Students interests to practice listening and speaking in relation to the testing system in secondary level.

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<u>Dedication</u>

This work is dedicated to my parents, Narayon Chandra Mondal and Gouri Rani whose constant love and affection has helped me reach at this present level of education.

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Acknowledgement

First of all, I would like to thank God in blessing me with strength and good health to carryout this research.

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Nayan Kishur Mondal

Abstract

The topic for this study is "Students interests to practice listening and speaking in relation to the testing system in secondary level."

It is well known that learning language means the use of four language skills- reading, writing, speaking and listening. The primary skill of language is speaking and listening. When English plays as important role in the age of globalization, the aural-oral skills of English have not got that much importance in English teaching and learning in schools and colleges. In our county, Secondary level is considered as the base of education. But in this level, there is lack of students motivation in using the two skills- speaking and listening. English is considered as a subject instead of a language. In order to change this situation the government introduced Communicative English into class six in 1996 and then into other classes of secondary level on an incremental basis.As listening and speaking is not tested in the SSC examinations, most teachers or school authorities do not take any initiative to introduce aural- oral practices and to assess students. students, too, are, less interested to practice speaking and listening as these two skills are not tested.

Chapter One: Introduction

Introduction

In secondary level, there is lack of motivation to practice listening and speaking skills. Listening and speaking are the two primary skills of language. Language learning means to use the language or to use four skills. The ability to use language communicatively involves both knowledge of, and competence in the language, and the capacity for implementing, or using this competence.

As there are no marks allotted for listening and speaking, and as these two skills are not tested in the SSC examinations, students are not interested to practice listening and speaking. So students get good grades and pass in Secondary School Certificate but these grades are not reflected in their real life use of English.

Listening and speaking should be tested. The communicative language teaching method emphasizes on using the skills of language. The purpose of language learning is to use the language. Students should be able to communicate in real life. This study tries to examine interests in practicing listening and speaking in relation to the testing system.

The problem defined

In our country, English is taught as a compulsory foreign language for secondary level. English is important for students for academic, national and international reasons.

When English plays an important role in the age of globalization, the aural-oral skills of English have not got that much importance in English teaching and learning in schools. English is taught compulsory from class one to twelve in our country, two 100-marks papers almost in all classes; nonetheless most students can not communicate well in real life situations.

For this reason the government introduced communicative English into class six in 1996 and then into other classes of secondary level on an incremental basis. But the result is quite same. Yet students cannot communicate well in real life situation.

As listening and speaking are not tested in the SSC examinations teachers do not emphasize on it. Moreover students do not feel motivated practice speaking and listening.

Significance of the study

It is important to review the testing system of speaking and listening skill. If students cannot develop their speaking- listening skill, they will be unable to use the language. And the primary requirements of CLT method are not fulfilled. Moreover, the main purpose is also neglected. If there is a research about the testing system of speaking and listening skill, it will help the policymakers, teachers, guardians and students to take steps to develop their aural-oral skill.

Purpose statement

Students are not interested in practicing listening and speaking skill. The CLT method was introduced but the implication is questionable. Classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work. This study will reveal actual situation.

Objectives of the study: In this present study, the researcher will try to evaluate how the testing system is used in Bangladesh in class ix, x. the objectives are.

❖ The testing system covers student's aural-oral skills

❖ The tasks and activities are fruitful to develop speaking and listening skill.

❖ Students are not interested in practicing listening and speaking skill.

❖ Classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work.

Delimitation and limitation: This study focuses on secondary level student's performance based on speaking and listening skill. These two skills are not tested in the SSC exam and in the classroom. Testing system of speaking and listening is a broad area and it is related with the areas of ELT, English Language performance. But the researcher has limited research due to time constraints and for the difficulties of getting information for neutral result.

Chapter Two

Literature review

This chapter discusses the ideas of various ELT specialists, writers in Language Learning areas, researchers on English language performance, authors of various books based on language testing and language ability.

Motivation is one of the factors in learning second language or foreign language. Motivation in second language learning is a complex phenomenon which can be communicative needs and their attitudes towards the second language.

Robert Gardner and Wallace Lambert (1972) coined the terms "integrative motivation" to refer to language learning for personal growth and cultural enrichment, and instrumental motivation for language learning for more immediate or practical goals.

Graham Crookes and Richard Schmidt(1991) point at several areas where education research has reported increased levels of motivation for students in relation to pedagogical practices. Included among these are:

Motivating students into the lesson The opening stages of lessons 9 and within transitions), it has been observed that the remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students.

Varying the activities, tasks, and materials   Students are reassured by the existence of class room routines which they can depend on . However, lessons which always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the activities, task, and materials can help to avoid this and increase students' interest levels.

Using co-operative rather than competitive goals are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to increase the self –confidence of students, including weaker ones, because every participant

Sue Horner(1999), Lead consultant for English at the QCA, Says

"Our children tend to enter school with very poor speaking and listening skills, but you can't learn to read or with if you can't speak, so we have to work hard at enriching our pupils. This is not yurt aloud literary: Salience, history moths have all benefited. It is so important that is has to starlet in the nursery; it is too late to start thinking about it in year 5. It nudes to be given the highest priority"

Sue Bence (1999), a primary school adviser, believes hat the speaking and listening framework, with the primary strategy, has been a have step forward, giving teach bock flexibly after years under the light structure. " It has introduced exciting and engaging ways of working which is enjoyed by both the children and the staff," says Bence " the feedback we have had is very, very positive. Although we have no hard statistics as yet, we have seen that children's writing and general achievement has improved.

