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***How to improve English speaking skills of
Bangla medium students***

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Letter of Approval

This is to certify that Mst. Nahida Nasrin, 192-10-2055, has completed her thesis under my supervision. Her work is authentic and the result of her own efforts. I approve the thesis and recommend its submission to the department for necessary action.

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Declaration

I, Mst. Nahida Nasrin, declare that the submitted research paper is my original work and has not been published elsewhere. I assume full responsibility for the accuracy, authenticity, and validity of the information and data presented in this paper. The research has been conducted with fairness, objectivity, and without any bias. I take full responsibility for its authenticity and agree that any form of plagiarism will result in disqualification.



21-5-2023

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Dedication

This research paper is dedicated to
my family, whose unwavering love and support
have been the foundation of my success.

Abstract

English is considered a secondary language in Bangladesh. This research paper explores the challenges faced by Bangla-medium students in improving their English-speaking abilities, considering that English is considered a secondary language in Bangladesh. These students often struggle to become proficient in English due to a lack of effective instructional strategies implemented by teachers. The paper identifies the need for effective learning methods and an encouraging environment to facilitate English language development. Improving communication skills is crucial for students to succeed in today's world and avoid future problems. The article does not just blame the students' abilities for the poor level of English proficiency among Bangla-speaking students; it also emphasizes the role of teachers in this situation. English is often viewed as a foreign language, and there may be a lack of motivation among students to learn it, especially if it is not seen as essential in their daily lives.

Overall, the research paper highlights the need for a concerted effort to address the challenges faced by Bangla-medium students in improving their English-speaking abilities. By implementing effective instructional strategies, creating a supportive learning environment, and providing access to language resources, it is possible to help students develop the necessary skills to succeed in an increasingly globalized world.

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Chapter 1

Introduction

English is a globally recognized language and serves as a medium of communication for people of diverse cultures and backgrounds. In Bangladesh, English is a requirement for higher education and a crucial prerequisite for many job opportunities, as well as communication with other countries. However, students who learn Bangla as their primary language often face significant challenges in developing their English language skills due to linguistic barriers and a lack of exposure.

While Bengali-medium schools emphasize education in the native language, English-medium schools follow the British educational system, providing instruction in both English and the British language. However, Bangla medium students often face challenges in improving their English proficiency due to a lack of exposure and language barriers. This is primarily because reading and writing skills are easier to teach than speaking and listening skills, which require more interactive and communicative teaching methods.

It is crucial to recognize the importance of English language proficiency in today's world and address the challenges faced by Bangla-medium students in developing their English language skills. This can be achieved by incorporating effective and interactive teaching methods that focus on enhancing communication skills, providing access to language resources and exposure to English, and creating a supportive learning environment.

In conclusion, English language proficiency is an essential skill that opens doors to a wide range of opportunities and enables effective communication between people from diverse backgrounds. It is crucial to address the challenges faced by Bangla-medium students in developing their English language skills, as this can significantly impact their future success. By implementing effective instructional strategies and creating a supportive learning environment, we can help students develop the necessary skills to communicate fluently in English and succeed in today's globalized world.

1.1: Purpose of the study

The purpose of this research is to find out what methods work best for teaching English to students who are learning it through the Bangla language. I am interested in learning about and analyzing the challenges that students face in the classroom, from the perspectives of the instructors to those of the institutions and infrastructures that play a part in their education. This is something that has piqued my interest recently. The following are some of the most important questions that will be addressed by this research:

1. What are the main obstacles that Bangla-medium students face in developing their English-speaking abilities?
2. How can institutions and infrastructures support the development of English language proficiency among Bangla-medium students?

3. What strategies can be employed to improve the exposure of Bangla-medium students to English language resources outside of the classroom?

1.2: Difficulties

Improving English speaking skills of Bangla medium students can be a challenging task due to various factors. A notable obstacle we face is the limited opportunities for exposure to the English language beyond the confines of the classroom. Many students who grew up learning in a Bangla-medium environment struggle with speaking English confidently, often due to the fear of making embarrassing mistakes. Moreover, teachers may not have access to the necessary resources or training required for effectively teaching English, leading to ineffective teaching methods that hinder the development of students' speaking skills. Additionally, developing a comfortable and encouraging environment in the classroom can help students overcome their fear of making mistakes and improve their confidence in speaking English.

To conclude, it is crucial to recognize the obstacles that Bangla-medium students face when attempting to improve their English-speaking abilities. Addressing these challenges through effective teaching methods, access to resources and training, and creating a supportive learning environment can pave the way for successful English language learning and proficiency among Bangla-medium students.

Chapter 2

Literature Review

Improving English speaking skills of Bangla medium students is a challenging task that requires effective teaching strategies and interventions. This literature review attempts to synthesize the important findings from previous research on this topic and provide insights into the effective strategies for developing the English-speaking abilities of Bangla medium students. Because Bangla is so prevalent in the educational system, it can be difficult for pupils who speak Bangla to improve their English-speaking abilities. When doing speaking activities, learners' speaking abilities are influenced by a variety of variables, including the environment, affective aspects, listening abilities, and feedback (Tuan & Mai, 2015).

