

Teaching Productive Skills to the Students: A Secondary Level Scenario

Mohammed Iqram Hossain

Student's ID: 11263001

Department of English and Humanities

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Mohammed Iqram Hossain

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This paper is dedicated to all my teachers who taught me to love English and to teach.

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Abstract

As a global medium of communication the importance of English has increased a lot in the present social, political and commercial contexts. With the advancements of Information technology in various spheres of society, English has become the only language for the world citizen. In Bangladesh, English has long been taught as a core subject from class 1 -12, yet it is very painful to watch that students are still lagging behind to achieve comprehensive productive skills, that is writing and speaking skills. For a long time communicative method is followed at schools and colleges that aims at developing four skills reading, writing, listening and speaking. Proper planning, implementation and monitoring can make it possible to achieve students' language proficiency in four skills simultaneously. This paper focuses on the challenges and possible solutions on the way of effective application of productive skills.

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Chapter 1

Introduction

1.1 Background

In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for using English effectively is necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills. In Bangladesh, English is considered as a foreign language, and is used for the purposes of academic advancement, career advancement, and traveling abroad. To cope with the growing local and international demand, a number of efforts from all parties involved have been made to the Bangladeshi educational system to help boost the learners' English performance.

The process of learning English is slow and progressive and it could be interpreted as a series of challenges to face. This process consists of the development of certain skills. According to the common framework, these are divided into productive and receptive. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Productive skills consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others. Therefore, these skills need to be developed and learnt properly.

According to the experiences of many teachers as well as learners of foreign languages, most difficulties are found in the process of learning and teaching productive skills. On the other hand different methods, approaches and techniques are invented to make the teaching and learning process of productive skills easier both for teachers and learners. Thus the main purpose of this study is to identify the techniques of teaching

productive skills as practiced in the modern world as well as in our country. This study sought to answer few questions related to the implementation of those techniques in our country.

Hopefully, answering those questions will help us to find a way to utilize modern and contemporary techniques in our country in an effective manner. Subsequently, the purpose of this study is to identify and suggest probable solution to effective teaching of productive skills.

In communicative approach there are four basic skills of learning foreign language like English i.e. listening, speaking, reading and writing. When it comes to talking about using English at any level of education whether it is primary, secondary, intermediate or at the tertiary level, it requires teaching the four skills of the language giving equal importance on each of these skills. Each of these is important. In communication and especially in communicative English each skill demands equal importance. Ever growing needs for using English around the world is the consequence of the role of English as the world's international language have given priority to finding more effective ways to teach these crucial language skills.

In Bangladesh Secondary education is one of the most important sectors in education. English is taught at this level but appropriate emphasis is not given on learner's speaking and writing skills. Though speaking and writing are the two common means of communication, education planners of primary, secondary and higher secondary levels give less emphasis on these skills. As a result, students could not apply English in their practical life successfully. This present study explores approaches to the teaching of speaking and writing skills in Secondary education system.

1.2 Why Productive Skills are Important

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. These two skills can be used as a 'barometer' to check how much the learners have learned.

Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Good command on speaking skills develop a real sense of progress among learners and boosts their confidence.

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education and employment. Sufficient ability of writing skill gives one the confidence and marks his expertise on a particular language.

Another reason learners need to write is for assimilation. Writing is an effective way of reinforcing what they have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is a good way to practice grammar structures; it helps learners to recycling and look up new vocabulary and to learn English punctuation rules. It encourages learners' autonomy when they are asked to keep journals or turn in regular writing assignments that they carry out at home.

1.3 Problem Statement

The study of English in classix-x should help to extend students control of the basic language skills, i.e. listening, speaking, reading and writing the elements of which have already been taught at the primary stage. It should aim at equipping the students to use these skills in real life situations outside the classroom. Surprisingly it is found that learners are not able to show their performance in respect of productive skill as they are expected to be. It indicates that obviously there are some flaws regarding the techniques of teaching those productive skills to the learners. Since after SSC, many students would go up for further study which would involve extensive use of English. So speaking and writing skills development should progressively be given greater attention at secondary level of education.

1.4 Purpose of the Study

This study is intended to find out the challenges and possible solutions on implementing techniques of speaking and writing skills in English at SSC level. As it is mentioned earlier, at the Secondary level, reluctance is shown for the improvement of speaking and writing skills on English courses; present study attempts to find out effective implementation of appropriate techniques for teaching speaking and writing at SSC level.

1.5 Central Research Questions

The central research questions of this study are:

- a. How far modern and contemporary techniques of teaching productive skills are being implemented in our country in respect of secondary level students?
- b. Is there any scope to implement those techniques more effectively?
- c. What all are challenges and probable way out for implementing appropriate techniques of teaching productive skills in secondary level?

1.6 Significance of the Study

This endeavor is a modest attempt in the field of teaching strategies in developing the speaking and writing skills in English at Secondary level. This research findings will contribute to the areas of research concerning teaching and learning in English in respect of speaking and writing skills at the Secondary level education in Bangladesh. At the same time this research will help the English language teachers and the ELT practitioners working with secondary level Bangladeshi learners to rethink about their methods and techniques of teaching these two essential skills of English language.

1.7 Delimitation

Some delimitation are given below for future improvement:

- a. One government and two non-government schools of Jessore area were selected for data collection of this research; random inclusion of other government and non-government schools as well as madrasa education might draw dynamic findings.
- b. For time constraint, the survey is confined to three schools. The claims and solutions of this research could have been stronger and more representative if few more schools have been covered.
- c. Only schools of Jessore city area were selected for the research. It could be better if schools from Dhaka or other cities were included in the research.
- d. The expansion of sample size might depict more statistically unbiased result; financial and time constraint also had an impact on current study.

1.8 Research Methodology

To prepare this paper; relevant text books, empirical evidences, journals and websites have been used as secondary data. Primary data were also collected and analyzed here to examine the practical scenario of teaching Listening and Speaking to the young learners in the schools.

The research methods employed for this study are:

- a. Library research to have a clear idea about the topic and its components, to collect relevant data and existing literature on productive skills.
- b. Students' questionnaire survey.
- c. Questionnaire Teachers' interview.

Chapter 2

Literature Review

2.1 Communicative Language Teaching in Secondary Level

Communicative Language Teaching (CLT) is a method which is based on the target of language teaching and learning for effective and real life communication. Rather than to acquire and exhibit knowledge, the emphasis of CLT is on enhancing the ability to communicate (Seraj and Mamun, 2011; p.7). According to Diane (2004: in Seraj and Mamun, 2011: p.8) the aim of CLT is to facilitate to communicate in target language.

Communicative Competence is measured on the four basic skills of language-reading, writing, speaking and listening. As developing the ability of the learners to really communicate in English is the main goal of SSC syllabus, it is essential to integrate all four skills ensuring equal amount of concentration in each of them. Thus, the learners will have the level of linguistic competence in English that will enable them to communicate effectively in “real English” (Davis & Pearse, 2000; p.4). Here the expression “real English” is used to refer to English which can be used both inside and outside the classroom.

Each skill of language should be given equal importance and extensive opportunities to use English for a variety of purposes are to be givento the students for improvement of theircommunicative skil, as Peregoy and Boyle state (2001: in Matin, 2011: p.236), listening, speaking, reading and writing occur naturally together in learning events in at all great levels in schools, though traditionally they were taught separately.

According to English curriculum requirements, the objective of English is to develop students' ability to use English in an all-purpose way. Harmer (1991: p.52) suggests, any of the skills cannot be performed without another. It is impossible to

speak in a conversation if someone does not listen as well, and people hardly can write without reading.

2.2 Four Skills of Language

When we learn a language, there are four skills that we need to complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills".

2.3 The Importance of Language Skills

Language is absolutely central to learning. Without it one cannot make sense or communicate his understanding of a subject. Learners need to develop their language skills, and specifically academic English, in order to:

- a. Understand and make the most effective use of study materials.
- b. Develop the specialized language and vocabulary relevant to subject.
- c. Interpret assignment questions and select relevant and appropriate material for response.
- d. Write well-structured and coherently presented assignments, without plagiarism.
- e. Communicate own needs to their tutors.
- f. Work productively with other students.

2.4 Receptive and Productive Skills

Reading and Listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because we use the language to produce a message through speech or written text.

Receptive skills comprise silent reading and following the media. Productive skills consist of oral presentations, written studies and reports. In addition, they also consist of social values (i.e. making judgments of what has been submitted in writing or of fluency in speaking and delivering oral presentations).

Productive skills, speaking and writing, are defined by Jaramillo and Medina (2011) as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.

2.5 Interrelation between Receptive and Productive Skills

Teachers tend to talk about the way we use language in terms of four skills-reading, writing, speaking and listening. They are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007, p.265).

"Listening" is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus.

Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, one can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as one can.

To become a fluent speaker in English, learners need to develop strong listening skills. Listening not only helps to understand what people are saying, it also helps to speak clearly to other people. It helps in learning how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes speech easier for other people to understand.

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive skill - through which we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

Do we need to read in order to speak English? The short answer is no. Some native speakers cannot read or write but they speak English fluently. On the other hand, reading is something that one can do on his own and that greatly broadens his vocabulary, thus helping him in speaking (and in listening and writing). Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English.

2.6 Speaking

"Speaking" is the delivery of language through mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. Speaking can be formal or informal.

- a. Informal speaking is typically used with family and friends or people we know well.
- b. Formal speaking occurs in business or academic situations, or when meeting people for the first time.

2.6.1 Speaking Skill

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct (pp. 330-358).

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Speaking is more frequently used than writing. The main

function of spoken language is to socialize individuals. On the contrary to writing, spoken language is produced and processed in real time, the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear. Speech is generally used in face-to-face conversations; it is temporary, spontaneous and variable. Spoken language is supported by body language such as gestures or facial expressions (often called non-verbal communication).

We teach speaking as learners consider this particular skill as one of the most important and also the most challenging skills. Speaking communication is the most common way of building interpersonal relations. Furthermore, speaking is important if we want to get things done, find out information and give instructions.

2.6.2 Importance of Speaking

Although not a set curriculum is there in most educational institutions, speaking skills have been found to be a fundamental skill necessary for a learner's success in life. Learners often evaluate their success in language learning on the basis of how well they feel they have improved in their spoken language proficiency. Martin claims (2011:p.237) someone's fluency in speaking measures his/ her proficiency in that language.

Students having ability to translate their thoughts and ideas into words are found to be more successful in school. Without developing good speaking skills, students has to suffer lifelong consequences because of their inability (Wilson 1997; in Smith, 2003: p.3). Ability of speaking English also plays an important role in developing reading and writing skills. As Rivers says, when we read and write, we use what we know of the language orally (1968: p.20).

Speaking skill is required everywhere, from simple conversation to formal public speaking. As Wilson (1997: p.9) argues, talking can be used to connect with others, explore and understand the world and reveal oneself.

In Bangladesh's perspectives, fluency in speaking English is needed for professional purpose a lot; like doing international business, diplomatic jobs and for higher studies (Matin, 2011: p.237). Young generation aspires professional careers in English dominant communities where most required qualities of candidates are presentation skills and fluency in speaking. Also after completing Higher Secondary education, at the tertiary level, especially at universities, students are encouraged to communicate in English and most of the lectures are delivered in English. Besides students who are going abroad for pursuing higher studies or for earning livelihood, ability to speaking fluently is considered most advanced facility for them (Matin, 2011: p.238).

2.6.3 Teaching Speaking Skills

In this part of thesis I would like to introduce several suggestions by different authors for teaching speaking skills.

Robert S. Brown and Nation claim that students should be offered form-focused instructions and meaning-focused instructions.

Form-focused Speaking goes deeply into details of pronunciation, grammar and vocabulary. This stage is suitable for beginners. An effective way how to start teaching foreign languages is to base speaking on some simple, useful phrases and sentences e.g. greetings, simple questions and answers or personal descriptions which are easy to remember. These can be practiced by repetition drills. By repetition drills the teachers can change speed, the learner who is to repeat, the content of the sentence and the way of choosing the substitution. I agree with their opinion that: "Drills play a useful part in a language course in helping learners to be formally accurate in their speech and in helping them to quickly learn a useful collection of phrases and sentences that allow them to start using the language as soon as possible." ("Teaching Speaking: Suggestion for the Classroom")

Meaning-focused Speaking is that stage of speaking where attention lays on the message being communicated. The activity develops learners' ability to speak. For this R.S Brown and Nation suggest several ways:

- a. The teacher presents new vocabulary or grammar (it is based on form-focused instruction) and then the students are given some practice.
- b. Frequently, before the students start to speak they work in groups or pairs to prepare the activity. The activity gives learners the opportunity to learn from each other.
- c. The students are given topics to talk about. They may prepare it for homework, use dictionaries or a reference text and then they present what they have prepared.
- d. Often, the activities are supported by pictures or written texts. They appear in a raking activity or a problem solving activity where the text contains important data about the situation and so on.
- e. Many speaking activities force students to ask each other. The pattern of these activities is that, each learner receives different information for completing the activity. In these kinds of activities students discover different names, two-way tasks or information gap. ("Teaching Speaking: Suggestions for the Classroom")

On the other hand, G. Broughton and his colleagues divide speaking activities into: a) Controlled oral work b) Guided oral work c) Free oral work.

Controlled oral work: Among controlled oral work the authors include the dialogue. The advantage of dialogue is that it can be used for controlled, guided or free work. It is also possible to use the dialogue for each level, starting with elementary level. The students prepare mini-dialogue in pairs even in the first lesson. Controlled oral work can be supported by drills (similar to R.S Brown's and Nation's opinion), especially substitution drills which are widely used. The advantage of drills is that the error is

almost eliminated and the students feel more comfortable to speak, which is a very important point mainly at lower levels. G. Broughton says that substitution drills: “demonstrate much more clearly to the class that this is not simply mechanical drill but language practice with a visually demonstrated communicative function in a real life situation in which the student can find himself.” (Broughton 81)

Guided oral work: The aim of the guided oral work is to give students a limited freedom and to practice what they have learnt. In this phase, making mistakes in learning is taken as a natural part. Among guided oral work the authors include role-plays. Here the students can learn some practical phrases used in everyday life (e.g. shopping in the supermarket). However, not only a role-play but also setting up a role-play situation is another way how to practice speaking skills in a guided way.

Free oral work: It is the last phase in which the students should be able to produce such an amount of language that they will be able to express themselves. This phase is typical for advanced students. The aim of the teacher in this phase is to create such situation and stimuli that all students will be actively involved in a communicative way. By the stimuli the authors mean: visual stimuli – pictures, maps, cartoon, films or photographs that are motivating for discussion starters. Another stimulus is written words – magazines, newspapers (excellent for developing skill of reporting), leaflets, book according to the level etc. and aural stimuli – sound on CDs or cassettes. Also games or puzzles play an important role in teaching speaking skills. Further, the authors suggest group work as a good tool of free oral production activities. Most of the techniques are prepared in groups at the beginning and then they are brought back to the class, of course, there is automatically less teacher control and more pupil-centeredness. (Broughton 83)

As we can see, there are various activities that can be used for teaching speaking skill. More or less the authors follow the same pattern: to start with drills in lower levels, so the students become familiar with useful phrases or expressions, to such activities that

challenge the learners to express themselves and to produce as much language as possible.

