

Exploring English Speaking Problems of Secondary School Students in Bangladesh

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ABSTRACT: *This research paper attempts to find out the problems of speaking English among secondary level students. The students of secondary school, who have been studying English for 6 years, are encountering hundreds of problems and challenges to speak in English inside and outside of the classroom. The main purpose of the study was exploring the core reasons and gaps that are working against students' speaking skills and practices. To collect the data the researchers used mixed method approaches (qualitative and quantitative) for the study. Semi structured questionnaires were used for students and teachers' interviews and survey questionnaires were used for students to quantify the students' speaking skills and problems. The selected institutes were Bangla medium secondary institutes in a rural area and the participants were Bengali native speakers. The findings of the study which stand in the way of speaking English are teachers' negligence to teach speaking, teachers' disability to teach speaking, subject unrelated teachers, classrooms are fully teacher-centered and materials are only reading and writing based.*

KEYWORDS. speaking problems, negligence of speaking, speaking approaches, secondary level

INTRODUCTION

Penny Ur (1996) considered speaking skills as more important part among the four skills of English language than listening, reading and writing. But in Bangladesh teachers from primary to secondary school teach their students only reading and writing from the beginning. Moreover, the

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teachers, the authorities of the schools and the parents expectation and target for a good result. The teachers' and institutes expectation to their students is a good result and they prepare their students so that they can write a good writing in the examination hall acquiring good marks. As a result, students of the primary, secondary and higher secondary level are unable for learning oral skills in English language. The students of school and higher secondary level are not only failure to speak in English but they have also been encountering hundreds of challenges and problems to learn speaking. According to Penny Ur (1996), there are many factors that cause difficulty in speaking. Barriers in speaking, learners unwillingness to say anything, unwillingness to participate in conversations and learners habit to use only mother tongue are the causes and issues of speaking inabilities. Furthermore, students of primary, secondary and higher secondary level face several of problems to speak in English inside and outside of classrooms; in the play grounds and particular situations. So, the main objective and attempt of the study is to explore the problems that the students of primary and secondary schools in Bangladesh have been facing year after year. The study also aims to provide important information for the teachers and students about speaking method and speaking approach; speaking materials; speaking environment; speaking time; teacher's speaking ability; speaking habits teachers; attitude to the speaking; speaking psychologies and speaking theories and teaching and learning gaps that will be very essential for the teachers and students teaching and learning speaking to overcome from speaking problems and speaking barriers.

Study Objectives

The important role and aim of researcher of this study was exploring the major problems of speaking for the secondary level students of the rural areas in Bangladesh. The specific objectives of my research will be as follows,

- a. To find out the core reasons of speaking problems for secondary schools students.
- b. To provide important information for students and teachers how to improve speaking skills.

LITERATURE REVIEW

According to Penny Ur (1996), there are many causes of students' disabilities of speaking in English. Some of the main causes are described for the consideration of the teachers who are involved in teaching English language and English speaking of the secondary schools in Bangladesh. Students are inhibited by many ways when they practice speaking. Firstly, they cannot read the text clearly. They get stuck to read. The learners who are unable to read the text with correct pronunciation they cannot speak language properly. Secondly, a bad reader cannot understand the meaning of the text. As a result, most of the students cannot speak language in the situation. Learners are habituated only reading, writing and listening than speaking. Moreover, the language users and the students whose mother tongue is not English are habituated to use mother tongue in the classrooms and situations. Unconsciously mother tongue use prevents foreign language speaking. Learners' unwillingness to participate in speaking is a major cause of speaking

failure. On the other hand, a participant can talk a little bit of time in a large group where the others get more time. In a large group or a large classroom, a learner is given a little time to speak that is not sufficient for the learners or participants. In addition, in a large classroom a number of participants don't want to participate in the classroom conversations and interactions. According to Freeman (2004), in teaching and learning English, especially teaching speaking, methods play the most crucial roles. In Bangladesh the teachers of secondary schools and higher secondary schools have been using Grammar translation method to teach English and teaching speaking in the classroom. It is also called classical method. By following the methods students are learning only the rules of language and the learners are becoming more familiar with grammar of the language. The method is helping students to read and appreciate foreign language. Using grammar translation method, the learners probably would not be able to use target language for communication purpose. Most of the researchers expressed their opinions that grammar translation method does not increase learner's oral competences to speak in English. This method is popular for its grammatical rules of language. Anderson and et al in Farooqui (2017), state that Grammar translation method prevents speaking and learning. Only by using grammar translation method in the classroom, the students don't get opportunity to speak language and they don't engage in conversation or communication games.

Kwambeh, S. T. (2015), stated that "listening and speaking as a basic language are fully ignored by grammar translation method".

METHODS

According to Creswell, mixed methods research is "an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study". The nature of our study was mixed because the tools of my study demand both of qualitative and quantitative data. Semi-structured questionnaires were used for the interviews to discover students and teachers' responses. A survey was also conducted to measure and quantify the speaking level and problems of secondary school students in the rural areas in Bangladesh.

Populations

Creswell (2012) defined the term population as a group of individuals or a group of organizations with some common characteristics so that the researcher can identify and study. All the students and teachers of secondary level were the population of study.

