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“An Investigation into the Problems in Speaking English Experienced by Tertiary Level Students in Bangladesh”

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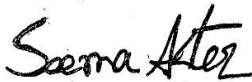
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Declaration

I hereby declare that the thesis paper entitled “**An Investigation into the Problems in Speaking English Experienced by Tertiary Level Students in Bangladesh**” which is submitted to the department of English at Daffodil International University is a record of my original work which was completed by myself under the supervision of Professor Dr. Mohammed Shamsul Hoque, Department of English, Daffodil International University. I also announce that this thesis paper was submitted in the partial fulfilment of the requirements for the award of the course Project Paper with Internship (ENG-431, Section: Research E) of the degree B.A. (Hons.) in English.



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Certificate of the Supervisor

This is to certify that the thesis student, Seema Akter bearing student Id: 191-10-523 has undertaken the course project paper with Internship (Section: Research E) with me. She has written a thesis paper entitled “**An Investigation into the Problems in Speaking English Experienced by Tertiary Level Students in Bangladesh**”. For her thesis, she delivered survey questionnaires among teachers and students. Also, she collected recorded oral interviews from the students. During this whole process, she was in touch with me and asked for my guidance regularly. Under my guidance, she gave lots of effort and completed her paper. As she fulfilled all the conditions and completed all the procedures of the course, the student is now qualified to submit the paper to the evolution of the panel of examiners. She must present the findings of the report in front of the panel of evaluators. During the whole period regarding the Thesis, I found her active, sincere and punctual.



.....

Supervisor

Professor Dr. Mohammed Shamsul Hoque

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Finally, my special thanks to my caring, loving and supportive parents who gave me the right direction in my academic career. Moreover, my completion of this thesis could not have been accomplished without the help of my classmates. Countless thanks to them for supporting me.

An investigation into the Problems in Speaking English Experienced by Tertiary Level Students in Bangladesh.

Abstract

University students face enormous problems in Speaking English in Bangladesh. Though EFL (English as Foreign Language) and ESL (English as Second Language) learners have been learning English since their childhood, they still are not fluent in speaking English. There are several hindrances responsible for this. So, this paper intends to investigate those hindrances that are responsible for creating the barrier to English speaking fluency. As well, this study aims to explore the possible solutions from teachers' and students' perspectives of the difficulties and challenges they face in speaking English. In order to find the issue, the researcher used two questionnaires for teachers and students separately to specify major problems faced by the tertiary students of Bangladesh. In addition, an interview session was conducted where students participated and provided their opinions on problems of speaking English. In the end, the researcher has provided a few recommendations as to how to overcome the difficulties in Speaking English for Tertiary Students in Bangladesh.

Keywords: Speaking English, Hindrances of fluency, Tertiary students, Point of view from teachers and students, Bangladesh.

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Chapter 1.0 Introduction

Speaking skill is considered one of the most significant skills in language learning. Speaking is the only medium through which we can express ourselves to others. Speaking, as used in the ESL (English as a second language), or EFL (English as a foreign language) contexts, appears to be the most important of the four language skills (listening, speaking, reading, and writing) (Kathleen M. Bailey, 1994). With regard to the role of speaking in facilitating the acquisition of other language skills, Goh and Burns (Burns, 2012) also claim that speaking enhances other skills. They illustrated that speaking is often used to examine if we listened to something effectively, or comprehension of reading is verified through speaking.

In Bangladesh, English is a second/foreign language. We have been learning English since childhood because this language is used everywhere. Al-Sobhi and Preece (Preece, 2018) claim that the role of spoken English in academia, work, and the economy has been significantly recognized. Moreover, spoken English empowers people with the ability to express their feelings and thoughts that influence other people, and various social dynamics (Wierzbicka, 2006). With a British colonial history of about two centuries, English is the most widely used language for business, technology, education, and overall communication after the only predominant language of Bangla in Bangladesh (Rahman, 2015).

Though ESL and EFL learners learn English for about 12 years, still speaking English is the most difficult issue for the tertiary level students of Bangladesh. English is only taught because of academic purposes in schools and colleges. Students only memorized some rules of grammar and passed the exams. Thus, they lack spoken English ability and in university life, they face huge problems because university education is fully provided in the English language. All the books are written in English. All the exams for example- quizzes, presentations, assignments, and midterms-finals everything is held in English. Therefore, students get frightened for not having expertise in English, especially in spoken English. Generally, Bengali medium students feel shy and nervous while talking to their teachers inside the classrooms. Most of the time, they do not speak in English with their peers due to fear of being criticized. Regarding this, Tsui (2001) has expressed that ESL learners are the

victim to be more vulnerable to criticism and negative evaluation while speaking (GAN, 2012).

In the Bangladeshi context, due to larger sizes of classrooms and time limitations, students cannot express themselves towards others in English. Scrivener (1994) has asserted, “EFL learners generally do not have adequate access to practise TL in the classrooms”. Larsari (2011) has reviewed an article and has denoted that EFL and ESL students do not get a proper environment in class to practise English speaking.

In Bangladesh, most of the teachers follow GTM (Grammar Translation Method), they come to classes, teach grammar rules to students, and students blindly follow them. In this way, students become inactive and less vocal all the time. Though teachers are introduced to Communicative Language Teaching (CLT) but the majority of them do not know how to implement this method inside the classrooms. So, in this case- teachers need more training on how to teach lessons through the CLT method towards the students. According to Siddique (Siddique, 2004), “Bangladesh is one of the few countries of the world where teachers can start teaching without any formal training.” Teachers’ self-efficacy plays a vital role in conducting the classes because if a teacher can believe in himself then he can bring positive changes to his students. Teachers with a higher sense of self-efficacy tend to show more willingness to conduct spontaneous class discussions based on students’ questions (Borg, 2001), have a greater commitment to teaching (Coladarci, 1992), and exhibit more humanistic classroom control and management orientations than those with lower self-efficacy (Woolfolk, Rosoff, and Hoy 1990) (Anita E. Woolfolk, 1990).

In the end, the problems of speaking English among tertiary-level students are the main barriers to their improvement in their future professional lives. So, this paper has investigated several difficulties and challenges in speaking English experienced by tertiary students. In addition, this study also explores the role of teachers and students in this matter from their point of view and afterwards few recommendations are mentioned to find out the possible solutions.

Chapter 2.0 Literature Review

Md Shaiful Islam and Mahani Bt Stapa (Stapa, 2021) in their paper “Students’ low proficiency in spoken English in private universities in Bangladesh: reasons and remedies” state that students are required to communicate in English both inside and outside their classroom. This paper investigates students' current level of proficiency in English, the reasons why students are not being fluent in speaking English and some remedies to overcome the critical situation. Here, GTM and ALM are criticized because these methods hardly create opportunities for the students to speak in English. As well as, this paper investigates how teachers become the barrier to the improvement of students’ learning due to the use of the GTM method. In addition, students’ psychological problems (Anxiety, Lack of confidence, Low self-esteem) are depicted in the research paper.

Zan Chen and Christine Goh (Goh, 2011) in their paper “Teaching oral English in higher education: challenges to EFL teachers” investigate the major reasons for the larger size of the classroom, lack of resources, low self-esteem students’ lack of motivation and emphasis on training of teachers.

Zhengdong Gan (Gan, 2013) reports on the findings of a questionnaire survey of the English-speaking difficulties experienced by two Chinese populations: one group of university students from mainland China and one group of university students from Hong Kong in his paper “Understanding English speaking difficulties: an investigation of two Chinese populations”. The survey questionnaire is made based on these four themes- Linguistic obstacles, Speech processing difficulties, Academic and Conversational English and negative effects.

Wahidul Islam, Saleh Ahmad, and Md. Didarul Islam (Wahidul Islam, 2022) published a paper titled “Investigating the Problems Faced by the University EFL Learners in Speaking the English Language” here found that public university students are slightly more competent in English and face fewer problems than private university students. The primary purpose of the research was to explore the problems while speaking English as undergraduate students. It was designed to find and analyze the nature of their speaking problem or the most commonly faced difficulties. A questionnaire is created from students’ perspectives, where

Communicative competence in English, the problem of linking sentences, Fear of making grammatical mistakes, Anxiety a problem while speaking, Role of the institution is included. In addition, teachers also provide their suggestions based on Bangla medium Background, Social and economic constraints, Translate from Bangla, Lack of Vocabulary, Pronunciation and accent, Syllabus design and implementation of methods, Role of the university etc.

Oral presentation in the English Language for EFL/ESL learners becomes a challenging issue at the tertiary stage. Mohammad Osman Farhan Al Harun, K M Amirul Islam and Mohammad Aminur Rahman (Mohammad Osman Farhan Al Harun, 2016) in their paper “Challenges in oral presentation in English for the freshers at tertiary level.” have tried to sort out the challenges the students face while attending an oral presentation in English. This paper works with Pre-Presentation Sessions, Presentation Sessions and Post Presentation Sessions and provides solutions on how to overcome problems with eye contact, nervousness, body movement, and voice modulation. In the end, this paper suggests that arranging seminars and workshops on ‘oral presentations for the learners can also contribute to enhancing students’ motivation and communicative skills in English.

Md. Zillur Rahman, A.F.M. Moshir Rahman & Mst. Kulsum Begum (Md. Zillur Rahman, 2015) in their paper “Enhancement of students’ English Speaking in Bangladesh: Theory and Practices.” find out the problems of speaking English and provide a few recommendations on how to overcome these challenges. Generally, the objectives of this paper are to define the strengths and weaknesses of the speaking skill of the students and illustrate the possibilities of enhancement of the speaking skill of students learning English. As well this paper studies the main factors which are affecting students’ speaking English.

Iffat Jahan Suchona and Sadia Afrin Shorna (Shorna, 2019) in their paper “Speaking Problems in English and Solutions: Scrutinizing Students’ Perspective” try to explore the problems that cause hindrances in speaking English among undergraduates and how these problems can be overcome from the point of view of the learners. 81 students have given the survey questionnaire and the survey results in explorers that students’ lack of self-confidence, lack of motivation, students nervousness during the presentation, and eye-contact problems are the barriers of students. Moreover, the students demand a teacher-student friendly environment because they believe that if the students feel teachers empathise with them, they might feel relaxed while speaking in English.

The paper “Problems in speaking English with vernacular medium students of rural areas: with special reference to Tirora Tahsil” by Vibha B. Agrawal (Agrawal, 2015) states that Surrounding plays a pivotal role in learning a language, be it mother tongue or any foreign language. If the surrounding is congenial the learners pick up the language fast. We learn our mother tongue in this way only. The study investigates the problems encountered by the rural vernacular medium students of Tirora Tahsil in speaking English and in the end, suggests several remedies enhance their English-speaking ability. Moreover, this study discovers some major factors such as Students ‘use of language in various situations, Students’ efforts to learn English, causes of hindrances in Speaking English, Purpose of getting an Education, Students’ attitudes towards learning the English language, Use of Scientific gadgets in teaching and learning English.

Md. Morshedul Alam (Alam, 2016) in his paper titled “Problems in teaching English Speaking skill in large classes of rural colleges in Bangladesh: A case study” discovers the problems that are related to teaching English speaking skills in large classes in rural colleges in Bangladesh. In the Bangladeshi context, large classrooms are a big problem for teaching English, especially in rural areas. This paper surveys these topics - Classes are fully interactive, Pair work and group work, Roleplay and jigsaw activities, Listening and Speaking Activities, Time for activities, Teaching aids, Shyness, Lack of confidence, learner/teacher-centred classroom, Unusual Class-size, Teacher as facilitator etc. In addition, this study recommends several suggestions from the teachers’ point of view.

Sushmita Rani (Rani, 2020) in her paper “Factor Analysis: The issues and challenges in English Speaking Skill of Bangladesh EFL Learners at tertiary level” finds out the major obstacles to English-Speaking Skill of Bangladeshi EFL students and the possible solutions to spoken English for the university students. This is quantitative research based on the primary data by using a Likert-scaled questionnaire from 113 ELT teachers and 151 MA in English students among 29 different public and private universities in Bangladesh. In this survey, major 7 factors are found. These are - Issues and Challenges with Systematic Support, Incompetency of Learners, Influence of the pattern of Mother Tongue with the Lack of Vocabulary, Learners Inhibition with Family Background, Enervation in Listening Skill with Less Usage of Interesting Methods, Impact of Anxiety and Rural Background in the Speaking Skill. Furthermore, several recommendations are mentioned at the end of the paper.

These are- learners should speak English for 2 hours a day which can increase the confidence level of students. The size of the speaking classroom should not cross 20 students. Teachers should make the classroom environment friendly so that everyone feels free to speak up and ask about their problems. Teachers should demonstrate audio and video materials towards the students for correct pronunciation. Introverted, shy, less confident and rural family background students should be kept under extra care so that they can overcome the fear of speaking English.

Chapter 3.0 Research Methodology

3.1 Research Questions

1. What are the main hindrances of students not being fluent in speaking English at the tertiary level?
2. Which steps can be taken to improve fluency in speaking English, from the point of view of teachers and students?

