



Motivational Problems of Practising Speaking in Large Classes in EAP Courses at the University of Dhaka

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Abstract: Motivating the students to speak is generally considered to be more difficult than motivating them in practicing other skills. Another great challenge for the teacher is keeping up a good level of motivation with an exceptionally large class. In the English language courses at the University of Dhaka, the teachers are confronted with a number of obstacles that puts extra burden on them and hampers their motivation in the same way as it decreases the motivation of their students. This study tries to portray the classroom situation and analyse the underlying problems that are responsible for reducing the motivation of speaking in English for both the students and the teachers. It aims to identify these variables in order to find out a way of minimizing the hindrances and enhance successful practising of English speaking skill.

Keywords: Motivation, Speaking, Large class, English, Language, CLT, Tertiary, Task Based Approach, Dhaka, Bangladesh.

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INTRODUCTION

Motivation to perform better is the key point in enhancing the quality of teaching and learning in any discipline including English Language Teaching. The EAP (English for Academic Purposes) course at the University of Dhaka is a part of BA Hons. curriculum in almost all the faculties and institutes. Based on the beliefs of Communicative Language Teaching (CLT), the course gives equal importance to teaching the four skills – listening, speaking, reading and writing. However, the course teachers often voice their problem that motivating the students to practise speaking is very difficult. In addition, keeping up that motivation throughout the course is extremely challenging. In a country of limited resources like Bangladesh, the teachers and the students are confronted with a number of obstacles that puts extra burden on them and hampers their motivation resulting in a gap between the real outcome of the course and the expected one. Furthermore, large classes pose extreme challenges

which is characteristic of a country with population problem.

Rationale

Students have their future career and goals in mind in the tertiary level. In Bangladesh, English speaking proficiency is a crucial requirement for a suitable job, especially in the private sector. Thus motivating the learners to practise speaking in English classes in order to achieve higher level of proficiency in speaking, should be quite simple. Hedge (2000) recognized motivation as a complex phenomenon and stated that motivation is of crucial importance in the classroom. Furthermore, Davies and Pearse (2010) also observed that most teachers consider motivation essential for successful language learning. However, in our unique socio-cultural context, there are certain obstacles that hinders practising speaking in the classroom. The obstacles at times seems so unsurmountable that they drain the motivation of conducting task based

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speaking activities from the teachers. The students are also confronted with certain barriers which hinders them from taking part in speaking activities in a motivated way. The study observed the English classrooms at the University of Dhaka, the largest and the most prestigious University of Bangladesh, to provide us with a description of the existing situation. It tried to find out the variables that hinder having successful speaking practise in class and also those obstacles that lowers the motivation level of the students.

Background of the study

Bangladesh is a monolingual country with Bangla being the national-official language (Chowdhury, 2007). Because of our monolingual situation, students generally do not get any chance to practise speaking outside English class. Furthermore, speaking skill in English is neither tested in our primary, secondary and higher secondary level nor in the admission test at the University of Dhaka. Therefore, the teaching of English in Primary, Secondary and Higher Secondary levels are lecture based and often has great similarities with Grammar Translation Method. As a result, it was observed that the students at the University of Dhaka were having problems in finding suitable employment after graduation because of their lack of English skills (Khan, 2000). To improve the existing situation, the English Foundation Course (FC 2) was introduced in various Departments of the Arts faculty of the University of Dhaka in 1998. The duration of the course is one academic year. Its aims to enable the graduates of the University of Dhaka to work proficiently in English in both the public and especially the private sectors of the country (Khan 2000). The English language course has eventually become a compulsory component of the four year B.A. Honours programme in almost all the faculties and institutes at the University of Dhaka. The name of the course has also been revised to suit slightly different objectives of different faculties like English for Academic Purposes, Remedial English, English for Academic and Professional Purposes etc.

The English Language course was structured according to the beliefs of Communicative Language Teaching. CLT emphasizes on developing learners' communicative Language ability which includes building their communicative competence as well as their linguistic competence. This includes knowing not only the language code or the form of language, but communicating successfully in a given situation (Hedge 2000). Bailey (2005) observes that the important models of communicative competence include some form of sociolinguistic competence, or the ability to use language appropriately in various contexts. Sociolinguistic competence, he explains, include

register, appropriate word choice, style shifting, politeness strategies and what is and what is not culturally appropriate. Brown (1994) comments that this characteristic of CLT makes it difficult for a teacher to teach speaking. He adds that dialogues, drills, rehearsed exercises, and discussions of grammatical rules are easier to handle both by the students as well as their teachers. So CLT, with a task based approach to language learning, puts extra pressure on the teacher as the facilitator of learning.

