

Challenges of Speaking English in Bangladeshi Classrooms

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List of Acronyms and Abbreviations used

Acronyms/ Abbreviations		Expressions
CLT	:	Communicative Language Teaching
DFID	:	Department of International Department
EFL	:	English as a Foreign Language
EFT	:	English For Today
ELT	:	English Language Teaching
ELTIP	:	English Language Teaching Project
ESL	:	English as a Second Language
FGD	:	Focus Group Discussion
GTM	:	Grammar Translation Method
HSC	:	Higher Secondary School Certificate
L2	:	Language 2
NCTB	:	National Curriculum Text Book
ODA	:	Overseas Development Administration
SSC	:	Secondary School Certificate
TESL	:	Teaching English as a Second Language
WTC	:	Willingness To Communicative

Declaration

I declare that the Dissertation titled Challenges of Speaking English in Bangladeshi Classroom is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of the MA degree in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

Name of the candidate: _____

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Supervisor

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Abstract

The research intends to find out the challenges that the learners face in English speaking in the Bangladeshi classrooms. This paper investigates the challenges existing in teaching-learning and practicing spoken English inside the classroom. With a view to finding out the challenges, the data have been collected through the research instruments like survey questionnaires, interviews, focus group discussion and classroom observation. After a thorough analysis in both qualitative and quantitative methods, a recommendation has been made for the learners, teachers, ELT practitioners and all the people involved in the teaching and learning English in Bangladesh. However, my anticipation of the result is that the lack of logistic and administrative facilities, appropriate teaching-learning methods and lack of supportive environment are the challenges in teaching-learning spoken English in Bangladesh.

Chapter 1: Introduction

1.1. Background

English is a compulsory subject in Bangladeshi mainstream schools and colleges. In spite of that, the majority of the students are not enough competent in English, especially in speaking. The NCTB book “English For today” has an attempt to motivate the teachers and learners in practicing speaking. The basis of this textbook is helping students to be communicatively competent in English. However, it is pessimistic that in spite of all the attempts, the success is still far away.

In 1990s, the National Curriculum and Textbook Board (NCTB) and British Government Overseas Development Administration (ODA) worked on a project for the secondary English teaching’s improvement. The project came with a result that the students had a lack of proficiency in English language comparatively their level. Finding this, the government of Bangladesh took the decision to implement English as a compulsory subject for the schools and colleges.

Recently, the Bangladeshi government has launched a project named the English Language Teaching Project (ELTIP) in collaboration with the Department of International Development (DEID). This project is working to provide training for the ELT teachers so that they can prepare the appropriate English materials for the learners.

However, English teaching and learning in the Bangladeshi educational premises have been mingled with the ‘Communicative Approach’ in the 1970s. The aim of the approach is to enable the students to be competent in the communication in English. Communication in English means to continue a discussion showing the mastery over the basic skills of English. But, after four decades of launching the communicative approach, the pedagogists, teachers, students and educational researchers are in big confusion, thinking the actual outcome of the approach, especially in achieving the ‘speaking’ skill.

It is axiomatic that to most of the students taking an attempt to speak English is like facing the ghost in the dark. They have a tendency to think it as an impossible attempt to achieve the English speaking proficiency. Moreover, most of the students think English as a ‘Subject’ to pass

rather a language to speak which is one of the obvious reasons behind the inefficiency in this Oracy skill.

1.2.Context

It is still a controversial issue whether Bangladesh is an ESL (English as a Second Language) or EFL (English as a Foreign Language) country. According to Kachru (1986, p. 33) and Jenkins (2009, p. 16) Bangladesh enjoys the status of ESL (English as a Second Language).

But, many Bangladeshi researchers oppose their views. For example, Farooqui (2007) has boldly entitled English as a Foreign Language (EFL) in Bangladesh (p. 96). On the other hand, Siddique (2004) has examined the intensity of usage English in Bangladesh and concluded that English is an ESL in Bangladesh (p. 33). However, after defining the term ESL, Hasan (2011) have concluded that ‘we can easily say... English is the Second Language in Bangladesh’. On the other hand, Salahuddin, Khan and Rahman (2013) have stated that ‘although officially English is a national second language in Bangladesh; this does not make Bangladesh an ESL country, as there exists mainly a non-Anglophone environment outside the English classrooms (p. 35).

It is seen that the status of English in Bangladesh is a matter of dispute among the researchers. But, whatever the status of English in Bangladesh, there is no doubt that English is highly valued in Bangladesh in terms of its demand and the intensity of the usage in official and educational arena. In Bangladesh, English is mainly taught and learnt academically in the classroom. So, classroom is the one and only option for most of the school and college students to learn English. It is the place where the students have to attend to get the academic lessons, including showing to and checking the home works up by the teachers. To do all these things, how much do the students use or try to use English in the classroom? This is a big question to the people who are working in the related field and to those who are working to resolve the challenges or the problems that inhibit them from speaking English.

There are some studies regarding the problems, difficulties and challenges that are related to teaching and learning spoken English in Bangladesh. Some studies have been conducted from the urban perspective, some are from rural, and again some are on both. Like, Hamid (2011) has conducted a research on the overall English proficiency of rural Bangladeshi school learners. He has talked about the ‘socioeconomic’ factors that create a problem in English teaching and

learning. His study focuses on all the four skills of English. On the other hand, Farooqui (2007) has conducted a study on the problems and solutions in the spoken English of the urban students and found out that the lack of vocabulary, learners, shyness, and unfamiliar topics create problems in practicing spoken. However, Hasan and Akhand (2009) have carried out a research on the challenges and sustainability of TESL in Bangladeshi college level. Their study have covered all the 64 districts in Bangladesh including both urban and rural colleges. They have found that the scarcity of appropriate teaching materials and less competent teachers are the main challenges for Bangladeshi students' spoken English.

None of the above studies are solely for classroom based research. So, after studying all these related articles I have found the inspiration to conduct a study with the Bangladeshi teaching and learning spoken English. Moreover, I have also been learned in such a classroom where I faced different challenges in speaking English.

1.3. Purpose of the study

The aim of this study is to find and analyze the Bangladeshi students' challenges of practicing spoken English in the classroom. I would like to find and analyze the classroom based challenges, including the roles of the teachers they are taught by, the institutional and infrastructural challenges and the roles of education system they go through. My study will try to find out the answers of the following primary questions:

- i. To what extent the classroom environment and class size affect students' speaking English?
- ii. What are the teachers' roles to motivate students to speak in English?
- iii. What the roles are played by the educational institutions to motivate students in speaking English.

Finally, I will try to provide some recommendations based on the findings and analysis. In my study, I have excluded the privileged students who have an access to the English speaking community in and outside the family and the classroom along with the English medium schools. Here, my intention is to focus on the general Bangla medium students both from school and college.

1.4 . Significance and scope of the study

Speaking skill in Bangladesh has not yet got the equal importance as it is argued in the education policy. The real situation seems still unknown to most of the pedagogists as the students who they make these plans for are miles away from achieving English speaking skill. Therefore, the significance of the study lies in finding the real challenges that the Bangladeshi students face in their classroom in speaking English. I hope that this study will add some values in planning that are interrelated and intra-related to teach and learn English in Bangladeshi classroom.

1.5.Thesis outline

This study examines the classroom related challenges that are responsible for the Bangladeshi students' inability of speaking English in the classroom. The outline of the study is here in brief for the quick overview.

Chapter I is about the introduction of the study. Here, I have shown the background of the study and also have contextualized the study in term of Bangladeshi classroom. This section includes the reasons and purposes of the study and shows the significance and scope of it as well.

Chapter II is an insight of the literature review that are relevant to the challenges in learning speaking skills in both EFL and ESL contexts and as well as from the Bangladeshi context. At the end of the chapter, there is a summary based on the literature review, which will lead to the implication of the findings.

Then, *chapter III* is about the information on the research design and research methodologies, including the research tools and instruments, analysis, ethics and limitation of the research. The systematic and thematic results of the findings are given in *chapter IV*.

The last but not the least *Chapter V* is the analysis of the results where a connection is maintained between the findings and the literature reviews.

Finally, the *chapter VI* is the conclusion of the study culminating the result and the discussion of the study and providing the recommendation for the further improvement of the Bangladeshi students speaking English in the classroom.

Chapter 2: Literature review

2.1. Historical background of spoken English in Bangladesh

English is a 'brand'. It is the 'global language' in the present global village. It is the speedy horse which is running incessantly towards and occupying its place in this global village. Bangladesh is also an inhabitant of this village. So, English is now an important chapter in Bangladeshi people's life, covering from daily life to the education and profession.

English teaching in Bangladesh has had many ups and downs. The purpose of studying English in the British period was to create a servant class. Those so-called servants were taught only the reading and writing skills in English. But, gradually the situation has been changed and thus the focus of teaching and learning English has been changed also. To enable our students to speak English in real life, the Communicative Approach or the CLT has been introduced in the year 1998-1999 in Bangladesh.

But, this innovation was not received warmly by our English teachers. Selim and Tasneem (2011) have criticized these ELT teachers by saying that "When CLT came to Bangladesh the traditional English teachers vehemently opposed it because they were not ready for something new (p. 141)". The teachers hardly felt the necessity of teaching spoken and listening skill as they were quite successful neglecting two other important skills of language learning through-- listening and speaking (ibid).

However, though many days and years have gone by and the ELT has passed many steps, but the situation in Bangladesh has not changed much. Still the teachers are comfortable with the traditional materials and methods of teaching English. English For Today or EFT is still used as the main source of teaching English in Bangladesh. EFT is a great source to teach and learn spoken English as the inspiration of the book is to make students communicatively competent. But, how much the book is self-sufficient to achieve that?

Billah (2012) has counted and categorized the English lessons of the EFT books. He found that the number of listening comprehension lessons in class six EFT book is 08 out of 106, in class seven 10 out of 80, in class eight 11 out of 75 and in class nine-ten it is 22 listening lessons out

of 119. The findings show that the listening lessons is really skimpy comparing to the total the number of lessons,

But, in speaking the scenario is different. For example, the number of speaking focused lessons in class six is 80, in class seven 74, in eight EFT 69, and in nine-ten it is 63. This means that the speaking skill is largely focused on these EFT books (p. 2).

But, the question is do the teachers really practice these speaking and listening lessons in their classes? And thus, are they aware of the necessity of teaching speaking skill to their students?

To answer these questions, we need to go to the classroom scenario which can only ensure the real situation of teaching- learning spoken English.

Researchers have found that the teachers are following the traditional methods of conducting the class in Bangladesh. Salahuddin, Khan and Rahman (2013) have conducted a study and wanted to know how the teachers conduct their English class. The most common finding is that most of the teachers start their classes with roll calling, proceed with checking home works, continue with the GTM based lesson and ends with the home works. According to the teachers, they do not use any other teaching technique to teach their students (p. 46). They had said that the NCTB book EFT is the one and only source to teach English in most of the cases.

This is the common English classroom scenario in Bangladesh. In such a classroom, how much the students are benefited to be communicatively competent in English? How much they are getting the support and environment to learn, speak and practice a communication in English?

2.2. Theoretical framework

A congenial environment can work as a precondition to learn a non-native language. There are some variables that can ensure a friendly environment to learn and practice an L2. However, Krashen's (1982) 'Affective Filter' model talks about the possible variables to learn an L2 successfully. This L2 learning theory is very influential in the realm of teaching and learning a second or foreign language. Krashen (1982) believes that tension, worries and nervousness, keep the learners' affective filter high and disturb the L2 production. On the other hand, a low affective filter can encourage a learner and therefore enhance his or her L2 production(as cited in Lightbown & Spada, 2006, p. 37).

So, the anxiety is one of the main terms of Krashen's (1982) hypothesis which determines the second or foreign language learners' TL learning. However, after Krashen (1982), this anxiousness has been defined by different researchers in different ways.

For example, Indian researcher Kumaravadivelu (2009) has characterized anxiety as the feeling of self-consciousness, fear of negative evaluation from peers and fear of familiar to live up to one's own personal standards and goals (p. 33).

It is also believed by many researchers that reducing of anxiety and making Affective Filter low is necessary to ensure a smooth L2 production. As Rochecouste and et al. (2011) have said that the 'removal of these anxieties is essential to become comfortable with a new language and a new learning environment' (p. 103). Yashima (2002) has also stated that '... a lower level of anxiety and a higher perception of L2 competence led to a higher level of WTC [Willingness to Communicate]...' (as cited in Sato, 2003, p.9).

Therefore, Bangladeshi learners also need an environment where they can easily learn English, practice English and communicate in English. They need a supportive milieu to make their spoken English grown up.

2.3. Relevant research in general

The purpose of learning English varies from country to country and again EFL countries to ESL countries. But the learners' challenges and difficulties are almost similar and exist in these countries. Research shows that there is the assimilation of the problems the ESL/ EFL students face in speaking English. For example, Bygate (1987) has said that "Speaking is in many ways an undervalued skill" (p.VII) in the ESL and EFL countries. This proof is found in many of the ESL /EFL countries' TL education system.

Sato (2003) has found that many Japanese learners of English are highly competent in reading and writing but not in listening and speaking. This researcher has come up with some of the common reasons that the Japanese students face in speaking English. Quietness and shyness in class, meaningless and irrelevant classroom practice, GTM, large class size, fear of losing face and anxiety in speaking are responsible for the lower speaking rate of Japanese EFL students (p. 5).

The similar scenario is found in monocultural and monolingual environment in Hong Kong. Gan (2011) has conducted a study on 20 final year students who were doing their 4 year long Bachelors of Education in English language. The main finding is that the Hong Kongese students hardly get any environmental access to practice English speaking outside the educational context (pp. 54-55). Moreover, they have a highly problems with the sufficient vocabulary. For example, a student, named by Jane, has shared that when it comes to speaking, some words and phrases never come to her mind, and as a result she cannot express what she intends to mean precisely. Thus, vocabulary is a challenge which is keeping the students' speaking intention and WTC behind the curtain.

Littlewood (1992) has conducted a study named *Teaching Oral Communication: A methodological framework* where he has found some problems that the EFL learners face in learning English speaking. His study found that although the environment is crucial in learning any foreign language, but in spite of this many students have few opportunities to practice the TL outside the classroom and therefore, they find it difficult (p. 53). Moreover, the learners are highly criticized if they make mistakes. Tsui (2001) has said that the ESL learners are the victim to be more vulnerable to criticism and negative evaluation while speaking (as cited in Gan, 2011, p. 54). Thus, the negative evaluation makes students' affective filter high and reduces the L2 production.

The study of Svetlana, Timina and Butler's (2011) on 70 masters students at Shih Chien University in Taiwan has found that learners' unwillingness and anxiety to communicate, lack of motivation, rote learning and also uncomfortable topics inhibit them from speaking English.

India is Bangladesh's neighbor country. India regards English as the Second Language. India has also some problems that are the result of students' limited command over speaking English. Hanumtharao (2011) has conducted a study in her own country and discussed some of the problems in teaching and learning in India. His study finds that the inadequacy of teaching equipment, faulty curriculum and examination system, lack of motivation, large and crowded classroom, fear of losing face and learners' anxiety are some of the common challenges that Indian ESL students face in learning English. One of the main focuses on her study was on the short duration of class time. She has opined it as a cage where both the students and the teachers

have to bound by and complete their class tasks being in a hurry. In this short time, generally teacher does not get any time interact successfully (para. 19).

Larsari (2011) has reviewed an article and has denoted that the EFL and ESL students do not get a proper environment in class to practice English speaking. She has quoted that the “EFL learners generally do not have adequate access to practice TL in the classrooms” (p. 161). At the same time, the researcher Scrivener (1994) has pointed out that the ESL students do not have the enough access to practice the TL in the classroom and thus they feel insecure, fear, nervous and scared to speak in English.

2.4. Research in Bangladesh

However, the above findings are not beyond to Bangladesh. The Bangladeshi English learners also feel the similar challenges in learning, speaking and practicing English.

Like an ESL and EFL student Bangladeshi students also suffer from the inadequacy of vocabulary. Arju (2011) has said that “While commenting on the ESL learners’ competence in speaking language instructors frequently complain that the learners are lagging behind because of having an inadequate stock of vocabulary” (p. 52). However, a regular practice in the classroom may enhance the learners’ vocabulary. But, it is unfortunate that the Bangladeshi students do not have that facility even. The crowded and large classes are causing the constant challenge to practice speaking to these students. Regarding the number of students in the language classroom, Sinha (2001) has said that “In a language classroom, we need a limited number of students’ (p. 173). But, in reality, nearly all English classrooms in the public sectors in Bangladesh are overcrowded and often have as many as 200 students in them (Siddque, 2004, p. 3). Basir and Ferdousy (2006) have conducted a study among a number of classrooms and found that the numbers of students in the language classroom vary from 45 to 91 where 60% language instructors believe that this is really a large classroom scenario.

