

Communication Games, Discussion and Survey: Activities for Improving English Speaking of Primary Level Learners

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Abstract

Teaching speaking to EFL learners has recently become a great concern for English language teachers and researchers. There are so many prescribed activities to make good speakers of English e.g. greeting, introducing, role-play, storytelling, acting from a script, communication games, comparing things and so on. Making the best selection among these activities has a real importance for making a goal-oriented classroom. This paper investigates the applicability of communication games, discussion and survey as speaking activities for primary level learners in Bangladesh. Classroom observation in the primary schools, questionnaire for teachers and teachers' interview were the tools used for this study. Because of deep-rooted constraints like large classroom, limited class time and absence of learning aid all types of speaking activities are not equally effective for improving English speaking skills of the primary level learners. However, activities like communication games, discussion and survey could be a solution to the problems as these activities ensure maximum participation of students in speaking the target language.

Keywords: teaching speaking, EFL learners, communication games, discussion, survey

Introduction

The importance of learning English is realized in Bangladesh due to the globalization of English and a growing demand for competent English language users in the job market, in the modern world of media, in mass communication, and communication in internet. A good knowledge of English, especially of spoken English is highly needed. This demand has placed a greater emphasis on English language teaching in Bangladesh. But the usage of English language is far different in Bangladesh as it is in other countries throughout the world. It is because of the changes in language system of Bangladesh in different historical periods. Earlier, Bangladesh was ruled by the British when the citizens of this continent had to use English to communicate with the foreigners. But the mass people did not know English language as only a few had the privilege to get higher education. Later on during the Pakistani regime Urdu became the state language. After the liberation war in 1971, Bengali became the national official language. And English got the status of mostly used second language. Since then many forms of teaching and learning have been prevailing in the education system of Bangladesh. Though some noble initiatives have been taken to improvise the textbooks, because of some unavoidable obstacles

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teachers cannot come out of the formidable ancient British system. Still in the ELT field, English language teachers follow the old methods of teaching where the mastery of a language thought to be the control only over reading and writing skills. But it is more important to give emphasis on speaking skill as it is a two way communication. “It is an interpersonal skill. One can listen, read and write on one’s own. But for speaking there must be more person for interaction” (Amin, 2006).

The Bangladesh government made changes in its education policy to raise people’s overall level of competency in English language. The English Language Teaching Improvement Project introduced communicative textbooks up to the higher secondary level. The project aims to facilitate the teaching and learning of English with a methodology that will encourage students to acquire communicative competence in English through regular practice of these skills in the classroom.

Late twentieth century language acquisition research on how people learn to speak led to the conclusion that: people do not learn the pieces of the language and then put them together to make conversations. Instead, infants acquire first language and people acquire second language by interacting with other people. According to this belief, people learn languages by interacting, then learners should interact during lessons (Nunan, 2003). The natural language learning starts with listening and speaking. This is quite similar in Bangladesh when the concern is to learn mother tongue i.e. Bengali. But when the concern is to learn a foreign language i.e. English in Bangladesh the same strategy should be maintained with proper care, patience and confidence. This paper focuses on some communicative activities which can be applied in EFL classrooms (primary level) of Bangladesh. The objective of the study was to make the students participate in classroom activities.

A Chinese proverb states:

Tell me, and I will forget.

Show me, and I may remember.

Involve me, and I will understand.

- Confucius, 450 B. C.

This famous saying indicates the importance of the involvement of the learners. The primary level learners are naturally in the mind of being involved with any activity specially in the classroom situation which can be positively exploited in foreign language teaching.

Definition of the terms

Communication games activities like information gap, just a minute, describe and draw are mentioned by different writers as effective EFL learning.

Discussion activities such as describing pictures, picture differences, things in common are activities where discussion takes place which can be fruitful for encouraging the learners’ spontaneous participation.

Survey/Questionnaire is also provoking for elementary students to converse and exchange opinion. Through this practice the students learn to plan the questionnaires themselves.