3.2 Research Participants

100 students and 20 teachers of the English Department from a private university were randomly chosen. In addition, 5 students from the English Department sit for oral interviews. They enthusiastically share their opinions on the issues and problems of speaking English and the possible ways to overcome the problem. The students are coded as S1, S2S5 during data analysis.

3.3 Research design

To figure out enough valid data, this research is conducted in both qualitative and quantitative ways.

3.4 Research instruments and data collection

The study used a survey questionnaire of 25 items of teachers and students separately to collect the quantitative data, which ranged from a 5-point Likert scale format, which ranged from 'Strongly Disagree' to 'Strongly Agree.' The responses are marked as Strongly Disagree= 1, Disagree= 2, Neutral= 3, Agree= 4 and Strongly Agree = 5.

The 25 items of students in the questionnaire were categorized into 5 subscales: (1) Environment, (2) Academic Issues, (3) Foreign Language Anxiety, (4) Motivational Approaches, and (5) Learning Opportunities.

The other 25 items of teachers in the questionnaire were categorized into 5 subscales: (1) The environment of the university, (2) Hindrances of speaking English, (3) Challenges of Teachers, (4) Teaching Methods and (5) Encouragement.

The qualitative data was the audio interviews of students which were collected through the smartphone's audio recorder option.

3.5 Data analysis

Data sorting in pie charts then analyzed as Quantitative data using SPSS Version 27.

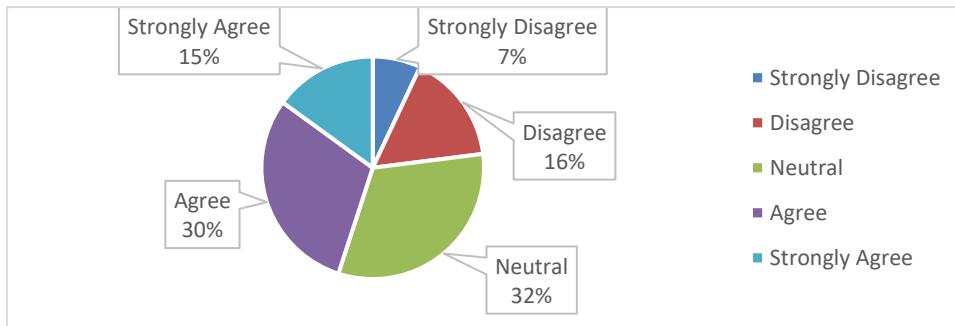
The Oral Interviews were transcribed for coding as Qualitative data.

Chapter 4.0 Findings and Discussion

4.1 Students' Survey Result

- *Environment (1-5)*

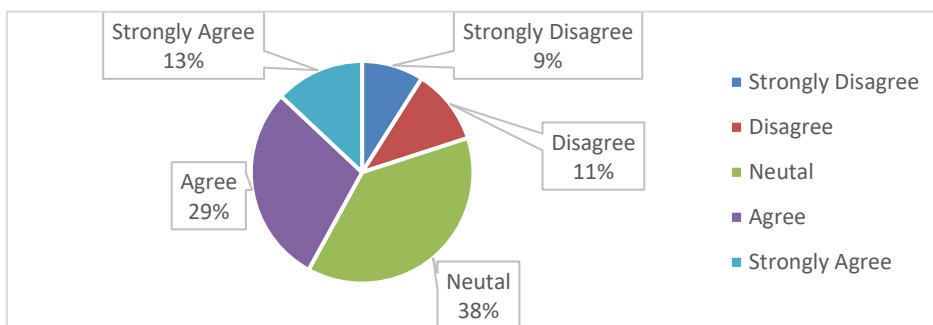
1. You speak English inside the classroom.



The result shows 30% of participants agree with the statement that they speak English inside the classroom and 15% of participants strongly agree with this. But, 16% of participants do not agree with the matter and 7% of participants completely disagree with it, whereas 32% remain in a neutral position. So, from the statistics, we can find that the majority speak English inside the classroom.

Field Note: 45% of participants agree that they speak English inside the classroom but field notes reveal that participants hide the reality. However, still, 55% of the participants did not say that they speak English inside the classroom.

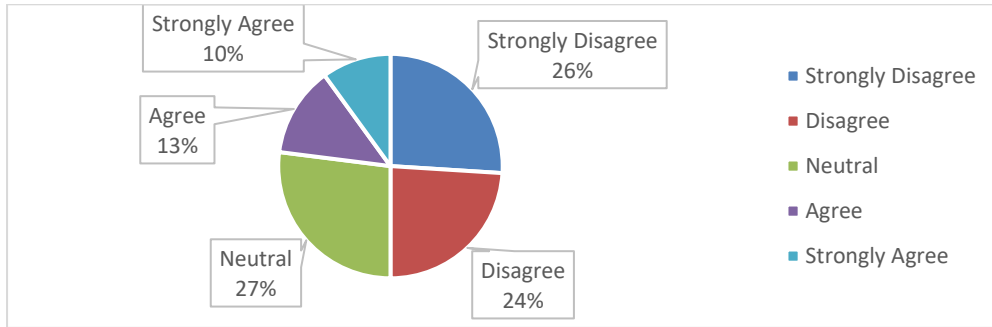
2. Your peers are cooperative in speaking English.



In response to the question, the data shows 29% of participants agree with the statement that their peers are cooperative and 13% of participants strongly agree with this. On the contrary, 11% of participants do not agree with this and 9% of them completely disagree. As

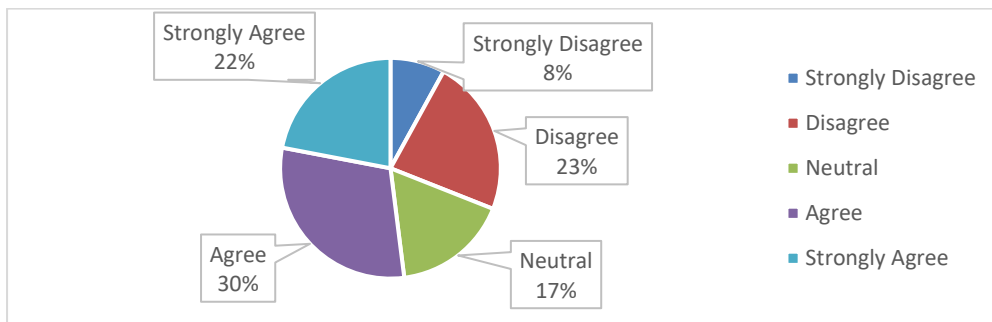
well as, 38% remain in a neutral position. So, the result shows us- Peers are so much helpful in speaking English.

3. Your parents and family members speak in English with you.



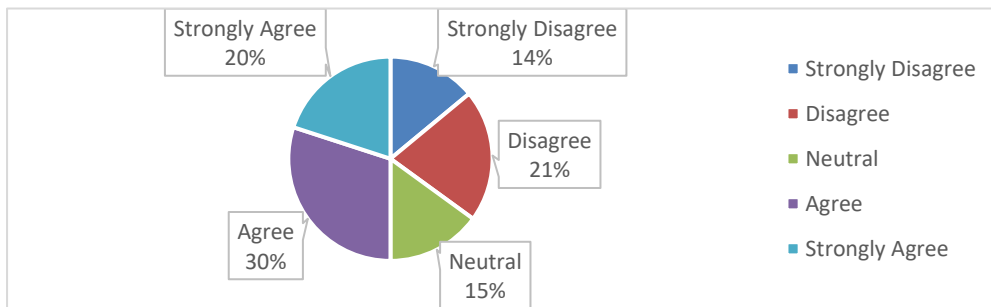
From the third question, the result shows, 26% of participants strongly disagree with the statement and 24% of participants disagree with this. But, 13% of participants support the matter and 10% of participants completely support it, whereas 27% of participants do not give their opinion. So, we have discovered that students’ parents and family members do not speak English with them.

4. You hardly get any opportunities to express yourself in English due to the larger size of the classroom.



The result illustrates, 30% of participants agree with the statement and 22% of participants strongly agree with this. From the statistics, we can be sure that students are not getting opportunities to express themselves in English due to the larger sizes of classrooms.

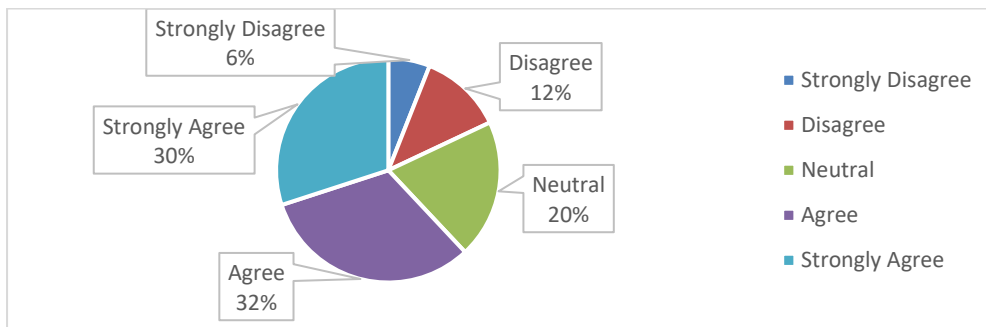
5. You feel embarrassed to speak English in class.



From the result, we have come to know, 30% of participants agree with the statement and 20% of participants strongly agree with this. But, 21% of participants do not support the matter and 14% of participants completely disagree with it, and 15% of participants do not give their opinions. So, the survey result confirms that most of the students feel embarrassed to speak in English.

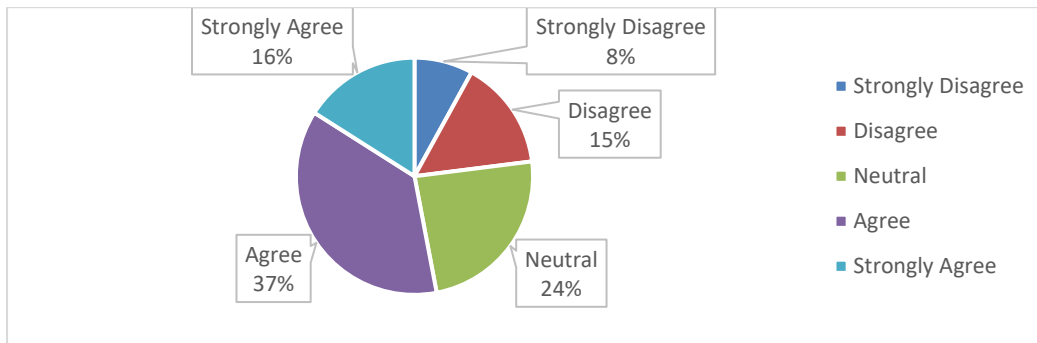
- *Academic Issues (6-10)*

6. You get stuck with grammar, vocabulary and pronunciation problems while talking to your teachers.



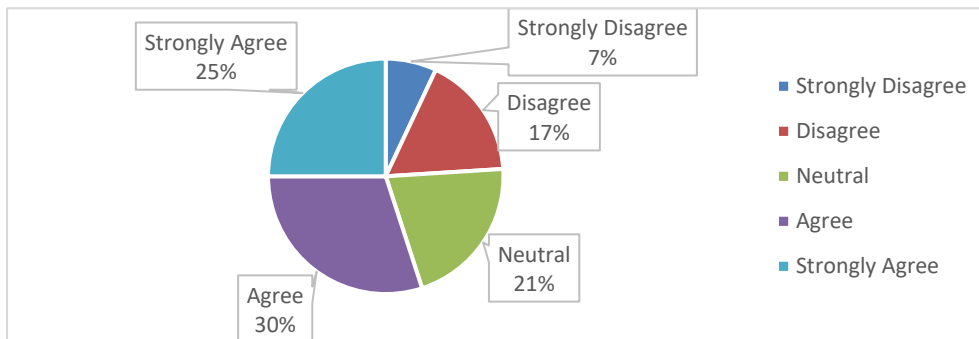
From the question, the result shows us, 32% of participants agree with the statement and 30% of participants completely agree with it. So, from the statistics, we can find that the majority of students get stuck with grammar, vocabulary and pronunciation problems while talking to their teachers.

7. You are not good at using complex sentences and appropriate vocabulary while speaking English.



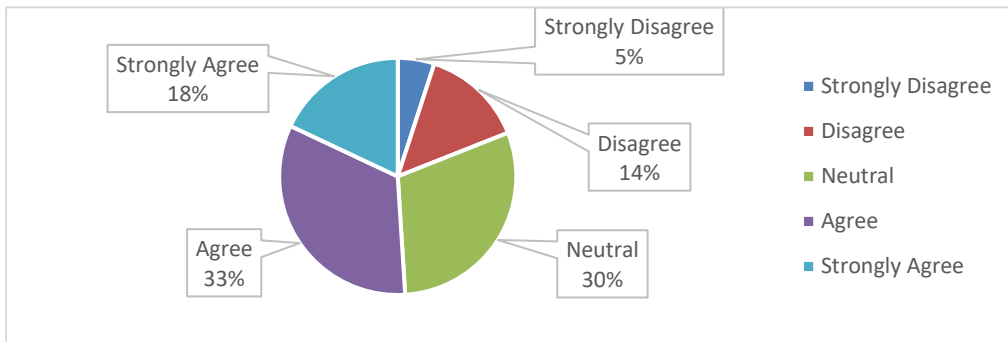
The Survey result shows us, 37% of participants agree with the statement and 16% of participants strongly agree with this. This result confirms that most of the students are not good at using complex sentences and appropriate vocabulary while speaking English.

