THEORIES AND PRACTICES OF TEACHING AND LEARNING THE BASIC ENGLISH LANGUAGE SKILLS AND THE REALITIES IN THE NATIONAL UNIVERSITY OF BANGLADESH

PhD Dissertation

BY
MD. MOHOSHIN REZA
PhD Researcher
Session: 2009-2010

A DISSERTATION SUBMITTED TO THE INSTITUTE OF BANGLADESH STUDIES (IBS), UNIVERSITY OF RAJSHAHI, BANGLADESH, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

Doctor
of
Philosophy

INSTITUTE OF BANGLADESH STUDIES (IBS)
UNIVERSITY OF RAJSHAHI, BANGLADESH

August 2013

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SUPERVISOR

PROFESSOR M. JAHURUL ISLAM

DEPARTMENT OF ENGLISH

UNIVERSITY OF RAJSHAHI

INSTITUTE OF BANGLADESH STUDIES (IBS)

UNIVERSITY OF RAJSHAHI

BANGLADESH

August 2013

To My Parents-

ALHAJJ MD. GOLAM RABBANI
&
ALHAJJ MARIUM RABBANI

DECLARATION

I do hereby declare that the dissertation entitled *"THEORIES AND PRACTICES OF TEACHING AND LEARNING THE BASIC ENGLISH LANGUAGE SKILLS AND THE REALITIES IN THE NATIONAL UNIVERSITY OF BANGLADESH"* submitted to the Institute of Bangladesh Studies (IBS), University of Rajshahi, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in English is my original work. Neither the whole nor any part of it was submitted to any other university or institute for any other degree or diploma. My indebtedness to other works has been duly acknowledged at the relevant places.

20.8.18

(Md. Mohoshin Reza)

PhD Researcher

Session: 2009-2010

Institute of Bangladesh Studies (IBS)

University of Rajshahi

Certificate

It is my pleasure to certify that the dissertation entitled "THEORIES AND PRACTICES OF TEACHING AND LEARNING THE BASIC ENGLISH LANGUAGE SKILLS AND THE REALITIES IN THE NATIONAL UNIVERSITY OF BANGLADESH" submitted by Md. Mohoshin Reza to the Institute of Bangladesh Studies (IBS), University of Rajshahi, Bangladesh, for the degree of Doctor of Philosophy in English is an original piece of research done under my supervision. To the best of my knowledge, this dissertation was not previously submitted for any diploma/ degree/ fellowship to any other university/ institute. The materials obtained from other sources have been duly acknowledged in the thesis.

This dissertation is recommended and forwarded to University of Rajshahi, through the Institute of Bangladesh Studies (IBS), for necessary formalities leading to its acceptance in partial fulfillment of the requirements for the degree of Doctor of Philosophy in English.

J. Islam 20.8.13

Professor M. Jahurul Islam
Department of English
University of Rajshahi
&
Supervisor

ACKNOWLEDGEMENT

I express my heartfelt gratitude and earnest respect to my supervisor ***Professor M. Jahurul Islam***. He enlightened my way to this research with his scholarly supervision and precise guidelines. In fact, without his untiring effort and relentless cooperation, the research would have been simply impossible. I express my deep sense of reverence and gratitude to him for his active guidance.

I would like to acknowledge my heartfelt gratitude to Professor Dr. Md. Shahidullah, Director of IBS, Rajshahi University. As a member of the syllabus committee of the National University Compulsory English Course (NUCEC), Professor Dr. Shahidullah provided me with a lot of information about the context and processes of designing the syllabus of NUCEC.

I acknowledge my gratefulness to the Institute of Bangladesh Studies (IBS), University of Rajshahi for providing me with all necessary facilities to conduct my research work. I am indebted to the former Director of IBS Professor Dr. Mahbubur Rahman and all IBS faculties: Professor Dr. M. Zainul Abedin, Dr. Mostofa Kamal, Dr. Swarachis Sarker, Dr. Zakir Hossen, Dr. Nazimul Haque and all staff of the institute for their cooperation. I offer especial homage to the departed soul of Professor Dr. Priti Kumar Mitra.

I express tribute to the renowned author of the sub-continent Professor Hasan Azizul Haque who inspired me a lot to conduct the research work. I also offer gratitude to my teachers- Professor Abdul Qader Vuyan, Departrment of Sociology, Rajshahi University and former Vice Chancellor, Khulna University, Professor Mustafizur Rahman, former Vice Chancellor, Peoples University of Bangladesh, Dhaka and Professor Dr. Rezaul Haque, former principal of Carmichael University College, Rangpur. They made me sincere enough to complete the research work in due time.

I offer my gratefulness to Dr. Emdadul Huda, Department of English, Kazi Nazrul Islam University, Trishal, who helped me with books and his own Ph. D. thesis. I offer especial thanks to Dr. Mustafizur Rahman, Dr. Abdur Rahman, Dr. A. Mannan and Dr. Waliul Alam for their inspiration. I am indebted to Dr. Md. Shah Alam, Deputy Controller of National University and all officers of Curriculum Development Centre of National University, Documentation Centre of the BANBEIS, British Council library of Dhaka, library of the Institute of Educaion

and Research (IER) of Rajshahi University, Central Library of Rajshahi University and ELTIP library of Rajshahi for their cooperation.

