Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh: An Exploratory Study

Instructors' and learners' Perspective

By

Rubyat Sultana

ID - 18103068

A thesis submitted to the Department of English and Humanities in partial fulfillment of the

Requirements for the degree of

Bachelor of Arts in English

English and Humanities

Brac University

September 2022

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Declaration

It is hereby declared that

1. The thesis submitted is my/our 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.

4. I/We have acknowledged all main sources of help.

.

Rubyat Sultana

18103068

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Approval

The thesis titled ―Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh: An Exploratory Study Instructors' and learners' Perspective" submitted by Rubyat Sultana (18103068) of spring 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English.

Examining Committee:

Supervisor: (Member)

Mohammad Mahmudul Haque

Assistant Professor

Department of English and Humanities,

BRAC University

Departmental Head:

(Chair)

Professor Firdous Azim

Chairperson,

Department of English and Humanities

BRAC University

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Abstract/Executive Summary

The goal of this study is to examine the factors influencing high school students' speaking abilities and their effects on learners. Speaking is regarded as one of the four language skills that are most important to master since it shows how fluent a person is in the target language. This study explores learners' variables that prevent them from enhancing their speaking abilities and also their impact on them. Moreover, it explores the perspectives of the instructors as well. The researcher selected both of the medium-level students of higher secondary level. Although the majority of the pupils are from Bangla medium in this study. In in order to clearly illustrate their views, the researcher selected students from both of the mediums. The researcher examined each student from both the Bangla and English mediums separately to obtain a variety of and deeper perceptions of the variables that are depriving learners for developing their speaking skill. Using a qualitative methodology, the researcher interviewed 16 people, including teachers and students, for information. 13 participants—13 students—and 3 participants—3 teachers—are all there. The 13 students come from six different institutions. In addition, the analysis part uses a number of questions categorized under different themes and emerging groupings to present the qualitative data. The results show that a variety of issues, including fewer opportunities to speak in English, differences in curriculum, lack of implementation of proper method, an inappropriate setting, inappropriate teaching strategies, and a lack of teaching methods, are to blame for pupils' poor speaking abilities. Furthermore, this study has looked at both the impact and the idea for a solution as well.

Keywords: Variables, speaking skill, Bangla medium, English medium, higher secondary level.

Dedication

I am dedicating this piece of paper to my parents who always support and motivate me to succeed in all aspects of my life.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Acknowledgement

First of all, I want to thank the Almighty Allah for providing me the willpower to complete my dissertation despite my physical and mental exhaustion. After that, I want to express my gratitude to my supervisor, Mohammad Mahmudul Haque, for his patience in guiding me on my journey. Without his direction and wholehearted support from the beginning to the conclusion, I could not have finished my dissertation. Moreover, I want to express my gratitude to the ENH department and all the other faculties for the invaluable lessons they provided over the course of the past four years. In addition, I want to thank everyone who took part in the interview, provided information, and otherwise assisted me in producing a thorough dissertation. And finally, I want to express my sincere gratitude to my parents and friends for their unwavering support during the entire study process.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Table of Contents

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

List of Acronyms

CLT   Communicative Language Teaching

HSC   Higher Secondary Certificate

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Chapter 1: Introduction

1.0 Background information

Today, English is regarded as a global language. It has integrated seamlessly into daily life. When studying a new language, there are several obstacles to get beyond. The limited ability to communicate in English in non-English speaking countries is one of the difficulties. According to Rao (2019), since English is spoken all around the world, learning its communication potentials is essential for students who want to succeed in their chosen fields. Therefore, the classroom is the perfect setting for developing effective communication skills, particularly speaking skills. To improve their students' speaking abilities in English classes, teachers must comprehend the difficulties faced by (English language learners) and work to employ a variety of instructional tactics in their classrooms. The teaching of English-speaking skills in Bangladesh has received more attention as a result of the global spread of English and the rising demand for proficient English speakers in the employment market (Farooqui, 2007). At the same time, speaking is a very important skill to have for language learning, as well as a very influential skill as mindful Speaker can spread their messages more effectively by using communication (Sudarmo, 2021). Moreover, although speaking skills are crucial for one's professional success. Speaking abilities can contribute to the all-around development we should all aim for (Gillis, 2013). Among others, educators, military commanders, attorneys, and politicians work to hone their public speaking abilities in order to become proficient communicators. Speaking clearly and authoritatively can grab listeners' attention, giving the speaker a good opportunity to get across the point made by Gillis (2013) in his article. Class 11 to 12 is regarded as a higher secondary level (HSC) in Bangladesh. Most students who complete this level of study are between the ages of 16 and 18. As they steadily transitioned from intermediate to higher secondary level, this is the most important part of our education. At these levels, teachers impart advanced level knowledge regarding grammar and other facts of the English language step by step. Yet according to Kabir (2014), the current English national curriculum syllabus can never ensure that a pupil would grasp the language within these 12 years. For around twelve years, students in Bangladesh must read English at the primary, secondary, and higher secondary levels. However, in general, their degree of competence falls short of the expected level. They have a

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

limited command of English when they enroll in undergraduate programs (Noor, 2018). Thus their inability to communicate is not their fault; a variety of factors contributed to this. There are numerous reasons for poor speaking ability, including the influence of mother tongue, a lack of vocabulary, a lack of practice, an unfavorable environment, non-cooperation from teachers, shyness, fear, language 'fossilization,' and so on. Besides, students do not have the opportunity to practice English speaking in a "natural" setting (Mridha and Muniruzzaman, 2020).

Furthermore, the focus of the thesis is on speaking ability and how it affects students' education. There are fewer opportunities for learners to concentrate on their speaking ability and communicate effectively. Less emphasis is placed on learners' speaking abilities in assessments. Since the establishment of the CLT-based education system in our nation, only reading and writing have been properly applied. Even the professors are expending considerable effort to make sure that the students' speaking abilities grow appropriately.

This thesis so examines the factors that prevents students from enhancing their speaking abilities or communicating effectively in English, as well as the effects of these factors on them. However, the lack of speaking opportunities has detrimental effects on students and teachers' perspectives, which have also been examined in this study.

1.1 The problem defined

The ability to speak fluently and comprehensively is an important tool for communication because it is an important part of everyday interaction and is frequently the first impression of a person on the ability to communicate fluently and comprehensively. In Bangladesh, ineffective English language instruction, learning, or curriculum implementation are closely related to ineffective evaluation techniques (Rahman et al, 2019). According to Mahmud (2020), ―English language proficiency is ineffectual in Bangladesh". In the context of Bangladeshi classrooms, especially in Bengali medium (higher secondary level) we get to see English classes are taught in Bangla whereas English language classes must be conducted entirely in English, which is unfortunately not the case in the majority of educational institutions. Students have no opportunities to practice English at home or at school. Students pass their classes but appear to be inefficient in English for the rest of their lives (Mahmud, 2020). Students in Bangladesh are

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

required to read English at the primary, secondary, and higher secondary levels for roughly twelve years. Their general level of expertise, however, falls short of expectations. They have a limited command of English when they enroll in college programs. Their poor tertiary speaking skills are caused by a variety of circumstances. Pre-university pupils are not exposed to skill development classes, - the author Chowdhury (2001) states. As Barman (2020) mentions in his article, despite numerous attempts to initiate curriculum reform, English language instruction has always been difficult and unfruitful in Bangladesh. He also talks about the new CLT curriculum being implemented, which teaches pupils good communication skills and eventually makes suggestions for improving the ELT program at the secondary level in Bangladesh. Learners will benefit from the CLT approach if teachers highlight it more, particularly in classes taught in Bengali. They can be developing their speaking skill very effectively and can communicate fluently. Due to the COVID-19 Pandemic's two-year duration, we are adapted to online instruction and learning. So the author ANU_V (2022) mentions some challenges about online learning that teachers and students might face in order to teach and learn. For example, there can be a huge communication gap. In online classes there is a communication gap between the instructors' and learners'. Even many of the students avoid communication in online classes.

1.2 Significance of the study

The significance of this study is that it provides a general understanding of the factors that prevent learners from developing their speaking abilities. Additionally, this study will help to comprehend teachers' perspectives, including what they believe about the complexity of variables and how they affect students. Teachers will thus also make suggestions for resolving the challenges that contribute to problems with speaking skill development. In addition, the researcher will offer some recommendations as well.

1.3 Objective of the study

This research aims to find out the existing variables that are affecting learners' speaking competence, as well as how the instructors dealt with this issue at the higher secondary level. It also tries to show the impact of the existing variables on the learners of higher secondary level students of Bangladesh.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

1.4 Methodology

1. Students' semi-structured interview.

2. Teachers' semi-structured interview.

1.5 Research questions

To achieve the goal of my study, I have formulated some research questions and they are below:

1. What variables contribute to students' difficulties in English speaking at the higher secondary level in Bangladesh?
2. What are the negative impacts of these variables?
3. How can the students' lack of speaking competence be solved?

1.6 Limitations of the study

Only 13 students and 3 teachers involved in the research, which was insufficient to fully understand the situation from the viewpoint of those in the opposite sector. Additionally, only 16 people showed up for the interview session, which is insufficient to provide a full picture of the study. Consequently, the researcher might not provide the complete context.