8. When you are to say anything in English, you think about the given topic in Bangla inside the classroom.



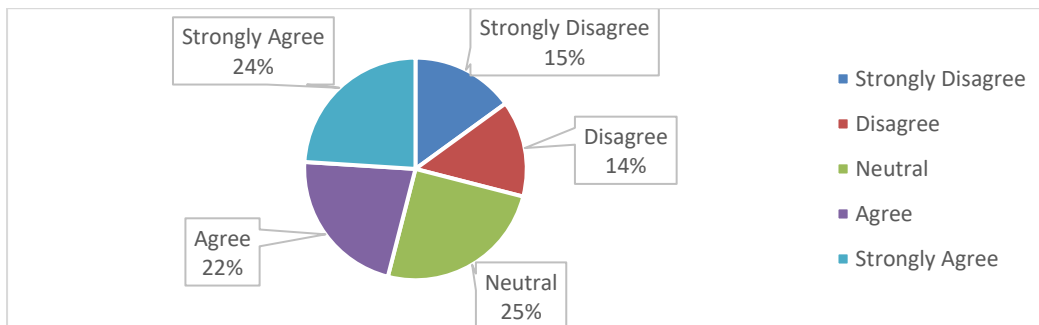
The result portrays, 30% of participants agree with the statement and 25% of participants strongly agree with this. On the other hand, 17% of participants do not support the matter and only 7% of participants completely disagree with it. Here, 21% of participants remain in a neutral position. From the statistics, we can be sure that at first the students think of any topic in Bangla and then translate it into English.

9. Teachers always deliver class lectures in English.



This result shows us, 33% of participants agree with the statement and 18% of participants strongly agree with this. So, we can state that the teachers are providing the class lectures in English.

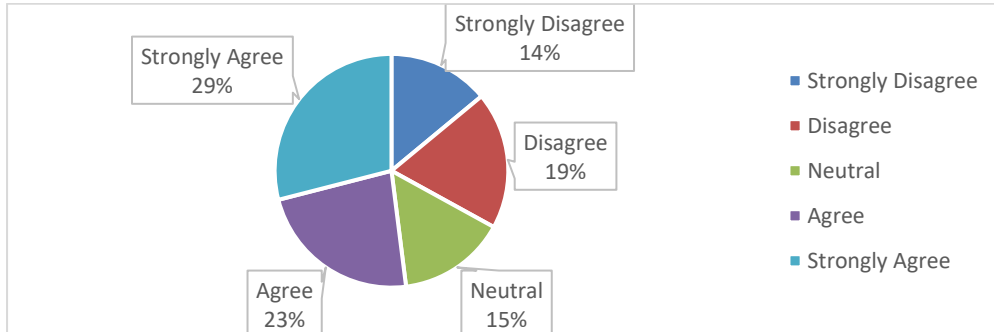
10. Teachers cannot provide individual feedback due to time limitations.



From this question the result shows us, 24% of participants strongly agree with the statement and 22% of participants also support the matter. But, 14% of participants do not support it, 15% of participants strongly disagree with it, and 25% of participants stand in a neutral position. So, from the statistics, we can find that the majority of students are saying that their teachers cannot provide individual feedback due to time limitations.

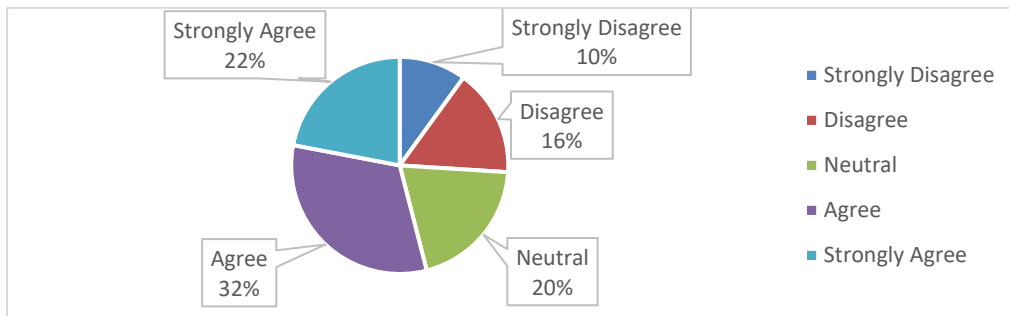
- *Foreign Language Anxiety (11-15)*

11. For fear of losing face towards your teachers and classmates, you keep yourself silent in class.



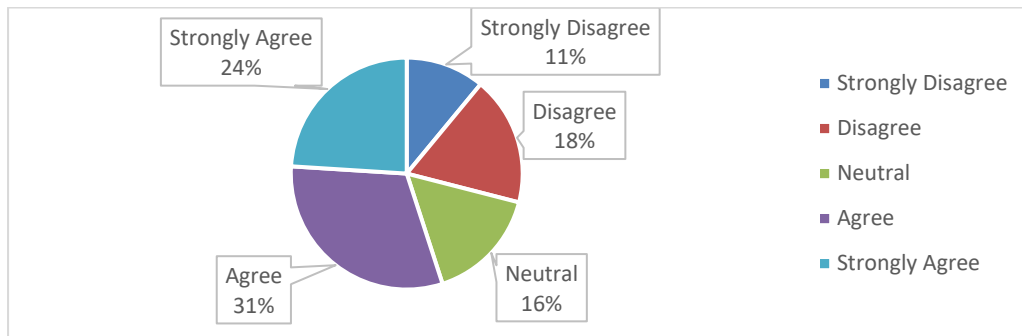
This result shows us, 23% of participants agree with the statement and 29% of participants strongly agree with this. So, from the result-we can state that, for fear of losing face towards teachers and classmates, students keep themselves silent in class.

12. You feel anxiety or fear while talking in English.



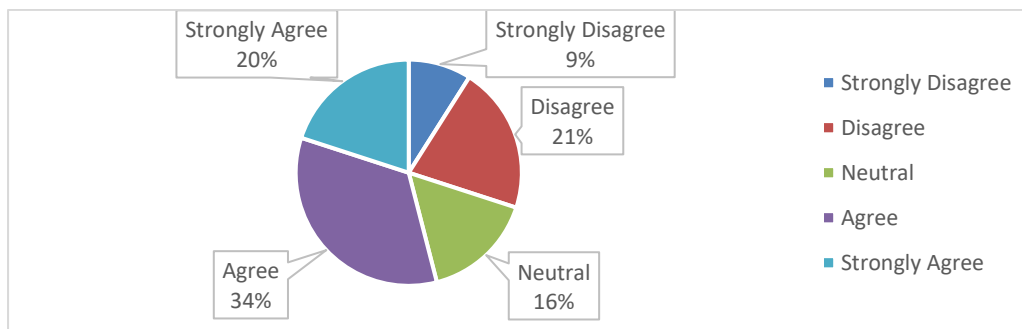
Here 22% of participants strongly agree with the statement and 32% of participants also support the matter. So, we can observe that the majority of students are saying that they feel anxiety or fear while talking in English.

13. You do not ask questions to your teachers because you feel shy to speak in English.



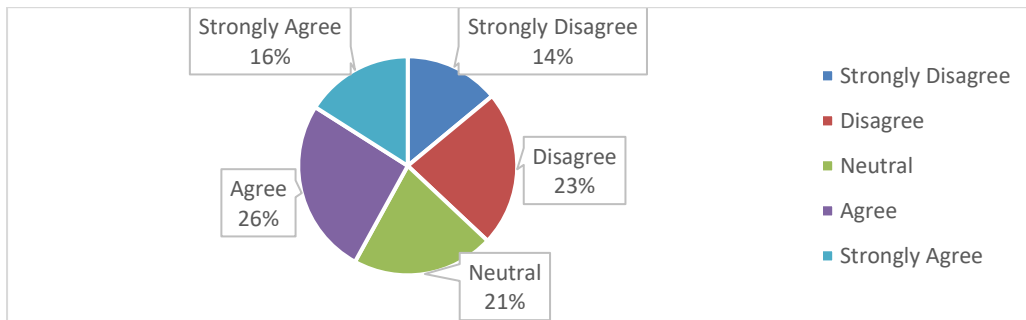
From this question, the result shows 31% of participants agree with the statement and 24% of participants also strongly support the matter. But, 18% of participants do not support it, 11% of participants strongly disagree with it, and 16% of participants stand in a neutral position. So, from the statistics, we can find that the students do not ask questions to their teachers because they feel shy to speak in English.

14. Negative comments and mockery demotivate you to speak in English.



From this question, the result shows 34% of participants agree with the statement and 20% of participants also strongly support the matter. So, we can be sure that the students are demotivated to speak in English due to negative comments and mockery.

15. No encouragement from university and home to watch English movies, dramas, and series to develop confidence.

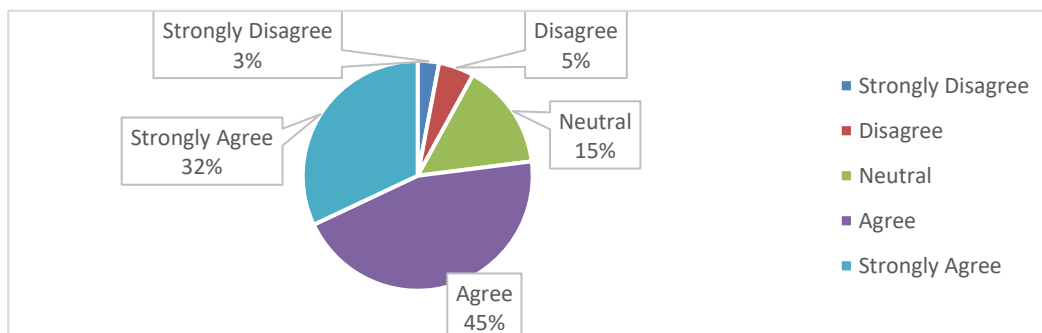


It shows 26% of participants agree with the statement and 16% of participants also strongly support the matter. But, 23% of participants do not support it, 14% of participants strongly disagree with it, and 21% of participants stand in a neutral position. So, from the statistics, this is an ambiguous response because the percentage of agreeing and disagreeing is quite similar to each other.

Field note: While taking the oral interviews from the students, the majority of them said that the university encouraged them to watch English movies, dramas and series to develop confidence. Though, the case of the home was not mentioned in the interviews.

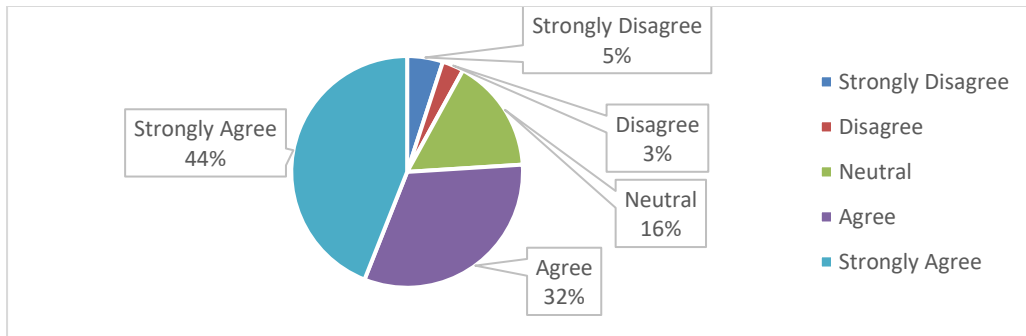
- *Motivational Approaches (16-20)*

16. Teachers motivate you to speak in English inside and outside the class.



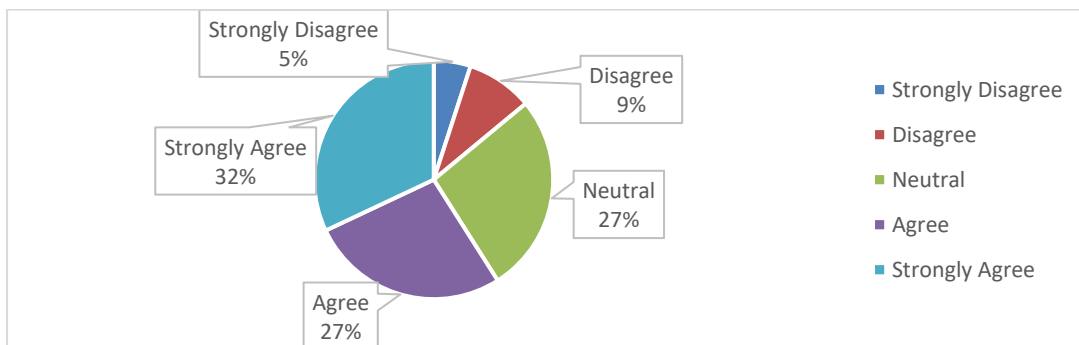
The result shows 45% of participants agree and 32% of participants strongly agree with the statement that their teachers motivate them to speak in English inside and outside the class.

