

Impediments of Speaking English in EFL Classroom: A case study on Undergraduate level in Bangladesh

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doi: <https://doi.org/10.37745/ijelt.13/vol12n26681>

Published March 04, 2024

Citation: Chowdhury K. (2024) Impediments of Speaking English in EFL Classroom: A case study on Undergraduate level in Bangladesh, *International Journal of English Language Teaching*, Vol.12, No.2, pp.66-81

ABSTRACT: *The ability to effectively communicate in English is widely recognized as a crucial attribute for contemporary communication and social advancement. In the specific context of Bangladesh, despite English instruction being provided to students from the elementary level, the endeavors to enhance oral proficiency in the English language appear to fall short of their intended objectives even after a twelve-year duration of instruction, resulting in unexpected subpar speaking abilities. Insufficient research has been conducted in Bangladesh to address the issue of poor learning policies and the students' lack of cognitive understanding and proficiency in English. This lack of research hinders the development of effective remedies to this pressing issue. This study investigates suitable learning materials for undergraduate learners at Chittagong Independent University in order to enhance their speaking and practicing skills. The data was obtained through the administration of 22 closed-ended and 3 open-ended questionnaires to a sample of 120 learners, selected randomly from five distinct sections. The development and implementation of the surveys were thereafter accompanied by the renowned Likert Scale (1932). The analysis conducted in this study suggests several recommended strategies for effectively engaging all learners. The learning theory of Cognitive Development places greater emphasis on the fundamental psychological concerns compared to other obstacles.*

KEYWORDS: Bangladeshi EFL classroom, learner's motivation, effective solution, oral communication challenges, undergraduate English learning.

INTRODUCTION

The proficiency in the English language has been acknowledged as a vital determinant for achieving professional achievement in Bangladesh, as well as in numerous other locations across the globe (Ahmad, 2008; Hamid, 2012; Hamid, Jahan, & Islam, 2013; Leitner, Hashim, & Wolf, 2016; Rahman & Pandian, 2018). English has emerged as the primary language for several domains such as business, technology, education, and communication in Bangladesh, following a British colonial legacy spanning around two centuries. This linguistic shift has occurred with the

continued prominence of the Bangla language (Rahman, 2015). There exists a scholarly discourse surrounding the categorization of English as either an ESL (English as a Secondary Language) or an EFL (English as a Foreign Language) in this context. However, it is worth noting that English is mandated as a mandatory subject from the primary level to the higher secondary level of education. In Bangladesh, both public and private universities employ English as the primary language of instruction at the tertiary level. Undoubtedly, the ability to speak proficiently is a crucial component of English communicative competence, particularly in the contemporary era where English holds significant dominance as the global language. Bangladesh, being one of the most populous countries in the world, exhibits widespread usage of the English language.

In Bangladesh, educational institutions have embraced the implementation of a "communicative approach" in the realm of language instruction, with the aim of enhancing the efficacy of English language learning and teaching. The communicative approach is designed to facilitate the acquisition of all four language abilities, namely reading, writing, listening, and speaking, with the ultimate goal of enabling learners to effectively communicate in the target language. Despite using this technique for almost forty years, the state has not yet achieved the desired outcome of having EFL learners obtain a respectable level of English language proficiency (Rahman & Pandian, 2018; Rahman et.al., 2019).

The issue of speaking proficiency becomes increasingly pronounced and evident as students go for higher education, institutions that utilize English as the primary language of instruction. In the context of Bangladesh, it is observed that undergraduate students in both public and private universities encounter difficulties in oral communication in the English language.

Owing to the educational setting within the classroom, the language practices in our classrooms in Bangladesh are predominantly conducted in Bengali, as observed by the students. Hence, the promotion of English language usage within the classroom is comparatively less emphasized than its inclusion in the curriculum. The students, having acclimated to the learning environment, exhibit a lack of enthusiasm in engaging in English conversation during class, resulting in a decrease in their motivation to speak English. Furthermore, it is worth noting that many curricula, including the National and Madrasa curriculum, are available for students. However, it is noticed that the level of emphasis on English language acquisition in these curricula is sometimes inadequate compared to the ideal standards. Consequently, a variety of challenges arise for students who enter their undergraduate studies with limited proficiency in the English language, which can be quite upsetting. Given the above-mentioned context, it is anticipated that the study will ascertain the potential challenges associated with effective oral communication. This will be achieved through the utilization of the random sampling technique to administer questionnaires to students. The aim is to investigate various impediments met by the learners and subsequently propose optimal strategies to enhance student engagement and motivation, enabling them to excel and overcome these hindrances. This approach aligns with the renowned learning theory of Cognitive Development in the English as a Foreign Language (EFL) classroom.