Chapter 2: Review of Relevant Literature

2.0 English as a second language in Bangladesh

Bangladesh is considered a monolingual country, with more than 98 percent of the population speaking Bangla (Ahmed, 2006). The relevance of English language instruction in Bangladesh is now rising significantly due to its global demand. Apart from Bangla, English is the only other widely spoken language in the country. In Bangladesh, there has been a long debate over whether English is a foreign language (EFL) or a second language (ESL), because it is frequently discovered that the function of English in the country is much closer to that of a second language (Ara, 2020). Today's world, English is regarded as the world's most widely used second language, with applications ranging from the internet to television and radio to international aviation. Bangladesh's second language is English. It is widely used in many aspects of our daily lives. Many people watch English television and use the internet. Students must study it for twelve years, and those who wish to join the civil service by taking the BCS exam must also take the English exam. The only thing missing from the above definition is the fact that, aside from formal occasions, no one in Bangladesh speaks English as much as it needed. It is not the language used in informal conversation at home among family members and friends (Hasan, 2011).

2.1 The importance of learning English speaking in Bangladesh

Given that Bangladesh lacks a language policy, the English Language Education (ELE) system was established and is supported by NEP guidelines. Educators and ELE advocates in Bangladesh present a number of arguments in support of the compulsory provision for ELE in Bangladesh. They are as follows: I English is a colonial legacy, ii) English is an international language, iii) English is a gateway to global knowledge, and iv) English is a gateway to the global job market (Ahmed, 2018). Since, learners spend roughly 12 years learning English, yet they don't really learn it. However, all the learners want to master the language, but for some reason they never get to the point where they can represent themselves in a global setting. Our institutional approach to teaching languages is flawed in some way (Kabir, 2017). For instance, higher secondary education does not provide good English speaking instruction effectively

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

(Baidya, 2015). Speaking activities are an inseparable part of daily life activities that cannot be underestimated (Clampitt, 2016). Being able to communicate effectively with peers and teammates will help you develop high self-confidence. All of this is possible if they have the ability to speak carefully. Because successful oral communication enables the speaker to engage in advocacy and persuasion, excellent speakers who can communicate well and wisely will feel strong in their social lives (Pathare & Pathare, 2013). Good English will connect Bangladeshis directly to the world of knowledge, allowing young people to learn and contribute to the society. The English-speaking world invented today's marvels, such as personal computers, Internet, smartphone, Google, Facebook, and Twitter! English is the channel of communication through which critical greater technology and science education flows, which Bangladesh should take advantage of (Naik, 2018). This is why it is absolutely essential to learn English speaking in Bangladesh.

2.2 Bangladeshi students' English language (speaking) development

Speaking is one of the productive skills that must be developed in order to communicate effectively in both first and second language learning contexts. (Boonkit, 2010). Yet, there is still another issue with Bangladeshi daily living. The English language learners are unable to employ the spoken form of the language due to the local context. The students from schools where Bangla is the primary language have the least opportunity to communicate in English. At the same time, in schools with an English medium, where teachers and students frequently speak English, the situation is different. For this reason, pupils who attended an English-medium school early on have a greater level of language proficiency than students who did not (Rahaman, 2021). So this creates a barrier to Bengali medium students' learning the language. (Kabir, 2014). Moreover, within the classroom, the main focus of teaching and learning is still on traditional reading and writing; we see less initiative to develop speaking, and it is largely ignored, as it was previously. Our students rarely have the opportunity to continue practicing English outside of the classroom, and society does not provide 'lessons' in authentic practice situations where language acquisition can occur through interaction. Because the conditions for natural acquisition are limited, the classroom should provide students with a variety of speaking activities (Bhattacharjee, 2013). In addition, when students are exposed to English words and

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

sounds, they find it easier to learn (Ahmed & Chowdhury, 2020). Moreover, according to the daily star, Students studying in private English medium institutions ranging from primary to university levels have a relatively improved situation (Zamir, 2009). Lastly, early economically motivated attempts to analyze the influence of English on development – particularly, on future employment – were ultimately ineffective. However, research in recent years has demonstrated that, in certain situations, English does have an impact on individuals, specific industrial sectors, and the national level (Coleman, 2010).

2.3 Variables affecting Speaking skill

In Bangladeshi classroom we see students are facing lot of challenges to develop their speaking skill. In Bangladeshi mainstream schools and colleges, English is a required subject. Despite this, the majority of students are not proficient in English, particularly in speaking (Kabir, 2014). As, one of the reasons can be lack of communicative environment (Kabir & Sharmin, 2012). Speaking English language can be difficult for the students and there some reasons as well. For example, there can be grammar mistakes; students might have lack of confidence while speaking in English, they might feel shy to speak, they might have a lack of motivation (Adil, 2022). Also, they face difficulties about having a lack of words. So, there is non-availability of words to express feelings (Khan, 2015). A non-native English speaker wants to say something but is unable to do so because he lacks the necessary vocabulary in English. This is a major issue of speaking for the students. They also have fear of committing mistakes while speaking or communicating, mentioned Khan (2015) in his article. It is common and it is a big issue that speaking anxiety is present in Bengali medium classroom in Bangladesh (Mahmud, 2017). Moreover, we see a lot of students struggling while speaking in English. If we talk about Bangladeshi context in higher secondary level, they don't give enough emphasis on giving presentation in English. If they do, the students are finding it very difficult to give presentation in English. Speaking is one of the important skills of English language learning. The author Susilawati (2017), mentioned in his article, ―Students' Speaking problems in English Presentation", from a linguistic perspective that there are three major factors that are creating difficulties in students speaking. Thus, there are three aspects that lead to pupils' speaking difficulties in linguistic problems: grammar, vocabulary, and pronunciation. All difficulties faced

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

by students studying the target language are classified as linguistic problems. These are the obstacles that students are having problems while giving a presentation in English so it's basically hampering their speaking skills.

2.4 Lack Methods and approaches of teaching English for communication

An approach explains the theory or philosophy that underpins how a language should be taught, whereas a method or approach describes, in general, a method of trying to implement the approach, and techniques define relevant practical tasks and activities. For example, communicative language teaching is a method based on the theoretical premise that a language is for communication (Turner, 2021). Moreover, it becomes apparent that most students' speaking abilities, particularly in Bangladesh, are underdeveloped. It is a legitimate issue in the field of ELT, and it should be resolved by using various strategies of improving speaking abilities (Rahman et al, 2015). Thus, Because of this, there is still much to learn about teaching English to students and, in particular, the challenge of oral communication. Due to the importance of speaking, many have suggested methods for enhancing speaking abilities through the design of curriculum, teaching concepts, types of assignments and materials, and speech evaluation (Baiely, 2005).

2.5 NCTB curriculum

This debate between the national curriculum and the British curriculum has been going on for a long time. The sole purpose of mediums is to provide additional influences. There is no denying that the two systems are very different, even while neither is superior to the other (Sheyam, 2022). He also mentions, following the NCTB curriculum's English syllabus doesn't help many people's language proficiency. According to Ifti (2022), the issue is evident in subjects such as Bangla and English too. Although the NCTB-approved Bangla textbooks seem to be rich in content, the issue is in their implementation because the question pattern in exams is incomplete and ineffectual. For example, the MCQ section relies entirely on memorizing precise information from storylines or poetry, which does not fairly assess the examinee's comprehension ability. English for Today, the board-approved English book, is constantly mocked for its lackluster selection of writings and poetry, its inability to comprehend its readers' linguistic abilities, and its

consequent inability to establish students' proficiency in English (Ifti, 2022). Moreover, English is extremely important at the Higher Secondary level in Bangladesh for a variety of reasons. The NCTB (National Curriculum and Textbook Board) has made English compulsory for all students in schools and colleges up to class twelve. That is, a student studies English for twelve years before entering tertiary education. Learning a second language takes a long time. Surprisingly, a large number of students in Bangladesh fail to learn the language in order to communicate effectively in a variety of situations (Rahman, 2015).

2.6 Communicative language teaching (CLT)

In Bangladesh, Communicative Language Teaching (CLT) was implemented in the early 1990s. Since we all know, this method aims to improve not only ESL and EFL learners' 'communicative ability,' but also their 'communicative performance' (Mehtab, 2012). Moreover, the goal of any language program is to teach students how to communicate or how to speak. However, communication is not just the aim of communicative language teaching, but it is also the instructional approach. In a communicative language classroom, the teacher serves as a guide or facilitator, and students participate in class operations to learn the language (Boyd, 2022). In addition, teachers are facing a lot of issues to teach speaking to the students. In Bangladeshi context, we see the majority of the classrooms to be very large classrooms. There is lot of students in one classroom and one teacher has to conduct the whole classroom. This might be difficult sometimes for the teacher to teach. The major challenges were classroom atmospheres that were not conducive to pair and group work, the nature of non-movable chairs and desks, the students' lack of adequate motivation and courage to speak, the failure of classroom teachers to be committed and use their effort in the teaching learning process, the wide coverage of the contents in the students' text book, and failures of teachers and students to use different strategies in order to make speaking classroom convenient and effective are some of them (Desta, 2019). According to Rasheed (2015), to improve communicative proficiency, CLT is ineffective. The challenges that both students and teachers have in traditional classrooms are discussed in the pages that follow. It's crucial to learn about the difficulties those students and teachers face and what teaching methods could improve learning in the classroom. Thus, Academics have discovered a gap between policy and practice despite Bangladesh moving away from GTM,

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

which was used for decades to teach English as a foreign language (EFL). Environmental factors like high class sizes, uncomfortable seating arrangements, education focused on exams, and low competency of students also have an impact on CLT practices (Islam, 2019).