17. You like to study English to upgrade yourself.



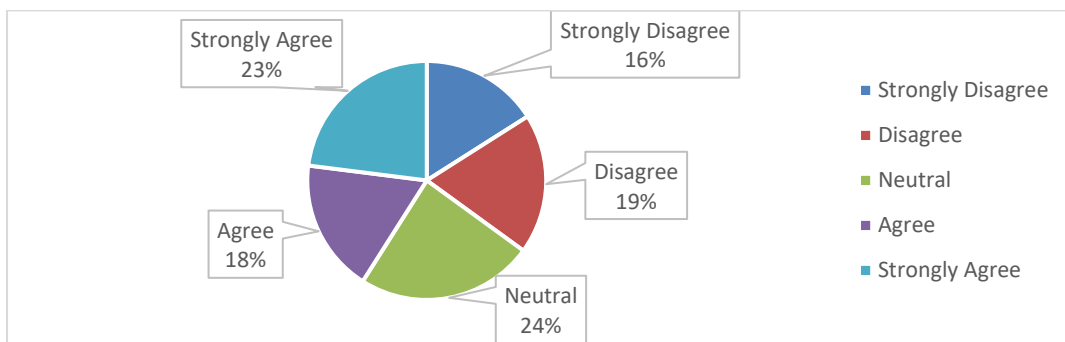
The result illustrates, 32% of participants agree and 44% strongly agree with the statement that they like to study English to upgrade themselves.

18. You study English for job purposes.



Here 27% of participants agree and 32% of participants strongly agree with the matter that they study English for job purposes.

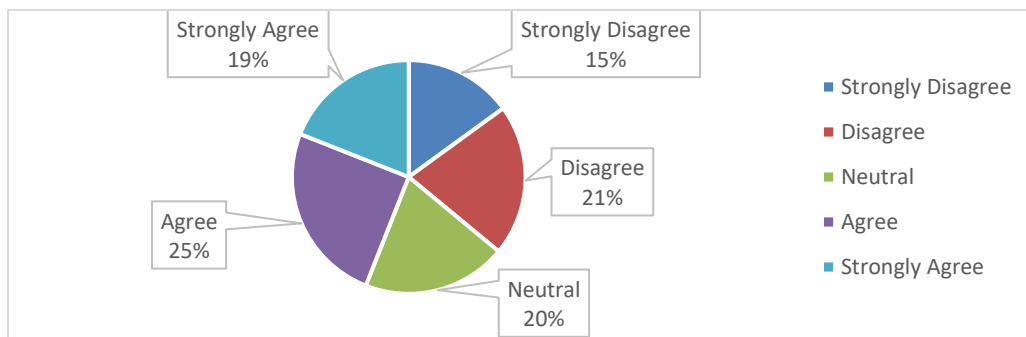
19. You study English because your parents told you.



From this question, the result shows 18% of participants agree with the statement and 23% of participants also strongly support the matter. But, 19% of participants do not support it, 16% of participants strongly disagree with it, and 24% of participants stand in a neutral position. So, from the statistics, the result is confusing because the percentage of agreeing and disagreeing is quite similar to each other.

Field note: Though the survey result is confusing to identify, oral interviews suggest that most of them have chosen the English department because they are fascinated with English.

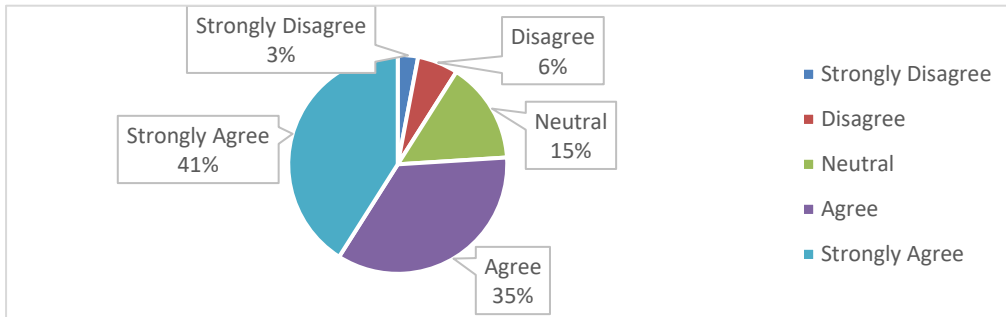
20. You study English because it is in your syllabus.



It portrays that 25% of participants agree with the statement and 19% of participants also strongly support the matter. But, 21% of participants do not support it, 15% of participants strongly disagree with it, and 20% of participants stand in a neutral position. So, the statistics suggest that almost half of the participants study English because it is in their syllabus and the rest half of the students stand on the opposite side.

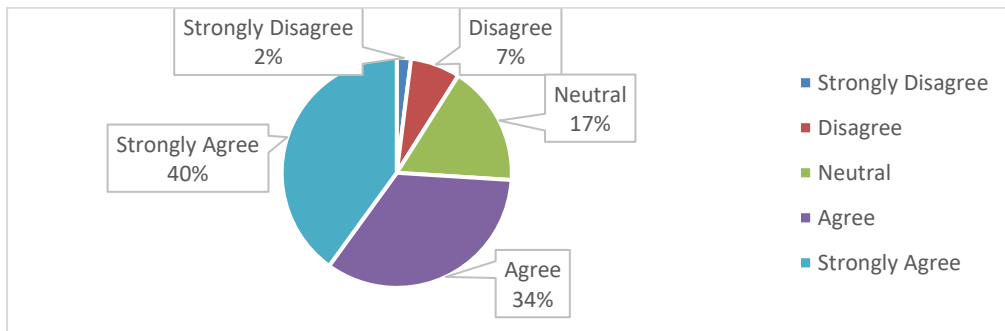
- *Learning Opportunities (21-25)*

21. Multimedia classrooms can increase the attention level of students.



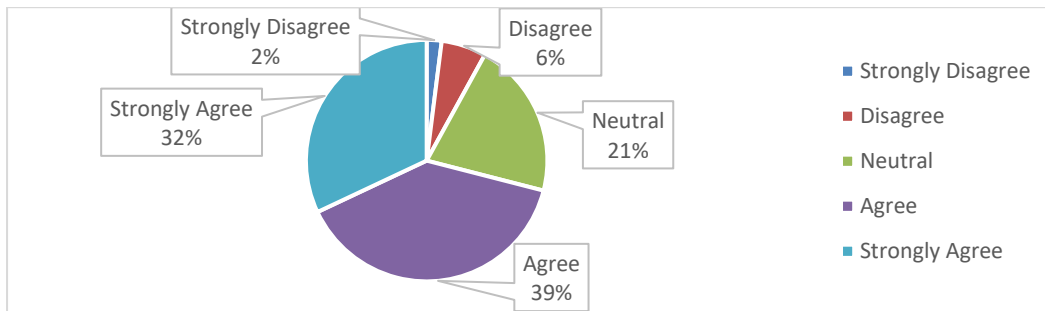
The result shows 41% of the participants strongly agree and 35% of students agree with the statement that multimedia classrooms can increase the attention level of students.

22. Listening to British/American accents can help you to speak in English authentically.



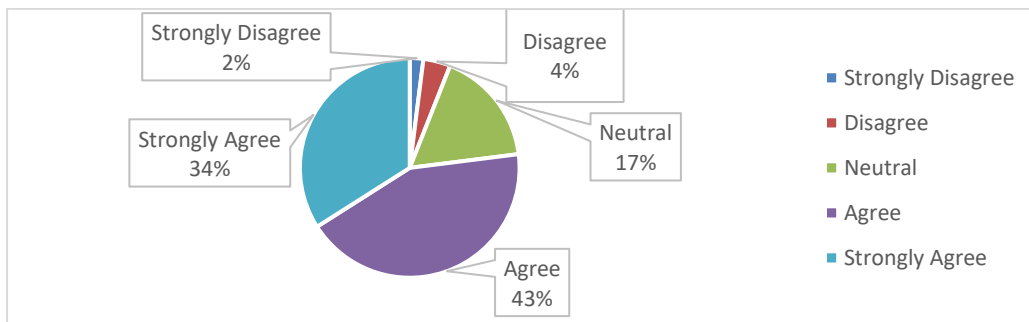
The result shows 40% of the participants strongly agree and 34% of participants agree with the statement that listening to British/American accents can help them to speak in English authentically.

23. Debates, Dialogue, group work and role play can be helpful to reduce the shyness and anxiety of the students.



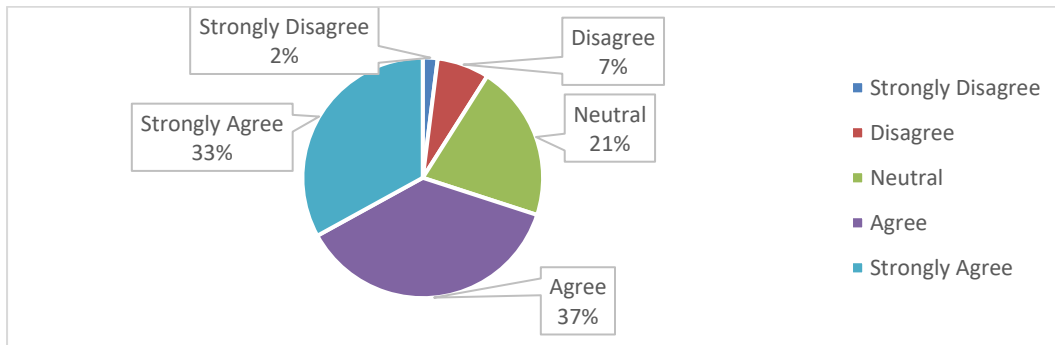
To analyze the result, 32% of the participants strongly agree and 39% of participants agree with the statement that debates, dialogues, group work and role play can be helpful to reduce shyness and anxiety of the students.

24. By rewarding, a teacher can increase confidence levels among his students.



34% of the participants strongly agree and 43% of participants agree with the statement that by rewarding, a teacher can increase confidence level among his students.

25. “Student-Centered Learning Approach”, where students will be active in class- is the best for learning English with fun.

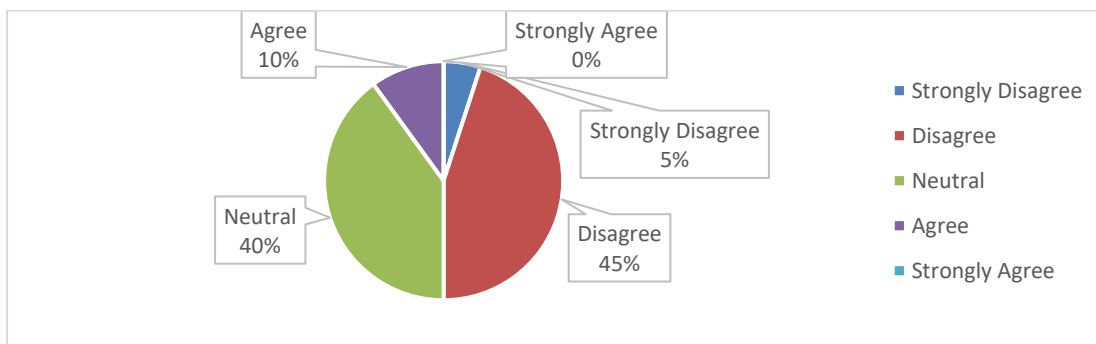


The Survey result shows 37% of participants agree and 33% of participants strongly agree with the statement that “Student-Centered Learning Approach”, where students will be active in class- is the best for learning English with fun.

4.2 Data Analysis of Teachers:

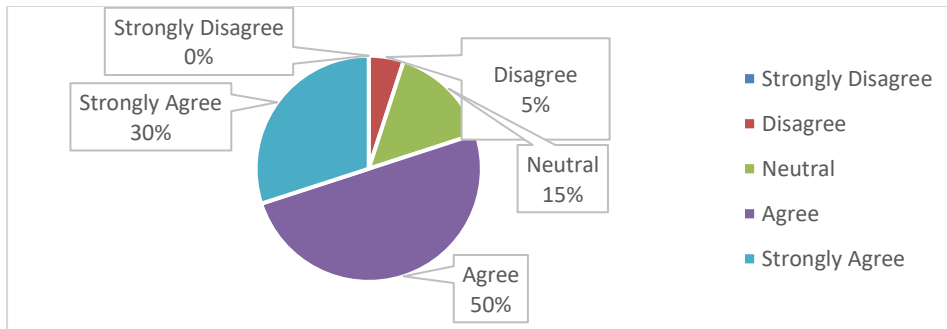
- *The environment of the university (1-5)*

1. Students speak English with you inside the classroom.



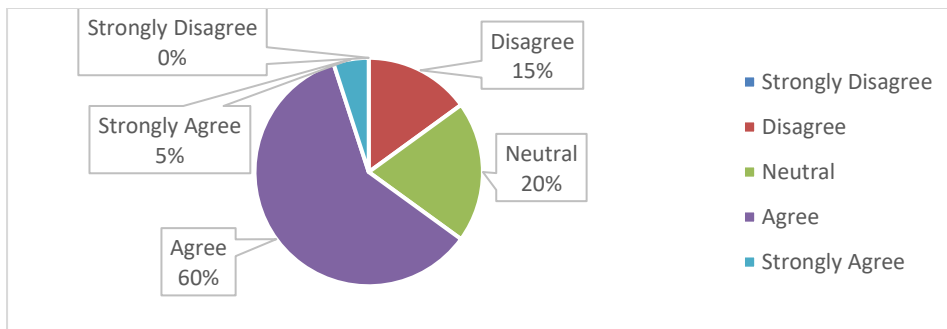
The result indicates 45% of participants disagree with the statement that the students speak English with them inside the classroom and also 5% of participants strongly disagree with this.