Research Aim:

This study aims to investigate the major components of speaking hitches in the students of undergraduate level in Bangladesh and also how to overcome the difficulties in learning to speak appropriate English.

Statement of the Researching Question

The research study will discuss the two questions related to the speaking difficulties of EFL Students at the undergrad level in Bangladesh. Though the research questions are common in the EFL field, reasonably these have been considered equally important with the related issues to be discussed by the researchers in many research studies in Bangladesh.

Based on the above-mentioned discussion, the present study expects to address the two overarching research questions:

- a) What are the major impediments that make speaking difficult for undergraduate students in Bangladesh?
- b) How to overcome the difficulties in learning to speak appropriate English in the EFL classroom?

LITERATURE REVIEW

This research intends to develop a more profound understanding of the obstacles and potential strategies related to speaking abilities. It will focus on analyzing and assessing particular learning challenges as recognized by distinguished experts in cognitive development theory within the realm of counseling psychology.

According to Chaney (1998), speaking is the process of conveying meaning through verbal and nonverbal symbols in various contexts. Proficiency in speaking is crucial for effective communication in any language. In the context of this study, speaking difficulties refer to the barriers hindering students from speaking English proficiently. These difficulties encompass challenges related to vocabulary usage, pronunciation, grammar, interference from the learners' native language (L1), motivation, self-confidence, fear of judgment, frequent mistakes, lack of practice, fluency, and active engagement in the classroom.

Cognitive development theory, pioneered by the educational psychologist Jean Piaget, is foundational to this study. It emphasizes "metacognition," or thinking about thinking, to understand how cognitive processes evolve and impact learning. This theory posits that children progress through stages of cognitive development as they construct their understanding of the world.

In this regard, Jean Piaget's theory on Cognitive development suggests that humans adapt their thinking to incorporate new knowledge as they progress through different life stages. It underscores that individuals change their cognitive processes to accommodate new information. Cognitive development is an ongoing process from childhood through adolescence to adulthood, involving the construction of thinking processes (Richland, Frausel, and Begolli, 2016).

Recent advancements in cognitive development theory, as highlighted by Diamond (2020), emphasize the dynamic nature of cognitive processes, particularly executive functions like working memory and cognitive flexibility, in language acquisition. This perspective broadens the understanding of how cognitive processes evolve and impact learning in modern educational contexts.

In contrast, Lev Vygotsky's sociocultural theory challenges Piaget's cognitive development theory by highlighting the significance of social interactions and communication in learning. Vygotsky emphasizes that learners acquire cultural values and knowledge through social connections. His concept of "scaffolding" suggests that students benefit from guided instruction to reach higher cognitive levels and acquire new skills (Polly et al., 2017). In the context of digital learning environments, Warschauer & Kern (2020) extend the application of Vygotsky's sociocultural theory, illustrating how social interactions via digital platforms play a crucial role in language learning today. This modern interpretation of 'scaffolding' reflects the evolving nature of social learning in the digital age.

Prior to this, motivation plays a pivotal role in learning, as per Dornyei's theory of motivation. Motivated learners are more likely to succeed in areas requiring continual learning efforts. Enjoyment of the learning process is key to sustaining motivation. Ushioda & Dörnyei (2017) build upon this theory by stressing the importance of individual learner differences, like personality traits and learner autonomy, in sustaining motivation. This highlights a more nuanced understanding of motivational dynamics in the contemporary language learning landscape. However, various factors, such as fear of making mistakes, peer pressure, parental expectations, limited vocabulary, grammar challenges, pronunciation issues, classroom conditions (e.g., overcrowding and noise), and lack of teacher-student rapport, can negatively impact motivation and hinder speaking proficiency (Burns, 2017; Maleki and Mohammadi, 2009; Wiltse, 2006).

