

Exploring Students' Problems to Interact in English Language in the Classroom at Tertiary Level Education in Rural Areas of Bangladesh

MD.MAHROOF HOSSAIN (0000-0001-5165-6374)

Department of English
Z.H. Sikder University of Science and Technology
Dhaka, Bangladesh
mahroof.hossainsarker@gmail.com

ABSTRACT

Speaking is one of the skills that human beings use to communicate with one another expressing their ideas. Speaking in English to interact in the classroom with the students and teachers has always been a challenge in rural areas' tertiary level education. The aim of this research is to explore the problems of using English to interact in the classroom at English study program in rural areas' tertiary level education. This research used qualitative research with descriptive qualitative research design. Sixty students were chosen via purposive sampling from first semester till seventh semesters at tertiary level of a private university which is situated at a rural area in Bangladesh. Questionnaire which consisted 21 items was distributed to collect data from the participants. The data analysis shows that there were many problems in using English as the medium for classroom interaction at tertiary level because of some influential factors such as; affective factor, sociocultural factor, age or maturational constrains, aural medium, professional versus academic, environment, learning community. It is difficult to use English in classroom interaction without solving the problems by all the stakeholders. This research will be helpful for future English language instructors and students to overcome the obstacles of using English to interact in the classroom at tertiary level education in rural areas of Bangladesh.

Keywords: Classroom, English Language, Rural Area, Speaking, Tertiary Level

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INTRODUCTION

Speaking skills is one the major skills in English language which is used to express ideas and to communicate with other people in the entire world with a variety of reason such as: relationship, business, networking, overseas travelling etc. Speaking is a skill meant not only to be known or learnt, but also to be practiced. It determines how long it is listened to, how well it is understood, and applied between two people or among people. According to Walter and Woodford (Cambridge School Dictionary, 2008) speaking is to say something using your voice or to make a speech to a large group of people. Teachers can involve the students in different activities such as debate, role-play, and group work to practice speaking in the English language (Gopi & Reddy, 2013). For instance, in Chennai's Anna University has started to teach Technical English and designed the syllabus so that learners could practice listening and speaking skills in every context. They have also introduced the students to different speaking strategies to make them perfect for academic and professional purposes. In addition, students get the facilities of e-materials and language lab materials for enhancing their speaking ability.

Bristi (2015) explored Bangladeshi engineering EFL learners' attitudes towards learning English. Her findings show that engineering EFL learners both in public and private universities have moderately positive emotional and cognitive attitudes and highly positive behavioral attitudes to learning English speaking. The study also reveals that public university engineering students are less competent and exam-oriented. On the contrary, Sultana, Sultana, and Zakaria (2018) have stated in their study that in order to improve the students' English-speaking skills, the effectiveness of fundamental English language courses offered to the diploma engineering learners at a public engineering university in Bangladesh was researched. The findings of their study have revealed that the present syllabus does not adequately provide to their perceived needs as the number and duration of the English classroom lessons are limited in scope and neglected the speaking skills. Moreover, in private universities, some English courses are offered to students as most of them are from Bangla-medium background. However, the curriculum, speaking activities and syllabus design are not organized so that students can reduce their weakness especially in speaking (Mohiuddin, 2014).

As English is a foreign language in Bangladesh, they still have difficulty in speaking English in the classroom at tertiary level education. This problem also appears among students of tertiary level education in rural areas of Bangladesh. Based on the researcher's experience in learning English, observations and discussions with some English students at English study program at tertiary level education in rural areas of Bangladesh, the most challenging for an English student is when he has to speak in English to interact with the classroom stakeholders and especially teachers in the classroom. This is caused by their English background at their primary and high school level, untrained English teachers, and also their daily language use. So, in the English students' convention where they meet with their friends at English study program, the most used language to speak with their friends is Bangla or a local language. Though the participants have learned English at their secondary and higher secondary level, they are still unable to communicate in English fluently in the classroom with their friends and teachers. In English study program, English is regarded as a subject, so there is lack of motivation to speak continuously and students cannot develop their speaking skills in spite of passing the secondary and higher secondary level hence experience difficulties in speaking English at tertiary level education in rural areas of Bangladesh. This paper tries to explore students' problem in communicating in English-speaking classroom at tertiary level education in rural area of Bangladesh.

