Chapter 1

Introduction

1.1 Background

In the world of globalization, English has increasingly become the medium in

every domain of communication, both in local and global contexts. As a result, the

demand for using English effectively is necessary in every country. Teaching and

learning English, except for the native language, is thus crucial for communicative

purposes to cope with the growing local, national and international demands for English

skills. In Bangladesh, English is considered as a foreign language, and is used for the

purposes of academic advancement, career advancement, and traveling abroad. To

cope with the growing local and international demand, a number of efforts from all

parties involved have been made to the Bangladeshi educational system to help boost

the learners‟ English performance.

The process of learning English is slow and progressive and it could be

interpreted as a series of challenges to face. This process consists of the development

of certain skills. According to the common framework, these are divided into productive

and receptive. Receptive skills comprise reading and listening. They are important

because they allow learners to understand contents, textbooks, works or documents.

Productive skillsare consist of speaking and writing and they are significant because

they permit learners to perform in communicative aspects such as oral presentations,

written studies and reports among others. Therefore, these skills need to be developed

and learnt properly.

According to the experiences of many teachers as well as learners of foreign

languages, most difficulties are found in the process of learning and teaching productive

skills. On the other hand different methods, approaches and techniques are invented to

make the teaching and learning process of productive skills easier both for teachers and

learners. Thus the main purpose of this study is to identify the techniques of teaching

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productive skills as practiced in the modern world as well as in our country. This study

sought to answer few questions related to the implementation of those techniques in our

country.

Hopefully, answering those questions will help us to find a way to utilize modern

and contemporary techniques in our country in an effective manner. Subsequently, the

purpose of this study is to identify and suggest probable solution to effective teaching of

productive skills.

In communicative approach there are four basic skills of learning foreign

language like English i.e. listening, speaking, reading and writing. When it comes to

talking aboutusing English at any level of education whether it is primary, secondary,

intermediate or at the tertiary level, it requires teaching the four skills of the language

giving equal importance on each of these skills. Each of these is important. In

communication and especially in communicative English each skill demands equal

importance. Ever growing needs for using English around the world is the consequence

of the role of English as the world‟s international language have given priority to finding

more effective ways to teach these crucial language skills.

In Bangladesh Secondary education is one of the most important sectors in

education. English is taught at this level but appropriate emphasis is not given on

learner‟s speaking and writing skills. Though speaking and writing are the two common

means of communication, education planners of primary, secondary and higher

secondary levels give less emphasis on these skills. As a result, students could not

apply English in their practical life successfully. This present study explores approaches

to the teaching of speaking and writing skills in Secondary education system.

1.2 Why Productive Skills are Important

Speaking and writing skills are called productive skills. They are crucial as they

give students the opportunity to practice real-life activities in the classroom. These two

skills can be used as a 'barometer' to check how much the learners have learned.

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Teaching speaking is vital unless someone is learning English purely for

academic reasons and does not intend to communicate in English, which is quite rare.

Good command on speaking skills develop a real sense of progress among learners

and boosts their confidence.

Teaching writing is important because written communication is a basic life skill.

Students may need to take notes, fill in forms, and write letters, reports, stories etc.

Many need to fill in detailed questionnaires relating to health, education and

employment. Sufficient ability of writing skill gives one the confidence and marks his

expertise on a particular language.

Another reason learners need to write is for assimilation. Writing is an effective

way of reinforcing what they have already been studying, and they benefit greatly from

seeing new or unfamiliar language in written form. Writing is a good way to practice

grammar structures; it helps learners to recycling and look up new vocabulary and to

learn English punctuation rules. It encourages learners‟ autonomy when they are asked

to keep journals or turn in regular writing assignments that they carry out at home.

1.3 Problem Statement

The study of English in classix-x should help to extend students control of the

basiclanguage skills, i.e. listening, speaking, reading and writing the elements of which

have already been taught at the primary stage. It should aim at equipping the studentsto

usethese skills in real life situations outside the classroom. Surprisingly it is found that

learners are not able to show their performance in respect of productive skill as they are

expected to be. It indicates that obviously there are some flaws regarding the

techniques of teaching those productive skills to the learners. Since after SSC, many

students would go up for further study which would involve extensive use of English.So

speaking and writing skills development should progressively be given greater attention

at secondary level of education.

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1.4 Purpose of the Study

This study is intended to find out the challenges and possible solutions on

implementing techniques of speaking and writing skills in English at SSC level. As it is

mentioned earlier, at the Secondary level, reluctance is shown for the improvement of

speaking and writing skills on English courses; present study attempts to find out

effective implementation of appropriate techniques for teachingspeaking and writing at

SSC level.

1.5 Central Research Questions

The central research questions of this study are:

a. How far modern and contemporary techniques of teaching productive skills are

being implemented in our country in respect of secondary level students?

b. Is there any scope to implement those techniques more effectively?

c. What all are challenges and probable way out for implementing appropriate

techniques of teaching productive skills in secondary level?

1.6 Significance of the Study

This endeavor is a modest attempt in the field of teaching strategies in

developing the speaking and writing skills in English atSecondary level. This research

findings will contribute to the areas of research concerning teaching and learning in

English in respect ofspeaking and writing skills at the Secondary level education in

Bangladesh. At the same time this research will help the English language teachers and

the ELT practitioners working with secondary level Bangladeshi learners to rethink

about their methods and techniques of teaching these two essential skills of English

language.

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1.7 Delimitation

Some delimitation are given below for future improvement:

a. One government and two non-governmentschoolsof Jessore area were selected

for data collection of this research; randominclusion of other government and nongovernment schools as well as madrasa education might draw dynamic findings.

b. For time constraint, the survey is confined to threeschools. The claims and

solutions of this research could have been stronger and more representative if few more

schools have been covered.

c. Only schools of Jessore city area were selected for the research. It could be

better if schools from Dhaka or other cities were included in the research.

d. The expansion of sample size might depict more statistically unbiased result;

financial and time constraint also had an impact on current study.

1.8 Research Methodology

To prepare this paper; relevant text books, empirical evidences, journals and

websiteshave been used as secondary data. Primary data were also collected and

analyzed here to examine the practical scenario of teaching Listening and Speaking to

the young learners in the schools.

The research methods employed for this study are:

a. Library research to have a clear idea about the topic and its components, to

collectrelevant data and existing literature on productive skills.

b. Students‟ questionnaire survey.

c. Questionnaire Teachers‟ interview.

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Chapter 2

Literature Review

2.1 Communicative Language Teaching in Secondary Level

Communicative Language Teaching (CLT) is a method which is based on the

target of language teaching and learning for effective and real life communication.

Rather than to acquire and exhibit knowledge, the emphasis of CLT is on enhancing the

ability to communicate (Seraj and Mamun, 2011; p.7). According to Diane (2004: in

Seraj and Mamun, 2011: p.8) the aim of CLT is to facilitate to communicate in target

language.

Communicative Competence is measured on the four basic skills of languagereading, writing, speaking and listening. As developing the ability of the learners to

really communicate in English is the main goal of SSC syllabus, it is essential to

integrate all four skills ensuring equal amount of concentration in each of them. Thus,

the learners will have the level of linguistic competence in English that will enable them

to communicate effectively in “real English” (Davis & Pearse, 2000; p.4). Here the

expression “real English” is used to refer to English which can be used both inside and

outside the classroom.

Each skill of language should be given equal importance and extensive

opportunities to use English for a variety of purposes are to be givento the students for

improvement of theircommunicative skil, as Peregoy and Boyle state (2001: in Matin,

2011: p.236), listening, speaking, reading and writing occur naturally together in

learning events in at all great levels in schools, though traditionally they were taught

separately.

According to English curriculum requirements, the objective of English is to

develop students‟ ability to use English in an all-purpose way. Harmer (1991: p.52)

suggests, any of the skills cannot be performed without another. It is impossible to

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speak in a conversation if someone does not listen as well, and people hardly can write

without reading.

2.2 Four Skills of Language

When we learn a language, there are four skills that we need to complete

communication. When we learn our native language, we usually learn to listen first, then

to speak, then to read, and finally to write. These are called the four "language skills".

2.3 The Importance of Language Skills

Language is absolutely central to learning. Without it one cannot make sense or

communicate his understanding of a subject.Learners need to develop their language

skills, and specifically academic English, in order to:

a. Understand and make the most effective use of study materials.

b. Develop the specialized language and vocabulary relevant to subject.

c. Interpret assignment questions and select relevant and appropriate material for

response.

d. Write well-structured and coherently presented assignments, without plagiarism.

e. Communicate own needs to their tutors.

f. Work productively with other students.

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2.4 Receptive and Productive Skills

Reading and Listening are called receptive skills because when we listen and

read something we receive the language, understand it and decode the meaning.

Speaking and writing are called productive skills because we use the language to

produce a message through speech or written text.

Receptive skills comprise silent reading and following the media. Productive skills

consist of oral presentations, written studies and reports. In addition, they also consist of

social values (i.e. making judgments of what has been submitted in writing or of fluency

in speaking and delivering oral presentations).

Productive skills, speaking and writing, are defined by Jaramillo and Medina

(2011) as an important form of expression used to persuade or convince other people

as well as to share ideas and feelings.

2.5 Interrelation between Receptive and Productive Skills

Teachers tend to talk about the way we use language in terms of four skillsreading, writing, speaking and listening. They are often divided into two types.

Receptive skills is a term used for reading and listening, skills where meaning is

extracted from the discourse. Productive skills is the term for speaking and writing, skills

where students actually have to produce language themselves (Harmer, 2007, p.265).

"Listening" is receiving language through the ears. Listening involves identifying

the sounds of speech and processing them into words and sentences. When we listen,

we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and

we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some

people need to work at harder than others. People who have difficulty concentrating are

typically poor listeners. Listening in a second language requires even greater focus.

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Like babies, we learn this skill by listening to people who already know how to

speak the language. This may or may not include native speakers. For practice, one

can listen to live or recorded voices. The most important thing is to listen to a variety of

voices as often as one can.

To become a fluent speaker in English, learners need to develop strong listening

skills. Listening not only helps to understand what people are saying, it also helps to

speak clearly to other people. It helps in learning how to pronounce words properly, how

to use intonation, and where to place stress in words and sentences. This makes

speech easier for other people to understand.

"Reading" is the process of looking at a series of written symbols and getting

meaning from them. When we read, we use our eyes to receive written symbols (letters,

punctuation marks and spaces) and we use our brain to convert them into words,

sentences and paragraphs that communicate something to us.

Reading can be silent (in our head) or aloud (so that other people can

hear).Reading is a receptive skill - through which we receive information. But the

complex process of reading also requires the skill of speaking, so that we can

pronounce the words that we read. In this sense, reading is also a productive skill in that

we are both receiving information and transmitting it (even if only to ourselves).

Do we need to read in order to speak English? The short answer is no. Some

native speakers cannot read or write but they speak English fluently. On the other hand,

reading is something that one can do on his own and that greatly broadens his

vocabulary, thus helping him in speaking (and in listening and writing). Reading is

therefore a highly valuable skill and activity, and it is recommended that English

learners try to read as much as possible in English.

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2.6 Speaking

"Speaking" is the delivery of language through mouth. To speak, we create

sounds using many parts of our body, including the lungs, vocal tract, vocal chords,

tongue, teeth and lips.

This vocalized form of language usually requires at least one listener. When two

or more people speak or talk to each other, the conversation is called a "dialogue".

