elements of communication. It means that speaking is very essential, and someone can express his or her feeling, emotion, and idea by speaking. When a person will be used to use English language in common conversation, he orshe will feel comfortable with it. As a result, he or she will become fluent. But, as the grammatical errors are always shown to them, they cannot be able to develop their confidence level. So, for this reason, they face multiple problems.

According to Nipa Bhattacharjee (Bhattacharjee,N.2013 Developing speaking skill at secondary and higher secondary levels: Problems and few recommendations.), under SSC, provision is not kept to judge students' oral performance; no tests are given to them to assess their proficiency in speaking. At the SSClevel, we have 100 marks allocated to English. But the fact is that learners never attend any speaking classes nor do they appear in any viva or oral part. The mystery, how far they are learning to speak the language, remains unknown and unsolved until they attempt to further studies. For this reason, students cannot be able to improve their speaking skills. As a result, inthe Honors 1st year, they feel fear to communicate with the teacher in English. Most of the time,they avoid the conversation. However, in the tertiary level, it is really tough to cope with the stage. Because, they need to read all the subjects in English. So, they do not get the good result.

However, it is really tough to fill up the lacking of almost 12 years. So, in this study, we tried to find out solutions of their problems.

The English textbooks provided by the Textbook Board for the SSC contain some activities on speaking, like storytelling, dialogue making (English for Today for 9-10 and 11-12), but very few teachers and students practice these activities in classrooms. They remain busy practicing reading comprehension and writing composition as the question papers of the board exams do not contain any part for speaking and listening (Sample question papers from 2006 to 2010). The students do not have to present anything during their classes and face viva. As almost all important examinations do not include oral tests, both teachers and students neglect practicing oral English. It seems to them their main purpose of language skill development is reading not speaking, (Matin, 2013).

 In the early stage, students can easily develop the foundation. After that, it is really tough to capture the language. Between ages four to eight, learners are more curious. For this reason, they can easily learn any language, (Akbayeva et al, 2015). As the learners do not get this chance, they face big issues in the further stage. In the primary stage, teachers need to teach English by applying different methods. They should involve the students in the classroom via story-telling (Hodson, 2012). However, it has not been seen at the primary level. Teachers are also need to update themselves. From the pre-primary, the authority should focus on developing the English spoken skills of the learners. There are many English version school and college in Bangladesh but the proper service is not given. Many teachers are not knowledgeable enough to teach the students. When someone speaking they should be able to make meaning depending on the context of the information. For example: context of situation and on the participation.

From the definition above, it can be conclude that speaking is the process of expressing ideas to construct meaning. But, many teachers cannot be able to find the exact word.

English is treated worldwide as a language for wider communication. For this reason, at the tertiary level, the students take different types of steps to cope with the situation. Many universities offer fundamental courses to develop the skills (Jahan & Islam, 2013). In Bangladeshi private universities, many departments offer some fundamental courses so that the students can develop their base and do not face difficulties to go ahead. But, sometimes, they become afraid and do not be able to develop their skills. As in the tertiary level, English is used as the medium of instruction. Students face issues. They cannot get the lesson and struggle to cope with the situation. This is one kind of European colonial system in Asia and Africa, (Islam, 2013). However, some teachers also give counseling to the learners to develop their skills.

According to Doylag and Gulen (2012), there is a lack of confidence in many students. They are not properly interested to do higher studies. However, most of the time. Their affective filter becomes so high, and they cannot be able to solve this issue. In this research paper, we will try to highlight the major issues of them as a student of university 1st year.

Students give importance to their teachers to play the role of communication. Students expect teachers to be authority figures and the teaching method to conform to the traditional teacher-centered approach" (Farooqui, 2007)**.** Since people are monolingual in Bangladesh, students do not need to use English outside the class (Paul, 2012). There are several factors that affect students' performance in speaking English fluently. They are scared about committing mistakes while they speak. They cannot also express themselves well or adequately because they lack adequate and appropriate vocabulary. Another factor that makes students hesitate to

speak in English is that they are shy and nervous. They feel fearful to speak English in front of other people because they lack confidence in their own competence in English. So, it is important to help the learners overcome their anxiety, nervousness, and fear with encouraging words. A good atmosphere and a suitable environment can also help students to speak actively, correctly, and fluently (Mueen, 1992). In this study, we will try to find out how they cope up with this situation. In this study, we will try ti highlight the specific challenges.

According to Paul, (2012), one of the most challenging difficulties in learning a second language is finding ways to improve one's oral fluency. Whenever the students are given some verbal task in the group, they just start talking in their mother tongue. Although they may want to express their ideas orally in English but they find themselves unable to do it. The major reason behind all this is that they do not have proper knowledge of a target language. The former studies did not try to evaluate students' towards the challenges. In this research, we will also explore the proper solutions.

Mueen 1992, disclosed that the difficulties faced or felt by the students in speaking can be divided into two kinds of problems, namely linguistic problems and non- linguistic problems. There are three difficulties related to linguistic problems which are— lack of vocabulary, lack of grammatical knowledge, and poor pronunciation. On the other hand, the 9 difficulties that deal with non-linguistic problems are: 'not being brave to speak', 'not being confident to speak', 'being afraid of speaking', 'being afraid of making errors', 'being afraid of being mocked by friends', 'being nervous of speaking', 'not used to talking in class', 'difficult to express words or sentences', and ' confused how to use appropriate words.' The former research showed the main facts which cause this issue. But, this research cannot be able to find out how to solve this.

Studying the difficulties Indian students faced in learning English as a second language, a study revealed that the major barriers behind achieving mastery over English as a second language has been identified as the rural academic and socio-economic background of the students, bilingual method of teaching, negative influence of examination system, education system encouraging learning strategy like memorization; nonetheless pragmatic practice and drills were not imparted in the classroom. The study suggested that students must be encouraged, guided and counseled properly by the teachers to improve the condition. In this research, the researchers tried to suggest some solutions for this. However, the study did not clear the specific attitudes of the teachers towards these challenges.