STATEMENT OF THE PROBLEM

Speaking skills is regarded as one of the productive skills. Teaching this skill 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 develops a real sense of progress among learners and boosts their confidence. Speaking in the target language is not easy for the learners because there are many reasons. For instance, learners' lack of interest in participating in speaking activities, lack of motivations, lack of opportunities in practicing the speaking skills, and lack of guidelines are the main purposes of speaking disability (Lightbown & Spada 2003). It has been found that students at tertiary level in rural areas of Bangladesh have difficulty to communicate with one another in English in the classroom. According to Clement and Murugavel (2015), the classroom teaching system is teacher oriented, and most teachers are not experts in teaching English. Also, at the tertiary level, the English courses taught are knowledge-based rather than focusing on skilled-based. It indicates that obviously there are some flaws regarding the techniques of teaching the productive skill to the learners in the rural areas of Bangladesh.

PURPOSE OF THE STUDY

This study is intended to point out the students' problems in using English in the classroom to communicate at tertiary level of education in rural areas of Bangladesh.

CENTRAL RESEARCH QUESTIONS

The central research questions of this study are:

- a. How far are modern and contemporary techniques of teaching speaking skills being implemented for the development of tertiary level students in rural areas of Bangladesh?
- b. What are the challenges the rural areas students faced in using English to communicate in the classroom at tertiary level education?

SIGNIFICANCE OF THE STUDY

This endeavor is a modest attempt in the field of teaching strategies in developing the speaking skills at tertiary level education in rural area of Bangladesh. These research findings will contribute to the areas of research concerning teaching and learning and to develop speaking English at tertiary level education in rural areas of Bangladesh. At the same time, this research will help the English language teachers and the English language practitioners working with tertiary level Bangladeshi learners in rural areas to rethink about their methods and techniques of teaching this essential skill of English language.

LITERATURE REVIEW

English is an international language in the world of globalization. Bangladesh is also a part of this global village. So, English has become an important chapter in our education and profession. At the beginning, the purpose was to focus more on reading and writing but gradually the situation has changed and thus the focus of teaching and learning English has been changed also. To enable our students to speak English in real life, the communicative approach or the Communicative Language Teaching (CLT) has been introduced in the year 1998-1999 in Bangladesh. Selim and Tasneem (2011) have criticized these ELT teachers by saying that ‘When CLT came to Bangladesh the traditional English teachers vehemently opposed it because they were not ready for something new. (p. 141). However, though many days and years gone by and ELT has passed many steps, unfortunately, the situation in Bangladesh has not changed much.

The purpose of learning English varies from country to country and again EFL Countries to ESL countries. However, the learners’ challenges and difficulties are almost similar and exist in these countries. Research shows that there is an assimilation of the problems the ESL/EFL students face in speaking English. Bygate (1987) has said that speaking is in many ways an undervalued skill’ (p. vii) in the ESL and EFL countries. This proof is found in many of the ESL/EFL countries target language (TL) education system. Sato (2003) has found that many Japanese learners of English are highly competent in reading and writing but not in listening and speaking. This researcher has come up with some common reasons that the Japanese students face in speaking English. Quietness and shyness in classroom, meaningless and irrelevant classroom practice, Grammar Translation Method, large classroom size, fear of losing face and anxiety in speaking are responsible for the lower speaking rate of Japanese EFL students (p. 5).

