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Spoken English Deficiency among the Intermediate Pupils in Rangpur

Division of Bangladesh

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ABSTRACT

Language capability stands for a learner's competence to use a language spontaneously and subconsciously in different situations. Skill on spoken English is extensively significant for any type of communication and correspondence. The need of spoken English is indefinable in the fields of refined education process both at home and abroad, better career opening, smart business, global communication, information and technology and better survival. It's a deliberate process to steep capableness of English language into learners since their pre-primary tutoring to undergraduate echelon. It's apparent in the course and syllabus of Intermediate stratum in Bangladesh that the sole emphasis has been put only on reading and writing whilst listening and speaking proficiency are remaining dark, whereas speaking skill is indispensable for transnational communication, advanced study at home and abroad, professional and business purpose, operating information and communication technology, pursuing better career etc. In this regard, lack of provocation to learn and exercise, unconstructive tutoring outfit, testing strategy excepting spoken predicated outgrowths along with marks distribution and paucity of experienced instructors in English and so on are the crucial deficits behind this problem. It's a study targeting at assessing the spoken capability of the 12 class pupils in Rangpur Division of Bangladesh. This qualitative inquest work took place in the month of April 2022 and June 2022. The 100 informants were selected right away. Out of 100 interviewees, 50 were from urban and 50 were from rural intermediate standing institutions of 8 Districts in Rangpur Division of Bangladesh. A Spoken Test on free speech for the pupils was carried out by the author. Their speaking perfection was tested through content analysis to evoke data. The result focused that the replier made desultory errors in great number on fluency, vocabulary, information, sequence of tenses, sub-verb agreement, applicability and treatment of words, use of preposition, intonation and pronunciation. As per data compilation, it was noticed that deficits made in the process were almost on part of the rural participants. In addition, phobia in speaking English and irrelevancy were two peculiar limitations among the pupils hailing from rural background institutions.

INTRODUCTION

There is apparent a vacuum in the language education process by the pupils studying in class 12 in secondary-advanced secondary schools and colleges of Rangpur Division in Bangladesh. Meanwhile, multitudinous of these learners are rushing for learning spoken English by English listening, speaking and presentation courses intimately in short-abbreviated way to enhance their speaking acquaintance. The subsisting spoken dearth is concerning the liabilities, difficulties, challenges and corollaries faced by the learners of class 12 of numerous institutions. Since English is a language besides a subject, learning or acquiring a language tends to sustain the four modules i.e. listening, speaking, reading and writing. It's useless to remark that one cannot get appraisal of a language except this process of erudition. The significance of spoken English is unavoidable in maintaining this progress in education, employability and developing masterly workforces, who are widely compatible (Hamid, 2010).

Hence, retaining the lucrative aspect in mind, breakthrough in English language learnedness and tutoring has reached the first-line concern. Although multiplex measures are on board in recent times to upgrade English Language

Teaching (ELT) in Bangladesh, the resultants are depressing (Ali & Walker, 2014; Hamid & Baldauf, (2008). There are multi-angular problems alike as the politically motivated decision in lowering the status and use of English in Bangladesh since the independence, Chowdhury & Kabir, (2014).

Perpetration of assessment reform (Al Amin & Greenwood, 2018; Ali, Hamid, & Hardy, 2018. Haidar, M.Z., & Chowdhury, T.A. (2012) indicates the Repositioning of CLT from Curriculum to Classroom, A Review of the English Language Instructions at Bangladeshi Secondary Schools. International Journal of English Linguistics, 2(4), doi10.5539/ijel.v2n4p12. It's a plan to incorporate and anatomize exertion into the thesis to encourage productivity for English speaking among the class 12 pupils of Rangpur Division in Bangladesh. In the course materials it's detailedly emphasized on reading and writing.

The former two skills i.e. listening and speaking are minutely neglected. Presently, our students aren't learning maturely. Husna, Hawa Asma Ul. (2021) emphasizes on The Relationship between the pupils' English Speaking proficiency and Their Closeness to English. Language Circle Journal of Language and Literature 15(2) 229 –

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40. Instructors endeavour is a must to broaden learners' interest in acquiring spoken ability by partaking their sensibilities, incitations and facilitations in English classes. Their lack of encouragement and their tendency to use short-cut is attributed to a variety of socio-economic reasons.

WaOde Fatimah, Firdaus Sale, Yulius Tandi Sapan. (2019) reveals about The Correlation between Pupils' Incitement and Their Speaking Achievement in English. This study will suggest some strategies to help educators lighten some pressures, i.e. language pressure, learning pressure, ideational pressure and culture pressure relevant to the courses. The wordy appreciation designed in these courses will prop pupils to master English language expertise pretty well through turning interactive in speaking and listening. Testing of language ability is genuinely important because it affects tutoring and learning. The testing system used for class 12 students is erratic and spurious and their English textbook hardly provides sufficient help for speaking in English. The design of this work is to fulfill the complacency of spoken thirst of the learners. The pedagogues must be masterful at transmitting pedagogy through applying strategies to lower the drawbacks in this regard.