2.7 Grammar translation method (GTM)

According to Gamage (2020), one of oldest techniques used in the educational use of teaching English as a second language is the Grammar Translation Method (GTM) (L2). Although conventional, GTM is frequently utilized in L2 teaching situations. Also, Grammar translation is a strategy that is frequently employed in Bangladeshi institutions for teaching language (GTM). A relatively common technique is grammar translation (Rahman, 2012). Grammar and translation correctness are emphasized, and in GTM, teachers first teach the rules before providing examples (Hakim, 2020). According to Sultana (2019), the grammar translation method (GTM) is a very common and traditional approach in our nation. In this strategy, a teacher serves as the primary classroom communicator. The teacher assigns all of the homework assignments and class projects; the students only need to memorize them for the exams. Therefore, In GTM method, the skills that are emphasized are reading and writing not on speaking. However, Speaking and listening skills are not typically practiced in GTM. Pronunciation and other aspects of language that facilitate communication receive very little focus (Mazher et al, 2015). GTM does not actually improve students' language proficiency in terms of communication (Bown, 1994).

2.8 Role of teacher in curriculum implementation

In Bangladesh, developing and implementing curricula is a top-down process (Pandian & Kaur, 2018). As a result, instructors are denied the chance to voice their opinions (Ali & Walker, 2014). Despite having updated curriculum and syllabuses for simple access in English, we are nevertheless unable to make progress in it. Intermediate pupils in particular experience this issue more than students at other levels. They are not given the right direction to help them develop independently. Before using the creative writing method, the majority of them used to memorize strategies. They are ignorant of scanning, skimming, and other tactics. Even some of them are unable to introduce themselves. Despite having a CLT-based curriculum, our learners have

lacking the resources to practice speaking and listening. Due to these circumstances, we are falling behind and are unable to compete with other countries. Whatever actions a teacher ought to take, they refuse to do so. The infrastructure and the surroundings were once held responsible (Rashid, 2018). Since teachers have used the GTM approach in the classroom, it makes sense that they are skilled at teaching using the method. With CLT concept, instructors' needs were mostly disregarded and even imposed upon. Qualifications and training are mentioned as teachers' needs (Farooqui, 2014; Khan, 2011). Where the learners are having a problem to develop their speaking skill at the same time teachers are also having problem to teach to develop speaking skill in Bangladeshi context. If we talk about the rural area, teachers are facing lot of challenges to teach speaking. In rural area, rural people are not used to learning English language effectively. That's why the significance of teaching public speaking in rural colleges in Bangladesh is undervalued (Alam, 2016).

2.9 Implementation of CLT

According to Roy (2016), the basic goal of CLT is to assist students in learning a language so they can use it to productively communicate in whatever context they may encounter in daily life. He also mentions Since CLT was implemented in Bangladesh fifteen years ago; many students there still don't possess the necessary level of communicative English proficiency. Thus, the main obstacles to implementing CLT in Bangladesh are huge class sizes, curriculum and assessment mismatches, cultural insensitivity, a lack of training, and low socioeconomic situations (Roy, 2016).

2.10 Lack of implementation of speaking assessment

The interconnections among curriculum, instruction, and assessment are significant (Pellegrino, 2010). The main objective of assessment is to provide feedback to students in order to track their learning progress. Based on the input, assessment methods then support positive interactions between students, instructors, and other students (Islam, 2019). The learners and the instructors need to be freed from this oppressive policy since there has always been a discrepancy between the assessments principles incorporated into the curriculum (Islam et al., 2021). To talk about Bangladeshi context, we can see there is not enough speaking assessment for the students in the

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

book that they are studying. If they don't get enough speaking assessment it will obvious that they will face difficulties for developing their speaking skill. The basic education we receive from our classrooms in school or colleges. If they don't have the facilities for us to learn properly so it will be very difficult for the students to learn or acquire the second language. So, it is very important to develop speaking assessment (Rahmawati, 2015). It can be difficult to evaluate one's ability to speak. We can facilitate the process and provide guidance on assessment criteria (Senna, 2017).

2.11 Negative impact of a lack of speaking skill

Students with weak English ability who graduate from the tertiary level. Due to their inability to still improve their speaking abilities and medium-sized Bangla heritage. As a result, prominent university students in Bangladesh are commonly reported to have less fluency in spoken English (Islam & Stapa 2021).

Chapter 3: Research Methodology

3.0 Methodology

This chapter discussed the research methodology which was used to conduct this study. For conducting research there are three types of methods which are quantitative method, qualitative method and the mix method. Among them, I have chosen qualitative approach for my research as I think for my research qualitative approach is the suitable one as the goal of qualitative research is to understand how a target audience behaves and how that behavior relates to a certain topic or problem. It builds theories via in-depth analyses of small groups of individuals. Qualitative research yields descriptive rather than prescriptive outcomes (Carol, 2016). Besides, large sample sizes are typically necessary for quantitative research methodologies. However, the shortage of resources makes this extensive investigation problematic (Chetty, 2016). That's why I have chosen qualitative approach. However, Qualitative research entails gathering and analyzing non-numerical data such as text, audio interview in order to better understand concepts, opinions or experiences. It can be used to gain in-depth insights into a problem or to generate new research ideas. As In qualitative research, non-numerical data are gathered and examined for data analysis (Bhandari, 2022).

3.1 Methods of data collection

According to Bhandari (2022), Qualitative research entails gathering and analyzing non-numerical data (such as text, video, or audio) in order to better understand concepts, opinions, or experiences. It can be used to gain in-depth insights into a problem or to generate new research ideas.

According to Bhandari, (2022), some of the qualitative methods are as follows:

1. The observation method is taking detailed field notes on what the interviewer sees, hear or encounter.

2. Interviews are one-on-one conversations in which the interviewer enquires people personally.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

3. Focus groups are the group of people who are asked questions by the interviewer and have a discussion.

4. The interviewer can use Secondary research entails gathering previously collected data in the form of texts, images, audio or video recordings.

Thus, Individual questions, which provide qualitative data through the use of open questions, are a good example of a qualitative research method. This gives the respondent the freedom to express themselves fully and in their own words. This aids the researcher in getting a true feel of how someone perceives a certain circumstance (McLeod, 2019). Therefore, I employed an approach in which I conducted one-on-one interviews. By employing this technique, the researcher can individually conduct interviews or inquiries to obtain the information which is needed. This is the reason the researcher used that method.

3.2 Sampling of the study

13 students in all from the Bangla and English mediums were picked by the researcher. To ensure that the researcher has accurate information, ten of the pupils are from the Bangla medium and three are from the English medium. On the other side, the researcher has selected three Bangla-speaking lecturers. Additionally, the researcher has selected six institutions, four of which are Bangla- and two of which are English-medium institutions. The researcher conducted a semi-structured interview using two different sets of questionnaires for teachers and students.

3.3 Research design

Because it has the significant advantage of highlighting the depth of information, this research has been based on the analysis of qualitative data. Qualitative research designs are frequently more adaptable and inductive, enabling to change the strategy in response to what researcher discover during the research process (Bhandari, 2022). In addition, I employed a semi-structured interviewing technique for my research. I started my research by developing research questions that guided the development of my thesis topic. The purpose of choosing this topic is to examine the obstacles to speaking skill development and how they affect students in higher secondary education. The three main research questions for this study are: ' What

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

variables contribute to students' developing English speaking at the higher secondary level in Bangladesh?' 'What are the negative impacts of these variables?' How can the communication skills amongst students be resolved?

I therefore selected appropriate individuals who could give me the data I needed. Finally, I extensively analyzed all of the material by using the analysis procedure.

3.4 Participants

The researcher selected 10 higher secondary-aged students from a Bangla medium background in order to fulfill the study's objectives. Additionally 3 students with an English medium education. Because the educational systems are so diverse and kids learn English in such a variety of ways depending on the environment, it is necessary to select students from two different educational mediums. Consequently, there are also 3 teachers from a Bangla medium institution. For both instructors and students, I have used a pseudonym.

3.5 List of participants

Students:

Serial number	Name of the participants	Education level (Higher secondary)/ A level
1	Falguni Islam	Bangla medium
2	Jannat hossain	Bangla medium
3	Nishat Tabassum	Bangla medium
4	Tahyat Sultana	Bangla medium
5	Ruthba Quadir	Bangla medium
6	Istrat Jahan	Bangla medium

7	Amanita Hossain	Bangla medium
8	Nusrat Jahan	Bangla medium
9	Sakib Hossain	Bangla medium
10	Rifat Hossain	Bangla medium
11	Orpheus Islam	English medium (A level)
12	Rabbi Islam	English medium (A level)
13	Jannatul Hossain	English medium (A level)

Teachers:

Serial number	Name of teachers	Teaching Background (Institution)
1	Nafiza Akther	Bangla medium
2	Shima Hossain	Bangla medium
3	Ismat Ara	Bangla medium

3.6 Process of data analysis:

As, The aspect of qualitative research that most clearly sets it apart from quantitative research techniques is data analysis. Exploration of the values, meanings, beliefs, thoughts, experiences, and feelings unique to the topic under study is the main goal of qualitative research (Wong, 2008). In this section, the researcher describes the process of data analysis. As I previously stated, Bangladeshi students face a lack of language skill development, especially in speaking skill. My goal is to explore the difficulties that they are facing about developing their speaking skill specially. According to my research question, what are the reasons for these speaking

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

difficulties and how the instructors are properly investigating the reasons behind it. What are the consequences can happen because of this. I tried to bring out all the information related to my research for conducting my research.