But a regular communication in English would resolve this problem. But, students have hardly a chance to use English in communication in class. Chowdhury and Shaila’s (2011) study on the Bangladeshi SSS and HSC students have found that the students do not practice speaking skill in their classrooms. And as a result, they do not feel confident in speaking English, they add. This makes students stress and nervousness, high and reduces the production of English.

Some support is must to ensure the TL communication is the classroom. For example, the support from the peers, teachers and the institutions have a great contribution to practice English. The environment created by the peers impacts the speaker deeply, believes Chowdhury and Shaila (2011). They also have added that in the large classes when a student speaks, his/ her peers make laugh at her/ him and do not encourage speaking. Thus the students become less confident and feel nervous and scared to speak English. Again, the teachers have lack of support in many cases. They are not competent in many cases to make the lesson interesting.

Teaching English language means to facilitate the learners to achieve the power to express their inner thoughts by mastering stylistic elements of the language. But, in Bangladeshi classroom, the thing is different. Most of the teachers do not know or adapt the different style to teach language. For example, Sinha (2001) has conducted a study in the Bangladeshi context and found that in Bangladeshi classrooms, teachers do not use any energetic way to teach English. Thus, students get less energetic and lose their interest in learning the spoken English.

There is a huge scarcity of competent teachers in teaching English. In fact, “Bangladesh is one of the few countries of the world where teachers can start teaching without any formal training (Siddique, 2004, p. 2).

Finding the unfriendly and non-supportive environment, the Bangladeshi students are losing their motivation in learning spoken English. As a result, the students who have a minimum interest to speak in loose it. “Most of the Bangladeshi students are very reluctant to speak in English irrespective of their proficiency in one or the other skill” (Ahmed, 2006, p. 4).

Siddique (2004) has carried out a study in Bangladesh and pointed out that administrative set up, teacher-centered classrooms, large classes and cultural conflicts are the most common challenges prevailing among Bangladeshi students.

Ahmed (2006) and Chowdhury & Shaila’s (2011) researches have pointed out that the large classes, lack of confidence, lack of co-operative and less access of communicative environment, students’ shyness are the main hindrances behind Bangladeshi students’ learning and speaking English.

However, after discussing all the studies, I like to summarize the students' challenges in speaking English in the following figures:



Figure 1: Challenges in classroom in speaking English

2.5. Summary and implications

From the literature review, it is now seen that the history of teaching English in Bangladesh has passed many ups and downs and still it is hanging in the air in many cases, especially the spoken English. In spite of having a rich EFT book to teach spoken English, it has been avoided in the Bangladeshi classroom. The literature review provides the whole picture of the related areas regarding teaching and learning spoken English in Bangladesh. We can say that the students, the teachers and the administrative are letting the spoken English untouched in the Bangladeshi classrooms. In spite of having a huge problem, very little study has been done to unveil the learners' classroom challenges in speaking English. So, I have got the inspiration to do that and fill the gap up by conducting a study. I hope that this study will bring out a meaningful and effective result which will be an added consideration to improve the teaching-learning English spoken skill in Bangladeshi classroom.

Chapter 3: Research Design

This aim of the research was to find out the classroom related challenges that were responsible for students' incompetency in English speaking in the classroom. With a view to unearthing the challenges, a volume of methodologies was followed to conduct the research. A student survey, focus group discussion, teachers interview and classroom observation were the research tools for this paper. I had visited different schools and colleges situated in and outside the Dhaka city to collect the data.

3.1. Research Methodology

In the research methodology, I followed the research tools like; students' survey, teachers' interview, focus group discussion and classroom observation. All the four methodologies were given an equal importance in the research with the equal contribution to the found data.

3.2. Research design

A mix methods combining with both qualitative and quantitative methodologies had been used to analyze the research data.

To design the quantitative data, I used Likert scale to collect and analyze the numeric data. However, the items in Likert scale ranges were 'Always', 'Most of the time', 'Sometimes', 'A little bit', and 'Never'.

Also to measure the participants' personal opinion about the quality in English using, I used Likert Scale's 'Level of quality' which ranges from 'Excellent', 'Good', 'Fair', and 'Poor'.

3.3 Objective

To find out the challenges those prohibit the students from English speaking in their classrooms.

3.4 Research questions

1. What classroom activities can be applied to teaching and learning spoken English?
2. How the teachers are motivated to increase students' English speaking skill?
3. How do the teachers give feedback on students' mistakes in speaking?

4. What are the roles of the peer in practicing English speaking skill?
5. To what extent the classroom environment and class size affect students' speaking English?
6. What are the administrative and logistic supports that the institution provides their students to enhance the English speaking skill?

3.5 Participants

The participants were randomly chosen from 3 secondary schools and 1 college. The schools were chosen from different parts of Dhaka city and 1 was from a suburb named Kishoregonj. The only college was also from that suburb. The participants did vary in their classes and ages. For example, there were the participants from class 7 to class 9. On the other hand, all the college participants were from their first year. The schools and college had a co-education system of both the boys and girls. However, the total numbers of these participants were 60. Among them, 40 were from Dhaka and 20 were from Kishoregonj. From Dhaka, there were 24 girls and 16 boys where it was 11 girls and 9 boys from Kishoregonj.

Furthermore, there were total 3 interviews; 2 from schools and 1 from college teachers. Along with this, I had conducted 2 FGD; 1 from college students and 1 from the school. On the other hand, I had observed in total four classes; 3 from schools and 1 from college to collect the research data.

The number of the students in classroom was different from 41-90. When I observed the classroom the average attended students were 50.

3.6 Instruments

The methods used to collect data were students' questionnaire survey, focus group discussion, teachers' interview and classroom observation. The chief methodologies used in this study include: (1) Students' survey, (2) Focus Group Discussion, (3) Teachers' interview and (4) Class observation.

3.6.1 Students' Questionnaire:

In students' questionnaire there were 29 close-ended questions and 11 open-ended questions. The close-ended questions had (3-6) options which varied according to the question type. On the other hand, the open-ended questions had no option and therefore the participants had an option to provide their opinion. However, at the end of the questionnaire, there was a concluding question where I asked their suggestions that may be effective to overcome the challenges in learning English speaking in the classroom.

3.6.2. Focus Group Discussion

To get the qualitative data I conducted two focus group discussions of students both in school and college. There were 17 students from college who took part in the discussion and 18 school students were the representative from the schools. I made a positive environment by a smiley face and friendly introducing with them. However, my concentration was on to drag the answers of the preselected questions. The numbers of those questions were 12 and I took about 35 minutes to conduct the FGD with the college students. On the other hand, it was about 39 minutes to conduct the FGD with the school students. In both of the cases, I used the Bangla language to conduct the FGD.

3.6.3. Teachers' Interview

The number of teachers' interview I had taken was 3 where 2 were from schools and 1 was from the college. I asked the teachers to know about the medium of the language I will ask the questions or go with the conversation. Except the college teacher, the rest two invited me to choose any language (Bangla or English) and I preferred English though in some cases I used Bangla. However, both the school teachers were male, while the college teacher was a female. I conducted the interview with the female teacher at her home requesting a preset time from her while the other two interviews were conducted in the respective schools. The duration of the interviews were about 30 minutes per. The total number of the focused questions for the interview was 17. But, I tried to maintain a conversational environment from where I had mixed the preset questions and latter filtered the required information.

3.6.4. Classroom Observation

I observed total 3 classes, including 2 schools and 1 college. I made a classroom observation roaster where I took the information from the class. While observing the classes, I tried to note down the points mainly covering the classroom infrastructures, seating arrangement, teaching and learning methods and strategies and so on. However, the actual number of students varies from 45 to 100 while the presented students vary from 18- 65. The duration of school class' was 45 minutes and for the college it was 50 minutes. However, the observation sheet has been included with the appendix page.

3.7. Data Collecting Procedure

I administered the students while they were in answering the questionnaire. Some students felt shy and some students felt uneasy finding me, an unknown visitor, beside them. But, some of them seemed motivated and asked different questions to clarify their confusion related to the questionnaire. However, I was able to manage the environment and to make a friendly environment. However, before distributing the questionnaire I became introduced to the students. There is a common tendency among the students to feel fear of teachers. This fear may hamper the responses and for this fear at the beginning I assured that I would not play any role like a teacher. Rather, I claimed me as a seeker of some support and asked for help from them. These techniques really helped me to find the participants easy going and interesting.

I confidently administered the teachers' interview. With a friendly introducing, I tried to clearly point out my objective and purpose. The teachers were in hesitation with some of the questions. But, I precisely described and made clear them.

3.8. Data Analyzing Procedure

There were quantitative and qualitative methods of questions. The quantitative question was the close- ended type of question where students had options to choose the answer. On the other hand, the later one is the open-ended question where students had a room to opine their view against or for the question.

3.9. Reasons for Selecting the Areas

The areas like suburb (Kishorgonj) and city (Dhaka) had been selected willingly to find and present the real pictures or the challenges in both the urban and non-urban areas. The aim of the paper was not distinguishing the challenges between the rural and urban educational institutions rather getting a general information about the challenges that both the institutions had to face in speaking English.

3.10. Ethics

I have maintained a strong ethics while and after collecting the research data. Participants had been given a piece of paper promising that the confidentiality of their names and data would be strictly maintained. I had taken their written consent about the ethical issues and the participants allowed me to use the information only for my research purpose. I gave one signed copies to my interviewees and kept one with me for any further need.

3.11. Limitations of the study

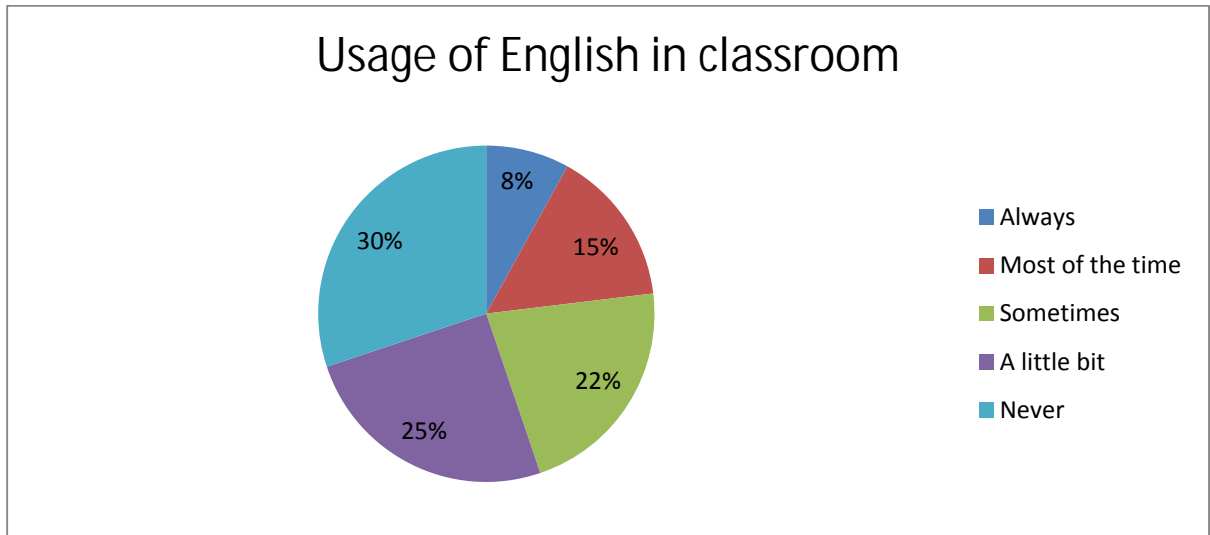
I had faced some limitations in conducting the study. I had to conduct the survey in both the rural and urban areas. But, I had to wait for 1.5 months to do that because of the political turmoil situation of the country. Moreover, the Bengali medium institutions had their final examination's time while everyone was busy with the exam preparation and doing other things after a long political turmoil. However, I also had to experience challenges in maintaining the formalities to conduct the survey in the schools and college. For example, I had to secure a permission letter from my supervisor and show it to the head teachers and principals of the institutions.

Furthermore, I had to convince the authority that this survey is harmless to them. Moreover, students were confused thinking in their response that in the survey paper will be marked. Students were also shy and introvert at the beginning after seeing me as I was a "Stranger" to them.

Chapter 4: Results

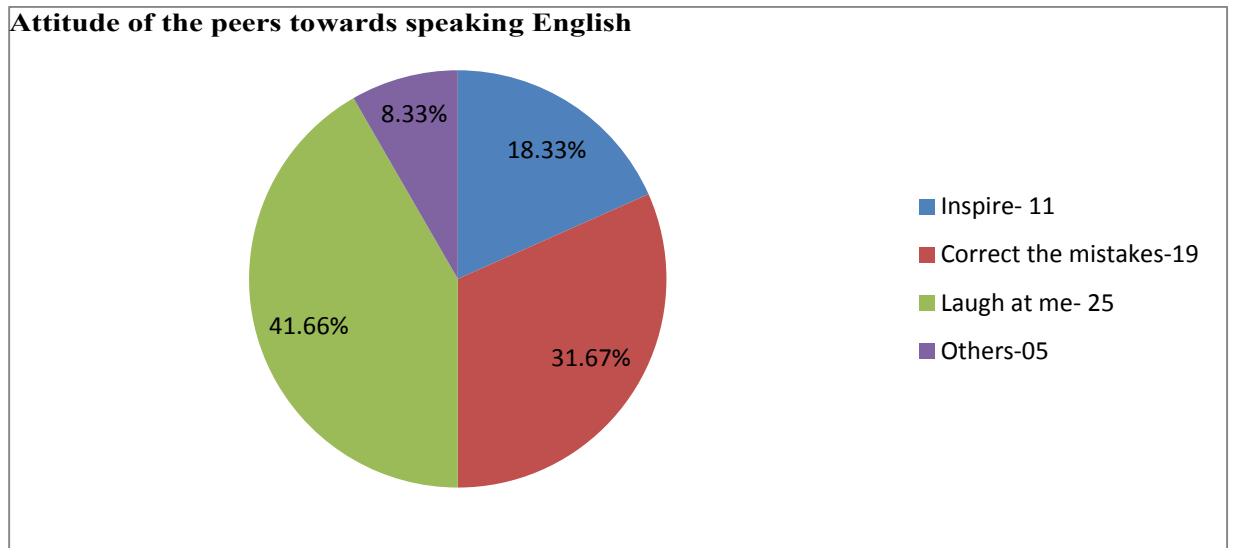
4.1. The findings of the close-ended questions.

Figure 4.1.1. Usage of English in classroom



In this figure (see figure 4.1.1), it is seen that 8% students affirmed that they 'Always' used English in their English class while 30% students said they 'Never' used English in class. On the other hand, 22% students said that they used English 'Sometimes' while the 25% students stated that they used English 'A little bit' in their class. 15% students had stated that 'Sometimes' they used English in their classroom.

Figure 4.1.2. Peers' feedback towards the mistakes in speaking English



This figure (see figure 4.1.2) is about to know the peers' attitude towards the students' mistakes in English. 25 students (41.66%) said that their peers laughed at them when they made any mistake in speaking English but 19 students (31.66%) said their peers corrected their mistakes. However, 11 students (18.33%) said that their friends inspired them in spite of having mistakes and 5 students left the question without answering.

Figure 4.1.3. Use of textbook to practice English speaking



The open space between the two smart arts here (see figure 4.1.8) refers to the common base where the answers of the two arts mix together and means a single unit.

However, the result of this figure (see figure 4.1.8) shows that 11% students said ‘Sometimes’ they did the conversational exercise from the textbook while, 32% students responded that they did it ‘A little bit. And, a large part of respondents whose number is 51%, said that they ‘Never’ followed textbooks to practice English speaking skill. However, the rest 6% students did not answer the question.

On the other hand, 22% students said that their teachers ‘Sometimes’ used textbook to practice English while the 43% students affirmed that the duration of their teachers’ usage of the textbook in speaking lessons is ‘A little bit’.

Table 4.1.1. Teacher’s usage of English in class

Options	Number of respondents		Total number	Percentage of respondents		Total percentage (%)
	Female	Male		Female(%)	Male(%)	
Always	2	1	3	3.33%	1.66%	5%
Most of the time	3	3	6	5%	5%	10%
Sometimes	9	8	17	15%	13.33%	28.33%
A little bit	8	11	19	13.33%	18.33%	31.66%
Never	6	9	15	10%	15%	25%

The participants were asked to inform about their teachers' English use in classroom. In this figure, 31.66% participants said that their teachers used English 'A little bit' in the class while 28.33% students stated that 'Sometimes' their teacher used English in class. On the other hand, 10% said that their teachers used English 'Most of the time' and only 3 of the total students confirmed that their teachers 'Always' used English in class. It is interesting to know that one quarter of the students (15 students) said their teachers 'Never' used English in class.