Speech can flow naturally from one person to another in the form of dialogue. It can

also be planned and rehearsed, as in the delivery of a speech or presentation. Of

course, some people talk to themselves! In fact, some English learners practice

speaking standing alone in front of a mirror. Speaking can be formal or informal.

a. Informal speaking is typically used with family and friends or people we know

well.

b. Formal speaking occurs in business or academic situations, or when meeting

people for the first time.

2.6.1 Speaking Skill

Speaking is the productive skill in the oral mode. It, like the other skills, is more

complicated than it seems at first and involves more than just pronouncing words.

According to Chastain (1998), speaking is a productive skill that involves many

components, such as grammar, strategy, sociolinguistics and discourse; for him

speaking is more than simply making the right sounds, choosing the right words or

getting the constructions correct (pp. 330-358).

Speaking is probably the language skill that most language learners wish to

perfect as soon as possible. Speaking is more frequently used than writing. The main

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function of spoken language is to socialize individuals. On the contrary to writing,

spoken language is produced and processed in real time, the speaker and hearer have

limited time to plan and produce what they want to say and understand what they hear.

Speech is generally used in face-to-face conversations; it is temporary, spontaneous

and variable. Spoken language is supported by body language such as gestures or

facial expressions (often called non-verbal communication).

We teach speaking as learners consider this particular skill as one of the most

important and also the most challenging skills. Speaking communication is the most

common way of building interpersonal relations. Furthermore, speaking is important if

we want to get things done, find out information and give instructions.

2.6.2 Importance of Speaking

Although not a set curriculum is there in most educational institutions, speaking

skills have been found to be a fundamental skill necessary for a learner‟s success in life.

Learners often evaluate their success in language learning on the basis of how well they

feel they have improved in their spoken language proficiency. Matin claims (2011:p.237)

someone‟s fluency in speaking measures his/ her proficiency in that language.

Students having ability to translate their thoughts and ideas into words are found

to be more successful in school. Without developing good speaking skills, students has

to suffer lifelong consequences because of their inability (Wilson 1997; in Smith, 2003:

p.3). Ability of speaking English also plays an important role in developing reading and

writing skills. As Rivers says, when we read and write, we use what we know of the

language orally (1968: p.20).

Speaking skill is required everywhere, from simple conversation to formal public

speaking. As Wilson (1997: p.9) argues, talking can be used to connect with others,

explore and understand the world and reveal oneself.

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In Bangladesh‟s perspectives, fluency in speaking English is needed for

professional purpose a lot; like doing international business, diplomatic jobs and for

higher studies (Matin, 2011: p.237). Young generation aspires professional careers in

English dominant communities where most required qualities of candidates are

presentation skills and fluency in speaking. Also after completing Higher Secondary

education, at the tertiary level, especially at universities, students are encouraged to

communicate in English and most of the lectures are delivered in English. Besides

students who are going abroad for pursuing higher studies or for earning livelihood,

ability to speaking fluently is considered most advanced facility for them (Matin, 2011:

p.238).

2.6.3 Teaching Speaking Skills

In this part of thesis I would like to introduce several suggestions by different

authors for teaching speaking skills.

Robert S. Brown and Nation claim that students should be offered form-focused

instructions and meaning-focused instructions.

Form-focused Speaking goes deeply into details of pronunciation, grammar

and vocabulary. This stage is suitable for beginners. An effective way how to start

teaching foreign languages is to base speaking on some simple, useful phrases and

sentences e.g. greetings, simple questions and answers or personal descriptions which

are easy to remember. These can be practiced by repetition drills. By repetition drills the

teachers can change speed, the learner who is to repeat, the content of the sentence

and the way of choosing the substitution. I agree with their opinion that: “Drills play a

useful part in a language course in helping learners to be formally accurate in their

speech and in helping them to quickly learn a useful collection of phrases and

sentences that allow them to start using the language as soon as possible.” (“Teaching

Speaking: Suggestion for the Classroom”)

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Meaning-focused Speakingis that stage of speaking where attention lays on the

message being communicated. The activity develops learners‟ ability to speak. For this

R.S Brown and Nation suggest several ways:

a. The teacher presents new vocabulary or grammar (it is based on form-focused

instruction) and then the students are given some practice.

b. Frequently, before the students start to speak they work in groups or pairs to

prepare the activity. The activity gives learners the opportunity to learn from each other.

c. The students are given topics to talk about. They may prepare it for homework,

use dictionaries or a reference text and then they present what they have prepared.

d. Often, the activities are supported by pictures or written texts. They appear in a

raking activity or a problem solving activity where the text contains important data about

the situation and so on.

e. Many speaking activities force students to ask each other. The pattern of these

activities is that, each learner receives different information for completing the activity. In

these kinds of activities students discover different names, two-way tasks or information

gap. (“Teaching Speaking: Suggestions for the Classroom”)

On the other hand, G. Broughton and his colleagues divide speaking activities

into: a) Controlled oral work b) Guided oral work c) Free oral work.

Controlled oral work: Among controlled oral work the authors include the

dialogue. The advantage of dialogue is that it can be used for controlled, guided or free

work. It is also possible to use the dialogue for each level, starting with elementary level.

The students prepare mini-dialogue in pairs even in the first lesson. Controlled oral work

can be supported by drills (similar to R.S Brown‟s and Nation‟s opinion), especially

substitution drills which are widely used. The advantage of drills is that the error is

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almost eliminated and the students feel more comfortable to speak, which is a very

important point mainly at lower levels. G. Broughton says that substitution drills:

“demonstrate much more clearly to the class that this is not simply mechanical drill but

language practice with a visually demonstrated communicative function in a real life

situation in which the student can find himself.” (Broughton 81)

Guided oral work: The aim of the guided oral work is to give students a

limited freedom and to practice what they have learnt. In this phase, making mistakes in

learning is taken as a natural part. Among guided oral work the authors include roleplays. Here the students can learn some practical phrases used in everyday life (e.g.

shopping in the supermarket). However, not only a role-play but also setting up a roleplay situation is another way how to practice speaking skills in a guided way.

Free oral work: It is the last phase in which the students should be able to

produce such an amount of language that they will be able to express themselves. This

phase is typical for advanced students. The aim of the teacher in this phase is to create

such situation and stimuli that all students will be actively involved in a communicative

way. By the stimuli the authors mean: visual stimuli – pictures, maps, cartoon, films or

photographs that are motivating for discussion starters. Another stimulus is written

words – magazines, newspapers (excellent for developing skill of reporting), leaflets,

book according to the level etc. and aural stimuli – sound on CDs or cassettes. Also

games or puzzles play an important role in teaching speaking skills. Further, the

authors suggest group work as a good tool of free oral production activities. Most of the

techniques are prepared in groups at the beginning and then they are brought back to

the class, of course, there is automatically less teacher control and more pupilcenteredness. (Broughton 83)

As we can see, there are various activities that can be used for teaching speaking skill.

More or less the authors follow the same pattern: to start with drills in lower levels, so

the students become familiar with useful phrases or expressions, to such activities that

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challenge the learners to express themselves and to produce as much language as

possible.

2.6.4 Why Activities are Provided

There are three basic reasons why teachers should provide students with

activities:

a. Rehearsal: To organize e.g. a role-play for students in a shop or an airport

offers them an opportunity to rehearse a real-life event and the students get the feeling

of what is the communication in a foreign language like.

b. Feedback: Having students to present what they know, that means, to use all

the language they have learnt provides feedback for the teacher as well as for the

students. The teachers can see what the students are doing well and what is needed to

be improved.

c. Engagement: All speaking activities are highly motivating and the students

find those interesting to work on and to participate fully.

2.6.5 Balanced Activities Approach

The goal of teaching speaking skill is communicative efficiency. Learners should

be able to make themselves understood, using their current proficiency to the fullest.

They should try to avoid confusion in the message due to faulty pronunciation,

grammar, or vocabulary, and to observe the social and cultural rules that apply in each

communication situation.

To help students develop communicative efficiency in speaking, instructors can

use a balanced activities approach that combines language input, structured output,

and communicative output.

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Language Input: It gives learners the material they need to begin producing

language themselves which comes in the form of teacher talk, listening activities,

reading passages, and the language heard and read outside of class. Language input

may be content oriented or form oriented. Content-oriented input focuses on

information, whether it is a simple weather report or an extended lecture on an

academic topic. Content-oriented input may also include descriptions of learning

strategies and examples of their use. Whereas, Form-oriented input focuses on ways

of using the language: guidance from the teacher or another source on vocabulary,

pronunciation, and grammar (linguistic competence); appropriate things to say in

specific contexts (discourse competence); expectations for rate of speech, pause

length, turn-taking, and other social aspects of language use (sociolinguistic

competence); and explicit instruction in phrases to use to ask for clarification and repair

miscommunication (strategic competence). In the presentation part of a lesson, an

instructor combines content-oriented and form-oriented inputs.

The amount of input depends on students listening proficiency and on the

situation. Learners at lower levels, where the level of communication is not high, should

be given an explanation in mother language rather than in the target language to avoid

misunderstanding. However, listening proficiency and situation are not the only factors

that influence the input. J. Harmer adds: “we must also look at the conditions under

which language learning takes place and who the students are.” Harmer also says that

some methodologies (e.g. Suggestopedia) demands on time, conditions and resources.

(Harmer, 1991, 38)

Structured Output: It deals with correct form. The aim is to make learners

comfortable when producing language recently introduced sometimes with previously

learned items. Structured output tasks are frequently used as the connection between

the presentation stage and the practice stage.

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Communicative Output: Itfocuses on the learner‟s purpose to complete a task.

To complete it the learners use the language they have recently learned as well as

items of language they have already known. In communicative output activities, the

criterion of success is whether the learner gets the message across.

Finally In a balanced activities approach, the teacher uses a variety of activities

from these different categories of input and output. Learners at all proficiency levels,

including beginners, benefit from this variety, it is more motivating, and it is also more

likely to result in effective language learning.

2.6.6 Types of Speaking Activities

a. Picture Stories: Picture stories can be used with all students, particularly

those with limited literacy skills. Learners can interpret a story based on a picture

sequences. Students work collaboratively to put the story in the correct order. Once

they have done so, they stand in a circle and tell the story.

b. Information-gap Activities: Informational-gap activities are often used to

practice specific language points and they are also ideal for general fluency practice.

The teacher giving assignment to gap information in the picture, gives clue or key word.

c. Groupings: Finding connections among other students is a concept of

groupings. In creating groups, teacher and learners need to negotiate what they will

discuss.

d. Mingle Activities: A mingle activity involves learners mingling around and

gathering information from other students in the class on a given topic. Mingle activities

have the benefit of maximizing student participation for learners at all levels.

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e. Discussion Activities: Any learners can take part in discussion activities, it

can be about current events, cultural issue, education, work, or anything that is relevant

to learners‟ lives.

f. Problem Solving: Problem solving activities have all of the characteristics

given for discussion activities. Learners work together to come up with solution to the

problem.

g. Drama and Role-play: Using Drama in the classroom setting provides a

useful and enjoyable medium to discover language. Students can express themselves

in a variety of ways and may be transported into a world of imagination. Students are

able to shed their inhibitions, taking on the role of an entirely different character and

shaking the shackles of culture and social expectations.

h. Surveys and Questionnaires: Students prepare questions on topics such as

cinema, sleep, free time activities, likes and dislikes and conduct a survey by

interviewing each other and compiling information.