Ranjit Podder (2011): The first Education Commission of Bangladesh (1974) spelt out the importance and place of English in the curriculum. It recommended that although the medium of instruction at all levels would be Bangla, English should be taught as a compulsory foreign language at primary and secondary levels as it was before independence in 1971. In addition, the National Education Policy 2010 reiterated to continue the compulsory English at the graduation levels. Although Bangladeshis have a sentiment for Bangla language because of the life-sacrifice of the valiant and patriotic sons in 1952 in order to retain the right to speak it, English, too, is important for them for personal, national, and international reasons. English teachers as well as English speakers enjoy a higher status and the English knowing people can easily manage better jobs in the local as well as international market. When English plays an important role in the age of globalization, the aural-oral skills of English have not got that much importance in English teaching and learning in schools and

colleges. A study reports that the overall performance and achievement of non-native English speaking students is usually lower than their actual intellectual ability when they are enrolled in an English speaking university. The study emphasizes on the four language skills practice to evade this situation. English is taught compulsorily from class one to twelve in our country; two 100-marks papers almost in all classes, nonetheless most students cannot communicate well in real life situations. In order to change this situation, the government introduced Communicative English into class six in 1996 and then into other classes of secondary level on an incremental basis. The government has so far provided training to English teachers with a view to promoting English language teaching and learning at secondary level. In spite of this, a survey revealed that the average English language skills level of university students in Bangladesh is equivalent to that which is set by the government for the students of class seven. Despite a theoretical shift from a traditional to a communicative mode of teaching and learning of English in the secondary schools, the curriculum, physical facilities and the teaching-learning approaches actually employed by teachers have remained much the same. Although the teachers working at secondary level have been trained on the communicative teaching approaches through various projects like English Language Teaching Improvement Project (ELTIP), Teaching Quality Improvement in Secondary Education Project (TQI-SEP), Female Secondary School Assistance Project (FSSAP), and so on, most teachers still use the Grammar Translation method, and the English language learning of students has not improved satisfactorily. Grammar translation method puts emphasis on the translation of the target language into mother tongue and vice versa; and it encourages students to memorise grammatical rules instead of attaching importance of listening and speaking; that is, students learn about the language not the language itself. As a result, most of the students pass the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) examinations with good grades but these grades are not reflected in their real-life use of English. One secondary school English teacher who teaches in a good school (in terms of SSC results) stated "The first girl of class nine in my school gets more than 90% marks in English in each and every test but if you want to talk to her in English, I am pretty sure, she will not be able to converse with you." What is the use that 90% or more marks unless one can communicate in English? The Curriculum Report (1995) gave mandate to teachers to assess all the four language skills but almost all teachers

assess only reading and writing skills. Students in a communicative class room are expected to be more active than teachers doing a variety of language activities like pair work, group work, presentations, debates, role plays, reading, writing, and so forth through which they are expected to learn to speak, understand when others speak English, read with understanding, and write correct sentences; and teachers are expected to assess students' listening and speaking skills in the lessons where applicable alongside other two skills. Although lessons in the textbooks have been designed attaching almost equal importance to listening, speaking, reading, and writing skills, teachers do not usually go beyond reading and writing skills teaching and assessment. When contacted, some English teachers said "As there are no marks allotted for listening and speaking, and as these two skills are not tested in the SSC examinations, students are not interested to practise listening and speaking." A small number of the secondary English teachers have strong English background but most of them are qualified in terms of educational credentials as well as training they received; however, students' performance in English is not improving. Students seem motivated to learn English because of status, higher education and job prospects but they seem to be afraid of it mainly because of the teaching approaches and teachers' meticulous attitudes. Unless and until teaching approaches are changed and teacher-students relationship is friendlily, the situation might not change at all. However, teachers, too, have to face the difficulty of more than 50 students in each class and the 35/40 minutes class-time. It is quite difficult for them to finish a lesson properly in 35/40 minutes. Only a small number of teachers plan their lessons in black and white but even the well-planned teachers cannot take care of individual students, especially the taciturn students remain unnoticed all the way through. Moreover, joined benches crowded with students are another shortcoming generating difficulties for students and teachers to move easily for different language practice activities. Despite no-marks allocation and large-multi-level class difficulties, a small number of proactive teachers involve students in listening and speaking practices. These teachers were found fluent in speaking during visits to schools.

As listening and speaking is not tested in the SSC and HSC examinations, most teachers or school authorities do not take any initiative to introduce aural-oral practices and to assess them. Students, too, are less interested to practise speaking and listening as these two skills