LITERATURE REVIEW

The perusal of this portion stands for the intimate sources applicable for the current exploration work on the designed proposition. The pertinent literatures, journals as well as the electronic sources studied by the author are included as follows Afprimaita, Riza. (2018) dealt with the correlation between pupils' encouragement and speaking capability at Sman 2 Padang in Academic Year 2017/2018. Apriliyanti, Retno, Januarius Mujiyanto, and Stikes Karya Husada Semarang, (2018) conjointly developed notions on the correlation between Interest, instigation, English Self-concept and English Speaking Performance in nursing pupils. Borg, S. & Al- Busaidi, S. (2012) worked on learner autonomy in dissimilarity to English language educationists' beliefs and practices. Bachman, L.F. & Palmer, A.S. (2010) assessed language in practice. Bashir, A. (2012) tried on promoting learner autonomy through learner training in English language classroom. Bayat, Ö. (2011) showed that there remained the belongings of out-of-class use of English on autonomy perception.

Corder, S.P. (1973) viewed that the raised significance of learners' misdoings. Can, N. (2009). chalked out theme on post-method pedagogy in terms of educator growth behind walls. Hasan, I., & Munandar, A. (2018) carried out that grammatical malefactions produced by UGM English Department Studies. Hossain, M.D., & Uddin, M.T. (2015). ran an inquiry into the violations committed by first year under graduates in the Department of English at Jahangirnagar University. Haidar, M.Z., & Chowdhury, T.A. (2012) showed the dislocating of CLT from Curriculum to Classroom as a review of the English language instructions at Bangladeshi Secondary Schools.

Huda, M.E. (2013) conveyed about post style pedagogy and ELT in Bangladesh. Harmer. (1991) emphasized on running over English language tutoring. Huq, R. (2015) conducted thesis on post-method pedagogy in respect of a check of the English Medium schools in Dhaka. Harmer, Jerem. (2003) instructed on the strategies of instructing English. Husna, Hawa Asma Ul. (2021) demonstrated the relationship between the students' English speaking proficiency and their closeness to English. Iqbal-e-Rasul. prompted on the situation of communicative language training approach in Bangladesh. Karim, S.M.S., Fathema, F., & Hakim, A. (2015) set up common wrongdoings on the use of verbs in English composition. Mohammed, A.A.R. (2016) carried out inquisition on common English syntactic misapprehensions by Arabic speaking learners. Mahdavi, A., & Azimi, S.

(2012) made out The holdings of cognitive strategies i.e. note-making and stressing on Iranian EFL learners' reading apprehension. Mehrin, I. (2017) targeted self-governed language literacy for Bangladeshi Undergraduates' carriages and grasps and showed some probable results. Maulana, Diki, Widya Sri Wahyuni, and Detya Siregar. (2019) showed the correlation between incitement comportment and speaking competency of the learners. Menggo, Sebastianus. (2018) went through a study on English literacy provocation and speaking capacity and showed the prospects challenged. Maskhao, P. (2002) performed a case study of English as a foreign language (EFL) obtainment in a postgraduate diploma course. Pamujo Effa Kusdianang, Dwi Anggani Llinggar Bharati. (2016) worked on enriching pupils' impulse in speaking competency. Pratama, Yoga, and Fridolini Fridolini. (2021) emphasized on the influence of native English speaker in meliorating pupils' incitement in communication skill.

Putri Marinda Yulis, Rivi Antoni, Umami Rasyidah. (2019) depicted the correlation between students' motivation and their speaking skill. Renandya, W.A. (Ed.). (2002) searched for methodology in language tutoring as an compilation of current practice. Ritonga, Sitti Nur Aisyah, Nasmilah Nasmilah, and Fathu Rahman. (2020) exposed the paraphernalia of encouragement and anxiety on pupils' speaking performance. Rasheed, M.M.H. (December 27, 2015) revealed on communicative language tutoring in Bangladesh. Shurovi, M. (2014) discriminated CLT and ELT in Bangladesh in connection to practice and prospect of speaking and listening. Sunaidah, Baginda, Simaibang, and Mulyadi Mulyadi (2021) unveiled correlation among students learning styles, learning encouragement and the eleventh grade pupils' speaking competency. Wa Ode Fatimah, Firdaus deal, Yulius Tandi Sapan. (2019) showed the correlation between pupils' incitement and their speaking achievement at English.