2.6.7 Developing Classroom Speaking Activities

In-class speaking tasks, although dialogues and conversations are the most

obvious and most often used speaking activities in language classrooms, a teacher can

select activities from a variety of tasks. Brown (1994) lists six possible task categories:

a. Imitative-Drills in which the learner simply repeats a phrase or structure (e.g.,

"Excuse me." or "Can you help me?") for clarity and accuracy.

b. Intensive-Drills or repetitions focusing on specific phonological or grammatical

points, such as minimal pairs or repetition of a series of imperative sentences.

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c. Responsive:Short replies to teacher or learner questions or comments, such as

a series of answers to yes/no questions.

d. Transactional:Dialogues conducted for the purpose of information exchange,

such as information-gathering interviews, role plays, or debates.

e. Interpersonal:Dialogues to establish or maintain social relationships, such as

personal interviews or casual conversation role plays.

f. Extensive: Extended monologues such as short speeches, oral reports, or oral

summaries.

These tasks are not sequential. Each can be used independently or they can be

integrated with one another, depending on learners' needs. For example, if learners are

not using appropriate sentence intonations when participating in a transactional activity

that focuses on the skill of politely interrupting to make a point, the teacher might decide

to follow up with a brief imitative lesson targeting this feature.

When presenting tasks, teachers should tell learners about the language function

to be produced in the task and the real context(s) in which it usually occurs. They

should be provided with opportunities for interactive practice and build upon previous

instruction as necessary (Burns & Joyce, 1997). Teachers should also be careful not to

overload a speaking lesson with other new material such as numerous vocabulary or

grammatical structures. This can distract learners from the primary speaking goals of

the lesson.

2.6.8 Strategies for Using Speaking to Learn

Students often think that the ability to speak a language is the product of

language learning, but speaking is also a crucial part of the language learning process.

Effective instructors teach students speaking strategies -- using minimal responses,

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recognizing scripts, and using language to talk about language that they can use to help

themselves expand students‟ knowledge of the language and confidence in using it.

Instructors help students learn to speak so that the students can use speaking to learn.

a. Using minimal respond: In every group, and especially in mixed-ability

classes, there are some students who do not feel confident to speak and they rather

stay silent and just listen. To encourage these students to speak is to help them to build

up a certain amount of minimal responses they can use in different types of exchanges.

Such responses are often idiomatic phrases to indicate understanding, doubt,

agreement or other responses. It was found that: “Having a stock of such responses

enables a learner to focus on what the other participant is saying, without having to

simultaneously plan a response.” (“Teaching Speaking: Goals and Techniques for

Teaching Speaking”)

b. Recognizing scripts: Invitations, greetings, compliments and other

functions follow patterns of scripts as they are influenced by social and cultural norm.

Teachers should make learners aware of the scripts in different situations, so the

learners can predict what they will hear and what they will need to say in response.

c. Using language to talk about language: Sometimes the learners come

across the situation when they are misunderstood by their conversation partner. They

often feel embarrassed or shy and they refuse to continue in speaking. Therefore the

teacher should help the learners to overcome this situation by assuring them that

misunderstanding can occur in any type of interaction and the teachers should give

students strategies and phrases to use for comprehensible check.

Finally we can state, that by using these strategies the teacher can create

authentic practice environment and students will get more confidence to manage

various communication situations.

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2.6.9 Fluency before Accuracy

It is important to establish whether a teacher is encouraging fluency or accuracy.

Once this has been established, he can adapt his role in the lesson appropriately. If the

main aim of the lesson is to encourage freer speaking and communication, then the

teacher should adopt a less conspicuous role, thus allowing for a freer flow of language

and ideas (fluency).

2.6.10 Necessity of Assessment in Speaking

In skills development proper testing is necessary. Hughes suggests (1989; p.8)

testing measures language proficiency, discovers students success in achieving the

objective of a course of a study, diagnoses students weaknesses and difficulties etc. If

the teacher is unable to identify and analyze the problems students make in target

language, he will not be able to give a hand at all through appropriate anticipation,

remedial work and additional practice (Heaton, 1989; p.2). Heaton adds (1989; p.2) a

test enables teacher to determine about the difficult part of the language program faced

by the class.

In countries like ours where English is the second language, students do not get

that much opportunity to use their English skills because Bangla speaking parents,

family and friends surround them (Matin, 2011; p.235). Even if they use English skills,

they cannot get proper feedback of whether they are using accurate English or not. In

this case institutions needed to play best role to implement what they have learned and

where they should be assessed and corrected (Matin, 2011; p.238). A well-constructed

test is necessary because it tells the teacher about effectiveness of the methods and

materials he is using.

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2.6.11 Correcting Mistakes

Last but not least the question of correction mistakes in speaking activities

should be discussed. There are teachers who constantly correct mistakes made during

speaking activities, either during pronunciation exercises or during discussion. But it is

important for the teachers to realize the right time to correct is. J. Harmer claims that:

“when students are repeating sentences trying to get their pronunciation exactly right,

then the teacher will often correct (appropriately) every time there is a problem.”

(Harmer, 2004, 94) On the other hand, when students hold a discussion about a chosen

topic the teacher should not interrupt the discussion by correcting. I agree with the

opinion of Jeremy Harmer who says: “Constant interruption from the teacher will destroy

the purpose of the speaking activity.” (Harmer, 2004, 94)

Many teachers, when talking about role-plays or discussion, prefer to watch or

observe, listen and take notes. After the role-play the teacher asks students about their

opinions and then the teacher presents his or her feedback. Generally speaking, the

principle of watching, listening and taking notes is considered to be the most

appropriate.

Here I would like to present R.S Brown‟s and Nation‟s ideas why students make

errors and at the same time they offer suggestions for teachers to improve teaching (the

suggestion are in the brackets). Their ideas are presented in a full version.

a. The learner makes an error because the learner has not had sufficient chance to

observe the correct form or to develop sufficient knowledge of the language system.

[Don't correct the learner but give more models and opportunities to observe.]

b. The learner makes an error because the learner has not observed the form

correctly. [Give a little correction by showing the learner the difference between the

correct form and the learner's error.]

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c. The learner makes an error because of nervousness. [Don't correct. Use less

threatening activities or; if and when appropriate, joke with the person/class/yourself to

lighten the mood.]

d. The learner makes an error because the activity is difficult, that is, there are

many things the learner has to think about during the activity. This is sometimes called

cognitive overload. [Don't correct. Make the activity easier or give several chances to

repeat the activity.]

e. The learner makes an error because the activity is confusing. Use of tongue

twisters, for instance, for pronunciation can be confusing. [Don't correct. Improve the

activity.]

f. The learner makes an error because the learner is using patterns from the first

language instead of the patterns from the second language. [Give some correction. If

there has been plenty of opportunity to develop knowledge of the second language,

then some time should be spent on correction to help the learner break out of making

errors that are unlikely to change. Errors which are resistant to change are sometimes

called fossilized errors and imaginative correction is often needed to break the

fossilization. If there has not been a lot of opportunity to develop knowledge of the

second language, correct by telling the learner what to look for when observing people

using the second language. This is called consciousness rising. It does not actually

teach the correct form but makes the learner more aware of what to look for to learn it.]

g. The learner makes an error because the learner has been copying incorrect

models. [Correct the learner and provide better models.] (“Teaching Speaking:

Suggestion for the Classroom”)

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2.7 Writing Skill

Writing is the productive skill in written mode. It, too, is more complicated than it

seems at first, and often seems to be the hardest of the skills, even for native speakers

of a language, since it involves not just a graphic representation of speech, but the

development and presentation of thoughts in a structured way.There are various ways

how to define writing.

The Blackwell Encyclopaedia of Writings Systems, Florian Coulmas defines a

writing system as: “a set of visible or tactile signs used to represent units of language in

a systematic way, with the purpose of recording messages which can be retrieved by

everyone who knows the language in question and the rules by virtue of which its units

are encoded in the writing system.” (“What is writing?”)

Writing is one way of providing variety in classroom procedures. It provides a

learner with physical evidence of his achievements and he can measure his

improvement. It helps to consolidate their grasp of vocabulary and structure, and

complements the other language skills.

2.7.1 The Nature of Writing

From the four language skills, writing is categorized as one of the productive

skills along with speaking since they involve producing language rather than receiving it.

These two skills are basically different in various ways. The differences lie on a number

of dimensions including textual, features, socio-cultural norm, pattern of use and

cognitive process.

Writing is slightly different from speaking in term of communication context.

Speaking is always intended for face-to-face communication among the audience

present, while writing is always used by the writers to express and communicate their

ideas to the readers who are actually separated by both time and space distances.

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Therefore, it requires clearer and more comprehensive message. In other words, when

people communicate orally, they can use various types of prosodic features such as

pitch, rhythm, pauses that enable them to get feedbacks from the listeners. In contrast,

those features of speaking do not exist in writing because the communication context is

created by the words alone without having direct interaction between the writer and the

reader. The differences between speaking and writing can also be seen from the

language characteristics. Permanence, production time, distance, orthography,

complexity, vocabulary, and formality are some characteristics that differentiate written

language from spoken language (Brown: 1994).

Here are list of the characteristics that differentiae written language from spoken

language as stated by Brown:

a. Permanence: Oral language is transitory and must be processed in real

time, while written language is permanent and can be read and reread as often as one

likes.

b. Production time: Writers generally have more time to plan, review, and

revise their words before they are finalized, while speakers must plan, formulate and

deliver their utterances within a few moments if they are to maintain a conversation.

c. Style: Distance between the writer and the reader in both time and space, which

eliminates much of the shared context that is present between speaker and listener in

ordinary face-to-face contact thus necessities greater explicitness on the part of the

writer.

d. Orthography: It carries limited amount of information compared to the

richness of devices available to speakers to enhance a message (e.g. stress, intonation,

pitch, volume, pausing, etc).

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e. Complexity: Writingtends to have characteristics of longer clauses and

more subordinators, while spoken language tends to have shorter clauses connected by

coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).

f. Formality: Because of the social and cultural uses to which writing is ordinarily

put, writing tends to be more formal than speaking.

g. Vocabulary: Written texts tend to contain a wider variety of words, and more

lower-frequency words, than oral texts.

2.7.2 Aspects of Writing Skill

Aspects of writing skill include firstly the micro and macro skills of writing, then

mechanical components of writing, and finally cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001:

342-343) mentions a list of micro and macro skills for written communication which

focuses on both the form of language and the function of language. Firstly, the micro

skills of writing mentioned by Brown cover several important aspects. They are

producing graphemes and orthographic pattern of English, producing writing at an

efficient rate of speed to suit the purpose, producing an acceptable core of words and

using appropriate word order patterns, using acceptable grammatical systems such as

tense, subject verb agreement and etc, expressing a particular meaning in different

grammatical form, using cohesive devices in written discourse and using the rhetorical

forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are

accomplishing the communicative functions of written texts according to form and

purpose, conveying links and connections between events and communicating such

relations as main idea, supporting ideas, new information, given information,

generalization, and exemplification, and finally developing a battery of writing strategies

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that include such as accurately in using prewriting devices, writing with fluency in the

first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback,

and using feedback for revising and editing.

To add Brown‟s ideas on the micro and macro skills of writing, it can be said that

that writing involves several sub skills. They involve spelling correctly, forming letters

correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right

vocabulary, using correct grammar correctly, and using paragraphs correctly. Thus, the

skills of writing must be introduced in every stage of writing composition. This will

enable the students to get used to writing more effectively by using and obeying those

skills of writing.