2. Most of the time, students feel embarrassed to speak in English.



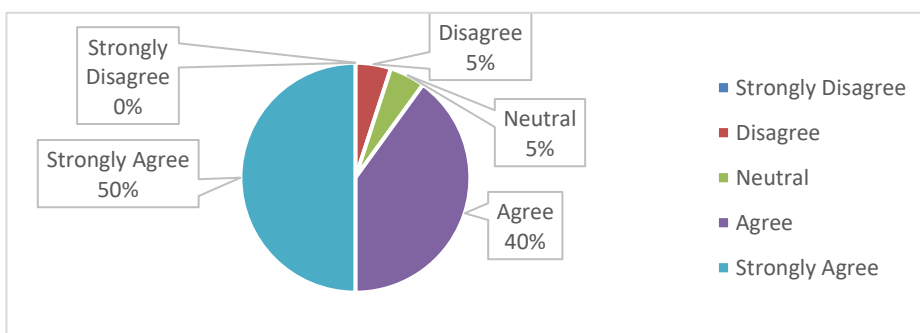
The result portrays 50% of participants support the statement and 30% of participants strongly agree with this. On the contrary, 5% of participants do not support the matter. So, from the statistics, we can find that most of the time, students feel embarrassed to speak in English.

3. Students do not willingly participate in group discussions in the English Language.



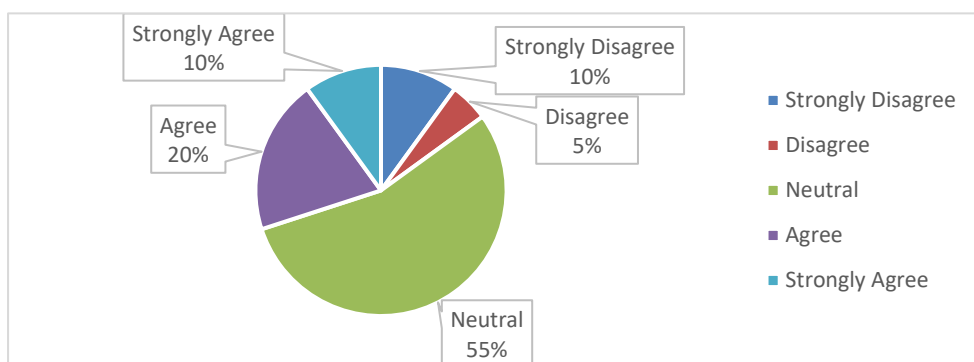
Here, 60% of participants support the statement that students do not willingly participate in group discussions in the English Language.

4. Because of larger classroom sizes, you can't provide individual feedback.



In response to the question the data shows, 50% of participants strongly agree and 40% of participants also agree with this statement that because of larger classroom sizes, teachers can't provide individual feedback properly.

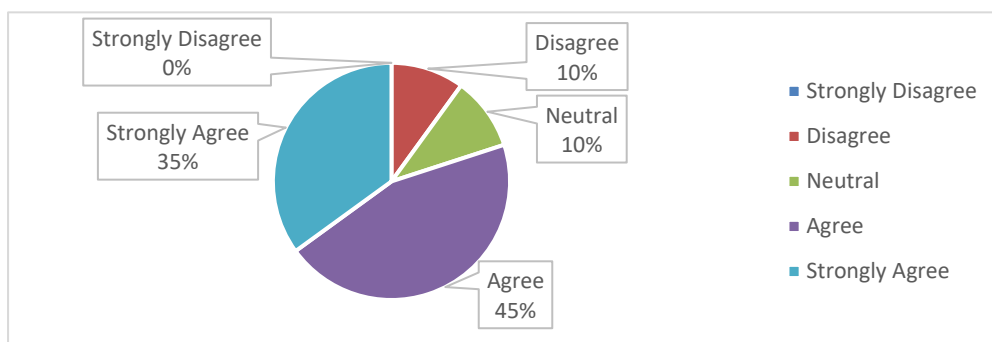
5. Students are not interested in joining the English Language Club.



The result illustrates that 55% of participants stand in a neutral position toward the statement. Here, 20% of participants agree with the statement and 10% of participants strongly agree with it, whereas also 10% of participants do not support the matter. So, the result shows that most of the participants give neutral attitudes towards the statement that students are not interested in joining the English Language Club.

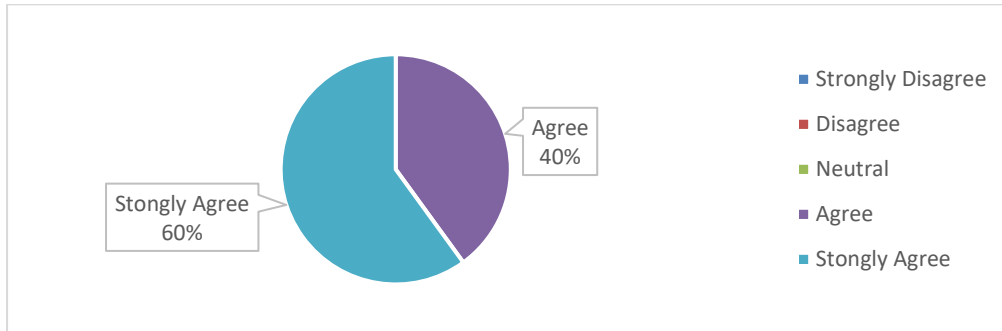
- *Hindrances of speaking English (6-10)*

6. Common barriers for students are vocabulary and grammar.



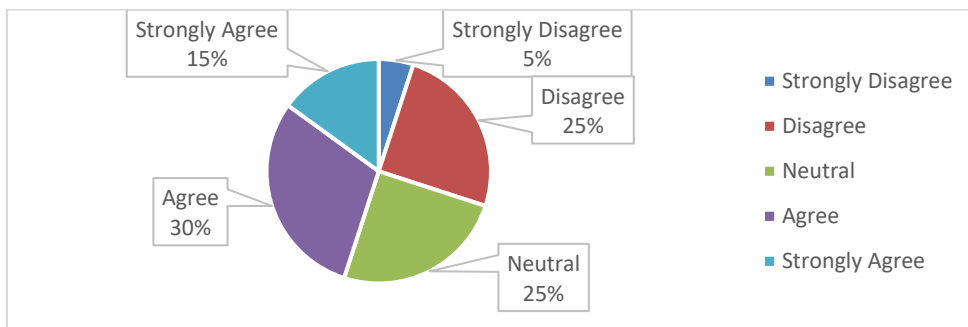
The result indicates 45% of participants agree and 35% of participants strongly agree that the common barriers for students are vocabulary and grammar.

7. Most of the time, students think in Bangla and then translate it into English.



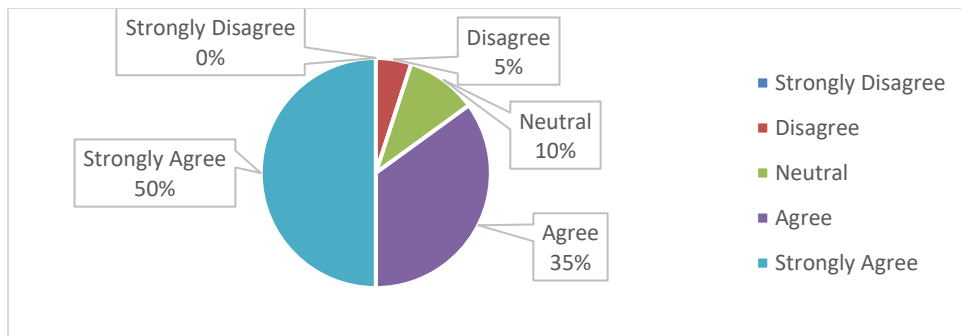
60% of participants strongly agree with the statement that most of the time, students think in Bangla and then translate it into English.

8. Lack of family support, students are not motivated to enhance their English-speaking skills.



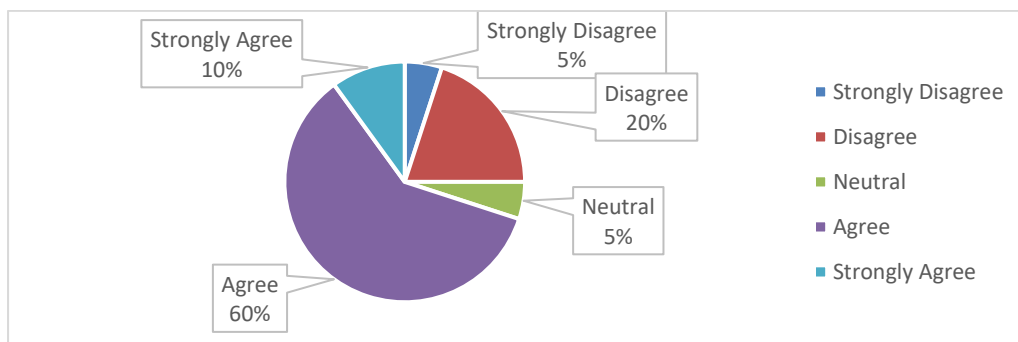
The result indicates, 30% of participants agree with the statement and 15% of participants strongly agree with it. Here, 25% of participants remain in a neutral position. But, 25% of participants do not support the statement and only 5% of participants also do not support it. So, from the statistics, it is discovered that because of the lack of family support, students are not motivated to enhance their English-speaking skills.

9. Lack of confidence and low self-esteem are the barriers to students speaking English.



In response to the question the data shows, half of the participants strongly agree with the statement that lack of confidence and low self-esteem are the barriers to students speaking English.

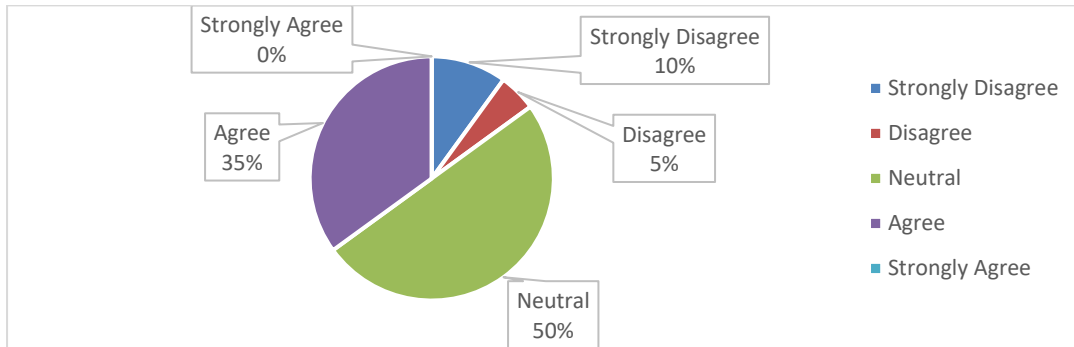
10. Because of socio-cultural factors, students are not interested in speaking in English.



The result indicates, according to 60% of participants' opinions because of socio-cultural factors, students are not interested in speaking in English.

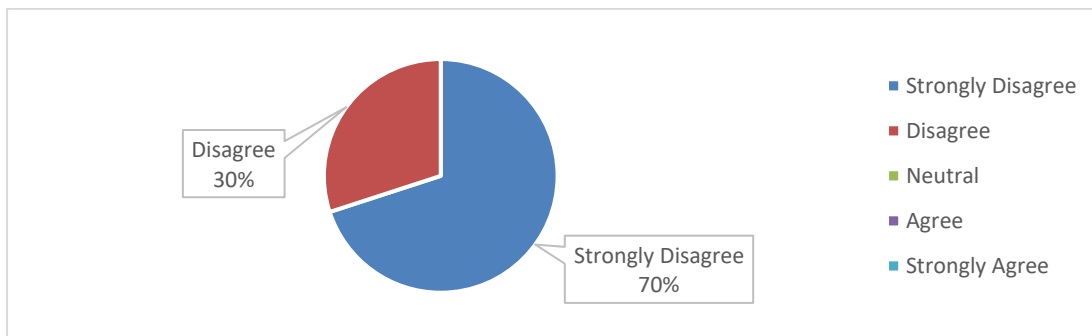
- *Challenges of Teachers (11-15)*

11. Teachers are not completely fluent in speaking English.



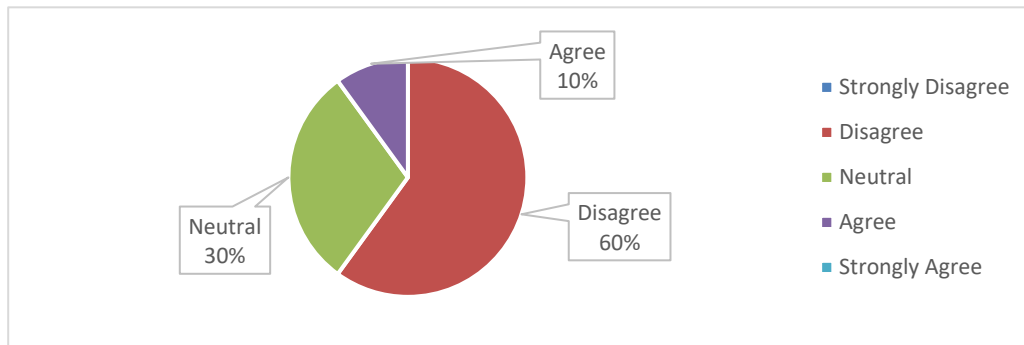
In response to the question, half of the participants stand in a neutral position. 35% of them agree with the statement that teachers are not completely fluent in speaking English.