English language teaching in the primary level in Bangladesh

The course book English for Today was developed to fill a pedagogical gap in the English Language program for primary to secondary level in Bangladesh. During 1996/1997 the ministry of education pushed for the introduction of skills based language learning in the textbook by National Textbook Curriculum Board (NTCB) to rectify the apparent failure of the then current English language curriculum to produce students with a reasonable level of communicative English ability. National Curriculum and Textbook Board (NCTB) has published New Year's Textbooks for **class I to class V in 2013**.

Considering the importance of speaking English, the English textbooks of primary level have been designed which are sufficient to make communicative competence in students. If practised well at this level, students will learn to communicate with the target language (English) in classrooms and even in real-life situations. For effective communication, being able to speak is much more required than acquiring other skills. "In short, being able to communicate required more than linguistic competence; it required communicative competence (Hymes, 1971 in Larsen-Freeman). After looking into the English for Today books from **class I to class V and studying recent research on developing speaking skill among the elementary level learners the researchers intended to go for a vast research on this issue** which might work as insight for EFL teachers, policy makers and EFL researchers of home and across the boundary. This paper specially investigates the suitability of communication games, discussion and survey for improving speaking in English of primary level learners in Bangladesh.

Literature Review

Teaching speaking in foreign language formally began during the middle of 19th century. Audio-lingual repetition drills were designed to familiarize students with the sounds and structural patterns of the target language. Students were supposed to speak by practicing grammatical structures followed by conversation. Later due to methodological changes and greater concern for real-life communication brought new thinking for teaching of speaking to EFL/ESL situations. According to Harmer (1998, p. 25), learners will need to be motivated, be exposed to language, and given chances to use it. Therefore, the three elements engage, study and activate (ESA) need to be present in all language classes to help students learn effectively. To get rid of boredom these ESA elements may take place in different orders.

Harmer (1998, pg. 87) emphasizes giving students speaking tasks (Rehearsal, Feedback, and Engagement) which provoke them to use all and any language at their command. Getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Where students are trying to use all and any language they know provides feedback for both teacher and student. This kind of peer response and guidance could be lively for the learners. And engagement could be highly motivating for elementary level learners who naturally love to be engaged with any enjoyable and interesting activity.

Jeremy Harmer (2001, pg 272) in *The Practice of English Language Teaching* talks about few **communication games** (television and radio games, just a minute, call my bluff, fishbowl) which might be very fruitful interactive activities for elementary level learners.

Communication games are designed to provoke communication between students. The games involve information gap where one student has information that the other lacks (Nunan, 2003, pg.56). One popular information gap activity as mentioned by Harmer (1998, pg.88) is ‘Describe and Draw’ where a student with a picture will give instructions and descriptions and the other will draw the picture by asking questions.

Penny Ur in her book *A Course in Language Teaching* (1991) discusses various activities suitable for various levels. According to her, tasks like describing pictures, picture differences, things in common are activities which can be made interesting among students as the tasks engage more talk, more participation, more motivation and enjoyment. She found students enjoying the tasks as the activities were goal-oriented and as they took these more like games.

“One of the reasons that discussions fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it.” (Harmer, 2001, p. 272)

Penny Ur suggests describing picture, picture differences, things in common as effective discussion activities. For describing picture activity groups are formed where each group has a picture which all its members can see. They get two minutes to say as many sentences as they can that describe the picture. A secretary keeps the record and when time is over, groups report the result. When they play for the second round, groups invariably break their previous record. This way this task can be made more competitive and interesting as well. Though simple, it is very much productive for the beginner classes.

In the activity picture differences, there are plenty of question-and-answer exchanges which include vocabulary that must be known in advance. Students work in pairs and they need to find out the differences in the pictures.

Things in common is an ice-breaking activity where students sit in pairs choosing their partner someone they do not know very well. They try to find out the shared characteristics they have by talking to one another.