Furthermore, practising speaking is also difficult for the students. Bygate (1987) pointed out that in an interaction, we have to produce sentences and adapt them to the circumstances. He explains that this entails making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path. He also adds that we need both knowledge of the language and the skill to produce the sentences correctly in order to speak a foreign language. According to Bygate, to acquire speaking proficiency, the students need a lot of guided practise. However, Bangladeshi students do not get any chance to practise speaking in their English classes before entering University, as the teaching and testing system in school and college include only reading and writing skill. The English teachers at the University of Dhaka are thus confronted with students who have mixed ability in speaking English, making it extremely difficult to conduct task based speaking activities in English (Chowdhury, 2019).

The above discussion shows the difficulty of achieving proficiency in speaking skill. It should also be mentioned here that in the English Language course at the University of Dhaka, we have a single teacher, teaching all the four skills for an academic year to a large class. Thus, we can see that one of the main challenges of the teacher is to keep up the motivation level of the whole class throughout the course to practise the English speaking skill.

OBJECTIVE

This study tries to portray the classroom situation and analyse the underlying problems that are responsible for decreasing the motivation of practicing speaking in English both for the students and the teachers. It aims to identify these difficulties and also show how far the teachers are able to deal with these problems in order to keep up the motivation of the students. The research aims to come up with a constructive set of solutions to enhance the quality of teaching and learning in our English classrooms at the University of Dhaka.

Motivation, Language Learning and Bangladeshi Students

In the field of language learning, motivation has its distinctive place. Hedge (2000) recognized

motivation as a complex phenomenon and stated that motivation is of crucial importance in the classroom. She explains, motivation is actually a combination of the learner's attitudes, desires, and willingness to expand effort in order to learn the second language. Motivation is generally considered to be one of the primary causes of success and failure in second language learning (Richards and Schmidt, 2016).

Gardner and Lambert (1972, as cited in Cook, 2011) introduced the dichotomy of Instrumental and Integrative component of the attitude and motivational orientation of second language learning situation. According to them, instrumental means language learning for a utilitarian value or purpose; in contrast, integrative orientation is when the learner takes interest in the Target Language Community with a genuine interest to become a member of that group. The findings of Rahman (2005) present a consistent picture which establishes that the instrumental motivation is the major motivational orientation for the undergraduate students to learn English as a foreign Language in Bangladesh.

Harmer (2007) pointed out that in discussions of motivation, an accepted distinction is also made between extrinsic and intrinsic motivation. He explains, extrinsic motivation is the result of any number of outside factors such as the need to pass an examination. In contrast he adds that, intrinsic motivation comes from within the individual. He also stated that even when the original reason for taking a language course is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process which makes the motivation intrinsic.

While considering the context of Bangladesh, we can see that our students have already tried to learn the English language in their educational institution for a decade when they enter University. However, they have not achieved a considerable level of speaking proficiency due to their lack of speaking practise. So, it is difficult for the teacher to make them believe they can improve their proficiency in speaking within a year in a general language course. Thus it becomes a great challenge for the teacher to motivate them to practise speaking in English. Again, implementing task based teaching involves cooperative activities like group work and pair work. This is a new concept for the students altogether. It takes time to get used to the idea of cooperative learning and to do what is expected of them. Even the teachers are confronted with obstacles like large class, mixed proficiency level of students, lack of logistic support, students' anxiety in speaking etc. (Chowdhury, 2013).

Sometimes the teachers get demotivated not finding the expected result soon enough because of all these obstacles and give up regular practising of the speaking skill. However, Hummel (2014) implores the teachers not to give up in difficult situations and to remember always that motivation is not static and it can change over time.

Previous study

Research on motivation in speaking can be found in different areas of the world in different ESL/EFL situation. However, the sociocultural context of these countries varies to a considerable extent from Bangladesh.