Khan, Hasan, & Clement (2018) delve into the specific challenges and opportunities of integrating technology in Bangladesh's education system. Their study underscores issues such as resource constraints and the need for enhancing digital literacy among educators, crucial for the effective implementation of ICT in educational settings.

The use of Information and Communication Technology (ICT) in education is gaining traction globally, including in Bangladesh, where efforts are being made to integrate technology into various sectors, including education (Rahman, Paul, Hasan, 2012). However, the effective implementation of technology in the EFL classroom remains a significant consideration.

METHODOLOGY

The methodology employed in this research study aimed to investigate the impediments faced by Bangladeshi undergraduate EFL students in speaking English in their classroom settings.

The following sections provide a constructive and detailed explanation of the methodology used in this study:

The research sample comprised undergraduate students from five different sections at Chittagong Independent University (CIU), located in Chattagram, Bangladesh. While the participants were at the undergraduate level, they varied in terms of their classes and ages, all of whom were in their first year of undergraduate courses, where they were required to attend two to three English language courses as part of their curriculum. The students were invited to participate in the study through a survey questionnaire, with the overarching goal of understanding the factors responsible for the lower proficiency in speaking English among Bangladeshi undergraduate students. The selection of participants was based on a random sampling approach, resulting in 120 students successfully completing the survey questionnaire. Notably, approximately 60% of the students fell within the 19 to 21-year-old age group, and, on average, 24 students were observed in the classroom during the survey administration.

The research questionnaire consisted of three parts and took approximately three weeks to collect data from the students. The first part collected demographic information about the students, while the second part gathered their responses to questions related to issues such as their interactions in the classroom and the challenges; they faced in learning to speak English effectively. These questions were developed based on indicators from previous literature and were measured using a Likert scale with five response options, ranging from 1 (strongly agree) to 5 (strongly disagree). The third part included three open-ended questions, aimed at obtaining students' more nuanced perceptions and suggestions regarding effective English language learning in the EFL classroom.

To ensure a comprehensive understanding of the students' background and English proficiency, the research process began by inviting the students to participate in the study through a survey questionnaire. The students were closely monitored by the researcher as they completed the questionnaire. Before distributing the survey questionnaire in the five individual sections, the students received clear explanations about the research's purpose and were guaranteed confidentiality. The researcher assured the students that their identities and answers would remain anonymous and solely contribute to the research's improvement.

However, it is worth noting that some students initially hesitated or felt uncomfortable in the presence of an unfamiliar researcher. To mitigate these concerns, the researcher fostered a comfortable and open environment by reassuring the students that they would not be graded, pressured, or rushed to complete their responses. Instead, they were encouraged to provide valuable insights to enhance both teaching practices and students' speaking performance in the classroom.

In Bangladesh, it is not uncommon for students to feel fearful or anxious when confronted with questions from their teachers. To address this, the researcher addressed any concerns and ensured a relaxed atmosphere for the students to respond openly and honestly. This approach led to a smooth and successful survey administration, with the researcher adhering to ethical principles throughout the data collection process.

RESULT AND DISCUSSION

Section A

Demographic Profile

The poll investigated 120 students from five distinct sections. Out of the total sample population, 55 individuals were identified as male, while 65 individuals were identified as female. Among this population, it was seen that 12% fell within the age range of 17-19 years, 60% fell within the age range of 19-21 years, and 48% fell within the age range of 21-23 years. The majority of individuals in this population are fluent in Bengali, which serves as their mother tongue and primary language (L1). Additionally, a significant portion, approximately 63%, possesses a proficient command of Hindi. A smaller percentage, around 4%, exhibits a commendable level of proficiency in Arabic. Furthermore, approximately 33% of individuals demonstrate proficiency in various other languages.

Section B

Table 1: Challenges Associated with English Language Proficiency in the Classroom