When it comes to communication, students place a high value on the role that their teachers play. Students anticipate educators to assume authoritative roles, and they anticipate the teaching methodology to adhere to the conventional teacher-centered approach (Farooqui, 2007). In Bangladesh, where individuals predominantly speak a single language, students perceive no necessity to utilize English beyond the confines of the classroom (Paul, 2012). The majority of Bangladeshi students find it really simple to become puzzled by English grammar, despite the fact that grammar is crucial for creating proper sentences (Jabeen 2013). The grammar issue is one of the second causes listed by Jabeen. There are several forms in English that must be mastered, as well as singular and plural forms that students must identify (Kuzenesof, 2014). The majority of Bangladeshi students find it really simple to become puzzled by English grammar, despite the fact that grammar is crucial for creating proper sentences (Jabeen 2013). Students won't be able to construct grammatically sound sentences if they lack command of the language. When asked to generate English phrases orally, students find it embarrassing to realize their own areas of weakness in grammar (Farooqui, 2007). According to Noora, students believe that making an effort to ensure that they speak English free of grammatical errors is a waste of time, and that it is preferable to steer clear of obstacles whenever possible. The majority of them are of the opinion that students who are having difficulty are not adequately talented or clever, and they believe that it is challenging to lead group activities because the majority of the students will not react in English. The general consensus among individuals in Bangladesh is that English language proficiency is enhanced through education delivered in an English medium. (Hasan, 2004)

According to Mohammad Kaosar (2020), there are a number of variables that have an impact on students' ability to speak English fluently. Many Bangla medium students in Bangladesh are not introduced to English speaking environments. According to Jabeen (2013), "the first factor that makes it difficult for students to speak English is that their environment does not encourage them to do so frequently." The author defines the environment as "the people outside of the class". They may only have limited opportunities to practice speaking English, which can limit their ability to improve this skill. In addition to these obstacles, Bangla-medium students also struggle with English pronunciation, which can have a negative effect on their overall speaking proficiency. There is a concern among them regarding the possibility of making errors while speaking. Additionally, their restricted vocabulary hinders their ability to effectively and appropriately express themselves. Students are also shy and nervous, which makes them less likely to speak in English. A considerable portion of students refrain from speaking in class, as they lack confidence

in using the English language. This apprehension and timidity contribute to the insufficient development of students' speaking skills, as productive language learning cannot take place in an environment plagued by fear or shyness (Mridha & Munirzzaman, 2020). Students are afraid to speak English in front of other people because they don't trust their English skills. The improvement of Bangla-medium students' speaking abilities is largely attributable to classroom interaction. Students, in the opinion of Aydin (1999), believe that their anxiety is a result of personal issues such as low self-esteem about language acquisition skills and high personal expectations as well as specific classroom procedures, such as speaking in front of the class (Aydin, 1999 in Horwitz, 2001). By encouraging students to speak English in class and providing opportunities for group discussions and debates, teachers can establish a communicative classroom environment. On the other hand In English Medium, teachers always deliver lectures in English, and the texts they read are also written in English; consequently, students constantly hear and read the language. Students learn more when they hear more. Initiatives are conducted in English-medium schools to provide classroom English language instruction. Without any fear of criticism, students are encouraged to use the language freely knowing that their institutional instructors will correct any errors they make. So, it's important to help the learners get over their worry, fear, and nervousness with words of support.

One of the most common challenges faced by Bangla medium students in improving their English-speaking skills is the lack of exposure to English input. The Krashen (1985) Input Hypothesis may be a useful theoretical framework for teaching English speaking to Bangla-medium students, according to research. According to this theory, language acquisition occurs when students are exposed to comprehensible input that is just beyond their current level of proficiency.

As noted by Salahuddin Khan and Rahman (2013), Bangladesh has encountered challenges in attaining self-sufficiency in English language education (p.11). The authors propose that at the primary level, it is imperative to implement effective teaching strategies to establish a strong foundation in English for students. (p.37)

In her discussion, Sultana (2014) brings attention to the current trend of English language instruction in educational institutions across Bangladesh, particularly in universities. With the increasing emphasis on English, students encounter a significant shift in the medium of instruction upon entering university. This change carries both positive and negative implications. According to a survey conducted among students, those from Bangla medium backgrounds express discomfort with the sudden transition to English as the primary language of instruction. As they were accustomed to learning in Bangla throughout their earlier education, the shift to English poses a challenge for them. They may struggle with comprehending and expressing themselves effectively in English, leading to feelings of inadequacy and a lack of confidence. On the other hand, students from English medium backgrounds exhibit a high level of confidence and fluency in English. Having been exposed to English as the medium of instruction from an early age, they are more familiar with the language and are able to navigate the academic environment with ease. This disparity in English proficiency creates inequalities among students, highlighting the existing disparities within the educational system. These observations shed light on the current state of the educational system in Bangladesh. The abrupt switch to English instruction in institutions without adequate support for Bangla medium students reveals a lack of inclusivity and support for students from diverse linguistic backgrounds. It underscores the need for a more balanced and

comprehensive approach to language instruction that takes into account the diverse needs and backgrounds of students.