Zishnu, Z.A., & Haque, M.M. (2015) appraised the tasks of ix- x manual termed English for today classes 9- 10. Mousumi & Kusakabe (2017) indicates that the urban learners frequently rush to English medium schools and learn their assignments in English the ranking of

proficiency among them is largely differed. Uzpaline and Galina (2003) went through a study among the under graduate pupils in Lithuania. The work unveils that 80 students are weak in listening and 73 scholars are certifiably weak in speaking. This study intimates the present study because both of them assess the perfection of pupils in English language. Md. Enamul Hoque (2008) shows in his study, there remain a large number of problems in English Language Teaching at Alim level in the Madrasahs of Bangladesh. It also suggests the possible results to be executed in collaboration of instructors, pupils of and language policy makers. Khanum, F. (2020) reveals exploring the poises of the educationists and Learners towards the Learner Centered EFL Classroom at the Tertiary Level in Bangladesh. *Journal of ELT and Education*, 3(4)145-151. repossessed from <https://jeebd.com/journal/34202020>.

There is noticed, for the large class size, it becomes insolvable to reach each particular pupil. Additionally, same learners like to partake in dealings frequently. Khanum, F. (2020) unveils, "When The mentor asks for anyone to perform an action in target language, I find the same learners are willing to share. Occasionally, she assigns them to read poem separately and assay in front of the class. Then other learners don't concentrate much on their peer rather everyone remains fearful of his/her turn." Hamid (2010) shows that the dearth of quality in English language tutoring affected by the inconsistent language policy and planning. Rahman & Pandian, (2018a, 2018b), "Bangladesh doesn't borrow a clear and planned language policy, and it has always been persevering. Wherefore, a vacuum between policy and language practice is customary in Bangladesh." Rahman & Pandian, (2018a, 2018b) "Bangladesh doesn't take up a clear and planned language policy, and it has always been tenacious.

Thus, a vacuum between policy and language practice is customary in Bangladesh." Hossain and Uddin (2015) revealed that the pupils made the upmost misdeeds in using the correct prepositions, essays, and auxiliary verbs. Afrin (2016) set up common missteps made by the pupils at the secondary school level were spelling, tense, subject-verb agreement, prepositions, numbers, pronoun references, words, articles, and capitalization." The preceptor generally tries to make the class interactive because she thinks that it's helpful for the learners. Whenever the educator assigns them to read Page 1 of 2 entities alone at home, they cannot grasp it roundly but whenever she assigns them anything in class, they feel free to talk with peers.

In presence of school teacher, they can respond confidently. Again, there is other type of learners who are veritably good at extracurricular exertion but they feel shy at class while using target language."- Khanum, F. (2020) added. <https://jeebd.com/journal/34202020> contained that a pedagogue tried to make them active in the class by assigning different written and oral tasks. The lecture system is ultimately boring to the learners.

The author divided the class within some groups. At each group he tried to keep one or two advanced learner who could understand the target language better. This way he watched other group members and helped them to understand the assignment. By turn each member of the group necessitated to play the purpose of researcher while others were free to correct the malefactions and helped each other. Again, through this manner the educator could minimize the freight of managing large class.

Hamid and Baldauf (2011) conveyed that there was social inequity within the population due to English language access in rural and urban areas. Afrin (2016) set up common slips made by the students at the secondary school echelon were spelling, tense, subject-verb agreement, prepositions, numbers, pronoun references, words, papers, and capitalization. The author found insufficient literature related to the speaking misapprehensions of the intermediate level learners of Rangpur Division of Bangladesh.

MATERIALS AND METHODS

The exploration took place with a view to unveiling the deficit level betided in the speaking skill in English of the pupils studying in 12 at the Bangla version intermediate tutoring institutions both from rural and urban areas of Rangpur Division in Bangladesh. The disquisition was conducted with the usage of interview approach. Data Collection was assured through random qualitative sampling. There were partakers of 12 class from rural and urban advanced secondary schools and colleges of 8 districts of Rangpur Division in Bangladesh. For a reachable inspection to collect data, there were handpicked 100 pupils as the answerers of the scrutiny from rural and urban institutions, 50 and 50 separately. For identification and analysis of data in the Free Speech, tests were taken by the partakers. The speaking sample was entitled on Free speech about "Your Future Plan". The pupils were given open space to speak on the theme on the same. Each of them was given 5 minutes to speak over the theme. After completing their speaking, there were noted their spoken deficits in 10 rubrics for more interpretation. The spoken paucities of the responders were stored with content analyses for data elicitation and presentation.