I am grateful to Professor Shahidur Rahman and Shanaz Yasmeen, Department of English, Professor Dr. Mahmuda Khatun, Department of History and Professor Dr. Tariq Saiful Islam, Department of Economics of Rajshahi University who treated me with love and affection.

I acknowledge my sincere gratitude to my research mates Dr. Zillur Rahman Paul, Dr. A.B.M. Mahmudul Haque, Dr. Zahid Rafiq, Dr. Ziauddin, Dr. Mukul Kumar Baroi, Dr. Bazlur Rashid, Dr. Azizul Islam Khan, Dr. Zannatul Ferdaus, Mr. Ranjit Poddar and Mr. Shahinur Islam who became my good friends during the research period. I also thank Mr. Aminul Islam for formatting and photocopying the thesis.

My friends Professor Dr. Faizul Kabir Pasha, Research Scholar, Arizona University, USA, Ashraf Ali Dulu, Rajib Arman, Nazibul Akhtar, Tamjidul Haque and Pallab Salekin became my moral supports in conducting the research work.

My dear brothers- Mominul Ehsan and Muidul Ehsan, my spouse Khadija Nargis, my dearest son Rain Ranan Rabbani Reza and my parents- Alhajj Md. Golam Rabbani and Alhajj Marium Rabbani became the most valuable sources of inspiration. I am indebted to all of them.

Md. Mohoshin Reza

PhD Researcher, Session: 2009-2010

Institute of Bangladesh Studies (IBS)

University of Rajshahi, Rajshahi

ACRONYMS

AF	:	Audio Facilities
AGRP	:	Average Growth Rate of the Practices
ALM	:	Audio-lingual Method
APL	:	Average Proficiency Level
AQRS	:	Average Qualifying Rate of Students
AVM	:	Audio-visual Method
B.A	:	Bachelor of Arts
BANBEIS	:	Bangladesh Bureau of Educational Information and Statistics
BCS	:	Bangladesh Civil Services
BNEC	:	Bangladesh National Education Commission
BBS	:	Bangladesh Bureau of Statistics
BLS	:	Basic Language Skills
CLC	:	Control over Lessons and Classrooms
CLCA	:	Control over Lessons and Classroom Atmosphere
CLL	:	Community Language Learning
CLT	:	Communicative Language Teaching
CNP	:	Communicative Needs Processor
COPS	:	Capitalization, Organization, Punctuation and Spelling
CSOOP	:	Capitalization, Sentence Structure, Organization, Overall format and Punctuation
DM	:	Direct Method
EAP	:	English for Academic Purpose
EFL	:	English as a Foreign Language
EGP	:	English for General Purposes
ELT	:	English Language Teaching
ELTIP	:	English Language Teaching Improvement Project
ESL	:	English as a Second Language
ESOL	:	English for the Speakers of Other Languages

ESP	:	English for Specific Purposes
GoB	:	Government of Bangladesh
GW	:	Group Work
GTM	:	Grammar –Translation Method
IBS	:	Institute of Bangladesh Studies
IER	:	Institute of Education and Research
IML	:	Institute of Modern Languages
LAD	:	Language Acquisition Device
LPS	:	Listening Proficiency Sumary
MFL	:	Modern Foreign Language
MI	:	Multiple Intelligences
MLS	:	Minimum Level of Standard
MQM	:	Minimum Qualifying Marks
NAEM	:	National Academy of Education Management
NCTB	:	National Curriculum & Textbook Board
NECR	:	National Education Commission Report
NU	:	National University
NUCDC	:	National University Curriculum Development Centre
NUCEC	:	National University Compulsory English Course
NUE	:	National University Examination
NUTTC	:	National University Teachers Training Centre
OHP	:	Overhead Projector
OGRP	:	Overall Growth Rate of Practices
OGRPL	:	Overall Growth Rate of the Practices of Listening
OGRPR	:	Overall Growth Rate of the Practices of Reading
OGRPS	:	Overall Growth Rate of the Practices of Speaking
OGRPW	:	Overall Growth Rate of the Practices of Writing
OPL	:	Overall Proficiency Level
OQR	:	Overall Qualifying Rate
OQRS	:	Overall Qualifying Rate of Students

ORPS	:	Overall Rate of Proficient Students
ORQTs	:	Overall Rate of Quality Teachers
ORRCP	:	Overall Rate of Real Classroom Practices
ORWMI	:	Overall Rate of Well-matching Instructions
PSC	:	Public Service Commission
PTs	:	Proficiency Tests
PTL	:	Proficiency Test of Listening
PTR	:	Proficiency Test of Reading
PTS	:	Proficiency Test of Speaking
PTW	:	Proficiency Test of Writing
PW	:	Pair Work
QRS	:	Qualifying Rate of Students
RM	:	Reading Method
RPS	:	Reading Proficiency Summary
RRCP	:	Rate of Real Classroom Practices
SLA	:	Second Language Acquisition
SLT	:	Situational Language Teaching
SPS	:	Speaking Proficiency Summary
STOPS	:	Sentence Structure, Tenses, Organization, Punctuation and Spelling
TMR	:	Techniques and Methods of Reading
TPR	:	Total Physical Response
TG	:	Teacher's Guide
TTI	:	Teachers' Training Institutes
TMMR	:	Teaching Techniques and Methods of Reading
WLT	:	Whole Language Theory
WMI	:	Well-matching Instructions
WPS	:	Writing Proficiency Summary

ABSTRACT

This research attempts to study the theories and the practices of teaching and learning the Basic English Language Skills: listening, speaking, reading and writing, investigating the realities in National University of Bangladesh. It measures the growth rate of practices of the four (04) Basic English language skills in the light of the language theories evolving over centuries all over the world. It also measures the overall rate of students who have the minimum proficiency in four basic English language skills. The research has been conducted in perspective of teaching and learning situations of the National University Compulsory English Course (NUCEC) in Bangladesh.

