Speaking Skills in the Universities of Bangladesh

Thesis submitted in partial fulfilment of the requirement for the Degree of Masters of Arts in English Language Teaching (ELT)

Tahmina Aktar

Date of Submission: March 2011

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Dedication

To my parents

Abstract

The globalization of English and a growing demand for good English speaking skills in the job market in particular have been placing a greater emphasis on the teaching of speaking skills in Bangladesh (Farooqui, 2007). But in many ways it is one of the marginalized skills and Bangladeshi students hardly have the scope to learn this at SSC and HSC levels in our country (Khan, 2007, a: Bhattacharjee, 2008). As a result, most of the students enter higher education with a very poor command in spoken English (Jahan, 2008). Universities (both public and private) offer some courses which deal with speaking skills but these courses hardly help the students to be fluent in spoken English (Jahan 2008: Alam, 2006). This study is an attempt to explore whether there are specific courses on speaking for our tertiary level learners of English department, the factors (of methodologies and materials) that hampering the learning of spoken English, and obstacles faced by the teachers in case of teaching speaking skills.

This study has used two theories; these are Meaningful Learning Theory by Ausuble (1978) and Social Interaction theory by Vygotsky (1978). In addition to that, three frameworks of speeches by Brown and Yule (1983) have also used to analyze the data.

Through questionnaire survey and interviewing teachers it is found that the problems mainly lie within the inappropriate use of methodologies and materials. The findings

of the study suggest that to teach spoken English most of the teachers use traditional lecture

based GTM and foreign materials to teach spoken English. Whereas the theories and framework of this study says that CLT and contextualized materials should be used to teach spoken English.

The findings also suggests that a very few of the universities specific courses on speaking. In case of teaching spoken English teachers face different kind of problems (students lack of motivation and confidence, lack of infrastructural support of the university, lack of training, lack of initiatives for the continuous development of spoken English and so on. handling large class within limited class duration, lack of training, lack of suitable materials. Such problems hamper the teaching and learning of spoken English.

Acknowledgement

I gratefully acknowledge my debt to the scholars mention in References, whose writings have proved to be immense sources of materials for my work. I express my heartfelt gratitude to Dr. Muhammed Shahriar Haque, Associate Professor of English Department in East West University, who being my supervisor took pain to guide me with substantial information and necessary techniques in preparation of this dissertation.

Declaration

I hereby declare that the dissertation entitled "Speaking skills in the universities of Bangladesh" was undertaken by me in partial fulfilment of the requirements for MA in English Language Teaching (ELT) degree from East West University. I also would like to confirm that no part of this has previously been submitted for any other degree elsewhere and this is being produced for the first time.

……………………….

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This thesis has been approved and accepted for the partial fulfilment of the requirement of the Masters Degree in English Language Teaching (ELT)

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CHAPTER I

INTRODUCTION

1.1 Background

According to Farooqui (2007), the globalization of English and a growing demand for good English speaking skills in the job market in particular have been placing a greater emphasis on the teaching of speaking skills in Bangladesh. There is no doubt that in this communication oriented age, speaking is more important than ever (Farooqui, 2007). Good speaking ability is a must to meet the challenges of the new century as well as ensuring one's place in the competitive world especially in the job market. But in many ways it is one of the marginalized skills and Bangladeshi students hardly have the scope to learn this at secondary and higher secondary levels in our country (Khan, 2007, a: Bhattacharjee, 2008). Though the teaching system of English at secondary and higher secondary levels has shifted from the traditional Grammar Translation Method (GTM) to the Communicative Language Teaching (CLT) (Farooqui, 2007: Alam & Sinha, 2009) but the required qualitative changes have not been ensured yet (Bhattacharjee, 2008). 86% of tertiary level learners are from Bangla medium (Jahan & Jahan, 2008) as a result, most of the students enter in higher education with a very poor command in spoken English (Jahan, 2008). Based on this fact it may be assumed that there is a need of having specific and appropriate courses on speaking in our universities (in both public and private), which will help the students to gain optimum proficiency in spoken English.

1.2 Problem Statement

In case of offering and practicing courses based on speaking skills, the situations at the private universities appear to be better than public universities (Farooqui, 2008: Rahman, 1999). Most of the private universities offer courses which deal with speaking skills which are compulsory for all the students and their aim is improving students speaking ability (Rahman, 2005). On the other side, public universities also seem to have courses, which are supposed to deal with speaking skills (Jahan, 2008). A number of private universities have courses, which teach speaking skills by integrating it with other skills (Farooqui, 2008: Rahman, 2005), which indicate that they do not offer specific courses on speaking skills. Besides specific courses on speaking, it is also important to find out whether appropriate methodologies and materials are being used to teach the learners. Most of the learners cannot speak fluently even after their 13-15 years of compulsory study of English (Alam, 2007: Jahan, 2008: Farooqui, 2007). Alam (2006) and Jahan (2008) say that, the reason of this lies within the problematic methodology that the teachers are using to teach spoken English. In this regard Khan (2007,a) pointed out that in case of learning spoken English, students of tertiary level are still facing problems (Khan, 2007,a) and fail to speak English fluently (Jahan, 2008). From these points, it seems that the courses based on speaking skills are not being effective because appropriate methodologies and materials are not being used. This is another problem area of this research. Last of all is the obstacle encountered by the teacher while teaching speaking skills. Keeping all the above ideas in mind this study tends to find out whether our universities (both public and private) offer specific courses on speaking skills,

to what extent these are appropriate in terms of methodologies and materials and the problems teachers face while teaching speaking skills.

1.3 Purpose of the Study

The study tries to find out whether Bangladeshi universities (both public and private) are offering specific courses on speaking skills, the factors (of methodologies and materials) that hamper the learning of spoken English and obstacles faced by the teachers in case of teaching speaking skills. In order to analyze the problems, both teachers' and students' point of views regarding the matter have been taken into account. This study will enhance awareness about the importance of having specific and appropriate spoken courses among course designers, academics, researchers and students.

1.4 Research Questions

The aim of this research is to find out whether the universities have specific courses based on speaking skills, whether the courses are appropriate in terms of methodologies and materials, and the problems faced by the teachers in teaching speaking skills. The major research questions are:

(1) Do the public and private universities in Bangladesh offer specific courses based on speaking skills?

(2) Are the classroom methodologies and materials appropriate for teaching speaking skills?

(3) What kind of problems do the teachers face in case of teaching speaking skills?

1.5 Significance of the Study

This study is significant because it covers an important area in the sector of English language teaching in Bangladesh. According to Ur (2001) among all the four skills, speaking seems intuitively the most important. In this regard, Lazaraton (2001) says that speaking ability is synonymous with knowing that language because it is the most basic means of human communication. Ur (2001) points out that people who know a language are considered speakers of that language. Sadat and Alam (2006) recommended that the importance of learning to speak well in English does not need any explanation. Tertiary level students need to have good command in spoken English for two purposes for academic correspondence and for their future career (Khan, 2008). In higher education, all the books are written in English and it is the medium of classroom instruction. Speaking skills are needed in professional field. Spoken English is a requirement in Bangladesh in different job sectors, such as teaching, banking, telecommunication, multinational companies etc. It is essential to maintain daily official correspondence. Again ours is an age of globalization, Spoken English is needed to run business across national borders. Good speaking skills are must to establish and maintain bilateral relation with the foreigners and delegates. This study covers English departments of different university, and usually the students of this department choose teaching as their profession in future. In this case, it is more important for the learners to have optimum proficiency in spoken English.

In our country, it is very important to have specific and appropriate courses on speaking at tertiary level because English is a foreign language here and students have the opportunity

to use spoken English only in the classroom (Khan, 2007). They have very little scope to use English in their day to day life. Teaching and testing of speaking skills are badly ignored in SSC and HSC levels (Majid, 2006). Therefore, classroom is the only platform where Bangladeshi learners can learn and practice spoken English.

This study is important because good speaking skills are must in order to communicate successfully. Therefore it is a hope that this will make the people aware about the importance of teaching spoken English at tertiary students and recommendations will be adopted by course designers, academics, researchers and students. As a result, the problems of teaching spoken English seems to be solved and it will be possible to make the learners fluent in spoken English.

1.6 Delimitation

This study has covered the universities, which have English departments, and a particular program that is BA (Hons) in English. This study is limited to the universities of Dhaka city. It was not possible for to collect data from all the universities of Bangladesh within a limited time span. Therefore, this study has collected data from 11 universities out of 40 universities (universities situated in Dhaka, which have English departments).

1.7 Limitation of the Study

The study related materials were very few. It was a challenge for the researcher throughout the procedure of this study. Researcher found that a very few number of universities have

their own publications. Even though they have most of the researches have done in the area of literature. For that reason she had to use some secondary researches (books and journal articles written by the authors of other countries) to conduct the study.

1.8 Operational Definitions

English as a foreign language (EFL): It refers to the use or study of English by speakers of other languages.