In this study directed by Mahmoudi and Amirkhiz (2011), both low and high level students in termed of their proficiency believed that the English language is not their mother tongue should rule English classroom interaction. The findings of the study showed tag Nazary (2008) bring into line with result from former studies regarding the students' challenges, teacher think that students do not put concentration on developing their skills. Sometimes, they do not understand the topic and want to carry out the conversation in Bangla. For this reason, they cannot be able to develop their proficiency level. This study also suggests that, if they can be able to use the English regularly in their communication, it might be possible to solve the difficulties of speaking English. However, this study did not show the solutions for the university 1st year students. So, here we tried to find out the solution which might create a impact.

It is important to use English in real life communication. Only it can help to develop the speaking skills. Otherwise, it will be really tough to reduce the fear of speaking English. This is also important to make some changes in the academic curriculum so that students can get the chance to become fluent in English.

Chapter 3

Research Design and Methodology

The collection and analysis or breakdown for the data assembled using the interview questions, questionnaire took a number of steps to perform an action in order to investigate the study. The first initiative to choose as being the best or most suitable participants of the study. Then, the next step or follow up action was to prepare the materials that would make ready or fit or suitable beforehand which assist to answer the study questions and find a solution to a problem or dilemma of the study and successfully fulfill or resolve the purpose and objectives of the study. The final and furthest initiative was to plan the steps to decide on and make arrangements for in advance to examine the collected data from the participants using the interviews. The subsequent diagram or chart displays the procedures collected from the materials which putting together to the final part of the analysis and discussion.

With the intention of reaching the phase of data analysis, it was first required to detect or identify the participants for the existing study. Afterward, the materials to stand in need of data collection were generated to bring the issue into existence. The study had two forms of data, interviews of the teachers and students, and questionnaire. Once the data were gathered or collected, a thorough study doing a careful and detailed analysis of the problem was conducted or carried out to reach a conclusion to regulate. The succeeding pages detail the aspect of the procedure.

Design:

This study followed the mixed method to conduct the research. Here, the researcher chose both quantitative and qualitative method which were followed by questionnaire, teachers' and students' individual interviews. All these methodologies were given an equivalent significance

in the research with the equal contribution and augmentation to the data. Data were collected using a questionnaire from 1ˢᵗ year university students and taking some individual interviews respectively.

Participants:

As the study inspected the tertiary students 'problems in English speaking skills, the participants in the study was 1ˢᵗ year university students of department of English. There were 100 participants from five universities. In this study, the participants were from Bangla medium background.

After sending emails requesting for attending interviews, five participants (five students and three teachers from the reputed universities) agreed to do face-to-face interviews. During the period of time, the researcher sent emails to all of them. One was at hand to do an interview promptly during the data collection process. The second and third persons who give their consent to take participation in an interview was also communicated via email and cell phone. They agreed to meet in their work places and provide their valuable time to get through for the interview. Additional five participants did not reply to the emails that were sent wishing supplementary information about a time and place for meeting a specified purpose. Finally, after sending messages through Facebook messengers, they agreed to participate in one-to-one follow up interviews.

It was necessary to make a comfortable environment during the time of taking interviews. As a result, the participants responded amicably. The two interviews in this study were held either in the participants' work place where they feel more relax, secured, and comfortable to carry

out the interview which actually fulfill the requirements of the study. Five of them were the university 1st year students who were the real witnessed of these issues.

Instruments:

Materials which are put to use for studies typically to be influenced or determined by the questions of each study. Researchers and investigators try to emphasize an effort to develop or accomplish the surveys that assist them to assume or reach conclusions. The kinds of questions also are in need of because it is essential to be relevant or suitable for the desired participants. All types of surveys require a title to give the research participants a understanding of the topic that will be explored in the survey. They also require a short description of the purpose of the survey and what kind of result will be come depending on the survey.

The recent study consisted of two sets of materials in two phases. Phase one was contained with a face to face interview questionnaire which has a total number of 6 questions (see appendix for the interview questions). The first segment of the interview referred some reasons both teachers and students for facing difficulties in English speaking skills. Specifically, they were asked to bring some solutions in the mind as a result of consideration how to solve this issue quickly. The second segment of the interview questionnaire includes ten questions regarding the problems faced by the university 1st semester students.

The questions which are asked in the interview questions from two sources. The first source was the literature review presided over prior to out setting it beginning the study. The second and main source was students and teachers who were unofficially carried out a poll to find out what sorts of problems are faced by the learners and how to overcome these.

This research maintained a survey questionnaire method for collecting quantitative data. Charts have been made to show the percentage which have been represented in this study. Besides this, opinions from teachers and students were taken regarding this issue.

Data Collection Procedure:

The study underwent a number of steps during data collection. It was quite stress-free for the researcher as the Head of the program was familiar to the researcher. Accordingly the researcher followed the formal procedures by sending a formal letter referred to his soliciting his approval for giving a face to face interview following an email which carried out with a short elucidation of the grounds of the purpose of the study and what the participants were needed to do. If any students or teachers did not want to participate in the interview, they could say that in a respectful and considerate manner. Even if any participants wanted they could easily withdraw from the study at any point of the current study.

The researcher made a contact with the Chair of the English Department and asked him if she could contact the teachers in this program to ask if they would participate in the face-to-face interviews. The researcher also contacted the teachers regarding interview session. They also agreed to participate in follow-up face-to-face interviews. When the research participants agreed to follow-up interview, they were asked to give their contact information to be contacted in pursuance of setting up a time and place for the face-to-face interviews. They were still able to withdraw from the interview at the very moment. The written documents of the interviews have been kept. Names and emails of the participants were erased from the written files when referring to them in the study and it was maintained to keep the anonymity.