12. As a teacher you feel inferior because your pronunciation is not like the native's.



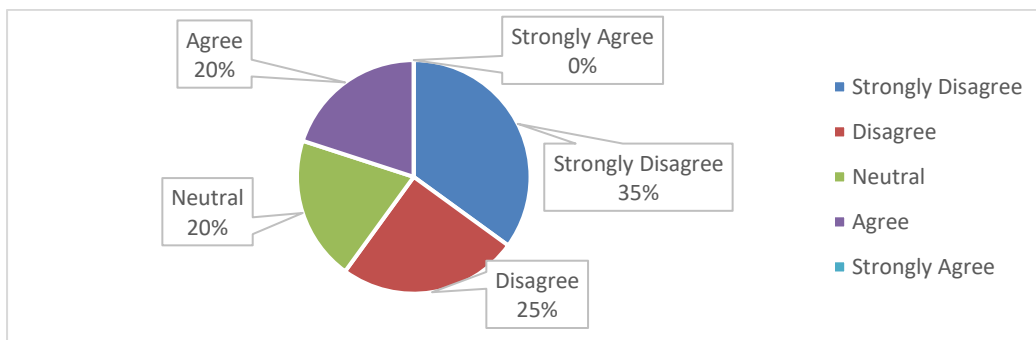
100% of participants said that they do not feel inferior because their pronunciation is not like the native's.

13. You deliver class lectures 100% in the English language.



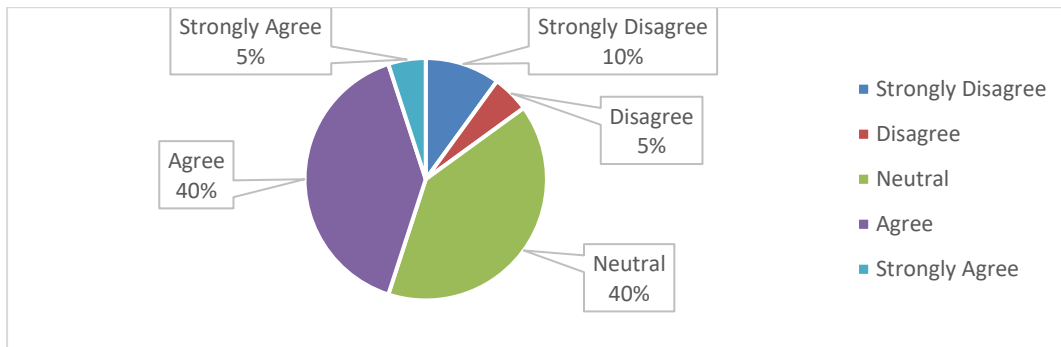
The survey result shows that 60% of participants disagree with the statement. It means that the teachers do not deliver class lectures 100% in the English language.

14. You can't engage your students with classroom activities.



Here, 60% of participants disagree with the statement. So, it reveals that teachers can engage their students with classroom activities.

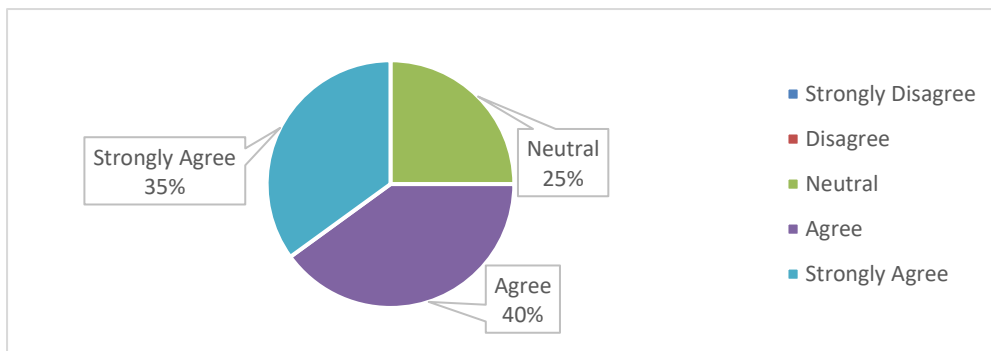
15. Most of the teachers only focus on reading and writing rather than listening and speaking.



In response to the question, 40% of participants agree and 5% of participants also strongly agree with the statement that most of the teachers only focus on reading and writing rather than listening and speaking.

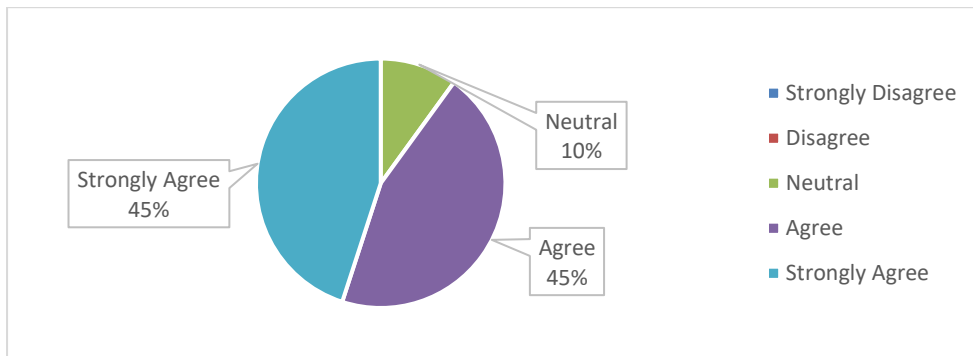
- *Teaching Methods (16-20)*

16. Grammar Translation Method hardly creates opportunities for the students to speak in English inside the class.



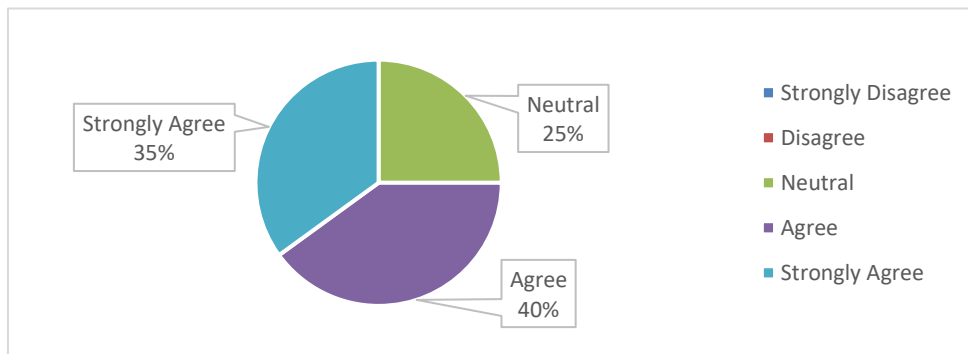
75% of participants believe that the Grammar Translation Method hardly creates opportunities for the students to speak in English inside the class.

17. Because of the Teacher Oriented Classroom, students are not vocal inside the class.



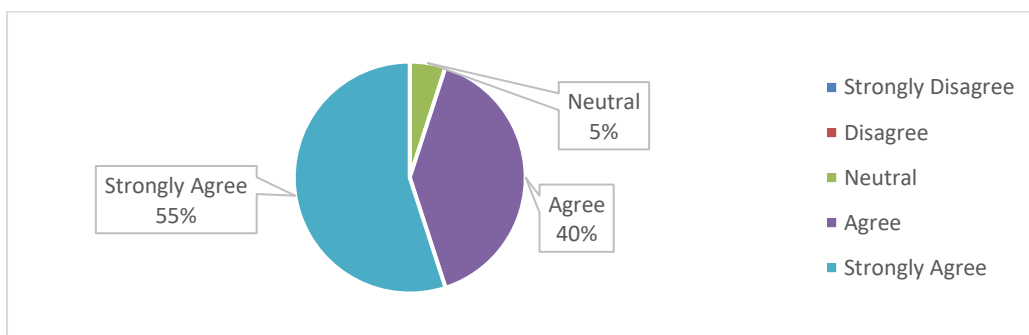
The result portrays that 90% of participants admit that because of the Teacher Oriented Classroom, students are not vocal inside the class.

18. You apply the CLT (Communicative Language Teaching) method in your class.



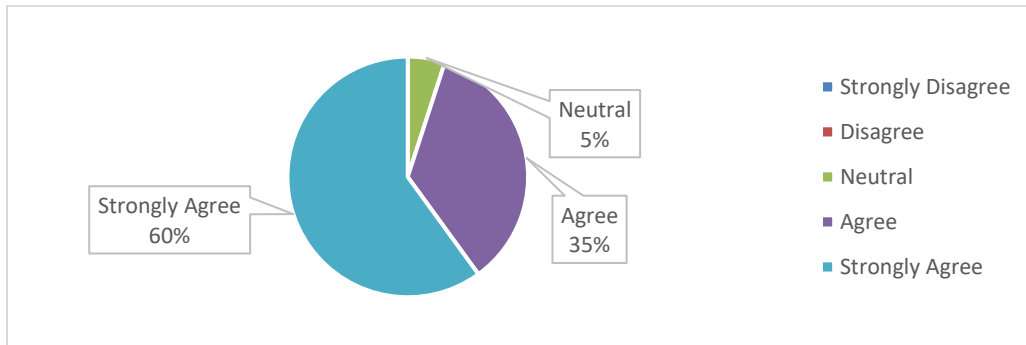
The survey result portrays that 40% of participants agree and 35% of participants strongly agree with the statement that the teachers apply the CLT method in their classes.

19. "Student-Centered Learning Approach" can be the best for learning English with fun.



In response to the question, 95% of participants believe that the “Student-Centred Learning Approach” can be the best for learning English with fun.

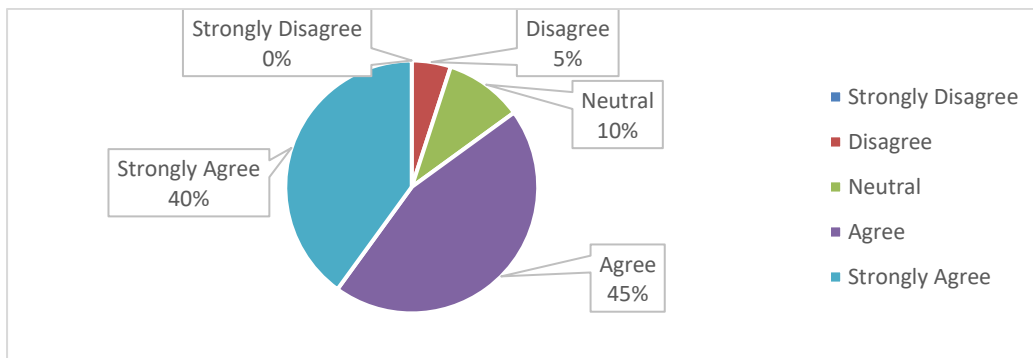
20. “Task-Based Learning” increases the confidence level and reduces the shyness and anxiety of students.



More than half of the participants believe that Task-Based Learning increases the confidence level and reduces the shyness and anxiety of students.

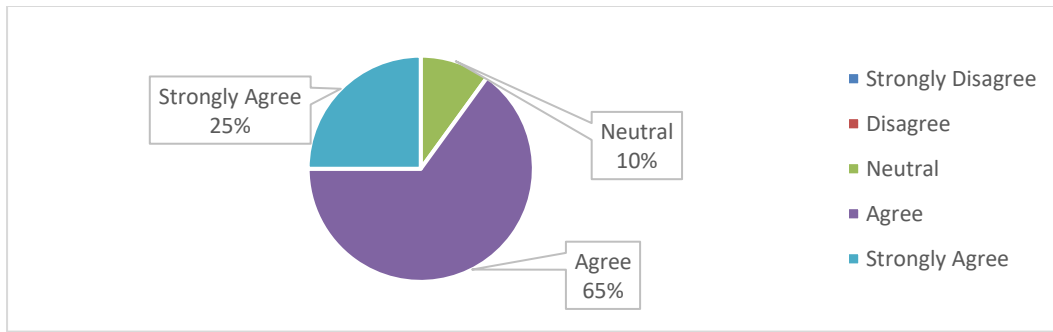
- *Encouragement (21-25)*

21. You inspire and encourage students by giving rewards.



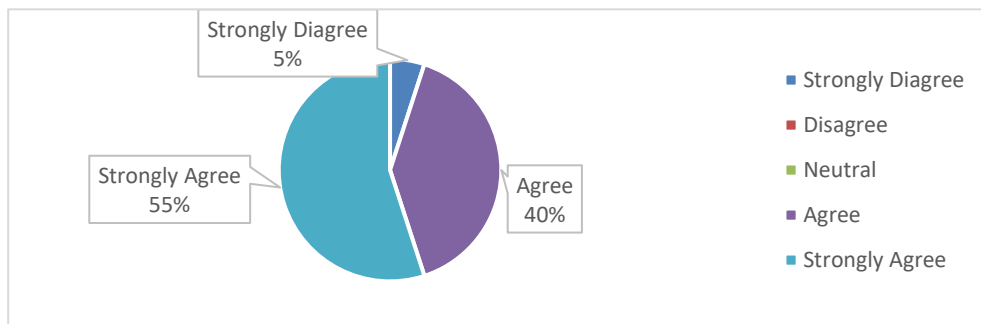
The survey result illustrates that 45% of participants agree and 40% of participants strongly agree with the statement that teachers inspire and encourage students by giving rewards.

