

Pedagogical Obstacles of Teachers
in
Teaching Oral Skills at Secondary Level
in
Bangladesh

Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of
Masters of Arts in English Language Teaching (ELT)

Tasmira Habib

Date of Submission: August 2011

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Submitted by

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Submitted to

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To My Parents

Abstract

Oral skills have an important place in language programme. Because of its' prominence, Ministry of Education in Bangladesh introduced CLT approach in 1996 at secondary level for developing students' four basic skills. So, speaking and listening skills (in English language) have got the priority in curriculum and policy. Otherwise, only reading and writing skills were emphasized previously. But one of the major a problem in this context is that Bangladesh is monolingual. English is considered as a foreign language in this country. As a result, it becomes really difficult for the teacher to motivate the students to use English outside the classroom for practice. Moreover, the curriculum and syllabus has emphasized on four skills in written, the oral skills are still not in practice even in the classroom. That's why the researcher has tried to explore the pedagogical obstacles of the teachers who are teaching English focusing on speaking and listening skills at secondary level in Bangladesh. The findings have showed that majority of the teachers follow CLT approach and GTM method simultaneously to conduct English classes. Teachers who take the English classes did not complete their graduation in English rather they are graduate on other subjects. As the oral skills are not included in examination; students, teachers and institutions are reluctant to emphasize on these two skills. Majority of Teachers said that the education policy has to include the oral skills in the examination for developing students' four skills. The authorities of their institutions have to be strict to the teachers' lecture on English and emphasize on speaking and listening in English throughout the English classes. So, it will develop the students' oral skills and students will become competent in oral skills as well.

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I offer my heartfelt gratitude to my parents. I am thankful to my brothers Saqif and Nasif who always encouraged me to complete my dissertation successfully. I would like to thank my fiancé Tumel for helping me and inspiring me to finish my work on time. I am also thankful to my uncle and my friend Mou.

Declaration

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

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

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CHAPTER I

Introduction

1.1 Introduction

Oral skills (i.e. speaking and listening skills) have a prominent place in language programme around the world today. Ever-growing needs for fluency in English is manifest everywhere because of its role as an International language (Richards, C. J.,2008). He further says, in secondary language acquisition (SLA) speaking and listening skills are too much practiced as thought provoking skills. Because these two skills are not less important than other two skills (i.e. the skills of reading and writing). Ministry of Education in Bangladesh took initiative to introduce Communicative approach in 1996 at secondary level so that students can develop their four basic skills. Speaking and listening skills have got priority in Curriculum and Policy. (English For Today: National Curriculum and Textbook Board, 1996; English For Today: National Curriculum and Textbook Board, 2002). But the students have not developed their oral skills comparing with other two skills. The teachers are not following CLT approach properly in the English classes That's why the aim of this paper is to explore the pedagogical obstacles of the teacher who is teaching English focusing on speaking and listening skills at the secondary level in Bangladesh. That's why researcher selects classes VI to X for this purpose.

1.2 Problem Statement

Bangla is the mother tongue of this country. People always prefer to speak in Bangla. Even it is shown that, in English classes students prefer to interact with each other in Bangla. So, it becomes difficult for the teachers to motive those students for long to speak in English throughout the class. As a result, it is quite hard for the students to speak fluently and to comprehend the discourse in English. Basically they even hesitate to speak in English. Though education policy has introduced CLT at secondary level to develop four skills, the present condition does not say so. The syllabus is designed under planning and policy of education ministry but they did not add these skills as mandatory for students. As a result, if any teacher wants to implement any type of strategy or techniques they can not do it and face a lot of obstacles. At the same time students are not developing their speaking and listening skills as they are doing in reading and writing skills. If the teachers can not teach following a proper method or do not get the opportunity to implement their skills and techniques for the development of their students then the future of this students is at risk.

1.3 Purpose Statement

The purpose of this study is to find out the obstacles that the teachers face in taking English classes and giving the equal importance to speaking and listening skills like the reading and writing skills at secondary level in Bangladesh. So, it will help the teachers as well as the students to improve the present condition. At

the same time experts of education policy and system will come to know about the lacking in their planning and their implementation so that later on they can make a new way for its improvement. Thus our students will be benefited as well.

1.4 Research Question

This research intends to look at five questions. The questions are:

- What role do the teachers play while teaching English in class VI to X ?
- How much instruction do they give in English throughout the English classes?
- How do the students respond or participate in the English classes if the teachers speak in English?
- Do the teachers motivate their students to speak and listen in English?
- What obstacles do the teachers face in teaching speaking and listening skills when they take the English classes at secondary level school ?

1.5 Significance of the study

Though Communicative Language Teaching has been introduced at secondary level in Bangladesh, it has not been followed in a proper way. In the English classes, teachers have to translate the topic from English to Bangla because still the students are not competent in English. This study tries to bring in the problem zones which are a great barrier to a successful teaching. If the study can find out

those obstacles then the teachers, students and national education policy planners can pay attention to the development of these skills.

1.6 Limitation and Delimitation

The study was done in an urban context which involved collecting data from ten schools of Dhaka city. Due to political instability and also for the half yearly examination, some schools did not allow conducting this work. They were afraid of losing their reputation.

On the other hand, it is not possible to go to every school of Bangladesh. There was also a time limit. So, under this circumstance, it was possible to go to only ten schools in Dhaka.

1.7 Operational Definition

Grammar Translation Method is a traditional method which has been used in our teaching arena till now, despite the introduction of CLT. But Communicative Language Teaching is an approach which has been introduced to improve the four language skills.

1.7.1 Grammar Translation Method (GTM)

It is one of the traditional methods of English language teaching. Still it is seen in teaching English though Communicative Language Teaching has been introduced at secondary level in Bangladesh. It is based on accuracy of grammar, writing, speaking rather than fluency. It focuses on rules, structures, and memorization. (Barman, Sultana, Z., Basu, L. B., 2006)

1.7.2. Communicative Language Teaching

Communicative Language Teaching has a good impact on second language teaching and it has been followed for a long time in language learning. CLT focuses on knowing rather than accuracy. This approach doesn't allow the students to memorize rather it develops the students creativity which they can use in their real life. (Barman, Sultana, Z., Basu, L. B., 2006)

According to Richard and Rodgers (2001:167), there are some characteristics of the communicative view of language.

- # Language is a system for the expression of meaning.
- # The primary function of language is to allow interaction and communication.
- # The structure of language reflects its functional and communicative use.
- # The primary units of language are not merely grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

1.8 Conclusion

As the speaking and listening skills are not less important skills, these skills should be prioritized in the classrooms as well. That's why the researcher has tried to find out the obstacles of the teachers who are teaching oral skills at secondary level in Bangladesh.

CHAPTER II

Literature Review

2.1 Introduction

This chapter focuses on Teaching speaking and listening skills, Education policy of Bangladesh, Education structure of secondary level in Bangladesh, Teacher Training in Bangladesh, National curriculum of Bangladesh, Speaking and listening skills at Secondary level in Bangladesh, Communicative Language Teaching in Bangladesh, ELT in Bangladesh.

2.2 Teaching Speaking and Listening Skills

Now-a-days teaching speaking and listening skills have become an expected aim of all foreign language teachers all over the world (Richards, J, W, 2008:2). As the world's business opens up opportunities several purposes emerges like education, travel, medicine, communication, trade and fair and so on. So language learning is becoming essential part for better understanding to one another. That's why people now put emphasis on developing their speaking and listening skills. Fluency and comprehension are an integral part in teaching speaking and listening skills. It means that we must teach the students to speak the language with fluency and listen to the discourse with full comprehension

(Richards,J,W.,2008).To understand and to make other understand is the basic rule for interaction. Teacher sets the target for the students to make them able to speak confidently and fluently at the same time to understand the discourse.

There are different types of activities which have been included in speaking and listening programme such as role-playing, stimulated or authentic dialogues. Particularly some activities which are used for different types of listening task. For short responses, teacher observes student's response towards obeying instruction, ticking off items, true/false, detecting mistakes, cloze, guessing definitions, skimming and scanning. For longer response, answering the question, note taking, paragraphing and translating, summarizing, long gap-filling and for extended responses, problem solving and interpretation (Ur, P., 1996:114). At this point, it has been shown that these activities are used to develop listening skills all over the world.

In the learning process, learners face difficulties. They get trouble catching the actual sounds of the foreign language. They try to understand each and every word, if they miss something, they get worried. There is another problem; they cannot understand fast, mature native speech, at the same time they need to hear the same thing more than once.

They find it difficult to 'keep up' with all the information and they cannot think ahead. Lastly, if the listening goes for a long time, they get tired and lose concentration. (Ur.P, 1996:111) Here Penny presents the problems of the learners regarding listening skill which should be taken seriously by the teachers while teaching this skill. Particularly for speaking task, spoken presentation to class, a community organization, telling stories and sharing own experience and for listening task, comprehension activities in response to live or recorded material such as performing task, sequencing pictures, numbering, ticking or underlining material on a worksheet and answering questions.(Richards,J.W.,2008).Here, it has been shown that these types of activities are helpful for improving speaking skill. For successful speaking activities, teacher needs to keep the learners talking a lot; to motivate all the learners to participate in discussion and on different topics, teacher should mention an acceptable level of language accuracy so that it can be comprehensible to each other. (Ur, P., 1996).We can say that these points will be helpful to become a good speaker.