English language Teaching (ELT): English Language Teaching (ELT) refers to the teaching of English to the speakers of other languages.

Grammar Translation Method (GTM): GTM or Grammar Translation Method is a way of learning a language through a detailed study of its grammar application of the grammar rules in translating sentences from the mother tongue into the target language and vice-versa is the main focus here.

Communicative Language Teaching (CLT): CLT or the Communicative Language Teaching is the latest approach to the teaching of foreign or second language where the communication or interactions are the main focus in the classroom and the ultimate goal of language learning.

CHAPTER II

LITERATURE REVIEW

2.1 Background of English Language in Bangladesh

The study has covered speaking skills of English language that is why it is important to know how this language was introduced and got importance in Bangladesh.

In the Indian subcontinent the use of English begun through British colonialism (Rahman, 1996: Crystal, 2004: Farooqui, 2007), about two hundred years back (Das, 2009). At the initial stage, the reasons behind using English linked with business among the people of different linguistic background (Rahman, 1999). With the development of business and communication, there was a rapid growing demand of using English (Rahman, 1999) and gradually it became the medium of communication in the field of education, administration, politics and so on (*ibid*, Das, 2009). English made the official language of law courts in 1837 and in 1844; it declared that in case of recruitment, competent English language users would be given preference (Rahman, 1999). This declaration greatly influenced the educational institutions like colleges, universities madrasas etc. (Rahman, 1999). English become firmly established as the academic and official language of India at the beginning of twentieth century and continued until 1947 (*ibid*)

After the establishment of India and Pakistan in 1971, English continued to play a very important role in multilingual West and East Pakistans (Rahman, 1999: Das, 2009). Although language movement for the status of Bangla language infused a strong feeling of

linguistic nationalism among Bengalis and at the end government had to accept Bangla as one of the state language, even then English retained the same power and position in the field of education, administration, politics in West and East Pakistans from 1947 to 1971 (*ibid*). During this time, English used to teach as a second language (Das, 2009).

After the emergence of independent Bangladesh in 1971, the position of English seriously suffered because of the strong nationalistic sentiment for the Bangla language (Rahman, 1999). Bangla has been given the status of official language and it made the medium of instruction in 1972 (Ara, 2009). Because of the government declaration and constitutional recognition, Bangla begun to be used in almost every sectors of national life and at the same time, English came to be treated as foreign language (Rahman, 1999). Even now, English is being taught as a foreign language in different levels of education (Khan, 2009, b: Farooqui, 2007).

2.2 History of English Language Teaching (ELT) Policy in Bangladesh

In Bangladesh English language teaching policy was changed time to time for this reason teaching of English always suffered. As a result teaching of spoken English has also affected.

English is being taught as a compulsory subject in Bangladesh for over 150 years (Rahman, 1996) and even now, Bangladeshi students learn English as a compulsory subject from the primary school to higher secondary level (Quader, 1998). But the fact is that, still there is no clear policy on English Language Teaching and it is tied up with the general education policy (Rahman, 1999). A developing country like Bangladesh should

have a clear policy for the teaching of English at different levels of education determined by the practical needs of learning the language (*ibid*). Ara (2009) and Sharifuzzaman (2010) pointed out that after the creation of independent Bangladesh ELT policy has been changes several times with the changes of governments but none of them is succeed (2010). All the governments wanted to take the credit of formulating a good education policy without considering the previous one (in Das, 2009). There is always been a relation between education policy and politics (Sharifuzzaman, 2010). For this reason, it has not been possible to compile and implement any education policy even after the forty years of the independence (*ibid*).

During British and Pakistani ruling period, English used to taught as a second language at secondary, higher secondary levels of education (Rahman, 1999). Therefore, in tertiary level, students had little difficulty to understand lectures in English and read recommended English books (*ibid*). This policy was a bit changed in 1962 when English was made optional medium of instruction at the higher secondary level (*ibid*) but students' proficiency over English language was satisfactory until 1971 (Ara, 2009).

After the independence, the status of English has changed to foreign language from second language and Bengali has given the status of official language (Ara, 2009: Das, 2009: Rahman, 1999). At the same time the medium of instruction at secondary and higher secondary levels were changed from English to Bengali but tertiary education continued in

English (Rahman, 1999). According to the National Education Commission Report of 1974, with the constitutional recognition of Bangla language, all the English textbooks translated into Bengali (in Rahman, 1999: in Das, 2009). The same commission recommended that, it is unnecessary to introduce any other language other than Bengali up to class V and English should be introduced as a compulsory subject from class VI to XII (*ibid*). Das (2009) mentioned that, this commission has a number of lacking like; it did not have any recommendation about the effective classroom methodology for English Language Teaching and this remained silent about the type of texts for different levels of study. It does not say anything about the teaching of English as a compulsory or optional subject at college or university level (Das, 2009). He also figured out that this commission holed strong support to continue English as a second language. However, the recommendations were not implemented because of the political unrest resulted from the unfortunate murder of father of the nation Banghabandhu Sheikh Mujibur Rahman on 1975 (*ibid*).

The English Teaching Task Force Report (1976) found a dismal picture of English at primary, secondary and higher secondary levels (in Das, 2009: in Rahman, 1999). One of the findings of this report was; ''*The English proficiency of students in class 9 was two years and in class 12 four years behind the level assumed in their textbooks*'' (Rahman, 1999). The report pointed out the reasons behind this poor condition, such as lack of helpful textbooks, shortage of qualified teachers, overcrowded class, defective exam system etc and gave some recommendations (in Das, 2009). Government accepted the

recommendations and as a part of reforms, introduced textbook series 'English for Today' but in the face of great agitation, the book was withdrawn within a year (Das, 2009). Another recommendation of the report was that. English should introduce from class three and it implemented in 1980 (in Rahman, 1999). English has been taught as a compulsory subject for all BA (Hons) and pass course since 1980 (Rahman, 1999).

According to the survey of National curriculum and textbook board in 1990, students of secondary level were not attaining satisfactory level of proficiency (Rahman, 1999). In order to avoid the problem English was made compulsory subject from class one and it was implemented in 1992 and so far remained to be so (*ibid* : Khan, 2006). In 1994, English was made the alternative medium of instruction at the secondary level and in higher secondary level; it was done in 1997 (*ibid*). The National Committee in Education policy: 1997 recommended that, English should be taught as a compulsory subject from class 3 in future (in Rahman, 1999: Das, 2009). About the higher education the report says that

'' The committee proposes four-year coordinated degree course and one year Master's course at the university level and three year coordinated degree course for general colleges,. It proposes a four-year coordinated degree course and one-year Master's course to be taught in some good colleges which will be called university colleges. The committee recommended a compulsory English language paper comprising 100 marks for all students at the degree level. Students failing in this paper for the first time will get opportunity to appear at the examination for two more times at best '' (in Das, 2009).

Das (2009) pointed out that all the commissions recommended that the medium of instruction should be Bangla for all the courses of general education except science at higher levels.

From the commission's report it is clear that, ELT policy has changed from time to time (Das, 2009) and none of the commission's recommendations were implemented completely and strangely enough sometimes not even partially because of political influence (Das, 2009 : Sharifuzzaman, 2010). Bhattacharjee (2008) pointed out that the recurrent changes of policy and curriculum is responsible for the undervalued speaking skills among students. Even then, it is a matter of hope that, the education policy, which has approved in December 2010, is somehow satisfactory (Sharifuzzaman, 2010).

2.3 The state of public university

This study has covered two of the public universities of Bangladesh that is why it is important to have some basic ideas of public universities of Bangladesh.

The first public university was introduced in Bangladesh in the early eighteenth century (Azim, 2009). At that time, it was expected that it would provide quality higher education to the students. According to the website of UGC (www.ugc.gov.bd) there are 30 public universities in Bangladesh. Students have to take admission in public universities by giving written and oral test that is why only the meritorious students get the opportunity to study in the public universities. The government sponsors public universities as a result;

meritorious but economically insolvent students get the opportunity to get higher education in the public universities (Azim, 2009). Public universities do not have better infrastructural facilities to do research and to conduct activity-based classes (Saquib, 2009) and teachers do not take classes regularly (Azim, 2009). Farooqui (2007) mentioned that almost 70% students of the tertiary education study in the public universities but unfortunately public universities seem to loss appeal to the common people because of students politics, political influence, session jam and mismanagement of the authorities (Azim, 2009).

2.4 The emergence of private universities

The government approved private universities under private university Act 1992 and amended the Act in 1998 to further improve and facilitate smooth running at the private universities. (Quase, 2007). The first private university established in 1992 *(ibid)* and according to the website of the University Grants Commission (UGC) now the number is 56. There are many reasons behind the establishment of the private universities. There is scarcity of seats in the government universities *(ibid)*. Quase (2007) says that with the establishment of private universities, a good number of students get opportunity for higher education and the propensity to go abroad for higher education has reduced. Private universities offer job market oriented academic programs and subjects like BBA, CSE, ECE, EEE, Pharmacy, BTE, English etc. (Rahman, 2005).

