

Ignorance of Listening Skills at Tertiary Level

**Thesis submitted in partial fulfillment of the requirement for the Degree of
Master of Arts in English**

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TO MY PARENTS

Abstract

The private universities of Bangladesh have enough facilities to teach English language (Rahman, 1999) because they have invested heavily to develop their resource facilities (Miyan, 2009). In order to improve the learners' communicative competence and proficiency in English these universities organize compulsory courses in English (Rahman, 1999). While listening skill plays a vital role in the English language classroom, in most of the language courses listening skill is never taught (Saha, 2008). This study examined the extent of ignorance of listening skills at the private universities and also sought to find out the strategies for the development of listening skills at the tertiary level.

Data was collected from 15 private universities from Dhaka. For the investigation both close and open-ended questionnaire was provided to 295 undergraduate students of service courses and 30 teachers were interviewed. Theoretical framework was based on Krashen's input theory (1981 and 1985), Ausubel's meaningful learning theory (1978) and Morley's model of interactive listening (1991 and 1995).

From the findings of the study it was identified that most of the English language courses are completed without practicing listening skill, due to inappropriate syllabus and insufficient logistic support from the universities. The findings suggest that fewer numbers of students in the English language class would be more convenient for the teachers to teach the listening skill. Furthermore, specific syllabus and mark allocation is necessary for teaching listening.

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Declaration

I hereby declare that this dissertation is based on my original work except for quotations and citations, which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted to other institutions.

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This thesis has been approved and accepted for the fulfillment of the requirement of the Masters Degree in English.

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Table of Contents

Cover Page	i
Front page	ii
Dedication	iii
Abstract	iv
Acknowledgement	v
Declaration	vi
Approval Sheet	vii
Table of Contents	viii
List of Table	ix
List of Abbreviation	xiii

Chapter

I INTRODUCTION

1.0 Introduction	1
1.1 Problem statement	2
1.2 Purpose	3
1.3 Research Questions	4
1.4 Significance of the Study	4
1.5 Delimitations	6
1.6 Limitations	6
1.7 Operational Definition	7

1.7.1 Basic English/Fundamentals of English/Service Course	7
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II LITERATURE REVIEW

2.0 Definition of Listening Skill	8
2.1 Significance of Listening Skill	8
2.2 Neglect of Listening Skill in General	9
2.3 Bangladeshi Context	10
2.4 Status of English in Bangladesh	11
2.5 English Language Teaching Policy in Bangladesh	11
2.6 National Educational Policy 2010	13
2.7 CLT in Bangladesh and Ignorance towards Listening Skill	14
2.8 Emergence of Private Universities	15
2.9 Teaching Listening Skill	17

III METHODOLOGY

3.0 Research Design	19
3.1 Theoretical Framework	19
3.2 Sampling	20
3.3 Setting	21
3.4 Instrumentation	21

3.4.1 Questionnaire	21
3.4.2 Interview	22
3.5 Data Collection Procedure	22
3.6 Data Analysis Procedure	23
3.7 Obstacles Encountered	23

IV FINDINGS AND DISCUSSIONS

4.0 Introduction	25
4.1 Findings of the students' questionnaire	25
4.2 Findings of the teachers' interview	31
4.3 Findings in terms of outlines and syllabuses	37
4.4 Findings in terms of central research questions	37
4.5 Discussions of the findings	39

V CONCLUSION

5.0 Introduction	40
5.1 Summary of the findings	40
5.2 Contribution to research	41
5.3 Practical implication	42
5.4 Recommendation	42
5.5 Further studies	43

5.6 Conclusion	43
References	45
Appendix-A	
Questionnaire of the student	49
Appendix-B	
Interview questions of the teachers	51
Appendix-C	
Students' individual responses	53
Biography	75

List of Tables

4.1 Students' responses to the questionnaire	26
4.2 Teachers' responses to the interview	32

List of Abbreviation

CLT-Communicative Language Teaching

EFL-English as a Foreign Language

ELT-English Language Teaching

GTM- Grammar Translation Method

L2-Second Language

UGC- University Grants Commission

CHAPTER-I

INTRODUCTION

1.0 Introduction

The necessity of learning English in this twenty first century is beyond any explanation (Sadat and Alam, 2006:64). Khan (2007:31) identified English language as a tool to get access to better job market and international communication. Communication means encoding and decoding which take place simultaneously when the speaker and the receiver are acquainted with the structural arrangement, meaning and also with the words and phrases composed by the vocal sounds (Pahuja, 1995:4). If we need English for communication we should achieve the competence to suit the language to the occasion and also we have to understand the speakers by listening and interpreting them (*ibid*). Based on Pahuja's statement it can be said that in the process of communication listening is important and tossing out listening means slamming the door on the world of communicative English.

Rahman (1999:26) points out that a student of Bangladesh gets about 1600 contact hours in English before entering the university while 1000 hours instructional time is sufficient to attain proficiency in a language. But unfortunately the students cannot interact in this foreign language even after a vast period of time spent upon this subject (*ibid*). Considering the Grammar Translation Method (hereafter, GTM) inadequate to the demand for producing efficient English speakers and listeners, Communicative Language Teaching (CLT) has been introduced as a tool for communication (Hamid and Jr, 2008).

But again the objective is being almost downplayed because of negligence towards listening skill (Alam and Sinha, 2009:19). Abedin, Majlish and Akter (2009:69) claim that the tendency to avoid listening continues even at the tertiary level.

1.1 Problem Statement

Haque (2009:16) says that the private universities care for need-based modern courses to serve the developing nation in the immediate future. They offer programmes on subjects according to the demand of the job market and the most popular subjects are BBA, CSE, ECE, EEE, Pharmacy, LLM, English, and BTE (*ibid*). For the better performance of the students these universities offer compulsory courses of English (Rahman, 1999) which are supposed to include all the four skills – listening, speaking, reading and writing. Students have to take these courses along with their core courses .But the question is that whether ‘all’ the skills are enhancing or not.

Though the private universities are offering compulsory credit or non-credit reading, writing and also speaking courses specific listening program seems to be unavailable. Again in the speaking course there is hardly any mark allocated for listening where successful communication needs both the skills–listening and speaking (Long, 1987:921). Learners’ listening skill is not assessed even at the tertiary level (Abedin et al., 2009:69). The use of listening strategies seems to be absent whereas learning can be facilitated by the listening strategies (Chand, 2007).Context and culture are also ignored in the teaching of listening skill because Akter (2006:13) points out that the English language teachers of Bangladesh always use foreign materials considering the native context as a ‘model’.

As Bangladeshi students are not taught listening skills at their secondary and higher secondary levels, using native contexts at the beginning of the tertiary level will create problems for them (Alam and Sinha, 2009:43)

Alam and Sinha (2009:21) have mentioned that most of the teaching at tertiary level is done by lectures and classes in most of the private universities in our country are conducted in English. Besides, teachers having degrees from native speech countries may have different accents. As a result, they may deliver lectures in English with foreign accent. Students especially from Bangla medium sometimes face problems in understanding such lectures. Only 14% students of tertiary level are from English medium background (Jahan, 2008:162). Most of the students are from Bangla medium with weak English language competence (*ibid*).

Students facing problems in the classroom may also face difficulty in understanding the foreign programmes, but as learners of a foreign language they have to spend more time in receiving messages from radio, television announcements and of many other situations (Littlewood, 1981).

1.2 Purpose

The present study tries to reveal the ignorance of listening skills at tertiary level in Bangladesh. The study is an effort to generate awareness among English teachers, researchers, course designers, language policy makers and students of English for the proper implementation of this receptive skill.

1.3 Research Questions

The study addresses the following central research questions:

- 1) To what extent listening skills are ignored at private universities in Bangladesh?
- 2) What types of strategies and practices are needed to develop our English listening skills?

1.4 Significance of the study

Alam and Sinha (2009:32) have pointed out that tertiary level students have to listen to comprehend class lectures, to take notes, to carry out tasks and to interact with teachers and peers. Listening also plays a life-long role in the process of productive communication (*ibid*). Hedge (2001 in Alam and Sinha, 2009:20) says that to establish oneself in this sound system based society one must develop a high level of proficiency in listening.

Venkateswaran (1995:74) mentions that the purpose of teaching a language is to enable the learners to communicate in the target language. He proposes that every second of every language class must be used to equip students with the language skills according to their need. As listening is a prerequisite to communication it requires training (Alam and Sinha, 2009:22). Venkateswaran (1995:76) says that students must be trained to perceive syntactic groupings and also to produce meaningful longer segments from what they hear. So, listening must be accompanied by some activities through which students can demonstrate their comprehension. It is also observed by Sadat and Alam (2007:65) that

culture and contexts greatly influence learning. So, we need contextual listening as well as contextual learning.

Despite all these facts it has been pointed out that because of resource constraints and administrative difficulties it is strenuous to integrate listening skill at our SSC and HSC levels (Alam and Sinha, 2009:21). But tertiary level can be an appropriate place to implement listening skills properly (*ibid*) because it is mentioned by Abedin et al., (2009) that at private universities the less number of the students gives the teachers the scope to focus attention on listening skill.

Miyan (2009:16) has mentioned that in case of teaching, in the private universities high quality audio-visual equipment, multimedia and practical approaches are used. Learners can be highly facilitated as most of the private universities have invested heavily in IT (Information Technology) infrastructure (*ibid*). Having all the resource facilities universities in the private sector seem to be considered as suitable places where learners can get the opportunity to practice as well as educate themselves in an expected range.

The current study aims to help people to identify why listening is neglected in the private universities and at the same time locates some appropriate and effective strategies to facilitate the listening skills of the learners as well as their English language learning.

1.5. Delimitations

Throughout the whole academic life of the Bangladeshi students, English listening skills are ignored (Abedin, Majlish, and Akter, 2009:69). Since the private universities are providing the opportunity to practice this skill (see Miyan, 2009 and Abedin et al., 2009) the investigation was conducted in the private universities of Dhaka city. The data was collected from the students and teachers of basic English language courses because generally the syllabuses of these courses are designed to develop the learners' four skills.