Wijetunge (2016) discussed motivation in speaking in Sri Lankan context. He showed a relationship between anxiety in decreasing the motivation of the students in speaking English.

Savasci (2014) studied student reticence in speaking in English at tertiary level in Turkey. He found that anxiety, fear of being despised, teacher strategy, and culture were found to influence the reluctance problem among speakers.

Genc (2015) also discussed the influence of anxiety over motivation in learning English as a foreign language. However, In the context of Turkey, he has not specified the role of anxiety in speaking skill.

Mobs and Cuyul (2018) talks about music as a motivator in listening and speaking classes. On the other hand, Quy (2019) asks the teachers to incorporate cooperative game playing in the English classroom. However, they do not specify what can be done in classes which lack technological support.

The above discussions on motivation neither dealt with the problems of large classes nor did the classes they studied lacked logistic support. So, there is a difference between the contexts of foreign countries and ours. In the present context, let us consider the EAP course at the University of Dhaka and findings on motivation in speaking.

Khan (2000) evaluated the English Language Course just after the first batch of students had completed it. At that time, the course was conducted by the teachers of English department and the number of students in each class were 30. She reported that communicative activities involving pair work and role play were not practiced as much as expected. Classroom observation suggested that learner participation may have been restricted to questions directed to the students and answers from the students. The students were disappointed that their speaking skill did not improve much as a result

of neglect of this skill. So, it seems that there is a gap between student motivation and the way of teaching.

Chaudhury (2008-9) reported her observation (22 hours) of the same English Language course known as EAP (English for Academic Purposes) of nine departments from four faculties of the University of Dhaka. Here the number of students increased (all the students of a batch in a single classroom with one teacher) as the course was decentralized. While studying the teaching-learning of the four skills she observed that speaking activities like group discussion and pair work were present in some departments and absent in some others which implies lack of motivation in conducting these activities. However, in support of pairwork, Olst (2015) says that though it takes many hours of practice, the structures are heard and acquired slowly, the skills are honed and automatized.

A needs analysis of the course was conducted by Chaudhury (2013). She reported that in some faculties, only 20% -28% students 'often' spoke in class. Again, in some other faculties it was found that 50% students 'never' or 'rarely' speak in class. According to the study, the students considered speaking and writing as most important. However, there was a lack of motivation in practicing speaking skill by the teacher.

Sarwar (2013), in her small scale study, analysed the problem of motivating the students to learn English in the Department of English at the University of Dhaka. According to her, socio-cultural and socio-economic influences are certainly key issues influencing L2 motivation. She found anxiety, lack of confidence and large number of students with mixed ability to be the cause of low level of motivation in speaking.

The problems of conducting speaking activities in large classes were investigated by Chowdhury (2013). Focusing on the same English language course in three departments from two faculties and an institutes, I have discovered that problems laid with the infrastructure of the classroom like lack of classroom facilities, noisy environment and failing to comprehend the teacher's instruction on the part of the student. With group work and pair work activities, there were problems like lack of suitable environment, lack of confidence, mixed proficiency level, lack of motivation of the group members, domineering students etc. The teachers pointed out problems like lack of logistic support and time limitation in teaching the four skills. The present research will try to analyse the existing situation in the classrooms to

find out the adverse effects of large classes in motivating the students to practise speaking. At the same time, it will also try to find out whether these factors demotivate the teachers.

Rahman, Nuruzzaman and Chanda (2016) found that the students of Khulna University, another public university of Bangladesh, have both instrumental and integrative motivation for studying English. However, the relation between motivation and practicing English speaking in classrooms has not been discussed.

Rani (2020) found lack of teaching facilities is our greatest barrier in speaking practise in Tertiary level. Carrying out a survey among the students of 29 public and private universities, she has classified the 22 variables that hinders the practise of English speaking skill from the students' perception. However, motivation is not considered and discussed among the seven most important obstacles. The present study will try to find out the impact of one of the major factors, lack of teaching facilities, on motivation in speaking.

Yousuf (2018) carried out a research on the obstacles of speaking practice in English classes in three public and two private universities. He found lack of motivation of the teachers, dependency on Grammar-Translation method and no-activity based class as the major obstacles of speaking practise.