So in teaching speaking and listening skills, teacher gives the students opportunities to practice the speaking and listening skills so that a student can use his or her own imagination to describe the situation which provoke the student to use the language in expression of his or her own meaning within the limit of what he or she has been learning and listening as much as possible.(Rivers,M.W.,1968). It is very clear at this point that the learner has to be more

imaginative and creative in his learning techniques which will help to learn and grab the language more efficiently.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. United Kingdom: Cambridge University press.

Rivers, Wilge. (1968). *Teaching Foreign Language Skills*. The University of Chicago Press.

2.3 Education Policy of Bangladesh

The first education commission was formed in 1974 by the Qudrat-e-khuda commission to recommend an appropriate Education Policy for Bangladesh. Ministry of Education (2005-2006) has clearly stated its constitution and development plans with highest priority in education for the public sector investments. Education sector allocations are currently about 2.3% of GDP and 4% of total govt. expenditure. The management of the education system falls under two ministries – The primary and mass education (Responsible for primary, secondary and mass literacy) and the mass ministry of education (Responsible for secondary vocational education). There are over 8 million students at the secondary level. Furthermore the Ministry of Education (2005-2006) stated that the government is strongly committed to alleviating the existing problems in respect of management and quality through reforms across the education system. At the secondary and higher secondary, Ministry of Education has developed a

medium-term frame-work for the secondary education sub-sector, focusing on quality improvements, policy measures and specific action and needed to reform the system.

Government of the People's Republic Bangladesh, Ministry of Education 2005-2006. Education Policy: Policy and guidelines of Ministry of Education, from <http://www.moedu.bd/bd/edu-system-edu-policy.htm>

2.4 Education Structure of Bangladesh

There are three stages in educational structure of Bangladesh. The stages are – Primary, Secondary and Higher education. Primary education is a five year cycle while secondary education is seven years. This secondary level has two cycles Two years of first cycle is called junior secondary education. Grade six to eight are in this cycle. Class nine to ten are included in the Secondary second cycle. This part is for three years. Here, one and half years which are called secondary education include 14 to 15 years old students.

Those students are for class 9 to 10. Next one and half years for Higher Secondary Education which includes students of grade 11 to 12. In tertiary level, students are 18 years and above.

According to the new policy (2009) the duration of primary education is extended from 5 years to 8 years i.e. up to class VIII. The policy has just been adopted in September 2009 but the implementation has not been started yet.

Information and Monitoring Sheet for Statistical Capacity Building in Education, 2003-2005: Structure of the education system of Bangladesh Government of the People's Republic Bangladesh, Ministry of Education 2009-2010. Education Policy: Policy and guidelines of Ministry of Education, from <http://www.moedu.bd/bd/edu-system-edu-policy.htm>.

2.5 Teacher Training in Bangladesh

At present, there are 53 primary training institutes, 10 teachers' training colleges for secondary teachers, one training college for teachers in physical education, one technical teachers' training college and 15 private teachers' training colleges in Bangladesh. Some private universities now run B.Ed programme for non-trained teachers. Among the colleges, Dhaka Teachers' Training College runs a three-year Honors course. Institute of Education and Research (IER) of the University of Dhaka has a four -year B Ed (Honors) programme, which had been conducted as a three-year one until 2001. Teachers' training institutes of Bangladesh can be categorized into primary and secondary as far as the level of education is concerned (Hossain, M., 2006)

There are three types of teachers' education i.e. teachers trainings for the secondary education and short term teachers training for higher education. The primary training institutes provide one year long diploma degree for the primary school teachers. Entry for the diploma is a higher secondary certificate. Bachelor of education (B.Ed) and masters

of Education (M.Ed) are for the secondary school teachers. There are ten months of long diploma and entry qualification is a Bachelors degree in any subject from any recognized university. In some training program, it trains the teachers on the use and integration of 21st century skills and ICT in today's classrooms, and on adoption of a more student centric approach in education. The trainees were trained about the importance on collaborative works, group works, higher order thinking, and use of technological software like Ms- Word, Ms-Excel, MS-Power Point. They also acquired knowledge on Internet based works like opening email accounts, using email address, searching information online by using search engine,

Banglapedia (2006).<http://www.banglapedia.org/httpdocs/HT/>

2.6 National Curriculum of Bangladesh

The present English language curriculum in secondary education was introduced in 1996. Aim of the secondary level curriculum is to develop four basic skills: speaking, listening, reading and writing. Moreover it emphasizes to generate student's interest to learn the language through context and situation based activities." English for Today" is designed for text book of secondary level students. So, classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work. This book includes topics of both national and global context, appropriate and interesting to the learners thematically, culturally and linguistically. Adequate grammar contents have also been integrated with language skills

so that the elements taught and learned in situations can easily be related to real life situation not just to be memorized as discrete items. (Prof.Md.Kamaluddin.M, 2001). As the researcher will study on speaking and listening skills of secondary level, class VI to X have been selected for that.

Shahzadi, N., Rabbani, F., Tasmin, Shamima. (2001). English For Today. Dhaka: National Curriculum & Textbook Board.

2.7 Teaching Speaking and Listening Skills in Bangladesh

In National Curriculum, speaking and listening skills are also included. In the textbook, lessons are designed based on skills. Students from different level practice different types of activities such as arguing, describing, exchanging personal information, advising for developing speaking and listening skills. Besides, in the curriculum there are passage, comprehension, multiple choices, fill-in-the blanks ,tag questions, question-answer, grammar, translation for writing skill and few listening comprehension as well . But it is also true that, There is no mark allocated for speaking and listening skills. These two skills are ignored in a real sense.

(English For Today: National Curriculum and Textbook Board, 1996; English For Today: National Curriculum and Textbook Board, 2002)

2.8 Speaking and Listening Skills at Secondary Level in Bangladesh

For secondary level curriculum, textbook has been designed following communicative approach. Here four skills also have been included for developing students' communicative competence. The textbook provides the learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities. There are listening passages so that students can develop their listening comprehension. Besides, here activities are designed on the basis of skills. For example, students are learning how to greet, describe, introduce themselves, offer, request, talking about the past, present. So it emphasizes on learning the language through context and situation based activities.”

English for Today” is designed for the secondary level school students. Communicative language teaching makes use of real life situation which is necessary for communication. The teachers set up a situation that students are likely to encounter in the real life.

(English For Today: National Curriculum and Textbook Board, 1996; English For Today: National Curriculum and Textbook Board, 2002)

2.9 Grammar-Translation Method

Barman, Sultana and Basu (2006) are of the opinion that Grammar- Translation method of foreign language teaching is one of the most traditional methods which is used in English language teaching. In this method classes are taught in the student's mother tongue with little active use of the target language. (Barman, Sultana and Basu, 2006) It

means Grammar Translation Method helps the learner to learn a foreign language with the help of their mother tongue. It focuses on reading and writing skills. It emphasizes on accuracy than fluency.

2.10 Communicative Language Teaching

Barman, Sultana and Basu (2006) also opine that CLT sets the goal of creating ‘communicative competence’ in the learners. To teach students how to use the language is considered to be as important as learning the language itself. Communicative language teaching makes use of real-life situation that necessitate communication. The teacher sets up a situation that students are likely to encounter in the real life. Students’ motivation comes from their desire to communicate in a meaningful ways about meaningful topics. Basically it priorities four basic skills. When a person is able to read, write, listen and speak in a particular language, he or she becomes competent in that language. In teaching a language, teacher focuses on all those skills through real life activities so that students can get idea about the practical work.

2.11 Communicative Language Teaching in Bangladesh

National Curriculum and Textbook has designed “English For Today” to fulfill the needs of students and teachers for the better result in effective teaching and learning English. National Curriculum and Textbook Board, 2002). Sarwar, F (2011) says that CLT requires interactive classroom activities with the integration of the four language skills. He further says that for the construction of sufficient interaction and quadruple-skilled

integration in classrooms there awaits some barriers for the Bangladeshi teachers. The administrator of the educational institution might prefer teacher-oriented classes and students even expect a lecture-based classroom. Still teachers follow the traditional Grammar-Translation Method in the classroom. In general, reading and writing skills have been practicing through out the country but speaking and listening skills are not practiced as required. Students interact among them in their mother tongue. As a result speaking and listening skills are neglected. In that sense, Communicative –Language Teaching is not followed.

Sarwar, F. (2007). Bangladeshi ELT Teachers: Classroom Teaching Problems.

http://http://www.streetdirectory.com/travel_guide/106602/languages/bangladeshi_elt_teachers_classroom_teaching_problems.html.

2.12 ELT in Bangladesh

English has been taught and practiced at different levels of academic institutions in Bangladesh such as primary, secondary and tertiary levels for over 200 years (Dutta, 2006). Though it has been taught for a long period of time, at different levels, the level of improvement is not satisfactory. The government has introduced communicative approach in secondary level but still teachers follow the same traditional GTM. According to Dutta (2006:76), teachers of secondary levels still follow GTM which has not yet succeeded in preparing the students for communicating in English in real life situation. He further says that, students are not taught speaking and listening skills which

they can use outside the classroom. These points show that the standard of the students' oral skills were not satisfactory in past. Now the present condition of the students' competence in speaking and listening skills is not improved up to the mark at all.