These “structured task or topic-based activities with clear goals can be a good basis for classroom talk in the foreign language, particularly at elementary and intermediate levels.” (Penny Ur, 1991, p. 129)

Harmer (1998, pg.89) finds **survey** a way of provoking elementary students to converse and exchange opinion. The activities can be more useful when students plan the questionnaires themselves. The activities can be useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. The students can work in pairs to plan questions and the teacher can act as a resource, helping them in the design process. It allows learners a bit of physical movement and provides a welcome variety of interaction.

Objectives of the study

The study aims to find out the use of appropriateness of communication game, discussion and survey in the EFL classroom. In this regard, the researchers concentrate on finding out–

1. Whether the learners are self motivated which is a pre-condition of an interactive classroom.
2. To what extent the teacher is motivated to create an interactive classroom.
3. How well learners learn to connect the classroom activities with the real life situation.
4. How does the teacher activate the passive learners of the class.
5. Whether the tasks are interesting for the learners.
6. English language learning facilities of a large classroom (e.g. self-access center, audio-visual aid).

Methodology

The research was conducted mainly by observing English Language Teaching (ELT) classrooms. A questionnaire was surveyed among the teachers of twelve primary schools from different corners of Bangladesh which was also followed by semi-structured interview with the teachers teaching English in the primary level (class I to class V). The data collection started in October 2013 and finished in March 2014. Although school teachers are not strictly allotted to subject-based teaching still the researchers' concern was to consult those teachers who mainly conduct English classes. The participants were both beginners and some experienced teachers.

The interviews were face-to-face, telephonic and online-based. The interviews lasted around 15-20 minutes. The researchers explained the purpose of the interview and assured the confidentiality of the personal information.

The approximate number of Government Primary School (GPS) in Dhaka City is 756 and the number of GPS teacher is approximately 5781. For this study the researchers observed 15 classes in 12 schools out of 756 schools. The schools and teachers were randomly chosen. The questionnaire was surveyed among 100 teachers. Of the 100 questionnaires 30 were surveyed in the schools where classroom observation was done. The rest were sent to teachers of different schools of Bangladesh by post and by email. Interviews were held through telephone and face-to-face with teachers serving in different regions across the country.

Since most of the questions focused on the type of activities that teachers use to teach English in their schools some relevant questions were also asked like relativity of the instructions in ELT book and the current practices of the classrooms, government policies and need for more improvement of textbook material which were thought to be important for this research (Appendix). The interviews were conducted in Bengali and were later translated. Pseudonyms were used to keep the teachers' identity confidential. After classroom observation some of the teachers' talk were also written in Bengali transcription and were later translated.

Findings

On the basis of classroom observation, researchers found the following things:

Since it was difficult to form groups, in most of the classes teachers had to take the whole class as a single group and managed to work out some speaking activities. Students found the teaching-learning activities quite interesting.

Classroom observation

Map of the room: In the classrooms, benches are arranged in rows without any gap. Therefore, teachers cannot easily walk to the individual students and observe their activities. This sort of sitting arrangement is an obstacle for activities where interaction is a real necessity for learning speaking. In very few classrooms of urban areas, there are colorful paintings on the wall. Some proverbs and famous quotations are also written beneath the paintings which makes a comfortable learning environment. Teachers also opined that they cannot properly make students do the activities like 'look, listen and say' where movement is essential. From the front teacher can just show them how those things can be done. This way, the passive learners get more scope to remain inactive throughout the class.

Development of the lesson: It is found that most of the classes begin with some sort of introduction to motivate or to grab the students' interest by asking if anyone knows today's lesson/ term /task etc. But the very practice of welcoming the best one is also common. In the beginning of the lesson, few teachers attempt to provide a sense of direction of the class, aims of the lesson and focus for what will follow i.e. objectives. It is rarely found that at the end of activities the teachers summarize (overall summary). The teachers do something to find out how well students have learned the material of the lesson (lesson "appraisal"). Some of them made questions to find out how well they have learned the material. But the teachers are not commonly in the attitude of praising for the learners responsive efforts. Rather, teachers are in the mind of immediately correcting if any mistake is made by the students which might have a negative impact in developing fluency.