 To collect data for my research, I had to go through several steps. First of I had to go through the process of participant's consent. Without their consent it was not possible. While conducting interviews, they wish to reveal their names and educational institutions. I interviewed them on zoom session because it was not possible to continue the interview session on face to face because of their busy schedule. They did not disclose their names and educational institutions due to their privacy concern. They were not comfortable of showing their face as well on the zoom session. As a result, I had to respect their privacy. Moreover, the individuals the researchers are interviewing most likely have a unique method of self-expression. The way they talk about particular items or occasions can reveal attitudes or behaviors. The interviewees' frequent use of phrases and expressions that can sound different from how you or other people would express them should be noted by the researcher. When doing interviews with people from different background this is crucial (Connor & Gibson, 2003). I started the conversation by greeting them. First of all, I asked about the reasons of lacking in language skill overall. Then I came to their teaching techniques method that they are using in their classroom. Also, I asked them, is these methods are actually applicable for them or are they actually helping the students or prevent them from developing their speaking skill. After that, they actually mentioned some of the reason which I am trying to explore through my research. In addition, they mentioned their teaching techniques, methods and how it related to my research issue. Most of the answers were related to the barriers or challenges that are faced by the learners for developing their speaking or communication skill. Basically, it was mainly of their routes, they did not practice English speaking in their home as maximum students are from Bengali medium background in Bangladeshi context. Also, they are not actually having the opportunities to talk in the classroom mostly in Bengali medium. Their curriculum is different as well compare to English medium. That's what I inquired. The majority of the participants were discovering about the research topic.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Also, the learners were given interview about the issue of my research. They were also given question related to my research. They also answered their questions properly.

The process of systematically describing and interpreting the data is called data analysis. That may be quantitative or qualitative data. I decided to use qualitative data for my research. As my goal is to find out the variables that prevent students from developing their speaking skill and the impacts of it. As a researcher; I must take notes while conducting interviews. Without taking notes my interview session wouldn't be valid. So, I took notes about all of the inquiries that I asked in the interviews. Following that, I needed to summarize the entire interview or conversation. Because all of the participants were asked the same questions, I attempted to summarize their responses using similar words which are much easier to do. I had to make sure that all of the points were included for my research. Whenever the participants were saying more carefully, I needed to take notes on that as well because it will be easy for conducting my research better. In order to analyze the qualitative data, the researcher looked over the interview and categorized all the information, then identified distinct themes for each question and connected them to the study's topic.

3.7 Description of the interview for teachers

For this study three teachers were interviewed. As the covid-19 situation is getting better now and people are getting are comfortable as well so the teachers was ready to give the interview in person. They were much comfortable in the interview session. A qualitative questionnaire interview was conducted as my research is based on qualitative method. Three teachers were being interviewed. One teacher in one day and other two teachers were being interviewed in another day. The interview is made up open-ended questions. The following are the topics from which the questions arose:

•   Teaching techniques

•   Teaching methods

•   ESL methods

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Four questions were generated by the section teaching techniques. In this section, the interviewees will discuss their teaching techniques for English language classes, particularly speaking classes. It investigates what techniques teachers use and whether they are appropriate for students and how these methods prevent students from developing their speaking abilities. It also includes various types of activities in class that prevent students from properly developing their speaking skills.

The next section, ―teaching methods‖ consist of three questions where the teacher asked various questions about various teaching methods that affect students' development of their speaking skills.

1. The first factor is ―grammar translation method‖ which generated one question. This method will highlight the difficulties that the students are experiencing. As well as how grammar translation methods affect learners' communicative skills.

3. The next factor is about ―Communicative language teaching‖ (CLT) which generate one question. This method will focus on the benefits of this method, as well as the teachers who use it in Bangladeshi classroom instruction. As well as whether or not the students are comfortable with this method.

The next factor is about ―ESL Methods‖ which generates two questions. The interviewees discussed whether or not they use the ESL method in the classroom. And how does this implement to the Bangladeshi classroom context.

1. The first factor will be about ―learners‗ preferences‖ which generate one question. There are various types of learners. It will give an idea of which method the students prefer. It will also reveal whether the instructor is emphasizing the learner's preferred method or simply teaching the way they are supposed to.

3.8 Description of the interview of students

To conduct the interview, I have chosen 13 students from higher secondary level. 10 students are from Bengali medium and other 3 students are from English medium background. I investigated the students' difficulties in developing their speaking skills and why they are not comfortable

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

communicating in English by conducting interviews with them. What they are actually dealing with in their classroom regarding their language learning specially speaking. I chose Bengali and English mediums to demonstrate the differences and to highlight which factors Bengali medium students lack in this speaking skill.

3.9 Validity and reliability

To conduct a research, validity and reliability are critical components. The concepts of reliability and validity are used to assess the quality of research. They indicate the accuracy with which a method, technique, or test measure something. The consistency of a measure is referred to as reliability, while the accuracy of a measure is referred to as validity. According to Brink, Validity and dependability are major elements of all research. This is especially important in qualitative research, where the researcher's subjectivity can easily cloud data interpretation, and where research findings are frequently questioned or viewed with suspicion by the research world (Brink, 1993).

3.10 Obstacles faced

Taking interviews is a necessary step in conducting research using the qualitative method. The interview process is far from simple. It is a process that takes longer. Various obstacles were encountered by the researcher during this research. However Only because of the agreed-upon interviewees, the researcher produces a variety of data. Despite of this, it was difficult to conduct the teacher interviews. Because they have a hectic schedule it is difficult for them to schedule an interview. In that case researcher faced some obstacle to conduct the interview.

3.11 Consideration of ethics

The researcher was concerned about respecting ethical standards. Participants needed to understand the study's goal prior to the interview. Though all of the interviewees were agreed to give the interview however, the researcher was concerned about their personal information or anything related to their identity. The researcher's main concern was that participants' personal information and identities not be revealed. Participants were also hesitant to reveal their identity or any personal information about themselves. Because the interview questions were open-

ended, the participants were free to express their opinions, and they were not required to agree with any proposal. Researchers are also concerned about asking sensitive questions or bringing up issues that would make them feel uncomfortable. Despite this, they provided accurate information in the interview and addressed sensitive issues while ensuring that their identities and personal information were not revealed.

3.12 Conclusion

This section provides a detailed explanation of the methodology employed in this study. Moreover, the findings from the interview and the discussion have been thoroughly illustrated in the following chapter.

Chapter 4: Findings and Analysis

4.0 Introduction

This chapter represents the analysis of qualitative findings. Generally, study results refer to direct answers to the research questions derived from data. Regarding the research question, the researcher has prepared interview questions for students and instructors. The analysis is about interpreting one's study's findings (Faimau, 2017). On the other side, when analyzing the participant interviews, qualitative results have been demonstrated through several themes.

4.1 Analysis

Every question is covered in regard to a theme or themes and its/their emerging categories.

4.2 Analysis of the questionnaire of students' interviewees:

Question 1:

What do you think about the present state of students' speaking abilities in Bangladesh? / Are you happy with your present speaking abilities?

Theme: Students' speaking ability

Emergent categories: Present state of speaking student's ability in Bangladesh

Communication skills are essential in today's world, and mastery of these skills is required to achieve success in their respective fields. In order to communicate effectively in today's global world, speaking is the most important of the four language skills. Despite having all of the skills, the learners' ability to communicate is absolutely essential. Recently, a significant interest in the English language as a means of global communication has grown in the thoughts of a specific group of students in Bangladesh. However, it does not reach the expected standard in Bangladesh. There is still a clear gap in learners' speaking abilities. To discuss about speaking ability, the majority of the students were dissatisfied with their speaking abilities, especially the students from the Bengali medium students. Students are already aware of the significance of good communication skills. One of the students, Falguni from the Bengali medium, stated, "She

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

is not happy with her speaking skill because English is not used in the classroom at all even though English class is taught in Bangla as she believes English speaking is a very important skill for learners." Moreover, "She also stated that students have very limited access to English even outside of the classroom. Outside of the classroom, they were discouraged to speak or communicate in English."

Another student, Orpheus, stated that "he was pleased with his English-speaking ability." He is from an English medium background, and their courses are taught in English, so he benefits from the courses they are learning in English." So that he is doing well in terms of his English-speaking ability. As, English is the language of communication for everyone with an English-medium education; this includes teachers and students. All pupils are required to speak English by the institutions (Ahmed & Chowdhury, 2020).

<u>**Question 2:**</u>

Do you think that lack of proper method in your institution can cause speaking difficulties to you people?

Theme: Lack of proper method

Emergent categories: Variables of speaking difficulties

As the majority of my interviewees were from Bangla medium, everyone was of them answered the same about the lacking of methods as well as the absence of proper methods in the classroom. They claimed that they had not seen appropriate techniques for enhancing speaking skills in a school setting in Bangladesh. Due to a lack of an appropriate method, individuals are missing out on opportunities to improve their speaking abilities. Moreover, there is no new approach being used in the classroom. They stated that implementing the proper strategy is difficult. They believe that CLT is the best technique for enhancing their communication abilities. Despite the fact that everyone is aware of the CLT approach, this method is also absent. Majority of students answered the same that in ―Bangladeshi classroom context, the CLT method is essential in enhancing one's communication skills." Additionally, a student from a Bangla medium school responded that, ―overcrowded classrooms are another barrier to the use of CLT."