In BELTA conference (2004-2005) it has been pointed out how the local ELT is struggling to adopt CLT to local conditions and a number of practical problems and constraints faced by the local ELT community. These problems arise from different factors and these are academic, economic, administrative, infra-structural as well as cultural. (Siddique, R., 2004) So this conference states the picture of ELT practitioners and their present condition regarding ELT.

At the primary and secondary level, teachers lack competence in the four basic skills. Though CLT has been introduced in the form of the Textbook and curriculum, a large number of teachers do not fully comprehend its concept. They get frequently confused about conducting classes following that approach. They revert to traditional Grammar-Translation Method and rote-learning methods. (Siddique, R., 2004)

Their lack of competence in four skills and approach are great barrier to contribute in teaching strategies. They cannot come up with new ideas for the betterment of the learners.

Economic constraints is one the major problems which hamper the efforts and motivation of local ELT practitioners. The teaching community in Bangladesh is underpaid (Barman,

Sultana and Basu 2006). This sort of problem affects their professional and personal lives terribly.

There is a considerable pressure on the local practitioners from both guardians and intuitions. Because they prefer exam-oriented teaching. There is a conflict between curricula and examination (Siddique, R., 2004). This point gives a real status of speaking and listening skills among four skills. Basically reading and writing skills are examined and other two are neglected.

The scarcity of funds and over-loaded population create pressure on teaching conditions. Very few ELT classes of Bangladesh are not large. The usual class-sizes exceed "seventy-five"(Brown 179) or even hundred. Therefore, when a teacher attempts to divide such a large class into groups it ultimately gives rise to managerial difficulties. Eventually, the teacher would face complications in monitoring the pair or group activities ensuring the "importance of meaningful, purposeful language and communication, which in turn must allow the student to give vent to creative possibilities"(Brown 181). To "circulate among the groups, listen to students and offer suggestions and criticisms"(Brown 181) would demand more time and effort than a teacher can usually afford.

The cultural milieu of Bangladesh plays an important part regarding students' and Teachers' responses to CLT pedagogy. Teachers and students are reluctant to accept the

change from teacher-centred to learner-centred classes. (Siddique, R., 2004). CLT emphasizes on learner-centered classes whereas students in this context want a teacher-based classes. So, the teaching and learning process go through a cultural conflict.

Brown, Doglus, H. Teaching by Principles: An Interactive Approach to Language Pedagoghazogy. 3rd ed. New York: Longman, 2001.

Siddique, R. (2004). The Dhaka University Studies. CLT: Another Assumed Ideal from the West? , 115 - 119.

2.13 Vygotsky's Social Development Theory

Social Development Theory is the work of Russian psychologist Lev Vygotsky (Learning-Theories, 2008). Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning". Vygotsky's theory is one of the foundations of Major themes. It asserts three major themes:

1. Social interaction plays a fundamental role in the process of cognitive development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)." (Vygotsky, 1978).

2. The More Knowledgeable Other (MKO) - The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, siblings, a younger person, or even computers. (Learning-Theories, 2008)

3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone. (Learning-Theories, 2008)

Crawford (1996) said that Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences. According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills. (Learning-Theories, 2008). Even in Bangladeshi context, a teacher can motivate his/her students to speak in English without any hesitation. At first, the students will make mistakes but ultimately they will be able to reach at the satisfactory level of oral skills.

Regarding MKO, Vygotsky recommended that a social context wherein a more competent learner would be paired with a less competent one, so that the former can elevate the latter's competence. This social context promotes sustained achievement and cognitive growth for less competent student. Accordingly, students need to work together to construct their learning, teach each other so to speak, in a social-cultural environment in class opportunities for collaboration on difficult problem solving tasks will offer support to students who are struggling with materials. By interacting with more capable students who continue to mediate transaction between the struggling students and the content, all students will be benefited. (Farris. D., 2008:17). In Bangladesh, a teacher can make groups among the students and give them class activities in the classroom. The teacher can make groups with the competent and less competent students so that they can help one another. It will help the less competent student to develop their oral skills.

Regarding ZPD, Vygotsky views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skilful peers - within the zone of proximal development (Mcleod., S., 2010).Further he presented in his article that, Vygotsky believed when a student is at the zone of proximal development for a particular task, providing the appropriate assistance (scaffolding) will give the student enough of a "boost" to achieve the task. Once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the student will then be able to complete

the task again on his own. In Bangladeshi context, a teacher can apply this way to improve students' oral skills.

Many schools have traditionally held a transmissions or instructionist model in which a teacher or lecturer 'transmits' information to students. In contrast, Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students. Learning therefore becomes a reciprocal experience for the students and teacher. (Learning-Theories, 2008)

Learning-Theories (2008).<http://www.learning-theories.com/vygotskys-social-learning-theory.html>

Crawford, K. (1996). Vygotskian approaches to human development in the information era. *Educational Studies in Mathematics*. (31) 43-62.

McLeod, S. (2010). Zone of Proximal

Development.<http://www.simplypsychology.org/Zone-of-Proximal-Development.html>

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2.14 Conclusion

Oral skills are the expected aim of all foreign Language teachers. As English is a lingua franca, its' demand is all over the world. In Bangladesh, Education policy and system has

introduced CLT approach at secondary level for developing students' four basic skills. So, there are three types of teachers' training for the secondary level teachers. Besides, National Curriculum has designed 'English for Today' as a Textbook where four skills are included for the secondary level students. But ELT in Bangladesh is not at the satisfactory level.

CHAPTER III

Methodology

3.1 Introduction

This chapter discusses the nature of research design, theoretical framework, setting, sampling, research instruments, data collection procedure, data analysis procedure and obstacles encountered.

3.2 Research Design

This research is a descriptive study that tries to show the secondary level students' present condition of speaking and listening skills in Bangladesh. It focuses on class VI to X. the data was collected by questionnaire (from 20 teachers and 260 students), class observation and interviews (from teachers) from ten schools in Dhaka city. There were close-ended and open-ended questions. The classroom setting was formal, basically classroom based. Each student fills up individually a questionnaire in the classroom and each English teacher a questionnaire. Interview of twenty English teachers were conducted in the classroom and in their free time.

3.3 Theoretical Framework

Hymes (1972) referred to the communicative approach as communicative competence. Hymes theory of communicative competence was a definition of what a speaker needs to

know in order to be communicatively competent in a speech communication (Richard and Rodgers, 2005). Here this theory emphasizes on communication and competence of language. So speaking and listening skills can be practiced in a more effective way.

According to Lightbown and Spada (2000:09), behaviorist accounts that learning takes place through imitation, practice, feedback on success, drilling and habit formation. The behaviorism theory pointed out that learning is a matter of conditioning as well as habits are formed through responses to external stimuli. Through mimicry, memorization, repetition of pattern drills, a second or foreign language can be learnt. So speaking and listening can be practiced in this way.

Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with other people in his environment and in co-operation with his peers. (Vygotsky, 1978). Vygotsky emphasizes on social interaction which enables a learner to speak in a second or foreign language. It will help the learners to develop their speaking and listening skills.

3.4 Setting:

The data was collected from a formal academic setting. The study focused on ten well-known schools of Dhaka city. For collecting data, researcher contacted the Principals of those schools. First the authority asked many questions regarding this study. Later on they were convinced and gave the permission to conduct this. The researcher went to six

classes of class six, seven classes of class seven, six classes of class eight, four classes of class nine and three classes of class ten. In every class, there were not less than sixty students.

3.5 Samplings:

Both students and teachers were the subjects of this study. The study samples consisted of 20 teachers and 260 students from ten schools. As the researcher selected secondary level education system of Bangladesh, she went to class VI to class X to conduct this study. Ten students from each class were selected by the researcher. She took data from them as well as from the teachers who take English classes of those institutions at secondary level.

3.6 Research Instruments

The research instruments were based on close-ended and open-ended questionnaire, observation and interview.

3.6.1 Questionnaire

There were two sets of questionnaires. One was for students and another was for teachers. Students and teachers have to give the answers of thirteen close-ended and three open-ended questions. Many teachers did not want to mention their names in the Questionnaire.

3.6.2 Observation

For the time limit and permission problem researcher could observe the class IX. The teacher was taking the English 2nd paper class. The class duration was 40 minutes. The teacher gave some exercises on the board to his students. The class was basically lecture-based.

3.6.3 Interview

The research took the interview of ten teachers. Because, they were busy with their tight schedule. Few of them were not interested to giving interview and talking about their teaching. Because of this inconvenience, researcher took few teachers of those schools. She asked questions from the questionnaire.

3.7 Data Collection Procedure

For collecting data the researcher took the permission from the authority of the schools. She convinced them by explaining the objective of this research. The researcher gave questionnaires to the students and the English teachers during their classes. At first, she explained the types of question and gave 10 to 15 minutes to complete it. If any of the students faced any problem, the researcher made them understand. When they finished their writing, he collected the questionnaire. She also collected the data by taking interviews with the English teachers from those schools. The teachers were asked various questions but those were from that questionnaire and when they answered, the researcher

jotted the responses down. The researcher also collected data by observing English class. Main target was to get the idea about actual picture of an English classroom.

3.8 Data Analysis Procedure

After collecting data from the students and teachers of ten schools in Dhaka city, the researcher analyzed them. The data was collected from 260 students and 20 teachers of ten schools. First she collected the students' responses. For each question, most of the students gave their responses. She compared the findings based on what the majority of the students said in terms of each question. She also analyzed the responses of the teachers in the same way. She analyzed the findings in terms of the central research objectives.

3.9 Obstacles Encountered

The researcher faced some obstacles for collecting data. Among ten schools, few of them did not allow to collect the data at first. But the researcher explained the objective of the study and also made them understand that it will not hamper their reputation. Later on they gave the permission to conduct the work. But many teachers were not interested to give the interview and to fill up the questionnaires then she explained the goal of her study. Later on, she convinced by telling that she will not mention their names in the paper and it will not hamper their reputation at all.

3.10 Conclusion

The researcher has explained the way this study was conducted. To collect data she had to go to ten schools of Dhaka city. The data were collected from 20 teachers and 260 students. It was analyzed based on what the majority of the students said in terms of each question. But the researcher went through few obstacles for collecting data. She convinced those authorities to conduct this survey properly.

CHAPTER IV

Result and Discussion

4.1 Introduction

The study is based on urban context. The researcher has visited 10 well-known schools of Dhaka city. She has collected data from 260 students and 20 teachers through questionnaires, survey and interviews. The findings have been discussed in table 4.1.1 which is the student's responses and in table 4.1.2 the teacher's responses based on the collected data. The responses of the students and teachers have been also explained and discussed in terms of the research questions. Later on, the findings have been compared with other authors who are mentioned in this paper for their previous work on ELT in Bangladesh. There are few theories for second language learning. So, the researcher have discussed the present condition of the secondary level students' competence in speaking and listening skills and have tried to find out which theories will be suitable to improve these two skills.

4.2 Findings of the Study

The research has explained the findings from the students' perception as well as the teachers' perception.

4.2.1 Findings from Students' perception:

The researcher collected data from 260 students from 10 schools.

Table 4.2.1; students' responses to the questionnaire

Section A: Teaching Techniques used in the classroom

Question no.	A (Always)	B (Never)	C (Sometimes)	D (Rarely)
1. Does your teacher give instruction in English throughout the English classes?	36.54% [95 students]	08.08% [21 students]	51.92% [135 students]	03.46% [09 students]
2. Does your teacher use Bangla more than English in the classroom?	23.85% [62 students]	10.00% [26 students]	56.54% [147 students]	09.62% [25 students]
3. Does your teacher encourage you to speak in English?	55.00% [143 students]	09.62% [25 students]	29.62% [77 students]	05.77% [15 students]
4. Does your teacher encourage you to ask questions?	70% [182 students]	06.15% [16 students]	22.31% [58 students]	01.54% [04 students]
5. If you do not understand your teacher's instruction which is in English then does he/she make the English easier so that you can understand?	62.69% [163 students]	05.38% [14 students]	25.77% [67 students]	06.15% [16 students]
6. When you face problem in speaking and listening skills, do you use Bangla instead?	22.69% [59 students]	07.69% [20 students]	62.69% [165 students]	06.92% [18 students]
7. Does your teacher stop you for using Bangla instead of English while speaking?	23.08% [60 students]	26.54% [69 students]	42.31% [110 students]	08.08% [21 students]

For the first question, 51.92% students said that their teachers give instruction “sometimes” in English. 95% of them said that their teachers “always” give instruction in English .But 21% students said that their teacher “never” do it. 9% said their teachers “rarely” give instruction in English. For the second question, 56.54% students said that their teachers “sometimes” use Bangla more than English and they like it. 23.85% of them said that their teachers “always” use Bangla more than English. 10% said that their teachers “never” use Bangla more than English in the classroom and 9% of them said that “rarely” it happens. In the third number answer, 55% students said that their teachers “always’ encourage them to speak in English in the English classes. 29.62% of them said that “sometimes” their teachers do so. 9.6%students said that their teachers “never” encourage them to speak in English in the class. Their class is totally conducted in Bangla. 5.77% (15) told that “rarely” their teachers tell them. In fourth number answer, 70% (182) students responded positively. They said that their teachers “always” encourage them to ask questions. 22.31% of them said “sometimes” their teachers to do so. 6.15% said teachers “never” do it. 1.54% students said their teachers “rarely” do so. In the response to fifth number question, 62.69% students said that if necessary then their teachers “always” make their instructions by using easy English.

25.77% of them told that “sometimes” their teachers do so. 6.15% said that their teachers “rarely” do it and 5.38% said that their teachers “never” do it.. In sixth number answer majority (62.69%) of the students said that “sometimes” they use Bangla instead of English when they face problem speaking in English. 22.69% of them said that they

“always” use Bangla. 7.69% students said that they “never” get encouragement from their teachers. 6.92% said that their teacher “rarely” encourage them to speak in English in the classroom. Here in seventh number answer, 42.31% (110) student said that “sometimes” their teachers stop them for using Bangla instead of English while speaking. 26.54% said that their teachers “never” stop them for using Bangla. 23.08% said that their teachers “always” stop them for using Bangla instead of English in the classroom. 8.08% said their teachers “rarely” do so.

Table 4.2.2

Section B: Materials used to English classes

Question no.	A (Always)	B (Never)	C (Sometimes)	D (Rarely)
8. Are the content of the materials interesting for you in the English classes?	54.62% [142 students]	10.77% [28 students]	28.46% [07 students]	06.15% [16 students]
9. Does your teacher use materials like audio cassettes and video clips in the classroom?	02.31% [06 students]	54.23% [219 students]	10.38% [27 students]	03.08% [08 students]
10. Have you ever heard about Do It Yourself (DIY) materials?	11.54% [30 students]	47.31% [123 students]	33.85% [88 students]	07.31% [19 students]
11. Do your teacher use any materials which are out of your textbook? Do you find it interesting?	27.69% [72 students]	25.00% [65 students]	42.31% [110 students]	05.00% [13 students]
12. If your teacher prepare any materials for you, do you think that will be interesting?	58.08% [151 students]	10.38% [27 students]	26.15% [68 students]	05.38% [14 students]

Table 4.2.3

Question no.	A (Always)	B (Never)	C (Sometimes)	D (Rarely)
13. Do you think materials use for English classes focus on four skills and helpful for you as well?	63.85% [166 students]	08.46% [22 students]	22.69% [59 students]	05.00% [13 students]

Table 4.2.4

Question	Satisfied	Dissatisfied
14. Are you happy the way your teacher teaches you English?	81.15% [211 students]	18.85% [49 students]

In the eighth number answer, 54.62% students said that they “always” like their textbooks. 28.46% said that they “sometimes” like to read their textbooks. 10.77% of them gave negative answers and 06.15% said that they “rarely” find it interesting. For the question number nine, 54.23% said that their teachers “never” use these things in the class room. 10.38% (27) of them said that their teachers “sometimes” use it. 2.31% said that their teacher “always” use it. 3.08% said that their teachers “rarely use materials like audio cassettes and video clips in the classroom. For the tenth number question, 43.31% students said that they have not heard the term ‘DIY’. 33.85% students said that they “sometimes” hear this term but do not know what it stands for and meaning of it. 11.54% of them said that they “always” hear about it and 7.31% said that they “rarely” hear this term. To eleventh number answer, 42.31% of the students said that their teacher

“sometimes” use materials which are out of the textbook. 27.69% students responded positively. their teachers “always” use materials out of textbook 25.00% of the students said that their teachers never use any materials which are out of textbook. In response to question number twelve, 58.08% of the students said that if their teacher prepare any materials for them then it will be “always” interesting for them. 26.15% students said that they will “sometimes” like it. 10.38% of the students think that it will not be interesting for them. To thirteenth number question, 63.85% (166) students said that the materials they read in English class help to improve their four skills.22.69 % students said that “sometimes” those materials focus on four skills and help to improve those skills. 8.46% of them said that those materials never help them to develop their four skills and focus on them. 5% students said that those materials “rarely” do so.

In the fourteenth question, 18.85% (49) students said that they are not happy the way their teachers teach. In response to the question number fourteenth, majority (81.15%) of the students expressed their satisfaction regarding teachers’ way of teaching. Only few (18.85%) of them said that they are not satisfied.

Question 15: What type of problem do you face while speaking in English?

Table 4.2.5

Problems
<ul style="list-style-type: none">• Students do not have sufficient word-stock.• They cannot construct sentence properly.• They have lack of knowledge regarding tense, right forms of verbs and voice.• They cannot pronounce word correctly. They find it very difficult.• They feel very shy and nervous to speak in English.• They cannot speak in English fluently.

For this question, the majority of the students told that they do not have sufficient word-stock, they cannot construct sentence properly, they have lack of knowledge regarding tense, right forms of verbs and voice, they cannot pronounce word correctly and they find it very difficult, they feel very shy and nervous to speak in English, they cannot speak in English fluently.

Question 16: What type of attempt do you expect from your teacher to improve your speaking and listening skills?

Table 4.2.6

Solutions
<ul style="list-style-type: none">• Teachers should teach them grammar.• They (Teachers) should speak in English throughout the English classes.• Their teachers should teach oral skills with help of audio cassettes and video clips.• Teachers should take more extra classes on oral skills.• Teachers should be more friendly and helpful to them (Students).• Teachers should emphasize on oral skills so that they can practice it in the classroom.• Their teachers can provide 5-6 new words each day in their English classes.• Teachers can arrange English newspapers, magazines and other extra books for their students to read in their extra time.• Teachers should teach them phonology to pronounce word correctly.

Answer to this question, Majority of the students said that Teachers should teach them grammar, they (Teachers) should speak in English throughout the English classes, teachers should teach oral skills with help of audio cassettes and video clips, they (teachers) should take more extra classes on oral skills and also should be more friendly and helpful to them (Students) their teachers should emphasize on oral skills so that they can practice it in the classroom, They (teachers) can provide 5-6 new words each day in their English classes., teachers can arrange English newspapers, magazines and other

extra books for their students to read in their extra time and they should teach them phonology to pronounce word correctly.

4.2.2 Findings from Teachers' Perception:

The researcher collected data from 20 teachers from 10 schools.

Table 4.2.2 Teacher's response to the questionnaire

Section A: Conceptual base regarding CLT

Questions	A (Yes)	B (No)
i) Do you have training on CLT approach?	75% [15 teachers]	25% [5 teachers]
ii) Do you apply CLT on classroom?	100% [20 teachers]	0%
iii) Do you face any problem applying it in the classroom?	95% [19 teachers]	05% [1 teacher]

There are 3 parts of the first question. In response to first one, 75% teachers said that they have training on CLT approach. Here in the second one 100% teachers said that they apply CLT in the classroom. In response to the last one 95% teachers said that they face many problems when they apply CLT approach in the classroom.

Table 4.2.3

Section B: Application of techniques in the English classes

Question	A (Always)	B (Never)	C (Sometimes)	D (Rarely)
2. Do you give the instruction in English throughout the English classes?	40% [08 teachers]	0%	60% [12 teachers]	0%
3. Do you use Bangla more than English in the classroom?	10% [02 teachers]	25% [05 teachers]	60% [12 teachers]	5% [01 teacher]
4. Do you motivate your students to speak in English?	75% [15 teachers]	0%	25% [5 teachers]	0%
5. Do you encourage your students for asking questions?	95% [19 teachers]	0%	5% [01 teacher]	0%
6. If your instruction in English is not understood by your students then do you make your English easier so that students can understand it?	80% [16 teachers]	0%	20% [04 teachers]	0%

In response to question number 2, among 20 teachers 12 teachers said that they give instruction “sometimes” in English because students do not understand English well. In response to question number 3, 60% (12) teachers said they “sometimes” use Bangla

more than English because students respond to Bangla than English. 25% teachers said they “never” use Bangla more than English in the class. 10% teachers said they ‘always” use Bangla more than English and 1% teacher “rarely” use Bangla more than English. Majority teachers “sometimes” use Bangla more than English. In response to question number 4, 95% teachers said that they “always” encourage their students to speak in English. 5% teachers said that they “sometimes” encourage their students. Regarding question number 5, 80% (16) teachers said that they “always” encourage their students to ask them questions whenever they do not understand or arise any question in their mind. Only 5% (4) teachers said that they “sometimes” inspire their students to do so. For the next question, 65% (13) teachers said that “sometimes” they make their English instruction easier by using easy and simple English if their students do not understand what they said. 15% (3) teachers said that they “always” make their English instruction easier if necessary. 10% (2) said they “never” do like that and 10% (2) teachers said they “rarely” do it.

Table: 4.2.4

Question	A (Always)	B (Never)	C (Sometimes)	D (Rarely)
7. Do you allow your students to use Bangla in the classroom when they cannot complete a sentence in English while speaking?	15% [03 teachers]	10% [02 teachers]	65% [13 teachers]	10% [02 teachers]

In reply to question 7, 65% (13) teachers share their thoughts that they “sometimes” allow them. 15% (3) of them said they “always” allow. 10% (2) “never” allow and 10% (2) “rarely” allow any sort of Bangla instead of English in the classroom.

Table 4.2.5

Question	A (Always)	B (Never)	C (Sometimes)	D (Rarely)
8. Do you get the instruction from the authority to conduct the classes fully in English?	80% [16 teachers]	5% [01 teacher]	15% [03 teachers]	0%
9. Do the authority specifically instruct on priorities speaking and listening skills?	35% [07 teachers]	10% [02 teachers]	50% [10 teachers]	5% [01 teacher]
10. Do the authority provide aids like cassette players, cassettes in the classroom?	10% [02 teachers]	40% [08 teachers]	45% [09 teachers]	5% [01 teacher]

For the eighth number question, the majority (80%) teachers said that they “always” get the instruction from the authority to conduct the classes fully in English. 15% said that they “sometimes” get this instruction from their authority. Only 5% said that they “never” get this instruction. In response to ninth question, 50% responded that they “sometimes”

get the instruction but it is not mandatory to follow it. 35% teachers said that teachers “always” get the instruction to priorities in speaking and listening skills. Few of them (10%) said that they “never” get any instruction from their authority. Only 5% said that they “rarely” get that instruction but is maintained properly.

For the tenth question, 45% teachers said that authority “sometimes” provide the audio cassettes and video clips. 40% of the teachers said that the authority “never” provide these aids to use in the classes 10% (2) teachers said that they “always” use aids like cassette player and video clips in the school. Only 5% of them said that authority “rarely” provide those materials.

Table: 4.2.6

11. Do you use materials like audio cassettes and video clips in the classroom?	0%	45% [09 teachers]	30% [06 teachers]	25% [05 teachers]
12. If you do not use those materials than have you ever talked to your authority about it?	0%	5% [01 teacher]	80% [16 teachers]	15% [03 teachers]
13. Have you ever heard about “DIY” materials?	30% [06 teachers]	20% [04 teachers]	45% [09 teachers]	5% [01 teacher]
14. Do you make “DIY” materials focusing on speaking and listening skills?	20% [04 teachers]	0%	75% [15 teachers]	5% [01 teacher]

For the eleventh question, 45% teachers told that they “never” use any sort of cassette and video clips for teaching English language in the classroom. 30% of the teachers said that they “sometimes” use it and 25% “rarely” use it. In twelfth answer, 80% (16) teachers said that they have talked to their authority about the use of materials in the classroom. 15% said they “rarely” talked about it and 5% said they “never” talked about it. For the next question, 45% (9) teachers said that “sometimes” they hear about this term. 30% said that they “always” hear about it and 20% replied that they “never” heard about it.

Question 15: What type of problems do you face in taking English classes as a teacher?

Table: 4.2.7

Problems
<ul style="list-style-type: none"> • Students do not understand English. • Syllabus does not support oral skills. • Class duration is not enough to focus four skills equally. • Authority does not provide materials to teach oral skills. • It is difficult to teach a large number of students with care. • Difficult to maintain a big classroom.

Regarding this question, majority teachers talked about the student’s inability to understand English. At the same time, Syllabus do not understand support the oral skills, class duration is not enough to focus four skills equally, the authority does not provide

materials to teach oral skills, difficult to teach a large number of students with care and also Difficult to maintain a big classroom.

Question 16: What type of steps should be taken to overcome the barriers for conducting English classes properly?

Table: 4.2.8

Solutions
<ul style="list-style-type: none">• Authority should increase their facilities to teach oral skills.• Board question pattern should be changed.• Class duration should be increased.• Number of students should be limited in the classroom.• Authority should be strict, so that students and teachers should speak in English in their English classes.• Teachers should not take too many classes at a day which become a burden to them.• Teachers should encourage their students.• They should start lecture in English.

For this question, the teachers said that Authority should increase their facilities to teach oral skills, board question pattern should be changed, class duration should be increased, number of students should be limited in the classroom, authority should be strict so that

students and teachers should speak in English in their English classes, teachers should not take too many classes at a day which becomes a burden to them, teachers should encourage their students to speak in English and they should start lecture in English.

4.2.3 Teacher's response to interview

The interview was taken only from the teachers from ten schools. Teachers were asked the same questions from the interviewed questionnaire. Their given answers matched with their questionnaire. But the one answer did not match with the questionnaire. The teachers said in their interview that they don't use any audio cassette and video clip in the classroom to teach speaking and listening skills but in the response to questionnaire, they said sometimes they do. Most of the teachers were not interested for the interview but the researcher requested to share their own experience and difficulties faced in teaching English at secondary level. They mentioned the conflict between curricula and board question, lack of facilities in the institution, exam-oriented teaching and students; less interest in speaking and listening skills. Many of them said that they did not complete their graduation on English Literature rather they are graduate on other subjects. They take English classes beside the classes on their subjects. Very few teachers who completed their Honors and Masters in English take English classes.

4.2.4 Observation

Class- IX

Names of Institution- Dhanmondi Govt. Boys School.

Class time- 3.10 p.m. to 3.55 p.m.

Total number of students- 65

Number of present students- 60

Topic- Fill in the gaps with appropriate idiom and phrase from a passage

Date of observation- 15th June, 2011

Material- Textbook

Facilities- black board, electricity

The researcher went to Dhanmondi Govt. Boys School on 15th June 2011 at 10.30 a.m. She observed there the English second paper of class IX .The total students of that class were 65 but that day 60 students were present The class was started at 3.10 and was finished at 3.45 p.m. The teacher used Textbook as a material and took the class on Idioms and phrases.

Firstly, the teacher started the class speaking in English. But he did not continue in English. He wrote some sentences on the board. Then he asked the students to fill the gaps with idiom and phrase. The interaction between teacher and students was totally in Bangla. Many of them responded very promptly. Some of them could not reply then the teacher explained it. Here, 90% of the classes were conducted in Bangla. The students felt comfortable to respond in Bangla. Whenever the teacher asked any question in English, they replied it in Bangla. Though it was an English language class, the teacher's

instruction and student's responses were totally in Bangla. The researcher could not manage to observe more than one class.

4.2.4 Specific Author

The present condition on education system match with what Dutta has already mentioned in his journal. He said that English has been taught and practiced in different levels of academic institutions in Bangladesh for over 200 years. He further says that students are not taught speaking and listening skills which they can use outside the classroom. More or less it matches with the findings because students speak in Bangla in the English classes. They have not improved these two skills because of the lack of practice, confidence, knowledge and word-stock. The teachers also talked about the ignorance on speaking and listening skills. There is no mark allocated to speaking and listening skills in the exam. So we can say that this findings match with what Dutta mentioned in his Journal. It also matches with Rumana Siddique who talked about the present condition of CLT in Bangladesh and ELT practitioners.

4.3 Analysis of the Findings:

Here the researcher has analyzed the data collected from the students and teachers So. The data were analyzed from their perception.

4.3.1 Analysis the Students' Perception is discussed below

Majority students gave their opinion regarding the first question is that their teachers give instruction “sometimes” in English. Students always prefer to interact in Bangla. Because English is a foreign language and they do not understand it well. So, they think that it is better to speak in Bangla in classroom. 36.54% of them said that their teachers “always” give instruction in English .But 21% students said that their teacher “never” do it.

In the second answer, 56.54% students said that their teachers “sometimes” use Bangla more than English. They also said that they are not able to understand the lecture if it is in English. Because in every sphere of life they speak in Bangla and they even interact with each other in Bangla in the classroom. So, they are not comfortable to speak and listen in English. 23.85% of them said that their teachers “always” use Bangla more than English. So, majority of the students have given their opinion that Bangla is the most comfortable medium to communicate in English classes and they do not have any objection for that.

When the students were asked the third question, they (55%) replied that their teachers “always” encourage them to speak in English in the English classes. 29.62% of them said that “sometimes” their teachers do so. They (students) feel shy and nervous to speak in English and their friends laugh at them if they try to speak in English. That’s why, they can not practice it.

The researcher asked the fourth question to the students whether their teachers encourage them to ask questions or not. The majority of the students (70%) responded positively.

They said that their teachers encourage them to ask questions. 22.31% of them said that “sometimes” their teachers do so. But they do not always ask questions to their teachers.

62.69% students gave their response to the fifth question that “always” their teachers give instruction in Bangla. When the teachers give instruction in English, they (students) do not understand it so their teachers explain it in easy English. 25.77% of them told that “sometimes” their teachers do so.

In sixth number question, 62.69% students said that they are not competent in English and they face problem while they speak in English. That’s why, “sometimes” they use Bangla instead of English while speaking in English. 22.69% of them said that they “always” use Bangla.

The findings showed that, 42.31% (110) students responded positively to question number seven. They said that sometimes their teachers stop them for using Bangla instead of English while speaking. Their teachers encourage them to complete the sentence in English. 26.54% said that their teachers “never” stop them for using Bangla.

When the researcher asked the students about the materials, majority (54.62%) of them replied that they like the content of the materials what they read in the English classes.

28.46% (74) students said that they “sometimes” like the content what they read in their class. The finding show that majority students like their books.

The researcher asked the students that whether their teachers use audio cassettes and video clips or not. Majority (84.23%) of them said that their teachers “never” use these things to teach them speaking and listening skills. Only 3.08% said that their teachers “rarely” use materials like audio cassettes and video clips in the classroom.

The findings showed that majority of the students (43.31%) “never” heard this term ‘DIT’ before. They do not know its’ meaning and why it is used. The researcher explained this term to them and why it is used for.33.85% students said that they “sometimes” hear this term but do not know what it stands for and meaning of it.

42.31% of the students said that “sometimes” their teachers use other materials besides textbooks. Those are different types of charts, pictures, diagrams. They like to read those things besides their textbooks. 27.69% students said that their teachers “always” use other materials besides textbooks. The findings showed that majority of the students expect to read other materials as well.

58.08% students gave their opinion that if the teacher prepares any materials then it will be always” interesting for them because most of the students are happy the way their English teacher takes the classes. So, they believe that if they make anything for them, it

will definitely be interesting. 26.15% of them said that “sometimes” it will be interesting to them. 5.38% of them said that “rarely” it would be interesting for them.

When the researcher asked the thirteenth number question to the students, majority (63.85%) of the students replied that the materials they read in English classes “always” help to improve their four skills. They are quite happy. 22.69 % students said that “sometimes” those materials focus on four skills and help to improve those skills.

Majority (81.51%) of the students responded positively to the question number fourteen. They said that they are satisfied the way their teacher teaches them. Their teachers teach them difficult thing easily and make them understand it. Students also mentioned that they have learnt tense, voice, translation, preposition because of their teachers’ well teaching. 18.85% (49) students said that they are dissatisfied the way their teachers teach. Because he/she does not pay full attention to them. They do not speak softly to them and do not make them understand the topics well.

When the researcher asked about their problem regarding speaking and listening skills, majority of the students talked about vocabulary. They said that they cannot remember right word at right time. They do not know the right English word which they want to use in a particular moment. They want to learn new words, its’ meaning to develop their vocabulary. They think that they are very weak in English. They are weak in tense, right forms of verb, transformation, voice. They cannot construct sentences correctly. The students said that they feel very shy, nervous whenever they have to speak in English.

They are not confident about what they are saying is right. A few of them said that they have fluency problem. While they speak in English they get stuck.

In response to question number 16, Most of the students said that their teacher should speak in English throughout the English classes with them. It will help them to improve their speaking and listening skills. Some of them said that their teacher should teach them new words with its meaning and give them ideas to make sentences. They also said that their teachers should be friendly and helpful to them. It will boost up their confidence level to practice in the class. Some students talked about grammar. They think if their teacher teaches them grammar properly then it will help them to learn English well. A few of them said that they need practice so that they can improve their speaking and listening skills. They expect encouragement from their teachers to speak in English and it will help to develop their vocabulary-stock, sentence structure and interest to English language. Sometimes their friends do not co-operate with them and laugh at their English.

They need also advice from their teachers to improve in oral skills. They also want to learn through using aids. Their teacher should teach them by using audio and video clips. Many students want to read English magazines, novels, books besides their textbooks. A few of them said that they want extra classes where they will get the opportunity to improve speaking and listening skills. Their teacher should teach them how to pronounce English words. Some of them want to participate in competition and quiz in English classes so that it helps to improve their oral skills. Their teachers can give the class work

in a group which will help to practice speaking and listening in a group. The more comfortable they will feel the more they will speak. 10% of them did not give any opinion regarding this question.

4.3.2 The analysis of the Teachers' Perception is discussed below

There are 3 parts of the first question. In response to first one, 75% teachers said that they have training on CLT approach. Here in the second one, 100% teachers said that they apply CLT in the classroom. In response to the last one, 95% teachers said that they face many problems when they apply CLT approach in the classroom. Because classroom settings, environment, number of students do not support this approach. In their training, they learnt about CLT approach and how to apply in the classroom. But in reality, there are no sufficient facilities to support the approach properly. It becomes difficult for them to follow in this context.

For the second question, among 20 teachers 12 teachers said that they give instruction “sometimes” in English because students do not understand English well. The students prefer to speak and listen in Bangla. 8 teachers said they “always” speak in English.

In response to question number 3, 60% (12) teachers said that they “sometimes” use Bangla more than English because students respond to Bangla than English. 25% teachers said they “never” use Bangla more than English in the class. 10% teachers said

they “always” use Bangla more than English and 1% teacher “rarely” use Bangla more than English. Majority teachers “sometimes” use Bangla more than English.

For the fourth question, 95% teachers said that they “always” encourage their students to speak in English. But students feel shy and they do not respond willingly. 5% teachers said that they “sometimes” encourage their students. The finding shows that the majority teachers “always” inspire their students but they (teachers) do not get that much response from their students.

In response to this fifth question, 80% (16) teachers said that they always encourage their students to ask them questions whenever they do not understand or arise any question in their mind. Only 5% (4) teachers said that they sometimes inspire their students to do so. But the teachers are not satisfied the way their students respond.

Sixthly, 65% (13) teachers said that “sometimes” they make their English instruction easier by using easy and simple English if their students do not understand what they said. As the students are weak in oral skills, they (teachers) have to tell many times to make them understand. 15% (3) teachers said that they “always” make their English instruction easier if necessary. Majority of the teachers do it for their students’ better understanding.

In the seventh reply, 65% (13) teachers share their thoughts that they “sometimes” allow them. 15% (3) of them said they “always allow”. 10% (2) never allow and 10% (2) “rarely” allow any sort of Bangla instead of English in the classroom. The majority allow

because in Bangla medium schools, students come from different background and they do not feel comfortable to speak in English and many of them cannot response at all to English, that's why they have to allow it.

In response to the eighth number question, 45% teachers said that they “never” use any sort of audio cassettes and video clips to teach English language in the classroom. Because the institution do not provide to use in the classroom. 30% of the teachers said that they “sometimes” use it but not in the classroom. They have language club where the students can use it. Here majority teachers talked about the lack of facilities and aids.

In the ninth answer, 80% (16) teachers said that they have talked to their authority about the use of materials in the classroom. But they did not get any response from them. 15% said they “rarely” talked about it and 5% said they “never” talked about it. The majority talked about it but the condition has not changed yet.

In reply to this question, 45% (9) teachers said that “sometimes” they hear about this term. But they are not very much clear about it. 30% said that they “always” hear about it. They know what it is. But 20% replied that they “never” heard about it Majority of the teachers said that they had completed their Masters long time age and now many things have been changed in teaching. So they do not have clear idea regarding new techniques in teaching. They do not know what it is and what it stands for. The researcher explained to them and told why it is important in teaching.

In response to the eleventh question, 75% (15) teachers said that they “sometimes” focus on those skills. Though they can not properly focus on speaking and listening skills, they regret for that.

In twelveth question, the majority (80%) of the teachers said that they “always” get the instruction from the authority to conduct the classes fully in English. Because of the standard of the students they can not do it. 15% said that they “sometimes” get this instruction from their authority. But it is not followed actually.

In thirteenth question, 50% responded that they sometimes get the instruction but it is not mandatory to follow it. Because students come from different background and they (student) are not comfortable to it. Most of the students said that they do not even understand English. 35% teachers said that teachers always get the instruction to priorities in speaking and listening skills. Few of them (10%) said that they never got any instruction from their authority. Only 5% said that they rarely get that instruction but is maintained properly.

Here, in the fourteenth number response, 45% teachers said that authority sometimes provide the audio cassettes and video clips but do not use that much in the classroom because most of the teachers do not know how to operate all those stuffs and they need training for it. But the authority does not organize any training for it. 40% of the teachers

said that the authority never provide these aid to use in the classes. 10% (2) teachers said that they always use aid like cassette player and video clips in the school. They said that they have language club where students can get opportunity to learn English through using these aids. Only 5% of them said that authority rarely provide those materials.

In fifteenth, teachers of those schools expresses their personal experiences regarding professional life 35% of them said that students do not understand English. So it becomes difficult to teach them using English throughout the classroom. Students insist their teachers to use Bangla to those sentences as well. 30% of them said that there is lack of materials. They do not get any kind of audio-video cassettes from the institute to use for improving speaking and listening skills. 15% teachers also talked about the education system of Bangladesh because this system only focuses on reading and writing skills.

There is no mark allocated for speaking and listening skills. As the syllabus and exam system do not support these speaking and listening skills, they can not emphasis on them. 10% teachers said that the class duration is not sufficient to emphasis on those skills because students, guardians and authorities are curious about to obtain good marks in exams. So they just want a good result. But by this time, it is not possible to teach four skills. There is another problem as well. 10% teachers and 4% teachers accordingly talked about large number of students and big classroom setting. Teachers face problem to maintain an indiscipline classrooms and to implement different techniques following CLT approach.

In response to the sixteen number open-ended question , Majority of the teachers said that authority should increase the facilities so that they can get options or materials to use in the classrooms. Audio cassettes and video clips can motivate the students to learn speaking techniques, styles and listening skills as well. 20% of them said that board question pattern should be changed. If the exam does not include the text of the speaking and listening skills then it becomes difficult to pay the same attention to those skills. There is considerable pressure on the teachers from institutions and guardians to focus on exam oriented teaching. They also said that there is a conflict between curricula and examination system regarding speaking and listening proficiency.

There is no provision for testing them in the examination. It lacks the students' motivation in acquiring these skills. 50% teachers told that number of students should be limited. Otherwise, it is not possible to maintain and to take an action and address each individual problem. When the number of students is large, it is difficult to ensure each student's participation. 10% teachers mentioned that the authority should be strict so that they can give instruction in English throughout the English classes. 10% teachers said that if the students get encouragement to speak in English it might work to develop their skills. 5% teachers said that lecture should be totally in English. 5% teachers also mention one important thing that too much class could become burden to them. So authority should keep an eye on it.

4.4 Comparison between the Students' responses and Teachers' responses

The findings showed the condition of the secondary level students' oral skills. The researcher prepared two sets of questionnaire. One was for the students and another was for the teachers based on five points.

In teaching techniques, the findings have showed that majority of the teachers as well as the students gave the same opinion. They have said that "sometimes" English language is used in instruction throughout the English classes. "Sometimes" teachers use Bangla more than English. Students are always encouraged to speak in English and ask questions by their teachers in the classroom. Both of them have said that teachers "always" make their instructions in easier English if the students do not understand their previous instructions which were also in English. Majority of the students have given their opinion that they are allowed to speak in Bangla instead of English if they stuck at any point of their interaction which is in English. The teachers also gave the same response to this question.

Regarding the materials used for English classes, majority of the teachers and the students have said that audio cassettes and video clips are "never" used in the class. Majority of the students have told that they "never" heard the term DIY before. But the teachers have said that they "sometimes" hear this term but they do not have clear idea about it.

Regarding the problems, the teachers have said that students are weak in English. They (students) feel shy and nervous to speak. They do not understand English well. They prefer to speak in Bangla. As the oral skills are not included in the board examination, students are less motivated to practice in the class. Students have also told that they feel nervous, shy when speak in English. They are not comfortable in speaking in English.

To improve their oral skills, students have talked about their expectation from the teachers. They have told that their teacher should teach them new words, pronunciation, sentence structure. Teachers should speak in English throughout the class, encourage them to speak in English and should take some extra classes on oral skills. The teachers have also talked about the same things for developing these two skills. At the same time board question pattern should be changed and the number of students in the classroom should be limited.

4.5 Specific Findings According to Research Questions

This research investigated the pedagogical obstacles of the teachers who are teaching oral skills at secondary level in Bangladesh. The findings of the study in terms of the research questions are discussed below.

Regarding question number 1, this finding shows the reality that 81.15% of students are happy with the way their teachers teach them. In Bangladesh classes are basically lecture based. Though 15% teachers have training on CLT approach, they do not have all

facilities to implement properly in the classroom. According to finding 100% teachers follow CLT and even want to apply it in the classroom.

In question number 2, the findings show the picture that teachers always do not speak in English throughout the English classes. Most of the teachers say that they sometimes give instruction in English throughout the English classes. In the interview they talked about the reasons. First of all, students come from different background. So, their understanding level is not equal to one another. Majority of the students do not understand English much. So if a teacher gives instruction in English then the students do not understand it. Ultimately they have to translate it into Bangla. As the class duration is very short, it is impossible for them to continue this process.

Regarding question number 3, most of the teachers in their interview said that they use Bangla more than English. But the result of questionnaire did not match with the interview. This finding shows that there are very few schools which follow CLT approach properly. Because the education policy and exam system do not support to improve speaking and listening skills that much. According to findings the students respond more to Bangla than English. They feel shy, nervous and afraid of speaking in English.

Regarding question number 4, majority of teachers and students responded positively. It means that in English classes, teachers always motivate their students to speak in English.

As there is lack of practice in real life, no allocated mark for speaking and listening skills in exams, students feel uncomfortable to participate in these two skills.

In answer to question number 5, the finding focus on the point that class duration is limited and the syllabus is vast. The teachers have to finish it within a time limit. As the board question do not focus on speaking and listening skills students are less interested to these skills. In this case it is difficult to emphasis on speaking and listening skills equally.

4.6 Discussion on theories

The researcher mentioned three theories which can be implemented to teaching speaking and listening skills at secondary level in Bangladesh. The data collection procedure and data analysis procedure have brought the picture of the present condition where these can be applied. In the classroom, the students are not comfortable to speak in English because they feel shy, nervous and sometimes afraid of it. Here, the Behaviorism theory can be used to improve the students' condition in these skills. Through imitation, practice, feedback on success, drilling, students' problems can be solved. If they practice speaking and listening in English then they will be fluent. They can learn sentence pattern, styles, pronunciations, new words. Feedback on success can encourage the students and motivate them to practice speak and listen in English without any hesitation. As the Behaviorism theory focus on mimicry, memorization, repetition, it will help to learn this (English) language. A second or foreign language can be practiced in this way.

There is another theory which is called Vygotsky's Social Development Theory. This theory emphasizes on social interaction which enables a learner to speak in a second or foreign language. So, this theory can help the present education system of Bangladesh. If the students of secondary level start speaking in English with their classmates or friends then this interaction will enable them to speak and listen confidently. Teachers can make groups or pairs among them and can give different types of activities so that the students interact with one another in English through activities. Teacher can even make the groups with the competence students and less competence students so that students can help one another. It will motivate the less competent students to develop their oral skills. There is another important point has to be mentioned. The teachers and authority have to take the initiative so that the students get the environment in the school. Last but not the least, the education policy and system, authority, teachers. guardians have to play very important role to improve speaking and listening skills of the secondary level students.

4.7 Conclusion

The findings try to focus on the ignorant areas of the secondary level education system. Here, both students and teachers talk about problems regarding oral skills. Students talked about their incompetence in speaking and listening skills and expectation from their teachers. Teachers can take some attempts to improve their skills. Teachers give their own ideas as solutions so that students can develop their oral skills.

CHAPTER – V

Conclusion and Recommendation

5.1 Introduction

This chapter will discuss the summary of the study, contribution to research, practical implication recommendations and further study in the subject area.

5.2 Summary of the study

The study was based on Dhaka city. Data was collected from class VI to X of the secondary level students. The researcher went to ten well-known schools of Dhaka city. This study tries to show the pedagogical obstacles of the teachers who are teaching English at the secondary level in Bangladesh. CLT was introduced at secondary level in 1990s' to develop four basic skills in students. As the present standard of the secondary level students is not satisfactory, researcher worked on the teachers who are facing difficulties in teaching regarding speaking and listening skills at secondary level students. According to Dutta (2006:76), teachers of secondary levels still follow GTM which does not succeed preparing the students to communicate in English in real life situation. He further says that, students are not taught speaking and listening skills which they can use outside the classroom. These points focus on the present condition of our speaking and listening skills and the competence of the students. Actually there is a considerable pressure on the local practitioners from both guardians and intuitions. Because they

basically prefer exam-oriented teaching. There is a conflict between curricula and examination (Siddique, R., 2004).

With the help of the research questions the researcher tried to reveal the real scenario of the speaking and listening skills of the secondary level students of Bangladesh. There are five questions. In the very first question, the findings show that students are happy with their teachers' way of teaching. The teachers basically conduct lecture based class. In the second question, most of the teachers said that they sometimes give instruction in English throughout the English classes because the students do not understand English well. For the third question, the researcher found that most of the teachers use Bangla more than English. For the fourth number question, majority of teachers and students responded positively. It means that in English classes, teachers always motivate their students to speak in English. In the last question, the finding focus on the point that class duration is limited and the syllabus is vast. The teachers have to complete within a particular time limit. As the board question do not focus on speaking and listening skills students are less interested to these skills. In this case it is difficult to emphasis on speaking and listening skills equally.

The researcher went to schools from Dhaka city. The researcher collected data from 260 students and 20 teachers from the ten schools from the findings, it is seen that most of the teacher sometimes give the instruction in English throughout the English classes. Both teachers and students said that Bangla is used more than English in English classes. There

is less use of audio cassettes and video-clips for the improvement of students speaking and listening skills. Majority of the students said that they feel shy, nervous and afraid of speaking in English. It is because of their lack of practice their speaking in English in the classes. They also face problem trouble for the limited word-stock and don't know the grammar, structure of sentence pattern well. Teachers also said that majority students do not understand English and they always interact in Bangla. To solve these problems the authority should be strict so that the teachers give instructions in English through out the English classes. The curricula and board question should match to each other. Class duration should be increased and number of students should be limited. Teachers should be friendly to their students.

5.3 Contribution to Research

There are many researchers who have worked on the present condition of ELT in Bangladesh but none has done any study on the obstacles of teaching oral skills in English classes at secondary level. So, the researchers worked on this topic and it could be considered as significant work in the context of Dhaka city. If anyone intends to do any observational study on Teachers who are facing troubles in teaching, speaking and listening skills, he/she can use the work as a source.

5.4 Practical Implication

The Government of this country introduced CLT in the 1990s for the betterment of education system (Ara, 2005:59). The findings showed that the teachers want to

implement CLT in the classroom but the facilities and classroom environment do not support to follow this approach properly. That's why this finding suggests that although teachers are getting aware of their obstacles regarding speaking and listening skills at secondary level, they want to get all the better facilities from the authorities and ministry of education of this country. So it can be said that it will take time to reach at the satisfactory level.

5.5 Recommendation

The findings of this study recommend some suggestions for the teachers regarding teaching speaking and listening skills to the secondary level students. The teachers should speak in English throughout the English classes. They should encourage their students to speak in English and they (teacher) should be friendly to them. The education curricula and board question should support to each other so that the four skills get priority equally. Those skills should be taught and tested properly. Regarding the present condition of these two skills, Asian Development Bank recommends some point to develop the standard of our Education and teacher and their techniques. Those are given below:

- i. The government should provide quality of initial and in-service teacher training and continuing professional development (CDP) to all eligible teachers of grades 6-10 in government and private secondary schools Bangladesh.

- ii. Government should increase the level of funding for teacher training.

- iii. Government should take the initiative to promulgate policies for compulsory initial and in service professional teacher and head teacher training.

- iv. They should approve a policy that no untrained teachers will be appointed to teach at secondary level schools. (Asian Development Bank, 2008)

Asian Development Bank (2008). Teaching Quality Improvement in Secondary Education: Bangladesh, from

<http://pid.adb.org/pid/LoanView.htm?projNo=26061&seqNo=01&typeCd=3>

5.6 Further Study

The researcher collected data from 260 students and 20 teachers. She went to 10 schools of Dhaka city. Further research can be done on the same topic but more data should be collected if it is for higher studies. Other researcher can visit more schools of Dhaka city or out of Dhaka city. They can increase the number of the students and teachers and even can take data from the students' guardians. If anyone wants to study on this topic, he or she can pay more attention to the students' psychology. Because in this study one important has come out. The teachers should treat the students according to their age level. An adolescent student expects friendlier attitude from their teachers than other students who are not adolescent.

5.7 Conclusion

CLT was introduced with a high ambition at secondary level education in Bangladesh but it has not been implemented properly in the classroom. Teachers use Bangla more than English in their instruction and interaction to their students. Students also feel comfortable to it. As a result, the classroom environment present the picture that the condition has not changed that much. This study tries to find out the reason of the obstacles that the teachers are facing in English classes. There is not one reason behind this problem. Education policy and system, board question pattern, role of the authority, students and guardians' satisfaction to exam-oriented teaching are major problems. If these factors are solved then the condition of the speaking and listening skills at secondary level will be improved.

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APPENDIX-A

QUESTIONNAIRE FOR STUDENTS

Name:

Age:

Male:

female:

Institution:

Teaching techniques used in the classroom:

1. Does your teacher give the instruction in English through out the English class?

a) Always b) Never c) Sometimes d) Rarely

2. Does your teacher use Bangla more than English in the classroom?

a) Always b) Never c) Sometimes d) Rarely

3. Does your teacher encourage you to speak in English in your English classes?

a) Always b) Never c) Sometimes d) Rarely

4. Does your teacher encourage you for asking questions?

a) Always b) Never c) Sometimes d) Rarely

5. If you do not understand your teacher's instruction which is in English then does

he/she make his/her English easier so that you can understand it?

a) Always b) Never c) Sometimes d) Rarely

6. When you face problem in speaking in English then do you use Bangla instead?

a) Always b) Never c) Sometimes d) Rarely.

7. Does your teacher stop you for using Bangla instead of English while speaking?

a) Always b) Never c) Sometimes d) Rarely.

Materials used to English classes:

8. Are the content of materials interesting for you in the English class?

a) Always b) Never c) Sometimes d) Rarely

9. Does your teacher use materials like audio cassettes and video clips in the classroom?

a) Always b) Never c) Sometimes d) Rarely

10 Do you ever heard about Do it yourself materials?

a) Always b) Never c) Sometimes d) Rarely

11. Does your teacher use any materials which are out of your textbook? Do you find it interesting?

a) Always b) Never c) Sometimes d) Rarely

12. If your teacher prepare any materials for you, do you think that will be interesting?

a) Always b) Never c) Sometimes d) Rarely.

13. Do you think materials used for English classes focus on four skills and helpful for you as well?

a) Always b) Never c) Sometimes d) Rarely.

14. Are you happy the way your teacher teaches you English?

15. What type of problem you face while speaking in English?

16. What do you expect from your teacher to improve your speaking and listening skills?

What types of attempt you expect from your teacher for improving your speaking and listening skills?

APPENDIX-B

QUESTIONNAIRE FOR TEACHER

Name:

Age:

Male:

female:

Institution:

Experience:

Conceptual base regarding CLT:

1. i. Do you have training on CLT Approach?

Yes

No

ii. Do you apply CLT on Classroom?

Yes

No

iii. Do you face any problem applying it in your class?

Yes

No

Application of teaching techniques in classroom:

2. Do you give the instruction in English through out the English classes?

a) Always b) Never c) Sometimes d) Rarely

3. Do you use Bangla more than English in the classroom?

a) Always b) Never c) Sometimes d) Rarely

4. Do you motivate your students to speak in English?

a) Always b) Never c) Sometimes d) Rarely

5. Do you encourage your students for asking questions?

a) Always b) Never c) Sometimes d) Rarely

6. If your instruction in English is not understood by your students then do you make your English easier so that they can understand it?

a) Always b) Never c) Sometimes d) Rarely

7. Do you allow your student to use Bangla in the classroom? When your student can not complete a sentence in English while speaking; do you allow them to use Bangla in the classroom?

a) Always b) Never c) Sometimes d) Rarely

8. Do you get the instruction from the authority to conduct the classes fully in English?

a) Always b) Never c) Sometimes d) Rarely

9. Do the authority specifically instruct to priorities on Speaking and Listening skills?

a) Always b) Never c) Sometimes d) Rarely

10. Do the authority provide an aid like cassette play, cassette to use in the classes?

a) Always b) Never c) Sometimes d) Rarely

Using materials for English classes:

11. Do you use materials for example audio cassettes and video clips in the classroom?

- a) Always b) Never c) Sometimes d) Rarely

12. If you do not use those materials then do you ever talked to your authority about it?

- a) Always b) Never c) Sometimes d) Rarely

13. Have you ever heard about DIY materials?

- a) Always b) Never c) Sometimes d) Rarely

14. Do you make DIY materials focusing on speaking and listening skills?

- a) Always b) Never c) Sometimes d) Rarely

15. What types of problems face in taking English classes as a teacher? Explain

16. What type of steps should be taken to overcome those barriers to improve in conducting English classes properly? Explain