In her research, Noora (2013) has some observations and efforts to address the negative attitudes and fixed mindsets some students have towards learning the English language. The selected areas that Noora focuses on to help students overcome their English language challenges are as follows:

- Need for English language: Noora emphasizes the importance and relevance of English in various aspects of life, highlighting the potential benefits and opportunities that proficiency in English can bring.
- Development of skills: Noora recognizes the need to develop various language skills such as reading, writing, speaking, and listening to achieve effective communication in English. She likely focuses on providing targeted activities and resources to enhance these skills.
- Effective communication: Noora aims to improve students' ability to express themselves clearly and confidently in English, enabling them to effectively communicate their thoughts and ideas.
- Understanding grammatical concepts: Noora addresses the importance of understanding and applying grammatical rules in English language learning. She likely provides explanations, exercises, and practice opportunities to strengthen students' grasp of grammatical concepts.
- Facing challenges: Noora acknowledges that learning a language can be challenging and encourages students to embrace these challenges as opportunities for growth. She likely supports students in developing resilience and problem-solving skills when faced with difficulties in English language learning.
- Taking effort: Noora emphasizes the importance of consistent effort and active participation in learning English. She likely encourages students to engage in regular practice, seek opportunities for language use, and take ownership of their learning process.

Through her work in these selected areas, Noora aims to shift students' negative attitudes towards learning English, instilling in them a sense of purpose and motivation to improve their language skills. By addressing these key areas, Noora seeks to create a supportive and engaging learning environment where students can overcome their language challenges and develop a positive mindset towards English language acquisition.

Pratiwi and Prihatini (2021) say that speaking skill is the process of making sense of information or figuring out what a speaker is trying to say. Rao (2019) says that people judge students based on how well they speak in everyday life. Even after knowing English for a long time, people still find it hard to use it in real life. Rao (2019) adds that speakers have to make up sentences on the spot, which makes it hard for trainees to understand.

The learner's native tongue is thought to have a significant impact on second language acquisition. The learner's native language influences their pronunciation, vocabulary, and grammar in the target language. Additionally, it is thought that the first language makes it harder to learn a second language. A number of languages agree with this idea. Marton (1981, cited in Ellis, 1985) says,

“Taking a psychological point of view, we can say that there is never peaceful co-existence between two language systems in the learner, but rather constant warfare, and that warfare is not

limited to the moment of cognition, but continues during the period of storing newly learnt ideas in memory.”

English education in Bangladesh has experienced a series of fluctuations over time. During the British period, the objective of studying English was to cultivate a class of attendants. Consequently, English teachers solely emphasized reading and writing skills. However, over time, the dynamics have evolved, leading to a shift in the teaching and learning approach for English.

CLT- To enable our students to speak English in real life, the Communicative Approach or the CLT was introduced in the year 1998-1999 in Bangladesh. CLT emphasizes classroom activities based on communicative methodology, such as group work, task-work, and filling information gaps, according to Richards & Rodgers (2002). When it comes to helping students improve their listening and speaking abilities, CLT places a premium on using real-world examples and materials. Students learn that the target language is more than just a subject of study from the teacher's classroom management techniques. (Larsen-Freeman, 2004). In a CLT classroom, the teacher should provide many opportunities for students to communicate with each other in English. This can be done by working in pairs or small groups to talk about topics, share ideas, or solve problems in English.

In accordance with the perspective shared by Richards and Rogers (1986:1971), Communicative Language Teaching (CLT) is regarded as an approach rather than a rigid method. While there is a certain level of theoretical consistency in terms of language and learning theories, there is more flexibility and room for individual interpretation and variation in the design and implementation of CLT compared to other instructional methods. CLT emphasizes the importance of communication in language learning and encourages learners to actively engage in meaningful interactions. It emphasizes the practical use of language in authentic contexts, focusing on the development of communicative competence. This approach recognizes that language is a tool for communication and aims to equip learners with the skills necessary for effective and meaningful interaction. Unlike traditional language teaching methods that follow a specific set of procedures and guidelines, CLT allows for adaptability and customization. Teachers have the freedom to tailor their instructional strategies, activities, and materials to suit the needs and preferences of their students. This individual interpretation and variation enable teachers to create a more engaging and effective learning environment that addresses the specific goals and objectives of their learners. While CLT provides a theoretical framework and principles, its application can differ from one classroom to another. Teachers can adopt various techniques and incorporate diverse materials to promote communicative language learning. This flexibility allows educators to adapt their teaching approaches based on the learners' proficiency levels, interests, and cultural backgrounds. The emphasis on individual interpretation and variation within CLT fosters creativity and innovation in language teaching. Teachers are encouraged to experiment with different instructional techniques and adapt their practices based on ongoing reflection and feedback from students. This dynamic approach enables continuous improvement and optimization of language learning experiences.

GTM- The Grammar-Translation Method, commonly known as the classical method, originated as an instructional approach for teaching classical languages such as Latin and Greek. This method has been criticized for its lack of focus on speaking and listening skills. This approach places a strong emphasis on learning vocabulary, grammar principles, and text translation. The approach uses translation exercises, memorization of vocabulary and grammar rules, and text reading, with the emphasis being on accuracy rather than fluency. The idea behind this approach is that by studying the grammar of the target language, students would have a better understanding of the grammar of their native language (Larsen-Freeman, 2004).