2.6.4 Why Activities are Provided

There are three basic reasons why teachers should provide students with activities:

- a. **Rehearsal:** To organize e.g. a role-play for students in a shop or an airport offers them an opportunity to rehearse a real-life event and the students get the feeling of what is the communication in a foreign language like.
- b. **Feedback:** Having students to present what they know, that means, to use all the language they have learnt provides feedback for the teacher as well as for the students. The teachers can see what the students are doing well and what is needed to be improved.
- c. **Engagement:** All speaking activities are highly motivating and the students find those interesting to work on and to participate fully.

2.6.5 Balanced Activities Approach

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines **language input, structured output, and communicative output.**

Language Input: It gives learners the material they need to begin producing language themselves which comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. Language input may be content oriented or form oriented. **Content-oriented input** focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use. Whereas, **Form-oriented input** focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence). In the presentation part of a lesson, an instructor combines content-oriented and form-oriented inputs.

The amount of input depends on students listening proficiency and on the situation. Learners at lower levels, where the level of communication is not high, should be given an explanation in mother language rather than in the target language to avoid misunderstanding. However, listening proficiency and situation are not the only factors that influence the input. J. Harmer adds: “we must also look at the conditions under which language learning takes place and who the students are.” Harmer also says that some methodologies (e.g. Suggestopedia) demands on time, conditions and resources. (Harmer, 1991, 38)

Structured Output: It deals with correct form. The aim is to make learners comfortable when producing language recently introduced sometimes with previously learned items. Structured output tasks are frequently used as the connection between the presentation stage and the practice stage.

Communicative Output: It focuses on the learner's purpose to complete a task. To complete it the learners use the language they have recently learned as well as items of language they have already known. In communicative output activities, the criterion of success is whether the learner gets the message across.

Finally In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety, it is more motivating, and it is also more likely to result in effective language learning.

2.6.6 Types of Speaking Activities

a. Picture Stories: Picture stories can be used with all students, particularly those with limited literacy skills. Learners can interpret a story based on a picture sequences. Students work collaboratively to put the story in the correct order. Once they have done so, they stand in a circle and tell the story.

b. Information-gap Activities: Informational-gap activities are often used to practice specific language points and they are also ideal for general fluency practice. The teacher giving assignment to gap information in the picture, gives clue or key word.

c. Groupings: Finding connections among other students is a concept of groupings. In creating groups, teacher and learners need to negotiate what they will discuss.

d. Mingle Activities: A mingle activity involves learners mingling around and gathering information from other students in the class on a given topic. Mingle activities have the benefit of maximizing student participation for learners at all levels.

e. Discussion Activities: Any learners can take part in discussion activities, it can be about current events, cultural issue, education, work, or anything that is relevant to learners' lives.

f. Problem Solving: Problem solving activities have all of the characteristics given for discussion activities. Learners work together to come up with solution to the problem.

g. Drama and Role-play: Using Drama in the classroom setting provides a useful and enjoyable medium to discover language. Students can express themselves in a variety of ways and may be transported into a world of imagination. Students are able to shed their inhibitions, taking on the role of an entirely different character and shaking the shackles of culture and social expectations.

h. Surveys and Questionnaires: Students prepare questions on topics such as cinema, sleep, free time activities, likes and dislikes and conduct a survey by interviewing each other and compiling information.

2.6.7 Developing Classroom Speaking Activities

In-class speaking tasks, although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (1994) lists six possible task categories:

a. Imitative-Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.

b. Intensive-Drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences.

- c. **Responsive:** Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions.

- d. **Transactional:** Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates.

- e. **Interpersonal:** Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays.

- f. **Extensive:** Extended monologues such as short speeches, oral reports, or oral summaries.

These tasks are not sequential. Each can be used independently or they can be integrated with one another, depending on learners' needs. For example, if learners are not using appropriate sentence intonations when participating in a transactional activity that focuses on the skill of politely interrupting to make a point, the teacher might decide to follow up with a brief imitative lesson targeting this feature.

When presenting tasks, teachers should tell learners about the language function to be produced in the task and the real context(s) in which it usually occurs. They should be provided with opportunities for interactive practice and build upon previous instruction as necessary (Burns & Joyce, 1997). Teachers should also be careful not to overload a speaking lesson with other new material such as numerous vocabulary or grammatical structures. This can distract learners from the primary speaking goals of the lesson.

2.6.8 Strategies for Using Speaking to Learn

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses,

recognizing scripts, and using language to talk about language that they can use to help themselves expand students' knowledge of the language and confidence in using it. Instructors help students learn to speak so that the students can use speaking to learn.

a. Using minimal respond: In every group, and especially in mixed-ability classes, there are some students who do not feel confident to speak and they rather stay silent and just listen. To encourage these students to speak is to help them to build up a certain amount of minimal responses they can use in different types of exchanges. Such responses are often idiomatic phrases to indicate understanding, doubt, agreement or other responses. It was found that: "Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response." ("Teaching Speaking: Goals and Techniques for Teaching Speaking")

b. Recognizing scripts: Invitations, greetings, compliments and other functions follow patterns of scripts as they are influenced by social and cultural norm. Teachers should make learners aware of the scripts in different situations, so the learners can predict what they will hear and what they will need to say in response.

c. Using language to talk about language: Sometimes the learners come across the situation when they are misunderstood by their conversation partner. They often feel embarrassed or shy and they refuse to continue in speaking. Therefore the teacher should help the learners to overcome this situation by assuring them that misunderstanding can occur in any type of interaction and the teachers should give students strategies and phrases to use for comprehensible check.

Finally we can state, that by using these strategies the teacher can create authentic practice environment and students will get more confidence to manage various communication situations.

2.6.9 Fluency before Accuracy

It is important to establish whether a teacher is encouraging fluency or accuracy. Once this has been established, he can adapt his role in the lesson appropriately. If the main aim of the lesson is to encourage freer speaking and communication, then the teacher should adopt a less conspicuous role, thus allowing for a freer flow of language and ideas (fluency).

2.6.10 Necessity of Assessment in Speaking

In skills development proper testing is necessary. Hughes suggests (1989; p.8) testing measures language proficiency, discovers students success in achieving the objective of a course of a study, diagnoses students weaknesses and difficulties etc. If the teacher is unable to identify and analyze the problems students make in target language, he will not be able to give a hand at all through appropriate anticipation, remedial work and additional practice (Heaton, 1989; p.2). Heaton adds (1989; p.2) a test enables teacher to determine about the difficult part of the language program faced by the class.

In countries like ours where English is the second language, students do not get that much opportunity to use their English skills because Bangla speaking parents, family and friends surround them (Matin, 2011; p.235). Even if they use English skills, they cannot get proper feedback of whether they are using accurate English or not. In this case institutions needed to play best role to implement what they have learned and where they should be assessed and corrected (Matin, 2011; p.238). A well-constructed test is necessary because it tells the teacher about effectiveness of the methods and materials he is using.

2.6.11 Correcting Mistakes

Last but not least the question of correction mistakes in speaking activities should be discussed. There are teachers who constantly correct mistakes made during speaking activities, either during pronunciation exercises or during discussion. But it is important for the teachers to realize the right time to correct is. J. Harmer claims that: “when students are repeating sentences trying to get their pronunciation exactly right, then the teacher will often correct (appropriately) every time there is a problem.” (Harmer, 2004, 94) On the other hand, when students hold a discussion about a chosen topic the teacher should not interrupt the discussion by correcting. I agree with the opinion of Jeremy Harmer who says: “Constant interruption from the teacher will destroy the purpose of the speaking activity.” (Harmer, 2004, 94)

Many teachers, when talking about role-plays or discussion, prefer to watch or observe, listen and take notes. After the role-play the teacher asks students about their opinions and then the teacher presents his or her feedback. Generally speaking, the principle of watching, listening and taking notes is considered to be the most appropriate.

Here I would like to present R.S Brown's and Nation's ideas why students make errors and at the same time they offer suggestions for teachers to improve teaching (the suggestion are in the brackets). Their ideas are presented in a full version.

- a. The learner makes an error because the learner has not had sufficient chance to observe the correct form or to develop sufficient knowledge of the language system. [Don't correct the learner but give more models and opportunities to observe.]
- b. The learner makes an error because the learner has not observed the form correctly. [Give a little correction by showing the learner the difference between the correct form and the learner's error.]

- c. The learner makes an error because of nervousness. [Don't correct. Use less threatening activities or; if and when appropriate, joke with the person/class/yourself to lighten the mood.]
- d. The learner makes an error because the activity is difficult, that is, there are many things the learner has to think about during the activity. This is sometimes called cognitive overload. [Don't correct. Make the activity easier or give several chances to repeat the activity.]
- e. The learner makes an error because the activity is confusing. Use of tongue twisters, for instance, for pronunciation can be confusing. [Don't correct. Improve the activity.]
- f. The learner makes an error because the learner is using patterns from the first language instead of the patterns from the second language. [Give some correction. If there has been plenty of opportunity to develop knowledge of the second language, then some time should be spent on correction to help the learner break out of making errors that are unlikely to change. Errors which are resistant to change are sometimes called fossilized errors and imaginative correction is often needed to break the fossilization. If there has not been a lot of opportunity to develop knowledge of the second language, correct by telling the learner what to look for when observing people using the second language. This is called consciousness raising. It does not actually teach the correct form but makes the learner more aware of what to look for to learn it.]
- g. The learner makes an error because the learner has been copying incorrect models. [Correct the learner and provide better models.] (“Teaching Speaking: Suggestion for the Classroom”)

2.7 Writing Skill

Writing is the productive skill in written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. There are various ways how to define writing.

The Blackwell Encyclopaedia of Writings Systems, Florian Coulmas defines a writing system as: “a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.” (“What is writing?”)

Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills.

2.7.1 The Nature of Writing

From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it. These two skills are basically different in various ways. The differences lie on a number of dimensions including textual, features, socio-cultural norm, pattern of use and cognitive process.

Writing is slightly different from speaking in term of communication context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances.

Therefore, it requires clearer and more comprehensive message. In other words, when people communicate orally, they can use various types of prosodic features such as pitch, rhythm, pauses that enable them to get feedbacks from the listeners. In contrast, those features of speaking do not exist in writing because the communication context is created by the words alone without having direct interaction between the writer and the reader. The differences between speaking and writing can also be seen from the language characteristics. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language (Brown: 1994).

Here are list of the characteristics that differentiae written language from spoken language as stated by Brown:

- a. Permanence:** Oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.
- b. Production time:** Writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.
- c. Style:** Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessities greater explicitness on the part of the writer.
- d. Orthography:** It carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc).

e. Complexity: Writing tends to have characteristics of longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).

f. Formality: Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.

g. Vocabulary: Written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

2.7.2 Aspects of Writing Skill

Aspects of writing skill include firstly the micro and macro skills of writing, then mechanical components of writing, and finally cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001: 342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies

that include such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

To add Brown's ideas on the micro and macro skills of writing, it can be said that that writing involves several sub skills. They involve spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs correctly. Thus, the skills of writing must be introduced in every stage of writing composition. This will enable the students to get used to writing more effectively by using and obeying those skills of writing.

Mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and texts (Harmer: 2004). He also states that the previous components are the nuts and bolts of the writing skill. Therefore, those components need to be introduced in the teaching and learning process of writing.

The last aspect will center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover, Harmer (2004) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in the structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. To be able to have the coherence in writing, a writer needs to focus on the sentence movements. The movement of one sentence to the next

sentences must be logically and smoothly delivered. In other words, the sentences must flow smoothly.

As summary, the micro and macro skill, the mechanical components and cohesion and coherence are important features of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make their students' writing works more accessible.

2.7.3 Aspects of Effective Writing

Before looking at how to teach writing skills, aspects of effective writing can be considered. Correctness and accuracy are needed in the following areas.

a. Grammar: Grammar is important for writing. However, when we speak we are more likely to use simple grammar and it's easier to get away with incorrect sentences. In writing every grammar error stands out, which is why it is especially important to know the rules.

b. Vocabulary: Being able to choose the most accurate words to express your thoughts in writing is the key to being understood.

c. Spelling: There are few spelling rules in English, and the connection between how a word is spelt and how it is pronounced is less clear-cut than in many other languages. Our students need to learn the spelling of each word.

d. Punctuation: This helps us understand written text the way intonation helps us understand another person's speech.

e. Layout: Students must be made aware of the conventions of certain forms of writing, for example, informal letters, formal letters, poems, scientific reports, diaries, faxes, notes, and postcards.

f. Linking: Learners must consider linking ideas and information across sentences and paragraphs to develop a topic or argument.

g. Style: Appropriate styles should be taught to the students. For example, our written English on a postcard to a friend is completely different from a letter to a government office asking for information.

2.7.4 Stages of Writing

According to G. Broughton, English teachers can use three stages of writing:

- a. Controlled writing
- b. Guided writing
- c. Free writing (Broughton 118)

a. Controlled Writing: It is sensible to distinguish between writing exercises in which the final product is linguistically determined by the teacher and exercises in which the final content is determined. Thus, by controlled writing G. Broughton understands e.g. exercises in which a paragraph with blank is to be filled in which picture prompts or memory of a model presented by the teacher, leads to reproducing more or less exactly the same final product as each other.

b. Guided Writing: A composition in which the teacher provides the situation and helps the class to prepare the written work is guided writing.

c. Free writing: By free writing we understand a writing in which the title is provided and everything is done by the students.

Further, G. Broughton claims that to be successful in teaching writing skills it is necessary to make sure that the students start with controlled writing and when they become more confident in working with controlled exercises more and more guided writing exercises should be available. As we can see, G. Broughton suggests a good organization that can be practically used in mixed ability classes at schools; especially first two stages – controlled and guided writing, because the students need to be guided as they frequently have lack of vocabulary or grammar.

On the other hand, Jeremy Harmer in his book 'How to Teach Writing' distinguishes between writing for learning and writing for writing.

2.7.5 Writing for Learning

In writing for learning students write predominantly to spread their learning of grammar and vocabulary of the language. Further Harmer (2004) divides writing for learning into:

- a. Reinforcement writing
- b. Preparation writing
- c. Activity writing

a. Reinforcement Writing: It is a simple form where students are asked to write sentences using grammar they have recently learnt, write paragraphs or longer compositions to practice recently focused-on aspects of language. Students also can be asked to write a story about something that happened in the past (to practice past tenses), or to write a description of someone they know to use the character and physical description vocabulary. The aim of this phase is to give students opportunity to practice and remember new language they have learnt better. The act of writing these exercises makes them think about the new vocabulary or grammar.

b. Preparation Writing: When learning second language sometimes it is more useful to use writing as preparation for some other activities. J. Harmer suggests using preparation writing for example when students are asked to prepare discussion. Writing sentences “gives the students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower level, find difficult and awkward.” (Harmer, 2004, 33) Another technique that Harmer suggests to use is for students to talk in groups to prepare their arguments. It is effective for students to make notes which they can use during their discussion.

c. Activity Writing: Writing is frequently used with activities that focus on something else such as language practice, acting out or speaking. Activity writing is used with activities in which students are asked to write their dialogue before they act it out. It is helpful for students to plan and write the dialogue before they act it out. Other types are questionnaire type activities. Groups of students design a questionnaire and then they circulate around the class asking their colleagues the questions they have prepared. They write down the answers and later students report what they have found out. The aim of activity writing is to use writing to help students to perform other activity but “students need to be able to write to do these activities, but the activities do not teach students to write.” (Harmer, 2004, 33)

2.7.6 Writing for Writing

In this phase of writing students are able to study written texts to become better writers. Writing for writing includes activities such as writing stories or poems, journals or creating dramatic scenarios. These tasks “force” students to express more personal and more complex thoughts. But this is not easy because most of students feel limited by knowledge of second language and they do not feel so ambitious and do not want to take risks.