Table 4.1.2. Teacher's use of English in explain class work

Options	Number of respondents		Total number	Percentage of respondents		Total percentage (%)
	Female	Male		Female(%)	Male(%)	
Always	1	1	2	1.66%	1.66%	3.33%
Most of the time	1	0	1	1.66%	0	1.66%
Sometimes	2	1	3	3.33%	1.66%	4.99%
A little bit	9	11	20	15%	18.33%	33.33%
Never	16	18	34	26.66%	30%	56.66%

The table (see table 4.1.4) shows us the ratio of teachers' usage of English in explaining the task or giving instruction. Therefore, it is found that 56.66% students did think their teachers 'Never' used English to assign any class work or explaining the instruction. On the other hand, 33.33% students informed their teachers did it in 'A little bit' and 4.99% students their teachers do it 'Sometimes'. The rest of the students responded positively like 3.33% students said 'Always' and 1.66% students said 'Most of the time' their teachers used English in explaining the class work.

Table 4.1.3. Teacher’s inspiration in practicing spoken English

Options	Number of respondents		Total number	Percentage of respondents		Total percentage
	Female	Male		Female	Male	
Always	8	7	15	13.33%	11.66%	25%
Most of the time	4	3	7	6.66%	4.99%	11.66%
Sometimes	2	1	3	3.33%	1.66%	5%
A little bit	12	9	21	20%	15%	35%
Never	6	8	14	10%	13.33%	23.34%

Teachers’ inspiration effectively works to most of the learners to be motivated in learning and practicing English. This table (see table 4.1.6) shows the result of how much the teachers inspired them to learn and practice English. In the result, it is seen that 21 students (35%) informed that their teachers encouraged them ‘A little bit’ to learn English and 23.34% students said that their teachers ‘Never’ inspired them in this case. On the contrary, 25% students said that their teachers ‘Always’ motivated them in speaking English.

Table 4.1.4. Students’ practicing English in conversation/ class work

Options	Number of respondents		Total number	Percentage of respondents		Total percentage
	Female	Male		Female	Male	
Always	-	-	-	-	-	-
Most of the time	1	1	2	1.66%	1.66%	3.33%
Sometimes	6	5	11	10%	8.33%	18.33%
A little bit	16	11	25	26.66%	18.33%	44.99%
Never	13	9	22	21.66%	15%	36.66%

The idea was to know about the students’ use of English in everyday classes. The finding was that none of the students did use or practice English ‘Always’ in doing class work. However,

almost half of the students (25 students) said that they used English ‘A little bit’ in the classroom conversation and their ration of English using is 44.66%. Adding to, 36.66% students marked that they ‘Never’ used English and 18.33% students said that ‘Most of the time’ they used English in completing the class work.

Table 4.1.5. Seating arrangement of the classroom

Options	Number of respondents		Total number	Percentage of respondents		Total percentage
	Female	Male		Female	Male	
Chair	-	-	-	-	-	-
Bench	32	22	54	51.66%	36.66%	88.32%
Round table and chair	-	-	-	-	-	-

Seating arrangement is an important factor to practice English in classroom. The result says that 54 students asserted that they had only bench in their class to seat in and doing class.

Table 4.1.6. English language club in the institutions

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	7	6	13	11.66%	10%	21.66%
No	20	27	47	33.33%	45%	78.45%

The table (see table 4.1.9) shows the result of having a language club in the participants’ institution. 21.66% students said that they had a language club in their institution and other 78.45% confirmed that they do not have one.

Table 4.1.7. Necessity of having English Language club.

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	27	21	48	45%	35%	80%
No	5	7	12	8.33%	11.66%	20%%

In response to a question of the necessity of having a language club in their academia, 80% students noted that they need a language club to learn English speaking. On the other hand, 19.99% students noted that they did not need any language club. Rather, they forced the importance more on class session to learn the speaking.

Table 4.1.8. English language test in the institution

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	6	11	17	10%	18.33%	28.33%
No	17	25	43	28.33%	41.66%	70%

Maintaining an English language test may enhance students' speaking English. In this table, it is shown that 69.99% students confirmed that they did not have any access to sit for English spoken language test in their institution while 28.33% students disagreed with this group and said that their institutions supported and arranged English language test for them.

Table 4.1.9. Necessity of taking test in English

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	27	21	48	45%	35%	80%
No	5	7	12	8.33%	11.66%	20%

In response to as question, 80% students noted that they felt the need to take an English language test to learn English speaking. On the other hand, 19.99% students noted that they did not need to sit for English language test to learn English. Rather, they feel the necessity of practicing English in class to learn the speaking.

Table 4.1.10. Inspiration from the institution for speaking English

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	7	6	13	11.66%	10%	21.66%
No	23	24	47	38.33%	40%	78.33%

Inspiration has a big significance to learn a language. The aim of this question was to know about the inspiration they got from their educational institutions. For example, 78.33% students said that their institutions did not support and inspire them to learn English while 21.66% students informed that the opposite stating that their institutions had a support to learn English.

4.2. The findings of students' open-ended questions

4.2.1. The impact of the students' number in practicing English.

Among the 60 participants, most of them acknowledged the positive contribution of the existing number of students in practicing English. For example, 17 students said that their peers helped them to practice English and 15 students asserted that they got a willingness from their peers to practice English. On the other hand, 7 students said that they got an inspiration from the

classmates. However, 16 students stated that because of having a large number of students, they could not listen to their teachers properly.

4.2.2. The influence of peers' feedback on making mistakes in speaking English.

31.66% students said that their peers corrected them while they made any mistake and thus they got the inspiration from their peers to practice English. On the other hand, 41.66% felt insulting when their peers laugh at them and lose their interest in speaking English. For example, one participant said that '□□□□ *English man* □□□□ (They call me an 'ENGLISH man') and that is why I did not try to speak in English. On the otherhand, another student had written that "*Bhul hole sobai hasahasi kore*" and that is why 'I do not take any step to speak in English'.

4.2.3. The importance of textbook to practice English.

Most of the participants thought that they should practice the conversational part from their English textbook. They felt the necessity of practicing English more and learn English and textbook could help them here. One female student had said that she could learn new words from the textbook based practice and could use the newly learnt words in further practice. Apart from these, many participants thought that the textbook might have a great contribution in practicing and learning English because it can increase and build their confidence.

4.2.4. The importance of having English language test.

The students said that they did not have any language assessment. Some students had seen it as a motivational factor while some other students had seen as a 'compulsory' factor in learning English. Though some students had left the question without answering but those who had answered had shown a great importance of taking the English language test. For example, one participant had said that 'taking an English language test is very important as it can help us to know our speaking condition and therefore

4.2.5. The importance of having language club.

In response to this question, 80% students responded that they needed an 'English club' to practice and improve their communicative skill. On the contrary, 2 students disagreed with this group and strongly believed that "a regular classroom interaction" would help them to learn

English properly. *'ektu ektu kotha bolte bolte amra English bolte partam'* said one male participant.

4.3. Findings of the students' Focus Group Discussion (FGD)

4.3.1. Students' usage of English

Almost all the participants who took part in the focus group discussion stated that they did not speak in English outside of their classroom. 21 students said that they usually tried to speak English with their teachers, especially the English teacher and friends to practice English.

14 students among had said that they only spoke in English only 'in classes'. The other students affirmed that they never tried to speak in English with anyone.

4.3.2. The students' interest to take participate in

13 participants mentioned that they usually did not have any class discussion in English and their teachers never did that. 16 students said that they were very interested to take participate in class discussion conducted by English. But, usually they cannot because of the shyness, limited storage of vocabulary and fear of losing face.

4.3.3. Mistakes in speaking and audiences' feedback

As in question 4.3.1, it has been quoted that the students had a limited access to practice English and they usually do that with the teachers and peers. Almost all the participants said that they often made mistakes in English speaking. However, regarding the mistakes in speaking English, the participants did have a mix reaction. Like, 12 participants affirmed that they became very nervous when tried to speak in English. *'Jhahba ultai na'* was one of their responses in this case. Another group of participants had shared that their limited knowledge of English forces them to make mistake. The lack of vocabulary, less exposure in real life and less access to practice English were the cause of the mistakes in English.

4.3.4. Inspiration to speak English

The participants informed me that they are interested to speak in English. Adding to, they said they did not find any motivation from the institution to speak in English. In a question of getting

the facilities like language lab or having competition in English, students informed us that they did not have any such facility from their institution. Moreover, in spite of their English teacher, they hardly get any support from the institution and teachers.

4.4. Findings from teachers' response

4.4.1. Necessity of learning spoken English

The three teachers strongly believed that Bangladeshi students must know the spoken English to keep pace with the ongoing and dynamic global village. They had given some logics behind their statements. For example, only the female participant had asserted that knowing speaking English might enhance students' knowledge about the English language including pronunciation, spelling, and grammar and so on. The other two participants had also put the importance of knowing English on these factors. However, they also added that knowing spoken English is not only learning how to speak rather it is about to know how to use language.

4.4.2. The time to start learning spoken English.

It was a very interested question for the participants. The female participant said that Bangladeshi student should start learning spoken English after 12 classes. She amplified this opinion saying that the rural students are very weak in English, i.e. 12 class students cannot write a sentence accurately. *□□□□□□ □□□□□□□□□□□□ □□□□□□□ □ □□□-□ □□□□□□, speaking □□ □□□ □□□ added the female teacher.*

4.4.3. Education system in teaching spoken English

The participants said that Bangladeshi education system was indifferent in taking proper care of ensuring teaching-learning spoken English. They found some incongruity in the education system. For example, they said that the education system did not focus on the spoken skill in testing and evaluation. In their opinion, it was one of the major and biggest reasons of avoiding spoken skill from the English syllabuses and as well as from classes. The EFT books though had enough scopes to practice spoken English, but due to the negligence in evaluation, both the teachers and students did not care much to practice from the book.

4.4.4. Teachers' opinion about the number of students

The participant teachers said that the number of students they had in their class was a 'problem' for them to teach English, especially the spoken English. They also added that the duration of the class was not sufficient to practice spoken English in classroom.

4.4.5. The strategies used in teaching spoken English

The rural teacher said she did not have any specific strategy to teach English specially spoken one. On the other hand, one urban teacher had said that he tried to use different types of strategies like flash cards, presentation and speech, group discussion and oral classroom participation.

4.4.6. Students' willingness to learn spoken English

The participant from rural college had said that her students showed interest to learn spoken English, though not verbally but in behavior. She believed that if students were taught they would be able to learn spoken English. But, 'We do not have any chance to spend time on teaching spoken English' she added. Moreover, as it was not covered in the evaluation so students only aimed to pass their examination that was in writing.

4.4.7. Students' mistake in spoken English

In all the participants' classes students feel shy to speak in English, they said. As one of the main reasons, all the three participants have blames that students make lots of mistakes in speaking English. Most of the students do not understand if they are asked in English, said the second interviewee while the female interviewee said that '*bhul hole sobai hasahasi kore taai ora inglish a kotha bolte chai na*'. However, in against this type of mistakes, the teachers said that they correct their students if they make any mistakes.

4.4.8. The common problems of the students while speak in English

The teachers were asked to mention their students' common problems in speaking English. They had said that shyness, lack of enough words or vocabulary, grammatical knowledge, pronunciation, lack of confidence, lack of proper materials and inspiration were some of the problems that their students usually had to face in speaking English.

4.4.9. Institutional support and teaching aid

Two participants had said that they got the verbal inspiration from their working institution to teach spoken English but they had insufficient teaching aid like computer, projector or any other modern facilities. But the rural institution neither got the verbal support nor the teaching aid to teach spoken English.

4.4.10. The response against the statement ‘students learn speaking by speaking’

The participants strongly believed that a congenial environment can only assure the learning outcome of teaching speaking English. They believed that only the classroom was not enough to learn spoken English. The overall environment here played a very crucial role where they would have the chance to practice spoken English.

4.5. The findings of classroom observation

Rural college

Sl. No.	Medium of language in the classroom		Teacher’s encouragement	Student’s anxiety	Classroom environment
1.College	Teacher’s usage	Students usage	Sometimes, teacher encouraged students	Students were shy and scared	excessive noise, no attention
	Teacher used both English and Bangla in conducting class	Students participate using Bangla.			

Schools

Sl. No.	Medium of language in the classroom		Teacher's encouragement	Student's anxiety	Classroom environment
School 1 Class IX	Teacher's usage	Students usage	No encouragement	Students were hesitate and shy	
	Teacher did not use any Bangla	Students used some word chunks like 'yes sir', 'no ok' etc.			
School 2 Class IX	Teacher combined both English and Bangla in her lecture	Some students used word chunks like 'Thank you'.	Sometimes, teacher encouraged her students	Students were shy and scared	excessive noise

Chapter 5: Analysis of the finding and discussion

In this chapter, the findings of the study will be discussed and explained keeping a coordination among the research questions, findings and the literature review.

The study is about the challenges of speaking and practicing English in Bangladeshi classroom. The study finds that the number of students in class varies from 18- 65. According to the study conducted by Basir and Ferdousy (2006) a class having 45-91 students can be regarded as a large classroom. It can be regarded as well as a crowded classroom (Sinha, 2001, p. 173). However, this number of students is a challenge to teach English in classroom opined by many language instructors (Basir & Ferdousy, 2006).

But, in my study, one third (20 students) of the students does not think this number as a challenge in the language classroom. Rather, having a large number of students in class inspire them in speaking English. They think that they get help and inspiration from their own mates (see open ended question 4.2.1). On the other hand, the three participant teachers had said that the number of students they have in their class is a ‘problem’ to teach spoken English to the students (see teachers’ response 4.4.4).

Now, it is seen that the number of students creates two different feelings between the two stakeholders in the classroom. For example, as I have mentioned that the students take the large number of students as ‘inspirational’ while the teachers find it as a ‘problem’.

However, students are interested enough to practice English in class. The same response has been found from the teachers that their students are very interested to speak English (see table 4.4.6). In the FGD, half of the participants have said they are very interested to take part in the classroom discussion conducted in English (see FGD 4.3.2). But, they cannot/ do not participate in because of the shyness and lack of communication access in class. I found in the observation that students were feeling shy to participate in class and even make a response. However, though the students are interested to practice in English, but nevertheless English is seen as one of the most fearsome and difficult subject to teach Chowdhury and Shaila (2011, p. 74) in their research. The whole education system becomes a point to discuss when we designate it as a ‘fearsome and difficult’ subject.

The first point is why it is fearsome and difficult? Where does the English subject posit?

In my research, the students have said that ‘they cannot practice in class’ while the teachers have said ‘they do not get time to practice’ because of the duration of the class time. Here is a huge difference between the students’ willingness and teachers’ inability. But, a skilled teacher might be able to utilize the students’ willingness and make them able to practice English.

In this regard, some researchers have been surprised observing the teacher recruitment process in Bangladesh. Like, Siddique (2004) has said that Bangladesh is one of the few countries where the teachers do not need the special academic background in the taught subject (p. 2). Thus, most of the teachers are not familiar with the appropriate English teaching strategies and managing the large class to get a better outcome.

However, keeping the English teaching updates, the teacher could ensure a better learning environment in class. But, the unfortunate is that our teachers do not keep them updated with the teaching-learning field thinks (Hanumantharao, 2011, para. 12). It is also one of the lacking, why our teachers cannot make the English subject more pleasant and they do not take the class in a friendly and energetic way Hanumantharao (2011).

Apart from the teachers’ indifferences, the ESL and EFL students suffer from lack of support from the institution. Their education institutions do not have enough resources to support the teacher to be updated with the up to date English teaching realm. Bangladeshi students also suffer from the same case and they do not have enough learning materials in classes. I asked students to name some of the teaching materials they use in class. The result finds that they have only the EFT books to learn English. However, the same question was asked to the teachers in the interview and it was found that none of the institution has any teaching aid like computer, multimedia projector or other teaching aids (see teachers’ response 4.4.9) to support the English spoken skill.

Salahuddin, Khan and Rahman’s (2013) study have found that the English teachers are strongly dependent on the GTM method of taking classes and they do not have enough resources to teach English speaking. EFT is the one and only materials they use in teaching English. They are solely dependent on this. But, how resourceful the book is to be solely dependent?