To overcome the impediments in speaking English in the classroom	Strongly Agree	Agree	No Option	Disagree	Strongly Disagree
1. I speak English speaking with my class friends/ others	48 %	35 %	3 %	15 %	0 %
2. I prefer only to interact with the teacher in the class	45 %	20 %	6 %	23 %	6 %
3. I try to learn from my speaking mistakes	68 %	27 %	4 %	1 %	0 %
4. I evaluate how I speak	12 %	75 %	4 %	8 %	1 %
5. I use new word expressions while speaking in class	20 %	68 %	8 %	4 %	0 %
6. When I struggle with a word, I replace it with another	48 %	29 %	3 %	20 %	0 %

new word					
7. I have the habit of watching English movies to learn new words	25 %	61 %	3 %	12 %	0 %
8. I try to use English idioms while speaking	4 %	73 %	8 %	14 %	1 %
9. While speaking, I try my best to follow the grammar rules	20 %	63 %	5 %	13 %	0 %
10. When I start speaking, I feel embarrassed about the L1 (my mother tongue) interference	16 %	51 %	3 %	14 %	16 %
11. I feel nervous when I am asked to say any topic before the class	23 %	63 %	1 %	9 %	5 %
12. I feel comfortable thinking for a minute before speaking about anything	55 %	26 %	3 %	16 %	1 %
13. I pay attention to the proper pronunciation when I speak	31 %	53 %	0 %	16 %	1 %
14. I try to follow my teacher's pronunciation to develop my accent	64 %	33 %	2 %	2 %	0 %
15. I have a good rapport with the whole class	25 %	51 %	16 %	8 %	1 %
16. When I do any mistake in speaking, I feel de-motivated	9 %	68 %	6 %	16 %	1 %
17. I feel motivated by my teacher's words after my frequent mistakes	70 %	28 %	1 %	1 %	0 %
18. There's a chance	30 %	55 %	7 %	7 %	2 %

to show my creativity in my class					
19. You are allowed to reflect on your own experience in the class	25 %	66 %	8 %	2 %	0 %
20. I enjoy the benefit of my previous learning to speak more nicely	72 %	27 %	2 %	0 %	0 %
21. I favor being judged by my peer while speaking	16 %	63 %	12 %	8 %	2 %
22. When I practice at home, my performance level is found to increase	51 %	30 %	4 %	15 %	0 %

To address the challenges associated with English language proficiency in the classroom, it is evident from the provided data (refer to question 20) that a significant majority of respondents strongly agreed or agreed that they derive advantages from their prior learning experiences, which subsequently enhances their overall performance. A considerable proportion of the participants expressed strong agreement or agreement regarding the motivational impact of their teacher's statements following their repeated mistakes. However, a small minority of respondents expressed uncertainty regarding this matter, as indicated in question 17. Similarly, a significant proportion of participants (see question 4) expressed agreement with the notion that they engage in self-evaluation during their speech, whereas a minority expressed confusion and disagreement with this perspective. The majority of respondents expressed encouragement towards the subject of incorporating the teacher's pronunciation as a means to establish an accent (ref, question no. 14). Interestingly, a significant majority of respondents indicated that they engage in English conversations with their classmates and other individuals (see question 1). Conversely, a slightly larger proportion of participants expressed a preference for interacting solely with their teacher (see question 2). Interestingly, a significant proportion of participants exhibited a strong consensus or agreement with their positive rapport with the class, whereas a notable minority expressed opposition to this notion (see reference, question number 15). In question 13, it was found that a significant proportion of the respondents exhibited awareness of their pronunciation, whereas a notable minority expressed strong disagreement or disagreement concerning this issue. While a significant proportion of participants expressed strong agreement or agreement with the notion of learning from their speaking mistakes (see questions 3 and 16), a minority of respondents held a contrasting view, stating that they experience demotivation when they make errors in their speech (see question 16). In reference to question number 19, while a few respondents expressed

disagreement regarding their ability to reflect on personal experiences, the majority of participants refuted this assertion.