Use of questions: After discussion teachers asked questions randomly from the book. But only a few students sitting in the front were answering those questions. It is rare that teachers asked the silent learners to make questions to each other. When done with the activity the learners spoke out loud and started enjoying the activity as the whole class was acting like a choral group. To increase student involvement sometimes teachers asked questions by calling their names which also happens rarely. Students got involved with the activity and they responded really well. Almost all the students raised their hands before speaking. Teachers corrected the mistakes made by some students and responded to their queries.

Interpersonal interactions: The flow of the interaction was from teacher to student and rarely from student to teacher. Student-student interaction took place sometimes when the teacher controlled the activities.

In one occasion, the teacher wrote some interrogative sentences on the board and read out loud. Those are as follows:

What’s your name?
How old are you?
Where are you from?
Where do you live?
What’s your school’s name?
Which class do you read in?
Teacher said: I’m Tahmina Alam. I’m your teacher. Who are you? (Gesturing to a girl sitting in the middle)

Teacher told them how to answer those questions and instructed the students to practise this activity with their peers.

Role of the teacher: Teachers were found as the source of all information. TTT (Teacher Talking Time) was the dominating factor. Teachers acted as the leaders and monitors of the class.

Use of language: Teachers conducted the whole class in Bengali except the time of reading out statements or giving instructions from the textbook. Few teachers advised the learners to speak in English disregarding any mistake. But the irony is that a teacher spoke in Bengali even for instruction like boshho (sit down), tumi bolbe na, ami jake dekhabo se bolbe (you need not say, I will show the person who should speak).

Use of learning aid: The material that dominated in the class was textbook. Other than this, teachers used chalk and board to draw the figures and images which the students could easily see. Teachers did not use any audio-visual aid and realia. For the information gap activities teachers used pictures from textbook. Table I shows the materials teachers used for different communicative activities.

Table I. Materials used in English classroom	
Activities	Materials
Discussion	Picture
Survey	Textbook
Communication Game	Figures, board, chalk

Reward system: At the end of the lesson, some teachers asked the students to complete the exercise on intonation. They announced reward for them as: who will come up first will get ‘excellent’, the second will get ‘very good’ and the rest will be rewarded with ‘good’. Some teachers applauded students’ performance by clapping. But appraisal during the lesson is very rare.

Assignments: Most of the teachers told the whole class to practise/learn/write down something as their home task.

Some common activities are observed in the primary classrooms of different corners in Bangladesh. In a large classroom it seems easier for teachers to work with greetings, statement,

survey, different communication games and discussion. Due to the common sitting arrangement (orderly rows, Harmer, 1998, pg.19) in Bangladesh teachers find it difficult to move around and observe students' performance. Though it was tough to reach every student for time constraint, sitting arrangement, etc., teachers used their own strategies to manipulate the learners.

Interviews of teachers

Mr. Biswas was teaching the students of class four. It is a govt. school in a district town. The very thing the teacher has done is that he was a constant monitor in the class throughout the time. It was possible in that classroom since the room size was moderate and number. of student was only 30. And the very practice of welcoming the best ones was also present. The class was for learning how to write a letter, they were the students of class four. Chapter 18 in the textbook is "A Letter to a Friend". The chapter is mainly designed to write a letter and also there is scope of peer-questioning. The class did not follow the textbook; they were having a book naming functional English. While discussing a letter the teacher involved very few of the students while teaching the spelling of the word "village" with better effort it could have been a better class, i.e. the word might have been written on the board so that they could at least read and say the word and learn both spelling and pronunciation. The teacher was never found praising them for quick and positive responses while 80% of the learners were very eager to talk to though it was in Bengali. However, in case of contextualization the teacher did very well. During class period the notice for school closing was read out on the occasion of Independence Day (26 March). The teacher asked them the importance of the day as well as asked them to pronounce the word.