Yes, the book has potential to evoke and provide a source of practicing and learning spoken English. If we dive into the lessons of the book, it will be more prominent. For example, Billah's (2012) lesson counting shows that 80, 73, 69 and 63 are the number of speaking-focused lessons in the EFT books respectively from class six to class nine-ten (para. 4). In spite of having such an enormous opportunity, our teachers and students do not have their touch on this skill. Both the students and the teachers have also affirmed that they usually do not practice from the EFT speaking sessions. In the questionnaire, I asked to know about the use of textbook in class and as an answer 51% students have said that they 'never' use the textbook based speaking lessons to practice English spoken skill while at the same time, 43% students have said that their teachers 'never' use these lessons to make them practice English spoken skill (see figure 4.1.3).

And, as a result, our students are being taught in a non-communicative environment. This is resulting in making the English subject 'fearsome and difficult' and 'a subject to pass rather than a language to communicate' (see teachers' response 4.4.6).

However, to overcome the fear and exam oriented mentality, the students must need to have more access in the English communication environment. It is one of the tools that can reduce the fear and shyness from the students. Chowdhury and Shaila's (2011) study found that the Bangladeshi students do not have the access to practice spoken English either in class or outside. Thus, the communicative competence stays at beyond these students' level. Larsari (2011) therefore mentions that ESL students do not get the opportunity to practice speaking English at outside what they have learnt in the classroom. In my study, 30% students (see figure 4.1.1.) have confirmed that they 'never' use English in class while on the other hand, 25% students have said that they use English 'a little bit'. The teachers also do not use English in class. 56.66% students have told that their teachers 'never' use English and 33.33% students have informed that their teachers use English 'a little bit' to explain the class work or communicate with students in English (see table 4.1.2). The ratio of teacher's speaking English in English class is not satisfactory. In fact and truth be told, many English teachers are not competent enough to communicate in English in class.

However, the communicative access in a classroom is not enough for the students. Though the teachers do not use English in communication, but they inspire the students to speak English.

In a question regarding who the students speak English with, the students have said that they usually speak English with their English teachers and sometimes with their peers. It seems that the English teachers and the peers are the ‘safe zone’ for the students to practice speaking. Now, the question is how this safe zone is really ‘safe’ for these learners? How do the peers and teachers treat these learners?

It is true that our learners are not hundred percent fluent and accurate in speaking English. So, making mistakes is common to these students. However, it is not only common to the Bangladeshi learners, but also common to all the FEL and ESL students. For example, Japanese students (Tsui, 2001) and Taiwanese students (Svetlana, Timina and Butler’s, 2011) and Indian students (Hanumtharao, 2011) face the same problem of making mistakes in their speaking. Whatever the reasons, the point is how the peers and teacher's response to this mistake. 31.66% students have said that their peers correct them irrespective of making mistakes (see figure 4.1.2). The teachers have also mentioned that they correct their students if they make any mistakes (see teachers’ response 4.4.7). It is now the assumption that students got inspired and become less anxious, finding the supportive peers and teachers with them.

But, there are some students who do not find their peers and teachers as supportive as the above mentioned group get. The proof is found in these students’ response. Like, 41.66% students have said that their peers laugh at them when they make mistakes in speaking (see figure 4.1.2) and this creates an unavoidable situation and thus students lose their interest and confidence in speaking English cited by Chowdhury and Shaila (2011). In reality, it has a negative impression among the interested students. For example, one female student participant had quoted that ‘*bhul hole sobai hasahasi kore*’ and that is why she does not want to speak English (see students’ open ended question 4.2.2). At the same time, a male participant had mentioned that ‘□□□□ *English man* □□□□ (They call me an ‘English man’) □□□ □□□ □□□□ □□□□ *English* □□□ □□’ (see students’ open ended question 4.2.2). The teachers also realized this problem and shared ‘*bhul hole sobai hasahasi kore taai ora English a kotha bolte chai na*’ (see teachers’ response 4.4.7).

So, it is seen that students usually have a pressure of their peers' negative evaluation while they speak English. This anxiousness makes them nervous and tensed (Kumaravadivelu, 2009), Lightbrown and Spada (2006). To speak in TL, nervousness and tension, create a big problem like reluctance, shyness, and most importantly fear of losing face. However, this type of feelings makes a student's Affective Filter high and reduces the L2 production. To make these students' affective filter low, they must need to overcome the anxieties, tension and negative evaluation. Rochecouste and et al. (2011) also have the similar view in this case of the students' affective filter. Moreover, Yashima (2002) concludes it in a nice way saying that to achieve WTC it is necessary to lessen the anxiety regarding L2.

Adding to, Bangladeshi students have limited vocabulary in English. Not only for the Bangladeshi but also learners throughout the ESL and EFL countries face the same problem. For example, for the Chinese English speakers limited vocabulary is a 'challenge' in speaking English' Liu and Jachson (2008) and for the Hong Kongese English speaker it is the reason of 'incomplete expression' Gan (2012). Sayma Arju (2001) has said that Bangladeshi students are often blamed for not having enough vocabulary. For example, a significant response comes from the students that in spite of having the interest they cannot speak because of the limited vocabulary (see FGD 4.3.2) and thus they have said 'amader Jhijha ultai na' (our tongues do not work) (see FGD 4.3.2). Again, the learners have shyness that prevents them from speaking English. Sato's (2003) study of Japanese students and Larsari's study (2011) find that ESL or EFL students cannot speak in the TL because of their shyness. Moreover, the same happens in Bangladesh. Ahmed (2006) and Chowdhury and Shaila (2011) have also conducted a study in Bangladesh. They have concluded by saying that shyness is one of the main hindrances behind Bangladeshi students' practicing English. In the classroom observation, I found the students very shy and hesitated in classroom participation (see classroom observation 4.5).

So, we see, students' anxiety, nervousness and shyness, fear of losing face, making mistakes and less communicative environment working behind the students' inability of speaking English. A regular classroom communication could have solved the problems. Even some prefer having a language lab to resolve this problem. 'A regular classroom interaction' (students' open-ended question 4.2.5) is enough and 19.99% students have put the importance on regular 'classroom session' to enhance the speaking skill (see table 4.1.7).

But, a good number of students believe that having a permanent language club could help them a lot. For example, 80% students have affirmed that they need a language club (see table 4.1.7) to practice English in their institution and it will improve their communication in English (see students' open-ended question 4.2.5). Adding to, one student has said that *ektu ektu kotha bolte bolte amra English bolte partam*'.

However, students also feel the need to have an English speaking test. Students have said that because if they practice English at least for the exam purpose, they would develop the speaking skill (4.2.4).

So, after all the discussion it is seen that the less interesting teaching methods, lack of support and insufficient learning materials are making their affective filter high. This high filter affects students and creates challenges to speak in English.

However, after discussing all the studies, findings and analyzing, I have figured these for a quick overview here:

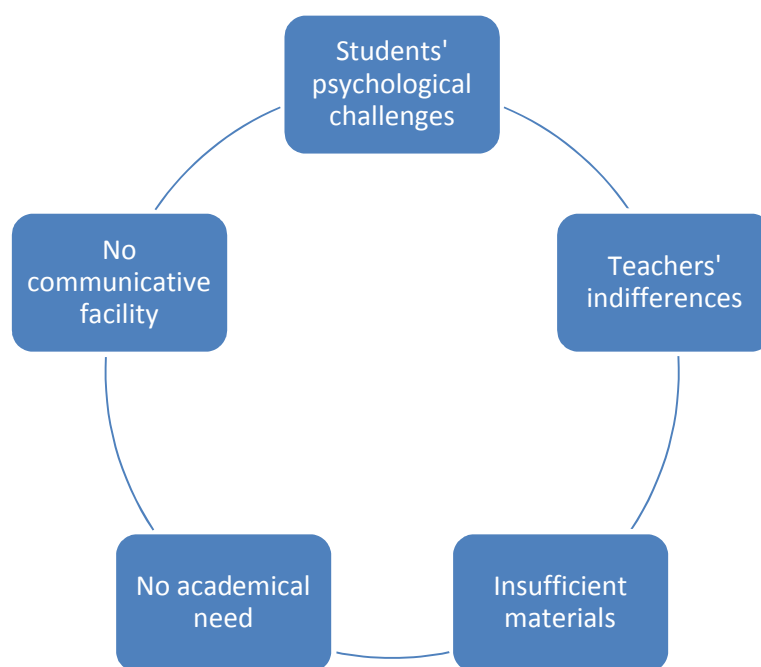


Figure 4: Bangladeshi students' challenges in classroom in speaking English

Chapter 6: Recommendation, limitation and conclusion

6.1. Recommendation

This part of the study will shed light on some of the possible recommendations that may pave an effective way to think and overcome the challenges of Bangladeshi students' problems regarding English speaking.

- The educationists should not only set the English spoken lessons in the book, but also should set a necessity to practice in the class. A contribution of speaking test on the total marks in the examination may be an effective solution to feel the necessity of practicing English in class. There should be at least 20 marks on speaking in the both academic and public examination;
- The English teachers need to be trained up and supported by the enough materials to use in the classroom;
- The English teachers should be recruited from the related education background so they can easily get the English teaching and learning style and implement it in their classes;
- The more discussion and communication in English will be in class, the more the students will be familiar with the practice. So, pair work, group work and discussion should be in class in English;
- An English language lab might be a pleasant place to reduce students' tension, nervousness and fear. Being under the supervision of such an environment in schools and colleges may build a strong confidence among the students to make the Affective Filter low.

6.2. Limitation of the study

The study could include more participants from all over the country in order to get a generic scene of the challenges that the students face in Bangladeshi classroom. Again, it could include the primary and university level students as these stages of learning affect the students in learning and practicing English in the classroom. However, because of the nature and volume of the present study, I could not include these sectors in my study. The further study can be done including all the academic sectors in Bangladesh. Again, an action research can be done to get

the specific result of any specific institution. Moreover, the padagogists involved in the teaching and learning English can be interviewed for the further data.

6.3. Conclusion

The classroom can be a efective place to learn English speaking skill. A regular speaking activity in the classroom can build students' confidence and therefore help them to overcome the challenges. If it can be set, our students will no more be afraid of the spoken English. They will not more think it as 'speaking English is a ghost in the dark'. And, once they have unveiled such an imaginary curtain, they will be engaged in searching the essence of speaking English. It is important to make clear that English is a 'language' and not only a 'subject' to memorize and pass. And, to that, our whole education system should be conscious of and if it needs, the education system and policy should be revised and revisited. Our educationists and teachers and all should work together to provide a appropriate atmosphere to practice. Also, the students need to try to overcome the challenges. Otherwise, whatever it is in paper and book to make successful English learners, it will not be achieved anymore.

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Appendices

Appendix A: Questionnaire for the students

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Appendix B : Questionnaire for the Focus Group Discussion (FGD)

1. How much do you practice English speaking and with who?
2. Are you confident in speaking English? Why or why not?

3. How do you feel to practicing in English class?
4. How does English speaking help you to get the marks in the exam? Does that affect on you?
How?
5. Do you make any mistake in English speaking?
6. What do people do when you make such mistake?
7. Does the people's behavior affect on speaking English? How?
8. How do your surrounding people affect you in practicing spoken English?

Appendix C: Questionnaire for teachers' interview

Teacher's demographic Information

a. Gender:

b. Designation:

c. Institution's name:

d. Numbers of year at your institution:

e. Educational qualifications:

1. Is English speaking skill necessary for Bangladeshi students? Why or why not?
2. How does the Bangladeshi education system help the students to learn the English speaking?
3. What the supportive materials does your institution have to teach speaking skill?
4. How much time do you spend in class to teach speaking skill?
5. What the strategies do you follow to teach speaking skill to your learners?
6. How much willingness does your learners' have in learning English speaking?
7. Do your learners make mistake in speaking? How much do they make mistake?
8. What are some of the mistakes they usually make in speaking English?
9. What do you think the reasons are behind students' mistakes in speaking English?
10. How do you correct/ or give feedback them when students make mistakes?
11. What are some of the problems do your learners face in speaking English?
12. How do you assess your students' English speaking skill?
13. What is the assessment strategy that you use to assess your learners' English speaking skill?
14. Many people believe that 'learners can learn speaking by speaking'. What do you think?
15. What is your stand on this statement: "Learners can learn speaking by speaking".
16. How much classroom practicing can be effective here?

Appendix D: Classroom Observation Sheet

Name of the observed school:

Name of the observed class:

Date: _____, Duration:

Number of students: Present....., Absent.....

Number of female students:, Number of Male students:

Sl. No.	Medium of language in the classroom		Teacher's encouragement	Student's behavior	Classroom environment	Used materials
	Teacher	Students				

Specific

comments:

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Abstract

The research intends to find out the challenges that the learners face in English speaking in the Bangladeshi classrooms. This paper investigates the challenges existing in teaching-learning and practicing spoken English inside the classroom. With a view to finding out the challenges, the data have been collected through the research instruments like survey questionnaires, interviews, focus group discussion and classroom observation. After a thorough analysis in both qualitative and quantitative methods, a recommendation has been made for the learners, teachers, ELT practitioners and all the people involved in the teaching and learning English in Bangladesh. However, my anticipation of the result is that the lack of logistic and administrative facilities, appropriate teaching-learning methods and lack of supportive environment are the challenges in teaching-learning spoken English in Bangladesh.

Chapter 1: Introduction

1.4. Background

English is a compulsory subject in Bangladeshi mainstream schools and colleges. In spite of that, the majority of the students are not enough competent in English, especially in speaking. The NCTB book “English For today” has an attempt to motivate the teachers and learners in practicing speaking. The basis of this textbook is helping students to be communicatively competent in English. However, it is pessimistic that in spite of all the attempts, the success is still far away.

In 1990s, the National Curriculum and Textbook Board (NCTB) and British Government Overseas Development Administration (ODA) worked on a project for the secondary English teaching’s improvement. The project came with a result that the students had a lack of proficiency in English language comparatively their level. Finding this, the government of Bangladesh took the decision to implement English as a compulsory subject for the schools and colleges.

Recently, the Bangladeshi government has launched a project named the English Language Teaching Project (ELTIP) in collaboration with the Department of International Development (DEID). This project is working to provide training for the ELT teachers so that they can prepare the appropriate English materials for the learners.

However, English teaching and learning in the Bangladeshi educational premises have been mingled with the ‘Communicative Approach’ in the 1970s. The aim of the approach is to enable the students to be competent in the communication in English. Communication in English means to continue a discussion showing the mastery over the basic skills of English. But, after four decades of launching the communicative approach, the pedagogists, teachers, students and

educational researchers are in big confusion, thinking the actual outcome of the approach, especially in achieving the 'speaking' skill.

It is axiomatic that to most of the students taking an attempt to speak English is like facing the ghost in the dark. They have a tendency to think it as an impossible attempt to achieve the English speaking proficiency. Moreover, most of the students think English as a 'Subject' to pass rather a language to speak which is one of the obvious reasons behind the inefficiency in this Oracy skill.

1.5.Context

It is still a controversial issue whether Bangladesh is an ESL (English as a Second Language) or EFL (English as a Foreign Language) country. According to Kachru (1986, p. 33) and Jenkins (2009, p. 16) Bangladesh enjoys the status of ESL (English as a Second Language).

But, many Bangladeshi researchers oppose their views. For example, Farooqui (2007) has boldly entitled English as a Foreign Language (EFL) in Bangladesh (p. 96). On the other hand, Siddique (2004) has examined the intensity of usage English in Bangladesh and concluded that English is an ESL in Bangladesh (p. 33). However, after defining the term ESL, Hasan (2011) have concluded that 'we can easily say... English is the Second Language in Bangladesh'. On the other hand, Salahuddin, Khan and Rahman (2013) have stated that 'although officially English is a national second language in Bangladesh; this does not make Bangladesh an ESL country, as there exists mainly a non-Anglophone environment outside the English classrooms (p. 35).

It is seen that the status of English in Bangladesh is a matter of dispute among the researchers. But, whatever the status of English in Bangladesh, there is no doubt that English is highly valued in Bangladesh in terms of its demand and the intensity of the usage in official and educational arena. In Bangladesh, English is mainly taught and learnt academically in the classroom. So, classroom is the one and only option for most of the school and college students to learn English. It is the place where the students have to attend to get the academic lessons, including showing to and checking the home works up by the teachers. To do all these things, how much do the students use or try to use English in the classroom? This is a big question to the people who are working in the related field and to those who are working to resolve the challenges or the problems that inhibit them from speaking English.