Once again, with regard to the demonstration of creativity in the classroom (as referenced in question 18), it is noteworthy that while a minority of participants expressed severe disagreement or disagreement, a significant number of individuals surprisingly voiced their support for the matter. In relation to this matter, a majority of the respondents expressed agreement or strong agreement with the notion of taking a moment to gather their thoughts before speaking on any given topic. Conversely, a notable portion of respondents disagreed with this idea, while a minority remained unaware of this concept. However, questions 8 and 9 exhibit certain parallels in terms of assessing students' awareness of issues like as the utilization of idioms and grammar during oral communication. Both sets of findings indicate that a substantial proportion of the participants expressed strong agreement or agreement with the feature in question, whereas a notable number of respondents reported confusion and strong disagreement or disagreement on their performance concerning the issue. Once more, it is evident that there is a contradiction between the perspectives presented in reference questions 11 and 22. In question 11, a significant majority of respondents reported feeling scared when required to speak on any topic in front of the class, while only a small minority expressed the opposite sentiment, as indicated by the respective percentages. In accordance with the above-mentioned ruling, once again, regarding question number 22, a significant proportion of respondents strongly agree that their performance level demonstrates improvement when they engage in practice at home as opposed to prior to the class or any evaluation from their peers (see question number 21). In contrast, a significant proportion of participants affirm their practice of utilizing English movies as a means of acquiring new vocabulary, whereas a smaller subset express uncertainty and dissent on the efficacy of this approach. The majority of respondents expressed feelings of embarrassment due to L1 interference while initiating speech, but almost half of the respondents strongly disagreed or disagreed with this sentiment. In reference to questions 5 and 6, a significant proportion of students expressed strong agreement or agreement about the utilization of new word expressions and word substitution during speech. Conversely, a minority of respondents had a contrary viewpoint.

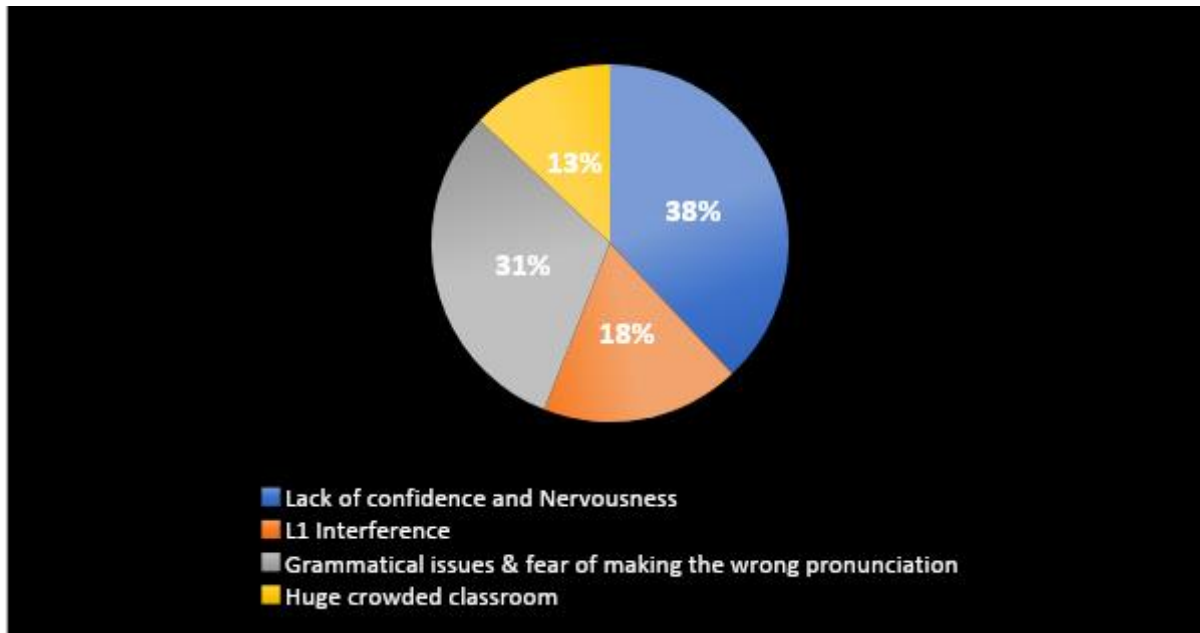
Section C

Factors that divert the participants' attention away from their educational endeavors

Q 23: What are the issues that distract you from your learning process?

The objective of this inquiry was to identify the factors that divert the participants' attention away from their educational endeavors. In the context of addressing this inquiry, a significant proportion of participants (38%) express that their apprehension and diminished self-assurance impede their ability to acquire English proficiency effectively inside an educational setting. In contrast, a significant proportion of individuals (31%) express that grammatical concerns and apprehension regarding incorrect pronunciation are more prominent sources of distraction compared to other aspects. Similarly, a significant proportion of respondents, namely 18% and 13% respectively,

indicate that L1 interference (the influence of their native language) and large class sizes are factors that hinder their steady progress in learning English.