Ethical Consideration:

Ethical issues were necessary while doing this research. The ethical issues were always in the researcher's mind. While interviewing, the researcher made sure that nobody's name would be

mentioned. So that, they would be feel free to response. Confidentiality was highly maintained regarding any useful information from any part participant and at the same time the researcher did the research in a legal way. It was made sure that, through this research any individual, institution or any public figure would not be affected.
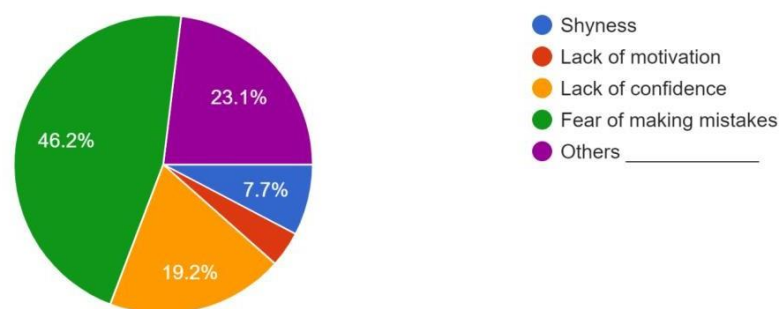
Chapter 4

4.0 Findings of the Survey:

Here, the charts have been shown and discussed. The charts showed the points of view of the 1st year students from different private universities.

1. What sort of common problems do you face while speaking English?
26 responses

- Shyness
- Lack of motivation
- Lack of confidence
- Fear of making mistakes
- Others _____

46.2%
23.1%
7.7%
19.2%

This has been seen that, most of the students cannot be able to speak in English as they feel fear to make mistakes. 46.2 % students thought that they might make grammatical mistakes. Then, some students gave others opinions. 23.1% students do not think, these reasons are responsible for their problems. On the other side, 19.2 % students think, due to lack of confidence, they cannot be able to speak properly. Besides these, 7.7 students cannot be able to speak English fluently because of their shyness. However, this is cleared from the survey that most of the students feel fear to speak English. They think, if they start to talk, they might make mistakes. For this reason, they do not communicate in English.

However, no students think, because of lack of motivation, they are not doing well in speaking. So, this might be said that teachers and guardians are giving motivation to them for speaking in English. As the students firstly start to learn English through grammar, so they always feel

fear about the rules and regulation of grammar. They always think, they have to maintain the grammatical rules while speaking. So, it's big obstacle for them.

2. Which issues are challenging for you?
26 responses
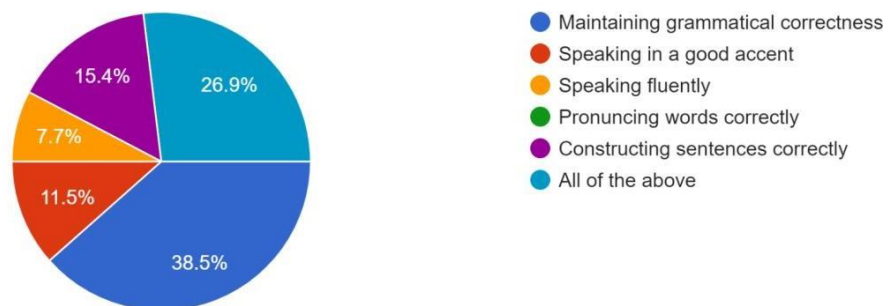
38.5% students think, it is tough to maintain grammatical functions. So, this issue is a big challenge for them. However, 26.9% believe that all of the options are challenging to them. 15.4% students cannot be able to construct sentence correctly. 11.5% learners think, without speaking in right accent, it is not appropriate to speak in English. For this reason, they are not comfortable while speaking English. Most of the students think all of these issues are responsible for this fact. Actually, pronunciation, accent, fluency become corrected with the flow of time. However, it is important to speak English properly. This is seen that many students become confused when they start to speak. So, in the middle of the time, they become stopped. Some pronunciation did not match with the spelling. That's why many students make mistakes while speaking.

These issues are significant. Most of the university 1st year students face these troubles. So, they face problems. Due to the grammatical issues, they cannot be able to construct the

sentences properly. Fear is also responsible for their lack of fluency, lack of good accent, and wrong pronunciation.

3. According to you, why are students weak in English?
26 responses
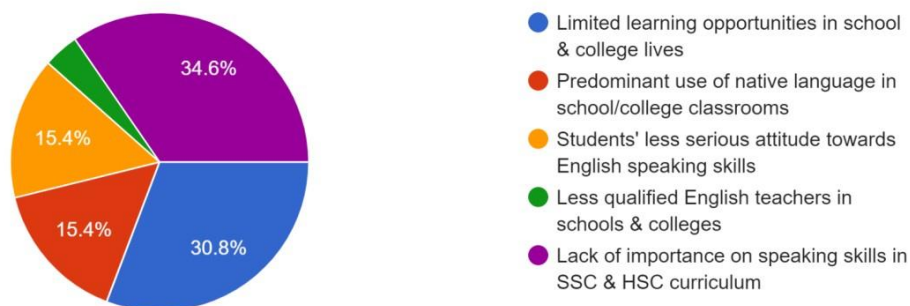
This is seen that most of the students believe, as in HSC and SSC curriculum, authority does not emphasize the speaking skills. For this reason, they cannot be able to speak fluently.34.6% students think because of limited learning opportunities in school and college lives, they become weak in English. As the marks are not distributed in the speaking skills, 15.4% students think, this is why they are less serious about this issue. Besides this, others also think as native language are also used in English class, students do not learn this language properly. However, no one think, less qualified English teachers teach English in school and college level.

However, it is important to distribute the marks in four skills. Such as writing skill, reading skill, speaking skill, and listening skill. This is seen, most of the time, writing skills are emphasized by the schools and teachers. So, students do not feel the necessity to develop their speaking skills. If they get the numbers in this skills, they might be more serious regarding this fact. Many students just learn English for getting good marks in the examination. They are not

bothered about developing their skills. They do not even communicate in English with others in English class. They speak in their native language.So, in the university level, when they need to do all the courses in English, they face troubles.