There are some studies regarding the problems, difficulties and challenges that are related to teaching and learning spoken English in Bangladesh. Some studies have been conducted from the urban perspective, some are from rural, and again some are on both. Like, Hamid (2011) has conducted a research on the overall English proficiency of rural Bangladeshi school learners. He has talked about the ‘socioeconomic’ factors that create a problem in English teaching and learning. His study focuses on all the four skills of English. On the other hand, Farooqui (2007) has conducted a study on the problems and solutions in the spoken English of the urban students and found out that the lack of vocabulary, learners, shyness, and unfamiliar topics create problems in practicing spoken. However, Hasan and Akhand (2009) have carried out a research on the challenges and sustainability of TESL in Bangladeshi college level. Their study have covered all the 64 districts in Bangladesh including both urban and rural colleges. They have found that the scarcity of appropriate teaching materials and less competent teachers are the main challenges for Bangladeshi students’ spoken English.

None of the above studies are solely for classroom based research. So, after studying all these related articles I have found the inspiration to conduct a study with the Bangladeshi teaching and learning spoken English. Moreover, I have also been learned in such a classroom where I faced different challenges in speaking English.

1.6. Purpose of the study

The aim of this study is to find and analyze the Bangladeshi students’ challenges of practicing spoken English in the classroom. I would like to find and analyze the classroom based challenges, including the roles of the teachers they are taught by, the institutional and infrastructural challenges and the roles of education system they go through. My study will try to find out the answers of the following primary questions:

- iv. To what extent the classroom environment and class size affect students’ speaking English?
- v. What are the teachers’ roles to motivate students to speak in English?
- vi. What the roles are played by the educational institutions to motivate students in speaking English.

Finally, I will try to provide some recommendations based on the findings and analysis. In my study, I have excluded the privileged students who have an access to the English speaking community in and outside the family and the classroom along with the English medium schools. Here, my intention is to focus on the general Bangla medium students both from school and college.

1.4 . Significance and scope of the study

Speaking skill in Bangladesh has not yet got the equal importance as it is argued in the education policy. The real situation seems still unknown to most of the pedagosists as the students who they make these plans for are miles away from achieving English speaking skill. Therefore, the significance of the study lies in finding the real challenges that the Bangladeshi students face in their classroom in speaking English. I hope that this study will add some values in planning that are interrelated and intra-related to teach and learn English in Bangladeshi classroom.

1.5.Thesis outline

This study examines the classroom related challenges that are responsible for the Bangladeshi students' inability of speaking English in the classroom. The outline of the study is here in brief for the quick overview.

Chapter I is about the introduction of the study. Here, I have shown the background of the study and also have contextualized the study in term of Bangladeshi classroom. This section includes the reasons and purposes of the study and shows the significance and scope of it as well.

Chapter II is an insight of the literature review that are relevant to the challenges in learning speaking skills in both EFL and ESL contexts and as well as from the Bangladeshi context. At the end of the chapter, there is a summary based on the literature review, which will lead to the implication of the findings.

Then, *chapter III* is about the information on the research design and research methodologies, including the research tools and instruments, analysis, ethics and limitation of the research. The systematic and thematic results of the findings are given in *chapter IV*.

The last but not the least *Chapter V* is the analysis of the results where a connection is maintained between the findings and the literature reviews.

Finally, the *chapter VI* is the conclusion of the study culminating the result and the discussion of the study and providing the recommendation for the further improvement of the Bangladeshi students speaking English in the classroom.

Chapter 2: Literature review

2.1. Historical background of spoken English in Bangladesh

English is a 'brand'. It is the 'global language' in the present global village. It is the speedy horse which is running incessantly towards and occupying its place in this global village. Bangladesh is also an inhabitant of this village. So, English is now an important chapter in Bangladeshi people's life, covering from daily life to the education and profession.

English teaching in Bangladesh has had many ups and downs. The purpose of studying English in the British period was to create a servant class. Those so-called servants were taught only the reading and writing skills in English. But, gradually the situation has been changed and thus the focus of teaching and learning English has been changed also. To enable our students to speak English in real life, the Communicative Approach or the CLT has been introduced in the year 1998-1999 in Bangladesh.

But, this innovation was not received warmly by our English teachers. Selim and Tasneem (2011) have criticized these ELT teachers by saying that "When CLT came to Bangladesh the traditional English teachers vehemently opposed it because they were not ready for something new (p. 141)". The teachers hardly felt the necessity of teaching spoken and listening skill as they were quite successful neglecting two other important skills of language learning through-- listening and speaking (ibid).

However, though many days and years have gone by and the ELT has passed many steps, but the situation in Bangladesh has not changed much. Still the teachers are comfortable with the

traditional materials and methods of teaching English. English For Today or EFT is still used as the main source of teaching English in Bangladesh. EFT is a great source to teach and learn spoken English as the inspiration of the book is to make students communicatively competent. But, how much the book is self-sufficient to achieve that?

Billah (2012) has counted and categorized the English lessons of the EFT books. He found that the number of listening comprehension lessons in class six EFT book is 08 out of 106, in class seven 10 out of 80, in class eight 11 out of 75 and in class nine-ten it is 22 listening lessons out of 119. The findings show that the listening lessons is really skimpy comparing to the total the number of lessons,

But, in speaking the scenario is different. For example, the number of speaking focused lessons in class six is 80, in class seven 74, in eight EFT 69, and in nine-ten it is 63. This means that the speaking skill is largely focused on these EFT books (p. 2).

But, the question is do the teachers really practice these speaking and listening lessons in their classes? And thus, are they aware of the necessity of teaching speaking skill to their students?

To answer these questions, we need to go to the classroom scenario which can only ensure the real situation of teaching- learning spoken English.

Researchers have found that the teachers are following the traditional methods of conducting the class in Bangladesh. Salahuddin, Khan and Rahman (2013) have conducted a study and wanted to know how the teachers conduct their English class. The most common finding is that most of the teachers start their classes with roll calling, proceed with checking home works, continue with the GTM based lesson and ends with the home works. According to the teachers, they do not use any other teaching technique to teach their students (p. 46). They had said that the NCTB book EFT is the one and only source to teach English in most of the cases.

This is the common English classroom scenario in Bangladesh. In such a classroom, how much the students are benefited to be communicatively competent in English? How much they are getting the support and environment to learn, speak and practice a communication in English?

2.2. Theoretical framework

A congenial environment can work as a precondition to learn a non-native language. There are some variables that can ensure a friendly environment to learn and practice an L2. However, Krashen's (1982) 'Affective Filter' model talks about the possible variables to learn an L2 successfully. This L2 learning theory is very influential in the realm of teaching and learning a second or foreign language. Krashen (1982) believes that tension, worries and nervousness, keep the learners' affective filter high and disturb the L2 production. On the other hand, a low affective filter can encourage a learner and therefore enhance his or her L2 production (as cited in Lightbown & Spada, 2006, p. 37).

So, the anxiety is one of the main terms of Krashen's (1982) hypothesis which determines the second or foreign language learners' TL learning. However, after Krashen (1982), this anxiousness has been defined by different researchers in different ways.

For example, Indian researcher Kumaravadivelu (2009) has characterized anxiety as the feeling of self-consciousness, fear of negative evaluation from peers and fear of familiar to live up to one's own personal standards and goals (p. 33).

It is also believed by many researchers that reducing of anxiety and making Affective Filter low is necessary to ensure a smooth L2 production. As Rochecouste and et al. (2011) have said that the 'removal of these anxieties is essential to become comfortable with a new language and a new learning environment' (p. 103). Yashima (2002) has also stated that '... a lower level of anxiety and a higher perception of L2 competence led to a higher level of WTC [Willingness to Communicate]...' (as cited in Sato, 2003, p.9).

Therefore, Bangladeshi learners also need an environment where they can easily learn English, practice English and communicate in English. They need a supportive milieu to make their spoken English grown up.

2.3. Relevant research in general

The purpose of learning English varies from country to country and again EFL countries to ESL countries. But the learners' challenges and difficulties are almost similar and exist in these countries. Research shows that there is the assimilation of the problems the ESL/ EFL students face in speaking English. For example, Bygate (1987) has said that "Speaking is in many ways

an undervalued skill” (p.VII) in the ESL and EFL countries. This proof is found in many of the ESL /EFL countries’ TL education system.

Sato (2003) has found that many Japanese learners of English are highly competent in reading and writing but not in listening and speaking. This researcher has come up with some of the common reasons that the Japanese students face in speaking English. Quietness and shyness in class, meaningless and irrelevant classroom practice, GTM, large class size, fear of losing face and anxiety in speaking are responsible for the lower speaking rate of Japanese EFL students (p. 5).

The similar scenario is found in monocultural and monolilngual environment in Hong Kong. Gan (2011) has conducted a study on 20 final year students who were doing their 4 year long Bachelors of Education in English language. The main finding is that the Hong Kongese students hardly get any environmental access to practice English speaking outside the educational context (pp. 54-55). Moreover, they have a highly problems with the sufficient vocabulary. For example, a student, named by Jane, has shared that when it comes to speaking, some words and phrases never come to her mind, and as a result she cannot express what she intends to mean precisely. Thus, vocabulary is a challenge which is keeping the students’ speaking intention and WTC behind the curtain.

Littlewood (1992) has conducted a study named *Teaching Oral Communication: A methodological framework* where he has found some problems that the EFL learners face in learning English speaking. His study found that although the environment is crucial in learning any foreign language, but in spite of this many students have few opportunities to practice the TL outside the classroom and therefore, they find it difficult (p. 53). Moreover, the learners are highly criticized if they make mistakes. Tsui (2001) has said that the ESL learners are the victim to be more vulnerable to criticism and negative evaluation while speaking (as cited in Gan, 2011, p. 54). Thus, the negative evaluation makes students’ affective filter high and reduces the L2 production.

The study of Svetlana, Timina and Butler’s (2011) on 70 masters students at Shih Chien University in Taiwan has found that learners’ unwillingness and anxiety to communicate, lack of motivation, rote learning and also uncomfortable topics inhibit them from speaking English.

India is Bangladesh's neighbor country. India regards English as the Second Language. India has also some problems that are the result of students' limited command over speaking English. Hanumtharao (2011) has conducted a study in her own country and discussed some of the problems in teaching and learning in India. His study finds that the inadequacy of teaching equipment, faulty curriculum and examination system, lack of motivation, large and crowded classroom, fear of losing face and learners' anxiety are some of the common challenges that Indian ESL students face in learning English. One of the main focuses on her study was on the short duration of class time. She has opined it as a cage where both the students and the teachers have to bound by and complete their class tasks being in a hurry. In this short time, generally teacher does not get any time interact successfully (para. 19).

Larsari (2011) has reviewed an article and has denoted that the EFL and ESL students do not get a proper environment in class to practice English speaking. She has quoted that the "EFL learners generally do not have adequate access to practice TL in the classrooms" (p. 161). At the same time, the researcher Scrivener (1994) has pointed out that the ESL students do not have the enough access to practice the TL in the classroom and thus they feel insecure, fear, nervous and scared to speak in English.

2.4. Research in Bangladesh

However, the above findings are not beyond to Bangladesh. The Bangladeshi English learners also feel the similar challenges in learning, speaking and practicing English.

Like an ESL and EFL student Bangladeshi students also suffer from the inadequacy of vocabulary. Arju (2011) has said that "While commenting on the ESL learners' competence in speaking language instructors frequently complain that the learners are lagging behind because of having an inadequate stock of vocabulary" (p. 52). However, a regular practice in the classroom may enhance the learners' vocabulary. But, it is unfortunate that the Bangladeshi students do not have that facility even. The crowded and large classes are causing the constant challenge to practice speaking to these students. Regarding the number of students in the language classroom, Sinha (2001) has said that "In a language classroom, we need a limited number of students' (p. 173). But, in reality, nearly all English classrooms in the public sectors in Bangladesh are overcrowded and often have as many as 200 students in them (Siddque, 2004, p.

3). Basir and Ferdousy (2006) have conducted a study among a number of classrooms and found that the numbers of students in the language classroom vary from 45 to 91 where 60% language instructors believe that this is really a large classroom scenario.

But a regular communication in English would resolve this problem. But, students have hardly a chance to use English in communication in class. Chowdhury and Shaila's (2011) study on the Bangladeshi SSS and HSC students have found that the students do not practice speaking skill in their classrooms. And as a result, they do not feel confident in speaking English, they add. This makes students stress and nervousness, high and reduces the production of English.

Some support is must to ensure the TL communication is the classroom. For example, the support from the peers, teachers and the institutions have a great contribution to practice English. The environment created by the peers impacts the speaker deeply, believes Chowdhury and Shaila (2011). They also have added that in the large classes when a student speaks, his/ her peers make laugh at her/ him and do not encourage speaking. Thus the students become less confident and feel nervous and scared to speak English. Again, the teachers have lack of support in many cases. They are not competent in many cases to make the lesson interesting.

Teaching English language means to facilitate the learners to achieve the power to express their inner thoughts by mastering stylistic elements of the language. But, in Bangladeshi classroom, the thing is different. Most of the teachers do not know or adapt the different style to teach language. For example, Sinha (2001) has conducted a study in the Bangladeshi context and found that in Bangladeshi classrooms, teachers do not use any energetic way to teach English. Thus, students get less energetic and lose their interest in learning the spoken English.

There is a huge scarcity of competent teachers in teaching English. In fact, "Bangladesh is one of the few countries of the world where teachers can start teaching without any formal training (Siddique, 2004, p. 2).

Finding the unfriendly and non-supportive environment, the Bangladeshi students are losing their motivation in learning spoken English. As a result, the students who have a minimum interest to speak in loose it. "Most of the Bangladeshi students are very reluctant to speak in English irrespective of their proficiency in one or the other skill" (Ahmed, 2006, p. 4).

Siddique (2004) has carried out a study in Bangladesh and pointed out that administrative set up, teacher-centered classrooms, large classes and cultural conflicts are the most common challenges prevailing among Bangladeshi students.

Ahmed (2006) and Chowdhury & Shaila's (2011) researches have pointed out that the large classes, lack of confidence, lack of co-operative and less access of communicative environment, students' shyness are the main hindrances behind Bangladeshi students' learning and speaking English.

However, after discussing all the studies, I like to summarize the students' challenges in speaking English in the following figures:



Figure 1: Challenges in classroom in speaking English

2.5. Summary and implications

From the literature review, it is now seen that the history of teaching English in Bangladesh has passed many ups and downs and still it is hanging in the air in many cases, especially the spoken English. In spite of having a rich EFT book to teach spoken English, it has been avoided in the Bangladeshi classroom. The literature review provides the whole picture of the related areas regarding teaching and learning spoken English in Bangladesh. We can say that the students, the teachers and the administrative are letting the spoken English untouched in the Bangladeshi classrooms. In spite of having a huge problem, very little study has been done to unveil the

learners' classroom challenges in speaking English. So, I have got the inspiration to do that and fill the gap up by conducting a study. I hope that this study will bring out a meaningful and effective result which will be an added consideration to improve the teaching-learning English spoken skill in Bangladeshi classroom.

Chapter 3: Research Design

This aim of the research was to find out the classroom related challenges that were responsible for students' incompetency in English speaking in the classroom. With a view to unearthing the challenges, a volume of methodologies was followed to conduct the research. A student survey, focus group discussion, teachers interview and classroom observation were the research tools for this paper. I had visited different schools and colleges situated in and outside the Dhaka city to collect the data.

3.1. Research Methodology

In the research methodology, I followed the research tools like; students' survey, teachers' interview, focus group discussion and classroom observation. All the four methodologies were given an equal importance in the research with the equal contribution to the found data.

3.2. Research design

A mix methods combining with both qualitative and quantitative methodologies had been used to analyze the research data.

To design the quantitative data, I used Likert scale to collect and analyze the numeric data. However, the items in Likert scale ranges were 'Always', 'Most of the time', 'Sometimes', 'A little bit', and 'Never'.

Also to measure the participants' personal opinion about the quality in English using, I used Likert Scale's 'Level of quality' which ranges from 'Excellent', 'Good', 'Fair', and 'Poor'.

3.3 Objective

To find out the challenges those prohibit the students from English speaking in their classrooms.

3.4 Research questions

7. What classroom activities can be applied to teaching and learning spoken English?
8. How the teachers are motivated to increase students' English speaking skill?
9. How do the teachers give feedback on students' mistakes in speaking?
10. What are the roles of the peer in practicing English speaking skill?
11. To what extent the classroom environment and class size affect students' speaking English?
12. What are the administrative and logistic supports that the institution provides their students to enhance the English speaking skill?

3.5 Participants

The participants were randomly chosen from 3 secondary schools and 1 college. The schools were chosen from different parts of Dhaka city and 1 was from a suburb named Kishoregonj. The only college was also from that suburb. The participants did vary in their classes and ages. For example, there were the participants from class 7 to class 9. On the other hand, all the college participants were from their first year. The schools and college had a co-education system of both the boys and girls. However, the total numbers of these participants were 60. Among them, 40 were from Dhaka and 20 were from Kishoregonj. From Dhaka, there were 24 girls and 16 boys where it was 11 girls and 9 boys from Kishoregonj.