Mechanical components are the second important matter of writing. Like other

skills of English, writing has its own mechanical components, such as handwriting,

spelling, punctuation, and construction of well-performed sentences, paragraphs and

texts (Harmer: 2004). He also states that the previous components are the nuts and

bolts of the writing skill. Therefore, those components need to be introduced in the

teaching and learning process of writing.

The last aspect will center on the discussion of the cohesion and coherence of

writing skill. The two aspects play important role in the process of good paragraph

compositions and cannot be separated in the process of writing since they are closely

related to one another. Moreover, Harmer (2004) states that both cohesion and

coherence are needed to make the writing more accessible. The first thing to know is

cohesion. Cohesion can be defined as linking relationship of a number of linguistics

elements that can be seen in the structure of the text surface. According to Harmer,

there are two types of cohesion. They are lexical (repetition of words) and grammatical

cohesion (pronoun, possessive reference, and article reference). On the other hand,

coherence is defined in slightly different way that is whether the writing works can easily

be read and understood. To be able to have the coherence in writing, a writer needs to

focus on the sentence movements. The movement of one sentence to the next

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sentences must be logically and smoothly delivered. In other words, the sentences must

flow smoothly.

As summary, the micro and macro skill, the mechanical components and

cohesion and coherence are important features of writing. Each of them has

contributions towards the good paragraph compositions. Therefore, they must be

considered in each stage of the process of writing, especially when the teachers want to

make their students‟ writing works more accessible.

2.7.3 Aspects of Effective Writing

Before looking at how to teach writing skills, aspects of effective writing can be

considered. Correctness and accuracy are needed in the following areas.

a. Grammar: Grammar is important for writing. However, when we speak we are

more likely to use simple grammar and it‟s easier to get away with incorrect sentences.

In writing every grammar error stands out, which is why it is especially important to

know the rules.

b. Vocabulary: Being able to choose the most accurate words to express your

thoughts in writing is the key to being understood.

c. Spelling: There are few spelling rules in English, and the connection

between how a word is spelt and how it is pronounced is less clear-cut than in many

other languages. Our students need to learn the spelling of each word.

d. Punctuation: This helps us understand written text the way intonation

helps us understand another person‟s speech.

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e. Layout: Students must be made aware of the conventions of certain forms

of writing, for example, informal letters, formal letters, poems, scientific reports, diaries,

faxes, notes, and postcards.

f. Linking: Learners must consider linking ideas and information across

sentences and paragraphs to develop a topic or argument.

g. Style: Appropriate styles should be taught to the students. For example, our

written English on a postcard to a friend is completely different from a letter to a

government office asking for information.

2.7.4 Stages of Writing

According to G. Broughton, English teachers can use three stages of writing:

a. Controlled writing

b. Guided writing

c. Free writing (Broughton 118)

a. Controlled Writing: It is sensible to distinguish between writing exercises

in which the final product is linguistically determined by the teacher and exercises in

which the final content is determined. Thus, by controlled writing G. Broughton

understands e.g. exercises in which a paragraph with blank is to be filled in which

picture prompts or memory of a model presented by the teacher, leads to reproducing

more or less exactly the same final product as each other.

b. Guided Writing: A composition in which the teacher provides the situation

and helps the class to prepare the written work is guided writing.

c. Free writing: By free writing we understand a writing in which the title is

provided and everything is done by the students.

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Further, G. Broughton claims that to be successful in teaching writing skills it is

necessary to make sure that the students start with controlled writing and when they

become more confident in working with controlled exercises more and more guided

writing exercises should be available. As we can see, G. Broughton suggests a good

organization that can be practically used in mixed ability classes at schools; especially

first two stages – controlled and guided writing, because the students need to be guided

as they frequently have lack of vocabulary or grammar.

On the other hand, Jeremy Harmer in his book „How to Teach Writing‟

distinguishes between writing for learning and writing for writing.

2.7.5 Writing for Learning

In writing for learning students write predominantly to spread their learning of

grammar and vocabulary of the language. Further Harmer (2004) divides writing for

learning into:

a. Reinforcement writing

b. Preparation writing

c. Activity writing

a. Reinforcement Writing: It is a simple form where students are asked to write

sentences using grammar they have recently learnt, write paragraphs or longer

compositions to practice recently focused-on aspects of language. Students also can be

asked to write a story about something that happened in the past (to practice past

tenses), or to write a description of someone they know to use the character and

physical description vocabulary. The aim of this phase is to give students opportunity to

practice and remember new language they have learnt better. The act of writing these

exercises makes them think about the new vocabulary or grammar.

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b. Preparation Writing: When learning second language sometimes it is more

useful to use writing as preparation for some other activities. J. Harmer suggests using

preparation writing for example when students are asked to prepare discussion. Writing

sentences “gives the students time to think up ideas rather than having to come up with

instant fluent opinions, something that many, especially at lower level, find difficult and

awkward.” (Harmer, 2004, 33) Another technique that Harmer suggests to use is for

students to talk in groups to prepare their arguments. It is effective for students to make

notes which they can use during their discussion.

c. Activity Writing: Writing is frequently used with activities that focus on

something else such as language practice, acting out or speaking. Activity writing is

used with activities in which students are asked to write their dialogue before they act it

out. It is helpful for students to plan and write the dialogue before they act it out. Other

types are questionnaire type activities. Groups of students design a questionnaire and

then they circulate around the class asking their colleagues the questions they have

prepared. They write down the answers and later students report what they have found

out. The aim of activity writing is to use writing to help students to perform other activity

but “students need to be able to write to do these activities, but the activities do not

teach students to write.” (Harmer, 2004, 33)

2.7.6 Writing for Writing

In this phase of writing students are able to study written texts to become better

writers. Writing for writing includes activities such are writing stories or poems, journals

or creating dramatic scenarios. These tasks “force” students to express more personal

and more complex thoughts. But this is not easy because most of students feel limited

by knowledge of second language and they do not feel so ambitious and do not want to

take risks.

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2.7.7 Types of Writing Activities

Various types of writing activities for the classroom are given below:

a. Letters: Students can write to make complaints, thank, ask for and give

information or advice, prepare job applications.

b. Creative writing: You can use pictures or begin a story and ask students to

finish it. Or you can use a personal situation where the student was happy, sad,

surprised, shocked, etc.

c. Diary: Ask your students to keep a diary.

d. Discursive essays: Students need to present an argument, state points

„for‟ and „against‟ in a logical way, and write a conclusive paragraph. (This is often

required by Exam Boards.)

e. Instructions: It might be a recipe, directions, changing a wheel, cooking a

meal, making a cup of tea, repairing something or applying for a visa.

f. Dictation: A dictation can have a calming effect on young learners. It is also

useful for teachers who have limited resources and need to dictate a text for a reading

skills lesson. Alternatively, students can be asked to dictate to each other and to focus

also on pronunciation and listening skills. Dictations are good for spelling as there is no

direct link in English between the way words are written and the way they sound.

Here are some extra ideas for different levels of learner:

Beginners/Elementary:

a. Descriptions (home, family members and friends, your job, a place etc.);

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b. Short biography of self, family member or famous person;

c. emails to a friends etc

Intermediate (ideas from the previous list can be used as well)

a. Problem pages;

b. Horoscopes;

c. Magazine interviews;

d. Advertisements;

e. Quizzes and puzzles;

f. Film and book reviews etc.

Advanced (ideas from the previous lists can be used as well)

a. Letters to the editor;

c. Essays/Articles arguing and defending a point of view;

c. Research papers etc.

2.7.8 Teaching Writing

The review of related theories to teaching writing will be discussed now. They are

presented in four sub-discussions consisting of the theory of writing

process,approaches to teaching writing, the role of teacher in writing and teaching

writing for Senior High School students.

2.7.9 Process of Writing

Richards and Rodgers (2001) state that the process of teaching writing consists

of four basic stages. They are planning, drafting, revising, and editing. For each stage,

various learning activities that can support the learning of specific writing skills are

suggested. For instance, in the planning stage, teachers can help their students to

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improve their writing skills in generating ideas by giving activities, such as brain

storming, clustering, and rapid free writing.

The planned writing experiences for the students can be described as follows:

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and

stimulate the students to write. Since its function is to stimulate students‟ ideas to write,

the writing activities must be prepared to provide them learning experiences of writing,

such as brain storming and etc.

b. Drafting

At this stage, the students will focus on the fluency of writing and write without

having much attention to the accuracy of their works. During the process of writing, the

students must also focus on the content and the meaning of the writing. Besides, the

students may be encouraged to deliver their messages to different audience, such as

peers, other classmates and etc.

c. Revising

The students review and reexamine the text to see how effectively they have

communicated their ideas to the reader. Revising is not a simply activity of checking

language errors but it is done to improve the content and organization of the ideas so

the writer‟s intention is clearer for the reader.

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d. Editing

At this stage, the students are focused on tidying up their works as they prepare

the final draft to be evaluated by the teacher. The main activity done by the students at

this stage is editing their mistakes on grammar, spelling, punctuation, sentences,

dictionetc.

To sum up, the arrangement of the steps cannot be separated because it works

like a wheel. Each stage in the process of writing will work in line to help the students in

composing the text.

2.7.10 Approaches to Teaching Writing

a. Product-oriented Approach

Product oriented approach has been applied by the English teacher many years

ago in the process of teaching writing. The concern of this approach is on the

correctness of final products of writing. The product-oriented approach to the teaching

of writing focuses more on the linguistic knowledge, such as the appropriate use of

vocabulary, grammar, and language devices. Brown (2004: 335) says that in composing

their works, students must obey three main requirements. Every composition must (1)

meet certain standards of English rhetorical style, (2) use accurate grammar and (3) be

organized based on the convention to make the audience find it easy to understand the

text.

In this approach, students‟ writing works will be measured based on some

criteria. The scoring criteria commonly involve content, organization, grammar,

vocabulary and writing mechanics; for example spelling and punctuation.

Talking about the writing activities, four stages of learning writing are commonly

done by the students in this approach. They are familiarization, controlled writing,

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guided writing and free writing. The familiarization is aimed at making the students

aware of certain features of particular text. In controlled and guided writing stages, the

students practice the skills until they are ready for the free production activity.

So we can say that, the product-oriented approach puts emphasis mostly on

students‟ final products of writing. Since final products are the concerns of this

approach, the activities of writing are also controlled by the teachers. They need to do

particular efforts to avoid errors in the text composition, for example by focusing more

on the correctness of the grammar.

b. Process-oriented approach

Unlike the product-approach, that focuses on the final product, this approach

concerns more on the process of how the students develop ideas and formulate them

into effective writing works. Students are seen as the language creators in which they

are given chances to experience the process of writing, try to organize and express their

ideas clearly.

The activities are intentionally designed to facilitate the students become the

language creators. Here are list of typical writing activities done in the process approach

mentioned by Brown (2004:335). (1) focus on the process of writing that leads to the

final written products, (2) help student writers to understand their own composing

process, (3) help them to build repertoires of strategies for prewriting, drafting, and

rewriting, (4) give students time to write and rewrite, (5) let students discover what they

want to say as they write, (6) give students feedback throughout the composing process

(not just on the final product) as they attempt to bring their expression closer and closer

to intention, (7) include individual conferences between teacher and student during the

process of composition.

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As an addition, Badger and White states that there are a number of stages that

the students will experience in composing a piece of writing work namely prewriting,

drafting, revising and editing.

Experiencing the preceding stages of writing will make the students write clearer.

The process approach views writing as the activity of linguistic skills and writing

development as an unconscious process that occurs when the teacher facilitates the

students in learning the exercises of writing skill.