ALM- The Audio-Lingual Method (ALM) focuses on improving speaking and listening abilities through repetition and pattern drills. This method involves the use of dialogues and drills to help learners develop their language skills. Here, a teacher manages everything like the conductor of an orchestra. The kids are expected to do as the teachers direct. Students learn conversations through imitation and repetition as they are exposed to new vocabulary and structural patterns through dialogues. The majority of conversation in a classroom is between a teacher and a student; this connection is started by the instructor, and it is teacher-directed. (Larsen-Freeman, 2004). It is believed that the habits of the students' native language interfere with their attempts to acquire the target language. As a result, in the classroom, only the target language is used (Larsen Freeman, 2004).

In the view of Md. Shahnawaz Khan Chandan (2016), the existing examination system in Bangladesh's primary, secondary, and higher secondary education lacks the means to evaluate students' listening and speaking abilities. While some schools have taken independent initiatives to assess these skills, the national curriculum and standardized exams such as PSC, JSC, SSC, and HSC do not include provisions for evaluating these fundamental language skills. Due to the absence of formal assessment, many educational institutions do not prioritize the development of listening and speaking skills in English. Consequently, even after completing their higher education, students often struggle with English proficiency. The absence of a comprehensive assessment framework for listening and speaking skills in the national exams creates a gap in the education system. The focus of these exams tends to be primarily on written components, such as reading and writing, while neglecting the crucial aspects of effective communication. This issue raises concerns regarding the overall language proficiency of students, as the ability to comprehend spoken English and express oneself orally are essential skills in various contexts, including academic, professional, and social settings. In Bangla medium institutions, the implementation of the communicative approach is not commonly observed; therefore, it is crucial for teachers to foster a friendly atmosphere to facilitate its adoption (Rahman, Islam, Karim & Chowdhury, 2020).

According to Nazifa Anjum Prova (2019), during a seminar, participants shared their experiences regarding their lack of active participation in class and their reliance on communicating in Bengali. This language preference poses a significant challenge as it hampers their progress in English. The participants mentioned that their foundational English skills were primarily developed during their time in school or college. In Bangla medium schools, English is not given much emphasis, and students manage to cope somehow. One major issue highlighted by the participants is the lack of English interaction in the classroom, which is crucial for language development. Due to this absence of English based communication, their speaking and listening skills are negatively affected. The limited exposure to spoken English hinders their ability to effectively engage in conversations and understand spoken English.

In summary, the participants in the seminar, as mentioned by Nazifa Anjum Prova, expressed their concern about the inadequate participation in English classes and their heavy reliance on Bengali for communication. The focus on English language skills in Bangla medium schools is limited, and the lack of English interaction in the classroom further impedes the development of speaking and listening abilities.

Chapter 3

Significance

The significance of this research paper lies in the crucial problem it addresses - the lack of fluency in spoken English among Bangla-medium students in Bangladesh. Despite English being a required subject in most schools and universities in Bangladesh, students still struggle to converse effectively in the language. This can create barriers for them to succeed academically and professionally, as well as restrict their opportunities for social and cultural engagement in a world that is becoming increasingly globalized. Moreover, it can constrain their ability to communicate with people from different cultures. This research paper aims to investigate effective ELT strategies that can help improve the English-speaking abilities of Bangla-medium students. It offers valuable insights and practical suggestions to both teachers and students for enhancing their speaking skills. Some of the techniques utilized in language teaching include Communicative Language Teaching (CLT), the Grammar Translation Method (GTM), the Audio-lingual Method, and Total Physical Response (TPR). By implementing these methods, this research paper can narrow the gap in oral language proficiency and help Bangla-medium students become more fluent and confident in spoken English.

Chapter 4

Methodology

In order to gain deeper insights into the perspectives, experiences, and recommendations of both educators and learners, this study employs a qualitative research approach. This approach allows for a comprehensive understanding of the dynamic relationship between teachers and students. The primary data for this study was collected through interviews conducted with both teachers and students.

The participants in this study consisted of ninth to twelfth-grade students and their English instructors. The sample size included few teachers and some students from diverse regions such as Dhaka, Dinajpur, Khulna, and Rajshahi. Various questionnaires were utilized to gather information from the participants. Specifically, they were asked about their experiences with specific issues related to the usage of Bengali in English classes, as well as their insights into future possibilities in English language learning. However, it is important to note that during the course of this research and the analysis of the collected data, a significant observation emerged. It was found that some teachers encountered difficulties in properly utilizing the English language themselves. This finding highlights the need for further investigation and potentially the implementation of professional development opportunities for educators to enhance their English language proficiency.

This study employs a qualitative research strategy to delve into the perspectives, experiences, and recommendations of English language educators and students. The data collection process involved interviews with teachers and students, and the study focused on ninth to twelfth-grade students and their English instructors. The findings of the study reveal that some teachers face challenges in using the English language appropriately, emphasizing the importance of addressing this issue through potential professional development initiatives.

Chapter 5

Analysis

5.1: Data collection

In my survey, I asked some questions for teachers and students.

Question for teachers:

1. How common is the use of Bengali in your English courses?
2. Do you think Bengali helps your students in your English classes?
3. Do you think that the use of Bengali in your English classes creates any problems in improving your students' English skills?
4. Do you have any suggestions to change the student's perspective about using frequent English in the classroom?