Sample

In accordance with the study objectives the participants for the study consisted of 140 (Male 46, Female 94) students and 12 (Male 8, Female 4) teachers. All the students were the students of Bangla medium secondary school. The students and teachers were Bengali native speakers. 40 students from class six to class ten were invited for interview. 32 students of them were female and 08 students were male. Questionnaires were prepared on English language. 100 students from

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different classes and different ages were selected and invited for survey to measure and quantify the speaking skill and problems for secondary school students in the rural areas. 12 teachers were also invited for interview whose ages range was 38-48 years and who have been teaching English for many years. 04 teachers of them were women. They were asked questions about speaking problems of their students and the problems that they have been encountering to teach speaking in the classrooms. Semi- structured questionnaires were used for the information of students speaking problems.

Instruments for Data Collection

The researcher used semi-structured questions for the teachers and students interviews when he collected data for the study. A survey questionnaire was used for the students' survey to collect the information about their speaking proficiency level and problems in the classroom. The questionnaire for the teachers consisted of 13 questions and the questionnaire for the students consisted of 6 questions. Face to face interviews and group discussions were conducted for the data of this study. Tape recorder and electronic devices were not used during interviews. Response of the students and teachers were written on the answer papers. Answer sheets, pens and pencils were used during interviews for data.

Techniques of Data Analysis

Mixed Research, or what is referred to as mixed methods research, involves “mixing or combining quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson & Onwuegbuzie, 2004, p. 17). I have used mixed method of data analysis as a method for identifying, analyzing and reporting patterns within data.

FINDINGS

The teachers and students of the selected secondary schools provided important information when they were asked questions about teaching speaking problems. They responded their problems that they have been facing to teach their students in the classrooms. The findings from the teachers are as follows:

Teachers' responses

The teachers of the secondary schools who have been teaching English were asked 13-16 questions about speaking problems for their students. Teachers have also been encountering many problems to teach and practice in the classrooms. The most of researcher's invitee teachers gave very satisfactory and crucial responses.

Five teachers of a school stated that they don't give importance of speaking. They only teach reading and writing. They said that speaking hasn't any value in village schools. They don't have suitable environment teaching speaking. They prepare the students for examination. They cannot

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complete their syllabus let alone speaking. They don't give priority of speaking (stated by a head teacher). Their students don't understand English talking. Speaking doesn't go here. They don't teach speaking. School authority does not give them opportunity to teach speaking. They don't have enough time to teach speaking. The teachers do not give importance on speaking and students don't practice speaking. The students are unable to speak in English.

Furthermore, teachers only use regional dialect in the classroom. They don't speak English and practice English. Teachers don't know how to use technology and teaching technique. Teachers are untrained. Teachers don't know the purpose and importance of speaking. Teachers only use mother tongue in the classroom. Teachers don't speak and they don't order students to speak in English. They are not introduced with group conversations and class presentation.

Most of the teachers state similarly about students' shyness; fear to speak; being panicking to speak; forgetting words and information and students' unwillingness. There negative attitude about English. The students only think about mother tongue. There is lack of students' attention to learn speaking. The students negate to speak in English. Students have negative attitude to speak. There are huge lack of confidence and lack of practice.

Teachers also answer that students are unable making sentences because Bengali sentence's words ordering and English words ordering are not same. Grammatical rules of English and Bengali are different. Students do not find matching between two languages and students are habituated to speak in Bangla. Sentence constructions are different between English and Bengali. Bengali sentence construction is subject plus object but in English, the construction of sentence is subject plus verb.

The students insult each other, when a student wants to speak in the classroom. If a student speaks well others laugh at him. The weak students don't participate with a good student. They don't want to lose their face in front their peers. If a student starts to speak in English others make noise. If the teacher asks question they want to go out. If a student speaks in English well others feel worries. Students don't help each other.

Teachers also stated that classrooms are unplanned. There is a large number of students in the classroom. Students want to go out randomly. Teachers don't have sufficient time to ask question. The classrooms are not suitable for using video audio and visual materials. The teachers cannot use the whole class and they cannot give students time. There are problems of seat, light and fan. Students feel uncomforted staying in the classroom. There is no opportunity to arrange group work and class presentation. Teachers cannot go to all the students to check their activities. There is no opportunity to use of modern technology to teach speaking.

Teachers suggested that students have to listen speaking. They have to practice English speaking with their peers. Teachers have to arrange group conversation and class presentation. Discourse and speaking competition can be arranged to solve the students' speaking problems. Reading

Publication of the European Centre for Research Training and Development-UK doesn't help students to learn speaking and writing only helps the students to prepare themselves for the examinations and to make a good result.

The teachers said that parents and family members have an important role for development of students speaking skills. Family members and elders can help to speak in English. They can encourage their children to speak in English. They can participate with the children to play language games. But Most of parents of Bangladesh don't know how to speak in English. Furthermore, the most of the family in Bangladesh are poor and illiterate and the families aren't financially strong. They cannot facilitate their children providing finance for education. Most of the time the students feel financial problems and they are demotivated to achieve education. In the classroom students get stuck to speak in English and they fail to express something when the students need co-operation of other. In the classroom the teachers can attach scaffold for the students to overcome. Parents and the family members should co-operate and attach scaffold for their children when they fail to speak. The teachers of the secondary schools suggested the researcher about co-operation of parents and family members.