22. You motivate your students to speak English inside and outside the classroom.



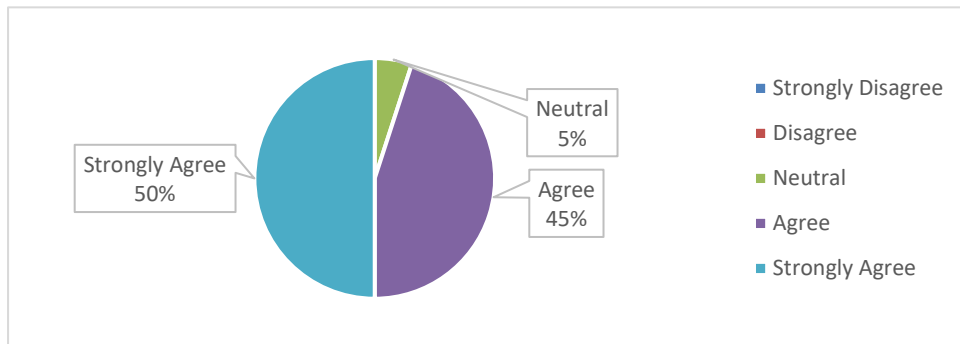
More than half of the participants agree that they motivate their students to speak English inside and outside the classroom.

23. You inspire your students to watch English movies, series and dramas on TV and social media.



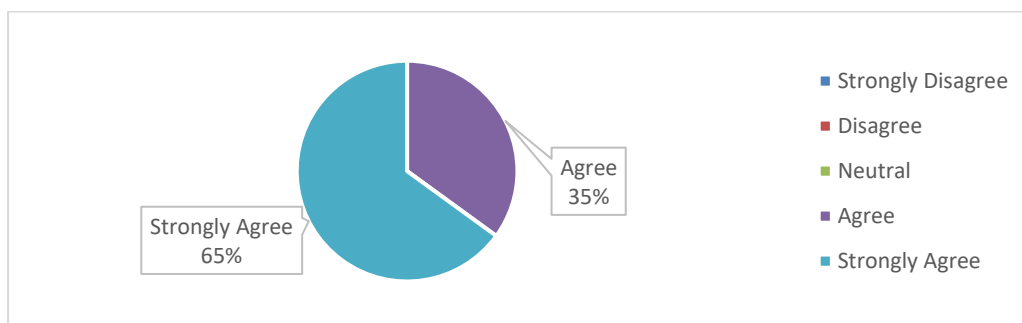
Here, 95% of participants give their opinion that they inspire their students to watch English movies, series and dramas on TV and social media.

24. By including oral tests, you encourage students to enhance their English-speaking fluency.



The result shows us that 50% of participants strongly share their opinions that by including oral tests, the teachers encourage their students to enhance English-speaking fluency.

25. You engage your students in debates, dialogues, group discussions and role play.



The result indicates 65% of participants strongly agree with the statement that they engage students in debates, dialogues, group discussion and role play in the classes.

4.3 Qualitative Data: Students' opinions

The environment of speaking English:

The students at the university level, especially in the English department, have difficulties in speaking English fluently because of the lack of an environment for speaking. In their classes, they are silent. They do not speak English with their parents and family members. S1 says, "I tried to talk in English with my family members but because of hesitation and uncomfortableness I could not continue."

The peers are friendly enough but still, students cannot speak English with their friends because of shyness. S3 says, "They are so helpful but I am so shy that's why I cannot join them." Nowhere students find a friendly environment to practice English speaking.

Hindrances of English-Speaking Fluency:

Almost every student admits that they are not fluent speakers of English. Still, they have been learning English since childhood and now they are the students of the English Department but still, they cannot speak fluently.

S3 says, "Because of grammatical mistakes, lack of vocabulary, wrong pronunciation, I cannot be fluent."

S1 mentions, "We do not speak in English and this is the main hindrance according to me. I have done my graduation in English but still, but I am not fluent. On the contrary, less educated people go to European countries and after 1 or 2 years, they are becoming fluent without having a proper education. So, it mostly depends on the environment in which we are living."

S2 also adds, "Teaching methods are not implemented properly. That's the reason since childhood we have had a lack of vocabulary, pronunciation problems and so on." S5 also supports S1 and S2.

S5 includes, "Main reason is - lack of vocabulary. Whenever I try to make any sentence, I cannot make it up. Secondly, because of nervousness issues, I cannot express myself to others."

Academic issues:

When teachers ask about any topic to students then students first think about those topics in their first language Bangla and then they try to translate them into English.

S5 says, “As our mother tongue is Bangla, we are not comfortable using other languages.

That's why I first think of anything in Bangla and translate it into English. I find it is easier for me.”

Moreover, students have mentioned the issue of individual feedback from teachers. S1 says, “Providing individual feedback is hard because of the time limitations and larger sizes of classrooms. But, still, teachers are trying their best.”

Foreign Language Anxiety:

The students have an English subject phobia. They cannot be used to this. They are supposed to ask questions in English and that's why most of them do not ask questions to their teachers inside the classroom. S4 admits, “I want to ask questions when I face difficulties but I cannot ask due to my poor English-speaking skills.”

In addition, most of the time students do not want to speak English because of shyness and nervousness. S5 mentions, “It has always happened in my life. When I was in 1st year, I got so nervous while talking in English and then not a single word could come out.”

Here S1 also adds, “Teachers have motivated us, encouraged us and sometimes forced us to speak in English but we miserably failed because of shyness, uncomfortableness etc. We still cannot get out of the box.”

Reasons for choosing English Department:

S1 points out, “English is spoken all over the world. It is a demanding subject. We cannot spend any single day without English. Without knowing good English, none can be considered a good employee in job sectors. Besides, if we study in the English department, we have enormous job possibilities.”

S2 mentions, “Since childhood I have been so fascinated with English. I enjoy learning English. Actually, I love it.” S4 adds, “I am so fascinated with English. I want to upgrade myself as well because of the job I have chosen for the English department.”

Grammar Translation Method (GTM):

S1 believes, “We have been learning English for 10-12 years by the application of GTM. Here, we have memorized lots of rules to learn grammar. But what happened? Though we know the grammar rules, still we cannot speak English fluently. I can say that GTM can be placed as a secondary option. The first priority should be given to developing communication skills. I also think that those who have good speaking skills, they can do better in writing skills also. So, first of all, we have to focus on the primary goal and that is to develop our speaking fluency by communicative language teaching.” S2 states, “I still do not think that it is an effective method. It is a traditional method and has lots of rules for the students. Students do not enjoy this method.”

S3 points out, “I think it is good but it has enormous bad sides. We have been memorizing grammar rules blindly since childhood but it is not working because we are still not fluent.”

S4 adds, “As since our childhood we have been taught GTM in every class, so we have developed our writing and reading fluency. But, speaking fluency cannot come out through this method, I believe. Yes, GTM is necessary but if we talk about increasing fluency then we must use other methods where students will be actively engaging themselves.”

Communicative Language Teaching (CLT):

S2 claims, “This method is very helpful because it helps to develop confidence in the students. In addition, it keeps the students active in the classes. Actually, I think this method should be implemented more because students enjoy this method by doing drama, debate and role-play.”

S1 adds, “I enjoy this method. Actually, since childhood, we have been blindly following GTM and at the university level we are trying to learn something in this new (CLT) method.”

S3 says, “I enjoy this very much. We do group work, pair work, role play, debate etc. I think this method is helpful method because it reduces shyness, enhances speaking fluency and also develops leadership quality among students. Moreover, this method helps to increase communication skills.”

Suggested ways for improving fluency:

S1 believes, “Enhancing the environment inside and outside the classroom, otherwise, it would be so difficult. If a friendly environment can be created where no shyness, uncomfortableness, hesitation and mockery will be there then hopefully our speaking fluency will be improved today or tomorrow.”

S2 adds, “Practice, Practice and Practice. If we want to develop our pronunciation and fluency then we must follow the accent of the native and then we are to practice more and more. This is not tough. I believe, if we take this initiative seriously, then anybody can achieve English fluency. Moreover, a friendly teacher is mandatory to help the students in this matter.”

S3 says, “We always depend on Bangla Language as it is our mother tongue. But we should watch more English movies, series, and dramas, especially English music. Moreover, we should practice speaking English more and more.”

4.4: Discussion

From the qualitative and quantitative data, it is found that most of the students do not speak English inside and outside the classroom. They are not used to practicing English Speaking with their parents and family members. Generally, students are not getting opportunities to express themselves in English because of the larger sizes of classrooms. From the survey questionnaire, teachers also do agree that because of the larger sizes of classrooms they cannot provide individual feedback. In addition, teachers can not engage students in classroom activities due to time limitations.

Moreover, when students try to speak in English they get stuck with grammar, vocabulary and pronunciation problems. Students are much dependent on their mother tongue. The majority of them first think about any topic in Bangla and then translate it into English. Most of the time, students keep themselves silent because they feel embarrassed to speak in English. Students' low self-esteem is one of the main barriers in this case. Besides the fear of losing face, negative comments and mockery are hindrances to the development of students speaking Fluency. As a result, students usually do not ask questions to their teachers, rather they stay in their comfort zone.

The Grammar Translation Method (GTM) creates fewer opportunities for students to be active in the classes, rather it allows the teachers autonomy in the classroom. By applying this method, students are forced to give more attention to writing and reading but listening and speaking skills are neglected. From the survey questionnaire, it is figured out that the majority of the teachers claim that Communicative Language Teaching (CLT) and Task-Based Language Learning (TBLL) help the students to be vocal, active and confident inside the classroom. Thus, students can get more opportunities to enhance their speaking fluency with fun by doing classroom activities.

A significant number of students claim that they want to upgrade themselves in job sectors so that is the reason they have chosen the English department. Though, some of the students admit that they study English because it is in their syllabus. The teachers are motivating their students to watch English movies, series, and dramas and to listen to English music but students are not following the instructions properly. Furthermore, due to psychological problems, lack of family support and sociocultural factors students are not interested in

speaking English. From childhood, students are taught GTM, so students prefer to be inactive and less vocal in the classes. So, the teaching process is wrong from the beginning. Though the teachers have been introduced to CLT, they do not know how to implement this method properly in the classes. As well as, more or less most of the teachers have pronunciation and English-speaking fluency problems. Regarding these problems, teachers need to get more training on the proper implementation of teaching methods to enhance English-Speaking fluency among students.

Chapter 5.0 Recommendations and Conclusion

- For enhancing English speaking fluency, an appropriate English environment inside and outside the classroom should be created, where students will find a friendly ambience to express themselves.
- Classroom size should be kept within 20-25 students.
- Students can stand in front of the mirror taking a random topic and can talk about it for at least 2-3 minutes.
- Every day students can memorize at least 5 new words by reading English books, newspapers, and magazines to enhance vocabulary.
- Teachers should give more emphasis on listening and speaking skills by introducing the CLT method in the classroom.
- A counselling session should be organized by the university for less competent, Bangla and rural background and introverted students.
- Teachers should be adequately equipped with pedagogic training to be able to deliver the CLT curriculum.

The English-speaking issue of university students has become a serious problem because, after the end of university life, students must join job/business sectors. Here, English communication plays a vital role. Though the students have been learning English since childhood still they are not fluent speakers. So, if a university student cannot be a fluent speaker of English, then he/she will not reach the desired destination in life. So, the researcher of this paper tries to figure out some major difficulties and challenges of speaking English to Tertiary Level students in Bangladesh. The survey data analysis from students and teachers, oral interviews from students and the author's recommendations will be helpful for both students and teachers to find out the common problems of why the students are not getting fluent in speaking English even at tertiary level in Bangladesh. In addition, it will provide them with how to overcome those obstacles by applying the possible ways mentioned in the study.

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Chapter 7.0 Appendices

7.1 Students' Survey Questionnaire:

This questionnaire investigates the Problems and Solutions in Speaking English of the University Students in Bangladesh. Please tick (✓) the correct numeric response to each question.