are not tested. Linguists say, "What is assessed becomes what is valued, which becomes what is taught." As listening and speaking skills are not assessed, these are not taught in the classrooms either although a small number of highly motivated students practise these two skills themselves with friends as well as with family. These students with English communicative competence can make a niche in the world job market and seen to be more successful than others in later life. There is no shortcut way to develop the listening and speaking skills in Bangladesh schools but the government can take the initiative like allocating 25 marks for each of the four language skills in each 100-marks paper. Before introducing listening and speaking, the government needs to train up all the English teachers of primary and secondary level enabling them to speak fluently and assess listening and speaking skills. If teachers and students start speaking English using the lessons of their textbooks, no doubt, both of them will improve in terms of listening and speaking within a short time because only speaking and speaking can give the fluency. Both teachers and students of our country are comparatively more resilient to work in odds. They are courageous enough to face any challenges and innovative enough to find a way to deal with an issue if the working environment is congenial. Amid endemic crises of resources, we have progressed remarkably in terms of economy and education since the birth of our country, no doubt. We can improve our English teaching and learning situation too. The government can initiate a project to improve the listening and speaking practices and assessment in schools. Listening CDs can be prepared and provided to schools and the schools having no power can buy battery-operated CD players to start listening practice and testing. Along with CDs, the government can prepare some exemplars which teachers can use in teaching and testing aural-oral skills as a guide. We are hopeful, the time is not far away when the Bangladeshi students will be confident about English and will particularly be able to speak fluently and understand English well.

This study focuses on the real scenario of listening and speaking skill of learners at the tertiary level in schools in our country and through this attempt I have tried to find out the reasons of poor listening speaking skills of the learners. At secondary and higher secondary level, where Communicative Language Teaching (CLT) is in practice, writing and speaking are given maximum importance. Since learners' listening and speaking skill are not assessed

like other skills, it remains unattended throughout their academic career. The scenario of poor listening and speaking skill of the learners continues with the same negligence even at the tertiary level. Giving importance to the development of this two skills, the study has been done throughout questionnaire survey both from students' and teachers' point of view. The survey result has been analyzed and some suggestions are given regarding the matter.

Formula for success

A Basic Skills Agency poll in 2003 revealed that half of teachers think children now start school unable to speak audibly, be understood by others or respond to simple instructions. This apparent decline is blamed on many factors, from over-stretched parents to television to forward-facing pushchairs. Whatever the causes, many educationists believe that if we are to see a sustainable improvement in standards, children have to be taught to talk.

"Talk helps children get hold of an idea and understand it. Without that opportunity the information goes straight in one ear and out the other," says literacy author Pie Corbett(). "The brain has to have a chance to catch hold of the idea by explaining. It to someone else." Mr. Corbett, who has written many books on literacy, is convinced there is only one formula for successful early literacy: hear it, say it, read it, write it. But the power of speaking and listening do not end with reading and writing fluently; it has a positive influence throughout education and beyond. Julia Strong, director of the National Literacy Trust, an independent charity says "dedicated to building a literate nation", believes that providing a child with oral skills directly affects his or her life chances. "Job interviewers notice that those people who can present themselves well and coherently. It is very important we give our children these skills."

What can schools do to help?

Speaking and listening features at every stage of the national curriculum but, according to many educationists, it does not often receive the attention it deserves and is swamped by the demands of testing and league tables, particularly in primary schools. With the introduction of the foundation stage in 2000 the Government finally signaled that

it valued "soft" learning that places play and conversation at the centre of nursery and reception classes. The qualifications and Curriculum Authority guidance strongly states that "the development and use of communication and language is at the heart of young provide in any social setting; it is often analyzed in classroom discourse (Aryadoust, 2006, p. 149).) Weir et al. (2006) worked "within the socio-cognitive perspective of test validation" (p. 119) and employed both qualitative and quantitative research methods. They chose four tasks of the same difficulty level, three of which were altered in terms of "planning time, response time, and scaffold support" (Weir et al., 2006, p. 143). They found that the unaltered test version produced the highest band scores, and that test takers of different abilities responded differently to the alterations to the other three tests. Contrary to Elder and Wiggles worth's (2006) research, Weir et al(2006). found that eliminating preparation time could negatively affect test takers' performance, ending upon their level of proficiency.

Lev Vygotsky concluded that language develops entirely from *social interaction*. He argued that is a supportive interactive environment, the child is able to advance to a higher level of knowledge and performance than he or she would be capable of doing it independently. Vygotsky referred to what the child could do in interaction with another, but not alone, as the child *zone of proximal development*. He observed the importance of conversations which children have with adults and with others children and saw in these conversations the origins of both language and thought. Proponents of comprehension approaches recognize the primary of listening in the process of comprehension; retention is information in memory, and acquisition of information in armory, and acquisition of second language competence. Niad (1957) says, "Learning to speak a language is very largely a task of learning to hear it".

According to Nord (1981), reception should precede production because reception enables production. While it is possible to learn to understand without speaking, it is not possible to learn to speak without understanding; premature production has several negative effects. Therefore in this chapter I have discussed details about the existing body of the literature related to the topic. At this I have come to know the role of motivation in listening and speaking in language learning.

Chapter-3

Theoretical framework of the study

This chapter discusses the theoretical development in developing and testing the listening-speaking skill. Especially this chapter upholds the important consideration in testing the two skills listening, speaking in secondary level. The most important factor in second language acquisition success is motivation. This chapter describes the theories of development of speaking and listening skill. Moreover, the importance of testing system should be expressed.

There is a lot of interest now in oral testing partly because teaching is more than ever directed towards the speaking and listening skills, particularly in the early stages.

Behaviorism is a psychological theory of learning which was very influential in the 1940s and 1950s, especially in the United States. Traditional behaviorists believe that language learning is the result of imitation, practice, feedback on 'sounds' and 'patterns' which they hear around them and receive positive reinforcement for doing so.