The National University compulsory English course (NUCEC) was introduced in 1995 for enhancing English Language proficiency of nearly one (01) million undergraduating students across the country of Bangladesh in more than 1700 colleges. It drew attention of the researcher for having so many obstacles and so, questions aroused in the mind of the researcher about the condition of the implementation of its syllabus. Implementation of a syllabus is generally possible only through the achievement of the syllabus goals. The syllabus goals of NUCEC are set to integrate the four basic language skills: listening, speaking, reading and writing in classroom practices and develop proficiency of students in basic language skills (BLS) to benefit them personally and professionally. These created interests in the mind of the researcher to study language theories, theories of curriculum development, Enlish language teaching (ELT), syllabus design and so on to study and evaluate the syllabus of NUCEC and observe the condition of its implementation in Bangladesh. So, the researcher has explored how the processes of teaching, learning and practices of basic language skills (BLS), in perspective of the NUCEC, are going on in his country. He has also observed how the practices of BLS are held in Bangladesh in the light of the common existing theories of language and English Language Teaching (ELT). The researcher felt inquisitive to empirically investigate: (a) the real position of students' overall proficiency level (OPL) indicating the overall growth rate of the practices (OGRP) of the four basic language skills and (b) the ovrall rate of proficient students (ORPS) in basic language skills in Bangladesh; in regard to the teaching and learning of NUCEC.

So, the present research was initiated. The research has investigated the status of the overall growth rate of the practices (OGRP) of BLS in Bangladesh. It has also measured the overall rate of proficient students (ORPS) in the country practising BLS with minimum level of standard (MLS).

It may be mentioned that the title of the study is not likely to mean that the research deals with any language theory that originated in Bangladesh. The study only attempts to see the status of the practices of basic language skills in Bangladesh in relation to the language theories which have developed over the centuries all over the world. The research has investigated how much knowledge the teachers have about the language theories and how they use that knowledge of language theories in teaching students the Basic English Language Skills such as listening, speaking, reading and writing. The research also explores how the processes of teaching, learning and practices of the four basic language skills (BLS) are continued in the light of different language theories. In the research, the phrase 'Basic Language Skills' and its acronym 'BLS' have, sometime, been used for 'Basic English Language Skills' for the convenience of shorter use. Practices of basic language skills which are investigated are limited to the country of Bangladesh. More specifically, the practices of BLS are limited to three divisional cities of Bangladesh: Dhaka, Rajshahi and Rangpur. But the language theories which the research deals with are unlimited to the extent of time and space.

Chapter one (01) of the thesis describes the topic of the research and discusses the research problem, problem environment, rationales, utility, scopes, limitations, feasibility and the objectives of the study. Objectives of the research are set mainly (a) to study the overall growth rate of practices (OGRP) of the basic language skills in Bangladesh and (b) to measure the overall rate of proficient students (ORPS) with MLS. The chapter also hypothesizes the expected outcomes of the study.

Chapter two (02) discusses theories of curriculum development and syllabus design, relation between curriculum and syllabus and so on. The chapter describes steps like planning a syllabus, rationale of its general goal, requirement of needs

analysis, processes of assessing learners, grading contents of the course, teaching and learning materials, manpower and resources for implementing syllabus.

Chapter three (03) defines and discusses 'Theory' and 'Practice' and the relationship between the two. The chapter relates functions of theory in planning a course, in formulating routines, in value judgements about language teaching and taking decisions on the part of teachers. The chapter elaborately discusses language teaching theories and shows that all methods represent a particular language teaching belief and emphasize the central issue of language teaching and learning. The chapter provides interpretations of practices and marks that good practice of teaching is regarded as correct use of the methods, principles and techniques. It also discusses various procedures for teachers to involve their students in practices of language activities addressing their needs and interests.

Chapter four (04) evaluates the syllabus of NUCEC concentrating on Listening, Speaking, Reading and Writing skills. It evaluates three (03) specific goals of the syllabus and analyzes their strengths and weaknesses. Six distinctive sections of the NUCEC and all segments of the sections are discussed in this chapter. It describes the nature of the listening, speaking, reading and writing items of NUCEC and requirements of rtelevant methods and techniques of teaching those items.

Chapter five (05) discusses methodology of the research. It describes various theories, methods and techniques which have been applied in conducting the present research. The chapter also describes the research nature, various methods of data collection, observation of classrooms, processes of constructing data collection tools, data collection procedures, processes of conducting proficiency tests (PTs) of students, processes of data analysis, data presentation tools, sample size, sampling procedures of the research and so on.