1.6 Limitations

In order to collect data permission was needed from the private universities and also of the teachers. It was really a difficult job to manage the permission and even after getting the permission some teachers cancelled the appointments which were rescheduled afterwards. Sometime students' absences were faced as a constraint. During the data collection many students were absent because of holidays (Eid Ul Fitre, Semester Break) and class schedule (presentation, midterm and final exams). Many teachers did not allow their classes for the survey by saying that they had not taught the listening skill yet. As a part of the research it was necessary to collect the outlines and syllabuses. But it was found that some classes were not provided the outlines and syllabuses even after the midterm.

1.7 Operational Definition

The operational definition of the research is given below.

1.7.1 Basic English/Fundamentals of English/Service Course

The language syllabuses in the private universities are based on students' need and are designed to develop learners' listening, speaking, reading and writing skills. These courses are taught as credit courses along with the core courses. The language courses assist the learners' to enhance their knowledge of English and also help them to communicate in this language.

CHAPTER-II

LITERATURE REVIEW

2.0 Definition of Listening Skill

“Listening is a skill and any help we can give students in performing that skill will help them to be better listeners” (Harmar, 1998:98). Venkateswaran (1995:76) says that listening is an invisible mental process and also is an interactive process where the listeners work with their background knowledge and also with the current knowledge. Thus listening does not mean hearing only, but it also involves comprehension and at the same time acts as a bridge in the learning process (Abedin et al., 2009).

2.1 Significance of Listening Skill

Richards (2008:3) says that by providing aural input listening accelerates language learning. Language learning is dependent on listening and it can connect the learners directly to the target language (Peterson, 2001:87). By listening to a regular academic program of this skill learner’s vocabulary and idioms can be enriched by developing their cultural appreciation which facilitates their interpretation of the new language (*ibid*). So, language teachers must help the students to become good listeners because listening is also the basis of cognitive development (Saha, 2008:205). Long (1987:921)) says that, teachers are eager to develop students’ oral proficiency. Teaching speaking skill in ELT has become a fashion than the teaching of listening skill (Richards, 2008). But in general, speaking cannot be separated from listening. Long (1987) has considered the listening

skill as the other half of oral proficiency. For successful conversation we need to develop 'Conversational listening skill' (Nunan, 1989, 32).

According to Ross (1977) in the process of communication listening is significant. Communication requires sender, message and also receiver (Richards, Platt and Weber, 1985:48). To be communicatively competent we have to respond to various speech acts (*ibid*) which involve listening. Venkateswaran (1995:76) says that for effective listening in communicative situation, understanding the main message is necessary. CLT approach aims to make the learners communicatively competent (Barman, Sultana and Basu, 2006:254) because "communicative ability is the goal of foreign language learning" (Littlewood, 1981:2).

"Language is a system for the expression of meaning" and it is not only the combination of grammatical rules but also has functions and communicative meaning (Richards and Rodgers, 2001: 161). Littlewood (1981) mentions that the listener will have to extract the meaning with the existing noise distance and unclear sound and the receiver must understand the everyday speech which contains false starts, hesitations (*ibid*).

2.2 Neglect of Listening Skill in General

Long's study (in Long, 1987) shows that only 2% of total classroom time is spent for the development of listening skill. Long (1987:921) mentions that though the awareness is growing the teachers are not giving full attention to the development of their students' listening skill. Listening has been identified as a "Cinderella skill" by Nunan (1999)

which is always ignored by its elder sister speaking. Wang (2008) points out that in teaching English in the EFL contexts of Japan, Korea and China listening skill is ignored even in the modern EFL teaching process.

2.3 Bangladeshi Context

Maniruzzaman (2002:134) identifies listening as a challenging skill for the foreign language learners because this skill requires substantial endeavors by the learners. In case of acquiring our mother tongue we listen and speak, and then learn reading and writing but it is totally opposite when we are learning English— reading and writing and then occasionally listening and speaking (*ibid*). The author claims that this is the reason why Bangladeshi students face difficulty in case of listening English and they need to invest sufficient endeavors to acquire this skill. But the true fact is that students are never given that chance, because as Saha (2008:193) explains that in the schools, colleges and even in the university education Bangladeshi learners are never directed how to listen.

As the students of Bangladesh are never exposed to listening they fail to manage any kind of interaction (Bhattacharjee, (2008:18). Alam and Sinha (2009:20) claim that the neglect of listening skill in our language classes makes the learners weak in the spoken language also. It has been found that in most of the language courses in our country listening is never taught (Saha, 2008).

2.4 Status of English in Bangladesh

English played a predominant role in Indian subcontinent due to the successful expansion of English language by the British colonial power (Rahman, 1999:13). After the partition of India the status of English remained almost the same in Pakistan because English was the chief means of communication between the people of East and West Pakistan, as a result English got the status of a second language in Pakistan (*ibid*). Rahman (1999:14) mentions that after the emergence of Bangladesh English achieved the status of a foreign language in the newly independent country. Since English is an international language it necessitates its learning to the Bangladeshi people and this learning requires updated teaching of techniques (Hasan and Akhand, 2009:45).

2.5 English Language Teaching Policy in Bangladesh

Das (2009:29) says that in the British India it was the English language which ensured high status and position in the society. Since learning English was very lucrative the people were in a competitive mood to learn the “King’s English” (*ibid*). Das points out that in Pakistan English was taught and learned as a second language. English was the compulsory subject in secondary and higher secondary levels and it was the medium of instruction at the tertiary levels (Rahman, 1999:14). Ara (2009:10) says that after the emergence of Bangladesh English learning suffered much. As English got the status of foreign language this had a consequence in all the fields especially in the education sector (Rahman, 1999:13). Curriculums of English from primary to degree levels always keep changing with the shift of the governments (Das, 2009:49). Rahman (1999:13) says that teaching of English got inadequate attention at lower levels and learners were going to

the tertiary levels with weak command of English while textbooks and lectures were in English at this level. As a result students fail to read the books and express their views in English (*ibid*). Under these circumstances Rahman (1999:14) says that English has given ‘a new status’ in Bangladesh. Though the necessity of learning was felt, in the first official document of language teaching policy Bangla was given the medium of instruction at all levels of education and only for the sake of reality English was made a compulsory subject from class six to twelve (Das, 2009:39). But this policy ignored the teaching of English at tertiary levels (*ibid*).

In 1976, to assess the ELT situation in Bangladesh an English Language Teaching Task Force was set up by the Ministry of Education (Das, 2009:46). This task identified some reasons responsible for the poor teaching condition of Bangladesh that are given below.

1. Lack of helpful textbooks
2. Acute shortage of qualified teachers of English at all levels of education
3. Big size of the class
4. Defective examination system

Das (2009) identified that this task force did not report anything about the growing number of English medium schools.

In 1990, a survey report of National Curriculum and Textbook Board (NCTB) gave a frustrating picture of English proficiency among learners because it found that according to the syllabus and textbooks majority of the students are not achieving satisfactory levels of proficiency in learning the English language (in Ara, 2009).

Until 1980 English was taught as a compulsory subject in BA Honors and Pass Course but it was discontinued and in 1992 the Bangladesh Government passed an act to reintroduce English as a compulsory subject for all BA Honors and Pass Course students (Rahman, 1999:19). Though this act was supposed to be implemented from 1994-1995 session, even the 1995-1996 session did not ensure it (*ibid*). The National Committee on Education Policy 1997 (in Das, 2009) proposed four year degree course and one year master's course at the tertiary level.

Since the independence of Bangladesh many policies keep changing regarding the teaching and learning of English (Ara, 2009:10). Since 1991 NCTB has also been trying to improve the quality of English language teaching in Bangladesh but unfortunately none of the policies helped the students to develop their proficiency in the English language (*ibid*). Jahan (2008:155) says that after learning English for 13 to 15 years the students of Bangladesh cannot communicate in English. In this regard Bhattacharjee (2008:19) blames the recurrent changes in the curriculum and over emphasis on Bangla.

2.6 National Education Policy 2010

In the second chapter of the National Education Policy 2010, English has been introduced as a compulsory subject from class I. In this new format, secondary education is considered from IX to XII, where there are three sections— general, religious and vocational and in all the sections English is a compulsory subject (National Education Policy 2010). Furthermore the policy states that for the secondary education the medium of instruction is mainly Bangla, but according to the institution's ability English can be

the medium. In the university and college the present policy has provided a compulsory English course of 100 marks/3 credits at the degree level.

Rahman (1999) mentions that ELT in Bangladesh is always mixed up with the general education policy which ignores to provide any specific teaching policy for English learning and it can be found that the National Education Policy 2010 is not a different one. Ara (2009:10) says that after the independence of Bangladesh ELT policy always kept changing and none of them have been implemented.

Bangladeshi learners learn the English language from primary to secondary level (Quader, 1998) but still the English competence of the students is not up to the mark (Ara, 2009:10). Without having any specific English teaching policy, it is a matter of concern that whether the present policy will be able to produce efficient learners of English language.

2.7 CLT in Bangladesh and ignorance towards listening skill

Since the rule of the British empire GTM had been practiced for a long time in the EFL context of Bangladesh (Hasan and Akand, 2009:45). But this method failed to enable the students to communicate both in oral and written English (Hamid and Jr, 2008). Realizing the failure of GTM, in 1998, English Language Teaching Improvement Project (ELTIP) was established to improve the quality of ELT by using the CLT approach (*ibid*). Hamid and Jr (2008) informs that the books which ELTIP produced are supposed to follow the techniques and activities of CLT approach and their basic principle is to

help the learners to learn the English language in an interactive mood by using all the four skills— listening, speaking, reading and writing. In Bangladesh, the change from GTM to the CLT approach since 1990's has been termed as 'paradigm shift' by Alam and Sinha (2009:19). Though the teachers are supposed to teach following the CLT, unfortunately it is not done (*ibid*). Alam, Majlish and Akter (2009:69) have mentioned that by using CLT, reading, writing and speaking skills are given importance but the listening skill is never assessed whereas CLT framework incorporates all the four skills equally. This receptive skill receives the same negligence at the tertiary level also (*ibid*). Alam and Sinha (2009:21) have said that students of this level must be able to listen and understand the lecture as most of them are conducted in English in the private universities.