The study environment of private universities is free of political influence (Azim, 2009), there is no session jam, and students can easily complete their academic study within a fixed time (Quase, 2007). In private universities students get opportunity to get familiar with actual working conditions (Chowdhury, 2005). They have to write reports, give presentations, and submit project assignments where teaching system is the combination of theory and practice (*ibid*). Besides these, every student has the opportunity to meet any individual teacher for any kind of academic purpose (*ibid*). Infrastructural facilities are available in almost all the private universities, like computer lab, library, multimedia projectors, OHP etc. (Quase, 2007: Azim, 2009).

The most negative aspect of the private universities maybe their high tuition fees (Azim, 2009). In this regard, Quase (2007) says that it is a misconception that the private universities are charging higher tuition fees. He also shows the reasons; most of the private universities are in high-rated rented buildings and provide the facilities of air-conditioned classrooms, computer labs, resourceful libraries, and high salary for the faculty members. Besides these, almost all the universities have the system of providing 10-100% scholarship for the students (*ibid*). Quase (2007) thinks that as the private universities do not get any kind of financial support from the government or University Grants Commission (UGC), so they have no alternative way other than charging fees from their students. In other countries, public and private universities are working by supplementing efforts of each other but in our country, the persons at the helm of affairs at the UGC all are from public university background who do not have any idea or concept of income generation or modern management style (*ibid*). Our government is paying 45,000 taka in a year for per student of a public university and on the other hand private university students

do not get a single taka (*ibid*). This is the fact the government and UGC should think about (*ibid* & Azim, 2009).

Another complaint against the private universities is about the outer campuses. In this regard Quase (2007) thinks that, private universities should not restrict to Dhaka city and should extend its campuses all over the country. Other countries are operating distance campuses for a long time ago and this is definitely positive that this trend has started in our country (*ibid* & Azim, 2009). He also recommended that, outer campuses should establish by following the rules and regulations of UGC (Quase, 2007).

2.5 Grammar Translation Method (GTM)

In the ELT field of Bangladesh GTM is playing a very important role for this reason it is significant to write about it.

Grammar Translation Method dominated foreign language teaching in Europe from 1840 to 1940 (Richards & Rodgers, 2002) and in the field of ELT in Bangladesh, it has a great impact since its emergence in the independent Bangladesh in 1971 (Alam & Sinha, 2009: Bhattacharjee, 2008). In our country, language learning was fully based on traditional GTM for a long time (Farooqui, 2007) which focuses on memorization of grammatical rules, vocabulary learning, excessive use of mother language, translation of texts, written exercises etc. (Farooqui, 2007 : Freeman, 2000). This method focuses on reading and writing skills where listening and speaking skills are totally absent (Alam, 2006). The classroom is fully teacher centered and learners are considered as empty vessel with a little scope on oral practice (Bhattacharjee, 2008: Barman, Sultana & Basu, 2007). In this

method, students face difficulties to relate their knowledge to the practical use of target language, because the classroom learning keeps them from developing their own style. (Barman, Sultana & Basu, 2007). Moreover, this method is not also emphasizes on contextualization of learning (*ibid*). For all these reasons, this method fails to improve the learners' oral skills (Farooqui, 2007).

2.6 Communicative Language Teaching (CLT)

CLT is the latest approach in the field of ELT. With the emergence of this the way of language teaching and learning have changed. That is why it is important to know about CLT.

CLT introduced in Britain in the 1960 (Barman, Sultana & Basu, 2007). In Bangladesh CLT started its journey after the failure of GTM while 'English Language Teaching Improvement Project' (ELTIP) introduced CLT based textbooks up to the higher secondary level from the academic session 2001(Alam & Sinha, 2009: Bhattacharjee, 2008). With the emergence of CLT, curriculum has changed in many ways; different types of speaking activities have been adopted for the improvement of the learners. But effective implementation is not yet done (Bhattacharjee, 2008).

In order to motivate EFL learners the importance of the Communicative Language Teaching (CLT) is widely accepted (Chowdhury, 1988). The main goal of CLT is to make the learners communicatively competent and it emphasizes on four language skills (Freeman, 2000). The implementation of CLT is must in language teaching especially in

case of teaching spoken English. In the new curriculum, the ability of spoken English has given the most priority (Bhattacharjee, 2008). Ara (2009) recommended that, the idea of using language as a medium of communication is the key principle of CLT approach. According to this approach, students learn a language through using it to communicate with others (*ibid*). To make the learners communicatively competent, this approach gives emphasis on different classroom activities like role-play, group work, pair work, presentation, language games etc. (Freeman, 2000 : Barman, Sultana & Basu, 2000). In this regard, Lazaraton (2001) also mentioned that teacher should organize authentic, motivating and varied activities for the teaching of speaking skills in the EFL classroom. These classroom activities engage students in different speaking task, which help them to overcome their fear and anxiety and to be competent in spoken English (Bhattacharjee, 2008). This approach focuses on the use of authentic materials, inductive way of teaching, motivation of the learners, fluency etc. which are relevant with the study (Freeman, 2000: Barman, Sultana & Basu, 2000).

Alam and Sinha (2009) and Bhattacharjee (2008) pointed out that though the ELT in Bangladesh has shifted from the GTM to the CLT but most classes still focuses on the literary skills, reading and writing and this goes against the principles of CLT approach. In this regard, Abedin, Majlish and Akter (2009) also express the similar opinion by saying that, the application of CLT remains limited within the syllabus and curriculum and still the focus of language learning is on reading and writing. The teachers are still teach English by using GTM and do not try to promote the fluency of the students by engaging

them in real life activities like- pair work, group work, presentation, discussion etc. prescribed by the textbooks (Bhattacharzee, 2008). The reason behind this scenario lies within the education system of the country (*ibid*: Alam, 2006). In the SSC and HSC examinations, 200 marks allocated to English, where only writing skills are tested and speaking skills is totally ignored (Mazid, 2007 : Bhattacharzee, 2008). Though the teaching has ben changed from GTM to CLT but there is no practical implication of this (Bhattacharjee, 2008). Even our teachers usually do not receive any training to teach spoken English and unable to do different activities to improve the skills (*ibid*). Moreover, because of the wash back system, speaking skills are generally excluded from the teaching objectives of the teachers (Majid, 2007). In this regard Bhattacharzee (2008: 14) says that, ''… there is no initiative to develop speaking and it is immensely ignored as before''. As a result, students enter in tertiary education with a poor command on spoken English and face different types of problems in case of learning this (Jahan, 2008).

2.7 Teaching of Speaking Skills

This study has covered the teaching and learning of spoken English at tertiary level education of Bangladesh. For this reason it is important to know about it.

In our country Bangla is the mother language of 95% people of the total population (Farooqui, 2007) and 86% students of the tertiary level come from Bangla medium (Jahan & Jahan, 2006). Moreover, for the negative backwash effect speaking skills are generally excluded from the teaching objectives of the English language teachers and students do not

get the opportunity to learn spoken English in the pre-university years (Farooqui, 2007: Majid, 2007). Therefore, it seems that there is a necessity of specific and appropriate courses on speaking skills, which will help the students to be competent in spoken English.

In our country, most of the universities both public and private teach speaking skills incorporating with other skills which courses are entitled by Foundation English or Basic English courses (Majid, 2006). These courses are compulsory for all and students have to attend the courses at the beginning of their studies (Farooqui, 2007). These courses give emphasis to teach all four skills and one of the main goals of these courses is to make the students competent in spoken English remembering that it has a high demand in job market (Farooqui, 2007 : Majid, 2006). Farooqui (2007) also pointed out that some of the universities offer separate courses on speaking skills. But in both cases courses on speaking courses are not being effective and students are failing to attain the expected level of fluency in English (Alam, 2006 : Jahan, 2008). Alam (2006) and Jahan (2008) also pointed out that the problems are lies within the methods and materials that are using to teach the skills.

In our education system, students do not get the opportunity to get familiar with CLT approach throughout their pre university years. They are habituated with GTM, teacher centered and Bangla medium classroom. So at the university level, where the medium of instruction is English and CLT is used they find themselves in a new world (Alam &

Sinha, 2009). Most of the students have good command in grammar but they face great difficulty in expressing themselves in English (*ibid).* Teachers find it difficult to get the students to participate in class activities. They do not want to speak (Bhattacharjee, 2008). The major problems of doing speaking activities in the classroom are the students fear and lack of confidence because they do not want to be ridiculed in front of the whole class. Their fear of spoken English is so deep rooted that if the teacher ask them a very simple question like 'what is your name?' they lose their faces (Bhattacharjee, 2008). In this situation, it is challenge for the tertiary level teacher to provide meaningful and effective exposure to the learners, to motivate the learners, to teach them the effective strategies and to guide them on the right track (Majid, 2006).