Chapter six (06) concentrates on listening skill. It defines and discusses the nature and functions of listening, purposes of practising listening, teaching-learning

theories of listening, necessary listening activities and materials required for listening practices. It analyzes reports of the surveys, interviews, classroom observations and proficiency test of listening (PTL) of students conducted in the study. Finally, it demonstrates the overall growth rate of the practices (OGRP) of listening and the overall rate of proficient students (ORPS) who maintain the minimum level of standard in practising listening in Bangladesh.

Chapter seven (07) concentrates on speaking. It defines and discusses speaking, required techniques and activities for developing speaking skill, characteristics and problems with speaking activities and suggests measures to overcome the problems. The chapter reveals the condition of teaching, learning and overall status of speaking practices in Bangladesh. It describes the processes of proficiency test of speaking (PTS) and demonstrates the overall growth rate of the practices (OGRP) of speaking and overall rate of proficient students (ORPS) who maintain the minimum level of standard in practising speaking in Bangladesh.

Chapter eight (08) concentrates on reading. It defines and discusses nature, functions, purposes and strategies for efficient reading. It discusses classroom practices and procedures, vocabulary teaching, feedback of reading, efficient and inefficient reading and so on. Focusing on the *'Reading and Understanding'* section of the syllabus, it discusses the reading items of NUCEC. With the data of questionnaire survey, classroom observations and the proficiency test of reading (PTR), it demonstrates the overall growth rate of the practices (OGRP) of reading in Bangladesh. It also exposes the overall rate of proficient students (ORPS) who maintain the minimum level of standard in practising reading in Bangladesh.

Chapter nine (09) concentrates on writing. It defines writing and elucidates all writing items in the NUCEC syllabus. It throws light on 'writing' as a skill, its sub-skills, writing types, approaches of writing and so on. Through surveys, interviews, classroom observations, it investigates teaching, learning and classroom practices of writing in Bangladesh. It describes teachers' academic qualifications, experiences, training, teaching techniques, use of teaching

materials, physical facilities, classroom seating arrangement and so on. Finally, the chapter demonstrates the overall growth rate of the practices (OGRP) of writing and the overall rate of proficient students (ORPS) who maintain the minimum level of standard in practising writing in Bangladesh.

Chapter ten (10) sums up the results of investigations about the overall status of the practices of basic language skills: listening, speaking, reading and writing in Bangladesh in perspective of teaching and learning of the NUCEC. Besides survey and classroom observations, the chapter accumulates data from the proficiency test of listening (PTL), proficiency test of speaking (PTS), proficiency test of reading (PTR) and proficiency test of writing (PTW), given by 441 students of three divisions of Bangladesh: Dhaka, Rajshahi and Rangpur. The chapter shows and discusses the results of the study demonstrating the overall growth rate of the practices of basic language skills (BLS) and the overall rate of proficient students (ORPS) who maintain the MLS in practising BLS in Bangladesh.

Chapter eleven (11) concludes the dissertation with findings and recommendations of the research. It suggests necessary measures for the concerned authority to use those recommendations and fight the obstacles and thereby, increase the rate of practices of basic language skills (BLS) in Bangladesh. The chapter also makes inferences so that further research (es) can be conducted in the field.

CONTENTS

	Page No.
Declaration	I
Certificate	II
Acknowledgement	III
Acronyms	V
Abstract	VIII
Contents	XIII
List of Tables	XXXIII
List of Figures	XLIV
Chapter 1: Introduction	**1-30**
1 Prelude	1
2. Statement of Problem	3
2.1. Historical Background	3
2.2 Initiation of the National University Compulsory English Course (NUCEC)	4
2.3 Goals of the Newly Revised Course (NUCEC)	4
2.4 The Sections of NUCEC	5
2.5 A General Discussion on BLS and the NUCEC	6
2.5.1 Listening Skill	6
2.5.1.1 Listening Skill in the NUCEC	6
2.5.2 Speaking Skill	6
2.5.2.1 Speaking Skill in the NUCEC	7
2.5.3 Reading Skill	7
2.5.3.1 Reading Skill in the NUCEC	8
2.5.4 Writing Skill	9
2.5.4.1 Writing Skill in the NUCEC	9
2.6 Syllabus Design	10

2.7 Needs Analysis 11
2.8 Theories and Practices 11
2.9 Present State of Classes and Teachers of NUCEC 12
3 Objectives of the Study 15
3.1 General Objective 15
3.2 Specific Objective 15
4 Study Rationale 15
5 Review of Literature 16
6 Utility of the Research 24
7 Feasibility 24
8 Scopes and Limitations of the Study 25
9 Expected Outcomes 25
10 Conclusion 26
References 27

Chapter 2: Curriculum Development Theories and Syllabus Design 31-49
1 Prelude 31
2 Background 31
3 Transmission of Curriculum as a Syllabus 33
3.1 Curriculum as Product 33
3.2 Curriculum as Process 35
3.3 Curriculum as Praxis 36
4 Definition of Syllabus 37
5 Syllabus Design 39
6 Needs Analysis 40
7 Contextualization 41
8 Goal Setting 42
9 Setting Tasks 42
10 Grading Contents 44
11 Models of Language Syllabus Design 44
12 Conclusion 46
References 48