2.8 Emergence of private universities

Wahid (2009, 2) says "In less than two decades the concept of private university catering high education in Bangladesh has become a stark reality that even its harshest critic cannot brush aside anymore". Until 1992 all universities in Bangladesh were in the public sector (*ibid*). Mannan (2009) mentions that since 1971 with the growing population of the country the demand for higher education also grew but the supply was not according to the demand, and realizing the problem a private university law 1992 was enacted by the Government allowing the universities to be set in the private sector (*ibid*). Miyan (2009) points out that the Non-Government University Act 1992 amended in 1998 and 2010 was enacted to elevate the establishment and management of private universities.

The Government enacted the act to fulfill the demand of the higher education (Siddiqi, 2009).

According to the University Grants Commission (UGC) website (www.ugc.gov.bd) of Bangladesh there are 56 private universities in the country which have got Government approval. Haque (2009) says that the amount of money which the private universities are spending is increasing the GDP of the country and is also increasing its growth rate. After the emergence of the private universities going abroad for higher education has decreased by 40% to 50% (Quase, 2007). By the operation of these universities foreign currency of a few thousand crore taka has been saved and brain drain also has been stopped (*ibid*).

Mannan (2009) says that since the private universities are “self-sustaining” the education in these universities is expensive because the total cost comes from the founders and students which also include financial aid to the students. It is also a true fact that in 2005 after an enquiry by the UGC the operation of five universities was suspended (Haque, 2009). Mannan (2009) claims that the reason behind this fact is that some universities are run by people who do not have even the qualification to run a primary school and he suggests that only the intervene of UGC and Ministry of Education can solve the problem.

Haque (2009) claims that too much intervene from the UGC can stifle the expansion of university education in the private sector. No one can deny the necessity of these universities because it has been estimated in the strategic plan for higher education in

Bangladesh: 2005-2025 and by the year 2025 the country will need 12 new universities for the accommodation of the growing students (in Miyan, 2009).

Miyan (2009) tells that higher education in the private sector has created in Bangladesh a new paradigm of quality and life related education. The private universities are filling the gap and they will fill the demand but for this they need constant support from the Government and UGC (Mannan, 2009).

2.9 Teaching Listening Skill

Ur (1984) suggests encouraging the learners to decode from the information by using his common sense and native language for his understanding. Because comprehension requires the simultaneous interaction of bottom up and top down processing (Silberstein, 1994:7). In bottom up processing input is depicted against the reader's previous knowledge and top down processing of occurs when prior knowledge is used to make predictions about the given input (*ibid*). Silberstein (1994) suggests that activities that help the students in using background knowledge facilitate the comprehension.

According to Morely (2001) in the top down processing of listening the listener's ability is involved to use prior information to understand the heard language. The bottom up process helps the listener to give close attention to every detail of the language input and bottom up mood assists to listen as well as grasp the sounds of words, grammatical relationships and lexical meaning (*ibid*).

It is also suggested by Ur (1984) that exercises that encourages a relaxed and holistic approach help the foreign learners to perceive meaning from the input that is heard. Nunan (1999) suggests few characteristics for a listening course like explicit listening goals, use of authentic materials, schema building tasks, strategies for effective listening and opportunities for the learners to practice in the classroom.

CHAPTER-III

METHODOLOGY

3.0 Research design

This research is quantitative and qualitative in nature. The purpose of the study is to reveal the ignorance towards listening skill and also to generate awareness for the implementation of this skill. The investigation was conducted through open ended and close ended questionnaire to 295 students and by taking interview of 30 teachers at 15 private universities. Krashen's input theory (1981 and 1985), Ausubel's theory (1978) and Morley's model of interactive listening (1992 and 1995) were applied to support the study.

3.1 Theoretical Framework

According to Krashen's (1981) input theory language input is the most essential condition of language acquisition. Input is the L2 data which the learner hears and it becomes intake only when that data is assimilated into the interlanguage system. Krashen's (1981) view is that acquisition takes place when the input is a little beyond the learner's current level of competence which is termed as "the $i+1$ level". Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. He further suggests that listening must be higher than the level of the target learners, which suggests for pedagogical aspects of listening.

Krashen's "the $i+1$ level" refers to the incorporation of listening practice for comprehensible input for which we need academic and designed practice of listening.

Input is made comprehensible because of the help provided by the context and only exposure to input cannot be intake by the learners if the L2 data is not according to the demand or accurate stage of the students (Ellis, 1992). Learning occurs when new information is linked to the knowledge already held by the learners already knows – learners' background knowledge (*ibid*). According to Ausubel (1978) for meaningful learning we need meaningful material. Meaningful material includes learner's own culture and context (*ibid*). Since language and culture are inseparable, it can be said that language is the carrier of culture or culture is embedded with language.

So learners need to use their background knowledge and culture for learning the target language as well as for the development of the listening skill. By developing listening skills learners can be communicatively competent if they are involved in interactive listening (Morley, 1992 and 1995). Interactive listening includes the activities of turn taking, challenging, topic shifting, discussion and so on (*ibid*).

3.2 Sampling

According to the UGC website 2010, there are 45 private universities in Dhaka city. One third of them-15 universities were investigated considering sufficient for the study. Since the basic English courses are taught to every single student, data was collected from the students and teachers of these courses. 295 undergraduate students of basic English

courses were given the questionnaire randomly in 15 private universities. 30 teachers (two teachers from each university) of the same courses were interviewed.

3.3 Setting

The study was conducted in the formal setting of the classroom. Because of the formal setting it was necessary to make the students free to get the actual information. Though the data was collected from the classroom, there was an effort to make the atmosphere relaxed for the students. Teachers were interviewed in the university setting at their appointed time.

3.4 Instrumentation

The data was collected by using two systems:

3.4.1 Questionnaire

For collecting data questionnaire was given to the students. The questionnaire (Appendix-A) comprised ten open and close ended questions. Questions 1, 2 and 3 were asked to collect general information about the teaching procedure of the class as well as of the university. The fourth question was given to know about the student's understanding level. The fifth question was used to understand whether the students are aware about listening skills or not. Questions 6 and 9 were asked to know how much interactive the classes are. Questions 7 and 8 were asked to collect the information about the context and material of the courses. The last question provided the students the chance to express their opinion.

All these questions are directly related to the central research question 1 and to some extent these are also linked to the central research question 2.

3.4.2 Interview

30 teachers from 15 universities were interviewed. Every teacher was asked six questions (Appendix-B). The first question was about the teachers' concept of listening skill as well as English teaching and learning. The second question was about the syllabus. The availability of logistic support was asked in the third question. The fourth question was used to know about the activities and materials used in the classroom. The last two questions were asked to get the teachers' ideas and opinions for the academic implementation of the listening skill. All these questions are set to find out the answer of the central research questions.

3.5 Data Collection Procedure

It took 15 to 20 minutes to conduct the survey. As the teachers were requested earlier the survey was done in the absence of the teachers at the beginning or at the end of the classes. After entering into the classroom instruction was given in English. In some cases Bangla was also used according to the necessity. After the introductory part the questionnaire was distributed among all the present students with proper guidance. The subjects were requested to fill up the questionnaire by giving and writing their honest opinions in the given spaces. The students were assured that their identities would be kept hidden.

Teachers were interviewed individually. They were interviewed at their appointed time. They were asked not only the set interview questions but also the relevant facts. In this regard, teachers were diplomatic in their answers because the room setting was not convenient for the interview. The cubicle shape of the rooms and the presence of the other teachers did not let the interviewees to talk freely.

3.6 Data Analysis Procedure

The data collected from teachers and students were presented in two separate tables. The responses from the questionnaires were analyzed separately. Total responses of the students for the options of each item were counted in the form of table with percentage. First, the data is tabulated and then results are presented in a descriptive manner. Teachers' answers were summarized in a table and then the findings were analyzed.

3.7 Obstacles encountered

As the learners of the basic English courses are at the very beginning level of their university life it took time and effort to make them understand about the questionnaire. Because of the open and close ended questionnaire they were supposed to write and almost all the students wrote in English. But the incorrect sentence structure made it very difficult to understand what they had meant by writing in the given space. For the survey it was required at least 20 minutes but most of the teachers allowed only 10 minutes and after requesting some teachers did not agree to leave the classroom. As a consequence everything was in a hurry and the data can be influenced by the presence of the teachers.

When the teachers were interviewed most of them were not ready to say anything against their authority. One of the reasons could be the formal setting.

CHAPTER-IV

RESULTS AND DISCUSSIONS

4.0 Introduction

Bangladeshi students face problem in case of listening English because in the schools and colleges these learners are never given the chance to acquire this skill (Maniruzzaman, 2002:134) and even in the university education Bangladeshi learners are never directed how to listen (Saha, 2008) and as a consequence they fail to interact in the oral communication (Bhattacharjee, 2008). Concentrating on this matter the study tends to find out the answer of the following research questions:

1. To what extent listening skills are ignored at private universities in Bangladesh?
2. What types of strategies and practices are needed to develop our English listening skills?

The data of the research was collected from 295 students and 30 teachers of 15 private universities by means of questionnaire and interview.

4.1 Findings of the students' questionnaire

Questionnaire was provided to the 295 undergraduate students of 15 private universities.

Table of students' responses and the findings are discussed below.

Table 4.1: students' responses to the questionnaire

No.	Question	Result		
1.	What is the medium of instruction in your English class?	English	Bangla	Mixture of English and Bangla
		143	0	152
2.	Has the university offered any specific listening course to you?	Yes		No
		26		269
3.	Is there any mark allocated for listening skills in your English course outlines?	Yes		No
		83		212
4.	Do you understand English programmes?	Yes	No	Sometimes
		140	10	145
5.	Do you need practice to develop your listening skills?	Yes		No
		289		6
6.	Are there any activities/activity done in your English classes for listening skill?	Yes		No
		89		206
7.	Do you think that the content of your classroom activities is from Bangladeshi context?	Yes	No	Sometimes
		67	114	114
8.	Have you found the material interesting?	Yes	No	Sometimes
		93	50	152
9.	Are you motivated to take part in presentation/ role play/group work/pair work in your English classroom?	Yes	No	sometimes
		95	77	123
10.	Which option do you prefer for the development of your listening skills?	Specific listening course	Mark allocation	None
		267	9	19

(Individual responses of the students are shown in the Appendix-C)

In response to the question 1(Table- 4.1) it has been found that most of the students (152 or 51.52%) answered that the medium of instruction at their universities is a mixture of

English and Bangla while 143 students (48.5%) replied that the medium of instruction is solely English. Technically speaking the medium of instruction at the private universities is English but the teachers use Bengali with English because the first year undergraduate students do not understand the English lecture since most of them have been shifted from Bengali to English medium. The present result demonstrates that teachers use Bangla with English to make the students understand specially the difficult English terms and vocabularies. Few students also confessed that they are weak in understanding English and mixture of mother tongue and the foreign language makes it easy for them to understand. It was also informed by the students that Bangla is used by the teachers to make the students easy and comfortable. The data also shows that a very few students support the solely English instruction.