Questions for students:

1. Do your teachers use Bengali in your English language Classes?
2. Do you think that Bengali in English classes helps you?
3. Do you think using Bengali in your English Language classes creates problems in improving your English skills?
4. Could you learn English if Bengali were used in English classes?

5.2: Data analysis

The analysis of the data shows that Bangla-medium students and teachers have different ideas about how Bengali should be used in English lessons. Some students think it helps them understand and breaks down the language barrier, but others worry that it could hurt their ability to learn and speak the language. The data shows how important it is to find a balance between using Bengali carefully to help beginners understand and slowly switching to an English only environment to help people become fluent and skilled.

Teachers' reply:

Answer to the question 1:

- When it comes to delivering explanations and clarifying concepts in the classroom, teachers employ diverse strategies based on their individual approaches. According to the statements of several teachers, some choose to occasionally incorporate Bengali to enhance students' understanding, while others opt to primarily use English as the medium of communication. For those teachers who utilize Bengali, they believe that incorporating the students' native language can facilitate greater comprehension. By providing explanations in Bengali, students can more easily grasp complex concepts and overcome potential language barriers. This approach aims to bridge the gap between unfamiliar English terms

and their comprehension, promoting a deeper understanding of the subject matter. On the other hand, there are teachers who prefer to predominantly communicate in English. They recognize the importance of immersing students in the target language to enhance their English proficiency. By consistently engaging students in English conversations, these teachers aim to develop students' language skills, vocabulary, and overall confidence in using English as a means of communication. Ultimately, the choice between using Bengali or English in the classroom depends on various factors, including the teaching style, student demographics, and the specific learning objectives of the lesson. Finding a balance between the two languages can be advantageous, as it allows for a tailored approach that supports students' comprehension while also promoting English language acquisition.

- In the realm of English language instruction, different approaches exist regarding the use of Bengali in the classroom. While some instructors opt to minimize its usage, others firmly believe in immersing students in the target language to foster English proficiency. For those who advocate minimizing Bengali, they assert that students must be fully engaged in the target language to make significant strides in their language skills. By creating an environment where English is the primary mode of communication, students are encouraged to rely on the language itself, thereby enhancing their fluency and confidence. These instructors recognize the importance of students exclusively communicating in English. Through consistent practice and exposure, students have ample opportunities to refine their language skills, fostering a deeper understanding of the language's nuances and building their self-assurance. By embracing this immersive approach, instructors empower students to overcome language barriers and develop a strong command of English. Through consistent exposure and practice, students can enhance their fluency and navigate real-world situations with greater ease.

Answer to the question 2:

- Within the realm of English language instruction, teachers hold differing views on the inclusion of Bengali in the classroom. While some educators argue that employing Bengali can aid students who are not accustomed to an English-immersive environment, others assert that excessive use of the native language can hinder students' interest and engagement in English learning. In a particular example, one teacher at City College emphasizes a thorough adoption of English in her lessons. However, some students struggle to fully comprehend her instruction and express their preference for the inclusion of Bengali. Conversely, another teacher adopts a more balanced approach, utilizing both English and Bengali, which fosters a sense of comfort and understanding among the students. This raises an important consideration: the need to strike a balance that promotes student comfort and facilitates comprehension while nurturing English language acquisition. By acknowledging the diverse linguistic backgrounds of students and creating a supportive learning environment, educators can tailor their approach to strike the right balance between English immersion and the judicious use of Bengali. Ultimately, the goal is to empower students to embrace English while addressing their individual needs. This may involve gradually reducing Bengali usage as students become more accustomed to an English-rich environment, thereby fostering their confidence and proficiency in the language. By fostering open dialogue and adapting instructional strategies based on student feedback and individual learning preferences, teachers can navigate the delicate balance between linguistic comfort and the pursuit of English language fluency. Let us strive to

create an inclusive space where students feel motivated, understood, and inspired to excel in their English language journey.

Answer to the question 3:

- As an experienced educator, one teacher provides a compelling perspective on the impact of Bengali language usage within English lessons. She suggests that relying heavily on Bengali for comprehension and communication among students can impede their progress in achieving fluency and proficiency in English. By excessively leaning on their native language, students may inadvertently hinder their ability to grasp the intricacies of the English language. The teacher further emphasizes that excessive Bengali usage could limit students' exposure to English language input, which plays a vital role in language acquisition. By minimizing the reliance on Bengali and encouraging English immersion, students are more likely to engage with authentic English language resources, thereby enhancing their language skills and overall fluency. In recognizing the importance of creating an English-centric learning environment, educators can empower students to navigate the complexities of the language with confidence. By embracing a language-rich atmosphere and promoting English as the primary means of communication, students are afforded ample opportunities to strengthen their English proficiency and broaden their language horizons. Let us embark on this journey together, fostering a language-learning environment where English takes center stage, propelling students towards fluency and unlocking a world of boundless opportunities.