Chowdhury (2020) analysed the anxiety of students in practicing speaking skill. I have found that anxiety hampers motivation in speaking. Students feel anxiety about making mistakes and being laughed at by fellow students. However, this does not seem to be the only variable that effects motivation in speaking.

The above discussion shows that there is a gap of research in this area which takes a combination of the different variables, motivating students to practice speaking in a large class. Here I shall focus on finding out the extent of problems that decreases motivation like lack of logistic support. In addition, it will be observed if speaking is practiced regularly by task based activities like group work and pair work in our typical large English classes. Whether, different problems mentioned above decrease the level of motivation is the key point in this study.

METHODOLOGY

An in depth research was carried out in the English Language Courses at the University of Dhaka to find out the answers to the problems concerning motivation. Because of the complexity of the situation and the existence of a number of variables,

the mixed method approach seemed to be the best choice. In addition, it can be said that, in the field of evaluation research, and indeed in several other applied fields, the case for a multi-strategy research approach seems to have acquired especially strong support (Tashakkori and Teddlie, 2003).

As stated above, considering the complexity of the situation, a triangulation in data collection procedure was taken up. The main strength of methodological triangulation is that it can help to reduce the inherent weakness of individual methods by offsetting them by the strength of another, thereby maximizing both the internal and external validity of research (Dörnyei, 2016). Erzberger and Kelle (as cited in Dörnyei, 2016, p. 43) has also emphasized on triangulation as a strategy to ensure research validity.

There were five randomly chosen departments, taken from five different faculties and Institutes. These were, Department of Botany, Department of International Relations, Department of Journalism, Department of World religion and Culture and Institute of Disaster Management and Vulnerability Studies. The target population was the students of these departments. The number of students varied vastly. There were 55 to 100 students, making all of them large classes.

The research is exploratory in nature. That is why the data collection procedure from the students was done mainly in two ways. The questionnaire survey first tried to ascertain whether variables like lack of logistic support were existed in the classroom and to what extent pair work and group work were done. On the other hand, focus group discussion tried to portray a clearer and richer portrait of the classroom. The main aim of the group discussion was to find out about the motivation of the students and the variables that create obstacles and demotivate them to practise speaking in English. Here, the students' perspectives about the variables were qualitatively explored and

considered. There were 153 participants who responded and took part in the survey. Later, five separate focus group discussions were carried out consisting of ten students from each department. The teachers of the concerned departments were also interviewed. It gave us an opportunity to explore the teachers' ordeals. The teachers also got a chance to voice the problems that confront them regularly. Lastly, five classes, one class from each department, were observed. This perspective is a way of validating the findings so far. In the research, all the quantitative and qualitative data considered together gave us a detailed and more comprehensive picture.

FINDINGS

There were mainly three sources of data, i.e. data gathered from the students, from the teachers and from class observation. These are discussed separately below:

Data gathered from the students through questionnaire survey: The questionnaire survey tried to gather quantitative data from the students about time allotment for speaking in their classes. It also tried to find out whether logistic support is adequate in their opinion.

Time allotment for speaking, according to the students, varied to some extent in different departments. It was found that commonly 10% to 20% of the class time was allotted to speaking. However, in one of the large classes, students reported that the time allotted for speaking was less than 10%.

In case of logistic support, the students had a number of complaints. Only 25.48% expressed that the classroom facilities were adequate. However, a larger portion of them, felt that the classroom facilities were not adequate. This is represented by a pie chart below:

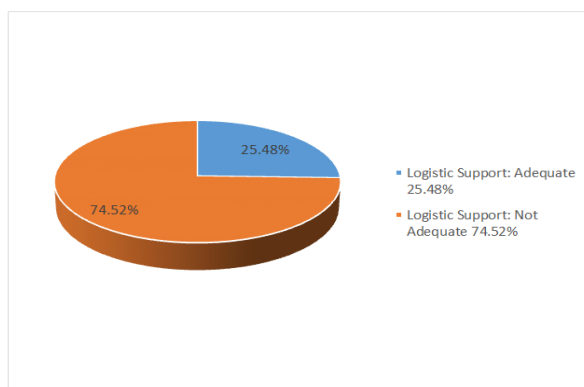


Fig-1: Logistic Support

The next question was on the supply of materials for having speaking activities. 92 participants or 60.53% learners did not receive

materials for speaking activities. On the other hand, only 60 or 39.47% students received them.