269 (Table- 4.1) students (91.18%) said that their universities do not offer any specific course on listening. 26 Students (8.81%) of only one university answered that a specific course named “listening and speaking” is offered positively in this regard. This finding suggests the negligence of listening skills by the private universities. According to the students’ information sometimes teachers give ideas to develop the students’ listening skills. It has also been found that though any particular listening course is hardly offered the students still get chance to practice it by using the sound system. But again the logistic support is not sufficient and modern; as a result, learners do not feel interested.

Based on the previous question, only one university is offering listening course. As a consequence in response to the question 3, (Table- 4.1) only 83 or 28.13% students

(includes the 26 students of that one university) answered positively and the rest of the 212 (71.9%) students denied the allocation of marks in their course outlines. Some students informed that since very few marks is allocated teachers give little attention and thus it is not helping to improve this (listening) skill. It has also been found that each and every student does not get the chance to practice listening.

The result of the question 4, (Table- 4.1) indicates that 145 students (49.15%) to some extent understand the spoken English used in English programmes. 10 students (3.4%) mentioned that they do not understand English programmes at all while 47.5% students said that they understand. The reasons for not understanding are intonation, stress, accent, dialect, the fast space of the native speakers and unfamiliar words. Few students informed that their teachers motivate them to watch and listen to English programmes. Some students mentioned that if they listen attentively and carefully then they can understand.

From question 5, (Table- 4.1) it has been found that 97.96% students (289) feel the need to practice to develop their listening skills. The finding shows that students are aware of the importance of developing their listening skills. The reasons for developing their listening skills are to understand the foreign accents and to communicate in English. One student mentioned that the schools and colleges do not give the opportunity to practice English listening skills so the university must give the chance. Another student also said that if there is class for listening skills then there will be homework, which can create pressure to practice at home; he further mentioned that only self- motivation is not enough to encourage oneself to practice.

It is evident from question 6 (Table- 4.1) that specific listening activities are not being done in the private universities because 69.83% students said that no activity was practiced in the class for this skill while 30.16% said that it was. In terms of the background information the students who have answered positively mentioned that they have to answer after hearing the cassette player and watching the piece of movies. Mostly they work in groups. In this regard one has mentioned the name of an activity “Planning a Party”. The students who gave negative response wrote that their teachers advise them to watch and listen to the English programmes in radio and television. Among the 30.16% students who mentioned that listening activity was done, most of them mentioned that they like conversation and group work.

In response to the question 7 (Table- 4.1) 114 students (38.64%) replied that sometimes the materials of their lessons are taken from Bangladeshi context and equally the same number of students informed that the content of their lessons are always foreign. Only 67 students (22.71%) have Bangladeshi materials in their classrooms. So it is evident that contextualized materials are not frequently used in the teaching of English listening skills. Some students mentioned that their teachers talk about the Bangladeshi incidents to make the students understand. One has mentioned that teachers think of USA and UK contexts as their idol. Few students have the realization that Bangladeshi context will help to know Bangladesh as well as the English context. At the same time some students consider the use of Bangladeshi context unnecessary in the English classroom. It is also found that a few students are familiar with the use of Bangla magazines and Indian books and their teachers also let them to relate the foreign topics with their culture.

The result of the question 8 (Table- 4.1) indicates that students are not motivated to learn the English language. 152 students (51.52%) informed that the materials used in the classroom are not always interesting and 50 students (16.94%) never find the materials enjoyable, and the rest 93 students (31.52%) were satisfied with the materials. Some students blame the teaching style which cannot make the lessons interesting. The students further mentioned that the lessons and texts which are easy and related to the Bangladeshi context help them to feel comfortable. It has been found that the texts are interesting when the teachers help the students to understand the concepts in the texts.

It is evident from question 9 (Table- 4.1) that 26.10% (77) students are never involved in any kind of activities like presentation, pair work, role play and group work. Though 32.20% (95) students always participate in the classroom activities, it is also clear that most of the students (41.69%) hardly get chance to take part in the classroom activities. Reasons for not being involved in the classroom activities are time constraint, lack of interest/ motivation, shyness, hesitation, tension and fear of being ridiculed. The finding also suggests that the extroverts are the ones who are constantly participating in the classroom activities. Students also mentioned that if they work in groups they can discuss freely.

In answer to the question ten, (Table- 4.1) almost all the students (90.50%) want their universities to offer specific listening course. Some students said (6.44%) that self practice is enough to develop English listening skills while a few (3.05%) mentioned that marks allocation is needed.

4.2 Findings from the teachers' interview

30 teachers from 15 private universities were interviewed. Among the 30 teachers two are associate professors, two assistant professors, eight senior lecturers and the rest are lecturers. Among them 16 are faculties with M.A. in literature, 10 are M.A. in English Language Teaching, two have done their M. Phil in English Language Education and the other two faculties are PhD degree holders. 11 teachers informed that they have research/academic publications. Seven teachers' publication procedure is on-going while the rest 12 faculties have no publications. It has been found that some teachers do not have any publication inspite of having five to eight years of teaching experience. There were two teachers who had taught in schools and colleges for 15-25 years and now they are teaching in private universities. It has also been found that 10 teachers always attend different workshops, seminars and conferences. One teacher has TKT (Teaching Knowledge Test) training from the British Council, one has done IELTS, and two teachers have ELT degree from IML (Institute of Modern Language). The rest of the teachers (16) have no training in the teaching field and they are also reluctant to attend any kind of seminars and conferences.

The findings of the interviews are given below.

Table 4.2: Teachers' Responses to the Interview

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
T1	All the four skills are integrated	Does not particularly focus on the listening skills	No	No Listening from the teacher	N/A	Specific syllabus
T2	To understand others	Not meant to teach communication	No	No Listening to the audio cassettes	N/A	Training necessary for teaching four skills
T3	By listening properly things can be clear	Not enough for time	No headphone	No English movies can be played	N/A	Language lab
T4	Listening helps to identify the difficulties in speaking	Does not give any direction	No in house training	No	N/A	Teachers need few months training
T5	For good speaking we need listening	Anyone can define according to himself/herself	Multimedia support not enough	Yes Listening to fill the given gaps and answer the MCQ questions	Headway pre-intermediate	Students must be taken care individually
T6	Unless you listen you cannot speak	Yes, because of the course regarding listening	Yes	Yes Listening to answer short questions	Headway pre-intermediate	Particular listening course
T7	To understand the foreign accent	Syllabus is time consuming	Projector is not available	Yes After listening find out the key words	Collect from IELTS and TOEFL books	Further classes are necessary
T8	Listening is a prerequisite to learn a second language	No specific syllabus	Electricity problem	No	N/A	Teachers need training
T9	All the skills are required to get job	Obviously	Not enough	Yes Debate on a particular topic	Internet	Fast internet service
T10	Important	No provision to test listening	No TV	No	N/A	Marks allocation
T11	Unavoidably essential	Vast syllabus	Logistically poor	No Video games can be used	N/A	Training for the teachers

T12	Part of learning	Large syllabus	Listening is not tested	No	N/A	Listening must be tested
T13	To understand the English medium education	Syllabus must be reduced	In house training not effective	Yes Find out the specific information	Headway	Effective in house training
T14	To understand the English lecture	Yes	Cassette player is not enough for a large class	Yes After listening to a topic pair or group work	Headway	Spoken English must include listening skills
T15	Listening skill makes an eligible speaker	Yes	Library is not rich for listening materials	Yes Practical listening – interview board is made by the students	Headway books and internet also	Library for teachers
T16	To be established in the job field	Open ended syllabus can take any shape	Computers out of order	Yes After listening main idea is asked	Headway	Equipments must be updated
T17	For the exposure in the foreign language	No	Large class	No	N/A	Small class
T18	Listening skills are interlinked with other skills	Big syllabus	Number of students does not permit to teach listening skills	No Literature can be read out loudly	N/A	The performance of the each student should be ensured
T19	To decode the heard meaning	Not modern	Time constraint	No	N/A	Integration of all the skills need training
T20	Speaking and listening go hand in hand	Purpose is not to teach communication	Activity class need different arrangement	No	N/A	Marks must be allocated
T21	To catch the lecture in classroom	Emphasize on reading and writing only	No language lab	No Students can be assigned to watch BBC/CNN everyday	N/A	Students must be motivated to listen
T22	Obviously important	Only to enhance learner's reading and	No sound system	No	N/A	Syllabus must emphasize on listening skill

		writing skills				
T23	Certainly important	Not up to the date	Only cassette player is not enough	Yes Songs are played for particular words	Headway	Updated multimedia
T24	To understand the foreign people	Tiny syllabus can take any shape	No native narrator	No	N/A	Faculty development programme
T25	Makes messages clear	Less attention to listening and speaking skills	No projector	Yes After hearing a topic instant prestation	Headway	Marks allocation can be a pressure
T26	To be acquainted in the foreign language	No specific syllabus	Four months course is not enough	No	N/A	One year or four months everyday listening course
T27	To be familiar with the second language	No	No equipment support	No	N/A	A question—answer session class
T28	To be efficient in the world language	Only to teach reading and writing	Load of classes do not permit to prepare material	No	N/A	Specific listening course can be experimented
T29	To learn the English language properly	Not enough	Multimedia classroom has to be booked earlier	Yes Assignment on English film	Headway text and <u>use piece</u> English movies also	Specific listening and speaking course
T30	Without listening language learning is incomplete	Yes	Computers out of order	Yes Short films are used for role play	Headway text	Language lab with abundances of every necessary equipments

In response to the question 1 none of the teachers denied the necessity of teaching listening skills.