After discussing the characteristics of both product-oriented and process-oriented

to teaching writing, we can say that the process of teaching writing must focus on both

approaches. Teachers of English must be able to keep the balance of both approaches.

In the teaching and learning process, firstly the students are exposed to learn the

organization of the writing because the clear expression of ideas is the main point in

writing and the grammatical problems will become the focus in the following step.

2.7.11 The Elements of a Successful Writing Lesson

To make the learning as easy as possible and to make learners successful,

confident and willing to write the teacher should provide the students with:

a. Information: It means that students have to be given clear and logical instruction

what the teacher wants them to do and to be clear about the topic details.

b. Language: If students need any specific language they should be given it

before the activity so they will not be stuck.

c. Ideas:Teachers need to be able to suggest ideas to help students when they do

not know how to start or continue. “One of the skills of a good writing teacher is to be

able to throw out suggestions without crowding out the individual students with too

much oppressive detail.” (Harmer, 2004, 63).

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A teacher should try to include written tasks in all his lessons, whether he is

teaching grammar, vocabulary or communication skills. It's a good idea to practice all

the four skills in a lesson. Once in a while, more focus to the written skills can be given

i.e. whole lesson can become a preparation for a written activity. The actual writing part

can be so time-consuming that sometimes he may want to leave it for homework.

Written tasks performed in class can be made more interactive by getting students to

write in pairs. Get one person to write with a pen and the other to help their partner

correct mistakes and provide him or her with ideas.

2.7.12 The Roles of Teacher in Writing

Kimble and Garmezy in Brown (2000:7) state that learning is a permanent

process of the change in behavioral tendency and a result of reinforced practice. We

can infer that teaching is not just a simple transferring knowledge activity since it is

aimed at the behavioral change. Therefore, teachers have to make sure that their

students learn something beneficial that permanently will contribute to their future.

Teachers are expected to realize the importance of their roles toward students‟

development in learning, particularly in writing. Teachers are required to have various

strategies and great interest when they are teaching writing to the students. Moreover,

the success of students in learning writing is also determined by the teacher‟s

performance in helping them learn writing. It means that in the process of teaching

writing, the teacher has to help the students to understand and learn how to write

effectively, give clear explanations and instructions and guide the students in each step

of the writing process.

In relation to teacher‟s roles in the process of writing, Harmer (2004:41) also

proposed some tasks that the teachers must perform before, during, and after the

process of writing. They are demonstrating, motivating and provoking, supporting,

responding and evaluating.

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a. Demonstrating: The first task that must be done by the teacher in the

process of writing is demonstrating. It is a need for the students to be able to

understand writing conventions and genre constraints of particular types of writing. As a

result, the teacher has to be able to draw the two features to their attentions.

b. Motivating and Provoking:The second task done by the teacher in the process

of writing is motivating and provoking the students. It is difficult for some of the students

to write in English. Besides, they sometimes have no idea of the words used to write

their messages. This is the situation where teachers can help them by provoking them

to get the ideas and then persuading them to work on their writings.

c. Supporting: Supporting the students is the third task that needs to be performed

by the teachers. In the process of writing, teachers become the main supporters for the

students when they are writing in classroom, especially when the students face

difficulties. They must be available and wellprepared to help them solve the difficulties.

Thus, the students will be motivated in doing their writings.

d. Responding: Then, the next task is responding to the students‟ writing

works. Responding refers to how the teachers react to the students‟ writing works.

Content and construction are the focus of this task. After looking at the writing works

produced by the students, the teachers can give feedbacks or suggestions for the

students‟ improvement in writing.

e. Evaluating: The last task done by the teacher in the process of writing is

evaluating the students‟ works. This task refers to how the teachers will evaluate the

students‟ writing works and then grade them. This is done by the teachers to see the

students‟ progress in writing.

Finally we can say that, the teachers are required to be able to perform those

tasks in the process of writing. This will enable the students to be better writers,

especially when they are hesitant to express the ideas.

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2.7.13 Correction

By correcting J. Harmer means correcting syntax (word order), concord

(grammar agreement), collocation and word choice. Feedback is also very important

here. When the teacher corrects, he actually plays several roles (Harmer, 2004, 109):

students see the teacher as the examiner, in fact the teacher takes a role of audience

(responds to the ideas), he can act as an assistant (helps students with writing), a

resource (is available when students need information), an evaluator (says how well the

students have done so far) and an editor (helps to select and rearrange the students´

writing).

The way the teacher corrects is also significant. Jeremy Harmer suggests seven

ways of correction (Harmer 2004):

a. Selective Correction:

Selective correction means that the teacher does not have to correct everything.

The teacher can correct only punctuation, verb-tenses, grammar or to concentrate on

using appropriate level of formality, using correct paragraphs and so on. It is important

to tell students before the writing that the teacher will use this approach.

b. Using Marking Scales:

The idea of this approach is to give marks out of 10 for each category the teacher

chooses for students (e.g. grammar, vocabulary or verb-tenses). With indications of

mistakes this scale helps students to focus on the particular area they need to improve.

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c. Using Correction Symbols:

Many teachers use correction symbols. The advantage of this method is that it

encourages students to think about the mistakes they have made, in fact, the students

correct the mistakes themselves.

d. Reformulation:

It is a way how the teacher can show the students to write something more

correctly. The teacher shows how he would write the incorrect sentences or parts. The

student then can compare his version with the teacher‟s one.

e. Referring Students to a Dictionary or a Grammar Book:

When the mistake is made, the teacher can ask a student to go and look the

problem up in a dictionary or a grammar book. The advantage of referring students to

use dictionaries or grammar books is that it is encouraging students to look at the

information with a purpose in mind. The students learn as they correct.

f. Ask Me:

From time to time it is difficult to explain a mistake on paper. In this case the

teacher can ask the students to talk about the problem in face-to-face interaction.

g. Remedial Teaching:

The aim of remedial teaching is to deal with the most common mistakes that

students make. In this case, the correction is effective when the teacher points to the

most common mistakes the students make and asks the students to correct the

mistakes. The advantage of this way of correcting is that it is anonymous so nobody in

the class feels ridiculous.

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2.7.14 Teaching Spelling

In writing, to be able to spell correctly is significant. English spelling is considered

to be quite difficult for learners at school. The best way how to teach students to spell

correctly is to have them read as much as possible.

Extensive reading (e.g. reading short articles) helps students to remember

English spelling rules. But this is not the only way and teachers should be more

proactive. He may give students word formation exercises, let them find out spelling

rules or to use any other activities for helping students not only to learn spelling but also

improve it, so that they become more familiar with English spelling. J. Harmer suggests

very interesting ideas to prepare enjoyable tasks for students for teaching spelling:

a. To work out a rule by looking at the spelling of pair or groups of words.

b. Dictionary activities are also suitable for students e.g.: ask students to put a

written list of words in an alphabetical order, focus on the spelling of the initial letters of

words.

c. Dictations – there are many alternatives how to write dictation with students. The

traditional way is to read a paragraph to the learners. Another version is to write words

that students hear on a cassette or they can dictate to each other. Running dictation is

ideal for spelling practice. Harmer suggests giving points for the correct spelling for

each and every word.

d. Cards – students can be given cards with letters (individual letters, digraphs etc.);

students have to make words as many as possible from these cards. (Harmer, 2004,

48)

Finally we can state that, writing is a difficult skill to learn. We expect the learners

to be able to spell correctly.

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2.7.15 Teaching Punctuation

To be able to write with correct punctuation is an important skill. Very often we

are judged by the quality of what is written. If capital letters, commas, paragraphs

bounders, full stops are not used correctly in our writing, we can make a negative

impression and our writing can be easily misunderstood. “If we want our students to be

good writers in English we need to teach them how to use punctuation conventions

correctly.” (Harmer, 2004, 49) It means to teach the system of writing at all types of

schools.

2.7.16 Fluency or Accuracy

When writing, we have to distinguish between accuracy and fluency. Writing

accurately involves spelling correctly, forming letters correctly, writing legibly, using

correct pronunciation, using correct layouts and choosing the right vocabulary. We also

have to use grammar correctly, joining sentences correctly and using paragraphs

correctly.

As it was mentioned earlier, when we write we communicate a message.To

communicate a message means: e.g. express somebody‟s experience, respond to

greeting or invitation. Therefore we can state, that both accuracy and fluency are very

important in writing and while teaching it we have to strongly focus on both of them. The

goal of a language teacher is to enable students to produce fluent, understandable,

accurate and appropriate written English. But this is a hard work for English teachers.

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Chapter 3

Research Methodology

This chapter gives an overview of the research design, and research instrument

used to conduct the entire research. First there will be a discussion on the instruments

of the datacollection and later the data collection procedure will be explained.

3.1 Research Design

This paper followed a mixed method research approach (both qualitative and

quantitative) for data collection and analysis. According to John Creswell, “Mixed

methods research is a research design (or methodology) in which the researcher

collects, analyzes and mixes (integrates or connects) both quantitative and qualitative

data in a single study or a multiphase program of inquiry”. Mixed method helps to

analyze data in all possible ways. It provides a broader perspective of the study and

helps the researcher to assemble a deeper understanding of the fact of interest. It is

becoming increasingly a part of research practice and also taking place of the third

major research approach along with quantitative and qualitative research (Jonson,

Onwuegbuzie, & Turner, 2007, p.119).

3.2 Instruments of Data Collection

To conduct the survey two instruments have been used for collecting data and

they are:

a. Questionnaire for students

b. Questionnaire for Teachers‟ interview

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Questionnaire provides qualitative data, interview provides qualitative data for the

study.For conducting the research, the researcher used a questionnaire survey and also

took interview of the teachers of schools of Bangladesh. The questioner was given to

the students to find out the way they learnwriting and speaking. On the other hand the

view of teachers came up through interview.

3.2.1 Written Questionnaire

Questionnaire is the most usually used research instrument and Dornyei and

Taguchi said in Questionnaires in second language research: Construction,

Administration, and processing (2010), “Asking question is one of the most natural ways

of gathering information.” (p.1). Here the author indicated that by questionnaire survey

the researcher is able to get the most natural response from the participants. James

Dean Brown in his book Using Surveys in language Programs (2001) stated,

“Questionnaires are any written instruments that present respondents with a series of

questions statements to which they are to react either by writing out their answers or

selecting from existing answers” (p. 6).

3.2.2 Interview

With regards to interviews, I took into account the view of Hatch, (2002) on

interviews as instruments to involve participants in order to know their viewpoints about

a subject. According to Cohen and Manion (1994), interviews are considered as the

best way to understand the factors that govern human beings‟ conduct. In this inquiry

these were effective in distinguishing what participants felt when expressing their ideas

on speaking or writing.

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3.3 Population and Sampling

The main participants of the research are 115 students and 12 teachers who

teach in different schools in Jessore area. The population for the study consisted of

students of secondary schools where English is taught as a second language. The

sample has been drawn by convenience sampling method. The sample size was 121

participants (115 students, 12 teachers). The sample included 68 male students and 47

female students from different schools. All of the students have studied English since

they joined school but, in general, their level is low, with some exceptions. 5 teachers

were male out of 12.These teachers are chosen randomly by the researcher to get the

data. The researcher contacted over phone, visited and requested them to participate in

the survey by completing the questionnaire.

3.4 Validity and Reliability

James Dean Brown emphasizes and explains the importance of validity and

reliability of a survey. According to Brown, “Reliability analysis is important because

they indicate the degree to which an instrument is consistent in its measurement.