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Because it is impossible for a teacher to pay attention to or maintain all of their students. As Huge class numbers, curriculum and assessment inconsistencies, cultural insensitivity, a lack of training and low socioeconomic conditions is barriers to adopting CLT in Bangladesh (Roy, 2016).

The other pupils, who came from English-medium backgrounds, claimed that because they observe the correct approach in their classroom, their speech is better than that of the majority. They all responded in the same way, stating that their classrooms teach them the correct procedure.

As a result, it is clear from the interview that the majority of pupils in Bangladeshi classrooms are not applying proper methodology. The implementation of CLT in the classroom is not without its challenges, though (Chang and Suparmi, 2020).

Question 3:

Do you get sufficient amount of speaking assessments that might help to develop your speaking skill?

Theme: Speaking assessments

Emergent categories: Insufficient speaking assessments

For learners, assessment is essential to learning. As they are not assessing the learners' learning appropriately, I concentrated more on NCTB curriculum in this assessment section. The teachers claim that the government alone created and carried out the NCTB's current English language assessments. The higher secondary level instructor was therefore told to follow the government's instructions as they are for the students in that level. Additionally, the teacher repeated the assessment they use, especially for the grammar component, does not truly aid the students. Because they just apply the guidelines to their assessment and memorize them.

In an interview about assessment, the majority of the students claimed that assessments were inadequate to help them improve their speaking abilities because speaking ability assessments are lacking in their NCTB books. They further stated that the task or assessment was not assisting them in developing their speaking skills. They said that task-based assessments of their

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

speaking abilities should be implemented. So that they can speak more fluently or accurately through practice.

According to the findings, neither learners nor teachers felt that their NCTB book assessments had helped them to develop their speaking abilities. For improving their communication skills, they recommended the use of additional task-based assessments. In order for the students to practice the tasks and improve their proficiency in English, task-based assessment would be more essential. Because of this, task-based instruction will assist students in developing high English language fluency and accuracy. This suggests accuracy, complexity-restructuring, and fluency as the learning objectives that are most pertinent for task-based training after supporting a dual-mode perspective for language processing (Skehan, 1996). In order to assist them improve their English language accuracy and fluency, task-based instruction and assessment will be used.

Question 4:

Do you think that differences in curriculum can have an impact on students' speaking skill to develop?

Theme: Curriculum

Emergent categories: Differences in curriculum

The different curriculum presents a barrier or has an impact on students in Bangladesh, according to teachers from various backgrounds. While the majority of pupils suffer with a lack of speaking opportunities, learners with an English-medium education outperform the majority of students with a Bangla-medium education in terms of communicative ability.

One of the students, Falguni, who participated in the interview, stated that they believe they lack the language proficiency of pupils with backgrounds in the English medium. She continued by saying that because their students are learning everything in English, their English-medium background has a significant impact on them. All of the classes they are taking were taught in English. So that they can easily adapt and correctly enhance their English language

skills. She added that kids at Bangla medium schools' poor speaking abilities are a contributing factor in their failure to acquire English, even when their English classes are delivered in Bangla.

According to the results, both students and teachers believe that the curriculum discrepancies are causing some problems. Due to this, pupils are split into two groups, and the majority of them face a question based on their abilities. English is being taught in a different way to pupils with an English-medium background than it is to those with a Bangla-medium background. As a result, they have different levels of communication skills. Thus, our entire education system in Bangladesh is significantly influenced by English-medium instruction. Families from middle class to higher class are more eager to instruct their children in the English language. Because they believe that an education in the English language will guarantee their children a quality position in the future. In addition, the British Empire continues to have a significant impact on the Indian subcontinent. Using English textbooks written by international authors, courses in the English-medium curriculum are all taught in English (Hassan, 2019).

Question 5:

Do you have a good student teacher interaction?

Theme: Student-teacher interaction

Emergent categories: Lack of student-teacher interaction

According to the students that participated in the interview, there is a serious absence of student-teacher contact. They claim that they occasionally experience extreme anxiety when speaking with the teacher and they also occasionally experience extreme shyness. They further stated that they constantly worry about how the teacher would determine if they are correct or incorrect. They were unable to effectively interact with their teachers as a result. Additionally, they added, their learning is significantly impacted by the lack of student-teacher connection. Due to their inability to communicate with the teacher effectively, they were unable to improve their speaking abilities. They all provided the same response to this question and are dealing with the issue in the same manner.

Question 6:

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Do you feel fears or lack of motivation to speak English?

Theme: English speaking

Emergent categories: Lack of motivation

All of the students placed more emphasis on this issue of fear and a lack of motivation. All of them have stated that they lack the motivation to speak English due to a variety of factors. For instance, they feel afraid and don't have enough opportunity to practice speaking the language. They have added, that has a significant impact on their ability to speak English.

According to the results, students reported a few issues that had an impact on their ability to talk. Some of the struggling point for developing the speaking skill. For example, anxiety, fear, performance pressure etc. These types of problem actually create inconvenience to develop speaking for the learners (Suchona and Shorna, 2019).

<u>**Question 7:**</u>

Do you think that you people have a suitable environment for speaking skill?

Theme: Speaking environment

Emergent categories: Unsuitable environment

The majority of students claimed in the interview that they don't have access to enough environments that are conducive to practice their English. They have also stated that their environment does not encourage regular use of English. They believe that people are going to judge them or not support them. That's why the majority of students complain that they don't have enough opportunities to hone their public speaking abilities. Additionally, they said the students feel that having a supportive environment both inside and outside of the classroom will greatly aid them in building their motivation to improve their speaking abilities.

They also brought out another aspect, such that student-teacher chemistry is crucial for the growth of students' speaking abilities. The interaction that students and teachers have with one another is known as rapport. It enables teachers and students to have a fulfilling relationship

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

(Harmer, 2007). Therefore, this will eventually result in positive results for the students' speaking skill development.

Question 8:

Do you think that E-learning can cause difficulties in terms of developing speaking skill?

Theme: E-learning

Emergent categories: Negative impact of E-learning

Regarding e-learning Questions about e-learning were posed to students. due to the two years of pandemic conditions, during which everyone was already accustomed with online schooling. Because the learning process was a continuation of education. Both students and teachers were aware of this. The majority of students responded that they had a lot of difficulty with the online approach. Between the teacher and the student, there has always been a communication gap. Through this, they have stated, learning a skill was completely out of the question. Because interaction and communication between the instructor and learner are essential for the development of speaking skills, but these elements were mostly absent from online learning. They noted that developing speaking ability through online learning was rather challenging. They also discuss how their learning process has been impacted by online learning.

Question 9:

What do you think of the impacts of not having enough speaking skill?

Theme: Speaking proficiency

Emergent categories: Impacts of lack of speaking skill

One participant responded, "I think that I will have to face a serious problem in order to speak in English in my university or tertiary level, because I could not improve my speaking in this level and I will have to enter university level with low proficiency in English," when asked if they felt that they would have a bad impact or not in their tertiary level. However, the majority of participants acknowledged that they would need to reach the tertiary level with limited English proficiency. Due to their medium-sized Bangla background and inability to still develop their

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

speaking abilities. As a result, In Bangladesh, major university students are frequently found to have poorer spoken English proficiency (Islam & Stapa, 2021).

Moreover, all of the participants were questioned about whether or not they anticipated facing issues in their field of employment. The majority of them responded that they would face difficulties in their field of employment. One of them responded, "I have to work in the future, because I won't be able to handle any job sector if I don't have a solid speaking talent." Others who responded said that we must work very hard in our job sectors if we have low proficiency.

In addition, Individuals were questioned regarding how they felt having poor speaking abilities would affect their presentation skills. One of the pupils who was studying in the Bangla medium replied, "I have to do presentations in the future, but with this poor ability in English, I have to struggle on that." The ability to make presentations is crucial, but those who struggle with their English can find it challenging in a variety of ways.

One of the English-speaking students added, "Although I have decent speaking skills, a good English proficiency level will be needed for presenting a proper presentation. For that, we will have to practice a lot with a help from our instructor or friends. Then, all of the participants (Learners) were questioned regarding their sense of self-worth in light of their poor speaking abilities. They each responded, "When I can't communicate well, I feel really down and demotivated. I suddenly began to doubt my capabilities." Additionally, participants who spoke English as a second language stated that they had trouble learning new things because of their poor self-esteem and people's judgment of them when they couldn't speak properly.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

4.3 Analysis of the questionnaire of instructors' interviewees:

Question 1:

Do you think that the way you are teaching it is appropriate for students' to develop their English speaking skill?

Theme: Teaching techniques

Emergent categories: Inappropriate of teaching techniques

The teachers were quite open and honest with their response. Because they think that the methods of instruction are inappropriate for helping the pupils improve their English-speaking abilities. The professors admitted that their continued use of highly traditional methods of instruction doesn't assist students improve their ability to speak English. Because of this, intermediate and higher secondary schools that use the Bangla language do not offer effective English language instruction (Baidya, 2015). They also point out that the outdated teaching methods prevent learners from honing their communication skills. Because they will eventually suffer from a lack of communication skills if they don't get enough opportunities to speak in class.

Question 2:

Do you think that the teaching methods you are using those are helping students' to develop their English speaking skill?