Realizing the importance, teachers in response to the question 2 (Table- 4.2) mentioned that they are not able to teach listening skills because only a very few teachers are satisfied with the scope provided by the syllabus for teaching listening skill. Most of the teachers (83.33%) claimed that this option is very limited since the syllabuses emphasize on reading and writing skills; listening skill is marginalized.

In response to the question 3 (Table- 4.2) teachers (10%) mentioned that due to the lack of logistic support from the university authorities they were unable to integrate listening skill with other skills like speaking and reading. Only two teachers (6.66%) claimed that they have enough logistic support for teaching listening skills but rest of the teachers (83.34%) are not satisfied with the support. So this finding suggests that universities do not provide enough logistic support for teaching listening.

From the forth question (Table- 4.1) it has been identified that 40% teachers teach their students listening skills but most of the teachers (60%) do not practice any kind of listening activity in their classes. Teachers blame the students for lack of enthusiasm which make the classes less interactive. It should be mentioned that since most of the students are from Bangla medium they are habituated with the teacher centered classroom. Again, since mark is not allocated students are unwilling to practice listening

activities. Regarding separate listening activities the teachers made various suggestions that are given below:

- Activities must not be confined to the books and practical listening must be acted through role play;
- Teachers must be innovative and must think about the effective activities;
- Students must be motivated and also should feel free to participate in the classroom activities;
- Interesting topics need to be set according to the students' levels;
- Students must get adequate exposure to the spoken English;
- Some teachers argued for argumentative topics on the recent events to be used in the listening classroom. The topic mentioned by the teachers are: 'Men are responsible for divorce', 'Bangladesh after 50 years', 'Technology after 10 years', 'Science fiction', 'Musa Ibrahim', 'Facebook' and so on.

The response of the fifth question (Table- 4.2) suggests that teachers are reluctant to use any kind of Bangladeshi materials for teaching listening skills. They defend themselves by saying that they are not familiar with Bangladeshi listening materials. Among the 12 (40%) teachers who use listening activities, five teachers do not even feel the necessity of using contextual materials (for teaching listening skills). All the teachers uttered the name of the Headway series which they use with the provided CDs. It was also informed that they insist their students to watch CNN and BBC but not English news on Bangladeshi channels. Two teachers agreed that Bangladeshi English news will also be helpful for students since these news programs present events which are familiar to them.

In reply to the question 6 (Table- 4.2), for the development of listening skills many teachers expressed their desire for ELT training. Most of the teachers are from literature

background, who have experience of teacher centered teaching. They mentioned that they need at least few months of training to operate the language classes and also require the knowledge of the multimedia. The teachers explained that in-house training and faculty development programmes will be helpful to ensure updated and efficient teachers, as well as teaching. The teachers also expressed their desire for small classes with 20 students but sometimes they get nearly 40 students.

4.3 Findings in terms of outlines and syllabuses

Among the 15 private universities, as a service course only one university has offered a listening course along with speaking named “Listening and Speaking” which aims to improve the students’ ability to communicate with proficiency and self confidence in all situations. Other courses were titled ‘Basic English’, ‘Fundamentals of English’ and ‘Fundamentals of Spoken English’. Though the titles do not emphasize on listening few courses have allocated 10-15 marks for this skill. Most of the outlines are prepared without giving any marks for listening skills. The outlines which aim to engage students in interactive activities and improve students’ communicative competence cannot be applied fully because of large class and time constraint. Teachers mentioned that to apply listening skills they require fewer students, for instance 15-20. Most of the syllabuses are designed to enhance reading and writing skills.

4.4 Findings in terms of central research questions

The research questions of the present study are—

- 1) To what extent listening skills are ignored at private universities in Bangladesh?

2) What type of strategies and practice are needed to develop our listening skills?

From the findings of both the students' questionnaire and teachers' interview, it is evident that to a greater extent listening skills are ignored at the private universities of Bangladesh. This fact has become crystal clear when the outlines and syllabuses were also analyzed. The findings suggest that most of the teachers use mixture of Bangla and English as the medium of instruction in the classroom for the better understanding of their students but at the same time they use materials of solely foreign culture for the listening activities. The students do not seem to understand the English instructions and the foreign/western materials reduce their interest/motivation, participation and at the same time their learning. It is evident that many students hardly participate in the classroom activities and there are rare classes where specific listening activities are done, and the reasons behind are inappropriate syllabus and insufficient logistic support. So, it can be stated that most of the service courses are completed without practicing any listening activities.

For the development of listening skills, students chose the option of specific listening course and also showed their intention to practice this skill in the classroom. Teachers preferred listening course with speaking and they also suggested using argumentative topics for the practice of listening activities. The classroom activities can be listening for specific information, listening for general information, identifying phonological features and note taking. The activities can be done by using audio cassettes, piece of English movies can be played, debate on specific topics, role play on practical topics listening for

problem solving, listening for comprehension and so on. At the same time marks must be allocated and listening must be tested.

4.5 Discussion of the findings

The overall analysis indicates that the private universities seem to be reluctant to offer courses for listening skills. Practice of listening activities is almost absent. Krashen's (1985) input theory insists the pedagogical implication of listening skills but the findings suggests that listening activities are beyond any practice. According to Ausubel (1978) to intake the heard input learners need to use their own background knowledge culture and context, which are ignored in the practice of listening skills because according to the findings students are not exposed to Bangladeshi cultural materials. Morley (1995) emphasizes on interactive listening to make the students communicatively competent whereas most of the students are not frequently involved in the classroom activities and only a very few classes of the service courses practice specific listening activities.

CHAPTER- V

CONCLUSION

5.0 Introduction

To be efficient in English language it is necessary to be proficient in listening, speaking, reading and writing skills (Abedin, Majlish and Akter, 2009). But in Bangladesh listening skill is always ignored throughout the whole academic life of a student (*ibid*). Saha (2008) says that even at the tertiary level this skill is not taught. Though the private universitie offer basic or fundamental courses of English language they tend to ignore the listening skills. So, the present study aimed to focus on how much listening skills are ignored at these private universities and to determine the types of strategies that are needed to develop English listening skills. To reach the goal the study collected data from 295 students and 30 teachers of 15 private universities.

5.1 Summary of the findings

Based on the findings it seems that most of the private universities are not well equipped to provide the chance of adequate practice of listening skills. Inappropriate syllabus and insufficient logistic support do not permit teachers to practice the listening skills in the classrooms. So, language teachers hardly give attention towards this skill.

Limited resources and logistic support give the learners hardly any exposure to the listening skills. The few learners who are exposed to these activities are being taught with the foreign culture because teachers do not focus on the local materials. While contextual

background is necessary for understanding, lack of schematic knowledge dispels the learners' interest and participation and as a result language learning does not progress.

The findings of the study seem to suggest that the Basic English or Fundamentals of English courses of private universities are incomplete without practicing listening skill. Without this skill student can be found inefficient in English language. At the same time the findings of the study suggests that the use of appropriate strategies can improve the learners' listening skills as well as knowledge of English. Based on the findings the strategies are— a language class should not exceed 15-20 students, marks should be allocated and listening activities need to be practiced by using argumentative and authentic topics.

5.2 Contribution to the research

Quader's (1998) findings explain that in Bangladesh students of all levels face difficulty mainly with listening skill which shows that their low proficiency make it difficult for them to understand the language. It is only because our students are never exposed to the formal listening (Bhattacharjee, 2008). Despite this concrete fact very few research (see Alam and Sinha, 2009, Abedin, Majlish and Akter, 2009 and Saha, 2008) have been done on the functions and necessity of listening skills. Even so, these are small scale survey because these were done in one or in very few universities which seem to be insufficient to present the actual situation. Again these studies were done either from the students' perspective or from the teachers' only by using close –ended questionnaire. All these necessitate other researches to be done. In this regard, upholding the situation both from

the teachers' and students' perspective this study can be a forcible one for the development of listening skills because to specify the extent of ignorance of listening skills in the private universities the present research was specifically conducted in the service courses. The questionnaire was both open-ended and close-ended. The interview of the teachers and open-ended questionnaire gave the scope to penetrate the overall findings in detail.

5.3 Practical implication

Shaha (2008) mentions that by focusing on CLT, ELT in Bangladesh has come out from the only exercises of writing and reading skills but still listening skill is ignored in our country whereas development of listening skill is compulsory to communicate in English. The present study can benefit the academics, syllabus designers and ELT professionals to implement the listening skills. Since there is hardly any research on this skill it will also help the research community.

5.4 Recommendations

Based on the findings it may be mentioned that effective and ideal English language courses need to be introduced to help the learners to be better listeners. Some recommendation for effective listening at the tertiary level of private universities can be considered:

1. syllabus should specify the listening skills and university authorities need to provide the necessary logistic support for the teaching of this skill;
2. outlines should be prepared by allocating marks for the listening skills;

3. teachers need to be trained to take the language classes;
4. teachers need to be mentally prepared to teach the listening activities with the existing constraints;
5. effective materials should be produced by the teachers to make the learning enjoyable and in this regard teachers need some expertise to prepare those;
6. materials should be used according to the learners' level and they should be given the scope to use their background knowledge to connect with the materials;
7. curiosity and interest should be aroused among the learners to involve them in the listening activities;
8. exposure to sufficient English speech is necessary and in this regard conversational clubs can be established;

5.5 Further studies

The data for this study was collected only from the private universities of Dhaka city. Research can be done in the other districts of Bangladesh. Comparative studies can be done by comparing public and private universities. Furthermore, survey can be conducted in the primary, secondary or higher secondary levels.