Innatism:

The linguist Noam Chomsky claims that children biologically programmed for language and that language develops in the child in just the same way the other biological functions develop. For Chomsky, Language acquisition is very similar. The environment makes a basic contribution in this case, the availability of people who speak to the child. (Chomsky 1959)

Proficiency: What is the learner's general level of language ability?

A live oral test can be an economical way of testing proficiency because the interviewer can very quickly decide what the broad target level is, and then concentrate on the fine tuning.

Teacher assessment: It is based on a variety of activities and situations organized by the teacher.

The direct interview type:

 i) Discussion/conversation

 ii) Interview

 iii) Form filing

 iv) Questions and answer

The pre-arranged information gap

   An information gap between two learners, and the interviewer, is deliberately created by the test designer. The learner's success and speed in bringing that gap is taken as an indication of his oral proficiency- Picture story.
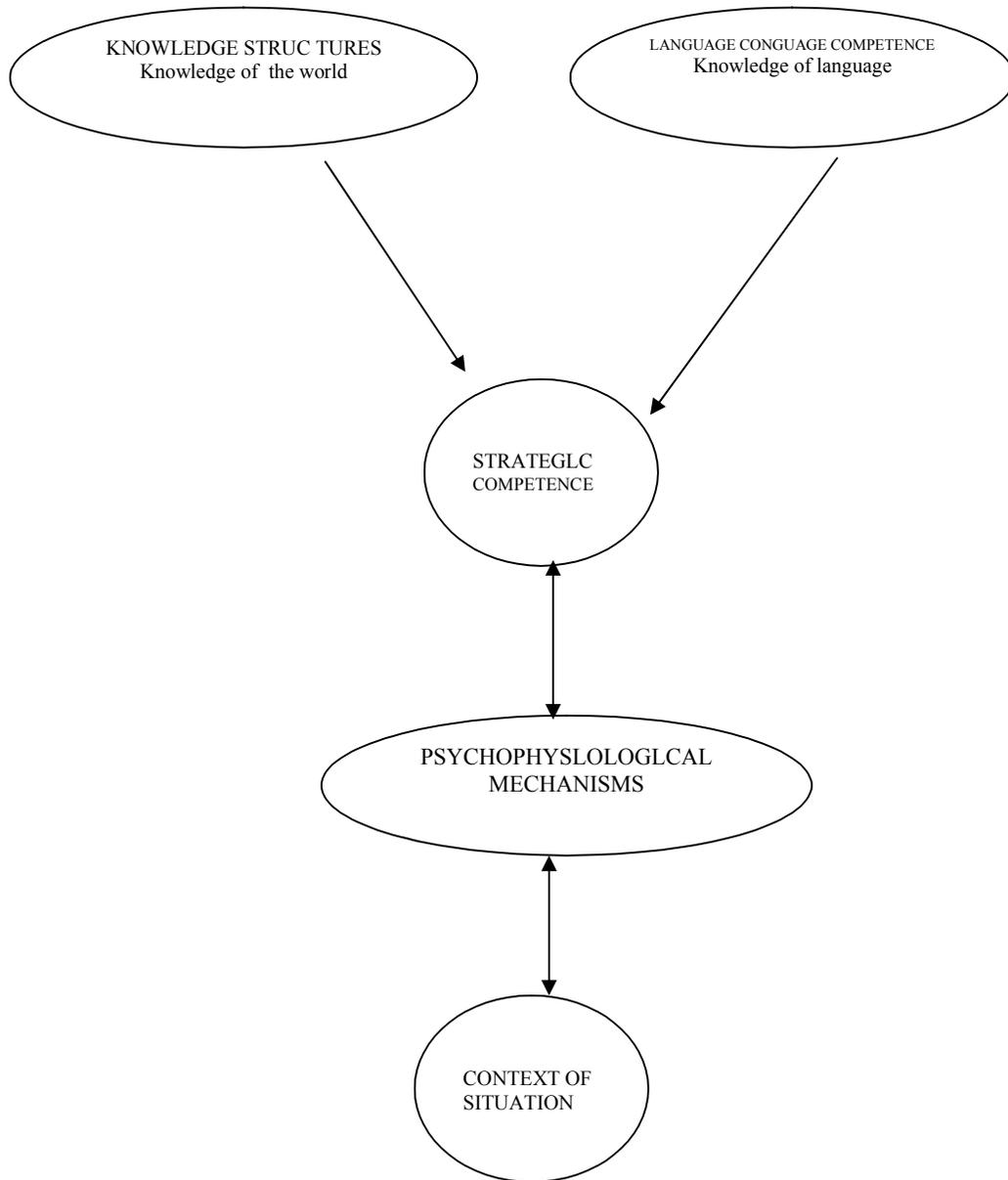

Tests where the learner prepares in advance

  i) Oral report

  ii) Reading blank dialogue.

The model below is sometimes used identify the different components involved communication in of speech.

Speaker Listener	← message →	Listener Speaker
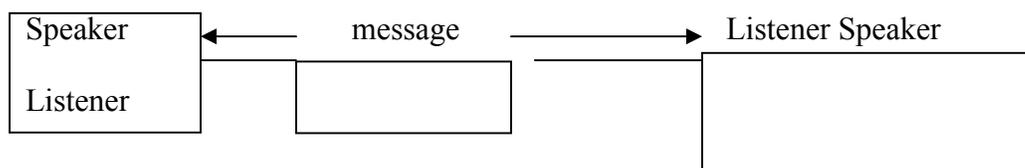
Language Competence

Recent frameworks of communicative competence have included several different components associated with language competence. In describing a theoretical framework for specifying an individual's communicative competence in a second language, Munby (1978) includes 'linguistic encoding' (the realization of language use as verbal forms), sociocultural orientation (contextual appropriacy and communicative needs), 'sociosemantic,

KNOWLEDGE STRUC TURES
Knowledge of the world

LANGUAGE CONGUAGE COMPETENCE
Knowledge of language

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basis of linguistic knowledge', and 'discourse level of operation'. Canale and Swain (1980), examining the theoretical bases of language teaching and language testing, distinguish 'grammatical competence', which includes lexis, morphology, sentence-grammar semantics, and phonology, from 'sociolinguistic competence', which consists of sociocultural rules and rules of discourse, while Canale (1983) makes a further distinction between sociolinguistic competence (sociocultural rules) and 'discourse competence' (cohesion and coherence)

A framework of test method facets:

There have been a number of descriptions of the characteristics of, language testing methods over the years. Savard (1968) and Mackey (1968), for example, proposed classification schemes that would be useful for cataloguing language tests. Carroll (1968) provided an extensive treatment of test method facets in language tests in which he described tasks required in individual language test items. Carroll discussed four general types of language test tasks, which he distinguished largely in terms of differences in their stimulus and response characteristics. Cohen (1980) also discusses factors such as the item stimulus and response formats, the tested response behavior, and scoring procedures as 'distinctive elements' of a test.

A similar framework has been described by Clark (1972), who discusses 'test modalities'. Clark uses the term stimulus for 'any spoken, written (including printed) or otherwise presented materials to which the student attends in the test situation and which represent or convey the testing task at issue' (p. 27). He further distinguishes stimulus modalities in terms of whether they are resented in writing or speech, or pictorially, and if presented in writing or speech, in terms of language — foreign or native. Clark defines a response as any physical activity on the part of the student in reaction to the stimulus materials', and categorizes them into two types: "free" — in which the student makes a spoken or written response — and "multiple-choice" — in which he simply selects an answer from among two or more alternatives' (p.

27. Clark characterizes 'free' responses according to whether they consist of speech or writing, and whether they are in the foreign or the native language.

Weir (1983), drawing on the work of Munby (1978), Morrow (1977, 1979), and Hawkey (1982), presents a different framework of categories for describing what he calls 'communicative test events'. This framework includes 'general descriptive parameters of communication', such as activities, setting, and dialect; 'dynamic communication characteristics', such as realistic context, relevant information gap, and normal time constraints; and 'task dimensions', such as the amount of communication involved, functional range, and referential range.

The framework to method facets that present in this chapter is an extension and recasting, to a large extent, of Carroll's and Clark's taxonomies, incorporating more recent views of the nature of language. Thus, where Carroll speaks of 'linguistic complexity' as a characteristics of test tasks, many refer to the 'nature of the language'. Where both Carroll and Clark use the term `stimulus', it is used as 'Input', to avoid the negative connotations the former term has acquired in language teaching over the years, and to underscore its potential function, as the term 'Input' has recently been defined with reference to language learning and teaching (Krashen,1982). At the same time, many of the dimensions in Weir's framework have analogues [in] the test method facets presented here. Thus, Weir's(2006) parameter of 'setting' is a part of in) 'test environment,' while his `relevant information gap' would appear to be a function in part, at least, of the degree of contextualization.

This framework of test method facets is presented not as a definitive statement or exhaustive list, but rather as a guide for empirical research that it will lead to a better understanding of the extent to which these facets affect performance on language tests, and to the discovery of additional facets not included.` The five major categories of test method facets are: (1) the testing environment; (2) the test rubric; (3) the nature of the input the test taker receives; (4) the nature of the expected response to that input, and (5) the relationship between input and response.

Testing environment

Test takers might be expected to perform differently under differing environmental conditions. Bowen (1978), for example, found that although scores on repeated administrations of an integrative grammar test under differing conditions were highly correlated with each other, average levels of performance differed significant cross administrations. *Testing environment includes* the facets:

Familiarity of the place and equipment used in administering the test; 2) the personnel involved in the test ;3) the time of testing, and (4)'physical conditions. *The place of testing* may be either familiar or unfamiliar, and one might expect a familiar place to be less threatening than an unfamiliar one. Test takers should test with *familiar equipment* such as paper and pencils or tape recordings might perform better than those will be tested with unfamiliar equipment, such as computers. Tests should be administered by familiar *personnel* may be conducive to better performance than those administered by unfamiliar personnel, and test takers might perform differently when examined by a superior, a peer, or a subordinate. In addition, research indicates that the number of individuals involved in interactive tests, such as an oral interview, can affect test takers' perceptions of the test, and thus, presumably, their performance (for example, Brutsch 1979; Shohamy 1982; Scott 1986). Finally, test takers might perform differently under different *physical conditions*. One aspect of this is the presence of noise in the environment. Other physical characteristics of the test environment include facets such as temperature, humidity, seating arrangement and lighting.

Chapter Four: Methodology

Introduction

This chapter discusses the research methodologies that were used in this research method of data collection for this study, which were questionnaire survey and a checklist that emerged from the literature review (in chapter-2)

Methodology

The methodology used for this study included: (i) a checklist and (ii) a questionnaire survey for students and teachers (iii) interviewing of teachers.