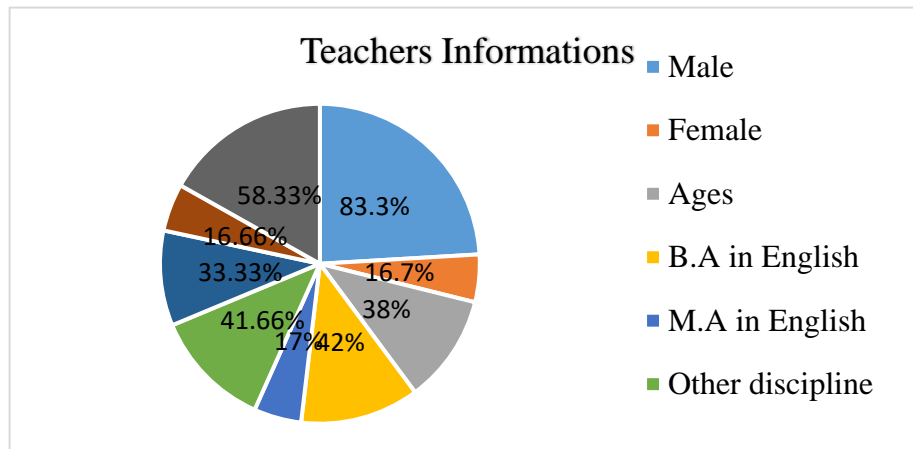


Figure 1: Teachers' Ages, Genders, Qualifications and skills

Among the 12 teachers 83% were male and 16.66% were female. Their average age was 38.16 years. B.A. in English are 41.66%, M.A. in English are 16.66% and other discipline are 41.66% teachers. 33.33% teachers are B.A. B.Ed., and 16.66% teachers are M.Ed. English language skilled teachers are 58.33%.

Table 1: The Teachers Ages, Genders, Qualifications and Skills.

Age, Gender, Qualification and Skills	% of Teachers Information
Male	83.33
Female	16.66
Ages	38.16
B.A in English	41.66
M.A in English	16.66
Other discipline	41.66
B.Ed.	33.33
M.Ed.	16.66
English Language Skill	58.33

Learners' responses

The researcher of the study asked six questions more than 40 students about speaking problems (from class vi-x). 32 female students responded according to the researcher's questionnaires. Six questions were asked each of the students that were on speaking skills and speaking problems related. The female learners gave the best answers than the male.

Almost all of the students stated that they don't know more words. The students can't pronounce word. They can't arrange words. They don't know parts of speech (noun- interjection). They have been facing grammatical problems mostly. They cannot construct the sentence. They don't understand the accent of language and the students are disabling to provide language information. The students don't know how to make question; how to request; how to refuse; how to order; how to invite; how to take permission and they don't find what they will say. Students cannot collect language information during speaking. They also get stuck after one or two words when they want to speak.

Students responded that they always think that English is difficult language. They are afraid of speaking. They are ashamed to speak and they afraid of teachers. They feel worries and get panic. Students are afraid of making mistake. They feel tension and think only about mother tongue. They forget all things during speaking. Moreover, the students don't feel comfort to speak and they are afraid of insult. They are also afraid of losing face in front of their peers. The learners always think that they cannot speak English and they will not speak English.

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Most of the students responded that teacher don not motivate them to speak; teachers use only Bengali language in the classroom; teachers are so strict; teachers don't give importance on speaking; teacher's speaking style is not good; teacher hasn't good command on English; teachers do not give time; teachers do not give speaking task; they do not arrange group conversation and video audio and visual materials for teaching speaking; teachers speak alone and they don't teach speaking strategy. They don't teach us how to make question and they don't teach us how to start speaking with others.

The students said that their text book is not useful to speak in English; there are no particular speaking materials and book; haven't sufficient opportunities to use modern technology to improve speaking skill; lack of language laboratory and language club; lack of speaking strategic materials to practice speaking; haven't speaking particular speaking teachers; lack of interesting topic and materials and lack special speaking teacher.

Students were asked question about education system of Bangladesh. Three students of class ten responded that there are no separate fundamental books on speaking; separate speaking test and score. They don't emphasis on speaking and they don't learn speaking. In the syllabus there are only reading and writing items. There is lack of speaking model teachers; lack of teachers' teaching technique; teaching strategy and lack of speaking method and approaches.

Students stated that their classroom is overcrowded; students only make noise; lake of speaking time; lack of opportunity to use of multimedia for speaking practice; no opportunity of group conversation; lack of light and fan; teachers cannot ask question; no opportunity to arrange class presentation and discourse; English play and dialogue are not arranged and there is no opportunity and environment to practice speaking in the school campus.

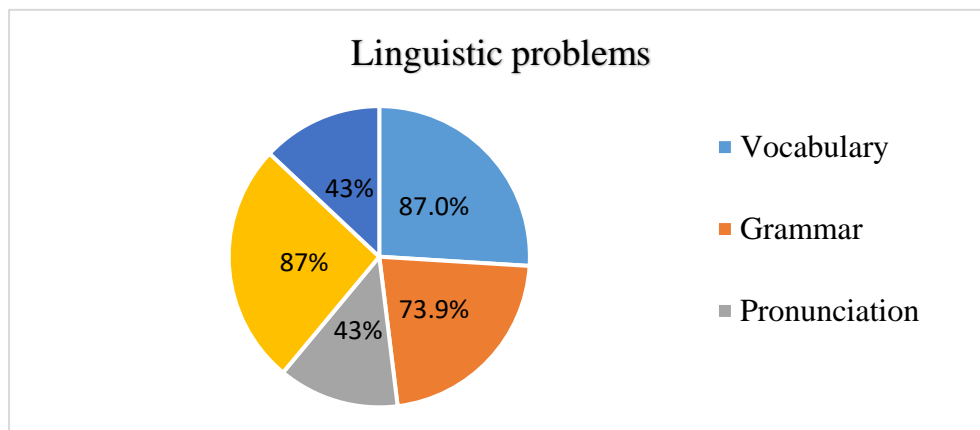


Figure 2: Students' Linguistics Problems with Speaking Skills.