5.6 Conclusion

Venkateswaran (1995) identifies that in learning a new language the chief problem the learners face is the sound system to understand the heard language. Quader (1998) says that being unused to the English spoken language; Bangladeshi learners find the listening skill most difficult to understand which becomes apparent when they need to be

respondents of the English spoken texts. The findings of the present study show that English listening skill is neglected in general. Lack of exposure to spoken English and the use of foreign culture in the classroom make the texts and activities difficult for the students. From the findings it can be said that language teachers prefer American and British materials; such materials have become constraints for the learners to interpret. Based on the findings of this study it may be generally concluded that the existing condition of English listening skill in the private universities requires intensive treatment.

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Appendix-A
For the Students

[Please give tick mark on the suitable option and write briefly in English/Bangla in the given space. Collected information will be kept confidential]

1. What is the medium of instruction in your English class?

- a. English b. Bangla c. Mixture of English and Bangla

Please explain:

.....
.....

2. Has the university offered any specific listening course to you?

- a. Yes; b. No

Please explain:

.....
.....

3. Is there any mark allocated for listening skills in your English course outlines?

- a. Yes; b. No

Please explain:

.....
.....

4. Do you understand English programmes (BBC, CNN, English movie, serials, reality shows)?

- a. Yes; b. No c. Sometimes

Please explain:

.....
.....

5. Do you need practice to develop your listening skills?

- a. Yes; b. No

Please explain:

.....
.....

6. Are there any activity/activities done in your English classes for listening skills (listening to TV or radio news/ weather/ conversation/ songs etc)? If 'yes', which one do you like most?

.....
.....
7. Do you think that the content (text) of your classroom activities is from Bangladeshi context?

- a. Yes b. No c. sometimes

Please explain:

.....
.....
8. Have you found the content/material interesting?

- a. Yes b. No c. sometimes

Please explain:

.....
.....
9. Are you motivated to take part in presentation/ role play/group work/pair work in your English classroom?

- a. Yes b. No c. sometimes

Please explain:

.....
.....
10. Which option do you prefer for the development of your listening skill?

- a. specific listening course b. marks allocation c. None

Other/s.....
.....

Student's information (The information will be kept confidential)

Name:

Date:

Name of the educational institution:

Subject:

Semester:

Appendix-B
For Teachers
Interview questions

1. Do you think that listening skill is important?

2. Does the syllabus contain any scope for teaching listening skill?

3. Is there enough logistic support for the integration of the listening skills with other skills?

4. Do you integrate any kind of activity/activities to teach listening skills and what more can be added?

5. What kind of materials do you use in the classroom?

6. What more can be done in private universities for the development of listening skill?

Teacher's information (The information will be kept confidential)

Date:**Designation:**

Name of the institution:

Field of expertise:**Degree:**

Training:**Publication:**

Appendix-C

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10
U1-S1	E- Everything is explained in English	N	Y 10%	S Do not understand English movies	Y To develop our English knowledge	Y conversation	Y	N	S	SLC
S2	M- Sometimes Bangla is used	N	Y	S Difficult to understand because of the accent	Y Home practice not enough	Y	N In the English classroom Bangladeshi context not possible	N	Y Feel free with others	SLC
S3	E-	N	Y	Y	Y	Y	S Use of Bangladeshi newspaper	S	S Good speakers get chance	SLC
S4	E-	N	Y	Y	Y	Y Group discussion	N only foreign texts are used	S	Y Group work	SLC
S5	E-	N	Y	Y	Y	Y	S	N	Y Group work gives the opportunity to discuss freely in less time	SLC
S6	E- Bangla is also	N	Y Very few	Y This course is	Y	Y	S	S	Y Since time is	SLC

	used when we do not understand			helping					short group work is better	
S7	E	N	Y	Y Because of the course	Y	Y	S	N	S	SLC
S8	E	N	Y	Y	Y	Y	S	S	S Known faces speak	SLC
S9	E	N	Y	Y	Y	Y Group work	Y	Y When the conception is clear	S	SLC
S10	E	N	Y	Y	Y	Y	S	Y	S	SLC
S11	E	N	Y	Y	Y	Y	N	N Texts are very difficult	S	SLC
S12	E- Course title is Spoken English	N	Y Not enough	Y	Y	Y	S	Y	N Do not feel interest	SLC
S13	E	N	Y	Y	Y	Y	S	S	S	SLC
S14	E	N	Y	Y	Y	Y	N	N Do not feel interest	S	SLC
S15	E	N	Y	Y	Y	Y	S	N	N Hesitate	SLC
S16	E- Interesting topics are told in Bangla	N	Y	Y	Y	Y	S	NF	S	SLC
U2 S17	E- To help us to communicate in English	N	Y	Y	Y	Y	N	N Boring teaching	Y	SLC
S18	E	N	Y	Y	Y	Y	N	S	S	SLC
S19	E- English is an international	N	Y Marks distribution	Y	Y	Y conversation	Y	S	Y Interesting topics	SLC

	language and it is necessary to know how to communicate in this language		is not effective						motivate	
S20	E	N	Y Teachers do not pay full attention	Y	Y	Y	N	S	Y	SLC
S21	E	N	Y	Y	Y	Y	Y	N	Y	SLC
S22	E	N	Y	Y	Y	Y Conversation with teacher	N Texts are foreign	Y use of different and new items	Y	SLC
S23	E- To make the students efficient in English	N	Y	Y	Y	Y	N	S	S	SLC
S24	E	N	Y Practice not enough	Y	Y No other alternative of practice	Y	Y	N	S	SLC
S25	E	N	Y	Y	Y	Y Group discussion	Y	S	S	SLC
S26	E	N	Y	Y	Y	Y	Y	S	S	SLC
S27	E- Bangla is used when we face problem to understand the lesson in English	N	Y	Y	Y	Y	N	Y	S	SLC
S28	E	N	Y Everybody	Y	Y	Y	N	N	S	SLC

			can't practice							
S29	M- Bangla is used for the difficult words	N	Y	NF Most of the cases I do not understand	Y Homework must be given	Y Conversation with one another	N	N	S	SLC
S30	E	N	Y	NF	Y Only self practice not enough	Y	Y	N	S	SLC
U3-S31	E	N	N	Y	Y To speak fluently	N	S Both Bangla and English	Y	N Feel shy	SLC
S32	E	N	N	Y	Y	N	N	S	N Not motivated	SLC
S33	E- Our teachers use Bangla only to ask about our day to day life	N Teachers give ideas	N	Y I practice by myself	Y It is essential	N	N	S	NF	SLC
S34	E	N	N	Y	Y English needs all the four skills	N We are suggested	N Enjoy the use of Indian books	N Materials from different countries	S When we do not understand we work together	SLC
S35	E	N	N	S	Y Practice makes a man perfect	N	Y	N Unknown culture	N Not motivated	SLC
S36	E	N	N	S	Y Without practice listening can't be improved	N	S Bangladeshi magazines are used	N	S	SLC
S37	E	N	N	S	Y Without	N	S Bangla	S	N It is violated	SLC

					practice development impossible		articles are read			
S38	E	N	N	S	Y Necessary for everybody	N	N	Y When the text is easy	N	SLC
S39	E- To encourage us to speak in English	N	N	S In these programmes 120 to 130 words are used in a minute	Y Lack of our knowledge in listening needs practice	N Teachers advise us to listen to the English programmes	N	S	N Not comfortable	SLC
S40	E- Students also use English in the classroom	N	N	S	Y Difficulty is faced to understand the accent	N	N	S	NF	SLC
S41	E	N	N	S	N	N	N	S	N	None
S42	E- This course is to teach us English	N	N	S	Y	N	S When we do not understand	S	S Difficult texts are discussed in group or pair	None
S43	E	N	N	Y	Y	N	N	S	N	Mark allocation
S44	E	N	N	Y	Y	N	N	Y Books which are related to our life	N Feel tension	SLC
S45	E	N	N	S	Y My listening skill is not good	N	N	Y	S	SLC
S46	E	N	N	Y	Y	N	N	S	N	SLC
S47	E	N	N	Y	Y	N	N	S Teachers help to understand	Y When topic is interesting	SLC
S48	E	N	N	Y	Y	N	S	S	Y	SLC

S49	E- To teach us English properly	N	N	S	Y To develop other skills	N	S Teacher advises to think in our own way	S	S	SLC
S50	E	N	N	S	Y	N	N	S	Y Teacher forces	SLC
S51	E	N	N	S	Y To learn English	N	N	S	Y	SLC
S52	E	N	N	S	Y	N	N	S	Y	SLC
S53	E	N	N	S	Y	N	N	Y When can understand	Y	SLC
S54	E English class is always taken in English	N Teachers inspire to listen to the TV and radio programmes	N	S	Y	N	N	S	S	SLC
S55	E	N	N	S	Y	N	N	Y Presentation is interesting	Y	SLC
U4-S56	E	N	N	Y Since I watch I understand all most everything	Y	N	Y	N	Y	SLC
S57	E	N	N	Y	Y	N	N	S	Y I always try to participate	SLC
S58	M- Students are not comfortable in English	N	N	S	Y To get rid of the problems	N	N	S	N	SLC
S59	E	N	N	S	Y Weak in listening	N	Y Bangla helps to	Y	N Do not feel free	SLC

							understand			
S60	E	N	N	S	Y	N	Y	Y	N	SLC
S61	E	N	N	N	N	N	N	Y When idea is clear		None
S62	E	N	N	S	Y	N	Y	Y	S	SLC
S63	M- To make the students easy and comfortable	N	N	S Because of the fluency	Y Classroom practice can help	N	N	Y	Y	SLC
S64	E	N	N	N	Y	N	Y	Y	S	None
S65	E	N	N	S	Y	N	Y	S	N	Mark allocation
S66	E	N	N	S	Y	N	Y	Y	Y	SLC
S67	E	N	N	N Tone is totally different	Y	N	N	Y	Y	None
S68	M- For our better understanding	N	N	S	Y	N	N	Y	N	SLC
S69	M	N	N	S	Y	N	N	Y	N	SLC
S70	M- We are not familiar with the English instruction	N	N	S	Y	N	N	Y	Y	SLC
S71	M	N	N	S	Y	N	Y	Y	S	SLC
S72	M- Our English understanding is very poor	N	N	N	Y	N	N	Y	N Not motivated	None
S73	M	N	N	S	Y	N	N	S	N Shyness	SLC
S74	M	N	N	S	Y	N	Y	Y	N	SLC
S75	M- We can understand better when	N	N	S	Y	N	Y	S	S	SLC