Theme: Teaching methods

Emergent categories: Inappropriate teaching methods

The teachers were open and honest while discussing proper methodology in the classroom. They acknowledged that they continue to use conventional techniques, such as grammar translation (GTM). The Grammar Translation Method (GTM) is one of the earliest methods for teaching English as a second language in educational settings (L2) (Gamage, 2020). The class is not effectively implementing the communicative language method.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

One of the teachers also mentioned that there were certain issues that prevented them from advancing the CLT. There are many kids in one classroom, and one teacher is responsible for managing them all. The teacher could find it challenging at times to impart this knowledge. The main obstacles included classroom environments that didn't encourage pair and group work, the nature of immovable chairs and desks, the students' lack of sufficient motivation and courage to speak, the classroom teachers' failure to be dedicated and use their effort in the teaching learning process, the extensive coverage of the contents in the students' text book, and failures on the parts of teachers and students to use various strategies to make speaking in class more comfortable.

Question 3:

What do you think a role of a teacher in curriculum implementation?

Theme: Role of a teacher

Emergent categories: Failed in curriculum implementation

When I queried the teachers about their role in implementing the curriculum, they all said that they had failed to incorporate various methodologies into the curricula. The students' current curriculum isn't actually assisting them in acquiring the necessary level of language proficiency. Although we have revised curricula and syllabuses for straightforward access in English, we are still unable to advance in it. Students at intermediate levels in particular deal with this problem more than those at lower levels. They do not receive the guidance they need to grow autonomously. Most of them used to memorize techniques prior to employing the creative writing approach. This actually hinders students' ability to advance their speaking abilities.

Question 4:

Do you thin differences in curriculum can might have an effect on their speaking skill?

Theme: Curriculum

Emergent categories: Differences in curriculum

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

One of the teachers responded that this is the main reason why pupils don't have enough opportunities to hone their speaking abilities. According to the results, teachers believe that the curriculum discrepancies are causing some problems. Due to this, pupils are split into two groups, and the majority of them face a question based on their abilities. English is being taught in a different way to pupils with an English-medium background than it is to those with a Bangla-medium background. As a result, they have different levels of communication skills. Thus, our entire education system in Bangladesh is significantly influenced by English-medium instruction. Families from middle class to higher class are more eager to instruct their children in the English language. Because they believe that an education in the English language will guarantee their children a quality position in the future. In addition, the British Empire continues to have a significant impact on the Indian subcontinent. Using English textbooks written by international authors, courses in the English-medium curriculum are all taught in English (Hassan, 2019).

Question 5:

Do you have a good teacher-students interaction?

Theme: Teacher-students interaction

Emergent categories: Lack of teacher student's interaction

This is how three of the teachers responded to the question. They have also stated that they consistently sense a lack of student-teacher contact, which they believe is crucial for learners. Teachers have noted that they see students are extremely frightened and frightened when speaking or interacting with them, echoing what the students have already said. Because they are anxious and bashful, kids will occasionally not even address an issue they are having. Additionally, they pointed out that there has been a dearth of teacher-student engagement in the classroom. In order to determine how the lack of student-teacher connection in the classroom affects students' learning, the question is posed.

Question 6:

Do you think that they get the sufficient speaking assessment?

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Theme: Speaking assessment

Emergent categories: Insufficient speaking assessment

According to the findings, neither learners nor teachers felt that their NCTB book assessments had helped them to develop their speaking abilities. For improving their communication skills, they recommended the use of additional task-based assessments. In order for the students to practice the tasks and improve their proficiency in English, task-based assessment would be more essential. Because of this, task-based instruction will assist students in developing high English language fluency and accuracy. This suggests accuracy, complexity-restructuring, and fluency as the learning objectives that are most pertinent for task-based training after supporting a dual-mode perspective for language processing (Skehan, 1996). In order to assist them improve their English language accuracy and fluency, task-based instruction and assessment will be used.

Question 7:

What do you think of the impacts of not having speaking proficiency for the students'?

Theme: Speaking proficiency

Emergent categories: Negative impacts of not having speaking proficiency

This theme dealt with the factors that determine speaking ability and how respondents felt these factors affected them personally as well as how teachers saw these factors. It was intended to explore the effects of having inadequate speaking abilities through this theme. Since the students have completed intermediate level, they will shortly begin tertiary level. It is apparent that students will enter the university level with low English proficiency if they lack speaking ability.

Even the instructor was questioned about whether they noticed a drop in students' self-esteem when they couldn't communicate clearly. The instructors all responded in a similar manner, saying that when students suffer with poor speech, it lowers their self-esteem. Due to the fact that they are judged and lack incentive to talk. They believe they lack the ability to speak. This will affect how confident they feel about themselves.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Question 8:

How this issue can be resolved?

Theme: Solution

Emergent categories: How lack of communication can be solved

Both instructors and learners were questioned about potential solutions to this issue. First of all, one of the students responded, "It's time to put CLT into practice if we want to improve our speaking abilities; without CLT, it won't be possible. Since teaching pupils how to communicate is the main objective of every language program. However, communicative language teaching focuses on communication as both a goal and a method of instruction. Students participate in class activities in order to acquire the language in a communicative language classroom, where the teacher acts as a facilitator or guide (Boyd, 2022).

There is a paucity of evaluation; there is no appropriate speaking assessment for us, one of the learners who participated in the discussion said. Since creating speaking assessments is crucial (Rahmawati, 2015).

4.4 Conclusion

Our teachers' and students' both are very conscious about developing the speaking skill as it is very important to have for students'. They realize that there are lots of variables that are affecting students' speaking skill and leaners' are affecting by those variables. They try to identify some of the variables and its impact.

Chapter 5: Conclusion and Recommendations

This chapter concludes with a few recommendations that are based on the research's findings.

5.0 Conclusions

Considering that English is not the majority language in Bangladesh, learning it could be challenging. However, being able to speak English is highly important, and its significance is growing every day. For higher secondary level students in Bangladesh, it is frequently difficult to have the chance to speak English properly. Since a number of factors contribute to this issue, it has an adverse effect on the learners. In this study, the researcher identified the factors preventing learners from improving their speaking abilities as well as their effects on them and possible solutions. The finding also shows about the perspective of the instructors. The participants believe that a variety of factors have contributed to this problem. Since the majority of the students come from Bangla medium institution, they believe they are not given enough chances to speak English outside of and even inside of the classroom. Because English lessons are also conduct in Bangla, which is inappropriate for learning how to speak English. Meanwhile, English-medium students are pleased with their English-speaking abilities because they use it regularly both inside and outside of the classroom. However, both the teachers and the students acknowledge that there is a lack of instructional methods because the Bangla language schools employ a very conventional approach that doesn't really place an emphasis on speaking ability. Additionally, they don't receive enough speaking evaluation to help them get better at speaking. The NCTB curriculum doesn't actually allow them to adequately concentrate on speaking ability. The participants also think that because of their poor speaking abilities, this will negatively affect them. They will enter in their tertiary level without having a effective knowledge of English speaking. This issue can be resolved in a few different ways. All the participants agree that changes can be brought about by using the right method, a suitable setting, enough speech assessments, curricular revisions, student-teacher connection, and acceptable teaching techniques.

Hence, to conclude, It could be said that the researcher identified the factors preventing students from learning speaking in English, as well as their negative impacts on the learners.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

5.1 Proposed Recommendation

The researcher came up with the following suggestions after looking at the results of both the survey and the interview.

1. Speaking should be emphasized more for higher-level pupils in Bangladesh because it is the most crucial skill for learners to possess Knowing that they are not satisfied with their speaking abilities. Students needed to be encouraged to practice their speaking abilities right away when they first started learning.

2. Teaching pronunciation, fundamental grammar rules, expanding vocabulary, and having students work side by side the teaching strategy needs to be appropriate for their level of speaking ability. As their institution lacks a proper methodology for teaching speaking. These issues need to be addressed.

3. To practice and improve their English speaking abilities, students need to receive adequate and appropriate speaking skill assessments. Additionally, the curriculum should have been modified to focus more on developing students' speaking abilities.

4. Bangladeshi students hardly ever encounter a linguistic setting where they can speak English outside of the classroom. Although a teacher cannot guarantee a linguistic environment outside of the school, the teacher may guarantee a linguistic environment inside the classroom. However, we don't see a lot of the student-teacher interaction that is so beneficial to the improvement of the learner in Bangladesh. They could improve their communication skills if they have positive interactions with the teacher since interactions improve communication. Consequently, this must evolve quickly.

5. A speaking class should have no more than 30 students so that the professors may precisely address the issues of the students.

6. Numerous speaking exercises can be carried out in the classroom to help pupils overcome their inhibition, nervousness, and anxiety. These include impromptu speeches, story-telling, debates, and presentations.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

7. Teachers need to put more effort into teaching students how to speak English properly and support them in improving their communication skills.

References

Adil, M. (2022, January 14). *Problems faced by students in speaking English language.* Adil Blogger.

> https://adilblogger.com/problems-faced-students-speaking-english-language/?fbclid=IwAR2vDZnmicWJGl3D2RomsBTtoF2ZJKO-GHErCntzRNvg_GCnwXOlm0zdtgk

Ahmed, M & Chowdhury, T. (2020). English Language Learning in English and Bengali Medium Schools of Chittagong. *English for Specific Purposes.* 22.

Ahmed, R. (1970, January 1). *Condition of English in Bangladesh Second language/Foreign language.* Retrieved from

> https://write-translate.blogspot.com/2006/03/condition-of-english-in-bangladesh.html?fbclid=IwAR12BAhcw05v0JzUdqQlxwuom0TBzTuRXtHa3KUpeFkYX0v5Xe06LJX7DXs&m=1

Andualem Desta, M. (2019). An investigation of challenges teachers face in teaching speaking skill in large classes' context: Secondary school EFL teachers in focus. *International Journal of English Language Education*, 7(2), 66. https://doi.org/10.5296/ijele.v7i2.15399

Alam, M. M. (2016). Problems in Teaching English Speaking Skill in Large Classes of Rural Colleges in Bangladesh: A Case Study.