Validity analysis is important because they indicate the degree to which an instrument is

measuring what it was intended to measure” (p. 11). In this research the researcher

considers some aspects of validity and reliability as very important. The aspects are:

a. Literature of the research

b. Objective of the study

c. Discussion with the supervisor of the study

3.5 Procedure of Data Collection

Data were collected from the students of three renowned schools of Jessore with

due permission of the school authorities. Data were collected through written questioner

survey. Different terms were explained to the students when they failed to understand

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the meaning of some words of the questioner. On the other hand data were collected

from the teachers who work as English teachers in renowned schools in Jessore city.

Their teaching experiences are 2 to 20 years. The researcher contacted them over

phone and met personally. The researcher explained the questionnaire and the

objective of the study to the participants clearly. The teachers got time to think and

answer the open-ended questions quite clearly. The researcher also interviewed some

very experienced teachers for the qualitative data analysis. The teachers were very

cordial and helpful during the process.

3.6 Ethical Considerations

Before developing a research project, it is very important to consider the

characteristics and the type of the methods that will be used to obtain data, the context,

the procedures, the nature of participants, and the importance of participants‟ moral

subjects, which influence the stem of contributors. For this reason, it is significant to

respect and to value their perspectives, (Cohen and Manion, 1994). Before embarking

upon this research study, I asked permission from the concerned authorities of the

schools, and more specifically from the teachers in charge of the group from which I

selected the participants. In addition, participants agreed to provide and allow me to use

the information gathered to develop this study.

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Chapter 4

Findings and Analysis

4.1 The Questionnaire

To examine the theories and concepts discussed in the literature review,

practical data have been collected through questionnaires. The questionnaires are

attached as appendix-1 and appendix-2 at the end of this paper. To get a clear view, the

questionnaire for teachers has been prepared in two aspects, qualitative and

quantitative. To get qualitative data the questions were open ended and for quantitative

they were close ended.

The table given below is showing the teachers‟ and students‟ opinions on

different views for teaching and learning English skills i.e. speaking and writing. The

analysis follows the Likert scale. Each of the questions has the following points against

each of the statements on the scale:

Sl Number Opinion Points

1. Strongly Agree 5

2. Agree 4

3. Neutral 3

4. Disagree 2

5. Strongly disagree 1

If the highest percentage of participants mark 5 or 4 then it is considered that

majority of them have supported the statement. If the percentage is low, it means that

only few have supported the statement. On the other hand, if highest percentage of the

participants mark 2 or 1, it is considered that most of them have disagreed with the

statement. If percentage is low, it means that only few havedisagreed with the

statement.

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4.2 Data Analysis

The data collected by using the instruments from the samples described above

were hand tabulated and analyzed in terms of mean scores. The mean is the sum of all

scores of all subjects in a group divided by the number of subjects, [X = ∑X/n] (Seliger

and Shohamy, 1989: 215).The mean of each of the items, therefore, is the average

score for each item and it is the summation of all the scores divided by the number of

subjects.

The mean provides information on the average performances or behavior of a

group on given tasks, and helps the researcher obtain insight by condensing large

amounts of data. The mean tells the researcher how the group as a whole performed

and that does provide more significant information. Seliger and Shohamy (1989: 216).

4.2.1 Quantitative Data Analysis

Result found from Students’ questionnaire survey:

The survey results in terms of mean scores are presented in the table below:

Table-: Survey Results

Sl No Statement Mean Score

01 I speak English with my teachers and classmates during my

English lessons.

1.89

02 I can communicate effectively in English. 3.98

03 We work in pairs or groups to do interaction activities. 2.52

04 I think my pronunciation in English is good. 1.47

05 I consider that the practice of speaking skills are useful. 4.58

06 I enjoy writing essays on my own. 1.57

50

07 I can write correct and better sentences with the help of

myEnglish teacher.

3.81

08 My teachers permit me to ask questions and give opinion

while writing.

3.53

09 My teachers help me while doing any writing activities. 2.55

10 My teachers give me a C.W. that I can write based on my

own thought.

1.24

11 My teachers involve me in different activities (like: group

work, pair work, role play, presentation etc.).

2.21

12 The activities done in the classroom are related with real life

situation.

1.81

\*\* The scale of Students‟ approach is design as:

Mean Value Students’ approach

1.00-1.75 Strongly disagree

1.76-2.25 Disagree

2.26-3.00 Neutral

3.01-4.00 Agree

4.01-5.00 Strongly agree

51

Analysis of Statement no 1

I always speak English with my teachers and classmates during my English

lessons.

Total 75% of the students either strongly disagreed or disagreed with the

statement. It means most of the respondents assure that English is not being spoken

during their English lessons. They say that the teacher speaks Bangla except for some

explanations or some comments.

5%

11%

9%

17%

58%

Strongly Agree Agree Neutral Disagree Strongly Disagree

52

Analysis of Statement no 2

I can communicate effectively in English.

72% of the students either strongly agreed or agreed with the statement. It

reflects that only a few of the respondents feel incapable of communicating in English

with other person (teacher, classmates etc.) whereas a large number is able to speak

English, with some difficulties, but can maintain a conversation in English.

44%

28%

14%

10%

4%

Strongly Agree Agree Neutral Disagree Strongly Disagree

53

Analysis of Statement no 3

We work in pairs or groups to do interaction activities.

51% of the students either disagreed or strongly disagreed with the statement

while 9% remained neutral. So this chart demonstrates that a good number of students

(40%) do group or pair works during their English lessons which are very useful and

allow students to interact with their classmates or with the teacher.

17%

13%

9%

26%

35%

Strongly Agree Agree Neutral Disagree Strongly Disagree

54

Analysis of Statement no 4

I think my pronunciation in English is good.

No student was found strongly agreed or agreed with this statement. It shows

that most of the students consider that their pronunciation is horrible and due to this

fact, they do not feel comfortable when they talk in English, which implies that their

participation in class is null.

0% 0%

10%

26%

64%

Strongly Agree Agree Neutral Disagree Strongly Disagree

55

Analysis of Statement no 5

I consider that the practice of speaking skills are useful.

Thischartreflects the opinion of the students regarding the importance of practice

of speaking skills. A large number of the respondents state the great importance of the

practice of speaking skills during their English lessons. The main reasons behind that is

higher study, travel abroad, communicate with foreign people, get a job in their future

etc.

64%

30%

6%

0% 0%

Strongly Agree Agree Neutral Disagree Strongly Disagree

56

Analysis of Statement no 6

I enjoy writing essays on my own.

The chart shows that only a very small number of the students enjoy writing

essays on their own as 21% of the students disagreed and 63% strongly disagreed with

the statement. The mean score is1.57. It shows that students have less interest for

creative writing depending on their own thought process.

0%

3%

13%

21%

63%

Strongly Agree Agree Neutral Disagree Strongly Disagree

57

Analysis of Statement no 7

I can write correct and better sentences with the help of my English teacher.

69% of the students either strongly agreed or agreed with the statement. The

chart shows the dependency of the learners on their teachers in respect of correctness

or accuracy of writing skill. It shows that most of the students can write correct and

better sentences with the help of their English teacher.

37%

32%

12%

15%

4%

Strongly Agree Agree Neutral Disagree Strongly Disagree

58

Analysis of Statement no 8

My teachers permit me to ask questions and give opinion while writing.

29% students strongly agreed and 25% students agreed with the statement

where 26% were neutral. The mean score is 3.53. It means that most of the students

are agreed with the point that their teachers permits them to ask question or give

opinion while writing most of the times. Teachers are found careful and helpful when the

students need help in writing activities.

29%

25%

26%

10%

10%

Strongly Agree Agree Neutral Disagree Strongly Disagree

59

Analysis of Statement no 9

My teachers help me while doing any writing activities.

Here the mean score is 2.55. In this case 10% of the students strongly agreed

and 23% of them agreed but 13% were neutral with the statement. On the other hand

total 54% of the students did not agreed with the statement. So a good number of

students agreed with the point that their teacher always helps them in their writing

activities.

10%

23%

13%

19%

35%

Strongly Agree Agree Neutral Disagree Strongly Disagree

60

Analysis of Statement no 10

Sometimes my teachers give me a C.W. that I can write based on my own

thought.

In this case 100% of the students either disagreed or strongly disagreed with the

statement. So it was found that hardly there are activities in the classrooms where the

teachers give them C.W. based on students‟ own thoughts.

0%

0% 0%

24%

76%

Strongly Agree Agree Neutral Disagree Strongly Disagree

61

Analysis of Statement no 11

My teachers involve me in different activities (like: group work, pair work, role

play, presentation etc.).

Here it was found that 66% of the students either disagreed or strongly disagreed

with the statement. So it shows that only a small number of students are agreed that

their teachers involve them in classroom activities. The main reasons behind this are

large classes and less class duration.The classes mainly based on theories rather than

practice.

11%

10%

13%

22%

44%

Strongly Agree Agree Neutral Disagree Strongly Disagree

62

Analysis of Statement no 12

The activities done in the classroom are related with real life situation.

Here we see that only a few students agreed that activities done in the classroom

are related with real life situation. Most of the students (76%) did not agreed with the

students. The main reason for this is that,the teachers feel the necessity of

contextualized materials. But sometimes they use materials from real life context to

teach spoken language to improve the learners‟ fluency in English.

0%

10%

14%

20%

56%

Strongly Agree Agree Neutral Disagree Strongly Disagree

63

Result found from Teachers’ questionnaire survey:

The survey results in terms of mean scores are presented in the table below:

Table-: Survey Results

Sl No Statement Mean Score

01 Video clip, audio visual material can significantly improve

learners speaking.

4.58

02 Drilling can help learners acquire spoken fluency easily. 4.17

03 Besides classroom teaching autonomous learning like

watching movies, dining at a restaurant can also help

learners to develop speaking skill.

4.75

04 Teaching to communicate in real life situation is an effective

approach to speaking.

4.25

05 Game related activity can foster learning of speaking. 4.33

06 Learners can be benefitted from speaking by working in

pairs or groups to do interaction activities.

4.75

\*\* The scale of Teacher‟s approach is design as:

Mean Value Teacher’s approach

1.00-1.75 Strongly disagree

1.76-2.25 Disagree

2.26-3.00 Neutral

3.01-4.00 Agree

4.01-5.00 Strongly agree

64

Analysis of Statement no 1

Among the materials; usage of video clips, audio visual materials etc. can

significantly improve the learners speaking or not, in response to this query the result is

shown below:

Video clip, audio visual material can significantly improve learners speaking.

This data is supporting the concepts of using multimedia to enhance the

language learning especially for speaking. So „strongly agree‟ and „agree‟ encompasses

92% of total opinion from the teachers. It is to be noted here that the „neutral‟ opinion

came from the teachers who are very new in their profession and yet not enough trained

but they did not disagree. The mean score is 4.58 which means the teachers strongly

agreed with the statement.

67%

25%

8%

0% 0%

Strongly Agree Agree Neutral Disagree Strongly Disagree

65

Analysis of Statement no 2

In response to this statement the result is shown below in a chart:

Drilling can help learners acquire spoken fluency easily.

Drilling or repetition activities helps learners to acquire spoken fluency easily. In

this findings 67% teachers agreed with this statement and 25% teachers strongly

agreed and very few are neutral and there is no one to disagree or strongly disagree.

So we can say that drilling is helpful to acquire fluency in Spoken English for young

learners. The mean score is 4.17 which means the teachers strongly agreed with this

statement.