Mr. Probash, a teacher in a private school in Chittagong, mentioned that they try to carry out the communicative activities 'question-answer', 'describing pictures' and 'word games' in the classroom. He felt that the activities could be done more effectively if they had audio-visual aids. Their school provides these facilities only for the secondary level classrooms. Besides, in the science classes teachers are allowed to take projectors. However, similar facilities are not available for the English class.

Ms. Lailun, serving in a school situated in a rural area in Cox's Bazar, mentioned the same problem as other teachers i.e. within the allotted small time period they cannot manage to do all sorts of activities mentioned in the textbooks.

Mr. Shofiul, assistant teacher in a Government-run school in Netrokona, mentioned in an online survey about the usage of English books in primary schools that other books except National Curriculum and Textbook Board (NCTB) approved are not allowed to teach in the class room. But for listening and speaking test sometimes they use the materials supplied by different Non-Government Organizations (NGOs).

Mr. Farid, a senior teacher in a school run by Non-Government Organizations (NGOs), directly blamed the assessment system in Bangladesh where in schools the communicative competence is totally ignored. He thinks that teachers do not find interest in practicing the oral communicative activities which are mentioned in the textbooks like, listen and follow, making request, listen to

rhyme and sing, listen, clap and say, etc. because students have to sit only for written examination on the completion of primary education known as Primary Education Completion Examination. According to his view if marks were allotted for oral tests as well, teachers would be more motivated to do these communicative activities in the classroom.

Though primary school teachers are having random training nationally arranged by Primary Training Institute (PTI), they cannot incorporate the lessons in the classrooms because of the above mentioned problems.

In the classroom observation researchers found both the learners and teachers enthusiastic and active. Teachers are optimistic about the fact that if obstacles like shortage of learning aid, large class and limited class time could be overcome by bringing changes in the education policy, the scenario may change.

Survey Questions and Responses

The brief survey consisted of 11 questions. Out of 100 samples, 82 responses were received. The participants responded to all the questions. Teachers mentioned all the activities of the textbook did not work well for the ingrained constraints—large classroom, limited class time and absence of learning aid. Teachers could not manage to initiate the activities ‘listen to rhyme and sing’, ‘listen, clap and say’, ‘act out in pairs’, etc. in the English language classroom. Students who felt shy didn’t respond at all in ‘describing picture’, ‘introducing myself’, ‘conversation practise’ activities. There were some more enthusiastic students who were responding even before giving directions. According to their opinion, they rather exercised communication game, discussion and survey more successfully in the English classes of primary schools where researchers found more participation from the students. Table II summarizes the response data.

Characteristics	Number of responses	
	Yes	No
Student participation in speaking activities	46	36
Initiatives taken to motivate the passive learners	50	32
Variation in speaking activities	38	44
Learners’ use of native language (Bengali)	82	0
Learners’ interest in using English	72	10
Scope of using English outside classrooms	0	82
Making immediate correction of errors	55	27
Check understanding of every student frequently	0	82
Use of audio-visual aids	0	82
Adaptation needed in the public examinations	80	02

The survey result shows that more than half of the respondents find their students participate in speaking activities though they admit that their performance is limited only to a few words of

English. Around 60% of the respondent opined positively and said that the initiatives they take to motivate the passive learners are - questioning in turns, discussing related topics easier for learners, giving remedial lessons, etc. And 53% of the respondents think that there is a good variation of speaking activities in the text books though they find it tough to implement because of limited class time.

In the questionnaire, there were some options (communication game, discussion, survey, role-play and storytelling) regarding the tasks which are fruitful in producing good oral fluency practice. Survey activity was mentioned by the highest number of participants (32%), followed by communication game (26%) and discussion (23%). Meanwhile, as per the teachers' opinion, role-play is the least effective tool in producing good oral fluency practice which receives only 6% votes. Seventeen participants named other activities which they try to practise occasionally. Among all these activities survey is, as teachers opined, easier to do even in a large class. Figure-I shows the percentage of effectiveness of some speaking activities.