Ali, M., & Walker, A. L. (2014). _Bogged down' ELT in Bangladesh: Problems and policy. *English Today*, 30(2), 33-38.

> https://doi.org/10.1017/s0266078414000108

Ara, R. (2020). A foreign language or the second language: The future of English in Bangladesh. *International Journal of Language Education*, 81-95. https://doi.org/10.26858/ijole.v4i2.10458

Assessment dilemmas in educational institutions. (2019, July 25). Dhaka Tribune.

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

https://archive.dhakatribune.com/opinion/op-ed/2019/07/25/assessment-dilemmas-in-educational-institutions?fbclid=IwAR3P9XRSXkkEAzu6A24EWYcL9MrdmNhP9SSQZqSdL03JG3DzmSSBs4XB9J0

Barman, A. (2020). English Language Teaching at Secondary Level in Bangladesh: An Unsuccessful Story. *American Journal of Education and Learning*. 5. 112-122.

Bhandari, P. (2022, July 21). *What is qualitative research? | Methods & examples.* Scribbr. https://www.scribbr.com/methodology/qualitative research/?fbclid=IwAR0CalulTbB_wsu8SHAcgiQ ZuJ50aTutramRmwKlVepenCZ9TrJ2MyJ4Ek

Bhattacharjee, N. (2013). Developing speaking skill at secondary and higher secondary levels: Problems and few recommendations. *Stamford Journal of English*, 4, 15–29. https://doi.org/10.3329/sje.v4i0.13487

Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia - Social and Behavioral Sciences*. 2. http://dx.doi.org/10.1016/j.sbspro.2010.03.191

Brink, H. I. (1993). Validity and reliability in qualitative research. *Curationis*, 16(2). https://doi.org/10.4102/curationis.v16i2.1396

Brown, H. D. (1994). Principles of Language Learning and Teaching. *Englewood Cliffs, NJ: Prentice Hall Regents.*

Chowdhury, R. (2001). To West or not to West? The question of culture in adopting/adapting CLT in Bangladesh. *Journal of the Asiatic Society of Bangladesh*. 46. 183-194.

Chang, A. N., & Suparmi, S. (2020). The implementation of communicative language teaching (CLT) and factors hindering teachers from implementing it in high school. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan,* 13(1), 46.

https://doi.org/10.31332/atdbwv13i1.1598

Clampitt, P. G. (2016). Communicating for Managerial Effectiveness: Challenges|

Strategies| Solutions. Sage Publications.

Communicative Language Teaching: Definition, Overview & Example. (2018, June 1). Retrieved from

https://study.com/academy/lesson/communicative-language-teaching-definition-overview-example.html

Communicative language teaching in Bangladesh. The New Nation. https://thedailynewnation.com/news/78095/communicative-language-teaching-in-bangladesh.html?fbclid=IwAR26JSVNyenFH6HLdkSwuhygufJMY9s2F0eiJUovu1mW HRPhbsirrXWzZ48#

Condition of English in Bangladesh. Daffodil International University - Index. https://forum.daffodilvarsity.edu.bd/ind%20ex.php?topic=4122.0&fbclid=IwAR1QodXA zA9bmX18TwuQ11kEZn-rQQ9DWVsN9hs3H-jQt9Tfgb2IIiwPNBE

Difficulties in speaking English and the possible solutions. (2015, December 28). LinkedIn. https://www.linkedin.com/pulse/difficulties-speaking-english-possible-solutions-khan/?fbclid=IwAR3nOfJBosZplUYLo0YutlqhCVoZi6dw5T3OpuIgPDMdxug-UCtCyCBnLZM

English language teaching: Approaches, methods, and techniques. (2021, June 15). Interactive ESOL Resources for Teachers | TEFL-Toolkit.com. https://tefl-toolkit.com/blogs/the-tefl-toolkit-blog/english-language-teaching-approaches-methods-and-techniques?fbclid=IwAR0nSh3bCMa4VYyZLVTAM8trCKBUEGjpnMVpcWidPlUiI0g 8LGuTfM7rVzk

English language proficiency is ineffectual in Bangladesh. (2020, January 16). English language proficiency is ineffectual in Bangladesh | theindependentbd.com. https://m.theindependentbd.com/printversion/details/232388?fbclid=IwAR3uK0lzijdJViL xP7Dzkn2leuj09HxT38VHTnwBvCi5Iw-838mjJr6owz8

Faimau, Gabriel. (2017). What is the difference between results, discussion, and conclusions in writing a research paper?. Retrieved from: https://www.researchgate.net/post/What-is-

the-difference-between-results-discussion-and-conclusions-in-writing-a-research-paper/59a2bca8615e27865f23bf00/citation/download.

Farooqui, & Sabrin. (2007). Developing Speaking Skills of Adult Learners in Private Universities in Bangladesh: Problems and Solutions. *Australian Journal of Adult Learning*, 47(1), 94–110.

Farooqui, S. (2014). The Struggle to Teach in English: A Case Study in Bangladesh. *Journal of Education and Human Development*, 3(2), 441-467.

Gillis, G. (2022, January 16). *The Importance of Speaking Skills.* Gerald Gillis https://www.geraldgillis.com/importance-speaking-skills/?fbclid=IwAR0ctM-wjFgZ2I7RSTswKJjcPytTsFRu3h3Sy5G5-DgP4t1z-zyaSE0YTaI

Grammar translation method | Characteristics, objectives and techniques. (2022, March 19). English Finders. https://englishfinders.com/grammar-translation-method/?fbclid=IwAR0lWH25-1Y9APi_1I1pQ5lY6jR3EYe5V3hzKRNaghpHGwMXos18ZbIHtCA

Hien, L. T. (2021). Communicative language teaching in teaching ESL for University students. *Journal of English Language Teaching and Applied Linguistics*, 3(6), 49-57. https://doi.org/10.32996/jeltal.2021.3.6.7

How to embrace English as a language that matters. (2021, 25 April). New Age | The Most Popular Outspoken English Daily in Bangladesh. https://www.newagebd.net/article/136236/how-to-embrace-english-as-a-language-that-matters

How to improve your English speaking skills at home? unb.com.bd. https://www.unb.com.bd/m/category/Lifestyle/how-to-improve-your-english-speaking-skills-at-home/79013

Ifti, H. R. (2022, June 2). *All that's wrong with the National School Curriculum*. The Daily Star. Retrieved from https://www.thedailystar.net/shout/news/all-thats-wrong-the-national-

school-curriculum-3037081?fbclid=IwAR0t6uH72OmYVJvQKPmPC3B0OKud-jhFB3jsD2MUbWavkJTBejoXfCANG3w

Islam, M. S., Hasan, M. K., Sultana, S., Karim, A., & Rahman, M. M. (2021). English language assessment in Bangladesh today: Principles, practices, and problems. *Language Testing in Asia,* 11(1).

https://doi.org/10.1186/s40468-020-00116-z

Khan, I. A. (2011). Challenges of Teaching/Learning English and Management. *Global Journal of Human Social Science ,* 11(8).

Learning English: Are we overemphasising? The Financial Express.
https://thefinancialexpress.com.bd/views/learning-english-are-we-overemphasising-1608529528

Mahmud, J. (2017, April 5). *Effects and problems of speaking anxiety in Bengali medium classrooms of Bangladesh*. Dspace Bracu.
https://www.semanticscholar.org/paper/Effects-and-problems-of-speaking-anxiety-in-Bengali-Mahmud/d6afeea1fa9468f6ec0c38b56d97d77b93cb13fe?fbclid=IwAR3HlGS4sgjnCyV9VUSY0JJTWF7Z5O8xOI8pxmG6HAadwN2pr48CCmzvba8

Mehtab, S. (2012, April). *Difficulties and challenges in implementing CLT In Bangladesh.* BRAC University.

https://core.ac.uk/download/pdf/61802453.pdf?fbclid=IwAR3HfMWCGdQB4DdjtIjxJT6Unb05nP-vfrWHqTfUdNL4PyfglGIHak5pveQ

Mridha, M. M., & Md. Muniruzzaman, S. (2020). Developing English speaking skills: Barriers faced by the Bangladeshi EFL learners. *Englisia: Journal of language, education, and humanities,* 7(2), 118. https://doi.org/10.22373/ej.v7i2.6257

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Natsir, M., & Sanjaya, D. (2014). Grammar translation method (GTM) versus communicative language teaching (CLT); A review of literature. *International Journal of Education and Literacy Studies,* 2(1), 58-62.

https://doi.org/10.7575/aiac.ijels.v.2n.1p.58

Noor, L. (2018). The Impact of Variables in Developing Speaking Skill at the Tertiary Level Students in Bangladesh. *International Journal of English Language, Literature in Humanities,* 6(8).

O'Connor, H. & Gibson, Nancy. (2003). A Step-By-Step Guide To Qualitative Data Analysis. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health.* 1. 63-90.