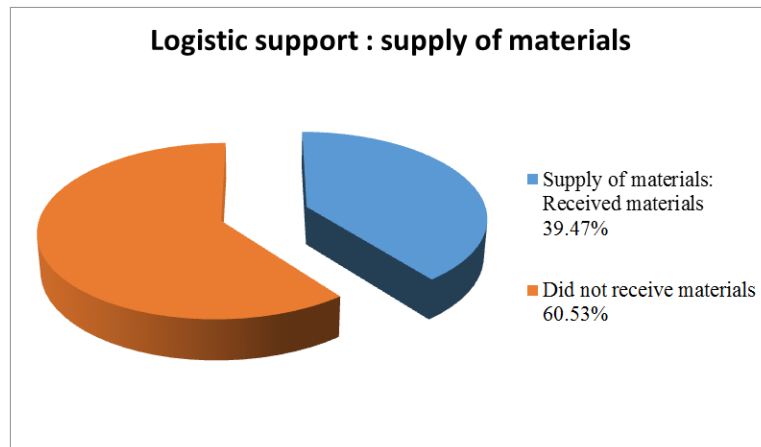


Fig-2: Supply of teaching materials in speaking.

Among them, only 43.8% thought that the materials were adequate for having speaking activities throughout the course. While 56.19% students answered in the negative.

Data Gathered from group discussion of students: The students reported that the first and foremost problem is the lack of classroom facilities. A student explained, 'Because the class of English is limited with only text book and teacher. There has no environment for practicing speaking English.' (questionnaire 140)

Some participants stated that the materials used in class were scarce and old. Others complained that there are lack of modern equipment to be used as sources of materials. One of the students pointed out, 'We need more practises. The materials for speaking are not adequate. We need more.' (questionnaire 32)

Task based approach gives importance to cooperative activities. The focus group discussed about the pair work and group work activities that are done in class. The students explained that pair work is more common than group work. However, none of these activities are regularly done in their English classes. They explained that inadequate classroom facilities, lack of motivation of their partner, dominating students, anxiety of students in speaking etc. makes speaking activities difficult and hampers the motivation of regular practise for the students.

The participants pointed out that very little time is given for speaking practice. The teaching mainly consists of lecture based teaching of grammar and emphasis on writing. When speaking

is practised, the teacher asks questions and individual students answer leaving very little scope for practise for students.

The students expressed that it is difficult for them to concentrate in a large crowded class. They explained that linear sitting arrangement and lack of movable chairs topped with congested sitting arrangement makes it difficult to carry on speaking activities. This, according to the students, is one of the primary reasons why teachers and students are not motivated to have speaking activities.

Most of the classes, i.e. except one department, had large number of students. The students pointed out that it is extremely difficult to have speaking activities because of a number of reasons. The students complained that noise during speaking activities and fatigue due to hot and humid weather deters them from taking part in speaking activities successfully. Gradually, it kills the motivation to speak in class. One of the participants puts it, "Yes, the large number of student in my class create difficulty by noising. Because our classes are held after 3 pm. By completing other classes we become tired, so it was impossible to give concentration in English class." (participant 19)

Large class seems to increase the difficulties of speaking in comparison to a class or regular size. The participants reported that they are motivated to speak. However, they suffer from nervousness to speak in front of a large number of students and have difference in opinion with groupmates. Again, lack of motivation of partners, congested sitting arrangement, lack of individual attention of the teacher and disciplinary problems create difficulty

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and decreases the motivation of the students. However, a number of students reported that they practiced speaking outside class.

Findings from the teachers

The teachers find it difficult to keep up the motivation of the students throughout the course. They explained that, the students feel that they need proficiency in speaking after graduation. As it is not an immediate need, they lose their motivation easily. As one of the teachers pointed out, "If you don't test a particular skill, neither students will be motivated, nor you would be motivated because you cannot see how they are performing." (Teacher 2)

Another teacher (teacher 3) with a group of regular class size evaluates the students with the class test/assignment marks. However, other teachers pointed out that there are no marks outside midterm and final examination. As a result, they do not have the independence to test the speaking proficiency of the students. Even if they did, taking speaking test individually or in pairs of eighty students would be a mammoth task (Teacher 5).