The similar scenario is found in monoculture and monolingual environment in Hong Kong. Gan (2011) has conducted a study on 20 final year students who were doing their four-year long Bachelors of Education in English Language. The main finding is that, the Hong Kong students hardly get any environmental access to practice English speaking outside the educational context (p. 54-55). Moreover, they have extreme problems with the sufficient vocabulary. Littlewood (1992) has conducted a study named ‘Teaching Oral Communication: A Methodological Framework’, where he has found some problems that the EFL learners face in learning English speaking skills. His study found that although the environment is crucial in learning any foreign language, but in spite of this, many students have few opportunities to practice the target language outside the classroom and therefore, they find it difficult to speak in English in the classroom (p. 53). Moreover, the learners are highly criticized if they commit mistakes. The ESL learners are the victim to be more vulnerable to criticism and negative evaluation while speaking (as cited in Gan, 2011, p. 54). Thus, the negative evaluation has resulted to high students’ affective filter hence reduces the L2 production.

India is Bangladesh’s neighboring country. India regards English as the second language. In spite of that, India is also experiencing problems regarding speaking English in the classroom that are the result of students’ limited command over speaking English. Hanumantharao (2011) has conducted a study in her own country and discussed some of the problems in teaching and learning in India. His study found that the inadequacy of teaching equipment, faulty curriculum, lack of motivation, large and crowded classroom, fear of losing face and learner’s anxiety are some of the common challenges that Indian ESL students have faced in learning English. Lasari (2011) has reviewed an article and has denoted that the EFL and ESL students do not get a proper environment in the classroom to practice English speaking. She has quoted that the ‘EFL

learners generally do not have adequate access to practice TL in the classroom' (p. 161) However, the above findings are not beyond to Bangladesh. The Bangladeshi English learners also feel the similar challenges in learning, speaking and applying English.

Arju (2011) has said that 'while commenting on the ESL learners' competence in speaking Language instructors frequently complain that the learners are lagging behind because of having an inadequate stock of vocabulary' (p. 52). The large and crowded classroom is causing the constant challenge to practice speaking to these students. Regarding the number of students in the language classroom, Sinha (2001) has said that 'In a language classroom, we need a limited number of students' (p. 173). But, in reality, nearly all English classrooms in the public sectors in Bangladesh are overcrowded and often have as many as 200 students in them (Siddique, 2004, p. 3). Basir and Ferdousy (2006) have conducted a study among a number of classrooms and found that the numbers of students in the language classroom vary from 45 to 91 where 60% language instructors believe that this is really a large classroom scenario.

Chowdhury and Shaila's (2011) are the Bangladeshi Secondary school certificate (SSC) and Higher secondary certificate (HSC) students who do not practice speaking skills in their classrooms. As a result, they do not feel confident in speaking English. The environment created by the peers impacts the speaker deeply, believes Chowdhury and Shaila (2011). They also have added that in a large classroom, when a student speaks, his/her peers may laugh at him/her; a common scenario which does not encourage the process of learning the speaking skills. In addition, the teachers also have lack of support in many cases in which they are not competent to make the lesson interesting.

Sinha (2001) has conducted a study in the Bangladeshi context and found that, in Bangladeshi classrooms, teachers do not use any robust/energetic way to teach English. Thus, students become less energetic and lose their interest in learning the spoken English. There is a huge scarcity of competent teachers in teaching English. In fact, Bangladesh is one of the few countries of the world where teachers can start teaching without any formal training. (Siddique, 2004, p. 2). Siddique (2004) has carried out a study in Bangladesh and pointed out that administrative set up, teacher-centered classrooms, large classrooms and cultural conflicts are the most common challenges prevailing among Bangladeshi students. Ahmed (2006) and Chowdhury and Shaila's (2011) researchers stated that the large classrooms, lack of confidence, lack of co-operative and less access to communicative environment are indeed the most common challenges prevailing among Bangladeshi students. Students' shyness has also become the main hindrance behind Bangladeshi students' learning and speaking English.

From the literature review, it is now seen that the history of teaching English in Bangladesh have passed many ups and down and is still hanging in the air in many ways, especially the spoken English. The literature reviews provide the whole picture of the related areas regarding teaching and learning spoken English in Bangladesh. In spite of that, very little study has been done to unveil the challenges of using English to communicate in the classroom at tertiary level education in rural areas of Bangladesh. So, the research will fill the existing gap by conducting the study.