25%

67%

8%

0% 0%

Strongly Agree Agree Neutral Disagree Strongly Disagree

66

Analysis of Statement no 3

Besides classroom teaching autonomous learning like watching movies, dining at

a restaurant can also help learners to develop speaking skill.

Young learners are inquisitive, they observe and learn, due to these

characteristics autonomous learning helps them a lot to acquire language especially

speaking. This observation of the chart shows 75% teachers strongly agreed that

autonomous learning help learners‟ speaking and listening and 25% agreed. From this

large view it is found that teachers do support that from autonomous learning like

watching movies, dining at a restaurant etc. let learners to increase their speaking

competence. The mean score for this is 4.75 which means the teachers strongly agreed

with this statement.

75%

25%

0% 0% 0%

Strongly Agree Agree Neutral Disagree Strongly Disagree

67

Analysis of Statement no 4

Teaching to communicate in real life situation is an effective approach to

speaking.

From this chart we can see that teaching to communicate in real life situation is a

very effective approach to language teaching. 50% teachers strongly agreed on this

issue 25% teachers agreed and none disagreed or strongly disagreed. This means

majority of the teachers are for the communicative language approach. The mean score

is 4.25 which means that the teachers strongly agreed with the statement.

50%

25%

25%

0% 0%

Strongly Agree Agree Neutral Disagree Strongly Disagree

68

Analysis of Statement no 5

Game related activity can foster learning of speaking.

Game related activities seem work for learners as 50% teachers strongly agreed

on this issue, where 33% teachers agreed and 17% of them remained neutral. None of

them disagreed or strongly disagreed. The mean score is 4.33 which means that the

majority of the teachers strongly agreed with the statement.

50%

33%

17%

0% 0%

Strongly Agree Agree Neutral Disagree Strongly Disagree

69

Analysis of Statement no 6

Learners can be benefitted from speaking by working in pairs or groups to do

interaction activities.

The chart shows 84% of teachers strongly agreed and 8% were agreed and 8%

were neutral with the view that fromspeaking by working in pairs or groups to do

interaction activities learners can be benefited to increase speaking.0% percent

disagreed and 0% strongly disagreed. The mean score is 3.75 which means the

teachers agreed with the statement.

84%

8%

8%

0% 0%

Strongly Agree Agree Neutral Disagree Strongly Disagree

70

4.2.2 Qualitative Data Analysis

Considering the importance of speaking and writing in English language learning

and to find out the status of speaking and writing in English language an

questionnairehas been served among the teachers who are following communicative

approach for teaching at different institutions of Jessore city area. There are ten openended questions designed for the teachers. The researcher tried to know different

aspects of teaching productive skills to the learners. The teachers‟ responses will be

analyzed question by question.

Analysis of Question no 1:What types of speaking tasks do teachers expect or

require of students?

In response to the first question, seven teachers answered that they expect

students to understand their lectures in English. They also expect that students will be

able to respond in English and students will ask questions, share ideas, discuss

questions etc.

Among them, two teachers emphasized on task-based activities where students

will be engaged in real context. These teachers highlighted on students‟ ability to

converse in real life situation and their ability to fit to compete study on home and

abroad.

Analysis of Question no 2:Is the time allotted for speaking activities within

classroom sufficient?

For this question, respondents chose „no‟ as answer. All of them (twelve

respondents) think that the time allotted for speaking activities for students within

classroom is not sufficient. Three of the teachers specify that in comparison to student

numbers and class timing, the time allocation is not sufficient at all. Two teachers

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suggest there should be practical sessions in addition to class lectures in the class time

so that students can practice and develop speaking and writing.

Analysis of Question no 3:How do you make sure that your Speaking is

comprehensible?

Question 3 was about, how teachers make sure that their speaking are

comprehensible. Almost everyone responded that they ask questions or they administer

oral test to the learners in order to find their level. They also remarked as the learners

are young and it‟s a foreign language for them, there should not be any written test.

Analysis of Question no 4:Do you think Learners can develop their speaking

through story telling activity?

This question is about what they think about story telling activities for improving

learners speaking skills. In response to this question teachers said learners love to

listen stories. Unconsciously learners pick some words and chunks which enrich

learners‟ vocabulary and help to pronounce words accurately. Thus story telling is a

helpful method for improving speaking skills of learners. While telling stories learners

acquire words which appear fascinating to them and also this listening increases

imagination power. Thus they improve their skills and become confident.

Analysis of Question no 5:What kind of problems do you face while teaching

speaking skills?

In reply to the fifth question, all the teachers said that they mainly face problem

with large class and less class duration. They said that students are meritorious and

their motivation is satisfactory, everybody wants to learn but they do not get enough

time to take activity-based classes. There are more than 30 to 50 students in the

classrooms but class duration is only 40 to 50 minutes. Seven of them mentioned that

they need training on language teaching because they are from literature background

72

and do not have proper knowledge of teaching language. The teachers said that they do

not have appropriate materials to teach spoken English to Bangladeshi learners.

Analysis of Question no 6:Do you have any suggestion for improving the process

of teaching speaking skills?

For suggestions from teachers to recommend for improving the process of

teaching speaking skill, ten out of twelve respondents think existing teaching materials

should be improved. Seven respondents suggested improvements in the teaching

process as a recommendation for teaching speaking skills. Use of technology (audio,

video, web materials) seems a burning need as all of the respondents (twelve in whole).

Reconstruction of mark distribution on exam was found to be necessary by all the

participants (all twelve of them). This seems a mandatory need for improving the

teaching of speaking. However, two teacher feels reform of marks distribution on exam

has both merits and demerits.

Analysis of Question no 7:Do you think it is important to adapt innovative

teaching techniques in the classroom activities for improving their writing skills?

If yes, why?

Most of the teachers find that the innovative teaching techniques are important

because it can create students‟ interests towards writing in English. It can develop

students‟ confidence in writing and improve students‟ vocabulary, thoughts, and ideas.

Again it can improve students‟ communicative skills and can also make writing more

purposeful.

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Analysis of Question no 8:What methods do you use while teaching writing and

why?

Most of the teachers use Communicative Language Teaching (CLT) method

while teaching said by the teachers. Because the world now choosesEnglish to

communicate for its global value. This is regarded as the most important language for

communication. So, the authority is more concerned about improving the students‟

communicative skills in English. Moreover, English language is being taught to improve

their communicative skills. Thus the teachers are bound to follow CLT in their classroom

in Bangladesh. Direct method is also followed sometimes as direct method do not allow

the teachers and the students to use their mother tongue. Again sometimes teachers

allow to usetheir mother tongue as the students are monolingual in Bangladesh.

Analysis of Question no 9:What do you do to make students get involved in the

writing practices in the classroom?

According to the teacher‟s response, theyperform different roles to make the

students get involved in the reading and writing practices in the classroom. Mainly they

act as a guide to the students and help the students while doing the writing tasks.They

try to involve the students into tasks as per the content of the syllabus and also try to

make the students know the purpose of learning the target language.However, most of

the teachers give emphasis on learning the target language.

Analysis of Question no 10:What are some obstacles that you find to implement

the new and creative teaching techniques in Bangladesh?

Some main obstacles that the teachers find to implement the new and creative

teaching techniques in Bangladesh is that the parents of the students still believe in the

traditional teaching techniques.Then they mention the pressure to complete the syllabus

in a limited period of time. They also told that sometimes authority does not co-operate.

Another important point is that the class hour is not enough to include some extra

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activities.Students‟ fear towards the foreign language and their tendency towards

memorization has come up as another vital obstacle. Finally they also mention that

sometimes the numbers of the students are a big factor to adapt some new techniques

and get it implemented on them.

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Chapter 5

Discussion and Recommendations

5.1 Discussion on Findings

Though there is a great importance of Group and pair works, a good number of

the students assures that they seldom do these activities in classes. The main reasons

were revealed as more practice of grammar or reading and the lesson only lasts 40 to

50 minutes. Again there is hardly any time to devote to these interaction activities. Many

of them assure that they work individually. In reality teachers have limited time and in

many cases little ability to conduct activity based class.

Lack of various speaking activities in English lessons like different kinds of drills,

information gap activities, discussion activities, role-plays, games etc. was found. It is

also found that it is necessary to encourage students to use English as a medium of

communication during English lessons. The findings suggest that many of the teachers

know that spoken classes should be based on different types of activities and in

practical field, they try to apply these. But the application is not sufficient. Drilling can be

practiced a lot for improving speaking. Students should be encouraged for autonomous

learning like watching movies, dining at a restaurant which can also help learners to

develop speaking skill. Video clip, audio visual material can significantly improve

learners speaking. For the students, game related activities and story-telling activities

may be practiced. To increase the confidence level of the students for developing

speaking skill Special care is to be taken to improve students‟ pronunciation.

Though practice of English skills were found useful, there are less scope for

practicing those for different reasons. The writing practices of our classrooms are hardly

improving the writing skills of our students. A major observation of the survey is that the

teachers are still not able to adapt appropriate activities properly in teaching writing.

Very few teachers use teaching techniques in the classrooms which can develop their

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students‟ interests in writing tasks and improve their skills. Most of the teachers are not

willing to let the students get involved actively, perform independently and individually in

their classrooms, rather students are being instructed as a total group. Innovative

teaching techniques are not being implemented in the classrooms by the teachers to

that extent to develop students‟ ability as fully as possible and the result is, the students

are not improving their wring skills properly and fully because they still lack their interest

in English severely.On the other hand, many of the students said that they are not

getting the chance to write in their own language. So, it‟s clear that teachers are not

encouraging the students to improve their individual performance.

Again teachers help came up as a vital point for production of correct productive

skills. More help from the teachers‟ side to the students regarding productive skills are

expected. Activities based on the students‟ own thoughts will help them to be creative in

productive skills. The research suggests that many of the teachers are conscious about

the importance of activities based on real life and which students may find interesting.

But most of the teachers are not professionally trained to teach English language. They

have little aptitude/technique to teach proper English.

Though the teachers claim that they are following CLT as the method of

teaching, but the goal of CLT is still neglected. CLT do not guide the students to learn

the language rather it guide them to acquire the language by communicating in English

with others. Language acquisition is better than language learning. But students still

tend to learn and memorize their lessons. Parents also expect their children to do better

result rather than becoming a good speaker or writer and force them to memorize. The

authority should try to give the teachers the freedom to use new and innovative teaching

techniques which may seek students‟ interests.

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5.2 Recommendations for Improving SpeakingSkill

The purpose of education is to make good, independent and active thinkers and

learners. In case of English language teaching in Bangladesh, spoken English demands

serious attention. In order to make the teaching of spoken English effective it is

mandatory to take care of few points. Based on the findings of the study the following

recommendations can be considered:

a. Application of CLT Appropriately:

All the teachers should apply CLT method in the classroom and have to make

the students more engaged in classroom activities (i.e. pair work, group work,

presentation and other conversational activities), which will gradually help learners to

speak fluently.

b. Ensure Participation of the Learners:

Teachers have to allow all the students to take full participation in the classroom.

Teachers should not be too concentrated only with the good students. Teachers have to

correct the students in a very positive way and should not try to blame the students.

Every student has a different way of learning. Speaking in easy English within

classroom should be encouraged.

c. Learners’ Motivation:

Learners‟ motivation is most important thing in language classroom. Lesson

should be based on real life communication and learners background knowledge; it will

help the teachers to motivate the learners. Materials should be taken from our own

context so that the students can learn in an interesting way.