Answer to the question 4:

- In response to valuable insights provided by educators, a series of thoughtful suggestions have emerged, aimed at optimizing the educational experience. One paramount recommendation emphasizes the significance of maintaining a manageable student-teacher ratio, ideally ranging from 20 to 25 students. Such an arrangement ensures that educators can dedicate personalized attention to each and every individual, nurturing their growth and development. Moreover, an evolution of the education system itself is imperative. A noteworthy aspect in need of transformation is the syllabus, particularly with regards to English language instruction. It is essential to shift the focus from rote grammar memorization to practical English usage in everyday conversations. Merely comprehending grammatical rules does not suffice in enabling students to express themselves fluently and confidently in English. Therefore, an overhaul of the curriculum should be considered, integrating communicative language skills into the core syllabus. To augment these efforts, organizing informative seminars and workshops would prove highly beneficial. These events would serve as platforms for educators to exchange innovative teaching methodologies and foster collaborative environments. By facilitating open discussions and sharing best practices, such gatherings inspire pedagogical excellence, thus enhancing the overall educational landscape. Furthermore, embracing novel approaches to instruction is paramount. Incorporating interactive elements into the learning process, such as gamification and engaging activities, can significantly enhance student involvement and retention. By transforming education into an exciting and immersive journey, students become active participants in their own learning, unlocking their full potential. In conclusion, the path to a truly beautiful learning environment requires concerted efforts and a willingness to adapt. By adhering to optimal student-teacher ratios, refining the syllabus to prioritize practical language skills, organizing enlightening seminars, and

embracing interactive teaching methodologies, we can pave the way for an education system that inspires and empowers students. Let us embark on this transformative journey together, shaping a future where learning becomes an enchanting experience for all.

- In the pursuit of fostering an environment conducive to English language fluency, one teacher graciously shares her valuable experience. By employing immersive teaching techniques such as gaming and interactive activities, educators have the power to ignite students' interest in speaking English. While students may occasionally encounter challenges along their language learning journey, it is crucial for teachers to persist unwaveringly. This dedicated teacher emphasizes the importance of perseverance, urging fellow educators to put in the necessary hard work and invest time in their students' progress. By providing nurturing support and guidance, teachers can empower students to conquer any obstacles or fears they may encounter in their English language acquisition. Furthermore, the teacher highlights the significance of cultivating a friendly and approachable demeanor. Creating a welcoming and inclusive atmosphere encourages students to feel comfortable expressing themselves in English, fostering a sense of belonging and motivation to actively participate in class. By prioritizing these key principles—employing engaging teaching methodologies, unwavering dedication to students' growth, and fostering a friendly teacher-student dynamic—we can collectively nurture a vibrant English learning ecosystem. Let us join hands in shaping a future where students confidently embrace the English language and embark upon a rewarding journey of communication and self-expression.

Students' reply:

Answer to the question 1:

- The students' observations shed light on Bangla is being used in the English classes by their teachers. They note that while some teachers incorporate Bengali in the classroom, particularly when explaining complex or critical concepts, there are instances where the use of Bengali seems unnecessary. This unnecessary use of Bengali can have unintended consequences, as it can discourage students from actively using English in their interactions. When teachers rely on Bengali without a genuine need, it can create an environment where students feel less motivated to practice and engage in English conversations. Students may become accustomed to relying on Bengali as a crutch, inhibiting their progress in developing English language skills and hindering their overall fluency. Conversely, there are teachers who strive to use English exclusively in the classroom to promote student understanding. However, despite their efforts, there may be occasions where students still struggle to grasp the intended meaning of the topics being taught. This can be a result of various factors, such as the complexity of the subject matter or differences in learning styles and individual comprehension levels. It is important for teachers to strike a balance between incorporating Bengali when necessary to aid comprehension and promoting English language immersion to encourage student engagement and fluency. By using Bengali judiciously and providing clear explanations in English, teachers can help students navigate challenging concepts while fostering a supportive English language learning environment. Furthermore, teachers should employ diverse teaching strategies to ensure that students receive a comprehensive understanding of the topics being taught. This may involve utilizing visual aids, interactive activities, or

seeking alternative explanations to cater to different learning styles and address individual comprehension gaps.

Answer to the question 2:

- The perspective shared by some students highlights the benefits they perceive in being able to use Bengali while studying English. According to their viewpoint, when instructors provide explanations or translations in Bengali, it facilitates their comprehension of complex concepts or directions. For these students, having access to Bengali explanations serves as a valuable tool to bridge the gap between unfamiliar English terms and their understanding. When teachers use Bengali to clarify and simplify difficult concepts, it allows students to grasp the content more easily and overcome potential language barriers. This approach acknowledges the diverse linguistic backgrounds of students and aims to create an inclusive learning environment where students can actively engage with the subject matter. According to the students It is also important for the teachers to strike a balance, providing explanations in Bengali when necessary while also emphasizing English language immersion. This combination ensures that students have a strong grasp of both English language skills and the ability to comprehend complex ideas in English. It is quite notable that the use of Bengali as a support tool may vary depending on the level of proficiency and specific learning objectives of the students. Differentiated instruction may be necessary to cater to individual needs and strike a balance between language immersion and the use of Bengali for clarification.
- In contrast to the viewpoint of some students who find the use of Bengali in English classes beneficial, there are others who hold a different perspective. According to these students, incorporating Bengali in English classes is not particularly advantageous and may even hinder their ability to think and communicate directly in English. These students believe that using Bengali as a crutch can create a dependency on their native tongue, preventing them from fully engaging in English language immersion. They argue that maximum exposure and immersion in the English language is more effective for language acquisition. By exclusively using English in the classroom, students are pushed to think, speak, and comprehend in English, thereby building their language skills more efficiently. From their standpoint, relying on Bengali translations or explanations may limit their ability to develop fluency, confidence, and critical thinking in English. They emphasize the importance of creating an environment where English is the primary mode of communication, encouraging them to overcome language barriers and actively engage with the language. These students recognize the challenges that come with language learning, but they believe that embracing those challenges head-on and immersing themselves in English is essential for achieving fluency and proficiency. They advocate for a comprehensive approach that promotes extensive English language practice and encourages students to express themselves directly in English without relying on their native language as a crutch. It is important to consider the diverse perspectives of students when designing language instruction. While some students find benefit in the use of Bengali for clarification, others prioritize maximum immersion in the target language. Balancing these perspectives and catering to individual learning needs can help create a dynamic learning environment that supports students' language acquisition goals.