Alam (2006) said that most of the teachers of tertiary level are still the product of GTM who think if the learners are proficient in reading and writing, they will be able to speak in English fluently. Bhattacharjee (2008) said that fluent speaker will not be produced overnight; it needs a lot of practice. Majid (2007) said that some of the speaking courses of our universities required the students to do presentations on several topics; students find this very useful in developing their oral skills. Interaction is also a very effective way to make the learners fluent in English (Majid, 2007: Alam, 2006). Classes focuses on instruction based teacher talk rather than real spoken interaction (Alam, 2006). Most of the universities are not equipped with the needed audio visual aids to improve the speaking skills inside the classroom (Quase, 2007). Teacher should design more activities in the class so that the students can participate, talk, interact, do things; which will motivate them

to practice spoken English unconsciously (Alam, 2006). Teacher should let the students talk in English in-group or in pair (*ibid)*. Jahan and Jahan (2008) said that, tertiary level teacher should emphasize learners' fluency rather than accuracy while they are teaching. The aim of fluency practice is to improve communicative ability of the learners (Alam, 2006). In this regard, Brumfit said that if the learners gain fluency then accuracy would develop automatically (in Bhattacharjee, 2008).

According to CLT method, both authentic (bottom-up) and contextualized materials (top-down) should be used to teach spoken English (Freeman, 2000: Barman, Sultana & Basu, 2000). But Block (2007) supports contextual materials only because these make classroom activities much more relevant according to the context and culture of the learners. It also creates a kind of rapport between the teacher and students (*ibid*). In this regard, Peacock (1997) mentioned that authentic materials reduce learners' motivation because they are too difficult for the EFL learners (in Peacock 1997). But in 2008 Richards said that in case of teaching spoken English at tertiary level, both authentic and contextualized materials should be used.

2.8 Theories used in this study

This study has used two theories and one framework of speech to analyze the data. For this reason the theories and framework has discussed elaborately in this part.

Marc Hegelson (2003) wrote that the emphasis on spoken English began in the late 1800s with the emergence of Direct Method (in Alam & Sinha, 2009). This was continued by the Audio-lingual Method where language was taught orally and with the emergence of CLT, spoken English was given the most priority (*ibid*).

This study has used the theory of Social Development by Russian psychologist Lev Vygotsky (1978). Although this theory mainly deals with the children's learning of speaking skills but it is applicable in Bangladeshi tertiary level learners in the sense that the students of our country start to practice and learn spoken English in this level. According to this theory, social interaction plays a very fundamental role in the development of cognition and it could be inside or outside the classroom. Vygotsky focused on the connection between people and their local context in which they act and interact in shared experiences (Kearsley, 2005). He pointed out that, every function in the learner's development of language appears twice: first on the social level and later, on the individual level, between people (interpsychological) and then inside the learner (intrapsychological) (*ibid*). He also mentioned that, interaction and formation of concepts are closely connected with each other, which help the learner to practice and learn spoken English (*ibid*). Kearshley (2005) pointed out another major theme of this theory that is, the process of language learning is facilitated when the learner communicate with the More Knowledgeable Others (MKO). The MKO could be teachers, peers or anyone. This theory shows that the foundation of learning and development is cooperatively achieved success and the basis of that success is language and communication. From the points discussed

above it is clear that the main objective of this theory is to ensure the students interaction in the classroom by using real life situations.

This study has used the theory Meaningful Verbal Learning Theory by psychologist David Ausuble (1978). According to this theory, meaningful learning requires both meaningful materials and meaningful learning set (in Long, 1987). This theory mainly focuses on contextualization of materials and use of learner's background knowledge in choosing methods and materials for language teaching (*ibid*). According to this, materials should base on local context to motivate the learners (*ibid*). Ausuble (1978) establishes that learner's previous knowledge is most important factor in motivating them and learning must linked with students' existing knowledge of the target language or to similar concept in their native language. He also emphasizes on the consideration of these factors in choosing methods and materials for language teaching (*ibid*). The use of contextualized materials, learners existing knowledge and motivation are very important in spoken class, which are relevant with the study. For this reason, the researcher has applied this theory to analyze the data.

This theory also used the framework of speeches by Brown and Yule (1983). Brown and Yule divided the functions of speech into three categories, these are; talk as interaction, talk as transaction and talk as performance (in Richards, 2008). In speaking classroom, there should be the practice of these three (*ibid*) because our learners do not get much exposure in English outside the classroom and fail to speak (Alam, 2006). These three provide the students an opportunity to practice spoken English in several ways (*ibid*) and

give more emphasis to develop learners' fluency rather than accuracy (*ibid & *Richards, 2008). Talk as interaction is important because it facilitates language learning by practicing real spoken discourse (*ibid*). Through this, students get the opportunity to know many features of language and become competent speakers and interlocutors in English (Lazaraton, 2001). According to Richards (2008) the teaching of ''talk as interaction'' is very difficult as it does not follow any specific rules and differs from situation to situation. Initially students can be given models of small interaction, later situations can be given in which small talk might be appropriate (Richards, 2008). Talk as transaction is important because it focuses on exchange of information (*ibid*). We talk to each other when we have some information gaps (*ibid*). Richards (2008) also says that, it can be practiced by classroom conversation and by adapting different activities like; group work, pair work, information gap activities, role plays based on real life situation. Lazaraton (2001) says that, in EFL setting these sorts of activities are very helpful to promote learners oral skills. Talk as performance is a very effective way to develop the learners self-confidence (Sadat & Alam, 2006) as it allows to speak in the target language in front of the classmates who will have to go through more or less the same experience (Jahan, 2008). As most of the students of tertiary education come from Bengali medium so it is very important to make the learners confident in talking in front of others (*ibid*). It covers not only speaking skills but also listening, reading and writing skills (Jahan, 2008) where there are some etiquettes to maintain i.e. organization of contents, time restriction, pronunciation, fluency, accuracy, body language (Lazaraton, 2001), norm of formality, audience friendly attitude (Richards, 2008) etc. Performance can be formal or informal, if it is formal then the etiquettes should followed strictly (Jahan, 2008).

CHAPTER III

METHODOLOGY

3.1 Introduction

This chapter provides the methodology of the study and discusses issues of the research design, theoretical framework, sampling, setting, instrumentation and materials, data collection and data analysis procedures and obstacles encountered.

3.2 Design of the Study

This study is an attempt to identify whether there are specific courses on speaking for our tertiary level learners of English department, the factors (of methodologies and materials) that hampering the learning of spoken English and obstacles faced by the teachers in case of teaching speaking skills. It is quantitative and qualitative in nature. The data was collected through questionnaire from 288 students of tertiary level who are currently doing speaking courses and interviews of 20 teachers who teach speaking courses. Questionnaires were provided among the students and teachers' oral interviews were taken for collecting the data. The questions were both close-ended and open-ended. The settings were formal.   Social Interaction Theory of Lev Vygotsky (1978) and Meaningful Verbal Learning theory by David Ausuble (1978) have used to analyze the data in order to find out the answers of the central research questions. In addition to these Brown and Yule's (1978) three frameworks of spoken English has been taken into account to analyze the data. This chapter also discusses the obstacles encountered by the researcher while collecting data from different universities.

3.3 Theoretical Framework

To analyze the collected data the researcher has used mainly two theories and these are by Meaningful Verbal Learning theory by Psychologist David Ausuble (1978) and Social interaction theory by Russian psychologist Lev Vygotsky (1978). There are three aspects of David Ausuble's theory, the first one is the ''use of learners existing knowledge,'' second one is about ''meaningful material and meaningful learning set'' and the third and last one talks about ''cognitive and affective factors in learning.'' First and second aspects are related with this study, these two aspects have used in this study. The first aspect says that is learning should be meaningful and meaningful learning requires both meaningful materials and meaningful learning set. Here meaningful materials mean contextual materials. One of the research areas of this study is to find out whether meaningful and contextualized materials are being used to teach speaking skills or not. The second aspect says that it is very important to use learners existing knowledge, it is also related with the study.

Lev Vygotsky's (1978) Social interaction theory (1978) has two aspects. First one is ''social interaction '' through which learners can practice and learn speaking skills. The second one says that ''interaction with More Knowledgeable Others (MRO) facilitates learning of spoken form of a language.'' Both of the aspects have used in the study. This theory has determined whether the students get enough opportunities for classroom interaction or not, because it is a vital part of speaking class methodology.

This study also has used with some of the aspects of Brown and Yule's framework of three types of speech (1983); these are talk as interaction, talk as transaction and talk as performance. All of these have used to analyze the data. Because in case of teaching speaking skills more or less these three aspects are used in the classroom. Talk as interaction engage students in different real life conversations. Talk as transaction engage students in different activities like: group work, information gap activities, role-plays based on real life situations. Talk as performances prepare students to talk in the formal setting by using the presentation skills etiquettes. According to Brown and Yule authentic materials should be used to teach spoken English beside the contextualized materials. All of these are very important in speaking class.