Source: The Author

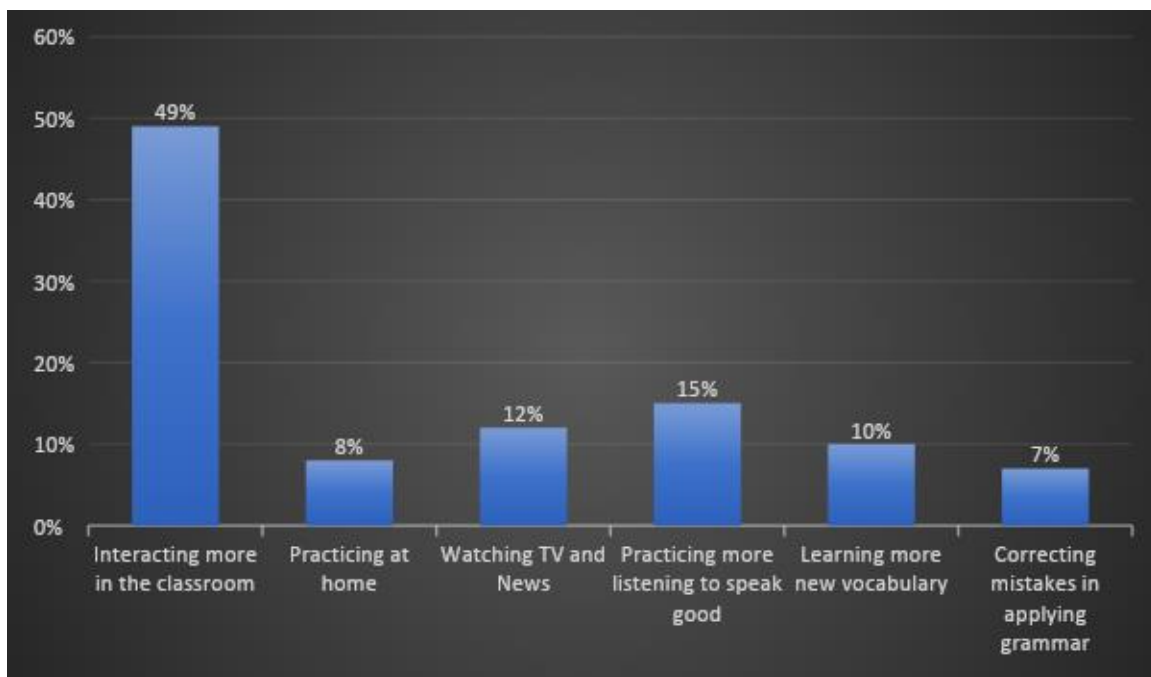
Figure 1: Factors that divert the participants' attention away from their educational endeavors.

Students have identified various factors that hinder their ability to engage in effective learning within educational institutions. The primary factors contributing to their disruption are a deficiency in self-assurance and the experience of anxiousness. Furthermore, this section also indicates that the fear of making errors and the influence of one's first language can diminish one's anticipated level of proficiency. This psychological challenge can be addressed through social engagement, aligning with Piaget's theory of cognitive development (1930). Piaget posited that cognitive development is an internal and unintentional process that centers on understanding how the brain functions. This learning theory elucidates the importance of fostering students' cognitive abilities inside the classroom, in contrast to behaviorism, which suggests that the teacher's primary responsibility is to present stimuli to elicit observable behaviors from students. According to research, the cognitive theories of first language acquisition focus on the impact of cognitive demands on the allocation of thought during the process of speech production.

Ideas from students regarding strategies that could enhance their performance in the speaking session.

Q 24: Do you have any ideas to help you do better in the speaking session?

The purpose of this inquiry was to solicit ideas from students regarding strategies that could enhance their performance in the speaking session. In relation to the posed inquiry, a notable proportion of the participants (49%) expressed the belief that increased classroom interaction may effectively aid in addressing their challenges with oral communication. Conversely, a smaller subset of respondents (15%) advocated for a greater emphasis on honing their listening skills as a means to improve their speaking abilities. Twelve percent (12%) and ten percent (10%) of respondents expressed that engaging in activities such as watching television and news programs, as well as expanding their vocabulary, can be beneficial in this context. In a similar vein, a notable proportion of the respondents, specifically 7% and 8% respectively, expressed an inclination towards engaging in home practice. Additionally, it is worth considering the potential benefits of addressing grammatical errors as a means to enhance performance during speaking sessions.