Online learning challenges and solutions: Expert's tips. (2022, July 17). Embibe Exams.

https://www.embibe.com/exams/online-learning-challenges-and-solutions/?fbclid=IwAR2gnuqr1swO_rpGnpf6EjjuaH8QCuoGah02ZyuHfmHBEOH9bmF24atOIVc

Pathare, E., & Pathare, G. (2013). *Skillful Listening & Speaking. Thailand: Macmillan.*

Pellegrino, J. W. (2009, December). *The Design of an Assessment System for the Race to the Top: A Learning Sciences Perspective on Issues of Growth and Measurement.* http://www.k12center.org/publications.html. https://www.ets.org/Media/Research/pdf/PellegrinoPresenterSession1.pdf?fbclid=IwAR3HlGS4sgjnCyV9VUSY0JJTWF7Z5O8xOI8pxmG6HAadwN2pr48CCmzvba8

Qualitative vs quantitative research. (2008, February 5). Study Guides for Psychology Students - Simply Psychology.

https://www.simplypsychology.org/qualitative-quantitative.html

Raba, A. A. (2017). The influence of think-pair-Share (TPS) on improving students' oral communication skills in EFL classrooms. *Creative Education*, 08(01), 12-23. https://doi.org/10.4236/ce.2017.81002

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Rahmawati , R., Sihombing, C., Ginting, E. K. B., & Arimonnaria, E. (2021). The Effect of E-learning on Students Speaking Skill Progress: A Case of the Seventh Grade at SMP Pencawan Medan. *Indonesian EFL Journal*, 7(1). https://doi.org/https://doi.org/10.25134/ieflj.v7i1.3995

Rahmawati, Yenny & Ertin, Ertin. (2015). Developing Assessment for Speaking. *Indonesian Journal of English Education.*

   http://dx.doi.org/10.15408/ijee.v1i2.1345

Rahman, M. M., & Pandian, A. (2018). A critical investigation of English language teaching in Bangladesh. *English Today*, 34(3), 43-49.

   https://doi.org/10.1017/s026607841700061x

Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M., & Singh, M. K. (2019). English language teaching in Bangladesh today: Issues, outcomes and implications. *Language Testing in Asia*, 9(1).

   https://doi.org/10.1186/s40468-019-0085-8

Rahman, M. M. (2018, February 3). *Unavoidable importance of English language.* The Asian Age. Retrieved from

   https://dailyasianage.com/news/106859/unavoidable-importance-of-english-language

Rahman, M. (2015). Teaching English at HSC Level in Bangladesh. *Aberdeen University Review.* 9. 203-216.

Rahman, Md. Z., Rahman, A. F. M, & Begum, M. K. (2015). Enhancement of Students' English Speaking in Bangladesh: Theory and Practices. *Manarat International University Studies*, 5(1).

Rahman, M. (2012, August). *Grammar translation method (GTM): An effective and feasible method in Bangladesh context.* BracU IR. https://dspace.bracu.ac.bd/xmlui/handle/10361/2060?fbclid=IwAR1ttUTR-U_9aeLWGj4xi6SVQprsNYmeaV-d6fZ18MeJ5IKxbMq0BiKonWo

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Rashid, Md. H. (2018). An Implementation Syllabus and Curriculum at Secondary Education in Bangladesh. *Articlr*. 9.

Rao, P. S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal,* 2(2).

Roy, Sukanto. (2016). Challenges to Implementing CLT in Bangladesh. 16.

Sanaa, M. (2013, June). Developing the Students' Speaking Skill through Communicative Language Teaching. University of Biskra Repository.

https://archives.univ-biskra.dz/bitstream/123456789/4740/1/SE%20143.pdf

Senna, L. (2022, March 22). *Assessing speaking: Can it be easier? |* World of Better Learning | Cambridge University Press.

https://www.cambridge.org/elt/blog/2017/04/13/assessing-speaking-can-it-be-easier/?fbclid=IwAR2vhdJKrnvqmhPx84RzK5dZHxRNcroC45-q08K4hV2FJ55QQz2wnqmQDSo

Sheyam, S. N. (2022, January 27) *Bangla medium vs english medium: Is there a winner?* The Financial Express. Retrieved from

https://thefinancialexpress.com.bd/education/bangla-medium-vs-english-medium-is-there-a-winner-1643221795?fbclid=IwAR34Ia7meTP1G3-0Mp-syqOC_cXLTAUqZwNdm6hA51CaKUSofNLkY49BC0s

Skehan, P. (1996). A Framework for the Implementation of Task-based Instruction. *Applied Linguistics*, 17(1), 38-62.

https://doi.org/10.1093/applin/17.1.38

Skills: Assessing speaking skills. (2006). Onestopenglish.
https://www.onestopenglish.com/methodology-tips-for-teachers/skills-assessing-speaking-skills/146607.article?fbclid=IwAR1Azf80JnYmiw_tDEkCA162ohduBNgqhwIoVsi1PGEtjmOxEoSWnqJNoEU

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Sudarmo, S. (2021). The importance of speaking in English as a foreign language between skillful and thoughtful competencies: studying sociolinguistics perspectives. *Linguistics and Culture Review*, 5(S1), 113-124.

Sun, D. (2019, December 19). *A critical reflection on CLT in Bangladesh.* Daily Sun. https://www.daily-sun.com/post/447615/A-Critical-Reflection-on-CLT-in-Bangladesh?fbclid=IwAR0wn_G37UFSL7e5id5s4icMm1rirtBZFGB_HbLWELs--PxP6KHbxXguiBs

Sun, D. (2019, April 28). *An Analysis of English Medium Education System.* Daily Sun. https://www.daily-sun.com/printversion/details/388303/An-analysis-of-English-medium-education-system-

Sultana, F. (2019). Grammar Translation Method (GTM) for young learners in learning L2: practice and certainty in Bangladesh.

Susilawati, M. (2017). *Students' Speaking Problems in English Presentation.* Neliti. https://media.neliti.com/media/publications/214244-none.pdf?fbclid=IwAR2ttNcFXHrOEUZMBjit-_jyYzzGBo5731CpPPUjcl1_vZHcn3_XaUfI3tU

Swarnananda Gamage, K. G. (2020). The pedagogical application of the grammar translation method as an effective instructional methodology in teaching English as a second language. *OALib*, 07(11), 1-10.

https://doi.org/10.4236/oalib.1106913

The importance of learning English in Bangladesh. (2018, December 22). The Daily Star. https://www.thedailystar.net/opinion/society/news/the-importance-learning-english-bangladesh-1677028?fbclid=IwAR31WkJoDleXVPXLaPwszApXmFBd4h0VhywVyWduYPsT0xrztM-gCVZZIvc

UK011 the English language in development. Teachingenglish. Retrieved from
https://www.teachingenglish.org.uk/sites/teacheng/files/UK011-English-Language-Development.pdf

Wong, L. P. (2008). Data Analysis in Qualitative Research: A Brief Guide to Using Nvivo.
Malaysian Family Physician, 3(1), 14–20.

What is the best language teaching method? (2020, December 1). ALTA Language Services.
https://www.altalang.com/beyond-words/what-is-the-best-language-teaching-method/

Zamir, M. (2009, July 24). *Importance of learning English.* The Daily Star.
https://www.thedailystar.net/news-detail-98419?fbclid=IwAR2ttNcFXHrOEUZMBjit-_jyYzzGBo5731CpPPUjcl1_vZHcn3_XaUfI3tU

Zhang, Y. (2009). Reading to Speak: Integrating Oral Communication Skills. *English Teaching
Forum.*

Appendix A

Informed Consent Form

Information and purpose: You are being invited to take part in an interview as part of a research project that examines the difficulties in developing speaking ability and its effects on post-secondary education. The goal of this study is to better understand the difficulties that different variables present in helping higher secondary students develop their speaking abilities as well as the instructors' perceptions of the problem.

Your participation: This written interview will serve as proof of your involvement in the study. A series of questions regarding the factors influencing skill development will be provided to you. To help her research, you are kindly asked to respond to the question.

Benefits and Risks: Your involvement will benefit from your contribution of knowledge regarding the difficulties in developing speaking ability and its effects on learners. There are no dangers involved in taking part in the study.

Confidentiality: No aspect of the written research report will contain your name or any other identifiable information. Your entire profile and interview responses will be kept private. Your specific responses won't be disclosed to anyone but the research supervisor by the researcher.

By Signing below I acknowledge that I have read and understand the above information.

Signature ——————————————— Date ———————————

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Appendix B

Students interview questionnaire

1. What do you think about the present state of students' speaking abilities in Bangladesh? / Are you happy with your present speaking abilities?
2. Do you think that lack of proper method in your institution can cause speaking difficulties to you people?
3. Do you get sufficient amount of speaking assessments that might help to develop your speaking skill?
4. Do you think that differences in curriculum can have an impact on students' speaking skill to develop?
5. Do you have a good student teacher interaction?
6. Do you feel fears or lack of motivation to speak English?
7. Do you think that you people have a suitable environment for speaking skill?
8. Do you think that E-learning can cause difficulties in terms of developing speaking skill?
9. What do you think of the impacts of not having enough speaking skill?

Appendix C

Teachers interview questionnaire

1. Do you think that the way you are teaching it is appropriate for students' to develop their English speaking skill?
2. Do you think that the teaching methods you are using those are helping students' to develop their English speaking skill?
3. What do you think a role of a teacher in curriculum implementation?
4. Do you thin differences in curriculum can might have an effect on their speaking skill?
5. Do you have a good teacher-students interaction?
6. Do you think that they get the sufficient speaking assessment?
7. What do you think of the impacts of not having speaking proficiency for the students?
8. How this issue can be resolved?

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh

Variables of the Speaking Skills and their Impact on Higher Secondary Level Students in Bangladesh