3.4 Sampling

This research provides data of first year (first and second semester) undergraduate students of the English department of nine private universities and two public universities situated in Dhaka. There are eleven public universities in Dhaka city and among them four universities have English department, so this study has covered 50 percent of the total. On the other side, there are 45 private universities in Dhaka city and among these 36 have English department so this study has covered one fourth of the total. The students in this study (public university) were 108 (public university) and 180 (private university) in number. The students participants were those who are currently doing the courses which deals with speaking skills. The researcher collected data from every student presented in

the class. Teachers' participants were those who take the courses deals with speaking skills. From each university two teachers' interviews were taken, so the teachers' participants were 22 in number (in both public and private universities).

3.5 Setting

The data of this study have collected in formal settings. In the classroom, questionnaires were provided among the students and asked to fill up (before or after the class of speaking skills based courses). Most of the time the students questionnaire survey was done after the class. Teacher's interviews were taken in their office room in their convenient time. Therefore, in both cases settings were formal.

3.6 Instrumentation and Materials

The survey has conducted through questionnaire (for the students) and interview (of teachers). Questionnaires were distributed among the students in order to know the actual scenario of teaching speaking skills in the classrooms. The researcher prepared the questionnaire with the help of her supervisor. The format of the questionnaire is shown in Appendix-A. Each of the questions was comprised both close-ended and open-ended opinions. In question number one the researcher wanted to know whether the students are familiar with the CLT or GTM or not. In this question, the students needed to give tick mark to the method, which they are familiar with and explain anything regarding the question. In other nine questions, the researcher has given four options (yes/no/sometimes/others) for close-ended answers, and at the end of each question blank spaces were given for the students' opinions or comments. The second question has aimed

to find out whether the classes are interactive or just teacher-centered. The third question was prepared to find out whether the learners have the scope to practice speaking skills inside the classroom. In the forth question the researcher aimed to find out whether the classroom activities are related with real life situation that means the learners existing knowledge or not. Fifth, sixth and seventh number questions was aimed to find out the appropriateness of the materials used in the classroom, like whether they are able to motivate the learners and are they from our own context. In the blank spaces students had the scope to write anything related with their opinion, it was important because in some cases their opinion might be different from the options and sometimes they might want to write something else in favor of his/her close-ended answer. It also helped the researcher to know students opinion more closely and elaborately.

The interview questions for the teachers are shown in Appendix-B. Five open-ended questions were asked to interview the teachers. First question was asked to find out the availability of the speaking courses in his/her university. Second and third questions were asked to find out the appropriateness of the method and materials, which he/she is following. Forth questions was aimed to find out the appropriateness of the materials for the teaching of speaking and the fifth and last one was asked to find out the problems teachers face while teaching speaking skills.

3.7 Data Collection Procedure

The data were collected through questionnaire and interview. The first step of data collection procedure was to take permission from institutional authority to survey student's

questionnaire and interview teachers. Then it required talking with the course instructor in order to know the convenient date and time to survey questionnaire and take interview. The researcher had to settle down date and time before she goes for data collection. . In all the selected universities, undergraduate classes held in morning before the lunch break.

For students survey photocopy of the questionnaire were distributed among them inside the classroom (before or after the class) and asked to return within 20 minutes. The researcher had to explain the questions in order to get the appropriate answers from the students, in some cases she had to use Bangla language to make them understand. Students filled up the questionnaire according to their ideas and opinions regarding the teaching and learning of spoken English. After the students survey, teachers interview were taken in office room. She asked the questions verbally and wrote the keywords of the answers in the sheets that were prepared for writing the interview answers, with questions and sufficient blank spaces (see Appendix- B). Teachers experience, teaching strategies, and problems regarding teaching speaking skills, all these factors were very important for this research. It took almost thirty minutes to forty-five minutes to interview one single teacher.

3.8 Data Analysis Procedure

At first, students' questionnaire have been checked (close-ended part) by counting their opinions and tables are used to show the percentage of responses in findings part. Then the total findings of the student's questionnaire (of both open-ended and close-ended questions) are discussed and analyzed in descriptive manner one after another. This part is quantitative and qualitative in nature. Then the findings of teachers' interviews (five

questions) are explained and analyzed one by one in descriptive manner. The whole data analysis procedure is based on the theoretical framework part to find out the answers of the central research questions.

3.9 Obstacles Encountered

The researcher had to face a number of difficulties to get permission for collecting data. This study has covered a number of public and private universities and it was not easy to contact all the universities for getting permission to survey students' questionnaire and interview teachers. In most of the cases the researcher had to talk with the concerned authority of the university (head of the English department/ dean/ admin officer/ office executive) and showed the permission letter written by the supervisor of this study. In case of public universities it was more difficult to get the permission.

Even in some cases teachers were not enough co-operative while collecting data from the students. Some cases, the teacher stayed in the classroom, which affects the students' answers in the questionnaire. Some of the teachers did not allow enough time for students survey before the class and in case of doing it after the class, some of the students did not want to stay in the classroom. It was difficult to handle both situations.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Introduction

Our tertiary level learners are not attaining the expected level of fluency in English (Jahan, 2008: Alam, 2006). This study is an attempt to find out the reasons behind this problem. The study mainly tends to find out whether the universities have specific courses based on speaking skills, whether the courses are appropriate in terms of methodologies and materials, and the problems encountered by the teachers while teaching speaking skills. This study has used two theories; these are Meaningful Learning Theory by Ausuble (1978) and Social interaction theory by Vygotsky (1978). In addition to that, three frameworks of speeches by Brown and Yule (1983) have also used to analyze the data.

4.2 Descriptions of the Students' Responses (Private University)

In response to the first question, (Table: - 4.1) the majority of the students (62 %, 112) out of 180 responded that they are familiar with CLT. It seems to be positive finding. In the given blank space, some of the students wrote about their knowledge of CLT like, help to communicate in English, emphasizes on four skills, introduce the way to communicate with others, teachers use it in the classroom and so on. One of the students makes a very important comment that, 'before introduce CLT, it is important to teach a number of vocabulary, synonym, antonym etc. He feels without having the basic knowledge of language it is not possible to participate properly in the classroom.

But at the same time it is a matter of concern that rest 38% students are not familiar with CLT method and they are familiar with only the GTM method. Some of the students wrote comments like, 'grammar is important', helps us to translate from English to Bengali', even one of the students wrote 'I want to be a teacher of English Grammar'. It shows that a large number of students are still unaware about the CLT Method.

Table 4.1: Students' responses to the questionnaire (Private University)

Item NO	Question	Result			
1	Are you familiar with the following	a)Communicative Language Teaching(CLT)		b)Grammar translation Method(GTM)	
		112		68	
2	Does your teacher give you opportunity to take full participation in the classroom?	Yes	No	Sometimes	Others
		62	21	97	
3	Does your teacher involve you in different activities (like: group work, pair work, role play, presentation etc.)?	47	62	71	
4	Are the activities done in the classroom related with real life situation?	52	35	93	
5	Do you feel comfort with the materials used in the classroom?	40	20	120	
6	Are the materials interesting?	56	31	93	
7	Are the materials used in the classroom taken from our own context?	44	47	89	
8	Do you think you `will be able to speak in English effectively after doing this course?	75	51	54	

In reply to question two, (Table 4.2), only 34 % students (62 out of 180) responded positively that teachers give them opportunity to take full participation in the classroom.

Some of them commented positively that teachers are very friendly, always inspire them to speak and share ideas and thought. 12% students (21 out of 180) responded negatively. Some of the students wrote that only the good speakers get chance to take full participation. This finding seems to suggest that some teachers shows his/her biased attitude to the good speakers, as a result weaker students lose their motivation. And rest 54% (97 out of 180) said that sometime they get chance to take full participation in the classroom. Overall, this finding suggests that most of the students do not get enough opportunity to be vocal in the classroom.

In answer to the third question (Table 4.2) only 26 % (47 out of 180) students said that the teachers involve them in different activities, like group work, pair work, role play, presentation and so on. They wrote some comments like these activities make the lesson interesting and they find these very enjoyable. It is disappointing that 34% (62 out of 180) students said that the teacher did not involve them in these sorts of activities. Rest 40% students (72 out of 180) said that the teacher involves them in different activities but not very frequently. Those students also mentioned that they need more activities in the classroom. The findings of this suggest that many of the teachers know that spoken classes should be based on different types of activities and in practical field, they also apply these. At the same time, it also shows that some teachers are still following traditional lecture based GTM in spoken classroom and do not apply activities for the betterment of the students' oral skills.