Furthermore, there were total 3 interviews; 2 from schools and 1 from college teachers. Along with this, I had conducted 2 FGD; 1 from college students and 1 from the school. On the other hand, I had observed in total four classes; 3 from schools and 1 from college to collect the research data.

The number of the students in classroom was different from 41-90. When I observed the classroom the average attended students were 50.

3.6 Instruments

The methods used to collect data were students' questionnaire survey, focus group discussion, teachers' interview and classroom observation. The chief methodologies used in this study include: (1) Students' survey, (2) Focus Group Discussion, (3) Teachers' interview and (4) Class observation.

3.6.1 Students' Questionnaire:

In students' questionnaire there were 29 close-ended questions and 11 open-ended questions. The close-ended questions had (3-6) options which varied according to the question type. On the other hand, the open-ended questions had no option and therefore the participants had an option to provide their opinion. However, at the end of the questionnaire, there was a concluding question where I asked their suggestions that may be effective to overcome the challenges in learning English speaking in the classroom.

3.6.2. Focus Group Discussion

To get the qualitative data I conducted two focus group discussions of students both in school and college. There were 17 students from college who took part in the discussion and 18 school students were the representative from the schools. I made a positive environment by a smiley face and friendly introducing with them. However, my concentration was on to drag the answers of the preselected questions. The numbers of those questions were 12 and I took about 35 minutes to conduct the FGD with the college students. On the other hand, it was about 39 minutes to conduct the FGD with the school students. In both of the cases, I used the Bangla language to conduct the FGD.

3.6.3. Teachers' Interview

The number of teachers' interview I had taken was 3 where 2 were from schools and 1 was from the college. I asked the teachers to know about the medium of the language I will ask the questions or go with the conversation. Except the college teacher, the rest two invited me to choose any language (Bangla or English) and I preferred English though in some cases I used Bangla. However, both the school teachers were male, while the college teacher was a female. I conducted the interview with the female teacher at her home requesting a preset time from her while the other two interviews were conducted in the respective schools. The duration of the interviews were about 30 minutes per. The total number of the focused questions for the interview was 17. But, I tried to maintain a conversational environment from where I had mixed the preset questions and latter filtered the required information.

3.6.4. Classroom Observation

I observed total 3 classes, including 2 schools and 1 college. I made a classroom observation roaster where I took the information from the class. While observing the classes, I tried to note down the points mainly covering the classroom infrastructures, seating arrangement, teaching and learning methods and strategies and so on. However, the actual number of students varies from 45 to 100 while the presented students vary from 18- 65. The duration of school class' was 45 minutes and for the college it was 50 minutes. However, the observation sheet has been included with the appendix page.

3.7. Data Collecting Procedure

I administered the students while they were in answering the questionnaire. Some students felt shy and some students felt uneasy finding me, an unknown visitor, beside them. But, some of them seemed motivated and asked different questions to clarify their confusion related to the questionnaire. However, I was able to manage the environment and to make a friendly environment. However, before distributing the questionnaire I became introduced to the students. There is a common tendency among the students to feel fear of teachers. This fear may hamper the responses and for this fear at the beginning I assured that I would not play any role like a

teacher. Rather, I claimed me as a seeker of some support and asked for help from them. These techniques really helped me to find the participants easy going and interesting.

I confidently administered the teachers' interview. With a friendly introducing, I tried to clearly point out my objective and purpose. The teachers were in hesitation with some of the questions. But, I precisely described and made clear them.

3.8. Data Analyzing Procedure

There were quantitative and qualitative methods of questions. The quantitative question was the close-ended type of question where students had options to choose the answer. On the other hand, the later one is the open-ended question where students had a room to opine their view against or for the question.

3.9. Reasons for Selecting the Areas

The areas like suburb (Kishorgonj) and city (Dhaka) had been selected willingly to find and present the real pictures or the challenges in both the urban and non-urban areas. The aim of the paper was not distinguishing the challenges between the rural and urban educational institutions rather getting a general information about the challenges that both the institutions had to face in speaking English.

3.10. Ethics

I have maintained a strong ethics while and after collecting the research data. Participants had been given a piece of paper promising that the confidentiality of their names and data would be strictly maintained. I had taken their written consent about the ethical issues and the participants allowed me to use the information only for my research purpose. I gave one signed copies to my interviewees and kept one with me for any further need.

3.11. Limitations of the study

I had faced some limitations in conducting the study. I had to conduct the survey in both the rural and urban areas. But, I had to wait for 1.5 months to do that because of the political turmoil

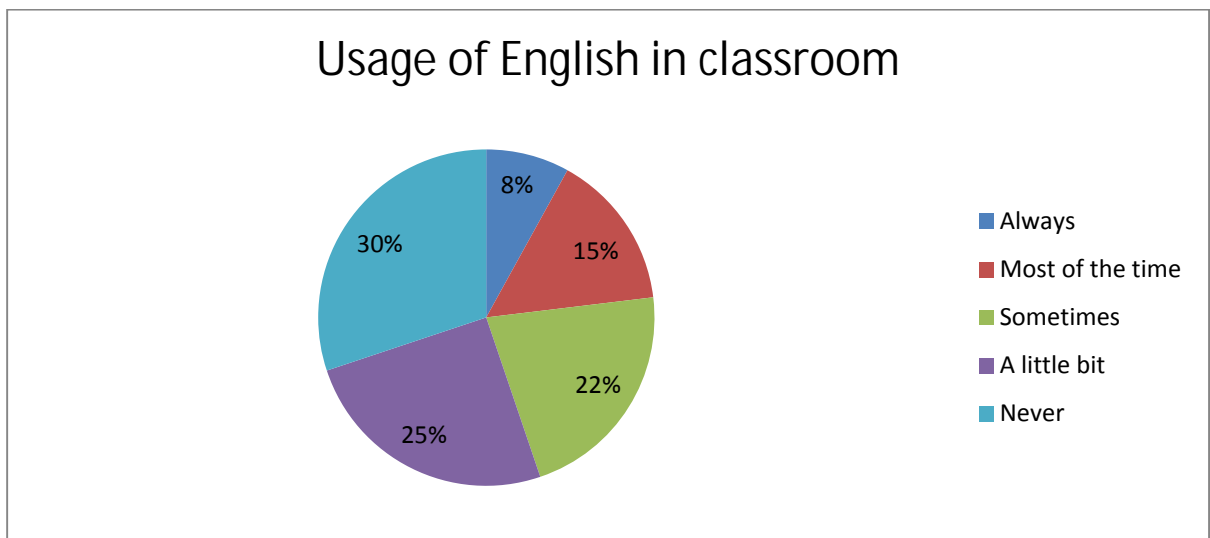
situation of the country. Moreover, the Bengali medium institutions had their final examination's time while everyone was busy with the exam preparation and doing other things after a long political turmoil. However, I also had to experience challenges in maintaining the formalities to conduct the survey in the schools and college. For example, I had to secure a permission letter from my supervisor and show it to the head teachers and principals of the institutions.

Furthermore, I had to convince the authority that this survey is harmless to them. Moreover, students were confused thinking in their response that in the survey paper will be marked. Students were also shy and introvert at the beginning after seeing me as I was a "Stranger" to them.

Chapter 4: Results

4.1. The findings of the close-ended questions.

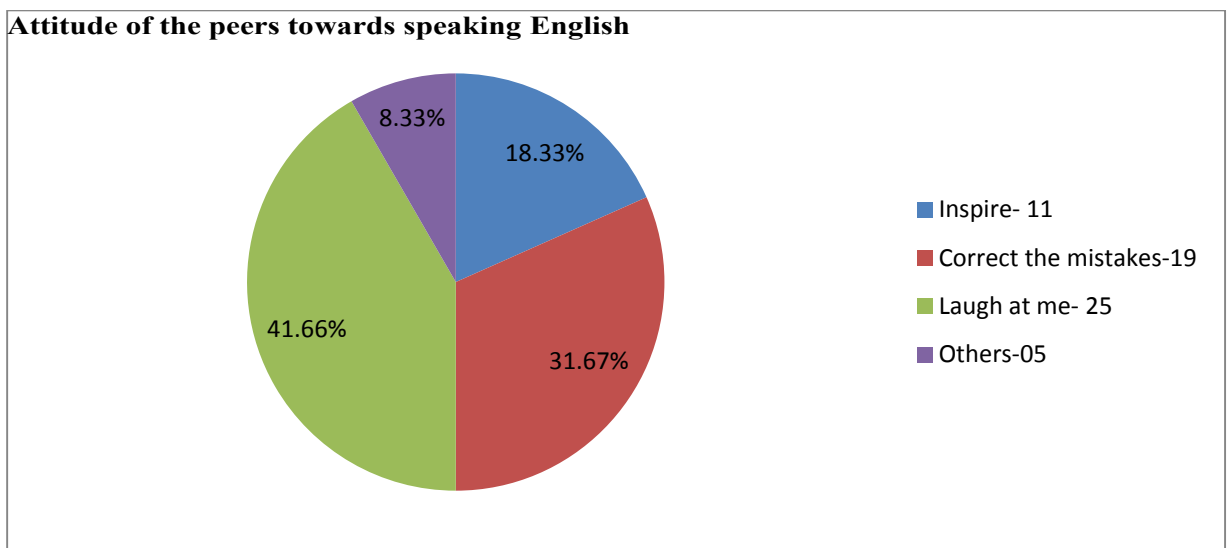
Figure 4.1.1. Usage of English in classroom



In this figure (see figure 4.1.1), it is seen that 8% students affirmed that they 'Always' used English in their English class while 30% students said they 'Never' used English in class. On the

other hand, 22% students said that they used English ‘Sometimes’ while the 25% students stated that they used English ‘A little bit’ in their class. 15% students had stated that ‘Sometimes’ they used English in their classroom.

Figure 4.1.2. Peers’ feedback towards the mistakes in speaking English



This figure (see figure 4.1.2) is about to know the peers’ attitude towards the students’ mistakes in English. 25 students (41.66%) said that their peers laughed at them when they made any mistake in speaking English but 19 students (31.66%) said their peers corrected their mistakes.

However, 11 students (18.33%) said that their friends inspired them in spite of having mistakes and 5 students left the question without answering.

Figure 4.1.3. Use of textbook to practice English speaking



The open space between the two smart arts here (see figure 4.1.8) refers to the common base where the answers of the two arts mix together and means a single unit.

However, the result of this figure (see figure 4.1.8) shows that 11% students said 'Sometimes' they did the conversational exercise from the textbook while, 32% students responded that they did it 'A little bit. And, a large part of respondents whose number is 51%, said that they 'Never' followed textbooks to practice English speaking skill. However, the rest 6% students did not answer the question.

On the other hand, 22% students said that their teachers ‘Sometimes’ used textbook to practice English while the 43% students affirmed that the duration of their teachers’ usage of the textbook in speaking lessons is ‘A little bit’.

Table 4.1.1. Teacher’s usage of English in class

Options	Number of respondents		Total number	Percentage of respondents		Total percentage (%)
	Female	Male		Female(%)	Male(%)	
Always	2	1	3	3.33%	1.66%	5%
Most of the time	3	3	6	5%	5%	10%
Sometimes	9	8	17	15%	13.33%	28.33%
A little bit	8	11	19	13.33%	18.33%	31.66%
Never	6	9	15	10%	15%	25%

The participants were asked to inform about their teachers’ English use in classroom. In this figure, 31.66% participants said that their teachers used English ‘A little bit’ in the class while 28.33% students stated that ‘Sometimes’ their teacher used English in class. On the other hand, 10% said that their teachers used English ‘Most of the time’ and only 3 of the total students confirmed that their teachers ‘Always’ used English in class. It is interesting to know that one quarter of the students (15 students) said their teachers ‘Never’ used English in class.

Table 4.1.2. Teacher’s use of English in explain class work

Options	Number of respondents		Total number	Percentage of respondents		Total percentage (%)
	Female	Male		Female(%)	Male(%)	
Always	1	1	2	1.66%	1.66%	3.33%
Most of the time	1	0	1	1.66%	0	1.66%
Sometimes	2	1	3	3.33%	1.66%	4.99%
A little bit	9	11	20	15%	18.33%	33.33%
Never	16	18	34	26.66%	30%	56.66%

The table (see table 4.1.4) shows us the ratio of teachers' usage of English in explaining the task or giving instruction. Therefore, it is found that 56.66% students did think their teachers 'Never' used English to assign any class work or explaining the instruction. On the other hand, 33.33% students informed their teachers did it in 'A little bit' and 4.99% students their teachers do it 'Sometimes'. The rest of the students responded positively like 3.33% students said 'Always' and 1.66% students said 'Most of the time' their teachers used English in explaining the class work.

Table 4.1.3. Teacher's inspiration in practicing spoken English

Options	Number of respondents		Total number	Percentage of respondents		Total percentage
	Female	Male		Female	Male	
Always	8	7	15	13.33%	11.66%	25%
Most of the time	4	3	7	6.66%	4.99%	11.66%
Sometimes	2	1	3	3.33%	1.66%	5%
A little bit	12	9	21	20%	15%	35%
Never	6	8	14	10%	13.33%	23.34%

Teachers' inspiration effectively works to most of the learners to be motivated in learning and practicing English. This table (see table 4.1.6) shows the result of how much the teachers inspired them to learn and practice English. In the result, it is seen that 21 students (35%) informed that their teachers encouraged them 'A little bit' to learn English and 23.34% students

said that their teachers ‘Never’ inspired them in this case. On the contrary, 25% students said that their teachers ‘Always’ motivated them in speaking English.

Table 4.1.4. Students’ practicing English in conversation/ class work

Options	Number of respondents		Total number	Percentage of respondents		Total percentage
	Female	Male		Female	Male	
Always	-	-	-	-	-	-
Most of the time	1	1	2	1.66%	1.66%	3.33%
Sometimes	6	5	11	10%	8.33%	18.33%
A little bit	16	11	25	26.66%	18.33%	44.99%
Never	13	9	22	21.66%	15%	36.66%

The idea was to know about the students’ use of English in everyday classes. The finding was that none of the students did use or practice English ‘Always’ in doing class work. However, almost half of the students (25 students) said that they used English ‘A little bit’ in the classroom conversation and their ration of English using is 44.66%. Adding to, 36.66% students marked that they ‘Never’ used English and 18.33% students said that ‘Most of the time’ they used English in completing the class work.

Table 4.1.5. Seating arrangement of the classroom

Options	Number of respondents		Total number	Percentage of respondents		Total percentage
	Female	Male		Female	Male	
Chair	-	-	-	-	-	-
Bench	32	22	54	51.66%	36.66%	88.32%
Round table and chair	-	-	-	-	-	-

Seating arrangement is an important factor to practice English in classroom. The result says that 54 students asserted that they had only bench in their class to seat in and doing class.

Table 4.1.6. English language club in the institutions

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	7	6	13	11.66%	10%	21.66%
No	20	27	47	33.33%	45%	78.45%

The table (see table 4.1.9) shows the result of having a language club in the participants' institution. 21.66% students said that they had a language club in their institution and other 78.45% confirmed that they do not have one.

Table 4.1.7. Necessity of having English Language club.

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	27	21	48	45%	35%	80%
No	5	7	12	8.33%	11.66%	20%%

In response to a question of the necessity of having a language club in their academia, 80% students noted that they need a language club to learn English speaking. On the other hand, 19.99% students noted that they did not need any language club. Rather, they forced the importance more on class session to learn the speaking.

Table 4.1.8. English language test in the institution

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	6	11	17	10%	18.33%	28.33%
No	17	25	43	28.33%	41.66%	70%

Maintaining an English language test may enhance students' speaking English. In this table, it is shown that 69.99% students confirmed that they did not have any access to sit for English spoken language test in their institution while 28.33% students disagreed with this group and said that their institutions supported and arranged English language test for them.

Table 4.1.9. Necessity of taking test in English

Options	Number of respondents		Total Number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	27	21	48	45%	35%	80%
No	5	7	12	8.33%	11.66%	20%

In response to as question, 80% students noted that they felt the need to take an English language test to learn English speaking. On the other hand, 19.99% students noted that they did not need to sit for English language test to learn English. Rather, they feel the necessity of practicing English in class to learn the speaking.

Table 4.1.10. Inspiration from the institution for speaking English

Options	Number of respondents		Total Number	Number of percentage		Total
Yes	7	6	13	11.66%	10%	21.66%
No	23	24	47	38.33%	40%	78.33%

Inspiration has a big significance to learn a language. The aim of this question was to know about the inspiration they got from their educational institutions. For example, 78.33% students said that their institutions did not support and inspire them to learn English while 21.66% students informed that the opposite stating that their institutions had a support to learn English.