To collect data, questionnaires were given to the persons concerned with a request to answer the questions. The questionnaire was structured in such a way that there were definite, concrete and answers provided for each item. The questions were presented with exactly the same wording and in the same order to all responds. The form of the question was multiple choice and the language was both English and Bengali for easy understanding of the respondents. Numerical figures were used to record responses because they are most amenable to statistical analysis which was in advance and not constructed during the design state.

The instruments: The questionnaire contained items. The questionnaire sequence was smoothly moving meaning thereby that the relationship of one question to another was made, as for as possible, readily apparent to the respondent, with questions that were the easiest to answer being put in the beginning.

Following the opening questions, the other questions were connected with each other. The question sequence conformed with the respondent's boy of thinking (Kothari: 1995, 124, 125,126)

Setting of the study

The schools chosen for empirical research were: (i) KD. Govt. High School Naogaon, (ii) Parshambari High School, Naogaon.

The reason for choosing these schools was that these were from district level town.

Questionnaire

The questionnaire comprises two parts: part one is for students and part two for the teachers. It was elective type question with multiple choice answers. The work of the respondents was to tick (√) the suitable answer of their own choice. The researcher gave the questionnaires to the students and teachers all of whom were quite friendly to give up the schedules.

Using a checklist

Checklist-emerges from the theoretical discussion in chapter two. The checklist presents some items. The fist item was about the schools put too little emphasis of developing speaking and listening. Then, the aural-oral skills of English have not got that much importance in English teaching and learning in schools. Besides in what way teachers use the communicative mode of teaching and learning of English in the secondary schools it included on student's motivation to use the language skills specially speaking and listening.

Processing and Analyzing Data

The data collected by using the instrument from the samples described in this chapter were hand tabulated and analyzed in terms of frequently founts.

Sampling

To collect the data the main task was to set a sample unit where government/registered schools of the country were chosen for the study. The number of subject was 4 teachers and 1oo students.

Sample selected for each methods are shown in the following table:

Methods of investigation number of sample	
Students Questionnaires	100
Teacher Questionnaires	8

Data collection

The next step was to collect the data. It was important to keep in mind the costs, time and other resources involved. Data was collected using the following ways:

a) Surveying students questionnaires

b) Surveying teacher questionnaires

Administering the empirical study of the teachers:

The researcher first carried out the survey of the teachers at K.D govt. High School. There were two four English teachers. They were very helpful to fill up the questionnaires. They spoke in English and talked about the testing system and motivation of students in speaking and listening. Thus I went to another school, Parshambari High School. It is a registered school. There were four English teachers who were co-operative to fill up the questionnaires and talked about their opinions based on the topic.

Administering the Empirical study of the students

The researcher administered the empirical study in two schools by him. The first school was the K.D goverment High School, Naogaon. The researcher introduced himself to the Headmaster and the senior English teacher. They were helpful and arranged a classroom where 50 students were present. The researcher gave the questionnaires to students and did the survey. Next, another school was Parshambari High school. The researcher went to the Headmaster's office and took the permission to study the survey. Then the research went to the English class where there were 50 students from class ten whom the research did the survey.

In conclusion, it may be stated that the researcher surveyed two schools in which a checklist and questionnaire survey for students and teachers, teacher's interview were included. So, this chapter discusses the research methodologies that were used in this research.

Chapter Five

Results

Introduction

The data obtained from student's questionnaire and teacher's questionnaire surveys was hand tabulated and analyzed in terms of frequency counts and means. The results are presented in this chapter.

Results are presented from student's questionnaire survey .In student's questionnaire respondents had to tick an appropriate box from five options for each item for analysing the responses were converted into mathematical figures as follows:

Strongly agree   = 1

Agree   = 2

Neither agree nor Disagree = 3

Disagree   = 4

Strongly Disagree   = 5

The results are presented in the table below:

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.)

Table - 1

No	Statements	Always	Frequently	Sometimes	Rarely	Never
1	you listen to s short conversation = for specific information					
2	you describe about certain pictures					

Table - 2

No	Statements	strongly agree	Agree	neither agree or disagree	Disagree	strongly Disagree	Mean score
1	you share your personal information in English in your class	36 / 36	48 / 96	8 / 24	8 / 24	0 / 0	1.88
2	In text book, there are asking- answering question session. You do this in English	44 / 44	48 / 96	0 / 0	1 / 4	0 / 0	1.44
3	You listen to the TV news in English	24 / 24	48 / 96	12 / 36	16 / 48	0 / 0	2.04
4	You are familiar with the activity interview. You do this in English	16 / 16	4 / 8	16 / 48	44 / 176	20 / 100	1.48
5	You listen to certain stories. you can understand the speech.	16 / 16	48 / 96	32 / 96	4 / 16	0 / 0	2.24
6	You read the story given in the text book. At that time you listen to his/her speech.	32 / 32	52 / 104	12 / 36	4 / 16	0 / 0	1.88
7	You read the story given in the text book. At that time you read the story kept on your hand	0 / 0	24 / 48	24 / 72	52 / 208	0 / 0	3.28

8. In what way you interact with the teacher and your classmates.

The details of the results of student's questionnaire survey are given below!

(For each item the number of total respondents was 100)

For item no.1, 36 students ticked 'strongly agree' and 48 students answered 'agree'. 8 students ticked 'neither agree nor disagree'. 8 students answered 'disagree'. 0 students answered 'strongly disagree'. The mean score is 1.88.

For item 02' 44 students ticked 'strongly agree' 48 students answered 'agree' 0 student ticked' neither agree nor disagree'. I student ticked ' disagree'. 0 students answered ' strongly disagree' The mean score is 1.44

For item no 3, 24 students ticked ' strongly agree' 48 students answered 'agree' 12 students ticked ' neither agree nor disagree 16 students answered 'disagree' 0 student ticked 'strongly disagree'. The mean score is 2.04.

For item no. 4, 16 students answered strongly agree 4 students ticked agree. 16 students ticked ' neither agree nor disagree. 44 students answered 'disagree' 20 students ticked ' strongly disagree'. The mean score is 3, 4, 8

For item no 5, 16 students answered 'strongly agree'. 48 students 'agree' 32 students neither agree nor disagree'. 4 students disagree find none students strongly disagree'. The Mean score is 2.24.

For item not 6, 32 students ticked 'strongly agree'52 students'agree' 12 students neither agree nor disagree' 4 students 'disagree' and none of the students strongly disagree'. The mean score is 1.88

For item no 7 none of the students answered 'strongly agree' 24 students 'agree' 24 students 'neither agree nor disagree' 52 students disagree none of the students 'strongly disagree ' The mean score is 3.28

Result as found from teacher's questionnaire survey same as to the student's questionnaire survey, in teacher's questionnaire the respondents had to tick an appropriate box for each item form the five options. To analysis the responses figures were converted into mathematically as was done in analyzing the data collected form the student's questionnaire survey –

Strongly agree = 1

Agree = 2

Neither agree nor Disagree = 3

Disagree = 4

Strongly Disagree = 5

The result of teacher's questionnaire survey is presented in the table below:

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.)

Table - 3

No	Statements	strongly agree	Agree	neither agree or disagree	Disagree	strongly Disagree	Mean score
1	In text book, there are asking- answering question session. You do this in English.	5 5	3 6	0 0	0 0	0 0	1.38
2	You are familiar with the activity interview. You do this in English.	4 8	4 8	0 0	0 0	0 0	2.00
3	You describe about certain pictures in English.	5 5	3 6	0 0	0 0	0 0	1.38
4	You listen to short conversation for specific information form students.	3 3	4 8	1 3	0 0	0 0	1.76
5	students listen to your English speech.	1 1	3 6	4 12	0 0	0 0	2.38

The details of results of the teacher's questionnaire survey are given below:

(For each item the number of the total respondents was 8.)

For item no 1, 5 teachers responded 'strongly agree' 3 teacher's agree, no teachers answered neither agree nor disagree' 'disagree' and 'strongly disagree'. The mean score is 1.38.

For item no 2, 4 teachers answered 'strongly agree' 4 teacher `agree' no teacher ticked neither agree nor disagree 'disagree and 'strongly agree' The mean.

For item no 3, 5 teacher's ticked 'strongly agree' 3 teacher's agree no teacher responded neither agree nor disagree'. 'Disagree' and 'strongly disagree'. The mean score is 1.38.

For item no 4, 3 teacher's answered 'strongly agree' 4 teacher's agree 1 teacher neither agree nor disagree'. no teacher ticked disagree and strongly disagree The mean score is 1.75.

For item no 5, 1 teacher responded 'strongly agree' 3 teacher's agree 4 teacher's neither agree nor disagree' no teacher answered disagree and strongly disagree. The mean score is 2.38

Discussion of the student's questionnaire survey results .This section discusses the results presented in the table no 2 in this chapter.

(The interpretation key used for discussion of the results is 1.00-2.00= negative attitude, 2.01-3.00 = satisfactory, 3.01-3.50 = satisfactory and 3.51-400 = very satisfactory).

In item no 1, the mean score is 1.88 which means that the student respondents have a negative attitude.

In item no 2. Students attitude is also 'negative to the statement because the mean score is 1.44

In item no 3. The mean score is 2.04, which suggests not satisfactory attitude to the statement.

In item no 4. The mean score is 3.48, which shows the satisfactory attitude to the statement.

In item no 5. Students attitude is not satisfactory to the statement. became the mean is 2.24.

In item no 6. The mean score is 1.88, which shows that students attitude is negative statement.

In item no 7 Students attitude is satisfactory level because the mean score is 3.28.

Discussion of the student's questionnaire survey results:

This section discusses the results presented in the table no 3 in this chapter.

(The interpretation key of teacher attitude is 1.00-2.00 = negative attitude, 2.01-2.75 = not satisfactory, 2.76-3.50 = satisfactory, 3.51-400 = very satisfactory)

In item no 1, the mean score is 1.38 which means that the tea chars respondents have a negative attitude.

In item no 2. Teacher's attitude is 'negative here the mean score is 2.00

In item no 3. The mean score is 1.38, which suggests negative attitude.

In item no 4. The mean score is 1.75 which indicates also negative attitude.

In item no 5. The teacher's attitude is not satisfactory here the mean score is 2.38.

Chapter Six

Conclusion & Recommendation

In this study, I have tried to find out the motivation to practice listening and speaking skills in secondary level in our country. As listening and speaking are not tested in the SSC examinations, most teachers or school authorities do not take any initiative to introduce aural- oral practices to assess students. students, too, are, less interested to practice speaking and listening as these two skills are not tested.