In reply to the fourth question (Table 4.2) only 29 % (52 out of 180) students responded that classroom activities are related with real life situation. Some of them mentioned that the teachers involve them in role-play and some of the themes are 'rickshaw puller and passenger', 'shop assistant and customer', 'how to introduce with others', 'how to apologize' and so on. Some of the students mentioned that they have to do presentation on the current incidents of our country. Many of the students wrote comment that activities based on real life are interesting to them. The findings of this question suggests that many of the teachers are conscious about the importance of background or existing knowledge based learning, design activities based on real life (more or less) and students finds these interesting. 19 % (35 out of the total) students say that activities are not related with real life situation. And rest 52% (93 out of the total) students mentioned that some of the activities are related with real life situation. At the same time findings appears to be suggests that a number of teachers are still unaware about the use of learners existing knowledge to make them fluent in spoken English.

For the fifth question (Table 4.2) 22 % (40 out of 180) students said that they feel at ease with the materials used in the classroom. They commented that the materials are interesting to them. But 67 % students (120 out of 180) responded that sometimes the materials are interesting to them. Rest 11% students responded negatively by choosing the 'no' option. It suggests that they do not feel at ease with the materials. Many of the students also commented that materials are difficult to understand and they lose their motivation in learning.

In reply to the sixth question, (Table 4.2), majority of the students (52%, 93 out of 180) said that sometimes the materials are interesting to them while 31% students (56 out of 180) said that the materials are interesting. Rest 17% (31 out of 180) said that the materials are monotonous and they commented that the teachers should select interesting materials, which will help them to learn in interesting ways.

In response to the seventh question, (Table: - 4.2) 24 %(44 out of 180) students agreed that the materials used in the classroom are taken from our own context, based on such socio-political themes like hartal, train accident, political unrest and so on and sometimes on cultural themes like gaye holud, pitha uthshob, pohela boishakh and so on. They also commented that these themes are very interesting. But 26% (47 out of 180) students of this study think that teachers do not use materials from the Bangladeshi context. They mentioned that teachers use the foreign materials and they (students) do not understand many things of the foreign context. Rest 50% (89 out of 180) students think that contextualized materials are not frequently used in the classroom. So majority of the students think that most of time foreign materials are used in the classroom.

In reply to the eighth question (Table 4.2) 42% (75 out of 180) students said that they think that they will be able to speak in English effectively after doing the course. It suggests that a number of students think that the course is the effective one to make them fluent in English. Most of them made positive comment that seems to be suggests that they are confident enough to achieve good fluency in English. But 28% (51 out of 180) students directly said that the course is not sufficient to make them able to speak in English. They

also mentioned some reasons behind their opinion, as the teacher does not encourage them to speak in English they need more activities in the classroom, they need more courses on speaking skills etc. Rest 30% (54 out of 180) students give tick mark in 'sometimes' option. It suggests that the students think that those courses are not stufficient to make them fluent in spoken English.

4.3 Description of the Teachers' Responses to the Interview (Private University)

Teachers' participants were full time faculty with M.A. in Applied Linguistics and ELT or in English Literature; very few of the teachers had PhD degree. Based on the teacher interviewed, only one had private university background. All of them ranged from lecturer to professor and almost all of them started teaching at the university level right after completing their M.A. They did not have any special or professional training but they became trained by attending different workshops, conferences and paper publication as well. They had language teaching experience ranging from 6 months to 20 years.

From the first question of the teachers' interview, it has been found that all the universities offer courses, which deal with speaking skills. This study has covered nine universities and among these, only one of the universities offers specific course on speaking (entitled by Fundamentals of Spoken English). Based on one of the course outline this course aims at improving students speaking ability; reduce learners' shyness, nervousness and inhibition of speaking; functions and notions of speaking; communicative skills. This course is mainly activity based and there are marks for classroom participation and presentation. Three from the nine universities offer courses on speaking along with listening skills and

entitled by listening and speaking. The courses aim to improve the learners listening and speaking skills and are supposed to ensure task-based classroom. Other five universities teach speaking skills along with listening, reading and writing skills and entitled Fundamentals of English Language/ Basic English/ English Language. The courses based on four skills are designed to improve students' grammatical knowledge and all four skills. The courses are supposed to focus on functions of listening and speaking, vocabulary, grammar, reading and writing. But the teachers mentioned that in this course they do not have the opportunity to teach listening and speaking skills because these courses mainly emphasize on reading and writing. All the teachers said that the courses are mandatory for all the students of English department. Students have to do the courses in the first year. In all these courses at least ten marks is allocated for oral presentation. But two of the teachers mentioned that they do not have any marks for speaking skills. All of them also feel that in EFL setting it is necessary to have specific course on speaking.

In the second question, among 18 teachers' seven teachers mentioned that they mainly use CLT in the classroom. They said that to make the classes interactive the use of CLT is a must. They said that initially the students are very shy and CLT helps them to get rid of it by participating in different activities in the classroom. According to them, CLT also helps to create friendly atmosphere in the classroom that is very important in EFL situation. Seven Teachers said that they do not use any particular method rather they make a combination of two or three methods. They mentioned the name of CLT, GTM interactive method. Most of them said that they keep on changing the methods according to the needs of the students. One of the teachers said that sometimes he uses GTM based on the ability

of the students. Rests of the four teachers mainly use GTM in their classroom to give emphasis on grammar and theoretical aspects of the language skills. One of the teachers does not know anything about CLT or any other method; he is accustomed with traditional lecture based classroom.

For question number three, it has been found that fourteen teachers apply different activities in the classroom, like group work, pair work, presentation on several topics, role-play, viva, debate, telling jokes, language games and so on. Most of them said that they use contextualized topics/ situation for the activities mentioned above. Rests of the teachers (4 teachers) do not use different activities in the classroom. One of them said that sometimes he uses some question-answer sessions in the classroom. Three of them also said that they have marks for a formal presentation and 10 marks are allocated for this. One of them never uses any type of activities in the classroom and his course outline no marks is allocated for speaking.

In reply to the fifth question, almost all the teachers said that they use books of foreign context. They mentioned the name of different books written by foreign authors like; headway, IELTS books*, Function in English* (Oxford), *Communication Works* (Gamble, T. K. & Gamble, M.), *Basics of Speech* (Johns, L.), different articles by foreign writers etc. Those teachers also said that they use different types of materials from internet which are also from foreign context. At the same time, four teachers mentioned that sometimes they chose different newspaper reports as a language teaching material. For instance, natural

disaster, train accident, political unrest and so on. All the teachers also said that they feel the necessity of contextualized materials.

In response to the fifth question regarding the problems encountered to teach spoken English, all the teachers mentioned one common problem and that is, most of the students are very poor in English. Because of the education system of SSC and HSC, students are not familiar with CLT classroom. Teachers also mentioned that, many of the students of private universities are from rural background without having proper knowledge of grammar and vocabulary. For that reason, they lack confidence and do not want to speak in English in the classroom. It is very difficult to motivate them. All of the teachers said that, it is the main problem to teach spoken English. Four of the teachers said that four months is not enough to teach spoken English because it needs lot of activities and practice. Some of the teachers also said that they are from literature background and if they get training, their teaching would have been better. Some of the teacher said that they want to use audio-visual aids in the classroom, but university authority does not always permit to take classes in the multimedia classroom. Even four of the universities do not have multimedia classrooms.

4.4 Descriptions of the Students' Responses (Public University)

In reply to the first question, (Table: - 4.2) among 108 students 65 students responded positively. The findings show that 60% students are familiar with CLT. It is a positive finding that the majority of the students are familiar with CLT method. Some of the students commented that in secondary and higher secondary level their textbooks were

based on this method and at tertiary level they broadly came to know what CLT is. Some of them express their ideas about CLT, as they are familiar with it, it facilitates language learning and communication, and their teachers use it in the classroom and so on. Some of them wrote that they have a course 'Communicative Language' that has broadened their ideas about CLT. But it is a matter of concern that rest 40% (43 out of 108) students are not familiar with CLT method and they are familiar with the GTM method. Some of the students wrote comments like; grammar improves their writing skills and help to learn English through translation. Overall, these findings seem to be suggests that CLT Method is still unknown to a large number of students.

In response to question two, (Table 4.2), only 30 % students (62 out of 108) said that teachers give them opportunity to take full participation in the classroom while 53% students (57 put of 180) said that teachers do not give them opportunity to take full participation in the classroom. Some of the students commented positively by writing, 'teacher appreciates our participation, 'asks about different topics', 'teacher is very friendly with us', teacher inspires us to speak', 'teacher helps us to share ideas and thought' and so on. Some of the students commented negatively that in 45-minute class it is impossible for the teacher to allow full participation of all the students. And rest of the 17% (19 out of 108) said that sometimes they get chance to take full participation in the classroom. Overall, this finding shows that most of the students do not get enough opportunity to be vocal in the classroom.