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The respondents were asked that do they have linguistics problems to speak in English. Students express their problems. According to students' responses it can be elicited that 86.96% students have vocabulary problems; 73.91% face grammatical problems; 43.48% have pronunciation problems; 86.96% students are unable to construct sentences and 43.48% of the students face accent problems.

Table 2: Linguistics Problems with Speaking Skills

The elements of speaking	(%) of Students without problems	(%) of Students' problems
Vocabulary	13.04	86.96
Grammar	26.09	73.91
Pronunciation	56.52	43.48
Sentence construction	13.04	86.96
Accent	56.52	43.48

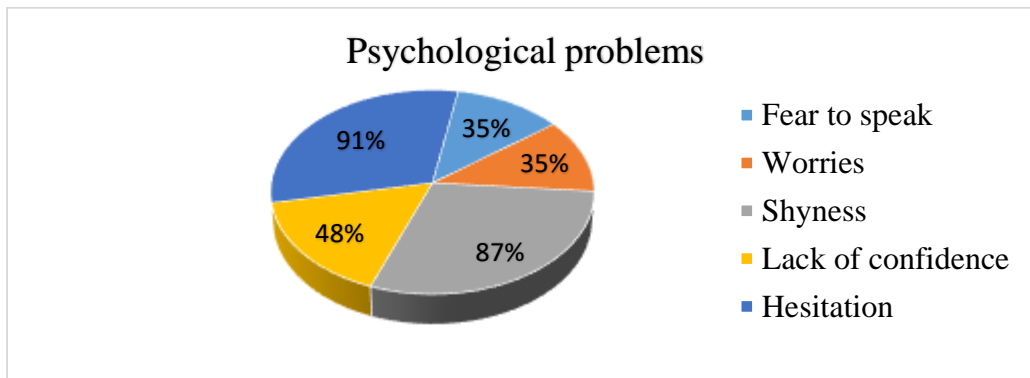


Figure 3: Students' Psychological Problems with Speaking English

23 female students were given a questionnaire for their opinions about psychological problems when they speak in English in the classrooms or outside of the classroom. According to their responses it can be interpreted that 34.78% students become afraid; 34.78% learners feel worries; 86.96% students become shy; 47.83% students lose confidence and 91.30% learners feel hesitation to speak in English.

Table 3: Students' Psychological Problems with Speaking Skills

Psychological factors of speaking problems	(%) of Students without problems	(%) of Students' problems
Fear to speak	65.22	34.78
Worries	65.22	34.78
Shyness	13.04	86.96
Lack of confidence	52.17	47.83
Hesitation	8.70	91.30

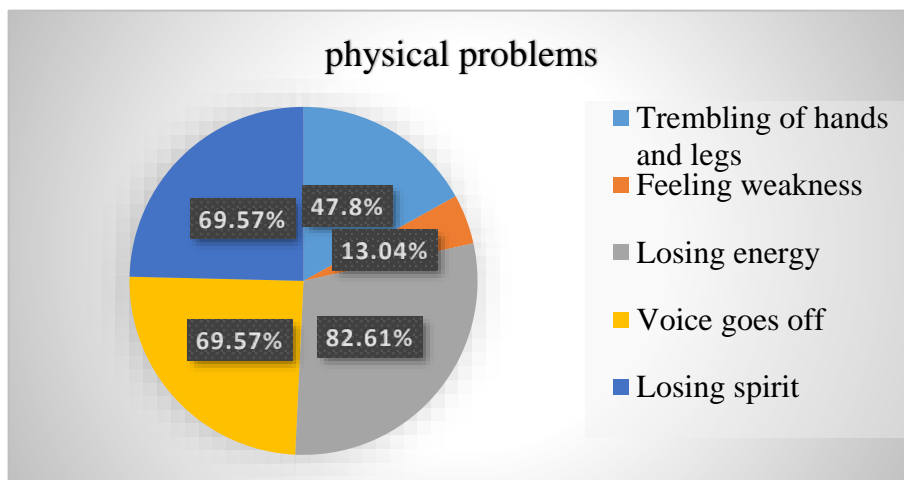


Figure 4: Students' Physical Problems with Speaking Skills.

According to the students' responses of students it can be analyzed that 43.83% of students have body trembling problems; 13.04% learners feel physical weakness; 82.61% students don't get energy to speak in the main time; 69.57% students get stuck that means voice goes off and 69.57% people and learners who fully lose their spirit when they want to speak.

Table 4: The Students’ Physical Problems with Speaking Skills

Physical factors of speaking problems	(%) of Students without problems	(%) of Students’ problems
Trembling hands and legs	52.17	47.83
Feeling weakness	86.96	13.04
Losing energy	17.39	82.61
Going off voice	30.43	69.57
Losing spirit	30.43	69.57