Figure 1: Map of Rangpur Division of Bangladesh

RESULTS AND DISCUSSION

Table 1: Spoken deficiency found in the 12 class students in Rangpur Division of Bangladesh

Parameters	Areas of spoken deficiency	Total participants (urban 50+rural 50)	Number of deficient participants-urban-50	Number of deficient participants/rural-50	Percentage of mistakes/ Out of 100%
1.	Continuation(Fluency)	100	42	25	67%
2.	Vocabulary	100	46	31	77%
3.	Information	100	38	26	64%
4.	Sequence of Tenses	100	47	29	76%
5.	Sub-Verb Agreement	100	40	31	71%
6.	Relevancy	100	41	27	68%
7.	Treatment of Words	100	42	26	68%
8.	Use of Preposition	100	35	30	65%
9.	Intonation	100	50	48	98%
10.	Pronunciation	100	48	43	91%

Figure-2 below showed the misapprehensions detected in the speaking test. The data initiated in the speaking test depicted that 67 pupils both from urban and rural areas were pretty deficient in continuing speech on the subject. Again, 77 were found unskillful in generating vocabulary whereas 64 of them delivered unnecessary information against the questions. There were also observed that 76 and 71 pupils made missteps in sequence of tenses and in sub-verb agreement respectively while framing

sentences in their speeches. Nevertheless, 68 pupils couldn't maintain relevancy and treatment of words while presenting on the content. Apart from this, 65 pupils among them were devoid of using appropriate preposition in their presentations. Thereafter, it was diagnosed that 98 of them hardly knew about intonation whilst 91 of them made frequent misapprehensions in pronunciation at the time of delivering speech on the given topic. On the whole, while analysing variances, it

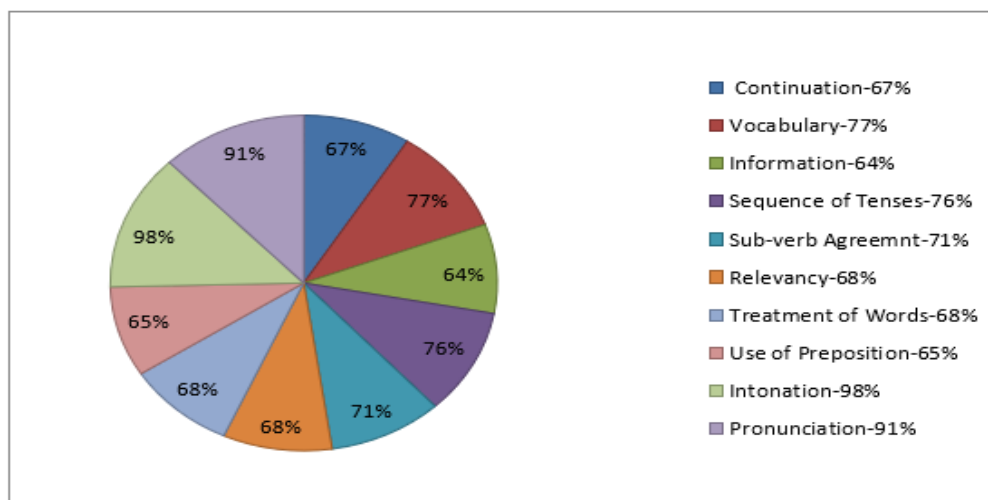


Figure 2: Areas of mistakes (in percentage) made by the pupil

was conspicuous that pupils made errors in the speaking test were from rural institutions in large number. Since the students are from Bangla version 12 class, their standard in English language is too alarming to reach and grasp their upcoming academic opportunities for higher education and career certainty to shape individual future.

CONCLUSIONS

English is a foreign language to the Bangladeshi citizens whilst they are learning it to make it the second language. In reference to the precedent findings, it is transparent that without making slipups while learning a foreign

language it is fairly unattainable to grasp that language sweetly and nicely. To twist the real test of a foreign language, there is the need of satisfactory practice, patched and transnational standardized English course paraphernalia, spoken consequence predicated syllabus and marks distribution, encouragements from parents, arrearages from educational institutions, collaborative intelligence of the English educators etc. It' is also needful on motivating them to speak in English in colourful atmospheres and to contend them on acquiring and learning English language for better survival. Nonetheless, it is obligatory to assure input and continuance of capable

and competent instructors as well. The spoken dearth can be blacked out by exclusive Crash Program on speaking through arranging frequent tongue twisters, arranging tests on free free arranging programs and competitions on public speaking like free speech, extempore speech, group discussion, story- telling, showing English cinema with sub-titles, English debate, situational dialogues etc. Intonation and Pronunciation can be developed through watching conversations, clips and vids composed by BBC, language and university specialists on phonemes, sounds, accent and pronunciation.

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