RESEARCH METHODOLOGY

The aim of the research was to find out the challenges of speaking English in the classroom. With a view to unearthing the challenges of using English to interact in the classroom, a volume

of methodologies was employed to conduct the research. A student survey, focus group discussion, and classroom observation were the research tools for this paper. A private university situated in the rural area of Bangladesh was selected for data collection. A mix-method combining both qualitative and quantitative methodologies were used to analyze the research data. For data collection via questionnaire survey, Likert scale was used to collect and analyze the numeric data. The items in Likert scale ranges were 'Always', 'Most of the time', 'Sometimes', 'A little bit', and 'Never'. To measure the participants' personal opinion about the quality in English use, Likert scale ranging from "Excellent", 'Good', "Fair", and "Poor" were used.

The participants of different levels and age groups were randomly chosen from the university. The university holds a co-education system in which students of both genders, namely male and female, attended the school session. The total numbers of the participants are 60. Furthermore, two focus group discussions were conducted to collect the research data. The methods to collect data were students' questionnaire survey, focus group discussion and classroom observation.

STUDENTS' QUESTIONNAIRE

In students' questionnaire there were 29 close-ended questions and 11 open-ended questions. The close-ended questions have (3 to 6) options which varied according to the question type. On the other hand, in the open-ended questions, the participants were asked to provide their personal opinion. At the end of the questionnaire, there was a concluding question where the researcher asked for the participants' suggestions on effective ways to overcome the challenges in learning English speaking in the classroom of tertiary level education in rural areas of Bangladesh.

FOCUS GROUP DISCUSSION (FGD)

To get the qualitative data, two focus group discussions were conducted based on the participants' levels and age groups. There were nine participants in each group who took part in the discussion. There were 12 preselected questions and it took 35 minutes to conduct the FGD with the participants.

CLASSROOM OBSERVATION

A total of five classrooms of different levels have been observed. While observing the classrooms, the researcher tried to note down the points mainly covering the classroom infrastructures, seating arrangement, teaching and learning methods and strategies. The duration of the classroom observation was 50 minutes. There were quantitative and qualitative methods of questions. The quantitative question was the close-ended type of question where students had option to choose the answer. On the other hand, the later one is the open-ended question where students had a room to opine their view against or for the question.

RESULTS

Figure 1

Usage of English in Classroom

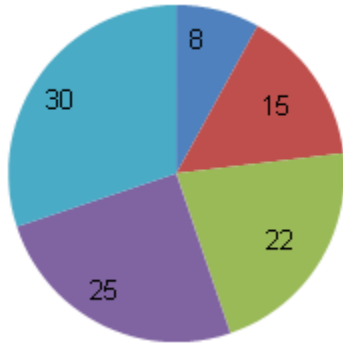


Figure 1 shows 8% respondents affirmed that they ‘Always’ used English language in their English classroom while 30% respondents said they ‘Never’ use English in the classroom. On the other hand, 22% respondents said that they ‘Sometimes’ used English while the 25% respondents stated that they used English ‘A little bit’ in the classroom. 15% respondents stated that ‘Sometimes’ they used English in their classroom.