	Bangla is used with English									
S76	M- English instruction is difficult to understand	N	N	N Very fluent	Y	N	Y	Y	N	SLC
S77	E	N	N	S	Y	N	Y	Y	S	SLC
S78	E	N	N	NF	Y	N	Y	S	N	SLC
S79	M	N	N	S	N	N	N	S	S	SLC
S80	E	N	N	Y I have minimum idea in English	Y	N	N	S	S	SLC
S81	E	N	N	Y	Y	N	Y	S	N	SLC
S82	M- Students are not good in English	N	N	Y I am a good speaker also	Y	N	N English class does not Bangla text	Y	N	SLC
S83	E	N	N	Y	Y	N	N	Y	S	SLC
S84	E	N	N	N	Y Practice can make a good listener	N	N	S	S	SLC
S85	E	N	N	N	Y	N	N	Y	N Time constraint	N
S86	M	N	N	Y I know good English	Y	N	N	Y	NF	SLC
S87	E	N	N	Y	Y	N	N	Y	S	SLC
S88	E	N	N	Y	Y	N	N	S	S	SLC
S89	E	N	N	Y	Y	N	N	N	S	Mark allocation
U5-S90	M- Mostly in English	N	N	Y	Y	N	Y	Y	Y	SLC

S91	E	N	N	S	Y To understand the heard meaning	N	N	S	Y	SLC
S92	E	N	N	S	Y Classroom practice is essential	N	N	N	S	SLC
S93	M- That is explained in Bangla which we do not understand	N We are motivated to speak and listen to each other	N	S Try to understand	Y Classroom practice is essential	N	N	S	Y	SLC
S94	E	N	N	Y	Y	N	N	Y	S	None
S95	Mixture The difficult texts are explained in Bangla	N	N	S	Y	N	N	Y	S	SLC
S96	E	N	N	S	Y	N	N	S	Y	SLC
S97	E- English instruction inspires the students	N	N	S	Y	N	N	S	Y	SLC
S98	E	N	N	S	Y	N	N	S	Y	SLC
S99	E- Teachers also use English outside the classroom	N	N	S	Y	N	N	N	Y	SLC
S100	E	N	N	Y	Y	N	S	S	Y	SLC
SIO1	E	N	N	S	Y	N	S	N	Y	SLC
U6-S102	M-	N	N	S	Y	N	S	S	N	SLC
S103	M- For our better understanding	N	N	Y	Y To understand the English lecture	N	Y	S	N	SLC
S104	M	N	N	S	Y	N	Y	S	N	SLC

									Feel shy	
S105	M- Only English lecture can't be understood	N	N	Y	Y To develop our English	N	Y Teachers relate with Bangladesh	Y	NF	SLC
S106	M	N	N	S	N	N	Y	Y	Y	None
S107	E	N	N	S	Y	N	S	S	S	SLC
S108	M- Bangla and English equally	N	N	Y	Y	N	S	Y	N	SLC
S109	E	N	N	S	Y	N	Y Teacher always talk about Bangladesh	Y	S	SLC
S110	E	N	N	S	Y	N	Y	S	N	SLC
S111	M- Text in English but speak in Bangla	N	N	S Difficult words	Y	N	Y	S	N	SLC
S112	E	N	N	Y I used to watch these programmes	Y	N	Y	Y	N	SLC
S113	E	N	N	Y	Y	N	Y	Y	S	SLC
S114	E	N	N	S Full attention necessary	Y	N	S	S	Y	SLC
S115	M	N	N	S	Y	N	Y	S	N	SLC
S116	E- This course is to learn English	N	N	S Unknown words and pronunciation	Y	N	Y	S	N	SLC
S117	E	N	N	S	Y	N	Y	S	N	SLC
S118	E	N	N	S	Y	N	Y	Y	S	SLC
S119	E-	N	N	S	Y	N	Y	Y	S	SLC

	The terms which are for us explained in Bangla									
S120	E	N	N	N News are very difficult to understand	Y Everybody must be a good English listener	N	Y	S	N No interest	None
S121	E	N	N	S	Y	N	S	Y	N	SLC
S122	E	N	N	S	Y	N	S	S	N	Mark allocation
S123	E	N	N	S	Y	N	Y	Y	S	SLC
S124	M- Difficult items are explained in Bangla	N	N	S Very speedy	Y	N	Y	Y	N	SLC
S125	E	N	N	Y	Y	N	Y	S	S	SLC
S126	E	N	N	S	Y	N	Y	S	N	SLC
S127	E	N	N	S	Y	N	Y	Y	N	SLC
S128	M- Lessons are explained in English first and then in English	N	N	S Known words help to understand	Y	N	Y	Y	S	SLC
S129	E	N	N	S Most of the time do not understand	Y	N	Y	Y	N	SLC
S130	E	N	N	S Can understand when listen attentively	Y	N	Y	Y	N	SLC
S131	M	N	N	S	Y	N	Y	S	S	SLC
S132	E	N	N	S	Y	N	S	Y	N	SLC
S133	M	N	N	N Because of my poor	N	N	Y	Y	N	None

				vocabulary						
S134	E	N	N	Y	Y	N	Y	Y	Y	SLC
S135	E	N	N	S	Y	N	Y	S	N	SLC
U7-S136	E	N	N	Y	Y	N	S	S	S	SLC
S137	E	N	N	Y	Y	N	N	S	Y	SLC
S138	E	N	N	Y	Y	N	S	Y	N	SLC
S139	E	N	N	Y	Y	N	S	S	N	None
S140	E	N	N	S I try to understand	Y	N	N	S	S	SLC
S141	E	N	N	Y	Y	N	S	S	N Short time	SLC
S142	E	N	N	S	Y	N	Y	Y	Y	SLC
S143	E	N	N	S	Y	N	S	Y	N	SLC
S144	M- Lesson is presented is English but it is also explained in Bangla for the weak students	N	N	S	Y	N	S	Y	N	SLC
S145	M-	N	N	S	Y	N	S	Y	S	SLC
S146	M-	N	N	S	Y	N	S	Y	N	SLC
S147	M- Many students are very poor in English	N	N	N Accent is different	Y	N	S	Y	NF	None
S148	M- As we are new students we do not understand many English words	N	N	Y	Y	N	S	S	N Everybody cannot	SLC
S149	M	N	N	S	N	N	S	S	S	None

S150	M	N	N	Y	Y	N	S	S	N	SLC
S151	M	N	N	S	Y	N	S	Y	N	SLC
S152	E	N	N	Y	Y	N	S	Y	N	SLC
S153	M- Most of the students do not understand only English	N	N	Y Listen carefully and attentively	Y	N	N	Y	NF	SLC
S154	M	N	N	Y	Y	N	N	S	S	SLC
S155	M	N	N	S	Y	N	S	S	N	SLC
S156	M	N	N	S	Y	N	S	S	N	Mark allocation
S157	M	N	N	S	Y	N	N	S	N	SLC
S158	M	N	N	Y	Y	N	S	S	N Time doesn't permit	SLC
S159	M	N	N	S	Y	N	N	S	Y	SLC
S160	M	N	N	S	Y	N	S	S	Y	SLC
S161	M- Students cannot interact when only English is used	N	N	S	Y	N	N	S	NF	SLC
S162	E	N	N	Y	Y	N	S	S	N	SLC
S163	M	N	N	S	Y	N	N	S	S	SLC
S164	M	N	N	S	Y	N	N	S	N	None
S165	M	N	N	Y	Y	N	N	S	N	SLC
S166	M	N	N	S	Y	N	N	S	N	SLC
S167	M	N	N	S	Y	N	S	Y	NF Time short	SLC
U8-S168	E	N	N	Y	Y	N	N	Y	Y	SLC
S169	M	N	N	Y	Y	N	Y	Y	Y	SLC
S170	M	N	N	S	Y	N	N	Y	Y	Mark allocation
S171	E- None is allowed to	N	N	Y Listen carefully	Y Practice makes a man perfect	N	N	Y	Y	SLC

	use Bangla									
S172	E	N	N	S	Y	N	N All are collected from other countries	N	Y	SLC
S173	E	N	N	Y	Y To be more efficient in English	N	S	N	Y	SLC
S174	E	N	N	Y	Y	N	N	S	Y	SLC
S175	M	N	N	Y	Y	N teachers give us suggestions	N	S	Y	SLC
S176	E	N	N	Y	Y	N	N	S	Y	SLC
S177	M	N	N	S	Y	N	N	S	Y	Mark allocation
S178	M	N	N	S	Y	N	S	S	Y	SLC
S179	E	N	N	Y	Y	N	S	S	Y	SLC
S180	M	N	N	Y	Y	N	S	N	Y	SLC
U9-S181	E	N	N	S	Y	N	N Teachers think that USA and UK texts are the best	S	Y	SLC
S182	M	N	N	S	Y To understand the foreign accent	N	S	S	S	SLC
S183	E	N	N	S	Y	N	S	S	S	SLC
S184	E	N	N	S	Y	N	S	S	S	SLC
S185	E	N	N	S	Y	N	S	S	Y	SLC
S186	M- Sometimes Bangla is used	N	N	S	Y To develop my speaking	N	Y	Y	S	SLC
S187	M	N	N	S	Y	N	S	S	S	SLC
S188	E	N	N	S	Y	N	S	S	S	SLC