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d. Teachers’ Training should be Provided:

Teachers training program should be conducted more. It will provide a number of

trained teachers who will follow communicative language teaching properly. Language

teachers should also be acquainted with the four skills simultaneously and the ways to

deal with the different lessons in real classroom scenario. Teachers should be made

acquainted with different techniques of teaching like pair work, group work, chain drill,

choral drill, elicitation etc. Four skills should be taught to students giving equal

importance to each separately. The lesson for removing shyness of the students as well

as the teachers should be giventhrough training.

e. Teachers’ Attitude towards Learners:

The teacher should practice patience, confidence, imagination, enthusiasm,

humor and creativity. He should be friendly, sympathetic and on good terms with the

students and have an affirmative attitude towards the students and occasionally

encourage them if necessary.

f. Ensure Sufficient Teaching Aid:

In the modern education system, teaching aids and equipment play a very crucial

role. The communicative approach encourages use of as much teaching aids as

possible in the class for facilitating learning. The language classes should be equipped

with the various types of teaching aids, though it has been seen that the teachers use

only the black board for teaching English as a foreign language. Nevertheless only

black board cannot be used to teach speaking skills at class. It should be ensured that

all students have proper teaching aids those are necessary to promote their learning on

speaking.

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g. Enhance Opportunity of Modern Technology:

Modern technology helps to teach, learn and test oral/aural ability more easily

than old equipment. Some modern teaching aids are Multi Media, overhead projector,

audio visual aids, tape recorder, video films/movies, computer, internet etc. To facilitate

better speaking these modern technologies should be used in classes. Language lab

facilities should be included in. The authorities of the institutes should pay special

attention to provide all the logistic support (multimedia classroom, language lab, selfaccess center etc.) to improve students‟ oral skills.

h. Limited Class Size and Proper Class Duration:

Class environment plays a significant role in teaching and learning process.

Normally in our country it is seen that a big number of students sit together in a small

classroom, and a single teacher alone conducts the large group of students. Therefore,

the class appears very noisy and chaotic. Neither the teacher nor the students can

concentrate on teaching and learning activities. It is very difficult to teach such a large

class. In addition, class duration should be appropriate for completing the syllabus along

with enough practice of four language skills adequately. However, to make an

interactive class, the size of class should be made small. Number of students in class

can be limited (not more than 30 students). Again duration of class should be increased.

i. Assessment and Testing System:

Testing language skills includes testing learners‟ ability to speak, to write, and

listening and reading comprehension. Testing communicative competence means

testing the ability to use language for communication. This also includes the testing of

four basic language skills; listening, speaking, reading and writing. However, this test

should not be something that promotes learners to memorize certain topics and

reproduce them in the examination hall. Oral test/practical marking in speaking skills

can be included in board exam. In Bangladesh‟s perspectives on exam „writing

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arguments logically and clearly‟ and „writing a dialogue on a given situation‟ had been

practiced through writings in exam but these events could be practiced through

speaking.

A number of ways can be used to test students‟ ability on speaking. For testing

oral ability interview, role-play, group discussion, interpreting, communication games

etc. testing techniques can be arranged. These kinds of interesting and timely testing

techniques encourage students to practice more on speaking skills and enhance their

awareness about it. Above all, at exams, marks can be allotted for speaking skills.

j. Role of the Authority:

All the institutes should pay special attention to plan for the continuous

development of speaking skills of the students throughout the academic program.

Language club can be created and the teachers can arrange different sessions where

all the students‟ attendance and participation can be made mandatory. Classroom

debate sessions in English/competitions can be arranged.

5.3 Recommendations for Improving Writing Skill

In order to develop our present condition of writing in classroom, teachers should

be given the knowledge and training of the philosophy of education, teaching methods

and approaches properly. The teachers should adapt different teaching techniques and

strategies to let learners write independently. The teachers also should try to design

some innovative writing activities for the class so that they get more involved in learning

process. However, the authority should take care of the situation and ensure the

learner‟s better learning of the target language.

The innovativeness in teaching writing skills are hardly seen in Bangladesh.

However, in the light of the present condition of teaching and learning of writing in

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Bangladesh, some recommendations are presented here with a view to improving

students‟ overall writing skills:

a. Students should not be Encouraged to Memorize Everything:

Students should be encouraged to avoid memorizing everything. They can

memorize some rules or principles of grammar but they should avoid memorizing the

sentences at all level. It destroys their power of language creativity and productivity. The

teachers and the parents should let the students write in their own language and

discourage them by not motivating them towards memorization.

b. Teachers should try to Encourage the Students’ Interests in the Classroom:

Teachers should ensure that the students are enjoying their writing tasks in the

classroom. They can adapt any new or innovative technique to encourage them. They

can offer rewards, ask them to compete with each other, make groups, use

technologies like computer, projector or any other tool to get students‟ interests in the

class to make the reading or writing activities successful.

c. Teachers should help the Students Think Critically While Writing:

Teachers should help the students think critically and originally about their writing

tasks. They should have the freedom to choose their own writing topics whenever

possible. Teachers sometimes can let them take the responsibility of their own mistakes

and do self-correction. The students will thus improve the problem solving skill related to

their writing. It will also motivate the students to become an independent writer and a

confident learner.

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d. Teachers should have the Knowledge of the Teaching Methods:

Teachers, before adapting any new or interesting teaching technique in the class,

must have a comprehensive knowledge and understanding through attending

workshops and reading books of the teaching methodologies. Otherwise they might end

up in leading them to the ultimate failure in all the tasks or activities.Though some

teachers try to use some creative techniques, they are not trained and fail to apply

those properly. Therefore, there should be proper programs to train the teachers in the

new and innovative approaches to teaching reading and writing.

e. Parents should come out of the thought of Old Teaching Methodologies:

Not only the teachers or the students should be aware of the modern and

scientific learning process; parents of the children should also come out of the thought

that teachers are the only speaker in the class and the students are the silent recipients.

It is said that, parents are the first tutors of the students before the teachers start to

teach the students. So, if the parents do not motivate their children at home to work

independently as well as expect them to participate actively in the class, nothing will

work properly.

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Chapter 6

Conclusion

As a universal medium of communication English has become the only language

for the world citizen in this advanced world of Information technology. In Bangladesh,

English is being taught as a core subject from class 1 -12, yet it is painful to watch that

students are still lagging behind to achieve expected level of proficiency in respect of

productive skills. For a long time communicative method is followed at schools and

colleges that aims at developing four skills reading, writing, listening and speaking.

Proper planning, implementation and monitoring can make it possible to achieve

students‟ language proficiency in four skills simultaneously.

There is no doubt that in the era of globalization speaking is more important than

ever. As English is a foreign language in our country and our education system does not

put much emphasis on teaching speaking, it is recommended that speaking should be

properly taught by following the appropriate methods and techniques. We can notice

that speaking competences are complex skills that need to be developed consciously.

They can best be developed with practice in classroom through activities, which

promote interaction between students. We can see that it is easier to obtain students

„participation and motivation when the suggested materials are entertaining, original and

interesting. The key is to motivate and change their negative attitude towards English,

giving students a chance to speak about interesting topics. It is desirable to say that

teachers must support students in their education and encourage them to use English,

and at the same time, teachers need to be in constant contact with new techniques and

materials in this changeable teaching world. Through the findings of the study, it can be

said that all the institutes should pay special attention to make the students competent

in spoken English. If the teachers, students and the authorities cooperate and adopt the

recommendations, the teaching and learning of spoken English will be more effective.

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On the other hand the present study refers to the needs of writing skills for the

students of Bangladesh and finds out that students are weak in writing and fully lack

their interest in these major tool of learning. The teachers are not trained properly. The

problems of the students regarding writing are multi-faceted. The study has tried to

identify these problems and examine the nature of the present teaching process in our

country in some details. The recommendations of the findings of this study discussed

earlier in previous chapter should be taken into careful consideration, and steps should

be taken to implement those in our classrooms. If implemented, it is expected that the

state of the teaching and learning of writing skills in our country will improve remarkably.

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Appendices

Appendix 1

Instrument for the Students’ Questionnaire Survey

Personal Details:

Name: ………………………………………………………………………………………

Institution: ………………………………………………………………………………….

Class & Roll: ……………………………………………………………………………….

This questionnaire is meant for an MA thesis in English. Your cooperation is very

important for the study. I will highly appreciate it if you kindly fill in the questionnaire at

your earliest convenience. The information you provide will be strictly confidential and

used only for the purpose of this study.

– Md. Iqram Hossain (MA, BU)

1. Please read the statements carefully and give your first reaction by choosing (√)

an answer for each statement: (1) Strongly Agree, (2) Agree, (3) Neutral (4) Disagree,

or (5) Strongly Disagree.

Sl

No

Statements Strongly

Agree

Agree Neutral Disagree Strongly

Disagree

01 I always speak English with

my teachers and classmates

during your English lessons.

02 I can communicate effectively

in English.

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03 We work in pairs or groups to

do interaction activities.

04 I think my pronunciation in

English is good.

05 I consider that the practice of

speaking skills are useful.

06 I enjoy writing essays on my

own.

07 I can write correct and better

sentences with the help of my

English teacher?

08 My teachers permit me to ask

questions and give opinion

while writing

.

09 My teachers help me while

doing any writing activities.

10 Sometimes my teachers give

you a C.W. that I can write

based on my own thought.

11 My teachers involve me in

different activities (like: group

work, pair work, role play,

presentation etc.).

12 The activities done in the

classroom are related with

real life situation.

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Appendix 2

Instrument for the Teachers’ Questionnaire Survey

Note for teachers:

This questionnaire is designed for a study on an assessment to see the scenario of the

speaking and writing materials of learners for a Masters Thesis in English. Your cordial

participation is very essential for this study. I will highly appreciate if you kindly fill in the

questionnaire at your earliest convenience. The information you provide will be strictly

confidential and used for research purpose only.

– Md. Iqram Hossain (MA, BU)

Personal Details:

Name: ………………………………………………………………………………………

Institution: ………………………………………………………………………………….

Years of Experience: .…………………………………………………………………….

Questions: Part A

1. Please read the statements carefully and give your first reaction by choosing (√)

an answer for each statement: (1) Strongly Agree, (2) Agree, (3) Neutral (4) Disagree,

or (5) Strongly Disagree.

Sl

No

Statements Strongly

Agree

Agree Neutral Disagree Strongly

Disagree

01 Video clip, audio visual

material can significantly

improve learners speaking.

02 Drilling can help learners

acquire spoken fluency

easily.

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03 Besides classroom teaching

autonomous learning like

watching movies, dining at a

restaurant can also help

learners to develop speaking

skill.

04 Teaching to communicate in

real life situation is an

effective approach to

speaking.

05 Game related activity can

foster learning of speaking.

06 Can the young learners be

benefitted from speaking by

working in pairs or groups to

do interaction activities.

Questions: Part B

1. What types of speaking tasks do teachers expect or require of students?

2. Is the time allotted for speaking activities within classroom sufficient?

3. How do you make sure that your Speaking is comprehensible?

4. Do you think Learners can develop their speaking through story telling activity?

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

6. Do you have any suggestion for improving the process of teaching speaking skills?

7. Do you think it‟s important to adapt innovative teaching techniques in the classroom

activities for improving their writing skills? If yes, why?

8. What methods do you use while teaching writing and why?

9. What do you do to make students get involved in the writing practices in the

classroom?

10. What are some obstacles that you find to implement the new and creative teaching?