Figure 2

Peers’ feedback towards the mistakes in speaking English

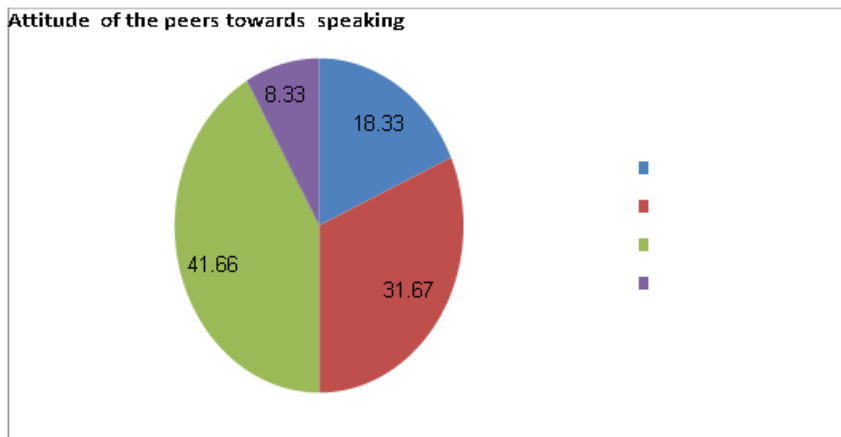


Figure 2 provides information on peers’ attitude towards the students’ mistakes in speaking English. 25 respondents (41.66%) said that their peers laughed at them when they made any mistake while 19 respondents (31.66%) said their peers corrected the mistakes. 11 respondents (18.33%) said that their friends inspired them in spite of having while five respondents left the question unanswered.

Figure 3

Use of textbook to practice English speaking skills

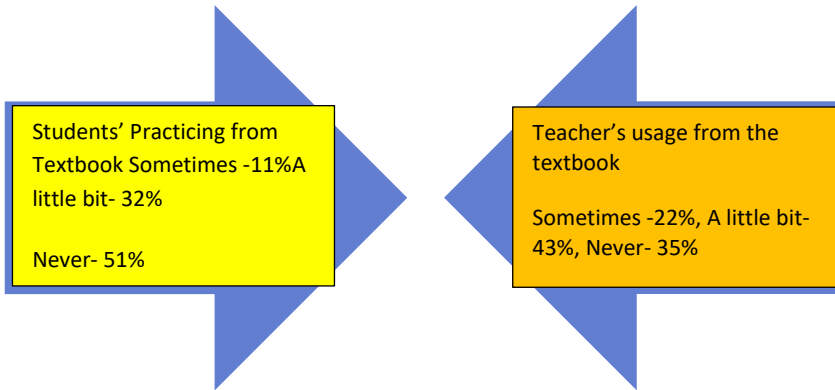


Figure 3 illustrates that 11% respondents said ‘Sometimes’ they did the conversational exercise from the textbook while 32% respondents responded that they did it ‘A little bit’. A large part of respondents whose number is 51%, said that they ‘Never’ followed textbooks to practice English speaking skills. However, the rest 6% respondents did not answer the question.

On the other hand, 22% respondents said that their teachers ‘Sometimes’ used textbook to practice speaking in English while the 43% respondents affirmed that the duration of their teachers’ usage of the textbook in speaking lessons is ‘A little bit’.

Table 1

Students’ practicing English in conversation/ classroom work

Options	Number of respondents		Total number	Percentage of respondents		Total percentage
	Female	Male		Female	Male	
Always	-	-	-	-	-	-
Most of the time	1	1	2	1.66%	1.66%	3.33%
Sometimes	6	5	11	10%	8.33%	18.33%
A little bit	16	11	25	26.66%	18.33%	44.99%
Never	13	9	22	21.66%	15%	36.66%

Table 1 highlights the students' application of English language in every-day classroom interaction. The finding was that, none of the respondent 'Always' used or practiced English 'in carrying out classroom work/task. However, almost half of the respondents (25 students) said that they use English 'A little bit' in the classroom conversation and their ration of English using is 44.66%. Adding to, 36.66% respondents marked that they 'Never' use English and 18.33% respondents said that 'Most of the time' they use English in completing classroom work/task.

Table 2

Seating arrangement of the classroom

Options	Number of respondents		Total number	Percentage of respondents		Total percentage
	Female	Male		Female	Male	
Chair	-	-	-	-	-	-
Bench						
Round table and chair	32	22	54	51.66%	36.66%	88.32%

Seating arrangement is an important factor to practice English in the classroom. Table 2 presents 54 respondents asserted that they have round table and chair arrangement in their classroom to seat in and carry out classroom activities.

Table 3

English Language Club in the institutions

Options	Number of respondents		Total number	Number of percentage		Total
	Female	Male		Female	Male	
Yes	7	6	13	11.66%	10%	21.66%
No	20	27	47	33.33%	45%	78.45%

Table 3 shows the result of having English Language Club at the respondents' institution. 21.66% respondents said that they have an active English Language Club at their institution while other 78.45% respondents confirmed that they do not have an active English Language Club.