4. Do you think, it is important to add an extra speaking course in the higher secondary level to develop speaking skills?
26 responses

- Of course
- Yes, to some extent
- Not really
- Never

26.9%

69.2%
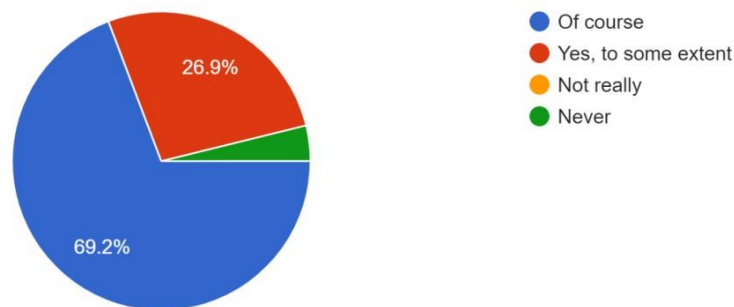
69.2% students think, extra speaking course is important to add in the higher secondary to develop speaking skills. Some of them think, to some extent, it is important to add an extra speaking course. No one think, it is not necessary to add. Actually, as the national curriculum does not provide emphasize on speaking skill. So, if any extra speaking course is launched, it might be fruitful for the learners. After passing the HSC examination, students totally introduced to the new curriculum in graduation. So, they feel issues. Many students are coming from Bengali medium, they are facing a critical situation in terms of giving presentation.

After taking steps in the university, students feel the big gap between Higher Secondary level and tertiary level. So, this extra speaking course can minimize the gap. This might prepare themselves for the upcoming situation. Otherwise, it would really tough for the learners to cope up as they are introduced with the many new subjects. The extra course might help them to

minimize their grammatical errors, develop their fluency, minimize their pronunciation errors, and reduce their fear of speaking.

5. Do you think, the fundamental courses which are offered in first semester are helpful for developing your speaking skills?
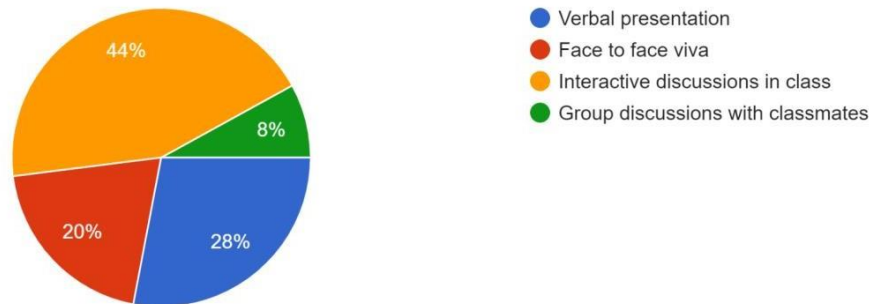
26 responses
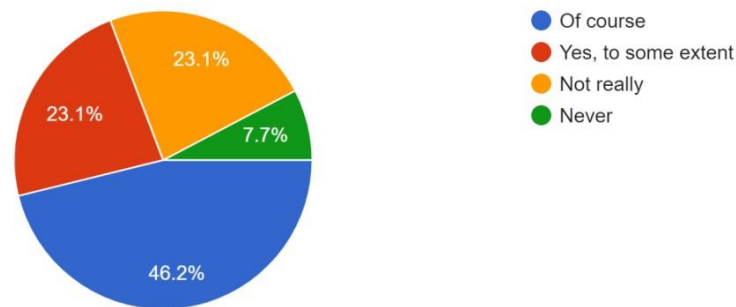
46.2% students think, fundamental courses are useful to them. On the other hand, 7.7% students feel, it is not useful to develop the speaking skills. 23.1% learners do not think, the fundamental courses improve their speaking skills and help them to do better. Actually, in the university 1st semester, every department offer some fundamental courses. These are offered so that students can do better. However, there are two courses. One is fundamental of English Grammar and another is Composition course. But, some students face issues to do both these courses. They do not understand properly, how these courses will be useful to them.

Actually, these courses are assigned so that students can develop their presentation skills. But, they do not be able to build up their confidence level. For this reason, they do not do well in the presentation. Sometimes, they drop the courses. However, it might be possible to reduce this issues by giving some extra courses on English language speaking. As a result, they will become used to with the courses. Actually, in the new environment, it really takes time to survive properly. So, students really face different types of obstacles.

6. If yes, what sort of activities in these courses are helping you improve your speaking skills?
25 responses

- ● Verbal presentation
- ● Face to face viva
- ● Interactive discussions in class
- ● Group discussions with classmates

Most of the students think, interactive discussion in class is important for them to become developed in English. 28% students think, verbal presentations is also important. 8% students think group discussion might be useful. In the class, many teachers interact with the students about the lesson. As a result, they feel comfortable. After the fruitful interaction, students properly understand the lesson. However, if the class is only lecture based, students will not enjoy the class. Face to face viva might help to reduce the fear of the students. Because, they will become comfortable with the teachers. They will not feel shy. It will increase their confidence level.

Verbal presentations are mostly taken by the university teachers. They assign the students different topics to give presentation. However, this will also improve their confidence level. Group discussion is also important. Sometimes, teachers allow the students to do discussion in a group and come up with an idea which might help them to enhance their creativity. However, some students think, it has less chance to directly talk with the teachers.

7. Do you think, these courses are enough to solve your problems regarding developing speaking skills?

26 responses

- A. Of course
- B. Yes, to some extent
- C. Not really
- D. Never

42.3%

42.3%

15.4%
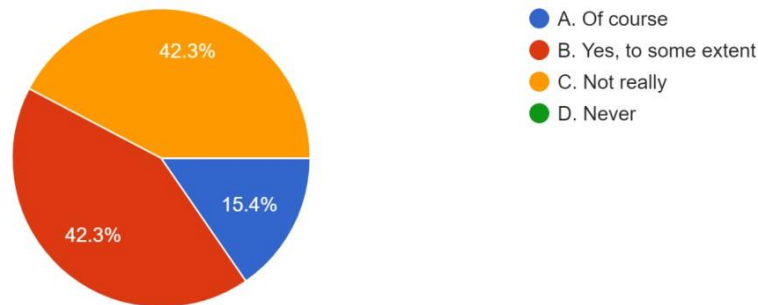
Here, 50% students think, these courses are too some extent enough to solve speaking problems and 50% students think, these are not really helpful. Here, it has been seen 42.3% students think to some extent the courses which are provided by the university might help them to do better. On the other hand, 42.3% students think, these courses are not helpful. Actually, different types of students are coming in the university. Their learning level is not same. As weall know that every learner is different from each other. Generally, the courses are made depending on the majority of the students. So, it quite possible that every student will not get the benefits. For some of them, it might be tough and for some of them, it might be easy.

It is important to divide the students in different groups and assigned the courses depending on their learning level. It might help them to develop their skills and reduce their mistakes. As a result students will not drop their courses. For this reason, they may easily get the benefits. Otherwise, students will not understand the topic and fee fear which might create huge obstacles for university 1st semester students.

8. Do you intend to improve your speaking skills in English?
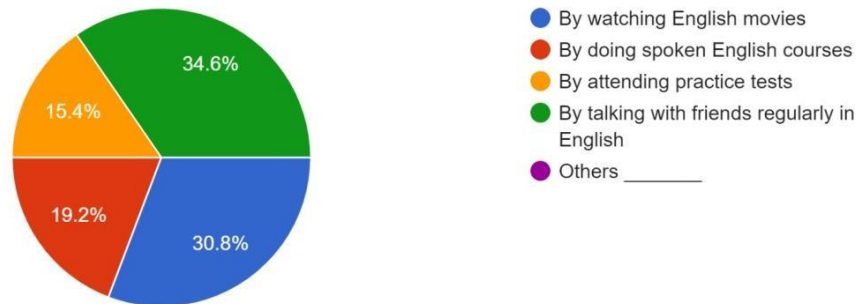26 responses

● Yes
● No

100%
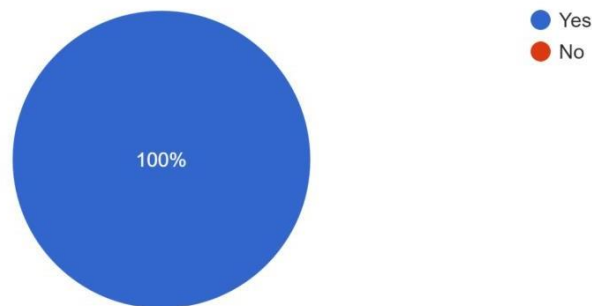
100% students intend to improve their speaking skills in English. So, It might be said that it is important to improve the English course. They are struggling to develop their speaking skills. Sometimes, it has been heard that students are not interested to improve their speaking skills. However, in this study, it has been seen, every student wants to improve their speaking skills. So, they are motivated about this. Now, it just needs to provide them the proper environment. If they get the opportunity, they will not face any hassle. However, after taking the admission test, university divide the students. After getting the certain marks, some students do not need to do the fundamental courses. However, university authority decides which students need to do the fundamental courses and which students do not need to do the courses.

Sometimes, due to the fear, students do not want to develop their skills. They think, they will not do well in the English. But, from the beginning level, if it is possible to guide them properly, it would be possible to develop their speaking skills. However, it is important to launch different types of training for the teachers. As a result, they will be able to learn how to make the class interactive.

9. How do you plan to do it?
26 responses

- By watching English movies
- By doing spoken English courses
- By attending practice tests
- By talking with friends regularly in English
- Others _____

34.6% students think, by talking regularly in English, they can easily improve their English. Then, 30.8% students think, they can improve their English by watching English movies. In this question, the researchers mainly want to know about their plan to improve their speaking skills. 19.2% students think, if they talk to their friends regularly in English, it would be possible to develop the skills. This is seen, 15.4% students think, by attending the practice test, they can improve their speaking skills. Actually, practice tests help to find out the issues of them regarding speaking English.

These ways are really helpful to develop the speaking skills which has been cleared through the survey. Many students before giving IELTS exam, start to watch English movies. As a result, they easily capture the language. Some students also do language courses which help them to develop their skills. But, by communicating with each other, it might be possible to earn English language quickly. During that time, students will not treat English as a subject, they will treat this as a language. So, they will feel confident.

10. Do you have any suggestions to develop students' speaking skills in the tertiary level?

22 responses
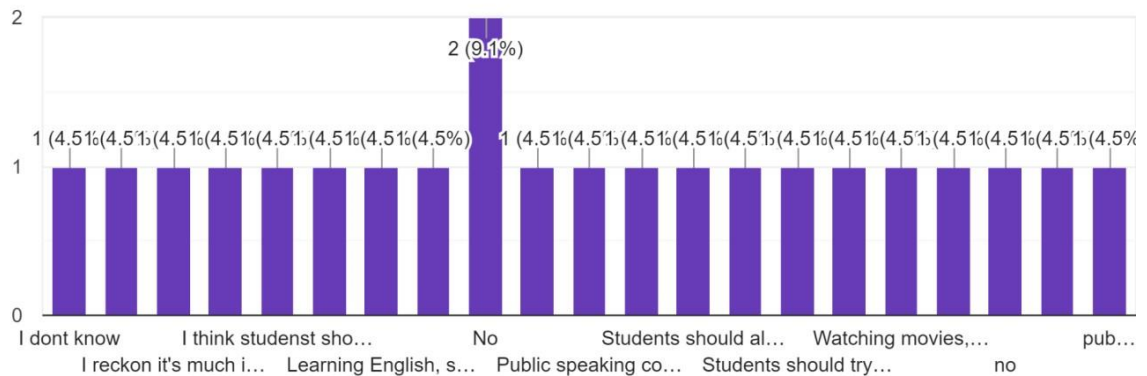
Most of the students think, public speaking course is important for developing speaking skills in the tertiary level. Some of them think, students should watch the movies to improve their speaking skills. Many students do not know what to do. However, public speaking course is offered by the university to develop the learners' speaking skills. However, comparing to watching movies, watching documentaries will help the students to develop their skills. Some of the students do not share any opinion. So, it is cleared that they need a proper guidelines. Otherwise, it would be difficult for them to get the better result.

Some of them also think, students should try to practice by themselves. They should read different types of books to learn more. They may also do some courses. The most important thing, students should try to become more serious about developing the language skills. However, some of them also think, they should use English in the classroom. Some of them prefer communicative language teaching method for learning English.

Some interviews have been taken. This is seen that most of the students think, it would better to enforce English spoken skills from the secondary and higher secondary level. Some of them also told that the fundamental courses are also beneficial to improve the skill. To the great

extent, the students' and teachers' answers to the interviews be distinguishable in accordance with their personal views or opinions. In the interviews, the first question asked about the troubles what students faced regarding speaking English in the university 1st semester. Next the researcher highlighted to the steps what they take to solve this issue. After that the research explorer wanted to find out the steps what has been taken by the teachers regarding this fact. They have given different answers. Some students think that it is really important to give the proper attention and use English in the primary level which may help them to develop their skills.

Analysis and Results

To the greatest extent, the students' and teachers' answers to the interview be distinguishable in accordance with their own personal views or opinions. In general, this result and discussion segment tries to answer the questions of the study that might identify or connect with the participants' answers to face to face interview. This segment or portion will follow the outline below:

   A. Study Questions:

      1. What problems do the 1st-year university student face while speaking in English?

      2. How do they face these problems?

      3. What sorts of actions do they take to solve these problems?

Being next or after following the subsequent outline above, the researcher intended to examine methodically in detail, typically in order to explain and in order to explain and interpret it, most importantly discuss the results of face to face interviews. The aim of the study was to find out about their reasons, attitudes and perspectives for using the first language use in English classrooms.

Analysis of Teachers' Interviews

To inspect teacher's interview, the researcher who carries out academic research asked or put three questions to five teachers from 'X' university. Nearly, two teachers think, the main reason of facing speaking problem is the weak base of the students. They did not focus on learning English for speaking. Teachers, students and authority always put emphasize on writing. For this reason, they did not be able to make themselves prepare. Others teachers think, as they always conscious about using the English, they cannot understand, how to start. They start buffering. However, they also share their opinions about solving these issues. They said, in the university, 1st semester, students do many courses which help them to become strong in speaking English. Some of the students also do extra spoken course. However, according to curriculum, the university also offers some fundamental courses which help them to do better in the upcoming semester.

They also suggested that if the authority ought to emphasize on the English spoken skills on school and college, it might be possible to solve this issues. However, students do some courses regarding this after completing SSC and HSC examination. The largest amount of teachers told me that it is really important to develop the basics before appearing in the university. The suggestion they gave that there is needed to bring a change in the number system. As a result, student would become serious about their study. Majority of students did not think that the fundamental courses might help the students to do better. These are only requirements. Due to these students face major issues. However, they are trying to do well. They are trying to solve these issues by at any cost.

Analyses of Students' Interviews

The researcher took interview of ten students from five different universities. They were asked several questions regarding their problems. Most of them strongly agree that the fundamental

courses cannot help to do better. They are not satisfied with this courses. They also said they are facing troubles regarding speaking issue. So, they are sometimes taking help from their seniors. However, they are also trying to do other courses which might help them to do well in speaking. They added that, in the university 1st year, they are needed to do presentation. Due to this, they fee fear. Sometimes, they drop the courses.

They also think, most of the time, they feel fear making grammatical errors. They think, during the time of writing, they get time for understanding the grammar. But, in the time of speaking, they do not get time. For this reason, they face issues. They also think, it is important to develop the speaking skill in the school time. If they give the test regarding speaking skill during the school life, they may do better in further time.

However, they think, it might possible to solve this issue by watching movie. The movie might help them to improve their speaking skill. They also think, if they communicate in English properly, they may also improve their skill. It has been seen that, in Bangla medium, the teachers do not use English even in the English class. So, they only read the topic which are important for their exam. Commonly, they are reading for getting marks. So, if there is a specific mark in the spoken skills during the school time, they might give importance to this. Regarding fundamental courses, they think, these are not helpful for solving issues. Some students do better in the courses. But, who have the major issues, they ultimately face the problems. They cannot be able to solve the issues. They also think, teachers should give more emphasize on speaking skills.

The most common problem they face is that understand the class. They always embarrassed. They cannot ask as they think what others will think. Sometimes, they quit. However, some of

them also giving extra time so that they can cope up. They suggest that it is important to give emphasize on speaking during primary level. As a result, it would be possible to solve these major issues. However, teachers should use English during the English classes.

Analysis of Research Questions

Research Questions 1

The problems university 1ˢᵗ semester students face regarding speaking English

The common problem they face is to feel fear to speak English. For this reason, they can't speak properly. They sometimes frustrated. However, if they can get the proper support, it might be possible to solve this issue. Most of the time, they do not feel confident. For this reason, they quit the courses. As a result, they start to think, they cannot be able to get rid of this problems. In the university, it is common that students are needed to give presentation in English. So, they face problems. They cannot give the presentation properly and do not get the better marks.