Chapter 3: Theories and Practices **50-81**

1 Prelude 50

2 The IPA Articles as Declaration of Language Teaching Theories 51

3 Language Teaching Theories 52

3.1 Grammar –Translation Method or Traditional Method 53

3.2 The Direct Method 53

3.3 The Reading Method 55

3.4 The Audio-lingual Method 55

3.5 The Audio-visual Method 58

3.6 Cognitive Theory 59

3.7 Alternative Approaches and Methods of Language Teaching 60

3.7.1 Total Physical Response 60

3.7.2 The Silent Way 61

3.7.3 Community Language Learning 63

3.7.4 Suggestopedia 64

3.7.5 Whole Language Theory 65

3.7.6 Multiple Intelligences (MI) 67

3.7.7 The Lexical Approach 68

3.7.8 Behaviourist Approach 69

3.7.9 Mentalistic Approach 71

3.7.10 Communicative Approach 72

3.7.11 Communicative Language Teaching (CLT) 72

4 Practices 75

5 Conclusion 78

References 80

Chapter 4: Evaluation of the National University Compulsory English Course **82-109**

1 Prelude 82

2 Background of the NUCEC 83

3 Syllabus Committee of the Newly Revised Course 84

4 Goals of the Syllabus 85
5 Evaluation of the Syllabus Goals 86
6 Common Features of the NUCEC 89
7 Evaluation of Distinctive Sections of the Syllabus 89
7.1 Grammar 89
7.2 Developing Vocabulary 92
7.3 Translation from Bengali to English 92
7.4 Basic Language Skills in the NUCEC 93
7.4.1 Listening 93
7.4.2 Speaking Skill 93
7.4.3 Reading and Understanding 94
7.4.4 The Writing Component 95
7.4.4.1 Completing, Combining and Writing Correct Sentences 97
7.4.4.2 Situational Writing 97
7.4.4.3 Newspaper Writing 97
7.4.4.4 Writing Resume 98
7.4.4.5 Writing Letters 98
7.4.4.5.1 Writing Formal Letters 98
7.4.4.5.2 Writing Informal Letters 98
7.4.4.6 Paragraph Writing 99
7.4.4.7 Writing Essays 100
8 Position of Personal and Professional Writing in NUCEC 101
9 Writing in the NUCEC and Various Perspectives 101
10 Grading of Contents in the NUCEC 103
11 Nature of the Syllabus 104
12 Conclusion 106
References 108

Chapter 5: Methodology of the Empirical Investigation **110-143**

1 Prelude 110

2 Nature of the Research 110

3 Standard Methods in Social Science Research 111

4 Major Issues of Investigations in the Present Research 112

5 Study Areas 114

5.1 Selected Colleges from Bangladesh (Dhaka, Rajshahi and Rangpur Divisions) 114

6 Sample Size of the Study 115

6.1 Procedure of Sampling 116

7 Data of the Study 118

7.1 Data Sources 118

7.1.1 Primary Sources of Data 118

7.1.2 Secondary Sources of Data 119

7.2 Processes of Data Collection and Data Analysis 119

7.3 Data Collection Methods 120

7.4 Data Collection Tools or Instruments 120

7.5 Questionnaires of the Sudy 121

7.5.1 Questionnaire for Teachers 121

7.5.2 Questionnaire for Students 122

7.5.3 Questionnaire for Principals 122

7.5.3.1 Validity and Reliability of the Questionnaires 123

7.5.3.2 Pre-testing of the Questionnaires 124

7.5.4 Check Lists (CLs) for Classroom Observations 124

7.5.5 Interview Question Sheets 125

7.5.6 Proficiency Tests (PTs) of Students 125

7.5.6.1 Proficiency Test of Listening (PTL) 127

7.5.6.2 Proficiency Test of Speaking (PTS) 127

7.5.6.3 Proficiency Test of Reading (PTR) 128

7.5.6.4 Proficiency Test of Writing (PTW) 129

7.5.6.5 Proficiency Test Papers (PTPs) 132

7.5.6.5.1 Construction of Proficiency Test Papers (PTPs) 133
7.5.6.5.1.1 PTPs of Listening 133
7.5.6.5.1.2 PTPs of Speaking 133
7.5.6.5.1.3 PTPs of Reading 134
7.5.6.5.1.4 PTPs of Writing 135
8 Standard or Grading in the Proficiency Tests 135
9 Data Analyzing Tools 136
10 Data Presentation Tools 136
11 Execution of the Study 137
11.1 Questionnaire Survey, Classroom Observation, Interviews and Proficiency Tests 138
11.1.1 Execution of Questionnaire Survey on Teachers 138
11.1.2 Execution of Questionnaire Survey on Students 139
11.1.3 Execution of Survey and Interviewing the Principals 139
11.1.4 Execution of Classroom Observations 140
11.1.5 Execution of Interview with Authors of Guide Books 140
11.1.6 Execution of Proficiency Tests (PTs) of Students 140
12 Data Collection Period 141
13 Conclusion 141
References 143

Chapter 6 : Teaching and Learning Situations of Listening at Classroom Level 144-196

1 Prelude 144
2 Factors with Listening 145
3 Reasons for Listening 145
4 Techniques of the Practices of Listening 146
4.1 Skill of Processing Sound 146
4.2 Skill of Processing the Meaning 146
4.3 Context and Knowledge 147
5 Potential Problems of Learners with Listening 148
6 Classroom Applications and Some Issues 148