Table 4

English language test at the institution

Options	Number of respondents		Total number	Number of percentage		Total
	Female	Male		Female	Male	
	Yes	6		11	17	
No	17	25	43	28.33%	41.66%	70%

Maintaining an English language test may enhance students' speaking English. Table 4 provides data on English language test at the institution. 69.99% respondents confirmed that they did not have any access to English language speaking test at their institution while 28.33% respondents disagreed and said that their institution supported and arranged English language speaking test for them.

Table 5

Inspiration from the institution for speaking in English language

Options	Number of respondents		Total number	Number of percentage		Total
	Female	Male		Female	Male	
	Yes	7		6	13	
No	23	24	47	38.33%	40%	78.33%

Inspiration plays a huge significance to learn a language. The aim of this question was to find out the motivation respondents have received from their institutions for speaking in English language. 78.33% respondents said that their institution did not support and inspire them to speak in English while 21.66% respondents hold the opposite view.

The findings of students' open-ended questions are as follows:

i. The impact of the students' number in practicing English.

Among the 60 respondents, most of them acknowledged the positive contribution of the existing number of students in practicing English. For example, 17 said their peers helped them to practice English and 15 asserted that they received a willingness from their peers to practice English. On the other hand, seven said that they got the inspiration from the classrooms. However, 16 stated that because of having a large number of students in the classroom, they were unable to listen to their teachers properly.

ii. The influence of peers' feedback on making mistakes in speaking English.

31.66% respondents said their peers corrected them when they made mistakes hence they got the inspiration from their peers to practice English. On the other hand, 41.66% felt insulted when their peers laugh at them and lose their interest in speaking English.

iii. The importance of textbook to practice English

Most of the respondents thought that they should practice the conversational part from their English textbook. They felt the necessity of practicing English more and learn English and, their English textbook could be of a great help for them. One female student stated that she could learn new words from the textbook-based practice and could use the newly learnt words in further practice. Apart from these, many respondents thought that the textbook might have a great contribution in practicing and learning English because it helps to increase and build their confidence.

iv. The importance of having English Language Club

In response to this question, 80% respondents responded that they need an 'English Club' to practice and improve their communicative skill. On contrary, two respondents disagreed with this and strongly believed that "a regular classroom interaction" is enough to help them to learn English properly.

Findings of the students' Focus Group Discussion (FGD)

i. Students' usage of English

Almost all participants who took part in the focus group discussion responded that they did not speak in English outside of their classroom. 21 respondents said they usually tried to speak English with their teachers, especially the English teacher and friends to practice English. 14 respondents said they spoke in English only 'in classroom'.

ii. The students' interest to participate in classroom discussion

13 respondents mentioned that they did not have any classroom discussion in English and the English teachers have never conducted the classroom discussion. 16 respondents said that they are very interested to participate in the classroom discussion conducted in English. However, the respondents usually are reluctant because of the shyness, limited vocabulary and fear of losing face.

iii. Inspiration to speak English

The respondents informed the researcher that they are interested to speak in English. Adding to, the respondents said they did not find any source of motivation from the institution to speak in English. In a question of getting the facilities like language lab or having competition in English, the respondents informed the researcher that they did not have such facilities from their institution. Moreover, set aside of their English teachers, the respondents hardly get any support from the institution and other teachers.