Answer to question 3:

- The majority of students hold the belief that incorporating Bengali in English language classes can pose challenges when it comes to improving their English skills. They express concerns that relying on Bengali may hinder their progress in achieving fluency and proficiency in speaking English. These students recognize the importance of immersing themselves in the target language and actively engaging with English to enhance their language abilities. On the other hand, it is worth noting that a few students may not demonstrate a strong interest in improving their fluency in spoken English. These students may have varying reasons for their lack of motivation, such as a limited perceived need for English in their personal or professional lives, a preference for other subjects, or a lack of confidence in their language abilities. While the majority of students prioritize the improvement of their English language skills, it is important for educators to address the diverse needs and interests of all students. Providing a variety of engaging and meaningful learning opportunities can help spark the interest and motivation of those students who may initially show less enthusiasm for improving their spoken English. By designing interactive activities, incorporating real-life scenarios, and creating a supportive and encouraging learning environment, educators can strive to inspire and ignite a passion for English language fluency among all students. It is crucial to identify and address the specific challenges and barriers that hinder individual students' progress and work towards finding suitable solutions.

Answer to question 4:

- The perspective shared by students emphasizes the potential difficulties they witnessed in learning English if Bengali is extensively used in English lessons. According to their viewpoint, while students may acquire a few isolated words and phrases through such an approach, it would be challenging for them to effectively communicate in English. They argue that a strong focus on the rules and structures of English, while important, may not adequately support students in developing their verbal communication skills. Although it is acknowledged that some students may be introverted and hesitant to speak in English, it is crucial for their overall development and well-being that the use of Bengali is minimized in English teaching. Students recognize the importance of limiting Bengali usage to create an immersive English learning environment that encourages active participation and enhances their language proficiency. Students express the belief that relying heavily on Bengali can hinder their progress in English communication. They understand that fluency in English requires practice and continuous engagement in authentic conversations. While acknowledging the challenges associated with speaking English, they advocate for reducing the use of Bengali to ensure students' long-term linguistic growth.

Chapter 6

Personal opinion

I believe that using Bangla in the classes of English can be both beneficial and challenging for Bangla medium students. My opinion is that Bengali can be a useful tool for students who are just starting out or who have a limited grasp of the English language. It makes it easier for children to understand complicated rules of language and vocabulary, as well as instructions. Teachers are able to create a positive learning environment that encourages foundational English development in students by strategically utilizing Bengali in their lesson plans. I understand the risks of overusing Bengali in English classrooms. Students may become dependent on their original language, impeding their English thinking and expression. This can hamper their English language development and fluency. In addition, teachers should offer additional language support and resources to assist students in overcoming language barriers and enhancing their English proficiency. To develop fluency, proficiency, and confidence in English, Bengali in English programs can help with initial comprehension, but English immersion is necessary. Here are some points that highlight my perspective on this topic:

- Focus on practical communication skills: Emphasize the development of practical communication skills, including fluency, pronunciation, vocabulary, and conversational abilities. Engage students in speaking activities that simulate real-life situations, encouraging them to apply their language skills in authentic contexts.
- Promote a supportive and inclusive classroom: Create a supportive and inclusive classroom environment where students feel comfortable expressing themselves without the fear of making mistakes. Encourage peer interaction, active listening, and constructive feedback to enhance collaborative learning and improve speaking skills.
- Integrate technology and authentic materials: Utilize technology tools and authentic materials, such as audio recordings, videos, and online resources, to expose students to diverse English accents, real-life conversations, and cultural nuances. This exposure helps develop their listening comprehension and improves their speaking fluency.
- Encourage self-study and independent learning: Foster a culture of self-study and independent learning by recommending English language podcasts, movies, books, and online platforms. Encourage students to practice speaking outside the classroom, such as participating in language exchange programs or joining English-speaking clubs.
- Provide targeted language support: Recognize and address the specific language challenges faced by Bangla medium students. Offer targeted language support, including pronunciation drills, vocabulary building exercises, and guidance on common errors, to help students overcome linguistic barriers and improve their English-speaking skills.
- Celebrate progress and foster motivation: Recognize and celebrate students' progress and achievements in their English-speaking skills. Provide positive reinforcement, praise their efforts, and encourage intrinsic motivation by highlighting the value and benefits of effective English communication.
- Continual evaluation and adaptation: Regularly assess students' speaking skills and evaluate the effectiveness of teaching strategies. Adapt instructional methods based on

student feedback, needs, and progress to ensure continuous improvement and better outcomes.