Source: The Author

Figure 2: Ideas from students regarding strategies that could enhance their performance in the speaking session.

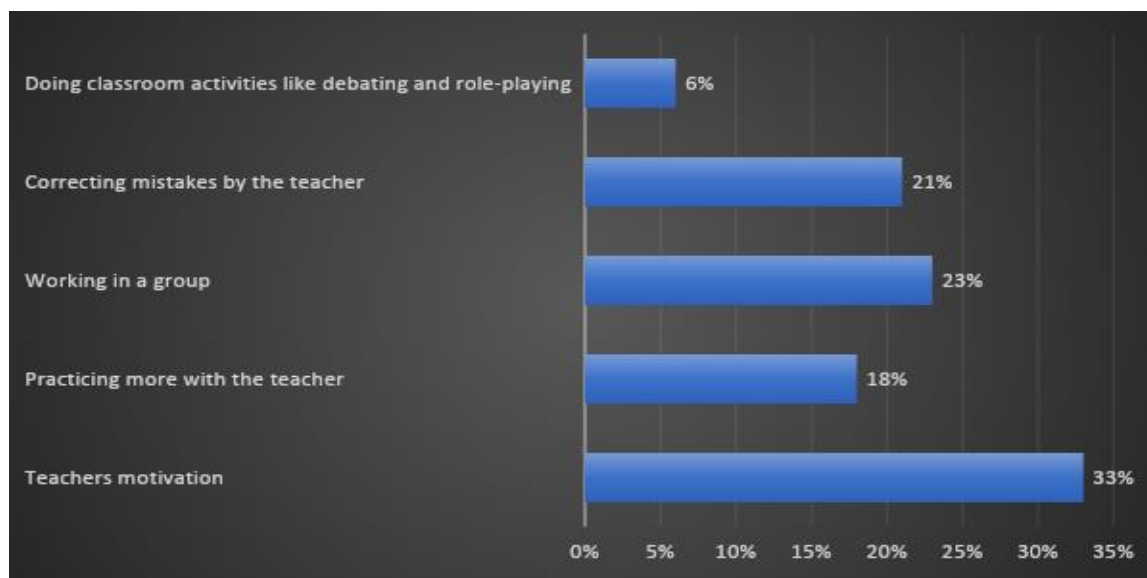
A significant proportion of the participants expressed a desire to engage in increased classroom engagement, coupled with a preference for additional opportunities to rectify their errors under the

guidance of the instructor. Following the theory of cognitive development, it is imperative for educators to possess a comprehensive understanding of learning theories in order to adequately prepare themselves and proficiently apply them within their instructional environments. Furthermore, a comprehensive grasp of learning theories enables educators to establish meaningful connections with students of diverse backgrounds and abilities. By adopting this approach, educators can prioritize the exploration of diverse learning styles to effectively cater to varying levels of students' cognitive abilities, thereby facilitating instruction in a manner that is both direct and, most importantly, innovative.

Activities desired from the instructor to enhance speaking skills.

Q25: What kind of support/activities do you want from your teacher in the development of Speaking?

In relation to question number 25, which inquired about the type of support or activities desired from the instructor to enhance speaking skills, a total of 33% of the participants indicated that they believe the most effective approach is for the teacher to provide motivation. A total of 23% of the participants indicated that engaging in group work enhances their speaking skills, while 21% acknowledged the role of teacher feedback in error correction. Once more, a total of 18% of the participants concurred that they require assistance, such as increased practice with the instructor. Conversely, just 6% indicated that engaging in classroom activities such as arguing and role-playing may significantly contribute to their speaking proficiency.



Source: The Author

Figure 3: Activities desired from the instructor to enhance speaking skills

The participants express a sense of ease when the instructor encourages the class and provides encouragement inside the classroom setting. Furthermore, individuals have a heightened sense of enthusiasm when allowed to collaborate in a collective setting as opposed to working independently, since this fosters a sense of confidence in their ability to collectively achieve their objectives.