4.2. The findings of students' open-ended questions

4.2.1. The impact of the students' number in practicing English.

Among the 60 participants, most of them acknowledged the positive contribution of the existing number of students in practicing English. For example, 17 students said that their peers helped them to practice English and 15 students asserted that they got a willingness from their peers to practice English. On the other hand, 7 students said that they got an inspiration from the classmates. However, 16 students stated that because of having a large number of students, they could not listen to their teachers properly.

4.2.2. The influence of peers' feedback on making mistakes in speaking English.

31.66% students said that their peers corrected them while they made any mistake and thus they got the inspiration from their peers to practice English. On the other hand, 41.66% felt insulting when their peers laugh at them and lose their interest in speaking English. For example, one participant said that 'আমাক *English man* ডাক (They call me an 'English man') and that is why I did not try to speak in English. On the otherhand, another student had written that "*Bhul hole sobai hasahasi kore*" and that is why 'I do not take any step to speak in English'.

4.2.3. The importance of textbook to practice English.

Most of the participants thought that they should practice the conversational part from their English textbook. They felt the necessity of practicing English more and learn English and

textbook could help them here. One female student had said that she could learn new words from the textbook based practice and could use the newly learnt words in further practice. Apart from these, many participants thought that the textbook might have a great contribution in practicing and learning English because it can increase and build their confidence.

4.2.4. The importance of having English language test.

The students said that they did not have any language assessment. Some students had seen it as a motivational factor while some other students had seen as a 'compulsory' factor in learning English. Though some students had left the question without answering but those who had answered had shown a great importance of taking the English language test. For example, one participant had said that 'taking an English language test is very important as it can help us to know our speaking condition and therefore

4.2.5. The importance of having language club.

In response to this question, 80% students responded that they needed an 'English club' to practice and improve their communicative skill. On the contrary, 2 students disagreed with this group and strongly believed that "a regular classroom interaction" would help them to learn English properly. '*ektu ektu kotha bolte bolte amra English bolte partam*' said one male participant.

4.3. Findings of the students' Focus Group Discussion (FGD)

4.3.1. Students' usage of English

Almost all the participants who took part in the focus group discussion stated that they did not speak in English outside of their classroom. 21 students said that they usually tried to speak English with their teachers, especially the English teacher and friends to practice English.

14 students among had said that they only spoke in English only 'in classes'. The other students affirmed that they never tried to speak in English with anyone.

4.3. 2. The students' interest to take participate in

13 participants mentioned that they usually did not have any class discussion in English and their teachers never did that. 16 students said that they were very interested to take participate in class discussion conducted by English. But, usually they cannot because of the shyness, limited storage of vocabulary and fear of losing face.

4.3.3. Mistakes in speaking and audiences' feedback

As in question 4.3.1, it has been quoted that the students had a limited access to practice English and they usually do that with the teachers and peers. Almost all the participants said that they often made mistakes in English speaking. However, regarding the mistakes in speaking English, the participants did have a mix reaction. Like, 12 participants affirmed that they became very nervous when tried to speak in English. 'Jhihba ultai na' was one of their responses in this case. Another group of participants had shared that their limited knowledge of English forces them to make mistake. The lack of vocabulary, less exposure in real life and less access to practice English were the cause of the mistakes in English.

4.3.4. Inspiration to speak English

The participants informed me that they are interested to speak in English. Adding to, they said they did not find any motivation from the institution to speak in English. In a question of getting the facilities like language lab or having competition in English, students informed us that they did not have any such facility form their institution. Moreover, in spite of their English teacher, they hardly get any support from the institution and teachers.

4.4. Findings from teachers' response

4.4.1. Necessity of learning spoken English

The three teachers strongly believed that Bangladeshi students must know the spoken English to keep pace with the ongoing and dynamic global village. They had given some logics behind their statements. For example, only the female participant had asserted that knowing speaking English might enhance students' knowledge about the English language including pronunciation, spelling, and grammar and so on. The other two participants had also put the importance of knowing English on these factors. However, they also added that knowing spoken English is not only learning how to speak rather it is about to know how to use language.

4.4.2. The time to start learning spoken English.

It was a very interested question for the participants. The female participant said that Bangladeshi student should start learning spoken English after 12 classes. She amplified this opinion saying that the rural students are very weak in English, i.e. 12 class students cannot write a sentence accurately. গ্রামরে ছাত্রছাত্রীরা ইংরেজিতে এ খুব-ই দুর্বল, speaking তো আরও পরে added the female teacher.

4.4.3. Education system in teaching spoken English

The participants said that Bangladeshi education system was indifferent in taking proper care of ensuring teaching-learning spoken English. They found some incongruity in the education system. For example, they said that the education system did not focus on the spoken skill in testing and evaluation. In their opinion, it was one of the major and biggest reasons of avoiding spoken skill from the English syllabuses and as well as from classes. The EFT books though had enough scopes to practice spoken English, but due to the negligence in evaluation, both the teachers and students did not care much to practice from the book.

4.4.4. Teachers' opinion about the number of students

The participant teachers said that the number of students they had in their class was a 'problem' for them to teach English, especially the spoken English. They also added that the duration of the class was not sufficient to practice spoken English in classroom.

4.4.5. The strategies used in teaching spoken English

The rural teacher said she did not have any specific strategy to teach English specially spoken one. On the other hand, one urban teacher had said that he tried to use different types of strategies like flash cards, presentation and speech, group discussion and oral classroom participation.

4.4.6. Students' willingness to learn spoken English

The participant from rural college had said that her students showed interest to learn spoken English, though not verbally but in behavior. She believed that if students were taught they would be able to learn spoken English. But, ‘We do not have any chance to spend time on teaching spoken English’ she added. Moreover, as it was not covered in the evaluation so students only aimed to pass their examination that was in writing.

4.4.7. Students’ mistake in spoken English

In all the participants’ classes students feel shy to speak in English, they said. As one of the main reasons, all the three participants have blames that students make lots of mistakes in speaking English. Most of the students do not understand if they are asked in English, said the second interviewee while the female interviewee said that *‘bhul hole sobai hasahasi kore taai ora inglish a kotha bolte chai na’*. However, in against this type of mistakes, the teachers said that they correct their students if they make any mistakes.

4.4.8. The common problems of the students while speak in English

The teachers were asked to mention their students’ common problems in speaking English. They had said that shyness, lack of enough words or vocabulary, grammatical knowledge, pronunciation, lack of confidence, lack of proper materials and inspiration were some of the problems that their students usually had to face in speaking English.

4.4.9. Institutional support and teaching aid

Two participants had said that they got the verbal inspiration from their working institution to teach spoken English but they had insufficient teaching aid like computer, projector or any other modern facilities. But the rural institution neither got the verbal support nor the teaching aid to teach spoken English.

4.4.10. The response against the statement ‘students learn speaking by speaking’

The participants strongly believed that a congenial environment can only assure the learning outcome of teaching speaking English. They believed that only the classroom was not enough to learn spoken English. The overall environment here played a very crucial role where they would have the chance to practice spoken English.

4.5. The findings of classroom observation

Rural college

Sl. No.	Medium of language in the classroom		Teacher's encouragement	Student's anxiety	Classroom environment
1.College	Teacher's usage	Students usage	Sometimes, teacher encouraged students	Students were shy and scared	excessive noise, no attention
	Teacher used both English and Bangla in conducting class	Students participate using Bangla.			

Schools

Sl. No.	Medium of language in the classroom		Teacher's encouragement	Student's anxiety	Classroom environment
School 1 Class IX	Teacher's usage	Students usage	No encouragement	Students were hesitate and shy	
	Teacher did not use any Bangla	Students used some word chunks like 'yes sir', 'no ok' etc.			

School 2 Class IX	Teacher combined both English and Bangla in her lecture	Some students used word chunks like 'Thank you'.	Sometimes, teacher encouraged her students	Students were shy and scared	excessive noise
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Chapter 5: Analysis of the finding and discussion

In this chapter, the findings of the study will be discussed and explained keeping a coordination among the research questions, findings and the literature review.

The study is about the challenges of speaking and practicing English in Bangladeshi classroom. The study finds that the number of students in class varies from 18- 65. According to the study conducted by Basir and Ferdousy (2006) a class having 45-91 students can be regarded as a large classroom. It can be regarded as well as a crowded classroom (Sinha, 2001, p. 173). However, this number of students is a challenge to teach English in classroom opined by many language instructors (Basir & Ferdousy, 2006).

But, in my study, one third (20 students) of the students does not think this number as a challenge in the language classroom. Rather, having a large number of students in class inspire

them in speaking English. They think that they get help and inspiration from their own mates (see open ended question 4.2.1). On the other hand, the three participant teachers had said that the number of students they have in their class is a ‘problem’ to teach spoken English to the students (see teachers’ response 4.4.4).

Now, it is seen that the number of students creates two different feelings between the two stakeholders in the classroom. For example, as I have mentioned that the students take the large number of students as ‘inspirational’ while the teachers find it as a ‘problem’.

However, students are interested enough to practice English in class. The same response has been found from the teachers that their students are very interested to speak English (see table 4.4.6). In the FGD, half of the participants have said they are very interested to take part in the classroom discussion conducted in English (see FGD 4.3.2). But, they cannot/ do not participate in because of the shyness and lack of communication access in class. I found in the observation that students were feeling shy to participate in class and even make a response. However, though the students are interested to practice in English, but nevertheless English is seen as one of the most fearsome and difficult subject to teach Chowdhury and Shaila (2011, p. 74) in their research. The whole education system becomes a point to discuss when we designate it as a ‘fearsome and difficult’ subject.

The first point is why it is fearsome and difficult? Where does the English subject posit?

In my research, the students have said that ‘they cannot practice in class’ while the teachers have said ‘they do not get time to practice’ because of the duration of the class time. Here is a huge difference between the students’ willingness and teachers’ inability. But, a skilled teacher might be able to utilize the students’ willingness and make them able to practice English.

In this regard, some researchers have been surprised observing the teacher recruitment process in Bangladesh. Like, Siddique (2004) has said that Bangladesh is one of the few countries where the teachers do not need the special academic background in the taught subject (p. 2). Thus, most of the teachers are not familiar with the appropriate English teaching strategies and managing the large class to get a better outcome.

However, keeping the English teaching updates, the teacher could ensure a better learning environment in class. But, the unfortunate is that our teachers do not keep them updated with the teaching-learning field thinks (Hanumantharao, 2011, para. 12). It is also one of the lacking, why our teachers cannot make the English subject more pleasant and they do not take the class in a friendly and energetic way Hanumantharao (2011).

Apart from the teachers' indifferences, the ESL and EFL students suffer from lack of support from the institution. Their education institutions do not have enough resources to support the teacher to be updated with the up to date English teaching realm. Bangladeshi students also suffer from the same case and they do not have enough learning materials in classes. I asked students to name some of the teaching materials they use in class. The result finds that they have only the EFT books to learn English. However, the same question was asked to the teachers in the interview and it was found that none of the institution has any teaching aid like computer, multimedia projector or other teaching aids (see teachers' response 4.4.9) to support the English spoken skill.

Salahuddin, Khan and Rahman's (2013) study have found that the English teachers are strongly dependent on the GTM method of taking classes and they do not have enough resources to teach English speaking. EFT is the one and only materials they use in teaching English. They are solely dependent on this. But, how resourceful the book is to be solely dependent?

Yes, the book has potential to evoke and provide a source of practicing and learning spoken English. If we dive into the lessons of the book, it will be more prominent. For example, Billah's (2012) lesson counting shows that 80, 73, 69 and 63 are the number of speaking-focused lessons in the EFT books respectively from class six to class nine-ten (para. 4). In spite of having such an enormous opportunity, our teachers and students do not have their touch on this skill. Both the students and the teachers have also affirmed that they usually do not practice from the EFT speaking sessions. In the questionnaire, I asked to know about the use of textbook in class and as an answer 51% students have said that they 'never' use the textbook based speaking lessons to practice English spoken skill while at the same time, 43% students have said that their teachers 'never' use these lessons to make them practice English spoken skill (see figure 4.1.3).

And, as a result, our students are being taught in a non-communicative environment. This is resulting in making the English subject ‘fearsome and difficult’ and ‘a subject to pass rather than a language to communicate’ (see teachers’ response 4.4.6).

However, to overcome the fear and exam oriented mentality, the students must need to have more access in the English communication environment. It is one of the tools that can reduce the fear and shyness from the students. Chowdhury and Shaila’s (2011) study found that the Bangladeshi students do not have the access to practice spoken English either in class or outside. Thus, the communicative competence stays at beyond these students’ level. Larsari (2011) therefore mentions that ESL students do not get the opportunity to practice speaking English at outside what they have learnt in the classroom. In my study, 30% students (see figure 4.1.1.) have confirmed that they ‘never’ use English in class while on the other hand, 25% students have said that they use English ‘a little bit’. The teachers also do not use English in class. 56.66% students have told that their teachers ‘never’ use English and 33.33% students have informed that their teachers use English ‘a little bit’ to explain the class work or communicate with students in English (see table 4.1.2). The ratio of teacher’s speaking English in English class is not satisfactory. In fact and truth be told, many English teachers are not competent enough to communicate in English in class.

However, the communicative access in a classroom is not enough for the students. Though the teachers do not use English in communication, but they inspire the students to speak English.

In a question regarding who the students speak English with, the students have said that they usually speak English with their English teachers and sometimes with their peers. It seems that the English teachers and the peers are the ‘safe zone’ for the students to practice speaking. Now, the question is how this safe zone is really ‘safe’ for these learners? How do the peers and teachers treat these learners?

It is true that our learners are not hundred percent fluent and accurate in speaking English. So, making mistakes is common to these students. However, it is not only common to the Bangladeshi learners, but also common to all the FEL and ESL students. For example, Japanese

students (Tsui, 2001) and Taiwanese students (Svetlana, Timina and Butler's, 2011) and Indian students (Hanumtharao, 2011) face the same problem of making mistakes in their speaking. Whatever the reasons, the point is how the peers and teacher's response to this mistake. 31.66% students have said that their peers correct them irrespective of making mistakes (see figure 4.1.2). The teachers have also mentioned that they correct their students if they make any mistakes (see teachers' response 4.4.7). It is now the assumption that students got inspired and become less anxious, finding the supportive peers and teachers with them.

But, there are some students who do not find their peers and teachers as supportive as the above mentioned group get. The proof is found in these students' response. Like, 41.66% students have said that their peers laugh at them when they make mistakes in speaking (see figure 4.1.2) and this creates an unavoidable situation and thus students lose their interest and confidence in speaking English cited by Chowdhury and Shaila (2011). In reality, it has a negative impression among the interested students. For example, one female student participant had quoted that '*bhul hole sobai hasahasi kore*' and that is why she does not want to speak English (see students' open ended question 4.2.2). At the same time, a male participant had mentioned that 'আমাক *English man* ডাক (They call me an 'English man') তাই আমি লজ্জা পয়ে *English বলনা*' (see students' open ended question 4.2.2). The teachers also realized this problem and shared '*bhul hole sobai hasahasi kore taai ora English a kotha bolte chai na*' (see teachers' response 4.4.7).

So, it is seen that students usually have a pressure of their peers' negative evaluation while they speak English. This anxiousness makes them nervous and tensed (Kumaravadivelu, 2009), Lightbrown and Spada (2006). To speak in TL, nervousness and tension, create a big problem like reluctance, shyness, and most importantly fear of losing face. However, this type of feelings makes a student's Affective Filter high and reduces the L2 production. To make these students' affective filter low, they must need to overcome the anxieties, tension and negative evaluation. Rochecouste and et al. (2011) also have the similar view in this case of the students' affective filter. Moreover, Yashima (2002) concludes it in a nice way saying that to achieve WTC it is necessary to lessen the anxiety regarding L2.

Adding to, Bangladeshi students have limited vocabulary in English. Not only for the Bangladeshi but also learners throughout the ESL and EFL countries face the same problem. For

example, for the Chinese English speakers limited vocabulary is a ‘challenge’ in speaking English’ Liu and Jackson (2008) and for the Hong Kongese English speaker it is the reason of ‘incomplete expression’ Gan (2012). Sayma Arju (2001) has said that Bangladeshi students are often blamed for not having enough vocabulary. For example, a significant response comes from the students that in spite of having the interest they cannot speak because of the limited vocabulary (see FGD 4.3.2) and thus they have said ‘amader Jihba ultai na’(our tongues do not work) (see FGD 4.3.2). Again, the learners have shyness that prevents them from speaking English. Sato’s (2003) study of Japanese students and Larsari’s study (2011) find that ESL or EFL students cannot speak in the TL because of their shyness. Moreover, the same happens in Bangladesh. Ahmed (2006) and Chowdhury and Shaila (2011) have also conducted a study in Bangladesh. They have concluded by saying that shyness is one of the main hindrances behind Bangladeshi students’ practicing English. In the classroom observation, I found the students very shy and hesitated in classroom participation (see classroom observation 4.5).