2.7.7 Types of Writing Activities

Various types of writing activities for the classroom are given below:

- a. **Letters:** Students can write to make complaints, thank, ask for and give information or advice, prepare job applications.
- b. **Creative writing:** You can use pictures or begin a story and ask students to finish it. Or you can use a personal situation where the student was happy, sad, surprised, shocked, etc.
- c. **Diary:** Ask your students to keep a diary.
- d. **Discursive essays:** Students need to present an argument, state points 'for' and 'against' in a logical way, and write a conclusive paragraph. (This is often required by Exam Boards.)
- e. **Instructions:** It might be a recipe, directions, changing a wheel, cooking a meal, making a cup of tea, repairing something or applying for a visa.
- f. **Dictation:** A dictation can have a calming effect on young learners. It is also useful for teachers who have limited resources and need to dictate a text for a reading skills lesson. Alternatively, students can be asked to dictate to each other and to focus also on pronunciation and listening skills. Dictations are good for spelling as there is no direct link in English between the way words are written and the way they sound.

Here are some extra ideas for different levels of learner:

Beginners/Elementary:

- a. Descriptions (home, family members and friends, your job, a place etc.);

- b. Short biography of self, family member or famous person;
- c. emails to a friends etc

Intermediate (ideas from the previous list can be used as well)

- a. Problem pages;
- b. Horoscopes;
- c. Magazine interviews;
- d. Advertisements;
- e. Quizzes and puzzles;
- f. Film and book reviews etc.

Advanced (ideas from the previous lists can be used as well)

- a. Letters to the editor;
- c. Essays/Articles arguing and defending a point of view;
- c. Research papers etc.

2.7.8 Teaching Writing

The review of related theories to teaching writing will be discussed now. They are presented in four sub-discussions consisting of the theory of writing process, approaches to teaching writing, the role of teacher in writing and teaching writing for Senior High School students.

2.7.9 Process of Writing

Richards and Rodgers (2001) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to

improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing.

The planned writing experiences for the students can be described as follows:

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as brain storming and etc.

b. Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

c. Revising

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve the content and organization of the ideas so the writer's intention is clearer for the reader.

d. Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction etc.

To sum up, the arrangement of the steps cannot be separated because it works like a wheel. Each stage in the process of writing will work in line to help the students in composing the text.

2.7.10 Approaches to Teaching Writing

a. Product-oriented Approach

Product oriented approach has been applied by the English teacher many years ago in the process of teaching writing. The concern of this approach is on the correctness of final products of writing. The product-oriented approach to the teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices. Brown (2004: 335) says that in composing their works, students must obey three main requirements. Every composition must (1) meet certain standards of English rhetorical style, (2) use accurate grammar and (3) be organized based on the convention to make the audience find it easy to understand the text.

In this approach, students' writing works will be measured based on some criteria. The scoring criteria commonly involve content, organization, grammar, vocabulary and writing mechanics; for example spelling and punctuation.

Talking about the writing activities, four stages of learning writing are commonly done by the students in this approach. They are familiarization, controlled writing,

guided writing and free writing. The familiarization is aimed at making the students aware of certain features of particular text. In controlled and guided writing stages, the students practice the skills until they are ready for the free production activity.

So we can say that, the product-oriented approach puts emphasis mostly on students' final products of writing. Since final products are the concerns of this approach, the activities of writing are also controlled by the teachers. They need to do particular efforts to avoid errors in the text composition, for example by focusing more on the correctness of the grammar.

b. Process-oriented approach

Unlike the product-approach, that focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Here are list of typical writing activities done in the process approach mentioned by Brown (2004:335). (1) focus on the process of writing that leads to the final written products, (2) help student writers to understand their own composing process, (3) help them to build repertoires of strategies for prewriting, drafting, and rewriting, (4) give students time to write and rewrite, (5) let students discover what they want to say as they write, (6) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention, (7) include individual conferences between teacher and student during the process of composition.

As an addition, Badger and White states that there are a number of stages that the students will experience in composing a piece of writing work namely prewriting, drafting, revising and editing.

Experiencing the preceding stages of writing will make the students write clearer. The process approach views writing as the activity of linguistic skills and writing development as an unconscious process that occurs when the teacher facilitates the students in learning the exercises of writing skill.

After discussing the characteristics of both product-oriented and process-oriented to teaching writing, we can say that the process of teaching writing must focus on both approaches. Teachers of English must be able to keep the balance of both approaches. In the teaching and learning process, firstly the students are exposed to learn the organization of the writing because the clear expression of ideas is the main point in writing and the grammatical problems will become the focus in the following step.

2.7.11 The Elements of a Successful Writing Lesson

To make the learning as easy as possible and to make learners successful, confident and willing to write the teacher should provide the students with:

- a. Information:** It means that students have to be given clear and logical instruction what the teacher wants them to do and to be clear about the topic details.
- b. Language:** If students need any specific language they should be given it before the activity so they will not be stuck.
- c. Ideas:** Teachers need to be able to suggest ideas to help students when they do not know how to start or continue. "One of the skills of a good writing teacher is to be able to throw out suggestions without crowding out the individual students with too much oppressive detail." (Harmer, 2004, 63).

A teacher should try to include written tasks in all his lessons, whether he is teaching grammar, vocabulary or communication skills. It's a good idea to practice all the four skills in a lesson. Once in a while, more focus to the written skills can be given i.e. whole lesson can become a preparation for a written activity. The actual writing part can be so time-consuming that sometimes he may want to leave it for homework. Written tasks performed in class can be made more interactive by getting students to write in pairs. Get one person to write with a pen and the other to help their partner correct mistakes and provide him or her with ideas.

2.7.12 The Roles of Teacher in Writing

Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. We can infer that teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently will contribute to their future.

Teachers are expected to realize the importance of their roles toward students' development in learning, particularly in writing. Teachers are required to have various strategies and great interest when they are teaching writing to the students. Moreover, the success of students in learning writing is also determined by the teacher's performance in helping them learn writing. It means that in the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process.

In relation to teacher's roles in the process of writing, Harmer (2004:41) also proposed some tasks that the teachers must perform before, during, and after the process of writing. They are demonstrating, motivating and provoking, supporting, responding and evaluating.

a. Demonstrating: The first task that must be done by the teacher in the process of writing is demonstrating. It is a need for the students to be able to understand writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able to draw the two features to their attentions.

b. Motivating and Provoking:The second task done by the teacher in the process of writing is motivating and provoking the students. It is difficult for some of the students to write in English. Besides, they sometimes have no idea of the words used to write their messages. This is the situation where teachers can help them by provoking them to get the ideas and then persuading them to work on their writings.

c. Supporting: Supporting the students is the third task that needs to be performed by the teachers. In the process of writing, teachers become the main supporters for the students when they are writing in classroom, especially when the students face difficulties. They must be available and wellprepared to help them solve the difficulties. Thus, the students will be motivated in doing their writings.

d. Responding: Then, the next task is responding to the students' writing works. Responding refers to how the teachers react to the students' writing works. Content and construction are the focus of this task. After looking at the writing works produced by the students, the teachers can give feedbacks or suggestions for the students' improvement in writing.

e. Evaluating: The last task done by the teacher in the process of writing is evaluating the students' works. This task refers to how the teachers will evaluate the students' writing works and then grade them. This is done by the teachers to see the students' progress in writing.

Finally we can say that, the teachers are required to be able to perform those tasks in the process of writing. This will enable the students to be better writers, especially when they are hesitant to express the ideas.

2.7.13 Correction

By correcting J. Harmer means correcting syntax (word order), concord (grammar agreement), collocation and word choice. Feedback is also very important here. When the teacher corrects, he actually plays several roles (Harmer, 2004, 109): students see the teacher as the examiner, in fact the teacher takes a role of audience (responds to the ideas), he can act as an assistant (helps students with writing), a resource (is available when students need information), an evaluator (says how well the students have done so far) and an editor (helps to select and rearrange the students' writing).

The way the teacher corrects is also significant. Jeremy Harmer suggests seven ways of correction (Harmer 2004):

a. Selective Correction:

Selective correction means that the teacher does not have to correct everything. The teacher can correct only punctuation, verb-tenses, grammar or to concentrate on using appropriate level of formality, using correct paragraphs and so on. It is important to tell students before the writing that the teacher will use this approach.

b. Using Marking Scales:

The idea of this approach is to give marks out of 10 for each category the teacher chooses for students (e.g. grammar, vocabulary or verb-tenses). With indications of mistakes this scale helps students to focus on the particular area they need to improve.

c. Using Correction Symbols:

Many teachers use correction symbols. The advantage of this method is that it encourages students to think about the mistakes they have made, in fact, the students correct the mistakes themselves.

d. Reformulation:

It is a way how the teacher can show the students to write something more correctly. The teacher shows how he would write the incorrect sentences or parts. The student then can compare his version with the teacher's one.

e. Referring Students to a Dictionary or a Grammar Book:

When the mistake is made, the teacher can ask a student to go and look the problem up in a dictionary or a grammar book. The advantage of referring students to use dictionaries or grammar books is that it is encouraging students to look at the information with a purpose in mind. The students learn as they correct.

f. Ask Me:

From time to time it is difficult to explain a mistake on paper. In this case the teacher can ask the students to talk about the problem in face-to-face interaction.

g. Remedial Teaching:

The aim of remedial teaching is to deal with the most common mistakes that students make. In this case, the correction is effective when the teacher points to the most common mistakes the students make and asks the students to correct the mistakes. The advantage of this way of correcting is that it is anonymous so nobody in the class feels ridiculous.

2.7.14 Teaching Spelling

In writing, to be able to spell correctly is significant. English spelling is considered to be quite difficult for learners at school. The best way how to teach students to spell correctly is to have them read as much as possible.

Extensive reading (e.g. reading short articles) helps students to remember English spelling rules. But this is not the only way and teachers should be more proactive. He may give students word formation exercises, let them find out spelling rules or to use any other activities for helping students not only to learn spelling but also improve it, so that they become more familiar with English spelling. J. Harmer suggests very interesting ideas to prepare enjoyable tasks for students for teaching spelling:

- a. To work out a rule by looking at the spelling of pair or groups of words.
- b. Dictionary activities are also suitable for students e.g.: ask students to put a written list of words in an alphabetical order, focus on the spelling of the initial letters of words.
- c. Dictations – there are many alternatives how to write dictation with students. The traditional way is to read a paragraph to the learners. Another version is to write words that students hear on a cassette or they can dictate to each other. Running dictation is ideal for spelling practice. Harmer suggests giving points for the correct spelling for each and every word.
- d. Cards – students can be given cards with letters (individual letters, digraphs etc.); students have to make words as many as possible from these cards. (Harmer, 2004, 48)

Finally we can state that, writing is a difficult skill to learn. We expect the learners to be able to spell correctly.

2.7.15 Teaching Punctuation

To be able to write with correct punctuation is an important skill. Very often we are judged by the quality of what is written. If capital letters, commas, paragraphs bounders, full stops are not used correctly in our writing, we can make a negative impression and our writing can be easily misunderstood. “If we want our students to be good writers in English we need to teach them how to use punctuation conventions correctly.” (Harmer, 2004, 49) It means to teach the system of writing at all types of schools.

2.7.16 Fluency or Accuracy

When writing, we have to distinguish between accuracy and fluency. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, using correct pronunciation, using correct layouts and choosing the right vocabulary. We also have to use grammar correctly, joining sentences correctly and using paragraphs correctly.

As it was mentioned earlier, when we write we communicate a message. To communicate a message means: e.g. express somebody’s experience, respond to greeting or invitation. Therefore we can state, that both accuracy and fluency are very important in writing and while teaching it we have to strongly focus on both of them. The goal of a language teacher is to enable students to produce fluent, understandable, accurate and appropriate written English. But this is a hard work for English teachers.

Chapter 3

Research Methodology

This chapter gives an overview of the research design, and research instrument used to conduct the entire research. First there will be a discussion on the instruments of the datacollection and later the data collection procedure will be explained.

3.1 Research Design

This paper followed a mixed method research approach (both qualitative and quantitative) for data collection and analysis. According to John Creswell, “Mixed methods research is a research design (or methodology) in which the researcher collects, analyzes and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry”. Mixed method helps to analyze data in all possible ways. It provides a broader perspective of the study and helps the researcher to assemble a deeper understanding of the fact of interest. It is becoming increasingly a part of research practice and also taking place of the third major research approach along with quantitative and qualitative research (Jonson, Onwuegbuzie, & Turner, 2007, p.119).

3.2 Instruments of Data Collection

To conduct the survey two instruments have been used for collecting data and they are:

- a. Questionnaire for students
- b. Questionnaire for Teachers' interview

Questionnaire provides qualitative data, interview provides qualitative data for the study. For conducting the research, the researcher used a questionnaire survey and also took interview of the teachers of schools of Bangladesh. The questioner was given to the students to find out the way they learn writing and speaking. On the other hand the view of teachers came up through interview.

3.2.1 Written Questionnaire

Questionnaire is the most usually used research instrument and Dornyei and Taguchi said in *Questionnaires in second language research: Construction, Administration, and processing* (2010), "Asking question is one of the most natural ways of gathering information." (p.1). Here the author indicated that by questionnaire survey the researcher is able to get the most natural response from the participants. James Dean Brown in his book *Using Surveys in language Programs* (2001) stated, "Questionnaires are any written instruments that present respondents with a series of questions statements to which they are to react either by writing out their answers or selecting from existing answers" (p. 6).

3.2.2 Interview

With regards to interviews, I took into account the view of Hatch, (2002) on interviews as instruments to involve participants in order to know their viewpoints about a subject. According to Cohen and Manion (1994), interviews are considered as the best way to understand the factors that govern human beings' conduct. In this inquiry these were effective in distinguishing what participants felt when expressing their ideas on speaking or writing.

3.3 Population and Sampling

The main participants of the research are 115 students and 12 teachers who teach in different schools in Jessore area. The population for the study consisted of students of secondary schools where English is taught as a second language. The sample has been drawn by convenience sampling method. The sample size was 121 participants (115 students, 12 teachers). The sample included 68 male students and 47 female students from different schools. All of the students have studied English since they joined school but, in general, their level is low, with some exceptions. 5 teachers were male out of 12. These teachers are chosen randomly by the researcher to get the data. The researcher contacted over phone, visited and requested them to participate in the survey by completing the questionnaire.

3.4 Validity and Reliability

James Dean Brown emphasizes and explains the importance of validity and reliability of a survey. According to Brown, "Reliability analysis is important because they indicate the degree to which an instrument is consistent in its measurement. Validity analysis is important because they indicate the degree to which an instrument is measuring what it was intended to measure" (p. 11). In this research the researcher considers some aspects of validity and reliability as very important. The aspects are:

- a. Literature of the research
- b. Objective of the study
- c. Discussion with the supervisor of the study

3.5 Procedure of Data Collection

Data were collected from the students of three renowned schools of Jessore with due permission of the school authorities. Data were collected through written questioner survey. Different terms were explained to the students when they failed to understand

the meaning of some words of the questioner. On the other hand data were collected from the teachers who work as English teachers in renowned schools in Jessore city. Their teaching experiences are 2 to 20 years. The researcher contacted them over phone and met personally. The researcher explained the questionnaire and the objective of the study to the participants clearly. The teachers got time to think and answer the open-ended questions quite clearly. The researcher also interviewed some very experienced teachers for the qualitative data analysis. The teachers were very cordial and helpful during the process.

3.6 Ethical Considerations

Before developing a research project, it is very important to consider the characteristics and the type of the methods that will be used to obtain data, the context, the procedures, the nature of participants, and the importance of participants' moral subjects, which influence the stem of contributors. For this reason, it is significant to respect and to value their perspectives, (Cohen and Manion, 1994). Before embarking upon this research study, I asked permission from the concerned authorities of the schools, and more specifically from the teachers in charge of the group from which I selected the participants. In addition, participants agreed to provide and allow me to use the information gathered to develop this study.

Chapter 4

Findings and Analysis

4.1 The Questionnaire

To examine the theories and concepts discussed in the literature review, practical data have been collected through questionnaires. The questionnaires are attached as appendix-1 and appendix-2 at the end of this paper. To get a clear view, the questionnaire for teachers has been prepared in two aspects, qualitative and quantitative. To get qualitative data the questions were open ended and for quantitative they were close ended.

The table given below is showing the teachers' and students' opinions on different views for teaching and learning English skills i.e. speaking and writing. The analysis follows the Likert scale. Each of the questions has the following points against each of the statements on the scale:

<u>SI Number</u>	<u>Opinion</u>	<u>Points</u>
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly disagree	1

If the highest percentage of participants mark 5 or 4 then it is considered that majority of them have supported the statement. If the percentage is low, it means that only few have supported the statement. On the other hand, if highest percentage of the participants mark 2 or 1, it is considered that most of them have disagreed with the statement. If percentage is low, it means that only few have disagreed with the statement.

4.2 Data Analysis

The data collected by using the instruments from the samples described above were hand tabulated and analyzed in terms of mean scores. The mean is the sum of all scores of all subjects in a group divided by the number of subjects, $[X = \sum X/n]$ (Seliger and Shohamy, 1989: 215). The mean of each of the items, therefore, is the average score for each item and it is the summation of all the scores divided by the number of subjects.

The mean provides information on the average performances or behavior of a group on given tasks, and helps the researcher obtain insight by condensing large amounts of data. The mean tells the researcher how the group as a whole performed and that does provide more significant information. Seliger and Shohamy (1989: 216).

4.2.1 Quantitative Data Analysis

Result found from Students' questionnaire survey:

The survey results in terms of mean scores are presented in the table below:

Table:- Survey Results

SI No	Statement	Mean Score
01	I speak English with my teachers and classmates during my English lessons.	1.89
02	I can communicate effectively in English.	3.98
03	We work in pairs or groups to do interaction activities.	2.52
04	I think my pronunciation in English is good.	1.47
05	I consider that the practice of speaking skills are useful.	4.58
06	I enjoy writing essays on my own.	1.57

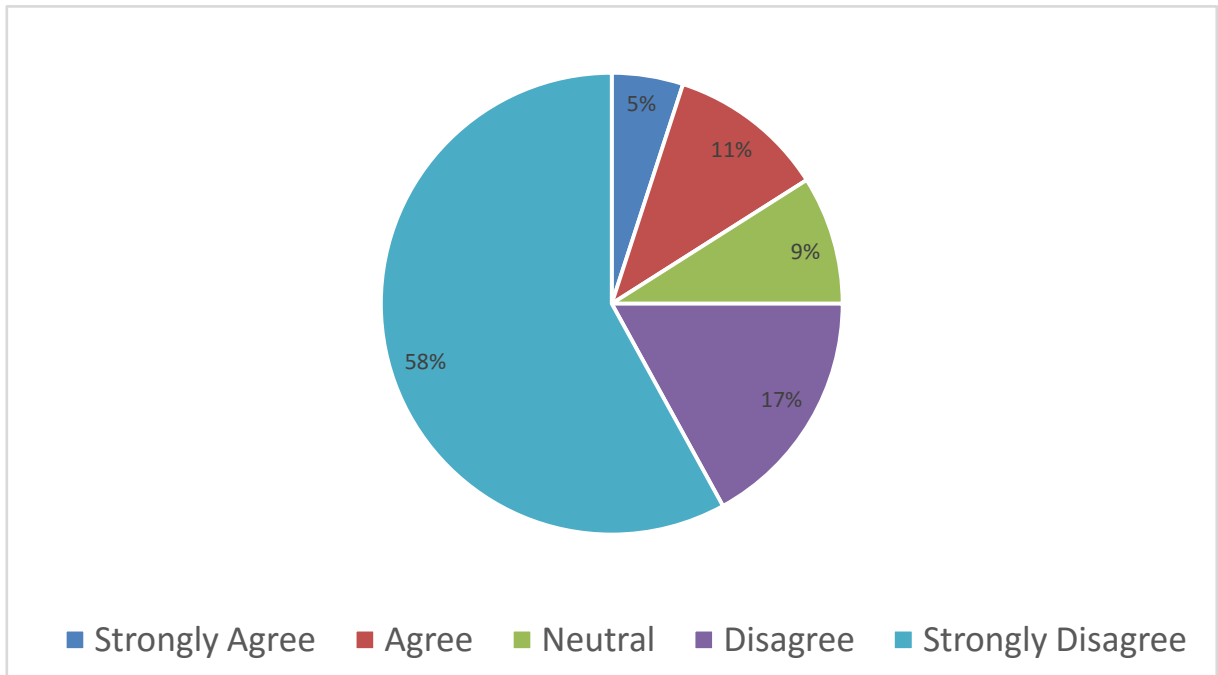
07	I can write correct and better sentences with the help of myEnglish teacher.	3.81
08	My teachers permit me to ask questions and give opinion while writing.	3.53
09	My teachers help me while doing any writing activities.	2.55
10	My teachers give me a C.W. that I can write based on my own thought.	1.24
11	My teachers involve me in different activities (like: group work, pair work, role play, presentation etc.).	2.21
12	The activities done in the classroom are related with real life situation.	1.81

** The scale of Students' approach is design as:

<u>Mean Value</u>	<u>Students' approach</u>
1.00-1.75	Strongly disagree
1.76-2.25	Disagree
2.26-3.00	Neutral
3.01-4.00	Agree
4.01-5.00	Strongly agree

Analysis of Statement no 1

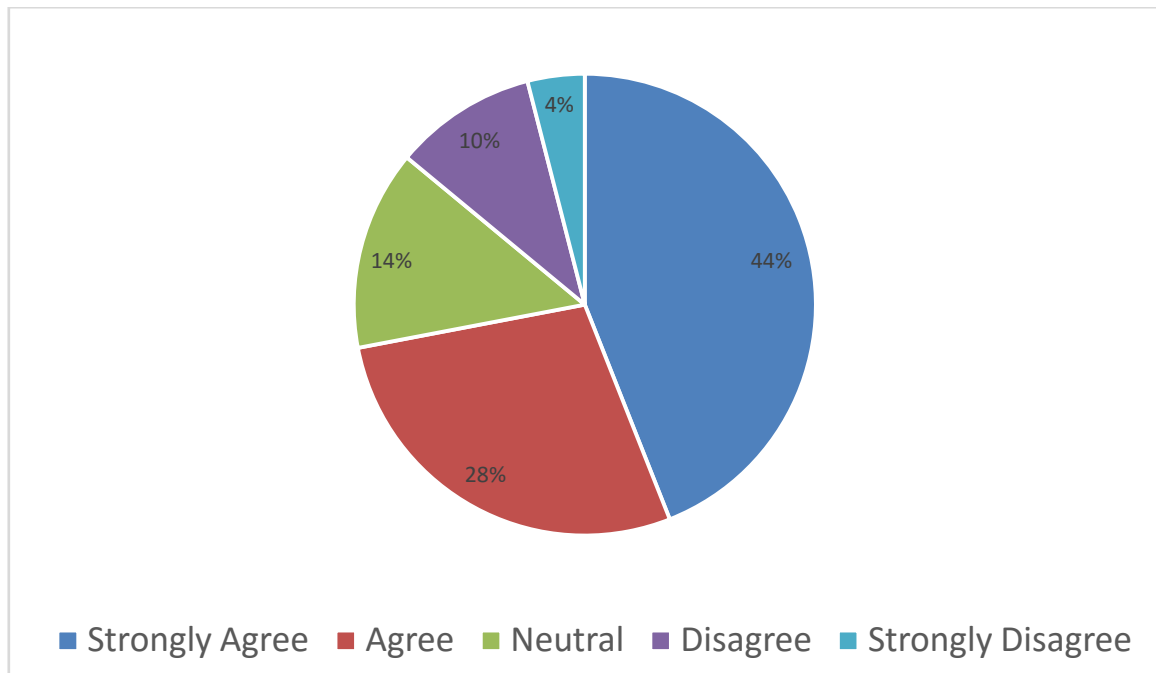
I always speak English with my teachers and classmates during my English lessons.



Total 75% of the students either strongly disagreed or disagreed with the statement. It means most of the respondents assure that English is not being spoken during their English lessons. They say that the teacher speaks Bangla except for some explanations or some comments.

Analysis of Statement no 2

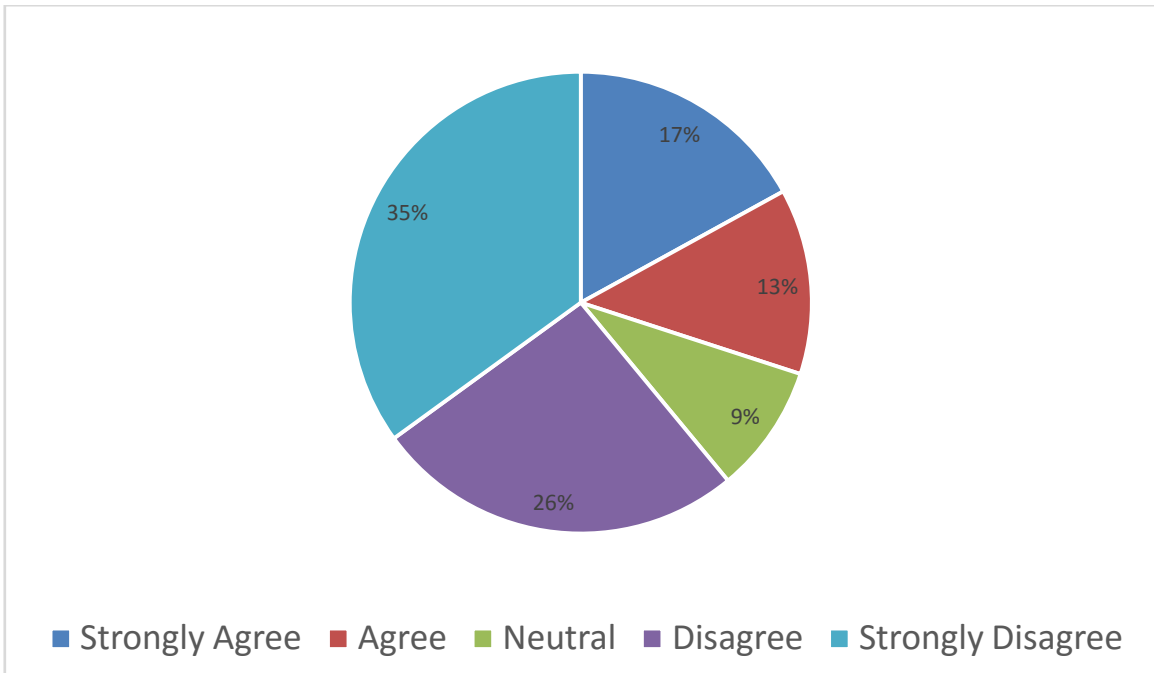
I can communicate effectively in English.



72% of the students either strongly agreed or agreed with the statement. It reflects that only a few of the respondents feel incapable of communicating in English with other person (teacher, classmates etc.) whereas a large number is able to speak English, with some difficulties, but can maintain a conversation in English.

Analysis of Statement no 3

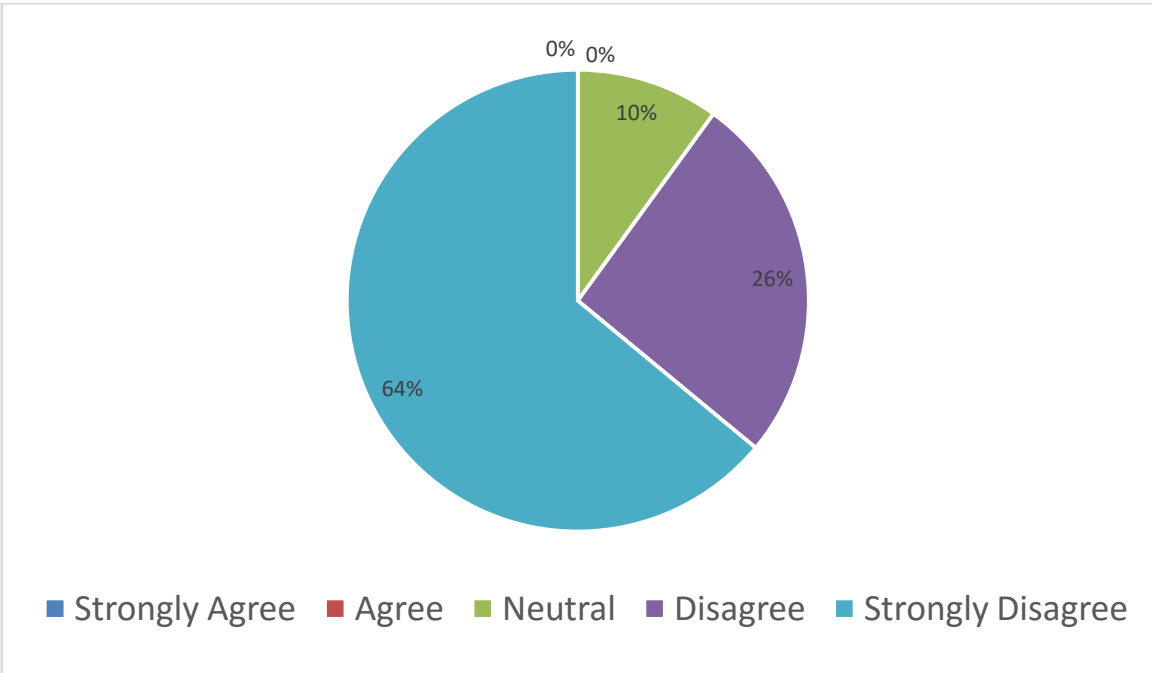
We work in pairs or groups to do interaction activities.



51% of the students either disagreed or strongly disagreed with the statement while 9% remained neutral. So this chart demonstrates that a good number of students (40%) do group or pair works during their English lessons which are very useful and allow students to interact with their classmates or with the teacher.

Analysis of Statement no 4

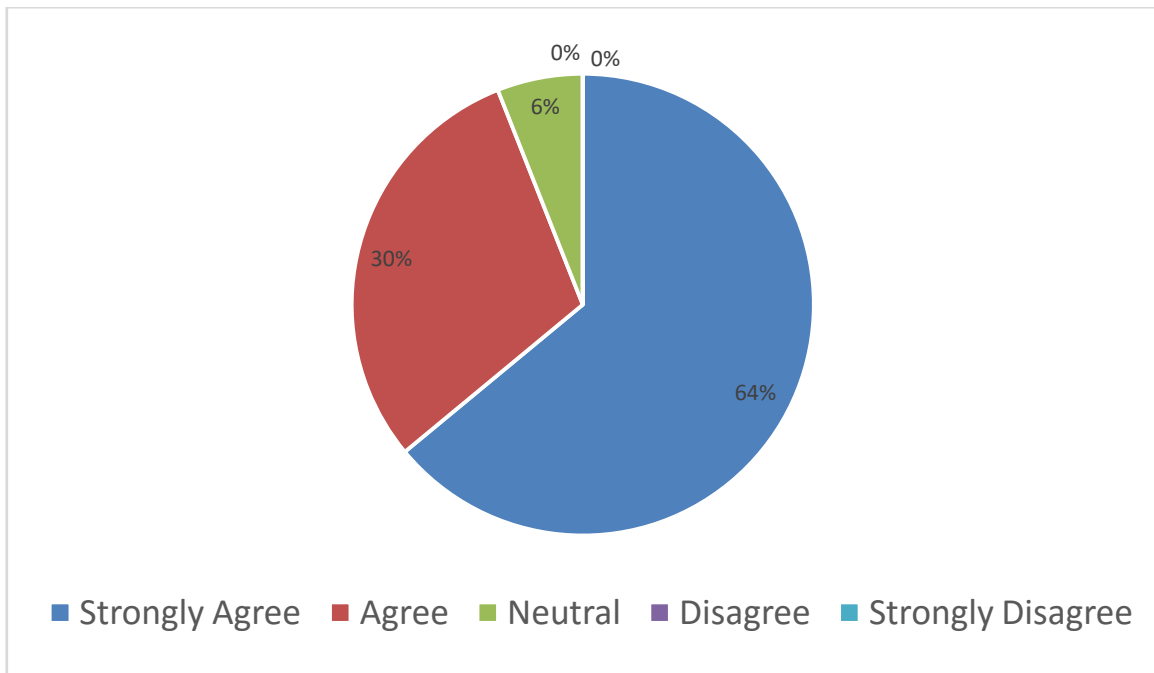
I think my pronunciation in English is good.



No student was found strongly agreed or agreed with this statement. It shows that most of the students consider that their pronunciation is horrible and due to this fact, they do not feel comfortable when they talk in English, which implies that their participation in class is null.

Analysis of Statement no 5

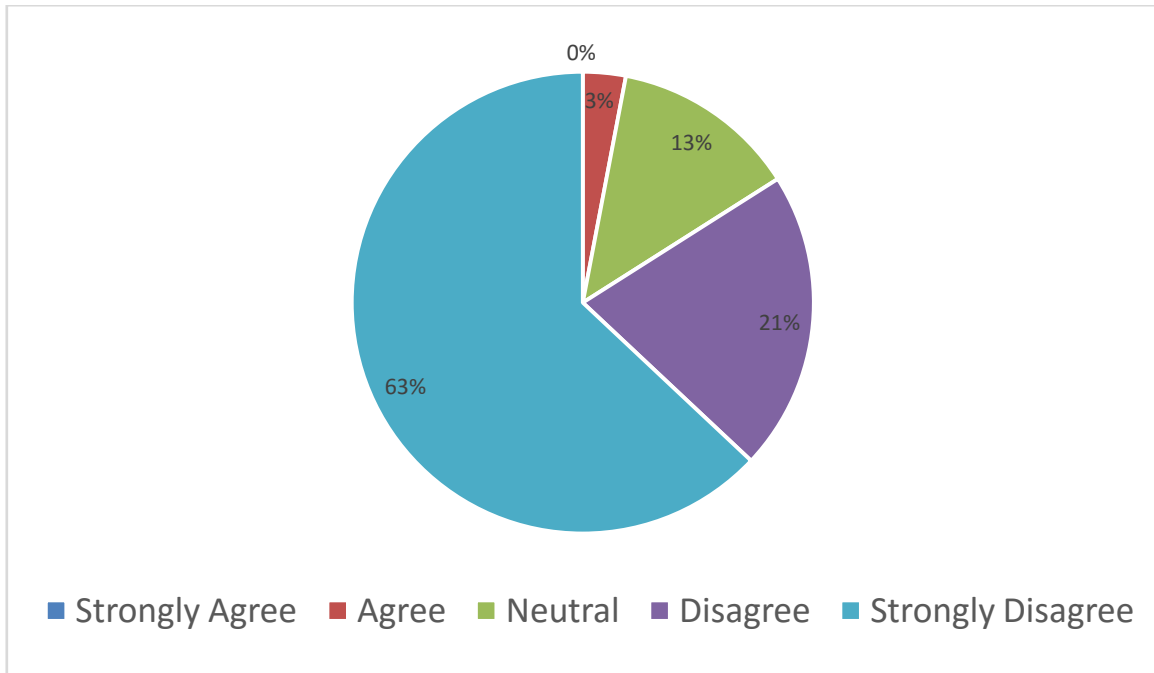
I consider that the practice of speaking skills are useful.



This chart reflects the opinion of the students regarding the importance of practice of speaking skills. A large number of the respondents state the great importance of the practice of speaking skills during their English lessons. The main reasons behind that is higher study, travel abroad, communicate with foreign people, get a job in their future etc.

Analysis of Statement no 6

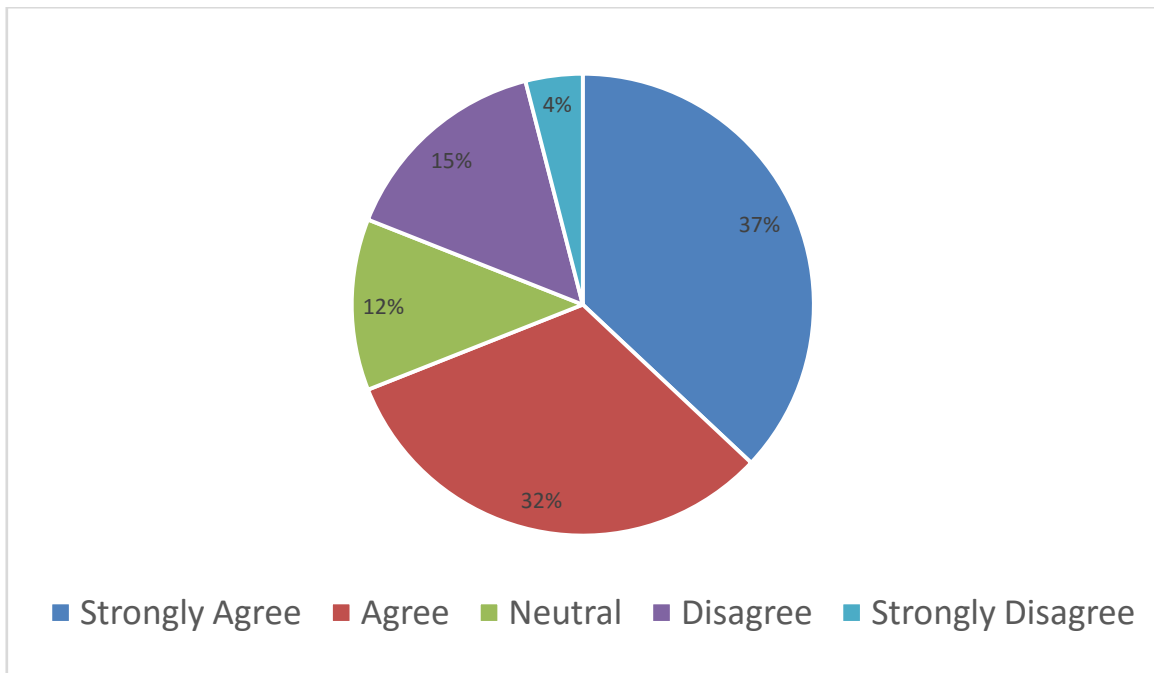
I enjoy writing essays on my own.



The chart shows that only a very small number of the students enjoy writing essays on their own as 21% of the students disagreed and 63% strongly disagreed with the statement. The mean score is 1.57. It shows that students have less interest for creative writing depending on their own thought process.

Analysis of Statement no 7

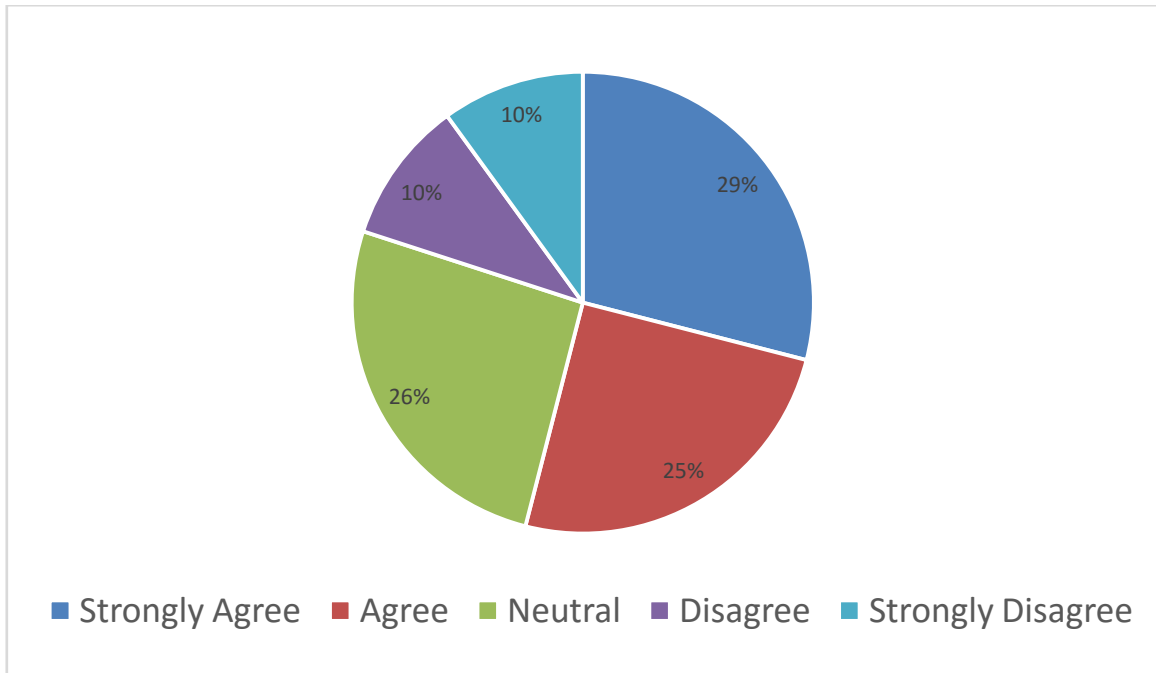
I can write correct and better sentences with the help of my English teacher.



69% of the students either strongly agreed or agreed with the statement. The chart shows the dependency of the learners on their teachers in respect of correctness or accuracy of writing skill. It shows that most of the students can write correct and better sentences with the help of their English teacher.

Analysis of Statement no 8

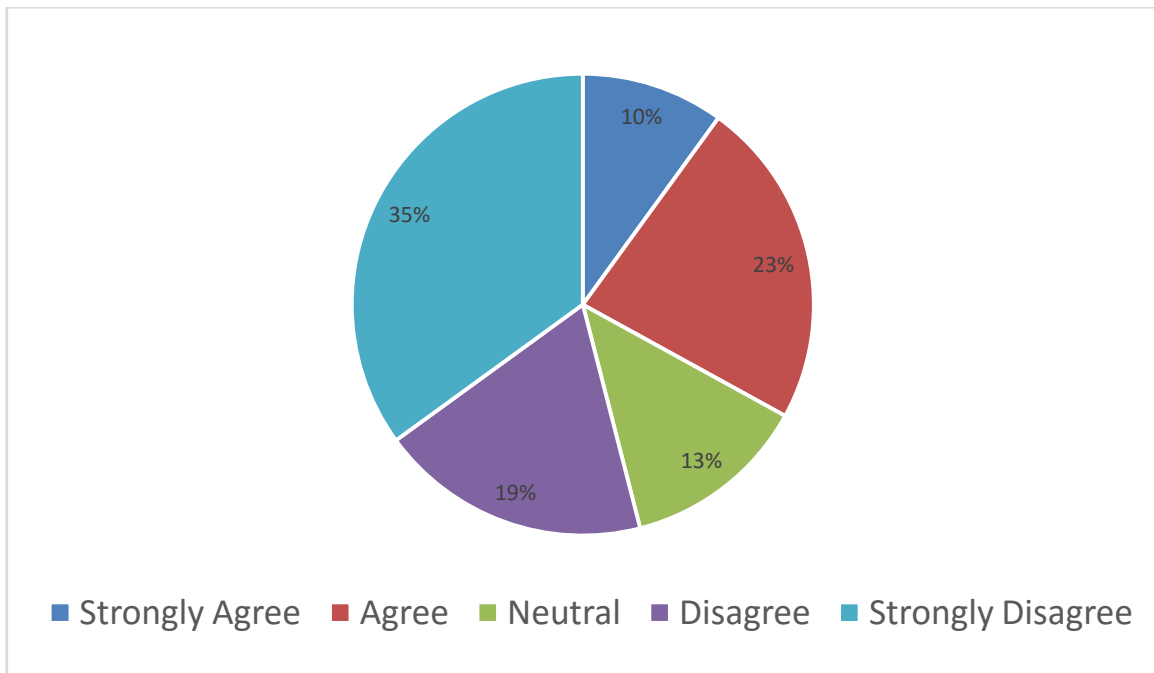
My teachers permit me to ask questions and give opinion while writing.



29% students strongly agreed and 25% students agreed with the statement where 26% were neutral. The mean score is 3.53. It means that most of the students are agreed with the point that their teachers permits them to ask question or give opinion while writing most of the times. Teachers are found careful and helpful when the students need help in writing activities.

Analysis of Statement no 9

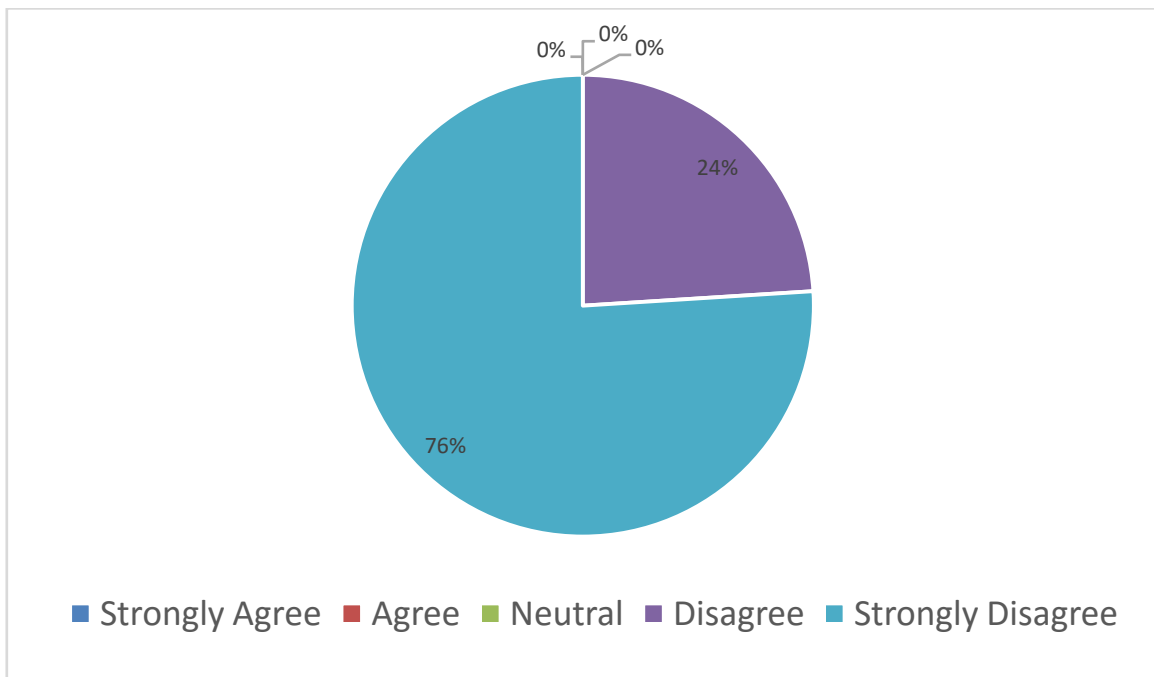
My teachers help me while doing any writing activities.



Here the mean score is 2.55. In this case 10% of the students strongly agreed and 23% of them agreed but 13% were neutral with the statement. On the other hand total 54% of the students did not agree with the statement. So a good number of students agreed with the point that their teacher always helps them in their writing activities.

Analysis of Statement no 10

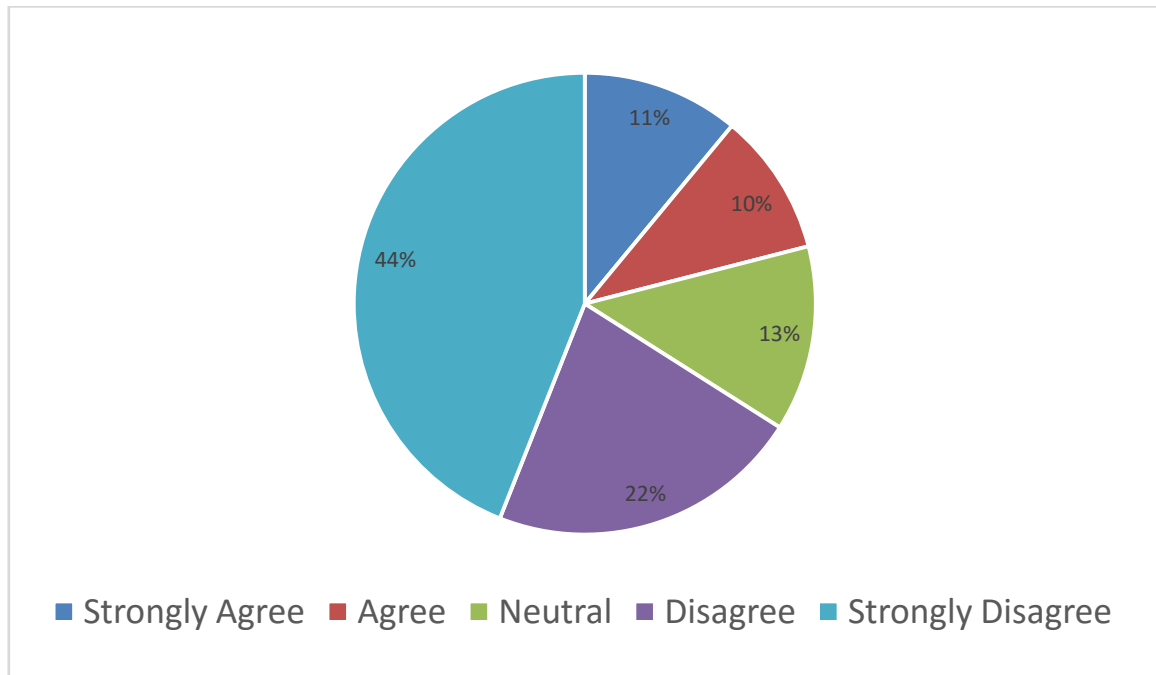
Sometimes my teachers give me a C.W. that I can write based on my own thought.



In this case 100% of the students either disagreed or strongly disagreed with the statement. So it was found that hardly there are activities in the classrooms where the teachers give them C.W. based on students' own thoughts.

Analysis of Statement no 11

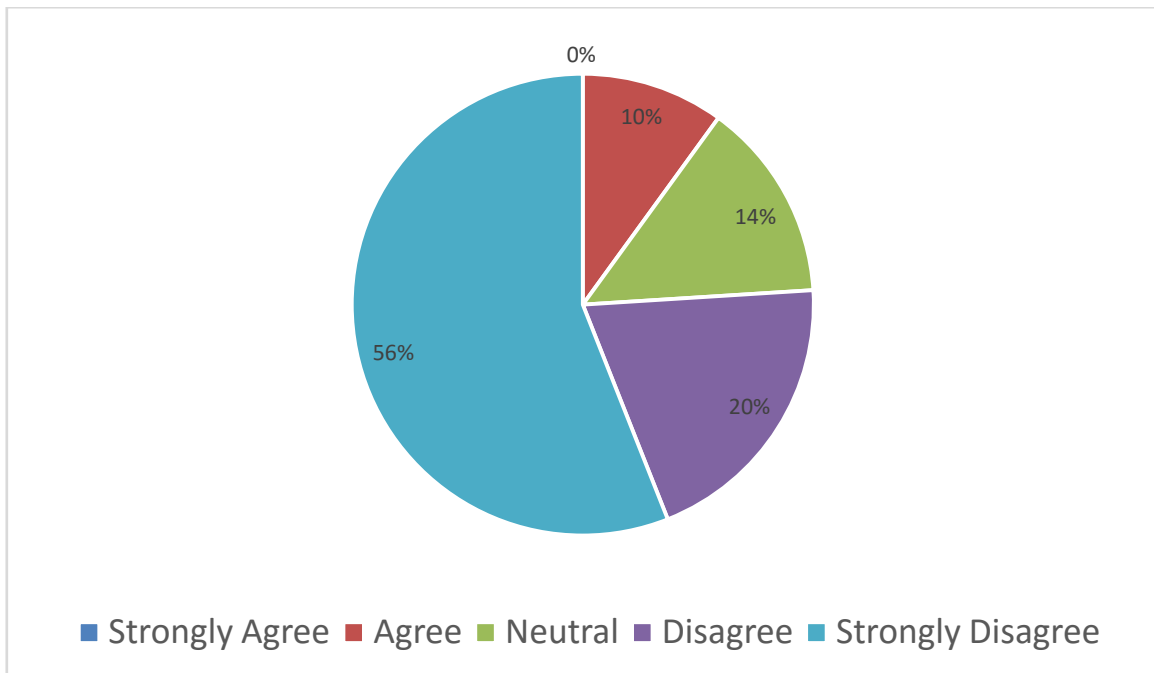
My teachers involve me in different activities (like: group work, pair work, role play, presentation etc.).



Here it was found that 66% of the students either disagreed or strongly disagreed with the statement. So it shows that only a small number of students are agreed that their teachers involve them in classroom activities. The main reasons behind this are large classes and less class duration. The classes mainly based on theories rather than practice.

Analysis of Statement no 12

The activities done in the classroom are related with real life situation.



Here we see that only a few students agreed that activities done in the classroom are related with real life situation. Most of the students (76%) did not agree with the statement. The main reason for this is that, the teachers feel the necessity of contextualized materials. But sometimes they use materials from real life context to teach spoken language to improve the learners' fluency in English.

Result found from Teachers' questionnaire survey:

The survey results in terms of mean scores are presented in the table below:

Table-: Survey Results

SI No	Statement	Mean Score
01	Video clip, audio visual material can significantly improve learners speaking.	4.58
02	Drilling can help learners acquire spoken fluency easily.	4.17
03	Besides classroom teaching autonomous learning like watching movies, dining at a restaurant can also help learners to develop speaking skill.	4.75
04	Teaching to communicate in real life situation is an effective approach to speaking.	4.25
05	Game related activity can foster learning of speaking.	4.33
06	Learners can be benefitted from speaking by working in pairs or groups to do interaction activities.	4.75

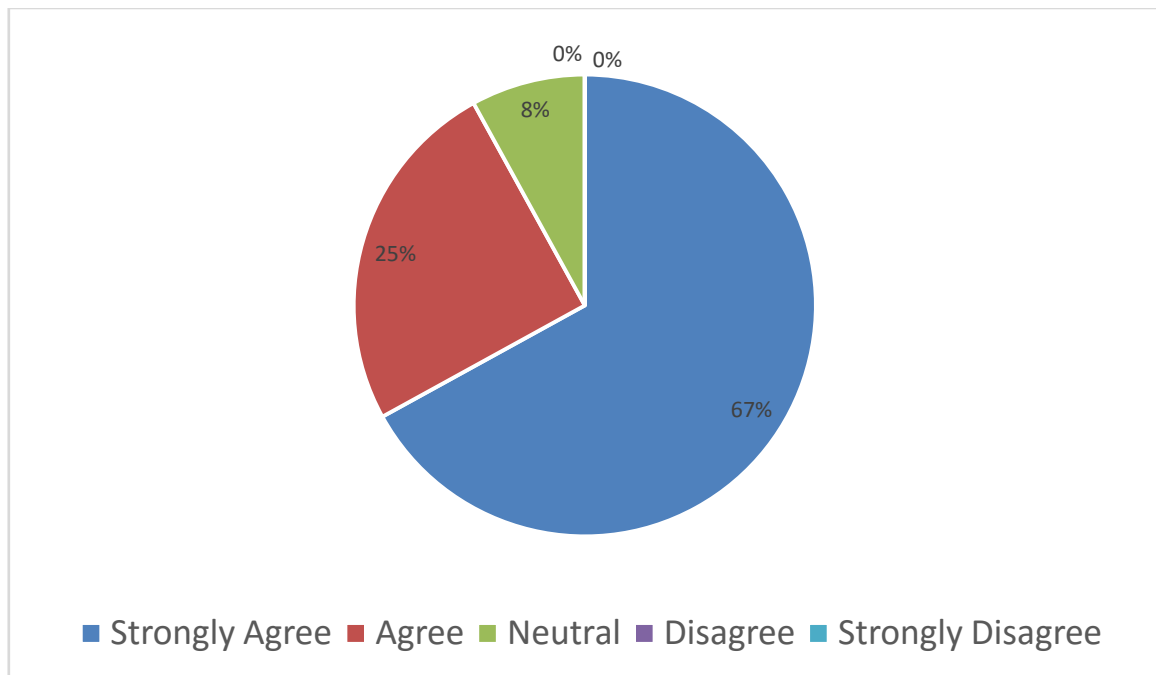
** The scale of Teacher's approach is design as:

<u>Mean Value</u>	<u>Teacher's approach</u>
1.00-1.75	Strongly disagree
1.76-2.25	Disagree
2.26-3.00	Neutral
3.01-4.00	Agree
4.01-5.00	Strongly agree

Analysis of Statement no 1

Among the materials; usage of video clips, audio visual materials etc. can significantly improve the learners speaking or not, in response to this query the result is shown below:

Video clip, audio visual material can significantly improve learners speaking.

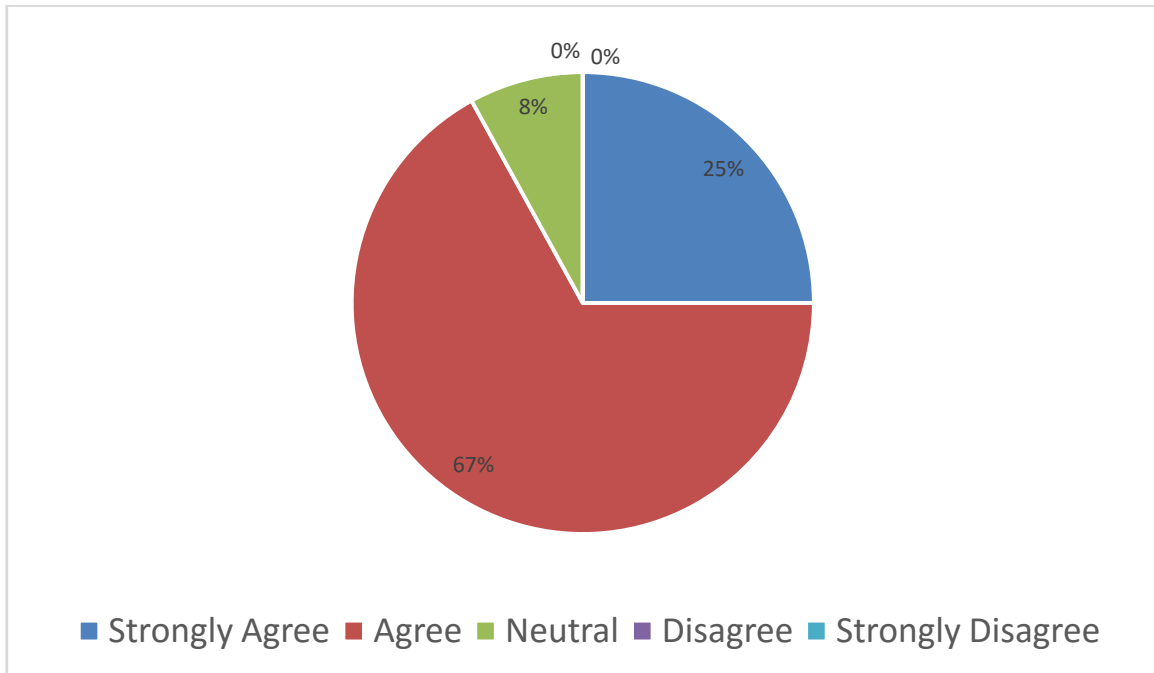


This data is supporting the concepts of using multimedia to enhance the language learning especially for speaking. So 'strongly agree' and 'agree' encompasses 92% of total opinion from the teachers. It is to be noted here that the 'neutral' opinion came from the teachers who are very new in their profession and yet not enough trained but they did not disagree. The mean score is 4.58 which means the teachers strongly agreed with the statement.

Analysis of Statement no 2

In response to this statement the result is shown below in a chart:

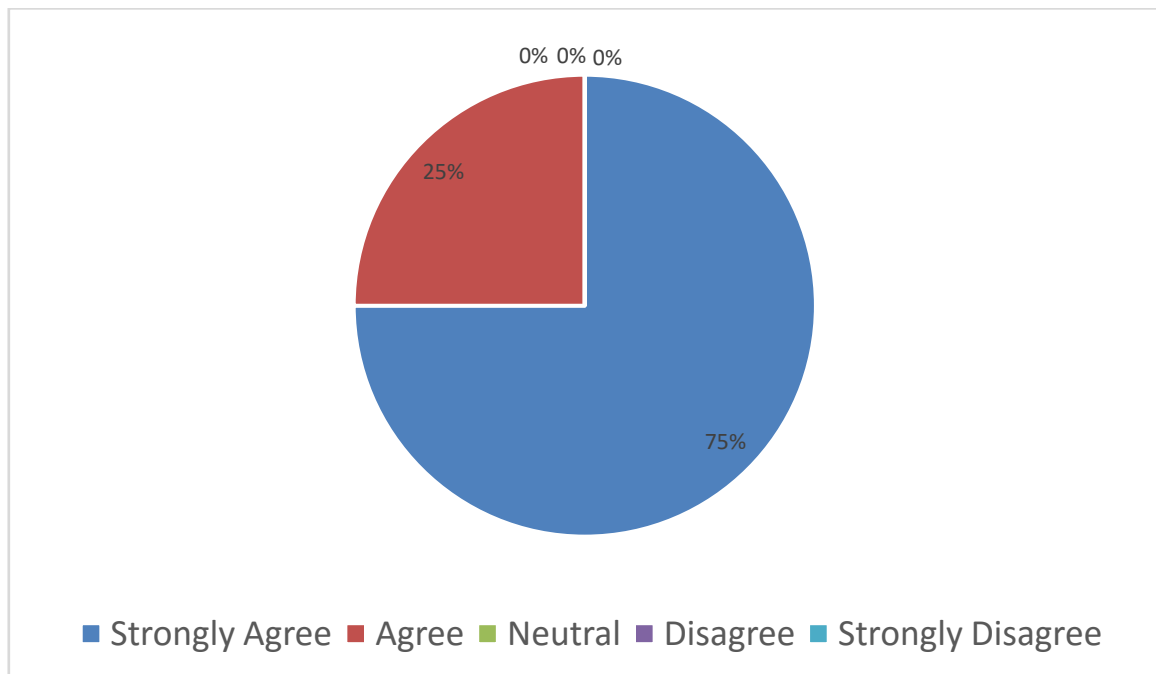
Drilling can help learners acquire spoken fluency easily.



Drilling or repetition activities helps learners to acquire spoken fluency easily. In this findings 67% teachers agreed with this statement and 25% teachers strongly agreed and very few are neutral and there is no one to disagree or strongly disagree. So we can say that drilling is helpful to acquire fluency in Spoken English for young learners. The mean score is 4.17 which means the teachers strongly agreed with this statement.

Analysis of Statement no 3

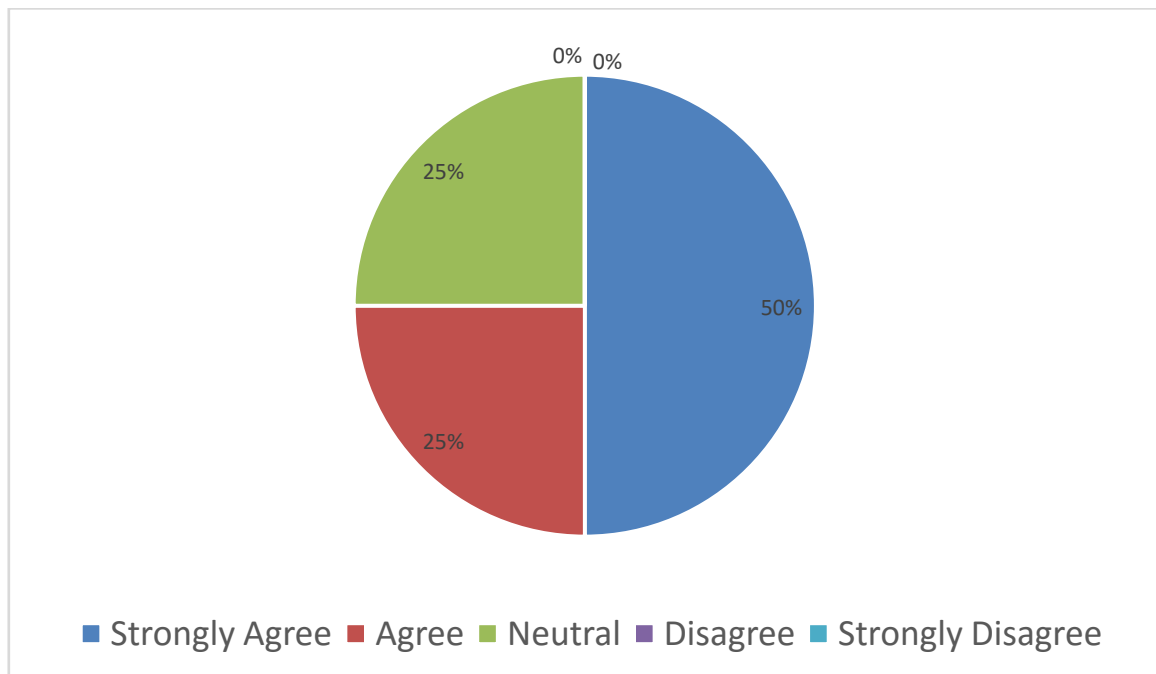
Besides classroom teaching autonomous learning like watching movies, dining at a restaurant can also help learners to develop speaking skill.



Young learners are inquisitive, they observe and learn, due to these characteristics autonomous learning helps them a lot to acquire language especially speaking. This observation of the chart shows 75% teachers strongly agreed that autonomous learning help learners' speaking and listening and 25% agreed. From this large view it is found that teachers do support that from autonomous learning like watching movies, dining at a restaurant etc. let learners to increase their speaking competence. The mean score for this is 4.75 which means the teachers strongly agreed with this statement.

Analysis of Statement no 4

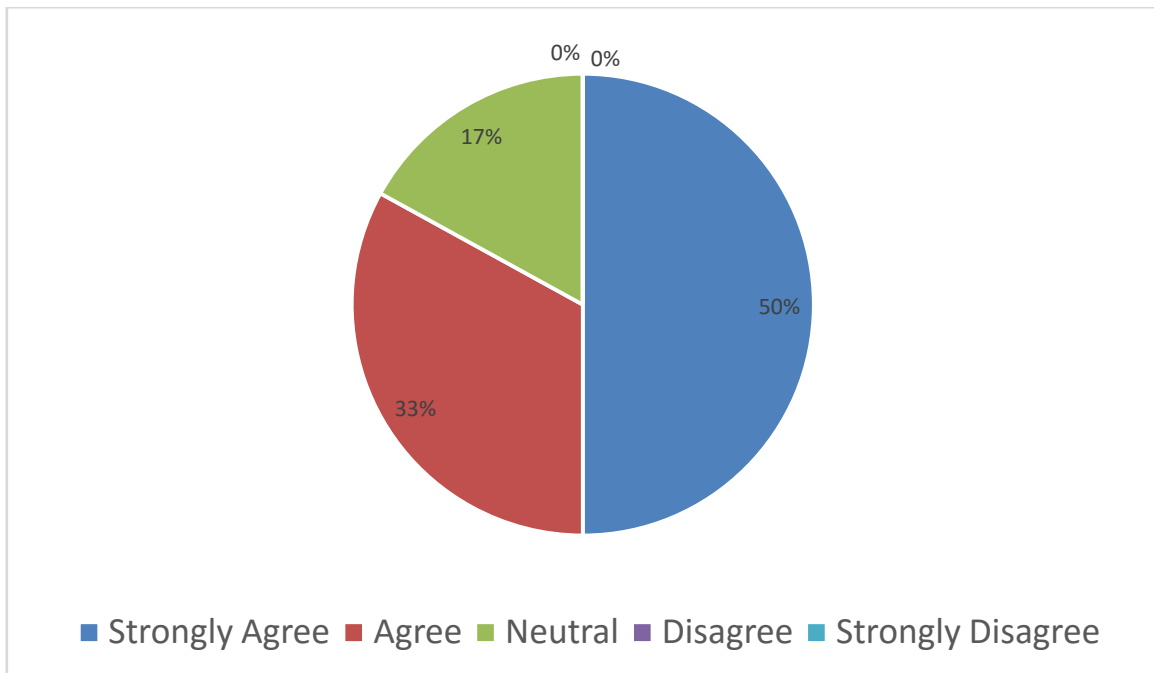
Teaching to communicate in real life situation is an effective approach to speaking.



From this chart we can see that teaching to communicate in real life situation is a very effective approach to language teaching. 50% teachers strongly agreed on this issue 25% teachers agreed and none disagreed or strongly disagreed. This means majority of the teachers are for the communicative language approach. The mean score is 4.25 which means that the teachers strongly agreed with the statement.

Analysis of Statement no 5

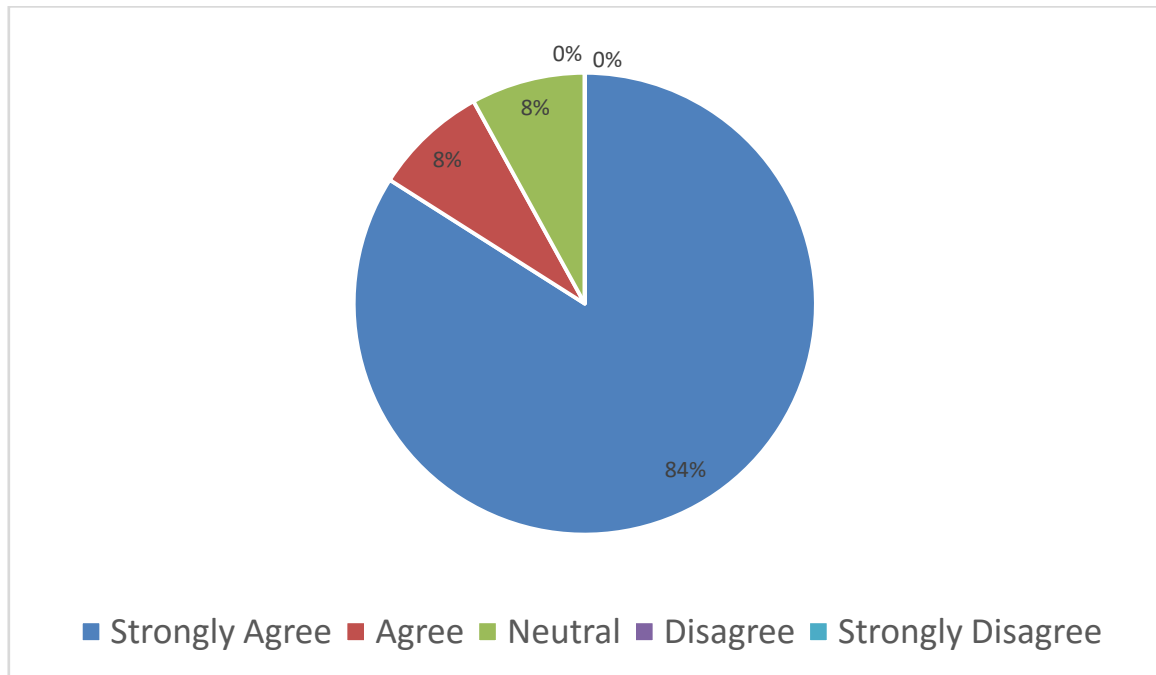
Game related activity can foster learning of speaking.



Game related activities seem work for learners as 50% teachers strongly agreed on this issue, where 33% teachers agreed and 17% of them remained neutral. None of them disagreed or strongly disagreed. The mean score is 4.33 which means that the majority of the teachers strongly agreed with the statement.

Analysis of Statement no 6

Learners can be benefitted from speaking by working in pairs or groups to do interaction activities.



The chart shows 84% of teachers strongly agreed and 8% were agreed and 8% were neutral with the view that from speaking by working in pairs or groups to do interaction activities learners can be benefitted to increase speaking. 0% percent disagreed and 0% strongly disagreed. The mean score is 3.75 which means the teachers agreed with the statement.

4.2.2 Qualitative Data Analysis

Considering the importance of speaking and writing in English language learning and to find out the status of speaking and writing in English language an questionnaire has been served among the teachers who are following communicative approach for teaching at different institutions of Jessore city area. There are ten open-ended questions designed for the teachers. The researcher tried to know different aspects of teaching productive skills to the learners. The teachers' responses will be analyzed question by question.

Analysis of Question no 1: What types of speaking tasks do teachers expect or require of students?

In response to the first question, seven teachers answered that they expect students to understand their lectures in English. They also expect that students will be able to respond in English and students will ask questions, share ideas, discuss questions etc.

Among them, two teachers emphasized on task-based activities where students will be engaged in real context. These teachers highlighted on students' ability to converse in real life situation and their ability to fit to compete study on home and abroad.

Analysis of Question no 2: Is the time allotted for speaking activities within classroom sufficient?

For this question, respondents chose 'no' as answer. All of them (twelve respondents) think that the time allotted for speaking activities for students within classroom is not sufficient. Three of the teachers specify that in comparison to student numbers and class timing, the time allocation is not sufficient at all. Two teachers

suggest there should be practical sessions in addition to class lectures in the class time so that students can practice and develop speaking and writing.

Analysis of Question no 3:How do you make sure that your Speaking is comprehensible?

Question 3 was about, how teachers make sure that their speaking are comprehensible. Almost everyone responded that they ask questions or they administer oral test to the learners in order to find their level. They also remarked as the learners are young and it's a foreign language for them, there should not be any written test.

Analysis of Question no 4:Do you think Learners can develop their speaking through story telling activity?

This question is about what they think about story telling activities for improving learners speaking skills. In response to this question teachers said learners love to listen stories. Unconsciously learners pick some words and chunks which enrich learners' vocabulary and help to pronounce words accurately. Thus story telling is a helpful method for improving speaking skills of learners. While telling stories learners acquire words which appear fascinating to them and also this listening increases imagination power. Thus they improve their skills and become confident.

Analysis of Question no 5:What kind of problems do you face while teaching speaking skills?

In reply to the fifth question, all the teachers said that they mainly face problem with large class and less class duration. They said that students are meritorious and their motivation is satisfactory, everybody wants to learn but they do not get enough time to take activity-based classes. There are more than 30 to 50 students in the classrooms but class duration is only 40 to 50 minutes. Seven of them mentioned that they need training on language teaching because they are from literature background

and do not have proper knowledge of teaching language. The teachers said that they do not have appropriate materials to teach spoken English to Bangladeshi learners.

Analysis of Question no 6:Do you have any suggestion for improving the process of teaching speaking skills?

For suggestions from teachers to recommend for improving the process of teaching speaking skill, ten out of twelve respondents think existing teaching materials should be improved. Seven respondents suggested improvements in the teaching process as a recommendation for teaching speaking skills. Use of technology (audio, video, web materials) seems a burning need as all of the respondents (twelve in whole).

Reconstruction of mark distribution on exam was found to be necessary by all the participants (all twelve of them). This seems a mandatory need for improving the teaching of speaking. However, two teacher feels reform of marks distribution on exam has both merits and demerits.

Analysis of Question no 7:Do you think it is important to adapt innovative teaching techniques in the classroom activities for improving their writing skills? If yes, why?

Most of the teachers find that the innovative teaching techniques are important because it can create students' interests towards writing in English. It can develop students' confidence in writing and improve students' vocabulary, thoughts, and ideas. Again it can improve students' communicative skills and can also make writing more purposeful.

Analysis of Question no 8:What methods do you use while teaching writing and why?

Most of the teachers use Communicative Language Teaching (CLT) method while teaching said by the teachers. Because the world now chooses English to communicate for its global value. This is regarded as the most important language for communication. So, the authority is more concerned about improving the students' communicative skills in English. Moreover, English language is being taught to improve their communicative skills. Thus the teachers are bound to follow CLT in their classroom in Bangladesh. Direct method is also followed sometimes as direct method do not allow the teachers and the students to use their mother tongue. Again sometimes teachers allow to use their mother tongue as the students are monolingual in Bangladesh.

Analysis of Question no 9:What do you do to make students get involved in the writing practices in the classroom?

According to the teacher's response, they perform different roles to make the students get involved in the reading and writing practices in the classroom. Mainly they act as a guide to the students and help the students while doing the writing tasks. They try to involve the students into tasks as per the content of the syllabus and also try to make the students know the purpose of learning the target language. However, most of the teachers give emphasis on learning the target language.

Analysis of Question no 10:What are some obstacles that you find to implement the new and creative teaching techniques in Bangladesh?

Some main obstacles that the teachers find to implement the new and creative teaching techniques in Bangladesh is that the parents of the students still believe in the traditional teaching techniques. Then they mention the pressure to complete the syllabus in a limited period of time. They also told that sometimes authority does not co-operate. Another important point is that the class hour is not enough to include some extra

activities. Students' fear towards the foreign language and their tendency towards memorization has come up as another vital obstacle. Finally they also mention that sometimes the numbers of the students are a big factor to adapt some new techniques and get it implemented on them.

Chapter 5

Discussion and Recommendations

5.1 Discussion on Findings

Though there is a great importance of Group and pair works, a good number of the students assures that they seldom do these activities in classes. The main reasons were revealed as more practice of grammar or reading and the lesson only lasts 40 to 50 minutes. Again there is hardly any time to devote to these interaction activities. Many of them assure that they work individually. In reality teachers have limited time and in many cases little ability to conduct activity based class.

Lack of various speaking activities in English lessons like different kinds of drills, information gap activities, discussion activities, role-plays, games etc. was found. It is also found that it is necessary to encourage students to use English as a medium of communication during English lessons. The findings suggest that many of the teachers know that spoken classes should be based on different types of activities and in practical field, they try to apply these. But the application is not sufficient. Drilling can be practiced a lot for improving speaking. Students should be encouraged for autonomous learning like watching movies, dining at a restaurant which can also help learners to develop speaking skill. Video clip, audio visual material can significantly improve learners speaking. For the students, game related activities and story-telling activities may be practiced. To increase the confidence level of the students for developing speaking skill Special care is to be taken to improve students' pronunciation.

Though practice of English skills were found useful, there are less scope for practicing those for different reasons. The writing practices of our classrooms are hardly improving the writing skills of our students. A major observation of the survey is that the teachers are still not able to adapt appropriate activities properly in teaching writing. Very few teachers use teaching techniques in the classrooms which can develop their

students' interests in writing tasks and improve their skills. Most of the teachers are not willing to let the students get involved actively, perform independently and individually in their classrooms, rather students are being instructed as a total group. Innovative teaching techniques are not being implemented in the classrooms by the teachers to that extent to develop students' ability as fully as possible and the result is, the students are not improving their writing skills properly and fully because they still lack their interest in English severely. On the other hand, many of the students said that they are not getting the chance to write in their own language. So, it's clear that teachers are not encouraging the students to improve their individual performance.

Again teachers help came up as a vital point for production of correct productive skills. More help from the teachers' side to the students regarding productive skills are expected. Activities based on the students' own thoughts will help them to be creative in productive skills. The research suggests that many of the teachers are conscious about the importance of activities based on real life and which students may find interesting. But most of the teachers are not professionally trained to teach English language. They have little aptitude/technique to teach proper English.

Though the teachers claim that they are following CLT as the method of teaching, but the goal of CLT is still neglected. CLT do not guide the students to learn the language rather it guide them to acquire the language by communicating in English with others. Language acquisition is better than language learning. But students still tend to learn and memorize their lessons. Parents also expect their children to do better result rather than becoming a good speaker or writer and force them to memorize. The authority should try to give the teachers the freedom to use new and innovative teaching techniques which may seek students' interests.

5.2 Recommendations for Improving Speaking Skill

The purpose of education is to make good, independent and active thinkers and learners. In case of English language teaching in Bangladesh, spoken English demands serious attention. In order to make the teaching of spoken English effective it is mandatory to take care of few points. Based on the findings of the study the following recommendations can be considered:

a. Application of CLT Appropriately:

All the teachers should apply CLT method in the classroom and have to make the students more engaged in classroom activities (i.e. pair work, group work, presentation and other conversational activities), which will gradually help learners to speak fluently.

b. Ensure Participation of the Learners:

Teachers have to allow all the students to take full participation in the classroom. Teachers should not be too concentrated only with the good students. Teachers have to correct the students in a very positive way and should not try to blame the students. Every student has a different way of learning. Speaking in easy English within classroom should be encouraged.

c. Learners' Motivation:

Learners' motivation is most important thing in language classroom. Lesson should be based on real life communication and learners background knowledge; it will help the teachers to motivate the learners. Materials should be taken from our own context so that the students can learn in an interesting way.

d. Teachers' Training should be Provided:

Teachers training program should be conducted more. It will provide a number of trained teachers who will follow communicative language teaching properly. Language teachers should also be acquainted with the four skills simultaneously and the ways to deal with the different lessons in real classroom scenario. Teachers should be made acquainted with different techniques of teaching like pair work, group work, chain drill, choral drill, elicitation etc. Four skills should be taught to students giving equal importance to each separately. The lesson for removing shyness of the students as well as the teachers should be given through training.

e. Teachers' Attitude towards Learners:

The teacher should practice patience, confidence, imagination, enthusiasm, humor and creativity. He should be friendly, sympathetic and on good terms with the students and have an affirmative attitude towards the students and occasionally encourage them if necessary.

f. Ensure Sufficient Teaching Aid:

In the modern education system, teaching aids and equipment play a very crucial role. The communicative approach encourages use of as much teaching aids as possible in the class for facilitating learning. The language classes should be equipped with the various types of teaching aids, though it has been seen that the teachers use only the black board for teaching English as a foreign language. Nevertheless only black board cannot be used to teach speaking skills at class. It should be ensured that all students have proper teaching aids those are necessary to promote their learning on speaking.

g. Enhance Opportunity of Modern Technology:

Modern technology helps to teach, learn and test oral/aural ability more easily than old equipment. Some modern teaching aids are Multi Media, overhead projector, audio visual aids, tape recorder, video films/movies, computer, internet etc. To facilitate better speaking these modern technologies should be used in classes. Language lab facilities should be included in. The authorities of the institutes should pay special attention to provide all the logistic support (multimedia classroom, language lab, self-access center etc.) to improve students' oral skills.

h. Limited Class Size and Proper Class Duration:

Class environment plays a significant role in teaching and learning process. Normally in our country it is seen that a big number of students sit together in a small classroom, and a single teacher alone conducts the large group of students. Therefore, the class appears very noisy and chaotic. Neither the teacher nor the students can concentrate on teaching and learning activities. It is very difficult to teach such a large class. In addition, class duration should be appropriate for completing the syllabus along with enough practice of four language skills adequately. However, to make an interactive class, the size of class should be made small. Number of students in class can be limited (not more than 30 students). Again duration of class should be increased.

i. Assessment and Testing System:

Testing language skills includes testing learners' ability to speak, to write, and listening and reading comprehension. Testing communicative competence means testing the ability to use language for communication. This also includes the testing of four basic language skills; listening, speaking, reading and writing. However, this test should not be something that promotes learners to memorize certain topics and reproduce them in the examination hall. Oral test/practical marking in speaking skills can be included in board exam. In Bangladesh's perspectives on exam 'writing

arguments logically and clearly' and 'writing a dialogue on a given situation' had been practiced through writings in exam but these events could be practiced through speaking.

A number of ways can be used to test students' ability on speaking. For testing oral ability interview, role-play, group discussion, interpreting, communication games etc. testing techniques can be arranged. These kinds of interesting and timely testing techniques encourage students to practice more on speaking skills and enhance their awareness about it. Above all, at exams, marks can be allotted for speaking skills.

j. Role of the Authority:

All the institutes should pay special attention to plan for the continuous development of speaking skills of the students throughout the academic program. Language club can be created and the teachers can arrange different sessions where all the students' attendance and participation can be made mandatory. Classroom debate sessions in English/competitions can be arranged.

5.3 Recommendations for Improving Writing Skill

In order to develop our present condition of writing in classroom, teachers should be given the knowledge and training of the philosophy of education, teaching methods and approaches properly. The teachers should adapt different teaching techniques and strategies to let learners write independently. The teachers also should try to design some innovative writing activities for the class so that they get more involved in learning process. However, the authority should take care of the situation and ensure the learner's better learning of the target language.

The innovativeness in teaching writing skills are hardly seen in Bangladesh. However, in the light of the present condition of teaching and learning of writing in

Bangladesh, some recommendations are presented here with a view to improving students' overall writing skills:

a. Students should not be Encouraged to Memorize Everything:

Students should be encouraged to avoid memorizing everything. They can memorize some rules or principles of grammar but they should avoid memorizing the sentences at all level. It destroys their power of language creativity and productivity. The teachers and the parents should let the students write in their own language and discourage them by not motivating them towards memorization.

b. Teachers should try to Encourage the Students' Interests in the Classroom:

Teachers should ensure that the students are enjoying their writing tasks in the classroom. They can adapt any new or innovative technique to encourage them. They can offer rewards, ask them to compete with each other, make groups, use technologies like computer, projector or any other tool to get students' interests in the class to make the reading or writing activities successful.

c. Teachers should help the Students Think Critically While Writing:

Teachers should help the students think critically and originally about their writing tasks. They should have the freedom to choose their own writing topics whenever possible. Teachers sometimes can let them take the responsibility of their own mistakes and do self-correction. The students will thus improve the problem solving skill related to their writing. It will also motivate the students to become an independent writer and a confident learner.

d. Teachers should have the Knowledge of the Teaching Methods:

Teachers, before adapting any new or interesting teaching technique in the class, must have a comprehensive knowledge and understanding through attending workshops and reading books of the teaching methodologies. Otherwise they might end up in leading them to the ultimate failure in all the tasks or activities. Though some teachers try to use some creative techniques, they are not trained and fail to apply those properly. Therefore, there should be proper programs to train the teachers in the new and innovative approaches to teaching reading and writing.

e. Parents should come out of the thought of Old Teaching Methodologies:

Not only the teachers or the students should be aware of the modern and scientific learning process; parents of the children should also come out of the thought that teachers are the only speaker in the class and the students are the silent recipients. It is said that, parents are the first tutors of the students before the teachers start to teach the students. So, if the parents do not motivate their children at home to work independently as well as expect them to participate actively in the class, nothing will work properly.

Chapter 6

Conclusion

As a universal medium of communication English has become the only language for the world citizen in this advanced world of Information technology. In Bangladesh, English is being taught as a core subject from class 1 -12, yet it is painful to watch that students are still lagging behind to achieve expected level of proficiency in respect of productive skills. For a long time communicative method is followed at schools and colleges that aims at developing four skills reading, writing, listening and speaking. Proper planning, implementation and monitoring can make it possible to achieve students' language proficiency in four skills simultaneously.

There is no doubt that in the era of globalization speaking is more important than ever. As English is a foreign language in our country and our education system does not put much emphasis on teaching speaking, it is recommended that speaking should be properly taught by following the appropriate methods and techniques. We can notice that speaking competences are complex skills that need to be developed consciously. They can best be developed with practice in classroom through activities, which promote interaction between students. We can see that it is easier to obtain students' participation and motivation when the suggested materials are entertaining, original and interesting. The key is to motivate and change their negative attitude towards English, giving students a chance to speak about interesting topics. It is desirable to say that teachers must support students in their education and encourage them to use English, and at the same time, teachers need to be in constant contact with new techniques and materials in this changeable teaching world. Through the findings of the study, it can be said that all the institutes should pay special attention to make the students competent in spoken English. If the teachers, students and the authorities cooperate and adopt the recommendations, the teaching and learning of spoken English will be more effective.

On the other hand the present study refers to the needs of writing skills for the students of Bangladesh and finds out that students are weak in writing and fully lack their interest in these major tool of learning. The teachers are not trained properly. The problems of the students regarding writing are multi-faceted. The study has tried to identify these problems and examine the nature of the present teaching process in our country in some details. The recommendations of the findings of this study discussed earlier in previous chapter should be taken into careful consideration, and steps should be taken to implement those in our classrooms. If implemented, it is expected that the state of the teaching and learning of writing skills in our country will improve remarkably.

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Appendices

Appendix 1

Instrument for the Students' Questionnaire Survey

Personal Details:

Name:

Institution:

Class & Roll:

This questionnaire is meant for an MA thesis in English. Your cooperation is very important for the study. I will highly appreciate it if you kindly fill in the questionnaire at your earliest convenience. The information you provide will be strictly confidential and used only for the purpose of this study.

– Md. Iqram Hossain (MA, BU)

1. Please read the statements carefully and give your first reaction by choosing (√) an answer for each statement: (1) Strongly Agree, (2) Agree, (3) Neutral (4) Disagree, or (5) Strongly Disagree.

SI No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
01	I always speak English with my teachers and classmates during your English lessons.					
02	I can communicate effectively in English.					

03	We work in pairs or groups to do interaction activities.					
04	I think my pronunciation in English is good.					
05	I consider that the practice of speaking skills are useful.					
06	I enjoy writing essays on my own.					
07	I can write correct and better sentences with the help of my English teacher?					
08	My teachers permit me to ask questions and give opinion while writing.					
09	My teachers help me while doing any writing activities.					
10	Sometimes my teachers give you a C.W. that I can write based on my own thought.					
11	My teachers involve me in different activities (like: group work, pair work, role play, presentation etc.).					
12	The activities done in the classroom are related with real life situation.					

Appendix 2

Instrument for the Teachers' Questionnaire Survey

Note for teachers:

This questionnaire is designed for a study on an assessment to see the scenario of the speaking and writing materials of learners for a Masters Thesis in English. Your cordial participation is very essential for this study. I will highly appreciate if you kindly fill in the questionnaire at your earliest convenience. The information you provide will be strictly confidential and used for research purpose only.

– Md. Iqram Hossain (MA, BU)

Personal Details:

Name:

Institution:

Years of Experience:

Questions: Part A

1. Please read the statements carefully and give your first reaction by choosing (√) an answer for each statement: (1) Strongly Agree, (2) Agree, (3) Neutral (4) Disagree, or (5) Strongly Disagree.

SI No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
01	Video clip, audio visual material can significantly improve learners speaking.					
02	Drilling can help learners acquire spoken fluency easily.					

03	Besides classroom teaching autonomous learning like watching movies, dining at a restaurant can also help learners to develop speaking skill.					
04	Teaching to communicate in real life situation is an effective approach to speaking.					
05	Game related activity can foster learning of speaking.					
06	Can the young learners be benefitted from speaking by working in pairs or groups to do interaction activities.					

Questions: Part B

1. What types of speaking tasks do teachers expect or require of students?
2. Is the time allotted for speaking activities within classroom sufficient?
3. How do you make sure that your Speaking is comprehensible?
4. Do you think Learners can develop their speaking through story telling activity?
5. What kind of problems do you face while teaching speaking skills?
6. Do you have any suggestion for improving the process of teaching speaking skills?
7. Do you think it's important to adapt innovative teaching techniques in the classroom activities for improving their writing skills? If yes, why?
8. What methods do you use while teaching writing and why?
9. What do you do to make students get involved in the writing practices in the classroom?
10. What are some obstacles that you find to implement the new and creative teaching?