Besides this, in the starting level, they lose their confidence. In the university, they communicate with many students. Some of them come from English medium. And so, they cannot be able to communicate others. For this reason, they cannot be able to develop the relationship. However, sometimes, they face many issues. They cannot be able to join in many clubs as they cannot cope.

The main fact is that students lose their confident level. As a result, they cannot be able to shape their future properly. However, in this level, it is really important to develop the skills in this time. Otherwise, it would be tough for them to do better. For developing relationship with others, it is really important to develop speaking skills. In job sectors, it is really important to

Speak in English. So, in the university, level, they should do the presentations properly. Otherwise, it is really tough to cope up. Besides this, the confidence level would help the students to do better in future. So, ultimately, they really face major problems.

Research Question 2:

How they face the problems

They do many courses which might help them to do better. However, the university authority also offers some courses. These courses help them to do well. But, most of the time, this is seen; they face problems to solve this issue by doing the fundamental courses. They cannot be able to share with others. However, some of them start to do other spoken courses. Many of them take the help from the seniors.

However, they face troubles a lot. Sometimes, they drop the courses. In the university, education system is different from others level of education. So, students normally face issue about this. Then, they face to learn the language. They can write. But, in terms of speaking, they face issues. However, some of them take extra tuitions for solving this issue.

Here, in the quantitative data analysis, it has been also seen that, many students prefer to watch movies regarding speaking problems. As a result, they also get entertainment and also get the chance to develop their speaking skills.

Most of the students think, public speaking course is important for developing speaking skills in the tertiary level. Some of them think, students should watch the movies to improve their speaking skills. Many students do not know what to do. However, public speaking course is offered by the university to develop the learners' speaking skills. However, comparing to watching movies, watching documentaries will help the students to develop their skills. Some

of the students do not share any opinion. So, it is cleared that they need a proper guidelines. Otherwise, it would be difficult for them to get the better result. Actually, through public speaking course, they might able to solve this issue.

After the fruitful interaction, students properly understand the lesson. However, if the class is only lecture based, students will not enjoy the class. Face to face viva might help to reduce the fear of the students. They will become comfortable with the teachers. They will not feel shy. It will increase their confidence level. So, through communicating with each other, they develop their speaking skills.

Research Question 3:

What sorts of actions they take

Some of them are taking the help from the teachers and the fellows. Many of them are taking tuitionfrom their seniors. As a result, they are being able to become fluent. Some of them watching different types of documentaries what are helping them to make a better performance. They arepracticing individually so that they can be able to develop better speaking skills. As a result, they are doing better in the presentation.

However, some of them are watching movies which might help them to understand. But, most of the students think, it is important to make some changes in the education system. If they can be able to get the chance to develop their skills from the beginning, they might not face problems. However, they are now doing more practice for developing their skills. In this case, they are not getting much time.

Teachers suggest, if the authority out emphasize on the English spoken skills on school and college, it might be possible to solve this issues. However, students do some courses regarding

this after completing SSC and HSC examination. The largest amount of teachers told me that it is really important to develop the basics before appearing in the university. The suggestion they gave that there is needed to bring a change in the number system. As a result, student would become serious about their study. Majority of students did not think that the fundamental courses might help the students to do better. These are only requirements. Due to these students face major issues. However, they are trying to do well. They are trying to solve these issues by at any cost.

Many students are doing grammatical courses. Some of them are buying the books which may help them to do well. But, they are giving more time for this purpose. However, it is the time for shaping the future. So, they need to do some grooming courses which may help them to do well in future. Verbal presentations are mostly taken by the university teachers. They assign the students different topics to give presentation. However, this will also improve their confidence level. Group discussion is also important. Sometimes, teachers allow the students to do discussion in a group and come up with an idea which might help them to enhance their creativity. However, some students think, it has less chance to directly talk with the teachers.

Chapter 5

Major Findings:

After the qualitative and quantitative analysis, some major findings are coming out. The first one is that, all students want to develop their speaking skills. For this reason, they are trying a lot. However, fundamental courses are not enough for developing their speaking skills. They preferred publish speaking course must. They want more attention of the teachers.

They also suggested some ways what might help them to do well. For example, they think, during the time of writing, they get time for understanding the grammar. But, in the time of speaking, they do not get time. For this reason, they face issues. They also think, it is important to develop the speaking skill in the school time. If they give the test regarding speaking skill during the school life, they may do better in further time.

Then, it had been seen, they prefer watching movies for this purpose. They think, it would be better chance to develop their speaking level. However, some of them also prefer to communicate each other. This is a better way. However, they also want other courses for example, spoken course which might help them to do better.

After the interview session, it is cleared that, teachers and students both think, it is important to give the marks on speaking skill. As a result, the students will be more serious about this issue during the primary level. It is also agreed that, it is really tough to develop their speaking skills by only doing some courses. This is why, in the university level, there are many tasks. Students are also needed to do some extra-curricular activities. So, it is really tough to emphasize on developing their speaking skills.

This is find out that most of the students think, it would better to enforce English spoken skills from the secondary and higher secondary level. Some of them also told that the fundamental courses are also beneficial to improve the skill. To the great extent, the students' and teachers' answers to the interviews are distinguishable in accordance with their personal views or opinions. In the interviews, the first question asked about the troubles what students faced regarding speaking English in the university 1st semester. All the students agreed that they are facing issues regarding this problem.

They also prefer verbal presentations are mostly taken by the university teachers. They assign the students different topics to give presentation. However, this will also improve their confidence level. Group discussion is also important. Sometimes, teachers allow the students to do discussion in a group and come up with an idea which might help them to enhance their creativity. However, some students think, it has less chance to directly talk with the teachers.

In this major situation, in every level, it is given emphasize on the speaking skills. If the students can understand, it is also like examination, they might more serious about this fact. They will be more try to develop speaking skills. But, it is seen that, as officially English is used as spoken English, in Secondary and higher secondary level, the marks distribution is only in writing skills. So, it should be changed.