7 Materials and Listening Activities 148
8 Stages of the Activities of Listening 149
8.1 Pre-listening Activities 149
8.2 Listening Activities 149
8.3 Post-listening Activities 151
9 Listening Skill and the NUCEC 151
10 Reports of the Survey, Interview and Classroom Observations 152
11 Proficiency Test of Listening (PTL) 161
11.1 Items in the Proficiency Test of Listening 161
11.2 Distribution of Marks in the Proficiency Test of Listening 162
11.3 Slot-wise Division of Students 162
12 Dhaka Division in the Proficiency Test of Listening 162
12.1 Test on 'Listening to Words from CD: Writing Meaning' 163
12.1.1 Score by the Students of B. A (Hons) English 163
12.1.2 Score by the Students of Honours (Non English) 164
12.1.3 Score by the Students of Degree (Pass Course) 164
12.1.4 Total Picture of Proficiency of the Three Slots 164
12.2 Test on 'Dialogues from CD: Writing Answers' 164
12.2.1 Score by the Students of B. A. (Hons) English 164
12.2.2 Score by the Students of Honours (Non English) 165
12.2.3 Score by the Students of Degree (Pass Course) 165
12.2.4 Total Picture of Proficiency of the Three Slots 165
12.3 Test on 'Listening to Speeches in Real Life Situation' 165
12.3.1 Score by the Students of B. A. (Hons) English 166
12.3.2 Score by the Students of Honours (Non English) 166
12.3.3 Score by the Students of Degree (Pass Course) 166
12.3.4 Total Picture of Proficiency of the Three Slots 166
12.4 Slot-wise Proficiency of Students in all 03 Items of Listening in PTL 167
12.5 The Average Proficiency Level (APL) in the Proficiency Test of Listening (PTL) of Dhaka Division 167
12.6 Individual Performances by the Colleges of Dhaka Division 168

12.7 Listening Proficiency Summary (LPS) of Dhaka Division 171
12.8 Position of AGRP of Dhaka Division in Listening 171
13 Rajshahi Division at Proficiency Test of Listening (PTL) 171
13.1 Test on 'Listening to Words from CD: Writing Meaning' 172
13.1.1 Score by the Students of B. A (Hons) English 172
13.1.2 Score by the Students of Honours (Non English) 172
13.1.3 Score by the Students of Degree (Pass Course) 172
13.1.4 Total Picture of Proficiency of the Three Slots 172
13.2 Test on 'Listening to Dialogues from CD: Writing Answers' 173
13.2.1 Score by the Students of B. A (Hons) English 173
13.2.2 Score by the Students of Honours (Non English) 173
13.2.3 Score by the Students of Degree (Pass Course) 173
13.2.4 Total Picture of Proficiency of the Three Slots 173
13.3 Test on 'Listening to Speeches in Real Life Situation' 174
13.3.1 Score by the Students of B. A (Hons) English 174
13.3.2 Score by the Students of Honours (Non English) 174
13.3.3 Score by the Students of Degree (Pass Course) 174
13.3.4 Total Picture of Proficiency of the Three Slots 174
13.4 Slot-wise Proficiency of Students in all 3 Items of Listening in the PTL 174
13.5 The Result of Proficiency Test of Listening (PTL) of Rajshahi Division 175
13.6 Individual Performances by the Colleges of Rajshahi Division 176
13.7 Listening Proficiency Summary (LPS) of Rajshahi Division 179
13.8 Position of APL of Rajshahi Division 179
14 Rangpur Division at Proficiency Test of Listening (PTL) 179
14.1 Test on 'Listening to Words from CD: Writing Meaning' 179
14.1.1 Score by the Students of B. A (Hons) English 180
14.1.2 Score by the Students of Honours (Non English) 180
14.1.3 Score by the Students of Degree (Pass Course) 180
14.1.4 Total Picture of Proficiency of the Three Slots 180
14.2 Test on 'Listening to Dialogues from CD: Writing Answers' 181

14.2.1 Score by the Students of B. A (Hons) English 181
14.2.2 Score by the Students of Honours (Non English) 181
14.2.3 Score by the Students of Degree (Pass Course) 181
14.2.4 Total Picture of Proficiency of the Three Slots 181
14.3 Test on 'Listening to Speeches in Real Life Situation' 181
14.3.1 Score by the Students of B. A (Hons) English 182
14.3.2 Score by the Students of Honours (Non English) 182
14.3.3 Score by the Students of Degree (Pass Course) 182
14.3.4 Total Picture of Proficiency of the Three Slots 182
14.4 Slot-wise Proficiency of Students in all 3 Items of Listening in the PTL 182
14.5 The Result of Proficiency Test of Listening (PTL) of Rangpur Division 183
14.6 Individual Performances by the Colleges of Rangpur Division 184
14.7 Listening Proficiency Summary (LPS) of Rangpur Division 187
14.8 Position of APL of Rangpur Division 187
15 The Reasons behind Failure in Listening in the Country 187
16 Some Hope 187
17 The Overall Growth Rate of the Practices (OGRP) of Listening in Bangladesh 189
18 Status of Listening Practices in Bangladesh 190
19 The Overall Rate of Proficient Students (ORPS) in Listening in Bangladesh 190
20 Summary of the Practices of Listening in Bangladesh 191
21 Conclusion 192
References 194