Most of the teachers, four among five, voiced their dissatisfaction with the logistic support provided by their respective departments. One of them (Teacher 2) said that there was multimedia but it did not work. There was not even an audio CD player (Teacher 4). Most of the teachers also complained that they could not make photocopies of materials, for example, role cards or small texts for information gap activities. The department thought that it would be wastage of valuable resources. One of the teachers even complained of not having extra markers for whiteboard and said that they were allotted only one marker per semester. The teachers complained of lack of space and sitting arrangement in the classroom. It was difficult for the teachers to move around the class and monitor student output.

The teachers explained that as they have to teach all the four skills, it is often difficult to make time for speaking activities. As a result, it is not done regularly. The teachers are also asked by the concerned department to concentrate on writing as the students have to take written examinations regularly.

Due to lack of space, teachers in the large classes have problems in implementing speaking activities. They reported that pair work activities are done in the class. However, it is often difficult to have group work as there are too many groups to monitor. Again, an activity with a large class poses a different kind of problem. The teachers are often

afraid of losing control over the class. A teacher commented, "Neither do I have enough space and if there are sixty students, how many groups will you do? ... if you do six groups or ten groups, it becomes actually a chaos, chaotic class." (teacher 1)

In addition, some teachers who attempted group work complained that some students try to dominate group work and whole class discussion. In a large class, it is difficult to neutralize them

Furthermore, due to the concentration on correctness in their schools and colleges, students often feel anxiety to speak with the more proficient students. This is one of the main reasons, why it is difficult to motivate the students to speak.

Findings from class observation

It was observed in some of the classes that the teacher managed to have pair work and group work activities. The students were motivated to speak. However, in large classes, the scenario was a bit different. The teacher was unable to use microphone throughout the class as the microphone was attached to the dais. The teachers could not use any audio-visual support as there seemed to be none at hand. Students were asked to discuss in pairs while brainstorming before writing which was the only cooperative speaking activity in the class. The teachers in three out of five classes spent considerable time in asking questions to the students. As, the questions were asked in general, only the proficient and motivated students answered. The less proficient and less motivated students kept quiet.

Some teachers tried a great deal to provide individual attention. However, it is really difficult in a large class. The teachers walked between the rows. Even then, it is not easy to answer each question of the students.

In one of the classes the teacher helped the students by correcting their pronunciation while they read from the text. Sometimes, the teacher asked them to listen to the pronunciation of a specific word from their dictionary that had previously been downloaded in their mobiles. The students seemed interested to correct their pronunciation and the class was genuinely motivated because of this use of technology. Thus we can see that by using of simple technology, intrinsic motivation can easily be formed among the students.

Analysis

While discussing the problems of pair work, the respondents complained that they could not do

the activity properly because of the lack of motivation of their partner. Some students complained the same during group work. Teachers also found it difficult to motivate all the students especially those who taught large classes. Sarwar (2013) also had a similar finding in her study of the students of the department of English. On the other hand, during group discussions, a number of the students reported that they practise speaking outside class which means that a large part of the students were motivated. As one of the students shared his motto, "Do mistakes but don't give up speaking English. Try more and more." (participant 16)

Again, the participants suggested that more opportunities should be created for speaking activities. These examples show that teachers should try to overcome the obstacles and they should not lose their motivation.

Most of the teachers explained that as adjunct faculties they are not provided space to sit after the class and help the students. Some of them also confessed that having full time job in other places, they do not have time to help the students after the class. Also, the departments do not show proper concern. Thus, we can see that because of all these problems, the teachers do not find the motivation to provide extra help for the weak students. Moreover, sometimes senior faculty members of the concerned department ask the teachers to concentrate more on writing as the system of evaluation is almost solely on writing. All these put pressure on the teacher and kills motivation for speaking. One of the teachers (teacher1) pointed out that because of all these difficulties, teachers get demotivated to practise speaking in their classes.

Both teachers and students complained that they could not practise properly because lack of logistic support hampers their practise. The teachers also explained that this problem demotivates them to have pair work and group work activities. The linear arrangement of desks makes it difficult to have pairwork and at times impossible to have groupwork.

It was also observed that some of the teachers follow a framework for teaching which does not include implementation of task based approach to speaking. They usually have activities involving teacher asking questions in general and only proficient students answering. Without proper training in ELT, some of them find implementation of cooperative activities like pairwork and groupwork quite difficult. However, in a task based approach, cooperative activities among the students

lessen anxiety, maximize student participation and as a result improve students' speaking skill. Cook (2011) points out that motivation goes in both directions. High motivation enhances learning, at the same time successful learning increases motivation. So, if the teachers find that cooperative activities are able to increase speaking proficiency of students, the success will motivate the teachers to practice speaking.

Prepared speech and presentation kills motivation of natural speaking. The pressure of speaking in front of eighty students create so much anxiety among students that the less proficient students lose motivation to speak quite early in the course. Sometimes the anxiety of making mistakes is so deep rooted that students suffer even when they are talking to fellow students during pair work and group work activities (Chowdhury, 2020). The teachers should constantly remind the students that it is natural to make mistakes, a concept that most of them have not heard before, while learning English in their schools and colleges.

Again, motivation to correct pronunciation by use of low cost technology like cell phone was observed in only a few classes and rarely by teachers. It could lower anxiety as students learn to use the correct pronunciation which will help a lot in increasing the level of confidence and raise motivation in speaking.

Lastly, as speaking is not tested in the examination, both the students and the teachers find it difficult to keep up motivation to practice throughout the course. As (teacher 2) pointed out, the students are not motivated because they do not see it as an immediate goal, but as some skill which they will need after four or five years when they enter the job sector. To motivate the students, we need to make it an immediate goal. We need to test speaking in the examination and thus create a source of extrinsic motivation for the students to practise speaking.

Suggestion and Future Directions

In our English classes with 60 to 80 students, it is not always possible to motivate all the students to speak. Neither is it possible to give individual attention and help all the weaker students overnight. However, there are some long term and short term steps that can be taken to improve the motivation of the students.

The first and foremost step to be taken is that we need to evaluate speaking and it should be done centrally in all the faculties and institutes together. We cannot reduce the number of students with our limitation of resources. However, if the

teachers and the students know that speaking is evaluated they will be motivated to practise speaking in class. The evaluation system should also be revised accordingly.

The classes should be divided to more manageable size and logistic support should be improved. Flores (2018) solved the time restraint through the use of blended learning. He gave most of the grammatical features to his students beforehand for homework and discussed individual problems in class. He reported that this strategy left more time for discussion, motivated the students to speak and also have time for speaking activities.

Teacher training should be implemented without delay to train the teachers to implement task based teaching and cooperative activities. It will help them by showing that obstacles can be dealt with. Especially the problems of motivation and anxiety of the students should be focused in the training.

Faculties should employ full time teachers to work in the different departments under the same faculty. Only then will they be able to give full attention to the students, voice their needs and coordinate among themselves to share their successes.

In the classroom, the activities should be carefully planned. Learners will be motivated if only these are related to their interests, needs and aspirations (Davies and Pearse, 2010). In addition, giving the students time to consider the topic to plan what they can contribute before starting the discussion makes it more likely to engage them in speaking (Willis and Willis, 2007).

Teachers should make sure that there is sufficient variety of input. Hedge (2000) points out that variety allows learners to work in their own style and with their own strategies.

Lastly, Brown and Lee (2015) implore the language teachers to give positive feedback in classroom which is seen by students as a validation of their own personal autonomy, critical thinking ability, and self-fulfillment. In our country teachers focus too much on correctness and not enough on fluency, which is a relic that stemmed from Grammar-Translation Method and Direct Method. The teachers should change the attitude and give praise when the students perform well. This can gradually increase intrinsic motivation.

CONCLUSION

To get the expected outcome of the English Language courses, we need to motivate the students

to practise speaking in our English classrooms. We cannot expect the teacher to help us achieve the goal unless we make the environment, both within and outside classroom, student friendly. Implementation of Task based teaching also entails proper training for the teachers as well as guidelines for the students. Thus, it is of crucial importance that all the stakeholders come together to ensure a proper environment for teaching. Only then, both the students and the teachers will be motivated to follow a more successful way of teaching and learning English in our classrooms at the University of Dhaka.

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