Conclusion and Recommendation:

The case examines the university 1st-year student's level of speaking skills and how they cope up with the situation. Data was collected to examine and explore students' level of spoken English in terms of grasping their successful communication. The paper also discusses the actions that the university 1st-year students take to recover from this stage.

The conversation in the recent paper has directed as a target to respond to the research questions identifies in the first chapter, Firstly, it was asked, what problems the students face regarding speaking skills in the university level. However, they face many issues. They also agreed, it is really tough for them to solve these issues. The existing study was not able to make out the numerous reasons with a positive declaration intended to give confidence that prior studies had proposed, might because of the low numbers in this study or because of the recent research design.

Another question in the existing study asked to how they face the troubles regarding this fact. Majority of them said they were facing difficulties. However, they are trying to solve this fact. The participants also admit that the fundamental courses are not enough for making them confident regarding speaking skills. In the face to face interviews, participants also strongly agreed that, it is tough to do presentation during the first semester as they are not good enough to speak English.

There, the researchers also find some solutions. According to the analysis, it is important to change the mark distribution in the primary, secondary, and tertiary level. However, if it is possible, it would be very helpful for them. However, students are also needed to more serious about improving their speaking skills. They should give proper concentration. There are some recommendations which might help to get rid of this situation. Such as, in higher secondary level, it is important to introduce a spoken course. However, In the HSC and SSC curriculum, it is important to give emphasize on the speaking skills. Students are needed to involve in oral presentation specifically on English subject. Public speaking course are needed to introduce in the school level. It is important to launch more fundamental courses for developing the grammar skills.

The study requires to be investigated further to give assurance their full relation to the problems students faced regarding speaking skills. The existing study pointed out some connections, but as conversed below, there were limitations that may have affected the interpretations of the findings.

Limitations:

There were number of limitations to the current study that would require to be identifies in future research. Firstly, there were fewer participants in the survey and face to face interview. It is safe to have a large number of participants to make generalizations and might have changed the result of current study. Having a larger amount of participants in the face to face interviews would have aided make more reliable generalizations in regard to the problems they faced, how they face these, and what sorts of steps they take to solve this fact. Finally, there have been some possible factors which interconnected in some way, future studies would need to explore whether these interrelationships interpreted real patterns, or whether the findings of the recent study were solely random.

Recommendations for further research

As it is stated earlier, the results of the results of the existing study offer the first step into a wide variety of research in the area of problems regarding English speaking skill. Further research investigating the factors which manipulate students and teachers attitudes towards the problems students faced in the university 1st semester regarding speaking English. The current study explores the problems and the steps what the students take to cope up. It would be interesting to conduct research investigating the factors that might have any connections along with this area. The research has also helped to focus on attitudes regarding this issues of teachers and students. In addition, it has provided an initial exploration into potential

connections between attitudes about and the problem regarding this fact. The current study, in other words, has helped pave the way for a long journey.

Implications

The results of the current study, despite facing many issues, have a number of implications in various fields. Both students and teachers may be capable of solving this fact. The findings may also assist the teachers to take steps regarding solving this issue. After exploring the study students may also reaches blows to an detail understanding of why they are facing these issues regarding speaking English. This understanding of knowledge could be able to help them make better decisions regarding whether it would be wise to put emphasis to develop the speaking skills in the university 1st semester on from their root level. Become fully aware of realizing these reasons and attitudes may help teachers make adjustments to their students and help to understand the students how to become win in this battle.

Appendix: A

Questionnaire for the students

This is Tahmina Akter, a student of Brac University. I am conducting a survey to find out the challenges and solutions regarding developing speaking skills in the tertiary level. The research topic is, "**Tertiary Students' Problems in English Speaking Skills: A Study among First Semester Private University in Dhaka City."**

Please answer the following questions. All information will be used for research purpose only and will be kept confidential.

1. What sort of common problems do you face while speaking English?

A. Shyness
B. Lack of motivation
C. Lack of confidence
D. Fear of making mistakes
E. Others _____

2. Which issues are challenging for you?

A. Maintaining grammatical correctness
B. Speaking in a good accent
C. Speaking fluently
D. Pronouncing words correctly
E. Constructing sentences correctly
F. All of the above

3. According to you, why are students weak in English?

A. Limited learning opportunities in school & college lives
B. Predominant use of native language in school/college classrooms
C. Students' less serious attitude towards English speaking skills
D. Less qualified English teachers in schools & colleges
E. Lack of importance on speaking skills in SSC & HSC curriculum

4. Do you think, it is important to add an extra speaking course in the higher secondary level to develop speaking skills?

A. Of course
B. Yes, to some extent
C. Not really
D. Never

5. Do you think, the fundamental courses which are offered in first semester are helpful for developing your speaking skills?

A. Of course
B. Yes, to some extent
C. Not really
D. Never

6. If yes, what sort of activities in these courses are helping you improve your speaking skills?
A. Verbal presentation
B. Face to face viva
C. Interactive discussions in class
D. Group discussions with classmates

7. Do you think, these courses are enough to solve your problems regarding developing speaking skills?

A. Of course
B. Yes, to some extent
C. Not really
D. Never

8. Do you intend to improve your speaking skills in English?

A. Yes
B. No

9. How do you plan to do it?

A. By watching English movies
B. By doing spoken English courses
C. By attending practice tests
D. By talking with friends regularly in English
E. Others _____

10. Do you have any suggestions to develop students' speaking skills in the tertiary level?

Appendix: B

Teacher Interview Questions

1. What is the reason behind the weak speaking skills of students?

2. What steps do you follow to develop their speaking skills in the tertiary level?

3. What sorts of changes should make to solve the issue?

Student Interview Question

1. Why you could not develop your (student) speaking skill**?**

2. What should you do to cope up your situation?

3. What should you need to do to develop your speaking skill in tertiary level?

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