Similarly, the recent research conducted by Gary J. Henscheid, along with several other studies, has demonstrated the efficacy of the cognitive development theory in the field of mental health counseling. Furthermore, these studies have also highlighted its potential for enhancing learners' abilities through intrinsic motivation in English as a Foreign Language (EFL) classrooms. Vygotsky's perspective diverges from Piaget's theory of cognitive development due to his recognition of the significance of cultural and social interaction elements in the formation of cognitive abilities. While Piaget and Vygotsky have contrasting perspectives on the cognitive development of individuals from childhood to adulthood, both scholars provide valuable insights for educators regarding the pedagogical approaches suitable for teaching certain problems in alignment with developmental stages.

Limitations of the Study

While this study sought to explore the factors influencing the proficiency of English as a Foreign Language (EFL) learners and propose strategies informed by Cognitive Development theory, it is important to acknowledge certain limitations in our research approach.

The study primarily relied on data gathered through a questionnaire administered to 120 undergraduate-level students. While this provided valuable insights from the learners' perspective, a more comprehensive understanding could have been achieved by incorporating additional data sources such as interviews with teachers and classroom observations.

The investigation focused exclusively on the students' experiences and perceptions. We recognize that teachers' practical insights are pivotal in comprehending the dynamics of EFL classrooms. Their perspectives could have enriched our findings and offered a more holistic view of the challenges faced.

The linguistic landscape in EFL settings is inherently diverse, encompassing a wide range of teaching philosophies and practices. This study acknowledges the multifaceted nature of the field but is limited in its ability to capture the full spectrum of approaches and their impact on learner motivation.

Despite these acknowledged limitations, this study endeavors to shed light on the reasons behind EFL learners' low proficiency and suggests strategies grounded in Cognitive Development theory. We hope that by addressing these limitations, future research can provide a more comprehensive understanding of the complex dynamics at play in EFL classrooms. Ultimately, we aim to

empower teachers to better support students in their journey towards achieving English language proficiency.

CONCLUSION AND RECOMMENDATIONS

This study has delved into the significance of undergraduate students' proficiency in spoken English in the context of Bangladesh. It has explored diverse perspectives on proficiency, identified common obstacles, investigated the essential support required by students, and proposed potential solutions grounded in cognitive development learning theories. The findings underscore the pervasive lack of motivation among a majority of students in this context, highlighting a critical issue that warrants immediate attention.

It is imperative to recognize that proficiency in acquiring any language is intricately tied to the cultivation of positive cognitive processes and the utilization of reliable educational resources. While various obstacles may arise during the learning process, they should not deter progress, provided that we maintain a comprehensive understanding of the importance of English language proficiency and a positive mindset to overcome these challenges.

Drawing upon the insights from cognitive learning theory, which has proven its effectiveness in mental health counseling, this study has identified erroneous behaviors exhibited by students in the classroom. These behaviors signify a fundamental deficiency in their motivation and self-confidence to progress. Building on the work of psychologists such as Vygotsky, Aeron Black, and Piaget, this study highlights the significance of self-constructive thoughts in the educational process.

In light of the study's findings and the principles of cognitive development learning theory, we propose several recommendations for English as a Foreign Language (EFL) instructors, language scholars, professionals, trainers, and linguistic institutions in Bangladesh:

- Encourage and ensure the active participation of students at all levels within the classroom setting. This approach effectively promotes both learner autonomy and engagement, helping students take ownership of their learning journey.
- Incorporate cognitive development learning strategies in the EFL curriculum to inspire student engagement and foster a genuine desire for knowledge acquisition. These strategies can include activities that challenge and enhance cognitive processes. Recognize the critical role of motivation in language learning. EFL instructors and institutions should implement research-based methodologies to enhance motivation, such as incorporating relevant and engaging content, setting achievable goals, and creating a supportive learning environment.
- Given the complexity of language acquisition, it is advisable to conduct more comprehensive research building upon the findings of this initial investigation. This ongoing research will enable educators to refine their approaches, staying attuned to the evolving needs of EFL learners in Bangladesh.

In conclusion, addressing the issue of English language proficiency among undergraduate students in Bangladesh requires a multifaceted approach that incorporates cognitive development principles, motivational strategies, and ongoing research. By collectively embracing these recommendations, we can empower learners to overcome obstacles and achieve their full potential in acquiring spoken English proficiency.

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International Journal of English Language Teaching

Vol.12, No.2, pp.66-81, 2024

Print ISSN: 2055-0820(Print)

Online ISSN: 2055-0839(Online)

Website: <https://www.eajournals.org/>

Publication of the European Centre for Research Training and Development-UK

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