Figure 4

The findings of classroom observation

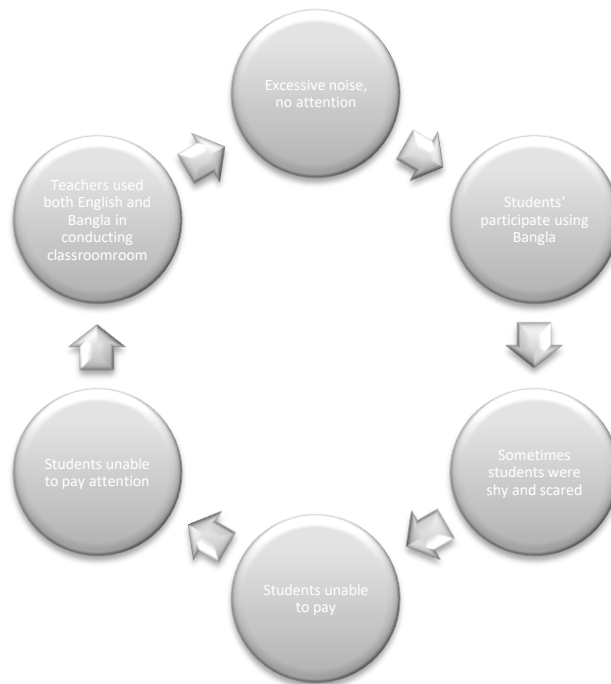


Figure 4 illustrates the finding for classroom observation. It shows that teachers did not use the target language always as they prefer to use both Bangla and English language in conducting their lessons. It also shows that students participated in the English classroom interaction using solely Bangla language. It has been found in the observation that students are often shy and scared of speaking in English in the classroom. Also, there is always excessive noise in the classroom and as a result, students were unable to pay attention to the teachers.

DISCUSSION

The findings of the study will be discussed and explained in relation among the research questions, findings and the literature review. The study is about exploring students' problems in using English to interact in the classroom at tertiary level education in rural areas of Bangladesh. The study has found out that the number of students per-classroom varies from 15 to 40 students.

According to a study conducted by Basir and Ferdousy (2006) a classroom having 45 to 91 students can be regarded as a large classroom. It can be regarded as well as a crowded classroom (Sinha, 2001, p. 173). However, this number of students is a challenge to teach English in classroom opined by many language instructors (Basir & Ferdousy, 2006). Surprisingly, in this research, one third of the participants do not think this number as a challenge in the language classroom. Rather, having a large number of students in a classroom inspires them to speak in English. They believe they get help and inspiration from their classmates. These students are interested to practice speaking in English in the classroom. In the FGD, half of the participants

have said they are very interested to take part in the classroom discussion conducted in English. But, they do not participate in because of the shyness and lack of communication access in classroom. However, though the students are interested to practice in English, nevertheless, English seems to them as one of the most fearsome and difficult subjects to learn. (Chowdhury & Shaila, 2011, p. 74). The whole education system becomes a point to discuss when we designate it as a 'fearsome and difficult subject.'

Salahuddin, Khan and Rahman's (2013) study has found out that the English teachers are strongly dependent on Grammar Translation Method of conducting the classrooms and they do not have enough resources to teach English speaking skills. However, to overcome the fear of speaking English and exam-oriented mentality, the students need to have more access in English-speaking environment. It is one of the tools that could reduce the fear and shyness from the students. Chowdhury and Shaila's (2011) study found that the Bangladeshi students do not have the access to practice spoken English either in the classroom or outside of the classroom. As a result, the communicative competence stays at beyond these students' level. Lasari (2011), therefore, mentioned that ESL students do not get the opportunity to practice speaking in English outside of the classroom on what they have learnt in the classroom. In this study, 30% respondents (students) have confirmed that they 'Never' used English in the classroom while 25% respondents said that they used English 'A little bit'. In addition, the English teachers also do not use English language in the classroom. 56.66% respondents told that their English teachers 'Never' used English in the classroom whereas 33.33% respondents informed that their teachers used English language 'A little bit' to explain the task assigned or communicate with students in English. The ratio of English teachers' speaking English language in English class is indeed unsatisfactory.

Having the opportunity to speak in English in the classroom is not enough for the students, as the English teachers, in most cases, did not use English to interact with the students. Remarkably, they are said to inspire the students to speak in English. In a question regarding who the students speak English with, the respondents stated they usually speak English with their English teachers and sometimes with their peers. It seems that the English teachers and the peers are the 'safe zone' for the respondents to practice speaking in English.