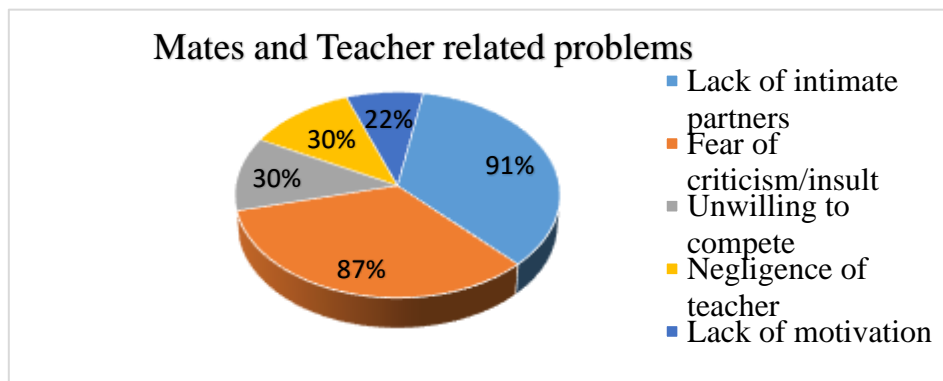


Figure 5: Students’ Mates and Teacher Related Problems with Speaking English

Students were given a questionnaire for information and opinions about their mates and teachers related problems when they speak in English in the classrooms or outside of the classroom. According to their responses it can be interpreted that 91.30% students have lack of intimate partners to speak; 86.96% learners feel fear of criticism/insult of their peers and teachers; 30.43% students become unwilling to compete with their mates who can speak well; 30.43% students have been chasing from teachers’ negligence and 21.74% learners are not self-motivated to speak in English.

Table 5: The Students’ Mates and Teacher Related Problems with Speaking Skills

Teachers and peers of speaking	(%) of Students without problems	(%) of Students’ problems
Lack of intimate partners	8.70	91.30
Fear of criticism/insult	13.04	86.96
Unwilling to compete	69.57	30.43
Negligence of teacher	69.57	30.43
Lack of motivation	78.26	21.74

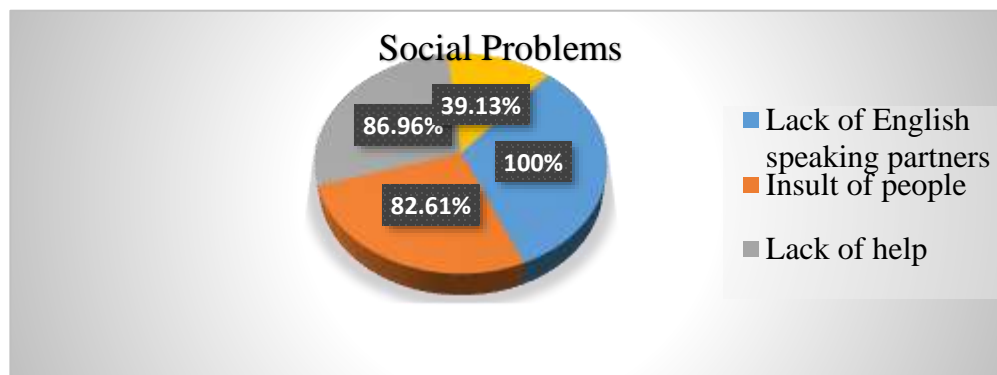


Figure 6: Students’ Social Problems with Speaking Skills.

Students were given a questionnaire for their opinions about social problems when they speak English outside of the classroom or any other situations. According to their responses it can be interpreted that 100% students have want of English-speaking partners; 82.61% learners are afraid of people and friends insults; 86.96% students feel the lack of helps from their family members; and friends and 39.13% students don’t get suitable environment and situation to practice speaking.

Table 6: Students’ Social Problems with Speaking Skills

The partners and situations of speaking	(%) of Students without problems	(%) of Students’ problems
Lack of English-speaking partners	00	100
Insult of people	17.39	82.61
Lack of help	13.04	86.96
Lack of situation	60.87	39.13

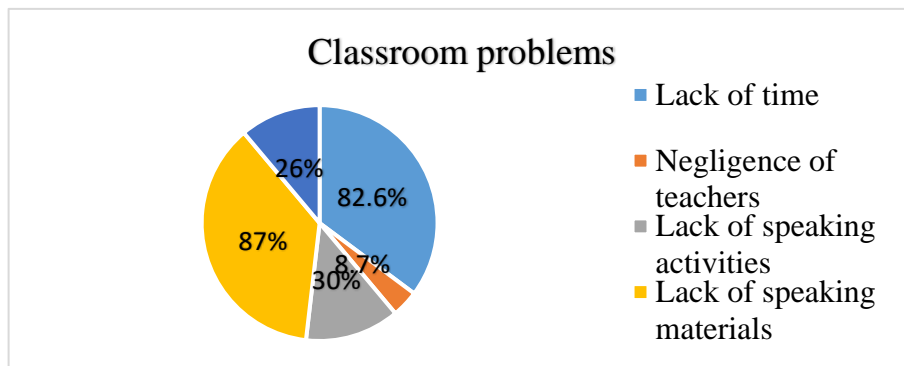


Figure 7: Students’ Classroom Related Problems with Speaking Skills.

The respondents were given questionnaire asked that do they have any classroom related problems to speak in English. Students express their problems. According to students’ responses it can be elicited that 82.61% students give opinions on lack of speaking times; 8.70% students express that teachers don’t give importance to speak; 30.43% learners answered that speaking activities aren’t conducted in the classroom; 86.96% students answered that there are huge lack of speaking practices materials and 26.09% of the students express that using of mother tongue mostly in the English class is cause of speaking disability.

Table 7: Students' Classroom Related Problems with Speaking Skills

Lacks and activities of speaking	(%) of Students without problems	(%) of Students' problems
Lack of time	17.39	82.61
Negligence of teachers	91.30	8.70
Lack of speaking activities	69.57	30.43
Lack of speaking materials	13.04	86.96
Use of mother tongue	73.91	26.09

Table 8: Students' problem to speak in English.

Number	Questions	Average
1	I do not have enough vocabulary knowledge.	4.56
2	I do not have enough grammar knowledge which leads to lack of accuracy in my speaking.	4.08
3	My pronunciation is not good enough which causes difficulty in my communication.	3.36
4	I am afraid of speak English.	2.78
5	I feel embarrassed to speak English.	3.92
6	I feel ashamed to speak English.	2.26
7	I feel hesitation because can't speak.	3.26
8	I am unwilling to speak English.	3.98
9	I use only mother tough unconsciously if I want to speak English.	4.06
10	I get stuck on one or two words in speaking.	4.42
11	I feel very nervous giving important information in speaking.	2.78
12	I know so many words but I forget when I speak.	3.24
13	I don't speak because my peers/friends insult me when I make mistake.	3.96
14	I feel uncomfortable.	3.62
15	Lack of language information.	4.08
16	Lack of intimate partners.	3.34
17	Lack of suitable environment.	2.58
18	Want of time to speak.	1.7
19	I don't want to lose my face in front of my peers.	4.26
20	My English classes are not useful enough to help me to communicate with English speaking people.	4.04

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21	I am worried about difficulty of English.	3.42
22	There is no cooperation spirit among my classmates speaking classes.	2.32
23	My mates laugh at me.	4.4
24	Teacher Uses video-audio to teach speaking.	3.02
25	He Arrange class presentation.	3.36
26	Group conversation are arranged.	3.62
27	Teacher force me to speak less than 5 minutes.	3.78
28	My parents don't help me to speak.	4.3
29	Family members don't speak English.	4.6
30	I haven't opportunity to speak in the playground.	3.9
31	People laugh at when I speak English.	2.78
32	I tremble and panic to speak English.	3.12
33	I cannot find specific word to speak.	4.22
34	Sometimes I cannot even tell my name.	1.88
35	My voice goes off and I cannot make sound.	2.64
36	I lose my spirit to speak.	2.88
37	I feel weakness when I go to speak.	2.9
38	My instructors do not have a good command of English-speaking skills.	4.26
39	My instructors make too much use of mother tongue in the classroom.	4.24
40	My instructors' pronunciation is not good enough to be a model for us.	3.52
41	My instructors do not show the tendency to speak English with students outside of the classroom when I try to do so.	4.2
42	My instructors neglect to focus on idiomatic expressions, proverbs, and collocations.	4.88
43	My classes are teacher-centered and I cannot find the chance to express my ideas and participate in class discussion activities.	4.32
44	My English instructors do not ask questions using new things. They ask about things to which I already knew the answers.	4.4
45	In my classroom no real communication takes place.	4.44
46	My instructors do not teach us how to express appropriate speech acts (e.g. Greeting, complaint, refuse invitations or offers and so on).	3.84
47	My instructors do not teach me that how to use oral communication strategy.	4.02
48	My instructors do not present interesting topics for discussion.	3.5
49	My instructors put less emphasis on speaking in the classroom.	3.2
50	Only reading and writing cannot help me to develop my speaking ability.	4.24

The learners were asked to give their information putting tick mark on the strongly agree, Agree, neutral, disagree and strongly disagree for each of the questions. Above of points 4 means strongly agree, less than 4 and above of 3 means only agree. Moreover, if the score is less than 3 and more

than 2 means no opinion with the problems and if the score is less than 2 and above of 1 means disagree or strongly disagree with the problems.

The questionnaires about speaking problems for secondary school students in the rural areas in Bangladesh were given to the 100 students from class six to class x. The questions were lack of vocabulary knowledge; lack of grammatical skills; unconsciously mother tongue use; get stuck to speak; lack of language information; fear of losing face; English classes are not useful for communicative learning; fear of insult of peers; lack of help from family members; lack of speaking partners; lack of specific situational words; lack of good English commanded teachers; only mother tongue use in the classroom by the teachers; lack of teachers' tendency to teach speaking; lack of teachers focused to teach speaking; the class is only teacher centered and lack of providing new things to speak; classroom teaching is not communicative purpose and only the reading and writing cannot help to develop speaking skill. The results are indicating that 38% students strongly agree with the problems.

The students were given question about pronunciation problem. The questions were feeling embarrassed to speak; unwilling to speak; hesitation to speak; forgetting all things during speaking; fear of peers insult; feeling uncomfortable to speak in English; lack of intimate speaking partners; worries to speak; lack of speaking technology in the classroom; lack of class presentation; teacher forces to speak less than 5 minutes; lack of speaking partners outside of classroom; panicking to speak; teacher's pronunciation is not good; lack of delivering appropriate speech by teachers; lack of interesting speaking topics in the classroom and teachers' less tendency to teach speaking. 38% students are agreed with the speaking problems.

Only 9% students were neutral with the questions of fairness of speaking; lack of speaking environments; fairness of people insult; losing spirit to speak; voice goes off during speaking; feeling physical weakness; feeling nervous to give information and feeling shy to speak.

2% students were strongly disagreed with the lack of time to speak and forgetting owns name during speaking. 0% students disagreed with the problems.

DISCUSSION

According to obtained data from the teachers who have been teaching English for many years the study identified the following problems of speaking.

Teachers' negligence

The main reasons of speaking inability for the secondary school students are teacher's negative attitude and negligence about speaking because five teachers of a school were asked questions and all of them gave unimportant responses. The question was "why students do not practice and speak in English in the classroom?" All the teachers including the head teacher of the school answer that they don't give importance of speaking. They only teach reading and writing. They said that speaking hasn't any value in village schools. They don't have a suitable environment teaching

Publication of the European Centre for Research Training and Development-UK speaking. They prepare the students for examination. They cannot complete their syllabus let alone speaking. They don't give priority of speaking (stated by a head teacher). Their students don't understand English talking.

Teachers' inability

Teachers only use regional dialect in the classroom. They don't speak in English and practice English. Teachers are untrained. Teachers don't know how to use technology and teaching technique. Teachers don't know the purpose and importance of speaking. Teachers only use mother tongue in the classroom. Teachers don't speak and they don't order students to speak in English. They are not introduced with group conversations and class presentation. They cannot use audio visual materials to teach speaking. They are English subject unrelated. As a result, students don't learn speaking because students' learning depends on teacher's teaching. In the classroom teachers speak mother tongue. Teachers have to acquire speaking competence.

Linguistic problems

The students of all classes in the secondary schools are facing vocabulary problems; pronunciation problem; grammatical problems; problem of words ordering; problems of using present, past and future tenses; problem of giving language information; problems of using interrogative, imperative and exclamatory sentences. Students feel weakness to speak. Their voice goes off.

Vocabulary

Vocabulary shortage is the major cause of learners speaking inability. Vocabulary is the main element of a language. All of the participant teachers responded about the vocabulary problems of their students. Because the students do not know sufficient vocabulary to speak in English.

Sentences construction problems

Another cause of speaking problem of the students is inability of sentences construction. When the students start to speak, they are failure to identify the parts of speech of language. They fail to construct of sentences. The students try to construct the sentence as like as their mother tongue. So, they cannot speak in English.

Psychological problems

Students feel that English is difficult; they don't take risk; their negative attitude on English; student's shyness; fear to speak; panicking to speak; forgetting words and information and students' unwillingness. Their negative attitude about English. The students only think about mother tongue. There is a lack of students' attention to learn speaking.

Negative thinking

Though the learners of secondary schools have been studying English for (6-10) years but they think that English is foreign language and it is very difficult. It is impossible for us to speak in the situation. Learners' negative thinking can be a cause of speaking inability. Teachers have to advise the students avoiding negative attitude to speaking.

Lack of attention

The students of secondary schools have negative attitude about English language. So, the learners don't give attention to the teacher's lectures and they don't also give attention to their peers and others speaking. As a result, the learners of rural secondary schools face speaking problems mostly.

Less confidence

Students fail to speak in English in the classroom in front of the teacher and peers because of their less confidence. The students always think that English is very difficult for them and they will not speak in English today or tomorrow.

Bengali context

Students are unable making sentences because Bengali sentence's words ordering and English words ordering are not same. Grammatical rules of English and Bengali are different. Students do not find matching between two languages and students are habituated to speak in Bangla. Sentence construction are different between English and Bengali. Bengali sentence construction is subject plus object but in English, the construction of sentence is subject plus verb. As a result, students think that English is very difficult and they disagree to speak. Furthermore, the students are habituated with Bengali language and grammars. When they are faced to speak foreign language they suffer from dissimilarity of Grammar, subjects and objects between two languages.

Sentences construction

Sentence construction of English language is different from Bengali language. Most of the students try to speak English as like as Bengali sentences. In English sentence starts with subject plus verb but in Bengali subject plus object. The students were heard to say that "I rice eat". But in English sentence is "I eat rice". Dissimilarity of sentence construction is one of the problems of speaking inability for the students. When the students speak English like Bengali people insult him. So, the students are demotivated to speak.

Classroom related problems

Teachers stated that classrooms are unplanned. There is a large number of students in the classroom. Students want to go out randomly. Teachers haven't sufficient time to ask question. The classrooms are not suitable for using video audio and visual materials. The teachers cannot use the whole class and they cannot give students time. There are problems of seat, light and fan. Students feel uncomfortable staying in the classroom. There is no opportunity to arrange group work and class presentation. Teachers cannot go to all the students to check their activities.

Educational system related problems

There are no particular English-speaking books and materials to practice speaking. There is no system of speaking test. There are no speaking score and particular speaking teacher. There are lack of speaking instruments and materials. The teachers haven't opportunity to take special speaking class. Teaching speaking is not compulsory; lack of modern technology. As a result,

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students suffer from speaking problems. 12 participants strongly respond against the education system. The teachers also said that there are no course books on speaking. Speaking items are not included in the syllabus.

Speaking test

In the secondary schools speaking tests are not given. Having lack of speaking books, speaking score and speaking test the students haven't opportunity to practice speaking. Moreover, students don't learn English speaking because they aren't to sit for the speaking test. To ensure speaking practices for students of secondary schools in the rural area in Bangladesh education systems should be changed.

Lack of language club

The secondary schools of rural areas including town haven't any language club and lab where the students can practice speaking to develop their speaking skills. If there were language club and language lab the students could be encouraged and motivated practicing English speaking to improve their speaking. If there were language club the students could practice speaking with the other students to share their problems and they could also compete with the students to express themselves

Grammatical and Situational problems

Almost all of the students stated that they don't know more words. The students can't pronounce word. They can't arrange words. They don't know parts of speech (noun- interjection). They have been facing grammatical problems mostly. They cannot construct the sentence. They don't understand the accent of language and the students are disable to provide language information. The students don't know how to make question; how to request; how to refuse; how to order; how to invite; how to take permission and they don't find what they will say.

Pronunciation problem

The most common problem of speaking in English is pronouncing of the words of language. The pronunciation of English words of the students are very odd when they speak. The Peers and the teachers insult the speaker in the classroom when they speak. For these reasons, the students feel shy to speak. Teachers should teach pronunciation in the classroom. If the students make mistake teachers have to help and attach scaffold. Teachers must not insult the students.

Fear, worries and hesitation

Students responded that they always think that English is difficult language. They are afraid of speaking. They are ashamed to speak and afraid of teachers. They feel worries and get panic. Students are afraid of making mistake. They feel tension and think only about mother tongue. They forget all things during speaking. Moreover, the students feel uncomforted to speak and they are afraid of insult. They are also afraid of losing face in front of their peers. The learners always think that they cannot speak English and they will not speak English today and tomorrow. All of the

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participants recognized that they have psychological problems to speak in English in the classroom in front of the peers and teachers.

Lack of Teachers' competence

Teachers do not motivate the students to speak; teachers use only Bengali language in the classroom; teachers are so strict; teachers don't give importance on speaking; teacher's speaking style is not good; teachers haven't good command on English; teachers do not give time to speak; teachers do not give speaking task; teachers do not arrange group conversation and use video audio for teaching speaking; teachers speak alone and they don't teach speaking strategy. They teachers don't teach students how to ask question; how to request; how to order; how to beg and how to congratulate.

Teaching method

Teaching strategy that is applied to teach speaking in the secondary schools not appropriate for the students to learn speaking. Grammar translation method has been using to teach English in Bangladesh. But it is not beneficial for the learners to learn speaking.

Lack of useful books

The English boo that are used in the classroom for the secondary level students to teach English in Bangladesh are not useful for the students to learn speaking. The strategy that is applied by the English teachers are not beneficial for communication. As a result, Students are losing their speaking motivation and ability. It is emergence to change teachers' attitude. They should change their strategy and techniques to teach the students.

Recommendations

The researcher requested the teachers of secondary schools in the rural areas who have been teaching English language and English speaking for many years to emphasis and consider the following points to develop their students speaking skills reducing the speaking problems. The teachers and the acknowledgeable persons who want to conduct similar study they are highly requested to remember the gaps and problems that were impossible to find out for the researcher of this study. The recommendations are as follows:

1. Teachers should give importance on speaking.
2. Teachers have to acquire speaking competence.
3. They should give importance on vocabulary, grammar, accent and pronunciation.
4. Teachers should encourage the students.
5. Teachers should have positive thinking to the students.
6. Teachers should clarify the speaking contexts.
7. Classroom activities must be arranged.
8. Authorities of education have to provide speaking-based materials.
9. Teachers must be facilitated to train up.
10. Language club and lab must be established.

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11. Teacher should be changed through their motivation, attitude, teaching techniques and strategy to ensure their learners' learning.
12. Teachers who teach English that is called foreign language, should change their negative attitudes to their students' speaking and language inability.
13. Teachers should adopt the mistake of the learners if they make a mistake to use language and when they speak because making a mistake is natural.
14. Institute authority should appoint eligible and skilled teachers who can ensure the expectation of learners learning language and speaking.
15. Teachers should be very responsible for the real pedagogy and they should also give the importance of speaking in English.
16. Teachers should be potential and actual to sustain the position to teach their students.
17. Teachers have to be student's real friend when he will teach speaking.
18. Instructor must build up rapport with the students as the student can share their issues friendly.
19. Teachers should be positive minded. They have to adopt the students speaking mistake friendly and they have to motivate students.
20. Course books, new technology, materials, strategy and model teachers should be ensured for developing of students speaking skills.
21. Teachers have to choose the topics that are interesting and effective for the students to speak in English.
22. Teachers should improve their pronunciation, grammar and speaking styles that would be beneficial for the learners.
23. They should encourage the students to practice speaking English confidently and consistently.
24. Teachers have to give the students more vocabulary charts and pronunciation task to practice.
25. They should arrange group discussion; role play and class presentation to develop students speaking skills.
26. Teachers should give acceptable topic, vocabulary and pronunciation work to practice that can be improved learners speaking ability.
27. Instructors should give importance where the speaking problems are serious.
28. Teachers should remember that which problems are hinder of students speaking.
29. Teachers have to give opportunities the students to talk with their peers and friends outside of the classrooms and they should suggest the students to listen to English news, watch English movies and listen to English documentaries.
30. Finally, teachers have to be friendly and give more time to students speaking and they have to ask question more and more.

CONCLUSION

To complete the study the researchers explored more than hundreds of speaking problems from the students and teachers of secondary schools. As evidence the researcher attached a survey questionnaire including 100 questions that are students speaking problems related. The problems of speaking for the secondary school students are known to almost all of the teachers and institutes. The institutes aren't playing any important roles to solve the problems. It is easy to find out

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problems but difficult to solve. If there haven't any effort of teachers who have been teaching English the problems will not be solved. If the teachers play important roles to teach speaking in the classroom; if the teachers get opportunity to practice with teaching materials and if they get sufficient training on teaching speaking the speaking problems would be solved. On the hand, the teachers should change their technique and strategy to teach. Materials play an important role to teach speaking. Most of the teachers want to get opportunity to learn how to teach speaking and how to speak. Some of the teachers stated that teaching environments and method should be changed. Teachers use interesting speaking topic as if the learners become motivate to learn speaking. Speaking activities should be compulsory. Furthermore, teachers are liable for a big part of students speaking disability. Most of the teachers of rural secondary schools are untrained, Subject unrelated and unqualified. They are not skilled to teach their students accurately. The teachers who are skillful they neglect to teach English speaking. They don't give importance to teach speaking. It is possible to overcome from the problems if the teachers and authorities don't change their attitudes, techniques and strategy.

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