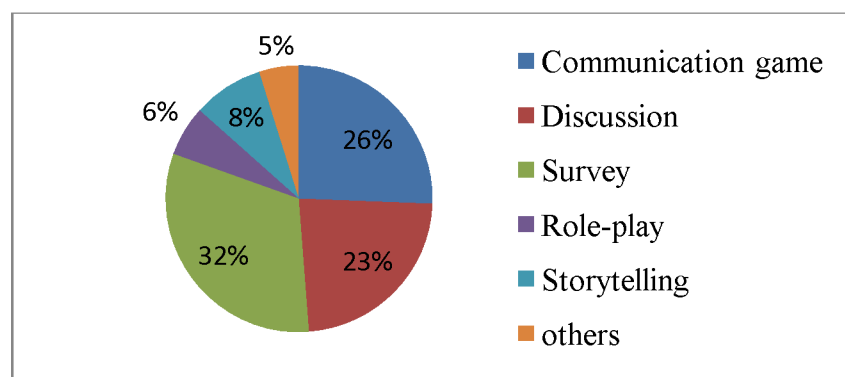


Figure I. Effectiveness of various speaking activities

All the respondents think that it is tough to develop speaking English proficiency at this level as in the whole class they respond in Bengali though some found their students' willingness to use English. They all supported the reason behind this state that there is little scope of using English outside the classroom. Additionally, the researchers found that most of the respondents make immediate corrections of the answers of students which may interrupt the fluency of their responses. Though 32% said they accept the errors done by the students and make careful corrections after the lessons are over. All the respondents indicated that they cannot check the understanding of every student frequently because of having large number of students in classes and the other reason they mentioned is time constraint. In this case they mentioned the use of audio-visual aids as an alternative which is not available to them. Furthermore, they emphasized on the changes in the assessment systems of public examinations such as Primary Education Completion Examination, Junior School Certificate, Secondary School Certificate and Higher Secondary Certificate level examinations.

The three activities (communication games, discussion and survey) are thought to improve students’ speaking skill in English and are praised by many previous researches. These activities are also incorporated in the textbooks *English for Today*, compulsory for the elementary level learners. The present study finds skill based variety of activities. The quantitative data of investigation on the textbooks (class1-5) is given in Table III.

Table III. Textbook activities for primary level students

Class	Listening	Speaking	Reading	Writing
One	42	61	00	19
Two	39	75	05	16
Three	58	82	19	44
Four	41	66	45	41
Five	25	58	52	35

It is found that the textbooks are well-written since it emphasizes on listening and speaking activities for elementary level learners which is also mentioned in the Education Policy of Bangladesh 2010. The policy recommends continual evaluation conducted by the schools for Classes I & II and the quarterly, half-yearly and annual evaluation system for the students of Class III and onward will continue. Effective continuous evaluation system will be in practice for every class. Sports and drills will be included in the continual evaluation system. (National Education Policy 2010, chapter 21, Pg.58).

In the curricula and syllabi of National Education Policy 2010 it is written that along with some other subjects English has to be considered as a compulsory subject for all students of diverse streams of primary education. In addition to that “appropriate steps will be taken from the very beginning to ensure English Writing and Speaking skills and that will be continued and emphasized in the forthcoming classes as per needs” (National Education Policy 2010, chapter 2, Pg.14). Though the former one is implemented well in classrooms, the latter (speaking) is almost ignored.

Other activities in *English for Today* : Some more speaking provoking instructions are also found in the mentioned textbooks: act out in pairs, work in pairs and practise matching, looking at picture and discussion in pairs, making family tree using names/ photos in the blanks, look, listen and say (e.g. in pronunciation practice), giving instructions, listen and follow, making request, listen to rhyme and sing, listen, clap and say, reciting poems, using expressions, checking information, making comparison, vocabulary learning, describing pictures, playing games, making a glass of cool sherbet following some directions etc. These activities can motivate the young learners to learn with some body movement, e.g. listen and do, count and write, what’s this, listen to the rhyme and sing etc. It is noticed here that the textbooks were revised in 2013 in line with National Education Policy 2010 to create confident users in English for real communication.