S189	M	N	N	S	Y	N	S	S	Y	SLC
S190	M	N	N	S	Y To communicate in English	N	S	Y	S	SLC
U10-S191	M	N	N	S	Y	N	S	S	S	None
S192	M	N	N	S	Y	N	S Bangladeshi incidents are told	Y	Y	SLC
S193	E	N	N	S	Y	N	S	S	Y	SLC
S194	M	N	N	S	Y	N	S	S	Y	SLC
S195	M- Most of the time English	N	N	S	Y For the sake of knowledge	N	S	S	Y	SLC
S196	M	N	N	S	Y	N	N	S	Y	SLC
S197	M	N	N	S	Y	N	N Teachers always use foreign books	Y	Y	SLC
S198	M	N	N	S	Y	N	S	S	S	SLC
S199	M	N	N	S	Y	N	Y	S	Y	SLC
U11-S200	E	N	N	Y	Y Practice would make me better listener	N	S	Y	S	SLC
S201	M	N	N	S	Y	N	N	S	Y	SLC
S202	M- Mostly in English	N	N	S	Y	N	S	Y	S	SLC
S203	M	N	N	S	Y	N	S	S	S	SLC
S204	M	N	N	S	Y	N	S	S	S	SLC
S205	M- English and Bangla equally used	N	N	S	Y	N	S	Y	Y	SLC
S206	M	N	N	S	Y No other better	N	S	Y	S	SLC

					alternative					
S207	M	N	N	S	Y	N	S When we do not understand	S	S	SLC
S208	M	N	N	S	Y	N	S	S	S	SLC
S209	M	N	N	S	Y To be familiar with English listening	N	S	S	Y	SLC
S210	M	N	N	S	Y	N	S	S	Y	Mark allocation
U12-S211	M	N	N	S Full attention necessary	Y We didn't practice earlier	N	N	S	Y	SLC
S212	E	N	N	Y	Y	N	N	N	Y	SLC
S213	E	N	N	Y I often practice	Y Need to develop listening skill	N	S	Y	Y	SLC
S214	E	N	N	S	Y	N	N	S	S	SLC
S215	E	N	N	S	Y	N	N Do not Bangla context	Y	Y	SLC
S216	E	N	N	S	Y	N	N	N	S	SLC
S217	M	N	N	S	Y	N	N	N	S	SLC
S218	M- Students are weak in understanding English	N	N	S Very fluent	Y School and college didn't give chance	N	S	S	Y	SLC
S219	M	N	N	S Listen carefully	Y	N	Y	S	Y	SLC
S220	M	N	N	S	Y	N	N	Y	Y	SLC
S221	M- We are not familiar with the English	N	N	S Very fast speaking	Y	N	N	S	Y	SLC

	instruction									
S222	M	N	N	S	Y	N	S	S	Y	SLC
S223	M- Most of the time English	N	N	S Can understand when speak slowly	Y Homework can be a pressure	N	S	S	Y	SLC
S224	E	N	N	Y I watch by myself	Y I want to develop my skills	N	S	Y	Y	SLC
U13-S225	M	N	N	S	Y	N	S	S	N	None
S226	M	N	N	S Need attention	Y	N	S	S	Y	SLC
S227	M	N	N	S	Y	N	S	Y	Y	SLC
S228	M	N	N	Y	Y	N	Y	Y	Y	SLC
S229	E	N	N	S Unfamiliar words	Y	N	S	Y	Y	SLC
S230	E	N	N	Y	Y	N	S	S	S	SLC
S231	M	N	N	S	Y	N	S	S	N	None
S232	M	N	N	Y	Y	N	S	S	N	SLC
S233	M- Everyone does not know English	N	N	Y	Y	N	Y	S	N	SLC
S234	M	N	N	Y	Y	N	Y	S	Y	SLC
S235	M	N	N	S Different pronunciation	Y	N	S	Y	Y	SLC
S236	E	N	N	Y	Y	N	Y	Y	Y	Mark allocation
S237	M	N	N	Y	Y	N	Y	S	Y	SLC
S238	M	N	N	Y	Y	N	S	Y	S	SLC
S239	M	N	N	S Sometimes do not understand the difficult words	Y	N	Y	S	N	None

S240	M	N	N	S	Y To get good job	N	S	S	Y I enjoy to participate	SLC
S241	M	N	N	Y	Y	N	S	S	N	SLC
S242	E	N	N	S They speak very fast	Y	N	Y	S	N	SLC
U14-243	M	N	Y	Y	Y	Y	S	N	S	SLC
S244	M- Bangle is used to remove our shyness	N	Y Not in all the terms	Y	Y	Y	S	N Tedious teaching	N	SLC
245	M	N	Y Few marks	Y	Y	Y	S	N Do not find any interest	S	SLC
S246	M- Students do not understand when only English is used	N	Y	Y	Y	Y	S	N	S	SLC
S247	M	N	Y Little attention is given	Y	Y	Y	S	N Do not understand	S	SLC
S248	M- Only English is difficult to understand	N	Y	Y	Y	Y	S	Y	S	SLC
S249	M	N	Y	Y	Y	Y	N	N	S These help to understand	SLC
S250	M	N	Y	Y	Y	Y	N	N	S	SLC
S251	M	N	Y Few marks Teacher, student-none pay full	Y	Y	Y	N Writers are foreign	S	S	SLC

			attention							
S252	M	N	Y	Y	Y	Y	N	Y	S	SLC
S253	E	N	Y	Y I am from English medium	Y	Y	S Talk about Bangladeshi culture	S	N	SLC
S254	M	N	Y	Y	Y	Y	N	N	Y Teacher always encourage to take part	SLC
S255	M- We are new students	N	Y In the midterm	Y	Y	Y	N	S	NF	SLC
S256	M	N	Y Can't practice	Y	Y	Y	N	S	NF	SLC
S257	M	N	Y	Y	Y	Y	N	Y	NF	SLC
S258	M- Difficult items are explained in English	N	Y	S Understand movies which use easy accent	Y Without practice cannot develop listening	Y	S Teachers give examples of our country	S	NF	SLC
S259	M	N	Y	S Pronunciation is difficult understand	Y To communicate in English	Y	N	S	NF Participation helps learning	SLC
S260	M	N	Y	Y	Y Without practicing improvement is not possible	Y	N	S	NF	SLC
S261	M- We are at the very early stage of the class	N	Y	Y University teaching helps me to understand	Y	Y	Y Bangladeshi students need Bangla culture	S	NF	SLC
S262	M- English is not	N	Y Practice	Y	Y	Y	N	S	Y Teacher is	SLC

	known to all		always not possible						very friendly	
S263	M	N	Y	Y	Y	Y	N	N	NF	SLC
S264	M	N	Y	Y	Y	Y Movie is played and we look for the main idea	N	N Teaching not good	NF	SLC
S265	M	N	Y	Y	Y	Y	N	S	NF	SLC
S266	M	N	Y	Y	Y	Y	N	S	NF	SLC
S267	M	N	Y	Y	Y	Y	N	S	Y Enjoy role play	SLC
S268	M- Students do not understand English	N	Y	Y	Y Practice makes a man perfect	Y	S Teachers give examples of our country	N	Y Teacher always encourage to take part	SLC
S269	M	N	Y	S Tone is unknown	Y Everybody must be given opportunity to practice in the class	Y	N	Y When find it easy	Y I enjoy to participate	SLC
U15-S270	M	Y	Y	Y	Y	Y	S	N	Y	SLC
S271	E	Y	Y	Y	Y	Y Turn taking	S	Y	Y	SLC
S272	M- Mostly in English	Y	Y	Y	Y	Y	Y	N Difficult text	S	SLC
S273	M- Bangla is used for the unknown words	Y	Y	Y	Y	Y Group work 'planning a party'	S	N	S	SLC
S274	M	Y	Y	Y	Y	Y	Y	S	S	SLC
S275	M	Y	Y	Y	Y	Y Story and songs	S	S	S	SLC
S276	M-	Y	Y	Y	Y	Y	S	S	S	SLC

	Students do not feel comfortable in English	Equipments are not sufficient								
S277	M	Y	Y	Y	Y	Y	S	S	Y	SLC
S278	M- Difficult items are explained in Bangla	Y	Y	S High speed of the speech	Y	Y Listen to the cassettes and answer	N	S	Y	SLC
S279	M	Y	Y	Y	Y	Y	Y	S	Y	SLC
S280	M- Mostly in English	Y	Y	Y	Y	Y Have to answer the recorded questions	S	S	N	SLC
S281	M	Y	Y	Y	Y	Y	S	N	S	SLC
S282	M- We do not understand every English	Y Computer not modern	Y	Y	Y	Y	S	Y CDs are interesting	S	SLC
S283	M	Y	Y	Y	Y	Y Main idea of the heard story	S	S	S	SLC
S284	E	Y	Y	Y	Y	Y	N Texts are written and published in the foreign countries	S	S	SLC
S285	E	Y	Y	Y	Y	Y	N	S	S	SLC
S286	M- Bangla is used for the difficult items	Y	Y	Y	Y	Y Song is played	S	S	S	SLC
S287	M	Y	Y	Y	Y	Y	N	N	S	SLC
S288	M- For the shy students	Y	Y	Y	Y	Y	N	N	S	SLC

S289	M	Y	Y	Y	Y	Y	S	S	N	SLC
S290	M	Y	Y	Y	Y	Y	S	Y The topics which are invented	N	SLC
S291	M- Only English instruction is difficult to understand	Y Sometimes projector does not work	Y	Y	Y If there is class there will be pressure	Y Listening to the story	N	N	S	SLC
S292	M	Y	Y	Y	Y	Y	S	S	S	SLC
S293	M	Y	Y	Y	Y	Y Songs are played	N	S	S	SLC
S294	E	Y	Y	Y	Y	Y	S	S	S	SLC
S295	M- We need the mixed instruction	Y	Y	Y	Y To develop my English	Y	S	Y Our life is explained	S	SLC
Total-	E - 143 M - 152	Y- 26 N- 269	Y- 83 N- 212	Y- 140 N- 10 S- 145	Y- 289 N- 6	Y- 89 N- 206	Y- 67 N- 114 S- 114	Y- 93 N- 50 S- 152	Y- 95 N- 77 S- 123	S- 267 Mark allocation - 9 None - 19
Percentage-	E - 48.5% M - 51.52%	Y- 8.81% N- 91.18%	Y- 28.13% N- 71.9%	Y- 47.5% N- 3.4% S- 49.15%	Y- 97.96% N- 2.03%	Y- 30.16% N- 69.83%	Y- 22.71% N- 38.64% S- 38.64%	Y- 31.52% N- 16.94% S- 51.52%	Y- 32.20% N- 26.10% S- 41.69%	S- 90.50% Mark allocation - 3.05% None - 6.44%

Here E stands for English, M for Mixture of English and Bangla, Y for Yes, N for No, S for Sometimes and SLC for Specific Listening Course.