Indian students (Hanumantharao, 2011) have experienced the similar problem of making mistakes when speaking in English. 31.66% respondents claimed their peers corrected them irrespective of making mistakes. On contrary, some groups of respondents do not find their peers and teachers as supportive. 41.66% respondents said their peers laugh at them when they make mistakes in English-speaking context. This creates an unavoidable situation thus the respondents lost interest and confidence in speaking in English pointed out by Chowdhury and Shaila (2011). In reality, lack of support from peers and teachers gave a negative impact on those students who are interested. Clearly, it is seen that respondents (or students) very often are pressured and affected by their peers' negative evaluation when speaking in English. This anxiousness makes them nervous and tensed (Kumaravadivelu, 2009; Lightbrown & Spada, 2006). To speak in a target language, one's nervousness and tension could lead to a more severe end like reluctance to involve in English-speaking activities, shyness, and the most is fear of losing face. However, this type of emotional turmoil makes a students' affective filter low as they must overcome the anxieties, tension and negative evaluation to succeed. Rocheconste et al. (2011) holds a similar view in this case of students' affective filter.

Adding to, Bangladeshi students as of other ESL and EFL learners around the world often experience a limited vocabulary in English. Arju (2001) said that Bangladeshi students are often

blamed for not having enough vocabulary. For example, a significant response comes from the students that in spite of having the interest they cannot speak because of the limited vocabulary. Again, here it demonstrates learners' shyness as to what prevent them from speaking in English. Sato's (2003) study of Japanese students and Lasari's (2011) found out that ESL and EFL students were unable to speak in their TL mostly due to their shyness. The similar situation could be observed in the Bangladeshi.

In the classroom observation, it has been seen that the students are very shy and hesitant in classroom participation. This is enough to prove that the students' anxiety, nervousness and shyness, fear of losing face, making mistakes and lack access to conducive English-speaking environment working behind the students' inability to speak in English. A regular classroom interaction is enough and 19.99% students have placed the importance on 'regular classroom session' to enhance their speaking proficiency. However, a good number of students believe that having a permanent language club could help them a lot. 80% students affirmed that they need a language club at their institution as it will help improve their communication in English. From the literature review and discussion, it is clear that lack of interesting teaching methods from the English teachers as well as low support and insufficient learning materials are making the students' affective filter high. This high filter has greatly affected the students, hence, forms challenges for them to speak in English in the classroom at tertiary level education in rural areas of Bangladesh.

RECOMMENDATIONS

This study will shed light on some of the possible recommendations that may pave an effective way to think and overcome the challenges of Bangladeshi students' problems regarding speaking English in the classroom at tertiary level education in rural areas of Bangladesh. The educationists should not only set the English-spoken lessons in the book, but also creates opportunities for students to speak in English in the classroom setting so to overcome the fear towards English language. Sato (2003) stated that fear of losing face and anxieties in speaking are responsible for the lower speaking rate.

Next, the English teachers need to be well-trained and supported by the logistics materials to use in their classrooms in order to help develop the students' English-speaking proficiency. Sinha (2001) pointed out this scenario of less trained teachers of a language that they do not use any robust or energetic way to teach English subject. The more discussions and communication in English take place in the classroom, the more the students will be familiar with the practice. Assigned tasks like pair work, group work and discussion should be conducted in English classes. Littlewood (1992) mentioned that the students get few opportunities to practice in the target language. Hence, practice makes perfect. Lastly, English language laboratory might be of a great help to reduce students' tension, nervousness and fear towards the language or target language.

CONCLUSION

Classroom is the best platform to develop English speaking skills. Regular speaking activities in

the classroom can build students' confidence and help them to become good speakers of English language. The students should realize that English is a 'language' and not only a 'subject' to memorize and pass in the exam. The main function of learning English is to enable the students to communicate in English in the classroom and also real-life situation. To that, our whole education system, if needed, should be revised and revisited. Our educationists, teachers and the stakeholders should work together to provide a safe environment for the students to speak in English in the classroom. Otherwise, what is on paper and book to make a successful speaker in English, the result will not be achieved in reality. Hopefully, this research will help tertiary level students from rural areas of Bangladesh to overcome the challenges they face i.e. to use English language in the classroom interaction, hence, effectively apply the language in both academic and real-life settings.

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