Recommendation

Irrespective of all the problems associated with teaching and learning, it is possible to make the EFL speaking classes effective with the activities like survey, discussion and communication games. These activities make students more engaged in the learning process. The embedded problems of large class, time constraint and unavailability of materials cannot be uprooted overnight. It is very much transparent from the classroom observations, questionnaires and interviews that teachers could better manage the overcrowded classes with the mentioned activities. In these types of activity teachers get more flexibility; they can either engage students in group activity or they can involve the entire class, depending on the nature of lesson. Therefore, this research suggests that teachers should use these tasks more frequently with their optimal abilities and resources. Promoting these activities from the textbook can be the easiest and meaningful way of teaching speaking to the primary level students of a country like Bangladesh. Another key obstacle, as identified in the observations, is the use of Bengali as the medium of instruction in the EFL classrooms. However, the mentioned activities can provide maximum opportunity to students to speak the target language. Besides, these types of game-like activities encourage the students to actively participate in the class. Some specific suggestions are:

1. The target students of class I to V are to be motivated with encouraging activities. Survey, discussion and communication games should be practiced more in the classroom to motivate learners.
2. Young learners should be engaged in the classroom. Survey activity can make this engagement of the whole class where learners also have the scope of physical movement which is fascinating to the young learners.
3. The maximal use of textbooks should be ensured in the classroom to practise communication games and discussion since the textbooks are well written and revised in 2013 with a view to make communicative classroom.
4. The formative assessment system should be in practice which is mentioned in the Education Policy 2010. Hence, the gap between teaching system and assessment system should be reduced. The spoken proficiency cannot be measured in the present terminal examination system. The continual evaluation which is recommended for class I and II should be in practice to remove examination fear and create enthusiastic learners.
5. For the betterment of large classes number of teachers can be increased specially for class I and II. If two teachers can be employed for each of these classes they can take better care of the learners to make the success of continual evaluation through which learning speaking can be ensured.

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Appendix

This questionnaire is developed for this study purpose by the authors of this paper. These questions are related to the article on practices and possibilities done by the teacher in teaching English speaking in Bangladeshi Classrooms. The authors of this paper will keep the responses confidential.

Questionnaire for teacher:

1. Do all your students participate in speaking activities? ☐ Yes ☐ No
If not, how do you motivate the passive learners to participate?
2. Do you prepare variety of activities for making everyday class interesting? ☐ Yes ☐ No
If yes, what is the variety of activities? Please specify.
3. Which one do you feel more successful in producing good oral fluency practice and why?
 - i. Communication game
 - ii. Discussion
 - iii. Survey
 - iv. Role-play
 - v. Storytelling
 - vi. Other activity, please specify
4. During the activities what kind of language do the learners use?
 - ☐ Mother tongue(Bengali)
 - ☐ Target language (English)
 - ☐ Both
5. Do you find your learners interested to speak in English in the classroom? ☐ Yes ☐ No
6. Is it feasible to check understanding of every student frequently? ☐ Yes ☐ No
If not, why?
7. Do you instantly accept or correct what is said? ☐ Yes ☐ No
8. Do you keep any record of individual performance of the learners? ☐ Yes ☐ No
9. Does your institution provide modern language learning aids? ☐ Yes ☐ No
If not, how do you manage?
10. Do you think learners get enough scope to use English outside the classroom? ☐ Yes ☐ No
11. Do you think oral proficiency tests should be included in the public examinations such as Primary Education Completion Examination, Junior School Certificate, Secondary School Certificate and Higher Secondary Certificate level public examinations?
☐ Yes ☐ No

Thank you for your cooperation!