So, we see, students’ anxiety, nervousness and shyness, fear of losing face, making mistakes and less communicative environment working behind the students’ inability of speaking English. A regular classroom communication could have solved the problems. Even some prefer having a language lab to resolve this problem. ‘A regular classroom interaction’ (students’ open-ended question 4.2.5) is enough and 19.99% students have put the importance on regular ‘classroom session’ to enhance the speaking skill (see table 4.1.7).

But, a good number of students believe that having a permanent language club could help them a lot. For example, 80% students have affirmed that they need a language club (see table 4.1.7) to practice English in their institution and it will improve their communication in English (see students’ open-ended question 4.2.5). Adding to, one student has said that *ektu ektu kotha bolte bolte amra English bolte partam’*.

However, students also feel the need to have an English speaking test. Students have said that because if they practice English at least for the exam purpose, they would develop the speaking skill (4.2.4).

So, after all the discussion it is seen that the less interesting teaching methods, lack of support and insufficient learning materials are making their affective filter high. This high filter affects students and creates challenges to speak in English.

However, after discussing all the studies, findings and analyzing, I have figured these for a quick overview here:

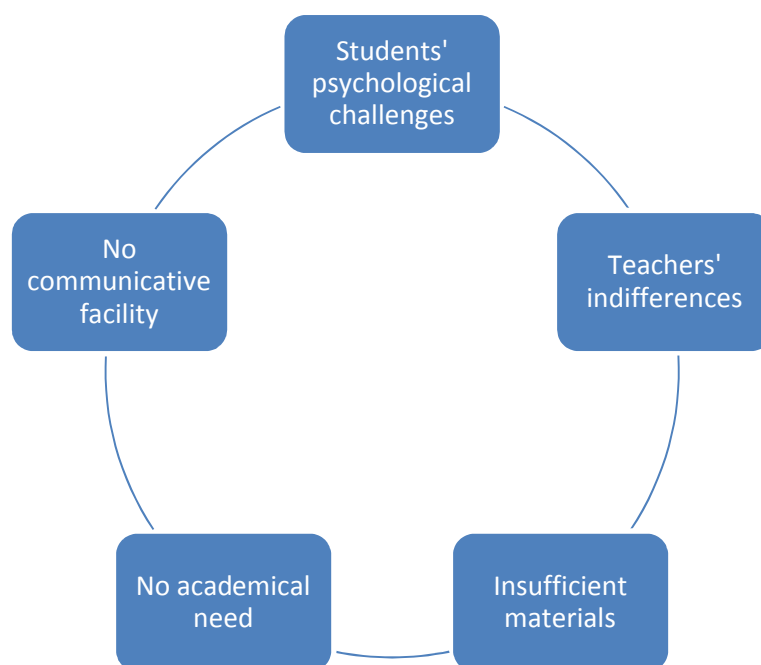


Figure 4: Bangladeshi students' challenges in classroom in speaking English

Chapter 6: Recommendation, limitation and conclusion

6.1. Recommendation

This part of the study will shed light on some of the possible recommendations that may pave an effective way to think and overcome the challenges of Bangladeshi students' problems regarding English speaking.

- The educationists should not only set the English spoken lessons in the book, but also should set a necessity to practice in the class. A contribution of speaking test on the total

marks in the examination may be an effective solution to feel the necessity of practicing English in class. There should be at least 20 marks on speaking in the both academic and public examination;

- The English teachers need to be trained up and supported by the enough materials to use in the classroom;
- The English teachers should be recruited from the related education background so they can easily get the English teaching and learning style and implement it in their classes;
- The more discussion and communication in English will be in class, the more the students will be familiar with the practice. So, pair work, group work and discussion should be in class in English;
- An English language lab might be a pleasant place to reduce students' tension, nervousness and fear. Being under the supervision of such an environment in schools and colleges may build a strong confidence among the students to make the Affective Filter low.

6.2. Limitation of the study

The study could include more participants from all over the country in order to get a generic scene of the challenges that the students face in Bangladeshi classroom. Again, it could include the primary and university level students as these stages of learning affect the students in learning and practicing English in the classroom. However, because of the nature and volume of the present study, I could not include these sectors in my study. The further study can be done including all the academic sectors in Bangladesh. Again, an action research can be done to get the specific result of any specific institution. Moreover, the padagogists involved in the teaching and learning English can be interviewed for the further data.

6.3. Conclusion

The classroom can be a efective place to learn English speaking skill. A regular speaking activity in the classroom can build students' confidence and therefore help them to overcome the challenges. If it can be set, our students will no more be afraid of the spoken English. They will not more think it as 'speaking English is a ghost in the dark'. And, once they have unveiled such an imaginary curtain, they will be engaged in searching the essence of speaking English. It is

important to make clear that English is a 'language' and not only a 'subject' to memorize and pass. And, to that, our whole education system should be conscious of and if it needs, the education system and policy should be revised and revisited. Our educationists and teachers and all should work together to provide a appropriate atmosphere to practice. Also, the students need to try to overcome the challenges. Otherwise, whatever it is in paper and book to make successful English learners, it will not be achieved anymore.

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Appendices

Appendix A: Questionnaire for the students

জরপিরে প্রশ্নসমূহ

আমি নিশ্চিতি করছি য়ে, এই জরপিরে প্রাপ্ত তথ্য সমূহ আমার গবষণার কাজে ব্যবহৃত হবো। অংশগ্রহনকারীদরে অনুমতি ছাড়া তাদরে নাম বা ব্যক্তিগিত তথ্য কোথাও প্রকাশ করা হবো না। এবং গবষণার কাজে ব্যবহার করার পর তথ্যগুলো মুছে ফলো হবো।

১। প্রতস্থিঠানরে নামঃ _____, ১) প্রাইভটে ২) পাবলিক

২। লিঙগঃ ১) ছলে, ২) ময়ে

৩। পতিমাতার শিক্ষাগত যোগ্যতা

মাঃ ১) এস. এস. সি, ২)এইচ. এস. সি, ৩)অনার্স, ৪)মাস্টার্স, ৫)অন্যান্য _____

বাবাঃ ১) এস. এস. সি, ২)এইচ. এস. সি, ৩)অনার্স, ৪) মাস্টার্স,
৫) অন্যান্য _____

৪। পতিমাতার পেশা

মাঃ ১) চাকরি, ২) ব্যবসা ৩) কৃষি কাজ ৪) অন্য _____

বাবাঃ ১) চাকরি, ২) ব্যবসা, ৩) হাউস ওয়াইফ, ৪) অন্য _____

৫। তোমার ইংরেজি ক্লাসে কয়জন ছাত্রছাত্রী আছে?

১) ৪১-৫০, ২) ৫১-৬০, ৩) ৬১-৭০, ৪) অন্যঃ _____

৬। ক্লাসে ছাত্রছাত্রীর সংখ্যা ইংরেজিতে কথা বলতে কভাবে প্রভাবিত করে?

৭। সপ্তাহে তোমার কয়টা ইংরেজি ক্লাস হয়?

১) ৩-৪ টা ২) ৫-৬ টা ৩) ৭ বা তার উপর

৮। প্রতিটি ইংরেজি ক্লাসের সময় কত?

১) ৪১-৪৫ মিনিট ২) ৪৬- ৫০ মিনিট ৩) ৫১- ৫৫ মিনিট ৪) ৫৬-৬০ মিনিট

৯। ক্লাসে ইংরেজিতে কথা বল কত মিনিট?

১) একটু ও না ২) ০-১৫ মিনিট ৩) ১৬- ৩১ মিনিট ৪) ৩১-৪৫ ৫) ৪৫ এর বেশী বা পুরা সময়

বাকগুলি (১০-১৬) পড় আর নচিরে রটেং/ মানদণ্ড অনুযায়ী খালি ঘরে উপযুক্ত সংখ্যাটি লিখি।

সবসময়-৫, বেশির ভাগ সময়-৪, মাঝমোঝে-৩, একটু একটু-২, কখনো না-১

১০। ক্লাসে কাজগুলো শি্ষক আমাকে ইংরেজিতে বুঝিয়ে দেন। _____

১১। ক্লাসে কাজ সম্পূর্ণ করতে আমাকে ইংরেজিতে কথা বলতে হয়। _____

১২। ক্লাসে কাজগুলো আমরা ইংরেজিতে সবার সামনে উপস্থাপন করি। _____

১৩। ক্লাসে আমি দলগত বা ক্লাসে বন্ধু-দলে সাথে কাজ করি। _____

১৪। ক্লাসে বন্ধু-দলে সাথে আমি ইংরেজিতে কথা বলি। _____

১৫। ইংরেজিতে কথা বলার সময় যখন কোন ভুল কর তখন তোমার সহপাঠী কি করে?

১) উসাহতি করে, ২) ঠিকি টা বলে দেয় ৩) অপমান করে হাসে ৪) অন্য _____

১৬। সহপাঠীদের এরূপ আচরণ তোমাকে কি প্রভাবিত করে। ক) হ্যাঁ খ) না

১৭। সহপাঠীদের এরূপ আচরণ তোমাকে কি ভাবে ইংরেজি বলায় প্রভাবিত করে?

বাক্যগুলি (১৮-২২) পড় আর নিচের রেটেিং/ মানদণ্ড অনুযায়ী খালি ঘরে উপযুক্ত সংখ্যাটি লিখ।

খুব ভাল =৪, ভাল =৩, মটোটা মটো =২, ভাল না =১

১৮। ইংরেজিতে কথা বলার জন্য আমার শব্দ ভাণ্ডার _____

১৯। ইংরেজি ব্যকরণে আমার দক্ষতা _____

২০। কথা বলার সময় ব্যাকরণ ব্যবহার করার দক্ষতা _____

২১। ইংরেজিতে এক টানা কথা বলতে পারার দক্ষতা _____

২২। ইংরেজিতে কথা বলতে আমার যে সমস্যা (গুলো) হয়ঃ (একটার বেশী কারণ ও বাচাই করতে পার) ১) লজ্জা লাগে, ২) আত্মবিশ্বাস কম, ৩) ভয় লাগে, ৪) সঠিক শব্দ খুজে পাই না

৫)

অন্য

কারণঃ

বাক্যগুলি (২৪-২৬) পড় আর নচিরে রটেংি অনুযায়ী খালি ঘরে উপযুক্ত সংখ্যাটি লখি।

সবসময়-৫, বশেরি ভাগ সময়-৪, মাঝমোঝা-৩, একটু একটু-২, কখনো না-১

২৩। ইংরেজি শক্ক্ষক ক্লাসে ইংরেজিতে কথা বলনে। _____

২৪। তনি ক্লাসরে কাজগুলো ইংরেজিতে বুঝিয়ে দনে। _____

২৫। ইংরেজিতে কথা বলার সময় শক্ক্ষক আমাদরে অনুপ্রানতি করনে। _____

২৬। নচিরে কোন উপকরণগুলো তোমার স্কুলে ইংরেজি শখানয়ে ব্যবহার হয়? (একটার বেশী বাচাই করতে পার)

২৭। ক্লাসে বসার জন্য তোমরা কি ব্যবহার কর? ১) চয়ের, ২) লম্বা বেঞ্চে, ৩) গোল টবেলি ও চয়ের

২৮। ক্লাসে কোন কাজ করার (ক্লাস ওয়ার্ক) সময় তোমাদরে বসার জায়গা পরিবর্তন কর? ১) হ্যাঁ, ২) না

কারণঃ

_____।

২৯। ইংরেজি ভাষা শখার ক্লাব বা ইংরেজি ল্ভাব কোন ভাবে তোমাকে 'ইংরেজিতে কথা বলতে'

সাহায্য

করতেপারে? _____

৩০। (ঠিক উত্তরটা গোল কর)। তোমার স্কুলে ইংরেজিতে কোন প্রতিযোগিতার আয়জন হয়

যমেনঃ ১) বতিরুক, ২) কবতি, ৩) নাতক, ৪) গান?

৩১। এরূপ প্রত্যাশাগতির আয়জন কোন ভাবে তোমাকে 'ইংরেজিতে কথা বলতে' সাহায্য করে বা করত।

পারবে? _____

৩২। ইংরেজিতে কথা বলতে প্রতিষ্ঠান থেকে কোন অনুপ্রেরনা দেয়া হয়? ১) হ্যাঁ ২) না

৩৩। এরূপ অনুপ্রেরনা ইংরেজিতে কথা বলতে স্থায়ী কী ভূমিকা রাখবে বা রাখতে পারবে?

বাক্যগু
লি (১-২) পড় আর নচিরে রটেং/ মানদণ্ড অনুযায়ী খালি ঘরে উপযুক্ত সংখ্যাটি লিখ।

সবসময়-৫, বেশির ভাগ সময়-৪, মাঝামাঝে-৩, একটু একটু-২, কখনো না-১

৩৪। পাঠ্য বই এর 'ইংরেজিতে কথা বলার পাঠগুলো' অনুশীলন করি _____

৩৫। ইংরেজি শিক্ষক পাঠ্য বই থেকে ইংরেজিতে কথা বলার পাঠ গুলো ক্লাসে অনুশীলন করান

৩৬। পাঠ্য বই এর ইংরেজিতে কথা বলার পাঠ গুলো তোমার ইংরেজিতে কথা বলায় কী ভূমিকা রাখতে

পারবে? _____

৩৭। তোমার প্রতিষ্ঠানে ইংরেজিতে কথা বলার উপর কী পরীক্ষা নেওয়া হয়। ১) হ্যাঁ, ২) না

কারণগুলোঃ _____

৩৮। ইংরেজিতে কথা বলার উপর পরীক্ষা নেওয়া কি দারকার আছে? ১) হ্যাঁ, ২) না।
কনেঃ _____

৩৯। পরীক্ষা নেওয়া হলে তোমার ইংরেজিতে কথা বলার দক্ষতার উপর কি কোন প্রভাব পরবে?
১) _____ হ্যাঁ, _____ ২) না।
কনেঃ _____

পরামর্শঃ ক্লাস রুমে ইংরেজিতে কথা বলা বাড়ানোর জন্য কি কি পদক্ষেপে নেওয়া যায় বলে
তোমার _____ মনে
হয়। _____

Appendix B : Questionnaire for the Focus Group Discussion (FGD)

9. How much do you practice English speaking and with who?
10. Are you confident in speaking English? Why or why not?
11. How do you feel to practicing in English class?
12. How does English speaking help you to get the marks in the exam? Does that affect on you?
How?
13. Do you make any mistake in English speaking?

14. What do people do when you make such mistake?
15. Does the people's behavior affect on speaking English? How?
16. How do your surrounding people affect you in practicing spoken English?

Appendix C: Questionnaire for teachers' interview

Teacher's demographic Information

- | | |
|--------------------------------|---|
| a. Gender: | b. Designation: |
| c. Institution's name: | d. Numbers of year at your institution: |
| e. Educational qualifications: | |

17. Is English speaking skill necessary for Bangladeshi students? Why or why not?
18. How does the Bangladeshi education system help the students to learn the English speaking?
19. What the supportive materials does your institution have to teach speaking skill?
20. How much time do you spend in class to teach speaking skill?
21. What the strategies do you follow to teach speaking skill to your learners?
22. How much willingness does your learners' have in learning English speaking?
23. Do your learners make mistake in speaking? How much do they make mistake?
24. What are some of the mistakes they usually make in speaking English?
25. What do you think the reasons are behind students' mistakes in speaking English?
26. How do you correct/ or give feedback them when students make mistakes?
27. What are some of the problems do your learners face in speaking English?
28. How do you assess your students' English speaking skill?
29. What is the assessment strategy that you use to assess your learners' English speaking skill?
30. Many people believe that 'learners can learn speaking by speaking'. What do you think?
31. What is your stand on this statement: "Learners can learn speaking by speaking".
32. How much classroom practicing can be effective here?

Appendix D: Classroom Observation Sheet

Name of the observed school:

Name of the observed class:

Date: _____, Duration:

Number of students: Present....., Absent.....

Number of female students:, Number of Male students:

Sl. No.	Medium of language in the classroom		Teacher's encouragement	Student's behavior	Classroom environment	Used materials
	Teacher	Students				

Specific

comments:
