

Challenges of Developing Speaking Skills of Undergraduate Tertiary Level Students in the Government Colleges in Bangladesh through Classroom Interaction and Their Possible Solutions

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Abstract: The purpose of this research is to identify barriers to English language learning that arise in the context of classroom discussion. This study looks at the challenges of using English as a medium of instruction and practice in Bangladeshi government universities. Data have been acquired utilizing research tools including questionnaires and interviews to identify the challenges. Based on a thorough review of qualitative and quantitative methods, recommendations have been made for students, educators, and authorities in Bangladesh to foster an atmosphere conducive to learning.

But I expect that the lack of proper teaching-learning methods and a supportive environment, improper way of teachers' feedback, lack of desired knowledge to the students of tertiary level, lack of congenial environment, shyness nervousness among the students, lack of required level of vocabulary, lack of required grammatical knowledge, and unwillingness to use English in convectional settings are the obstacles to developing speaking skills through classroom interaction in Bangladesh.

Some potential approaches to addressing the problems identified in this study have been proposed. For this, teacher training should be offered, students should be required to listen to English news and watch English movies, students should be motivated, and class sizes should be kept as small as possible.

Keywords: Speaking skills, supportive environment, educator, grammatical knowledge

1. Introduction

The English language has emerged as a dominant economic and political force on a worldwide scale. A high degree of English proficiency is viewed as an indicator of success and is required to land a good job in Bangladesh [1]. This means that students in Bangladesh have to read English from the time they are young until they graduate from college. Even though they invest a lot of time into studying English, only a small percentage of them ever reach the competency level they need [2]. Acquiring a language primarily means being able to communicate verbally [3]. Unfortunately, English language instruction in Bangladesh does not emphasize or require students to practice speaking the language. While contact is widely regarded as the most effective strategy for language acquisition, classroom practice is not always conducted in English [4].

Whether or not Bangladesh is an ESL (English as a Second Language) or EFL (English as a Foreign Language) country is still up for debate. Educating second-language English speakers in Bangladesh [5,6]. However, several Bangladeshi scholars disagree with them. For instance, Farooqui (2007) has claimed that English is recognized in Bangladesh as a foreign language

(EFL). On the other hand, looked at how frequently English was spoken in Bangladesh and concluded by describing English as a second language. Moreover, defining the second language has declared English as the second language in Bangladesh [7,8].

Conversely, while officially English is the official language of Bangladesh; yet, Bangladesh is not an ESL country as outside of English schools, there is primarily a non-Anglophone atmosphere [9]. There appears to be disagreement among researchers regarding the state of English in Bangladesh. But regardless of how English is perceived in Bangladesh, it is undeniably highly respected in Bangladesh, the demand for it, and the volume of use in the official and educational settings arena. From elementary school through college, students in Bangladesh are required to take English classes. Most kids have no choice but to attend school each day to get academic training, which includes presenting and having teachers review their homework. However, they are still not proficient enough [10]. Practicing one's English is the only way to better one's language skills. Teachers in Bangladesh place a premium on students' written work but give them very little time to practice their spoken communication abilities [11]. It is not enough to simply learn the grammar rules; classroom participation is necessary for the growth of oral communication skills. As a result, grammar alone cannot guarantee fluency in speech. When it comes to getting the most out of one's education, classroom community and support are invaluable. Learning to talk requires participation, dialogue, and engagement with others. Interaction is essential for a language student to progress in their proficiency [12].

There have been some investigations of the problems and obstacles encountered by teachers and students of English as a second language in Bangladesh. Some of them have been done either in urban and rural settings or from the perspective of both. That rural Bangladeshi pupils who had learned English were so well-rounded [13]. He's talked about the "socioeconomic" factors that hamper English instruction and education. His studies center on difficulties and solutions related to spoken English among urban schoolchildren [14]. Challenges and prospects for college-level TESL in Bangladesh. They looked at data from all 64 of Bangladesh's districts [15].

But none of those mentioned above is restricted to in-class research and in the context of government colleges. Government colleges in Bangladesh play a vital role in educating the whole nation. The government bears all the costs of teaching, and teachers are recruited in these colleges by the Bangladesh Public Service Commission, so all levels of students (wealthy, poor, meritorious, and less meritorious students) read in these colleges. After reading the papers, the researcher surveyed Bangladeshi English teachers and government college students. The researcher is an English teacher in a rural government college, facing challenges in teaching English. This study explores barriers to using English for tasks. Engaging with EFL students and teachers helps researchers gather feedback. Study: Challenges of teaching English Speaking Skills through classroom interaction and solutions.

Objective

The purpose of the study is to pinpoint the difficulties that undergraduate students in government universities face when trying to hone their speaking abilities in a classroom setting.

2. Literature Review:

Speaking is the most valuable oral skill. Second-language students need to put a lot of time and effort into practicing speaking to see improvement. Meaning is conveyed by words, therefore conversation involves talking [16]. The level of interaction between the learners is crucial to the effectiveness of language learning. Furthermore, out of the four pillars of language competence (L2 proficiency), Speaking is the most crucial. As a result, second-language learners must work on their pronunciation and fluency to be fully ready to use the target language. Communicating and interacting are two aspects of speaking that can be either direct or indirect. However, it places a premium on face-to-face exchanges as the primary means of expression [17]. The researcher is attempting to identify the difficulties and potential solutions associated with classroom engagement.

2.1. Importance of successful interaction

The majority of nations have made English an essential part of the academic curriculum in the EFL and ESL environments [18]. Because English is viewed as a worldwide language, learning it increases one's chances of landing a job, traveling, pursuing higher education, and enjoying a higher standard of living [19]. Teaching English is considered a complicated endeavor, particularly in developing nations where everyone must deal by any means necessary. The English language is required for the entire school curriculum from kindergarten through university [20]. Science, technology, education, medicine, and the arts are just a few of the disciplines that English facilitates communication across [21]. Most of the most up-to-date information in the fields of science and technology may be found in English-language publications. In a similar vein, the proliferation of the internet and the ever-growing importance of information and technology necessitated that everyone become fluent in English.^[22] Many students hope to become bilingual in English and another language so that they can increase their employment options after graduation.^[21] The ability of the English language to enable travel to and settlement in English-speaking nations means that the vast majority of people, not just students, wish to do so in search of a better living and a great education [19]. But, along with these benefits of studying English, English language learners in the ESL/EFL context face many challenges in interacting with English [20].

2.2. The theoretical context of interaction

Interaction relates directly to two second-language learning theories. One is the "affective filter" hypothesis and the other is the Social constructivism theory [23].

An accommodating environment for L2 instruction and practice can be ensured by a variety of elements. However, Krashen's "Affective Filter" (1982) theory explains the several factors that might affect how well someone learns an L2. The emotive filter theory suggests that learning a language different than one's own may require a welcoming environment. The way second languages are taught and learned is profoundly impacted by this second language acquisition hypothesis. Stress, worry, and anxiety increase emotional filters in students and obstruct L2 production. A low affective filter, on the other hand, might encourage a learner and enhance L2 productivity. Worry is, therefore, one of the main factors that influence second or foreign-language learners' TL acquisition [24-25]

However different scholars have come up with different methods to describe this worry. Anxiety, for example, is the feeling of being watched, the fear of getting a bad grade from friends, and the dread of falling short of one's own ideals and goals [24,26]. Several studies have found that in order to generate L2 fluently, the Affective Filter has to be kept low, and anxiety needs to be decreased. Believe that overcoming these apprehensions is crucial for becoming comfortable in a second language and classroom setting [27]. Furthermore, a deeper feeling of L2 skill and fewer anxieties both boost communication willingness [28].

They need a supportive setting because they are advanced English speakers. Therefore, a place where people from Bangladesh can go to study English, use English, and interact in English is essential [29].

On the other hand, it establishes a connection between education and factors like family background and community structure [23]. He believes that pupils must make connections between new information and their existing knowledge and experiences. Vygotsky invented the term "Zone of Proximal Development" (ZPD) to describe the space between an individual's present level of development and the potential level of problem-solving that is only accessible under the guidance of a more seasoned individual. Vygotsky calls this type of guidance or assistance "scaffolding." The scaffolding that takes place in a social constructivist classroom is the result of students working together and sharing their knowledge. Increased participation leads to better scaffolding [30].

Both theories emphasize classroom interaction; the first concludes that an anxiety-less situation increases WTC, and the other concludes that classroom interaction ensures ZPD.

2.3. Challenges and Solutions

Speaking is the most valuable oral skill. Learners of second languages who are serious about making progress in their verbal communication skills must put in significant time and energy. Because words have meaning, coherent discourse is necessary for effective communication [16]. Interaction in the target language is a major factor in successful language learning. Furthermore, of the four pillars of language competency (hearing, speaking, reading, and writing) in a TL, Speaking is the most crucial. As a result, helping second-language students become more fluent in English is crucial to their future success. There is a direct or indirect connection between talking and interacting. In this respect, places a premium on interaction, arguing that it lies at the very core of communication itself [17].

The idea that students have trouble becoming involved in class is relevant here [11,31]. They also mention that the grammar-translation technique is used to teach English in Bangladesh, Japan, China, and Korea, with an emphasis on grammar input. As a result, students in these countries tend to be shy during class discussions. Students who have been taught to adhere strictly to conventional grammatical norms may find it challenging to engage in class discussions while using this method [31]. Some common difficulties that Japanese students experience when trying to learn English [29]. Reasons for the low rate of speaking among Japanese EFL students include social anxiety, fear of public embarrassment, and classroom activities that serve no purpose. Students have a good grasp of grammatical concepts such as nouns, verbs, clauses, and phrases, but they are unable to demonstrate their knowledge because they are not actively engaged in classroom discussions and instead rely on their professors for help [32]. In addition, most students in higher education are dedicated to academic writing.

The following challenges are given specific attention in the study [33]. This study shows that speaking lessons provide a range of speaking difficulties for students, such as inhibition, quiet, low involvement, and the use of their home tongue. The research suggests concentrating on perfecting the three abilities of pronunciation, grammar, and vocabulary. Additionally, insufficient language, the fear of ridicule, and shyness are major barriers to classroom involvement. On the other hand, the study suggests developing their speaking skills that students are encouraged to enhance their speaking skills through their classmates' collaboration, self-confidence, vocabulary, and the classroom setting [34].

It is difficult and time-consuming to learn a foreign language well enough to converse successfully [35]. Learning a language helps students overcome a variety of obstacles. Since there are no language-learning opportunities available to students in Bangladesh, their knowledge of grammar and sentence structures is limited, making it challenging for them to communicate in class using a language other than their home tongue. However, they are unable to exploit these problems to hone their speaking abilities [11]. The study concluded that without fostering a climate that encourages students to study English, particularly by enhancing their speaking skills via active involvement in class, good outcomes are all but impossible.

When it comes to speaking English, "the primary cause of difficulties is that lack of congenial environment for English speaking frequently," says [36]. In Hong Kong, where there is essentially just one culture and language spoken, we observe a similar situation. Twenty undergraduates in their last year of a four-year English education degree program were studied [37]. The most important result is that opportunities for non-school-related English practice are extremely rare for youngsters in Hong Kong (pp. 54–55). They also have a hard time learning new words and expanding their vocabulary. Also, some difficulties that students of English as a foreign language face [38]. According to his findings, exposure to the target language's natural setting is crucial for successful acquisition, but only a minority of students have such exposure (p. 53). In addition, if pupils make a mistake, they are subjected to severe punishment. Students of English as a Second Language are more vulnerable to negative feedback and evaluation when

they speak [37]. Students' emotional filters widen and their use of the L2 drops as a result of a bad grade.

To improve one's communication abilities, one has to have a strong foundation in three areas [39]. These involve interactions as well as cultural norms, social conventions, and customs. The first category is mechanics, which covers vocabulary, grammar, and pronunciation. The second is functions, which refer to transactions. It is challenging for people to transmit their ideas across languages when they are unable to deal with these three issues.

(TL) Success depends on learners' ability to sustain language discussions. Without speaking, they lose motivation and abandon their dreams. The classroom, when done right, can make students self-motivated. Students crave speaking skills, and their conversation success measures their progress. Make it snappy! ^[4] Also, prompt students to talk during class. Shorten and creative rewrite: "41" He uses tasks to improve his students' speaking skills. Svetlana, a study of 70 master's students at Shih Chine University in Taiwan found that students' fear and lack of motivation hinder their English speaking skills.⁴² Indian ESL students face challenges in classroom interaction while learning English. Issues: bad materials, flawed curriculum, exams, no motivation, crowded class, fear, anxiety. Sure! Her study mainly examined class time's brevity, among other aspects. The classroom is like a pressure-cooker prison for teachers and students, where they're confined to do their class work. Teachers rarely interact during this short duration.

More academics submitted feedback on the same publication, reiterating the sentiment that classroom settings are not optimal for EFL and ESL students to speak the language.^[44] She claims that many schools fail to provide adequate opportunities for EFL students to practice TL.

Students worry about and feel uneasy about speaking English since they do not get enough classroom practice in the language [45].

Students can increase their communication skills via classroom practice, especially in the areas of fluency and accuracy [46]. Talking to other people and picking their brains can help you become a better communicator [47]. Some people think the topic should be selected such that the kids would be interested in speaking about it.

Some research works are available in the Bangladeshi setting, although they are not based on official government universities. Among them is an insufficient vocabulary, which is a major issue. The author stresses the need to maintain a manageable class size to facilitate meaningful student-teacher interactions in a language classroom [7,48,49]. However, anxiety, shyness, and lack of self-assurance all present significant barriers to effective classroom communication [11,50]. They demand fear of being laughed at by others when they make a mistake that affects students' using TL. According to research done in Bangladesh, students there confront a number of challenges [7]. The findings indicated that administrative structures, teacher-centered classrooms, large classes, and cultural issues are among the most pressing. Challenges to English language education in Bangladesh stem mostly from students' introversion, lack of confidence, unwillingness to work together, and lack of exposure to a communicative setting [11,51].

3. Methods

This study utilized a combination of qualitative and quantitative research methods to investigate classroom engagement and the development of speaking skills in three different government colleges in Bangladesh. Data was collected through interviews with teachers and students, as well as student surveys. The research data was analyzed using a combination of qualitative and quantitative procedures, with MCQs used to collect quantitative data. The study selected participants at random from three government colleges, including one in Narsingdi, Dhaka City, and another in a rural area. There were a total of thirty-one students and six ELT instructors from these institutions, with two instructors selected from each school. Six students and six educators were interviewed, and 25 second-language English speakers were polled. There were 52 men and 48 women randomly selected for the study. College students who use Facebook and are

connected to various groups on the social network serve as the participants. The quickest 25 responses were from Facebook users who are experts in and have extensive expertise in English language education in Bangladesh. The study aimed to provide valuable insights into the challenges faced by students and teachers in developing speaking skills in these settings.

3.1. Data Collection and Analysis:

The study utilized Zoom for interviews with students and teachers, with a quantitative data collection method using a student survey sent to Facebook groups of three colleges. The quickest 25 responses were accepted as data. One-on-one interviews were conducted via Zoom and audiotape for transcription and analysis. Interviews lasted between 15 to 20 minutes for teacher participants and 7 to 10 minutes for student participants. English was the medium of communication. A pilot study was conducted with two teachers, recruited from the researcher's classmate at the University of Aberdeen, and teachers of two government colleges. The survey used 13 close-ended multiple-choice questions on six constructs. Data was collected from 25 students from three colleges using a Google form. The study is a mixed-method research, analyzing both quantitative and qualitative data using pie charts and tables. Theme analysis was used to identify patterns or themes. The researchers used a set of techniques to analyze their collected data.

4. Findings

In order to gather hard statistics on the challenges students have in actively participating in class, closed questions like "Always," "Most of the time," "sometimes," "a little bit," and "never" were created. The following bar graphs and pie charts provide students' perspectives on the most pressing challenges they experience when working to enhance their public speaking skills.

Table 1: Baseline Profile of the Participants

Variables	Percentage
Age	
18-20	8%
21-23	52%
24-26	40%
Gender	
Male	48%
Female	52%
Resident	
City/Pourosova	20%
District	40%
Rural/Sub-Rural	40%
Class Size	
10-30	28%
31-50	12%
51-60	20%
61-80	8%
81+	32%

Among the 25 respondents, just 24% of students actively participate in classroom engagement on a weekly basis, while 48% participate on a monthly basis or less often. Many students have complained that their professors do not always utilize English when teaching English speaking skills, despite the fact that fluency in the language depends entirely on actual classroom practice. Speaking skills are not taught by having teachers provide direct feedback to pupils. More than half of respondents (52%) agree that constant feedback from professors makes pupils less likely to utilize the target language. This is the flawed philosophy behind language instruction. The survey found that just 16.7% of students actively participate in group work or peer work at all times, despite the fact that advocates interaction to develop knowledge.[23] The majority of them are hesitant to sign up because of the following issues.

Table 2: Participants Opinions on Methods of Teaching

Opinions	Percentage
Engagement in Classroom Discussion	
Always	24%
Most of the time	24%
Sometimes	48%
Never	4%
Teacher Uses English in the Classroom	
Always	36%
Most of the time	20%
Sometimes	32%
A little bit	12%
Teacher Gives Feedback on Mistakes	
Always	52%
Most of the time	28%
Sometimes	12%
Never	8%
Teacher Engage Participants in Group work	
Always	16.7%
Most of the time	37.5%
Sometimes	29.2%
A little bit	16.7%

For not joining in the interaction, one reason is the lack of competence in using tense means grammar. Only 12.5% of students do not face the problem of maintaining tense.

Table 3: Knowledge of Grammar-Related Response

Trouble faced maintaining tense in conversation	Percentage
Always	4.2%
Most of the times	25%
Sometimes	37.5%
A few times	20.8%
Never	12.5%

English language instruction is not well-suited to the Bangladeshi curriculum. Sixty percent of students say only seniors must take a speaking exam before graduating. Only 16% of people who answered the survey said they had to take an English proficiency exam in order to graduate. This suggests the necessity of an oral presentation differs from unit to unit. Only 20% of pupils were found to be affected by their English proficiency. About a quarter of the student body is unaffected.

Table 4: Curriculum Related Responses

Opinions	Percentage
Facing Speaking Test to Complete Graduation	
Every Semester	16%
Every Year	8%
In the Final Semester	18%
Never	16%
Speaking Affects Academic Results	
Greatly Affects	20%
Affects	28%
Some Extent Affects	8%
Hardly Affects	20%
Never	24%

Fear of being laughed at by others is another cause of not participating in interaction in the class. Only 16% of respondents do not fear being laughed at by others. Only 16% of people said they were not shy. So it's just more reason people choose to isolate themselves socially. Only 12% of respondents do not experience any anxiousness when speaking in public. Only 6% of pupils don't have trouble finding suitable terminology, while the remaining 94% do.

Table 5: Environment Related Responses

Opinions	Percentage
Fear of being Laughed by Others on Mistakes	
Always	20%
Most of the time	12%
Sometimes	48%
Hardly	4%
Never	16%
Suffer From Shyness	
Always	20%
Most of the time	20%
Sometimes	36%
Hardly	8%
Never	16%
Get Nervous while Speaking in the Classroom	
Always	24%
Most of the time	16%
Sometimes	28%
Hardly	20%
Never	12%
Difficulties with Vocabulary	
Always	16%
Most of the time	16%
Sometimes	56%
Hardly	8%
Never	4%

Challenges found in interviews

Teaching method teaching techniques

The teaching approach used in L2 classes in Bangladesh is inappropriate for helping pupils improve their speaking skills. In the 1990s, the CLT technique took the place of the GTM for teaching languages. Policymakers believe that if pupils study the "English for Today" books produced by the NCTB, they will graduate from high school knowing around 12,000 (twelve thousand) English words.

The government wants students to learn CLT so that they can become more fluent in everyday English. The pupils still have trouble speaking English well after 12 years of schooling. Universities produce a large number of graduates annually, but they fail to produce a sufficient number of native English speakers. This is due to the fact that educators do not employ GTM or CLT. "I try to use English maximum time as part of the CLT method," one instructor noted, "but I cannot."

Another instructor who was there added, "I teach students grammar and give feedback by describing the rules when they make mistakes," with a lot of confidence.

When training speaking techniques, this should not take place. So speaking skills development is hampered by instructional methods and strategies.

Most instructors and students who responded to this question concurred that professors rarely utilize English in class. One of the teachers present said,

"Despite my desire, I do not always speak in English in class since certain kids do not completely grasp it. In the English language lesson, I speak both Bangla and English for better comprehension."

All of the pupils involved feel strongly that English should be used exclusively in the classroom. One stated, "I know grammar, I can think in Bangla, but I cannot speak, I think others are ready to laugh at me, my mistakes," while three others claimed they don't use English because they don't know how to speak it.

Inefficiency in teachers

Teachers have a crucial role in encouraging students to use English in conversation. However, educators should be aware of the most effective methods for inspiring their students. Students worry that they will be ridiculed if they make a mistake in class. In such circumstances, instructors might inspire students without providing corrective comments. The majority of respondents (52%, to be exact) believe that their instructors offer inappropriate criticism. On the other hand, every educator who took part in the survey vowed to do their best to inspire and engage their pupils in the classroom. However, three out of six teachers who participated in the study said that they provided feedback on student errors.

Large class size

The majority of classrooms have more than 50 kids, according to all participating teachers and students. Teachers cannot assess every student and maintain perfect engagement in a huge class. The majority of participating teachers agree that "time is limited when comparing class sizes, and it becomes challenging to monitor the entire class when there are more than 50 students."

Lack of standard knowledge of students

English is a mandatory subject from day one. The outcome, however, is not quite what the teachers had envisioned. All of the participating teachers agree that most incoming freshmen have a very low level of English proficiency. That leaves them unable to have fruitful conversations with one another. This makes it harder to instruct pupils in English oral proficiency, especially those who are unmotivated to study the language. One of the teachers commented, "I joined the English department hoping to improve my fluency in speaking English, but I cannot use English all the time because the students cannot understand." They are lacking in the requisite levels of expertise and fluency.

The student participants concur that students are perpetually busy and only focus on getting through exams rather than acquiring new information. They simply want to pass their English classes with a passing grade. Academic advancement is hampered by their lack of interest in English. Participating students once said,

"I want to succeed, and I'll educate myself before starting a career."

However, three of the six student participants do not directly concur; instead, they assert that they are aware but are unable to talk or choose not to speak due to shyness, a lack of language, or other factors. One pupil alleged,

"Since speaking in class is not required, I am unable to do so. In comparison to pupils, teachers don't always talk in English; I believe this is because they are not always inclined to do so."

Nervousness and Shyness

Many EFL students have shown shyness and worry while engaging with their professors and classmates. A survey was given to students to see if they felt uncomfortable speaking out in class due to feelings of shyness or nervousness. One student said he gets anxious thinking others would make fun of his terrible English and that's why he doesn't want to speak in public. The vast majority of students reported feeling comfortable speaking out in class but said they froze up if they had to speak in front of an audience. According to yet another respondent,

“When speaking Bengali, I am not bashful, but when using English, I feel uncomfortable since I lack systematic competence in improving English; being bashful is natural for me.”

Lack of sufficient knowledge

It was found that kids lacked enough proficiency in their native language. A teacher may have a pupil, for instance, talk about a cold morning. The student started rambling on incoherently but only stopped after a few phrases. One student made a relevant remark along these lines:

“Even if the subject matter is simple, I have trouble getting started writing a response to my teacher. In retrospect, I believe I have an answer, but during class, I am rendered mute.”

Another EFL student stated,

“We can't speak successfully in Bangla because our thoughts aren't stocked with enough information on unfamiliar topics.”

Many students claim that a lack of resources in the target language is what makes them nervous.

Problem with grammar

Students have reported that they always err on the side of caution when it comes to employing the right tenses. A teacher posed the question, "What is your favorite hobby?" to the class. The student reported that watching television was his favorite pastime. According to another student, tension always gets in the way of their ability to communicate. Therefore, people are unable to understand the dialogue due to the inconsistent use of tenses. A student who took part in the study said,

“The structure and definition of all tenses have been remembered, however, "sometimes I get ideas in Bangla but I cannot organize with appropriate tense.”

Challenges for limited vocabulary

It has been shown that the majority of pupil (88%) suffers substantially and is reluctant to converse due to a lack of vocabulary. One of the kids said that his poor vocabulary prevents him from speaking clearly. Another person said,

"When I try to read a book, I don't comprehend the meaning clearly, so we immediately lose interest and miss out on opportunities to learn new vocabulary.”

Some individuals stated,

"When I start to speak, I can't find the appropriate word. I don't know the English of Bangla words, so I can't speak. Sometimes I forget very simple known words.”

Some of them believed that by viewing a movie they would learn new words, but because they do not practice what they have learned, they rapidly forget.

The reluctance to use English in class

It has been observed that students don't want to speak English and are just focused on getting an A on the test. One student who took part in the discussion remarked,

"I don't think it's very urgent to interact in the classroom using English to pass the examination, in the examination, I need to write not speak.”

Either they lack the will to learn new things or they are averse to taking on more obligations. Speaking with fluency does not need to be a requirement for graduation, as I can attest from my own teaching experiences. Most students answer that they scarcely require speaking fluency to graduate in response to this issue.

Suggestions for developing speaking fluency through classroom interaction

Students suffer from shyness and unwillingness to speak in front of an audience during classroom interactions, as shown by data analysis of the Interview Schedule for Teachers. Numerous recommendations are gathered from the participating educators. One educator argues

that teachers should encourage students to speak in front of their peers and that teachers should be forgiving of students' blunders when they interact with both teachers and peers. It's important to reassure students that they're not doing anything wrong if they make some blunders while speaking a new language for the first time. Students can get past their inhibitions and start working together with their classmates once and for all. One of the instructors has something to say about this:

As the saying goes, "Teachers should be as affable as necessary to eliminate timidity." To help pupils get past their hesitation, teachers should assign them more group projects than individual projects. Students will be able to overcome their shyness and unwillingness to speak English if teachers encourage contact and conversation by asking questions.

Lack of first-language information impedes students' progress in developing speaking fluency. Here's what one educator had to say about it:

"Students should read informative literature to get knowledge about various topics". Another educator has voiced concern, saying, "Rather than telling students to come to the dais, we should provide topic-related concepts in Bangla to familiarize them with the issue."

Theme and situational speaking practice is advocated for students to help them become more effective communicators. Students might also be inspired to engage in authentic activities. Children's limited vocabulary hinders their capacity to communicate verbally. The lecturers advise students to read English newspapers, magazines, novels, and children's literature, as well as to watch English movies. Teachers may give their students instructions to jot down new vocabulary and use it in a few sentences to help them remember it.

The teachers go on to say, "Students should be taught different kinds of games with vocabularies and by completing the word games, students can retain the new words at heart."

Teachers emphasize the importance of studying English to students, making it apparent that this is a primary priority. All learners should pay close attention to grammar, particularly the present tense, especially when speaking. Because they believe they don't need to use any tenses when speaking, learners frequently make mistakes with regard to tenses. Applied grammar and tenses should be introduced in the classroom, according to one of the teachers, and students should be given a variety of topics to write about in the past, present, and future tenses. To speak more fluently, learners must practice tenses with their subject matter.

Teachers also think that to overcome this challenging topic, a lot of practice is required. Students should watch documentaries; listen to news, and practice speaking in various contexts. They might be encouraged to discuss their experiences and tell stories. Teaching public speaking skills should include role-playing and group discussion.

Discussion of the major findings from Interviews and Survey questions

According to the data from both quantitative and qualitative sources, students' shyness, unease, and hesitancy prevent them from being motivated to practice speaking in class. More than 75% of students are impacted by these three factors. According to, students get nervous when they interact with the class because of fear that they could mess up [17]. He suggests that teachers foster a warm, inviting environment that encourages students to interact. The current quantitative survey statistics, however, depict a different perspective where we discover that professors actively provide feedback to the students. However, qualitative information from the interview reveals that few teachers provide direct comments to students as they talk. Creating a friendly atmosphere is important, and his study demonstrates that letting students choose their themes makes participants feel more at ease [52].

Similar to how anxiety and learning capacity are inversely correlated, the affective filter theory predicts that when anxiety rises, learning ability also falls.^[24]Extreme anxiety hinders a learner's capacity to speak, which lends credence to this idea.^[53]This unfavorable element is discovered in

the students of the current study. The majority of pupils are afraid of being teased by classmates and receiving direct criticism from professors.

From a different vantage point, the current study concludes that students' inability to form whole sentences is due to their inadequate vocabulary. More than 90% of students reportedly struggled to discover appropriate English vocabulary when speaking. Similar studies have found that poor vocabulary, insecurity, and anxiety are the main causes of difficulty in public speaking.^[34] It also stresses the role that cooperation, self-confidence, linguistic expertise, and the classroom environment may have in inspiring children to develop their oral communication skills. This study shows that learning the correct pronunciation is a key factor in improving both speaking and listening skills. Superior communication abilities begin with attentive listening.^[54] Therefore, students should practice listening attentively to have productive discussions with one another. The current research indicates that teachers do not consistently utilize the target language in the classroom, limiting students' exposure to meaningful listening chances.

For students of foreign languages, mastering the appropriate tense use is a top priority. Seventy-five percent of students in this poll made at least one stressful mistake every week. Students have trouble speaking up in class for a variety of reasons, such as being shy, having nothing to say, not being very interested, and even speaking their home language.^[33] According to Babu's research, corroborated earlier findings showing that despite receiving instruction in English, students frequently used Bangla while collaborating with their peers on projects. Speaking skills can't be improved only via theoretical understanding [55]. It is also mentioned that students know the rules of tenses, but they have trouble implementing them when they speak. Classify the various speaking roles and situations [56]. It is also recommended that you work on your language skills, including vocabulary, grammar, and pronunciation.

Similarly, the three components of the realm of recommendations are the use of language (vocabulary, grammar, and articulation) [33]. According to the survey of students and teachers, around 90% of kids have trouble working on their public speaking abilities in school. Teachers should take heart from Figure 1 showing that 70% of students want to improve their English skills through classroom discussion.

5. Conclusion

Speaking is a challenging language skill for many learners, but students and teachers have positive attitudes toward acquiring it through classroom engagement. Effective course planning, direction, and motivation are crucial for achieving this goal. Classroom engagement is essential for improving speaking abilities, but students may face obstacles like anxiety, fear, inattention, and grammatical errors. To optimize results, instructors and students should participate cooperatively and be concerned for each other. The importance of classroom engagement is highlighted, and teachers and students must be aware of all interactions to maximize speaking skills development.

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