Chapter 7: Teaching and Learning Situations of Speaking at Classroom Level 197-252

1 Prelude 197
2 Purposes of Speaking 198
3 Activities for the Development of Speaking Skill 198

3.1 Effective Speaking Activities 199
3.2 Problems with Speaking Activities 199
4 Speaking Activities 200
4.1 Group Work (GW) 200
4.2 Activity in Easy Language 201
4.3 Careful Choice of Topics and Tasks 201
4.4 Instructions or Training in Discussion Skill 201
4.5 Keeping Students Speaking the Target Language 201
4.6 Topic and Task-based Activities 201
4.6.1 Discussion-based Activities 202
4.6.1.1 Describing Pictures 202
4.6.1.2 Picture Differences 202
4.6.1.3 Things in Common 202
4.6.1.4 Solving a Problem 203
4.6.1.5 Communication Games 203
4.6.1.6 Role-play 204
4.7 Drill 204
4.8 Practices of Dialogues 205
4.9 Teaching Sounds and Pronunciation 205
4.10 Ear Training 206
5 Classroom Environment and Situations 206
6 Speaking Skill in the NUCEC 207
7 Reports of the Survey, Interview and Classroom Observations 209
8 Proficiency Test of Speaking (PTS) 213
8.1 Method Summary of Proficiency Test of Speaking (PTS) 214
9 Dhaka Division at Proficiency Test of Speaking (PTS) 215
9.1 Accuracy and Fluency of Speaking in Dhaka Division 216
9.2 Average Result of Speaking in Dhaka Division 223
9.3 Speaking Proficiency Summary (SPS) of Dhaka Division 224
9.4 Position of APL of Dhaka Division in Speaking 224
10 Rajshahi Division at Proficiency Test of Speaking (PTS) 224
10.1 Accuracy and Fluency of Speaking in Rajshahi Division 225

10.2 Average Result of Speaking in Rajshahi Division 231
10.3 Speaking Proficiency Summary (SPS) of Rajshahi Division 233
10.4 Position of Average Proficiency Level (APL) of Rajshahi Division 233
11 Rangpur Division at Proficiency Test of Speaking (PTS) 233
11.1 Accuracy and Fluency of Speaking in Rangpur Division 234
11.2 Average Result of Speaking in Rangpur Division 240
11.3 Speaking Proficiency Summary (SPS) of Rangpur Division 243
11.4 Position of Average Growth Rate of Practices (AGRP) of Rangpur Division 243
12 Overall Status of Speaking in Bangladesh 243
12.1 The Overall Growth Rate of the Practices (OGRP) of Speaking 243
13 The Overall Rate of Proficient Students (ORPS) in Speaking 245
14 Summary of the Practices of Speaking (SPS) in Bangladesh 246
15 Reasons behind Failure in Speaking 247
16 Conclusion 248
References 250

Chapter 8 : Teaching and Learning Situations of Reading at Classroom Level 253-292

1 Prelude 253
2 Reading 253
2.1 Purposes of Reading 254
2.2 General Activities of Reading 255
2.3 Strategies for Efficient Reading 256
2.3.1 Tasks 256
2.3.2 Skimming and Scanning Tasks 256
2.3.3 Text of Reading 257
2.4 Reading Speed 257
2.5 View Points of Reading 257
2.5.1 The Text as Object View Point 257
2.5.2 The Text as Process View Point 258
2.6 Schema Theory 259

2.7 'Bottom-up' and 'Top-down' Strategies 259
3 Classroom Practices and Procedure of Reading 260
3.1 Stages and Procedures of Reading 260
3.2 Vocabulary Teaching for Reading 260
3.3 Feedback of Reading 261
3.4 Efficient and Inefficient Reading 261
4 A General Discussion on 'Reading Skill' in the NUCEC 263
5 Reports of Survey, Interview and Classroom Observations on Reading 265
6 Proficiency Test of Reading (PTR) 270
6.1 Dhaka Division in Proficiency Test of Reading (PTR) 272
6.2 Average Proficiency Level (APL) of Dhaka Division in Reading 275
6.3 Reading Proficiency Summary (RPS) of Dhaka Division 276
6.3.1 Position of Average Growth Rate of Practices (AGRP) of Reading in Dhaka Division 276
7 Rajshahi Division in the Proficiency Test of Reading (PTR) 276
7.1 Average Results of Rajshahi Division in Reading 280
7.2 Reading Proficiency Summary (RPS) of Rajshahi Division 280
7.2.1 Position of AGRP of Reading in Rajshahi Division 280
8 Rangpur Division in the Proficiency Test of Reading (PTR) 280
8.1 Average Proficiency Level (APL) of Rangpur Division in Reading 283
8.2 Reading Proficiency Summary (RPS) of Rangpur Division 284
8.2.1 Position of AGRP of Reading in Rangpur Division 285
9 Overall Status of Reading in Bangladesh 285
9.1 The Overall Growth Rate of the Practices (OGRP) of Reading in Bangladesh 285
9.2 The Overall Rate of Proficient Students (ORPS) in Reading in Bangladesh 287
10 Summary of the Practices of Reading (SPR) in Bangladesh 288
11 Conclusion 289
References 290