By considering these bold points, educators can create a learner-centered approach that empowers Bangla medium students to enhance their English-speaking skills. The combination of cultural sensitivity, balanced language integration, practical communication focus, and student support is key to their language development and overall success in English proficiency.

In addition, I believe that in order for students and teachers to increase their ability to communicate effectively in English, a classroom environment should incorporate a variety of activities that require them to overcome difficulties. Both teachers and students should overcome some challenges for English fluency. The graph below shows some possible challenges for that,

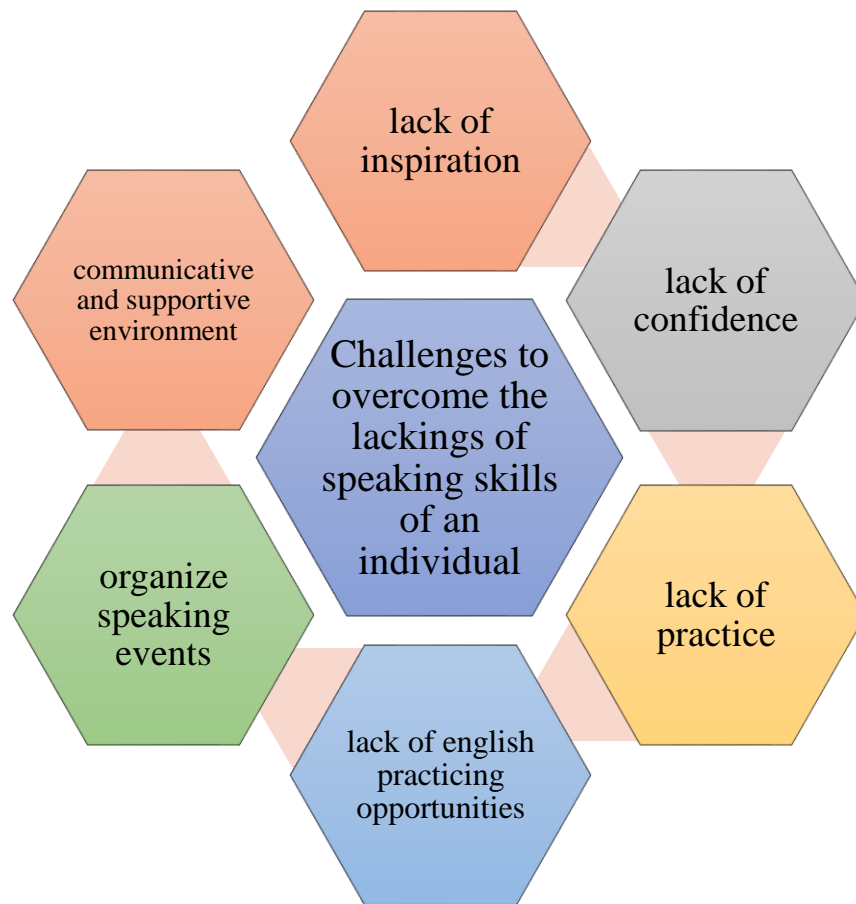


Figure 1: Challenges to overcome

Chapter 7

Conclusion

In conclusion, the research on "How to Improve English Speaking Skills of Bangla Medium Students" has shed light on the challenges and potential solutions for enhancing English speaking proficiency among students from a Bangla medium background. Through the qualitative research approach and interviews conducted with both students and teachers, valuable insights have been gathered. The findings of this study indicate that there are several key factors influencing the English-speaking skills of Bangla medium students. These include limited exposure to English outside of the classroom, a lack of confidence in speaking English, and the influence of the native Bangla language on pronunciation and sentence structure.

To address these challenges and improve English speaking skills, several recommendations emerge from the research. Firstly, there is a need for increased exposure to English through interactive and immersive activities both inside and outside the classroom. Creating opportunities for students to practice speaking English in real-life situations, such as through language clubs or conversation partnerships, can greatly contribute to their linguistic development. Secondly, building students' confidence in speaking English is crucial. Teachers can adopt student-centered teaching approaches that promote active participation, encourage open dialogue, and provide constructive feedback to boost students' self-assurance. Additionally, incorporating speaking activities into the curriculum, such as debates, presentations, and group discussions, can pull out students from their phobia of speaking in English.

Furthermore, addressing pronunciation and sentence structure challenges requires focused attention. Implementing pronunciation exercises, role-plays, and drills that target specific sound patterns and intonation can assist students in improving their spoken English. Moreover, providing guidance on sentence structure and encouraging students to practice forming grammatically correct sentences will contribute to their language fluency.

Finally, it can be said that, the findings of this research highlight the significance of creating a supportive and immersive English learning environment for Bangla medium students to improve their skill of speaking fluent English. By implementing the recommendations presented, educational institutions and teachers can empower students to overcome barriers and develop proficiency in spoken English, ultimately preparing them for future academic and professional success.

Chapter 8

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