I have used methodology for this study which includes using a checklist, prepared through a literature review showing motivation of students of class IX and X to use the primary skills- speaking and listening. The data are colleted by the researcher from four schools (government, registered).The questionnaire survey was administered with 90 students and 10 teachers for interviews.

Students are not interested in practicing listening and speaking skill. The CLT method was introduced but the implication is questionable. Classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work. This study has revealed actual situation.

From the above findings and discussions, it can be said that as listening and speaking skills are neglected in our country from the very beginning of learners' educational life, EFL (English as a foreign language) teachers should give priority to teaching listening. As no skill should be taught in isolation, teachers can incorporate teaching listening with other skills, thus the learners will be benefited ultimately. In brief, in Bangladeshi context, the researcher suggests the following:

Motivation is very important in case of teaching listening and speaking. Our teachers can come forward with positive motivation to drive away the anxiety about the listening and speaking skill.

In teaching listening, teachers should give maximum importance to the listening process and he/she should not be too much rigid about the evaluation of the learners. Using listening activities for testing only leads to anxiety, which weakens the development of meta cognitive strategies.

1. Teachers should help students to grow prior knowledge regarding the listening materials, so that learners will be able to connect their background knowledge with the listening materials. Otherwise, if the learners find both context and content entirely unknown to them they will lose interest. As a result, the development of listening skill of the learners will be stuck.

Listening purpose should be determined beforehand both by the teachers and the learners in order to get maximum benefit from the listening materials. The selection of listening materials completely depends on the purpose of listening whether it is for extensive listening or intensive.

4. Our learners hardly get any exposure to listening materials (authentic or prepared). Tape recorder is the most fruitful kind of listening material in practicing listening. In classroom activities listening should be practiced, students should be given more than one chance for hearing the same materials. Initially it might create problem but after some days of practice, hopefully students will need less repetition.

5. Students should be taught to handle the listening materials with their own hand. By this kind of practice students' confidence level will be heightened.

6. Teachers should encourage the students to build up rich vocabulary stock. Teachers should also motivate them to improve their critical listening skill.

7. Listening is all about practice. The more exposure the learners will get, the more they will be competent. It is not necessary that students will practice listening in classroom only. For the development of extensive listening, they can be encouraged to watch English movies with sub-title, listen to English song, English news, sports commentary and documentary show etc.

8. Most of the students are now equipped with mobile phone and it is a common practice of listening FM radio for entertainment. Students can be encouraged to hear

BBC (FM broadcast) in their mobile phone. The government or private company can take initiative to start education based FM radio in English.

9. The scope of development of listening skill must be incorporated in the UGC prescribed syllabus.

We know that there is huge obstacles in practicing listening and speaking in secondary, higher secondary even at the tertiary level. Most of The students do not try to use listening and speaking. Because they think that these two skills are not necessary for exam. Students also think that they do not get marks in the exam for listening and speaking. For this reason, they are not interested to practice these skills. Actually, they get good result without developing listening and speaking skills.

English teachers have several responsibilities with respect to the listening and speaking skill. First, they need to understand the pivotal role that listening plays in the languge learning process in order to utilize listening in ways that facilitate learning. Second, they should understand the complex interacive nature of the listening process and the diffent kinds of listening that learners must do in order to provide their students with an appropriate variety and range of listening experiences.

Oral skills have not been always figured out centrally in second and foreign language pedagogy. In classes, that utilize comprehension-based approaches to language teaching, listening skills are stressed before speaking, if speaking is stressed at all. Even in a production-based approach such as the Silent Way, student speech is carefully controlled for structure and content. And while audiolingualism stressed oral skills (evidenced by the amount of time spent in the language laboratory practicing drills), Speech production was tightly controlled in order to reinforce correct habit formation of linguistic rules.

A final feature which characterizes the current English classroom is that students are encouraged to take responsibility for their own learning. No longer, learning is seen as a one-way transfer of knowledge from teacher to student, today we understand that students learn from teachers, from classmates, and from the world outside the classroom and the more the learner seeks these opportunities, the more likely he or she will learn to use the language. In the oral skills classroom, students should be allowed and encouraged to initiate communication when possible, to determine the content of their responses or contributions, and to evaluate their own production and learning progress.

So students usually do not try to use listening and speaking. They want to get good results but this good result is not fit for their real life. In real life they have to use language to communicate. Listening and speaking skills should de tested in exam.

Activities need to be students centered and communication should be authentic to develop listening and speaking skill. This means that students are listening or speaking about something that interests them. The following principles will bring the suggestions for developing listening and speaking skill in the classroom.

(1) Focus on meaning, not correctness

(2) Focus on the value of the activity, not the value of language

(3) Focus on social collaboration and social development

(4) Provide a rich context, including, movement ,the senses, objects and pictures, and a variety of activities.

(5) Integrating four skills

(6) Treat learners appropriately in light of their age and interests

In conclusion, it can be said that speaking and listening skills are primary skills of language. Language learning means to use the language. In our country listening and speaking skills are neglected especially in the secondary level. In secondary level, there is a lack of motivation in practicing aulal-oral skill.Though listening and speaking skills are not tested in schools exams, students and teachers do not feel motivated to practice aural-oral skill. So speaking and listening skills should be tested in SSC exam in relation with marks.

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