Table 4.2 students' responses to the questionnaire (Public University)

Item NO	Question	Result			
1	Are you familiar with the following	a)Communicative Language Teaching (CLT)		b)Grammar translation Method (GTM)	
		65		43	
2	Does your teacher give you opportunity to take full participation in the classroom?	Yes 62	No 57	Sometimes 19	Others
3	Does your teacher involve you in different activities (like: group work, pair work, role play, presentation etc.)?	19	56	33	
4	Are the activities done in the classroom related with real life situation?	25	52	31	
5	Do you feel comfort with the materials used in the classroom?	22	47	39	
6	Are the materials interesting?	37	42	29	
7	Are the materials used in the classroom taken from our own context?	9	57	42	
8	Do you think you `will be able to speak in English effectively after doing this course?	40	24	44	

In answer to the third question (Table 4.2) only 17 % (19 out of 108) students responded positively that the teachers involve them in different activities like group work, pair work, role play, presentation and so on. It is disappointing that 52% (56 out of 108) students said that the teachers do not involve them in different kind of activities. Some of the students wrote that they have to attend in a classroom presentation before the final examination and they are not familiar with other activities mentioned in this question. Rest 31% students (33 out of 108) said that sometimes the teachers involve them in different activities. Those students also mentioned that they need more activities in the classroom. The findings of this question appear to be suggests that in public sector the teachers are still following traditional GTM.

In reply to the fourth, question (Table 4.2) only 23 % (25 out of 108) students said that classroom activities are related with real life situation. They made different positive comments that these activities help them to handle the situations occurs in real life and increase their speaking fluency. 48 % (52 out of the total) students said that activities are not related with real life situation while 29% (31 out of the total) students mentioned that sometimes classroom activities are related with real life situation. Overall, the findings suggest that most of the teachers do not use activities based on real life.

For the fifth question, (Table 4.2) 20 % (22 out of 108) students said that they feel comfort with the materials used in the classroom. They made comments that the materials are interesting to them. But 36 % students (39 out of 108) responded that sometimes the materials are interesting to them. Rest 44% (47 out of 108) students responded negatively

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by giving tick mark to the 'no' option that shows they do not feel comfort with the materials. One of the students wrote that he feels very uncomfortable with the materials. They also made some comments like; often they feel the lack of needed materials, materials are not updated enough, university does not have multimedia facility in the classroom. Many of the students also commented that materials are difficult to understand and they lose their motivation in learning.

For the sixth question (Table 4.2) 34% students (37 out of 108) responded positively that the materials are interesting to them while 39 % students (42 out of 108) responded negatively by choosing 'no' option. 27% (29 out of 108) students said that sometimes the materials are interesting to them. One of the students wrote that sometimes the teacher uses cartoons and pictures in the classroom, which she finds very interesting.

In reply to the seventh question (Table: - 4.2) only eight % (9 out of 108) students said that the materials used in the classroom are taken from our own context while 53% (57 out of 108) responded negatively by choosing the 'no' option. Some of them mentioned that all the materials are taken from foreign context. And 39% (42 out of 108) students replied that sometimes the teacher uses materials from our own context. This findings seems to suggest that spoken classes mainly conducted by using foreign materials.

In response to the eighth question (Table 4.2) 37% (40 out of 108) students think that they will be fluent in spoken English after doing the course. It seems to suggest that according to 37% students, the courses on speaking skills are effective to make them fluent in

English while 22% (24 out of 108) students disagreed with this point. They also mentioned some reasons behind their opinion; the class is based on theoretical aspects of the skills rather than doing different activities to improve spoken English. Rests of the 41% (44 out of 108) students think that partially the course is helpful for them to be fluent in English. Overall, the findings of the question suggest that students are not satisfied with the course.

4.5 Description of the Teachers' Responses to the Interview (Public University)

All of teachers were full time faculty. They did M.A. in English Literature or in Applied Linguistics and ELT from public universities. Among four teachers, one had PhD degree. They started teaching at the university level right after completing their M.A. They did not have any professional training but they become trained by attending different seminars, workshops and paper publication as well. They had language teaching experience ranging from three years to 15 years.

From the first question (Appendix-B) of the teachers' interview it has been found that none of the universities (public) offer specific course on spoken English. One of the universities offers a course on speaking along with listening skills and entitled 'Communication Skills: Listening and Speaking.' According to the course outline, the course aims to improve the learners listening and speaking skills and is supposed to deal with different contents of spoken English like; language functions, projection, articulation, pronunciation, non-verbal communication, British English, American English etc. This course also emphasizes on learners listening ability and focuses on listening process, barriers and types of listening, strategies of effective listening, recognizing sounds etc. From the contents of the course, it

seems that the course mainly based on the theoretical aspects of listening and speaking skills. In the syllabus, it is mentioned that at the end of the year students have to attend in a formal presentation. This is the only speaking activity that is supposed to be done throughout the academic year. Another public university teaches speaking skills along with listening, reading and writing skills and the title of the course is 'Advancing Language Skills 1'. The course is based on all the four skills and is designed to improve students' ability to use all four skills. The course is supposed to focus on functions of listening and speaking, vocabulary, grammar, reading and writing. The teachers mentioned that this course emphasizes on reading and writing, they do not have the scope to teach listening, and speaking skills although in EFL setting it is very important to have separate course on speaking skills.

For the second question (Appendix-B) all the teachers (four out of four) said that they want to use communicative method in the classroom but large class and less class duration prevent them to use it. As a result, most of the time they have to give lecture based class by using GTM. They also said that sometimes they want to make a combination of GTM and CLT. Sometimes they want to make interactive classroom by asking questions. But they also added that most of the time they cannot do this.

In reply to the third question (Appendix-B) all of the teachers said that they do not take activity-based classroom and they are bound to use lecture based GTM because of large class and less class duration. They also added that sometimes they want to make the classroom interactive by doing group work and classroom presentation but hardly they can

do that. The classes mainly based on theories rather than practice. Two of them also said that university syllabus has 10 marks (out of 100) for a formal presentation; it is the only activity that the teachers have to do for spoken English. Overall, the findings suggest that the teachers are mainly using GTM in the language classroom.

In answer to the fourth question (Appendix-B) all of the teachers said that they use books from the foreign context. They mentioned the name of different books written by foreign authors like, Communicating in Groups: Applications and Skills (Katherine, A. & Galanes, G.J.), The business of Listening: A Practical Guide to Effective Listening (Diana, B), Communication Works!: Comminication Applications in the Workplace (Kathleen, G. & Terrel, J.), Effective Reading: Reading Skills for Advanced students (Swan,M. & Simon, G.), Writing Essays About Literature (Kelley, G.) etc. One of the teachers mentioned that sometimes he uses materials from our own context to teach spoken language. For instance, he translated a Bangla newspaper article into English that was a biography of Bangladeshi cricketer Muhammad Rafiq and used it in the classroom activities to improve the learners' fluency in English. He mentioned that contextualized materials always motivate the learners and rest of the teachers feel the necessity of contextualized materials.

In reply to the fifth question (Appendix-B), all the teachers of public university 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 class. There are more than 80 students in the classroom but classroom duration is only 45 minutes. According to the teachers' opinion, it

is the main problem of public university class. Two 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.

4.6 Findings in terms of Comparison

The findings of this study suggest that a very few universities have specific courses on speaking skills. Most of the universities teach spoken English along with other three skills whereas in EFL setting it is necessary to have specific courses to teach speaking skills.

At the interview, teachers were asked about the method that they use to teach spoken English and in reply most of the teachers of private universities mentioned the name of CLT method. In the students' questionnaire, first four questions were based on CLT method and according to the teachers' response it can be assumed that students would have respond in the same way. But in the findings most of the students' responses go against the principles of CLT approach. It suggests that the teachers are claiming that they are using CLT but in practical field, there is less reflection of this. Some of the students also gave their opinion which match with the teachers response but they are less in number. Most of the teachers of public universities mentioned that they mainly use lecture based traditional GTM to teach spoken English due to the large class and less class duration. Most of the students respond in the same way that they do not get the opportunity to take full participation in the classroom, classes are not activity based, activities are not related with real life situation, etc. All these findings suggest that the classes are based on GTM.

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The teachers were also asked about the materials, which they use to teach spoken English. Most of the teachers (of both public and private universities) said that they use foreign materials and few of the teachers said that sometimes they use newspaper reports in the classroom. Regarding the materials, the majority the students mentioned that most of the time foreign materials are used and they do not feel at ease with these.

In case of teaching spoken English teachers face a number of problems like students' poor knowledge of English language, lack of motivation and confidence, lack of suitable materials lack of infrastructural support, lack of training, limited class duration, and lack of training and so on. These problems badly affect the quality of teaching spoken English.

4.7 Discussion in terms of central research Questions

There are three central research questions in this study:

(1) Do the public and private universities in Bangladesh offer specific courses based on speaking skills?

(2) Are the classroom methodologies and materials appropriate for teaching speaking skills?

(3) What kind of problems do the teachers face in case of teaching speaking skills?