(This survey is meant for research purpose only. Privacy and Confidentiality will be maintained strictly. Only the researcher and her supervisor will have access to the data collected through this survey. No identity will be disclosed in any shape, form and manners. Thank you for your participation in the survey.)

Name: Id: Department: Semester: Institution:

Questions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	You speak English inside the classroom.	1	2	3	4	5
2.	Your peers are co-operative in speaking English.	1	2	3	4	5
3.	Your parents and family members speak in English with you.	1	2	3	4	5
4.	You hardly get any opportunities to express yourself in English due to the larger size of classroom.	1	2	3	4	5
5.	You feel embarrassed to speak English in the class.	1	2	3	4	5
6.	You get stuck with grammar, vocabulary and pronunciation problems while talking to your teachers.	1	2	3	4	5
7.	You are not good at using complex sentences and appropriate vocabulary while speaking English.	1	2	3	4	5
8.	When you are to say anything in English, you think about the given topic in Bangla inside the classroom.	1	2	3	4	5
9.	Teachers always deliver class lectures in English.	1	2	3	4	5
10.	Teachers cannot provide individual feedback due to time limitations.	1	2	3	4	5
11.	For fear of losing face towards your teachers and classmates, you keep yourself silent in the class.	1	2	3	4	5
12.	You feel anxiety or fear while talking in English.	1	2	3	4	5
13.	You do not ask questions to your teachers because you feel shy to speak in	1	2	3	4	5

	English.					
14.	Negative comments and mockery demotivate you to speak in English.	1	2	3	4	5
15.	No encouragement from university and home to watch English movies, dramas, and series to develop confidence.	1	2	3	4	5
16.	Teachers motivate you to speak in English inside and outside the class.	1	2	3	4	5
17.	You like to study English to upgrade yourself.	1	2	3	4	5
18.	You study English for job purposes.	1	2	3	4	5
19.	You study English because your parents told you.	1	2	3	4	5
20.	You study English because it is in your syllabus.	1	2	3	4	5
21.	Multimedia classroom can increase the attention level of students.	1	2	3	4	5
22.	Listening to British/American accents can help you to speak in English authentically.	1	2	3	4	5
23.	Debates, Dialogues, group work and role play can be helpful to reduce shyness and anxiety of the students.	1	2	3	4	5
24.	By rewarding, a teacher can increase confidence level among his students.	1	2	3	4	5
25.	“Student Centered Learning Approach”, where students will be active in class- is the best for learning English with fun.	1	2	3	4	5

7.2 Teachers' Survey Questionnaire:

This questionnaire investigates the Problems and Solutions in Speaking English of the University Students in Bangladesh. Please tick (✓) the correct numeric response to each question.

(This survey is meant for research purpose only. Privacy and Confidentiality will be maintained strictly.

Only the researcher and her supervisor will have access to the data collected through this survey.

No identity will be disclosed in any shape, form and manners. Thank you for your participation in the survey.)

Teacher's Name:

Age:

Institution:

Questions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Students speak English with you inside the classroom.	①	②	③	④	⑤
2.	Most of the time, students feel embarrassed to speak in English.	①	②	③	④	⑤
3.	Students do not willingly participate in group discussions in English Language.	①	②	③	④	⑤
4.	Because of larger classroom sizes, you can't provide individual feedback.	①	②	③	④	⑤
5.	Students are not interested in joining the English Language Club.	①	②	③	④	⑤
6.	Common barriers of students are vocabulary and grammar.	①	②	③	④	⑤
7.	Most of the time, students think in Bangla and then translate it into English.	①	②	③	④	⑤
8.	Lack of family support, students are not motivated to enhance their English-speaking skills.	①	②	③	④	⑤
9.	Lack of confidence and low self-esteem are the barriers of students in speaking English	①	②	③	④	⑤
10.	Because of socio-cultural factors, students are not interested in speaking in English.	①	②	③	④	⑤
11.	Teachers are not completely fluent in speaking English.	①	②	③	④	⑤
12.	As a teacher you feel inferior because your pronunciation is not like the native.	①	②	③	④	⑤
13.	You deliver class lectures 100% in English language.	①	②	③	④	⑤
14.	You can't engage your students with the classroom activities.	①	②	③	④	⑤

15.	Most of the teachers only focus on reading and writing rather than listening and speaking.	①	②	③	④	⑤
16.	Grammar Translation Method hardly creates opportunities for the students to speak in English inside the class.	①	②	③	④	⑤
17.	Because of the Teacher Oriented Classroom, students are not vocal inside the class.	①	②	③	④	⑤
18.	You apply the CLT (Communicative Language Teaching) method in your class.	①	②	③	④	⑤
19.	“Student Centered Learning Approach” can be the best for learning English with fun.	①	②	③	④	⑤
20.	“Task Based Learning” increases the confidence level and reduces shyness and anxiety of students.	①	②	③	④	⑤
21.	You inspire and encourage students by giving rewards.	①	②	③	④	⑤
22.	You motivate your students to speak English inside and outside the classroom.	①	②	③	④	⑤
23.	You inspire your students to watch English movies, series and dramas on TV and social media.	①	②	③	④	⑤
24.	By including oral tests, you encourage students to enhance their English-speaking fluency.	①	②	③	④	⑤
25.	You engage your students in debates, dialogues, group discussion and role play.	①	②	③	④	⑤

7.3 Transcriptions of Students' Oral Interviews:

Interviewer: Good afternoon. How are you?

Student 1: Good afternoon. I am fine.

I: Do you speak English with your teachers and friends inside the classroom?

S1: Most of the time, no. I only speak in English during presentations and whenever teachers ask questions.

I: Do you speak English with your parents and family members?

S1: No. I tried but because of hesitation and uncomfortableness I could not continue.

I: Are you a fluent speaker of English? What do you think?

S1: Of course not. If we do not practice regularly then being fluent will be impossible. Actually, we are not getting such an English-speaking environment. So, we can speak English but we are not fluent.

I: What are the main hindrances for not being fluent?

S1: We do not speak in English and this is the main hindrance according to me. I have done my graduation in English but still I am not fluent. On the contrary, less educated people go to European countries and after 1 or 2 years, they are becoming fluent without having proper education. So, it mostly depends on the environment in which we are living.

I: Are teachers giving individual feedback properly?

S1: Providing individual feedback is hard because of the time limitations and larger sizes of classroom. But still teachers are trying their best.

I: Do your teachers motivate you to speak in English?

S1: Yes, of course. They have motivated us, encouraged us and sometimes forced us to speak in English but we miserably failed because of shyness, uncomfortableness etc. We still cannot get out of the box.

I: Why did you choose to study in the English Department?

S1: You know English is spoken all over the world. It is a demanding subject. We cannot spend any single day without English. Without knowing good English, none can be considered as a good employee in job sectors. Besides, if we study in the English department, we have enormous job possibilities.

I: What do you think about the Grammar Translation Method and its effect on speaking English?

S1: We have been learning English for 10-12 years by the application of GTM. Here, we have memorized lots of rules to learn grammar. But what happened? Though we know the grammar rules, still we cannot speak English fluently. I can say that GTM can be placed as a secondary option. First priority should be given in developing communication skills. I also think that, those who have good speaking skills, they can do better in writing skills also. So, first of all, we have to focus on the primary goal and that is to develop our speaking fluency by communicative language teaching.

I: From your point of view, which steps can be taken to improve our speaking fluency in English?

S1: Of course, enhancing the environment inside and outside the classroom, otherwise it would be so difficult. If a friendly environment can be created where no shyness, uncomfortableness, hesitation and mockery will be there then hopefully our speaking fluency will be improved today or tomorrow.

.....

Interviewer: What are the main hindrances for not being fluent in English?

Student 2: Teaching methods are not implemented properly. That's the reason since childhood we have had a lack of vocabulary, pronunciation problems and so on.

I: Why did you choose to study in the English Department?

S2: Since childhood I have been so fascinated with English. I enjoy learning English. Actually, I love it.

I: What do you think about the Grammar Translation Method?

S2: I still do not think that it is an effective method. It is a traditional method and has lots of rules for the students. Students do not enjoy this method.

I: Do your teachers follow Communicative Language Teaching?

S2: Yes, of course they do. This method is very helpful because it helps to develop confidence in the students. In addition, it keeps the students active in the classes. Actually, I think this method should be implemented more because students enjoy this method by doing drama, debate and role play.

I: From your point of view, which steps can be taken to improve our speaking fluency in English?

S2: Practice, Practice and Practice. If we want to develop our pronunciation and fluency then we must follow the accent of native and then we are to practice more and more. This is not

tough. I believe, if we take this initiative seriously, then anybody can achieve English fluency. Moreover, a friendly teacher is mandatory to help the students in this matter.

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Interviewer: Do you speak English with your teachers and friends inside the classroom?

Student 3: Not at all.

I: Are your peers friendly enough to speak in English with you?

S3: Yes, they are so helpful but I am so shy that's why I cannot join them.

I: Do you speak English with your parents and family members?

S3: Umm... not at all.

I: Have you felt nervous/shy to speak in English with your teachers?

S3: Yes, very much.

I: Are you a fluent speaker of English? What do you think?

S3: Not at all (Laughs).

I: What are the main hindrances for not being fluent?

S3: Because of grammatical mistakes, lack of vocabulary, wrong pronunciation, I cannot be fluent.

I: Do you think of any given topic in Bangla and then translate it into English?

S3: Yes, at first, I think about the given topic in Bangla and then I always translate it in English.

I: Are teachers giving individual feedback properly?

S3: Yes, they are trying to do so but because of the larger size of classrooms, it is not always possible.

I: Do you ask questions to your teachers in the classroom?

S3: Never. Actually, I want to ask questions but because of shyness, fear of being criticized I keep myself away from asking questions.

I: What do you think about the Grammar Translation Method?

S3: I think it is good but it has enormous bad sides. We have been memorizing grammar rules blindly since childhood but it is not working because we are still not fluent.

I: Do your teachers follow Communicative Language Teaching?

S3: Yes, of course. I enjoy this very much. We do group works, pair works, role play, debate etc. I think this method is a helpful method because it reduces shyness, enhances speaking fluency and also develops leadership quality among students. Moreover, this method helps to increase communication skills.

I: From your point of view, which steps can be taken to improve our speaking fluency in English?

S3: We always depend on Bangla Language as it is our mother tongue. But we should watch more English movies, series, dramas, especially English music. Moreover, we should practice speaking English more and more.

.....

Interviewer: Do you speak English with your teachers and friends inside the classroom?

Student 4: Sometimes, I speak.

I: Do you speak English with your parents and family members?

S4: Not so much.

I: Have you felt nervous/shy to speak in English with your teachers?

S4: Yes, I feel very shy when I speak to my teachers.

I: Are you a fluent speaker of English? What do you think?

S4: Not at all (Laughs).

I: What are the main hindrances to not being fluent?

S4: My biggest problem is I feel shy whenever I talk in English. Besides, grammatical mistakes, lack of vocabulary, and wrong pronunciation, I cannot be fluent.

I: Do you think of any given topic in Bangla and then translate it into English?

S4: Yes, always.

I: Do you ask questions to your teachers in the classroom?

S4: I want to ask questions when I face difficulties but I cannot ask due to my poor English-speaking skills.

I: Why did you choose to study in the English Department?

S4: I am so fascinated with English. I want to upgrade myself as well because of the job purpose I have chosen for the English department.

I: What do you think about the Grammar Translation Method?

S4: As since our childhood we have been taught GTM in every class, so we have developed our writing and reading fluency. But, speaking fluency cannot come out through this method, I believe. Yes, GTM is necessary but if we talk about increasing fluency then we must use other methods where students will be actively engaging themselves.

I: From your point of view, which steps can be taken to improve our speaking fluency in English?

S4: We can practice with our friends. Practice is a must. As well as, we have to watch lots of animated movies/series to develop English fluency.

.....

Interviewer: Have you felt nervous/shy to speak in English with your teachers?

Student 5: It has always happened in my life. When I was in 1st year, I got so nervous while talking and then not a single word could come out. Now, day by day I have improved myself by practicing.

I: What are the main hindrances to not being fluent in English?

S5: Main reason is - a lack of vocabulary. Whenever I try to make any sentence, I cannot make it up.

Secondly, because of nervousness issues, I cannot express myself to others.

I: Do you think of any given topic in Bangla and then translate it into English?

S5: As our mother tongue is Bangla, we are not comfortable using other languages. That's why I first think of anything in Bangla and translate it into English. I find it is easier for me.

I: Do your teachers motivate you to speak in English?

S5: Yes, yes, they do. And we try to follow them.

I: From your point of view, which steps can be taken to improve our speaking fluency in English?

S5: First I want to say, a friendly environment between teacher and student should be confirmed, so that students never hesitate to ask about their problems. Furthermore, we

should practice English with our friends. We have to cope with a new environment to reduce our shyness in speaking English. As well, we have to learn vocabulary as much as possible.

7.4 Google Drive Link of Oral Interviews of Students:

[https://drive.google.com/drive/folders/15z9KF3Kpdbl2hiaDAmYsIKoTzstWGL0f?usp=share
link](https://drive.google.com/drive/folders/15z9KF3Kpdbl2hiaDAmYsIKoTzstWGL0f?usp=share_link)