This study has covered 11 universities (both public and private) and among them, only one university offers specific course on speaking skills, the title of the course is 'Fundamentals of Spoken English. According to one of the course outline, this course aims to improve students' fluency of spoken English by reducing their shyness, nervousness and inhibition.

This course is mainly practical and activity-based. There are marks allocated for classroom participation and presentation. Four of the universities offer courses on speaking along with listening skills and entitled 'Listening and Speaking'. The courses aim to improve the learners listening and speaking skills. Other six universities teach speaking skills along with listening, reading and writing skills and entitled Fundamentals of English Language/ Basic English/ English Language. These courses are mandatory for the first year students of English department and are supposed to teach four skills. But according to all the teachers, these courses mainly emphasize on reading and writing, where speaking is hardly tested.

The findings of the study seem to suggest that appropriate methodologies and materials are not being used to teach speaking skills. In this case, the situations of private universities appear to be better than the public universities. In private universities, many of the classes are CLT based and many of the teachers use contextualized materials to motivate the learners. On the other hand, public universities follow teacher-centered classroom where different activities and contextualized materials are hardly used.

The problems encountered by the private university teachers are students' poor knowledge of English language, students' lack of motivation and confidence, lack of infrastructural support, lack of training, lack of initiative for the continuous development of spoken English etc. The teachers of public universities face problems in terms of handling large class within limited class duration, lack of training, and lack of suitable materials.

4.8 Discussion of the findings

In case of offering and practicing courses based on spoken English, the situations of private universities appear to be better than the public universities. Many of the teachers of private universities use CLT method and Bangladeshi materials to teach spoken English. According to the theory of Vygotsky (1978), spoken classroom should be interactive, real life situations should be introduced in the classroom, and according to the theory of Ausuble (1978) contextualized materials and learners existing knowledge should be used to in the classroom. The findings of this study suggest that these aspects are partially followed by the private universities whereas these are hardly followed by the public universities. Teachers' of private universities update methods and materials according to the needs of the learners whereas public universities with a large number of meritorious students are still following the traditional way of teaching. The findings of this study suggest that teachers of private universities mainly use CLT method whereas public university teachers use GTM method. The findings also suggest that both public and private universities mainly use top-down (foreign materials) approach in choosing materials. Sometimes the teachers (both public and private) make a combination of top-down and bottom-up approach. Teachers faces a number of difficulties (students' lack of motivation and confidence, lack of infrastructural support, lack of training, large class, less class duration and so on), in case of teaching spoken English these factors also affects the whole teaching process.

CHAPTER V

CONCLUSION

5.1 Introduction

Teaching of speaking skills in Bangladesh has been emphasized because of their demand in the job market (Alam, 2007: Farooqui, 2007). It was the CLT method, which was introduced to teach communicative skills to the students of Bangladesh (Alam & Sinha, 2009). But in the year 2008, Jahan points out that most of the students enter in the higher education with poor command in spoken English. For betterment of these students in their higher education, private universities offer courses on 'Basic English' or 'Foundation English'. Some of the universities also have specific courses on speaking skills. But in both cases after doing the courses students fail to attain the expected level of fluency (Jahan 2008: Alam, 2006). It means that, the students need specific and appropriate speaking course to communicate fluently in English and to conduct their higher studies. Concentrating on this matter the study addressed three questions to locate how many universities are offering specific speaking course(s), whether these are appropriate in terms of methods and materials, and lastly, what kinds of problems the teachers are facing in teaching spoken English.

5.2 Summary of the findings

The findings of this study suggest that most of the universities do not offer specific course to make the students fluent in spoken English. But all the universities have some basic courses which focus on all four skills of English language. These courses are supposed to

teach spoken English along with other three skills. But the findings suggest that these courses emphasize on reading and writing skills where there is less emphasis on spoken English. As a result, these skills are generally excluded from the teaching objective of the teachers and very few activities are done to improve spoken English.

The findings of this study suggest that the courses are not sufficient to make the students fluent in spoken English because these are conducted by using inappropriate methodologies and materials. In private universities, many of the classes are task based and many teachers use contextualized materials to make the students interested towards learning spoken English. On the other hand, public universities follow teacher-centered classroom where different activities and contextualized materials are hardly used.

The teachers of private universities face problems with lower level students, their lack of motivation and confidence, lack of infrastructural support of the university, lack of training, lack of initiatives for the continuous development of spoken English and so on. Public university teachers encountered different problems like, handling large class within limited class duration, lack of training, lack of suitable materials.

5.3 Contribution to research

Now a days the necessity of a good command in spoken English is beyond description (Sadat & Alam, 2006). In Bangladesh, very few studies have been done on speaking skills, especially at the tertiary level (see Jahan, 2008, Alam, 2007, Alam, 2006, Sadat & Alam,

2006 & Farooqui, 2007). Nevertheless most of the studies have been done on either public or private universities whereas, 70% of the total students of tertiary level study in public university and the rest 30% study in private universities (Farooqui, 2007). In order to hold the focus on tertiary education research needs to be done both public and private universities at the same time. This study is an effort to present the real scenario of teaching and learning of speaking skills both in public and private universities.

5.4 Practical Implication(s)

The ability to speak well in English is a basic need to fit oneself in this era of globalization. For this reason, we need effective teaching of spoken English, which will make students confident in the communicative English. Since this study looks at the higher education in Bangladesh, it will be helpful for the teachers, students and for the researchers to give a wide view to the teaching and learning of spoken English in this level. It is expected that this study will make the people aware about the factors hampering the teaching of spoken English. People will write in newspaper articles about this and the people who are relevant with the study will adopt the recommendations.

5.5 Recommendations

In EFL teaching in university level of Bangladesh, spoken English demands serious attention. In order to make the teaching of spoken English effective it is mandatory to design the course carefully. Based on the findings of the study the following recommendations should be considered.

- Specific courses on speaking should be offered by all the universities of Bangladesh (both public and private).

- 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.

- 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. Teacher 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.

- Learners' motivation is most important thing in EFL 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.

- In public universities, students' number should be kept limited so that the activities can be done in proper way by paying attention to every student.

- In case of public universities, classroom duration should increase.

- The authorities of the universities should pay special attention to provide all the logistic support (multimedia classroom, language lab, self-access center etc.) to improve students' oral skills.

- We have hardly any contextualized materials to teach spoken English, our educationists should look at this issue seriously. We should work to prepare materials from our own context.

- Moreover, all the universities 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 will mandatory.

5.6 Further/ Future Studies

The study leaves the scope to carry on research in wider range because this study has been conducted only in the selected universities of Dhaka city. Further research can be done by covering all the universities (both public and private) of Dhaka city or other universities outside the city. Further studies can also be done by covering the condition of teaching speaking skills in primary education or secondary education, national universities or coaching centers and so on.

5.7 Conclusion

There is no doubt that in the era of globalization speaking is more important than ever (Farooqui, 2007). As English is a foreign language in our country and our education system does not allow teaching speaking skills at the SSC and HSC levels, it is recommended that at tertiary level speaking courses should be properly taught by following the appropriate methods and materials. Through the findings of the study, it can be said that all the universities 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.

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Appendix- A

Please give tick mark to the right answer and give reasons for your answer

(1)Are you familiar with the following?
 (a) Communicative Language Teaching (CLT)   (b) Grammar Translation Method (GTM)
Please explain: -
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(2)Does your teacher give you opportunity to take full participation in the classroom?
(a) yes   (b) no   (c) sometimes   (d) others
Please explain -
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(3) Does your teacher involve you in different activities (like: group work, pair work, role play,
presentation etc.)?
(a) yes   (b) no   (c) sometimes   (d) others
Please explain:
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 (4) Are the activities done in the classroom related with real life situation?
(a) yes   (b) no   (c) sometimes   (d) others
Please explain:-
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(5) Do you feel comfort with the materials used in the classroom?
 (a) yes   (b) no   (c) sometimes   (d) others
Please explain -
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(6) Are the materials interesting?
 (a) yes   (b) no   (c) sometimes   (d) others
Please explain:
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(7) Are the materials used in the classroom taken from our own context?
(a) yes   (b) no   (c) sometimes   (d) others
Please explain :-
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 (8) Do you think you will be able to speak in English effectively after doing this course?
 (a) yes   (b) no   (c) sometimes   (d) others
Please explain: -
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Student information

Name   **:-**
Semester/ Year   **:-**
Course/Subject Title :-
Semester/ Year   **:-**
University   **:-**

Date:-

Appendix- B

Interview questions for the teachers

(1) Are the courses on speaking available in your university?

(2) Which method do you follow to teach spoken English?

(3) What kind of activities do you do the classroom?

(4) What kind of materials do you use in the classroom?

(5) What kind of problems do you face while teaching speaking skills?

Teacher's information

Name:-

Designation:-

Degree:-

Field of expertise:-

Training:-

Publication:-

Date:-