Chapter 9: Teaching and Learning Situations of Writing at Classroom Level **293-406**

1 Prelude 293

2. Writing 294

3 Purposes and Types of Writing 296

4 'Writing' in the NUCEC 297

5 A General Discussion on the Language Items of NUCEC 297

5.1 Completing, Combining and Writing Correct Sentences 297

5.2 Situational Writing 297

5.3 Newspaper Writing 298

5.4 Writing Resumes 299

5.5 Writing Letters 300

5.5.1 Writing Formal Letters 300

5.5.2 Writing Informal Letters 303

5.5.3 Paragraph Writing 304

5.5.4 Writing Essays 307

6 Stages and Approaches to Writing 309

7 The Sub-skills for Writing 313

8 Teachers' Roles 314

9 Identification and Analysis of Mistakes 314

10 Instructional Techniques 315

11 Reports of the Survey 316

11.1 Common Issues of Dhaka, Rajshahi and Rangpur Divisions 316

11.2 Ideas and Application of Writing Sub-skills by Teachers 319

11.3 Emphasis Put by Teachers on the Sections of the NUCEC 320

11.4 Preparation of Lesson Plan 321

11.5 Teaching Techniques of Writing in Classrooms 322

11.6 Process of Teaching Writing Correct Sentences 322

11.7 Correction of Writing 323

11.8 Teaching of Completing Sentences 323

11.9 Teaching of Paragraph Writing 324

11.10 Teaching of Writing the Paragraph Types 324
11.11 Teaching of Writing Essays 325
11.12 Teaching of Writing Personal and Professional Letters 326
11.13 Teaching of Situational Writing 326
11.14 Teaching of Dialogue Writing 327
11.15 Activities in Classrooms with Writing 328
11.15.1 Teachers' Training 328
11.15.2 Overall Quality of Teaching and Teachers of Writing in Bangladesh 329
11.15.2.1 Well Matching Instructions (WMI) 329
11.15.2.2 Control over Lessons and Classroom Atmosphere (CLCA) by Teachers 329
11.15.3 Overall Rate of Quality Teachers (ORQTs) 330
11.15.4 Rate of Real Classroom Practices (RRCP) in Bangladesh 330
11.16 Common Issues with Students 331
12 Survey Conducted on Principals 334
12.1 Qualifications of Principals 334
12.2 Supervision of NUCEC Classes by Principals 334
12.3 Initiatives by the Principals for Development of English Teachers 335
12.4 Initiatives by the Principals for Development of Students' Writing Skill 336
13 Specific Reports of the Survey on Dhaka Division 336
13.1 Teacher-Student Ratio 336
13.2 Qualifications of Teachers 337
13.3 Experience of Teachers 337
13.4 Training of Teachers 338
13.5 Classroom Observations 338
13.5.1 Quality of Teaching 338
13.5.1.1 Instructional Level of Teachers 338
13.5.1.2 Control over Lessons and Classrooms by Teachers 340
13.5.2 Classroom Practices of 'Writing' by Students in Reality 341

13.5.2.1 Integration and Practices of Four Language Skills 341
13.5.2.2 Practices of Writing Sub-skills 342
13.5.2.3 Practices of Situational Writing with Appropriate Teaching Materials 342
13.5.2.4 Practices of Situational Writing through PW or GW 342
13.5.2.5 Practices of Dialogue Writing 342
13.5.2.6 Practices of Paragraph Writing 343
13.5.2.7 Practices of Writing Essays 343
13.5.2.8 Rate of Classroom Practices of 'Writing' by Students in Reality 343
13.5.3 Teaching Materials and Physical Facilities in Classrooms 344
13.5.3.1 Sizes of Classrooms 344
13.5.3.2 Teaching Materials in Classrooms 345
13.6 Interviews with Guide Book Authors 346
14 Results of Dhaka Division in NUCEC in NU Examinations (NUE) 346
14.1 Results of B.A (Honours) in English of Dhaka Division in NUE of 2010-2011 347
14.2 Results of Honours (Non English) of Dhaka Division in NUE of 2010-2011 348
14.3 Results of Degree Pass Course (B.A, B.Com, B.Sc, BSS) of Dhaka Division in NUE of 2010-2011 348
14.4 NUE Results 2010-2011 of the Three (03) Slots Compared 349
15 Proficiency Test of Writing (PTW) 350
15.1 Dhaka Division in the Proficiency Test of Writing (PTW) 353
15.1.1 Performance by the Slot of Bachelor Degree (Pass Course) Students 254
15.1.2 Performance by the Slot of Honours (Non-English) Students 254
15.1.3 Performance by the Slot of Honours in English Students 254
15.1.4 AGRP of Writing in Dhaka Division 254
16 Average Rate of Proficient Students (ARPS) in the PTW of Dhaka Division 357
17 Results of NU Examination (NUE) and Results of PTW Compared 358

18 Overall Result of Dhaka Division in the PTW 360
19 Writing Proficiency Summary (WPS) of Dhaka Division 360
20 Position of AGRP of Writing in Dhaka Division 361
21 Reports of the Survey on Rajshahi Division 361
21.1 Teacher-Student Ratio 361
21. 2 Qualifications of Teachers 262
21.3 Experiences of Teachers 362
21.4 Training of Teachers 362
21.5 Classroom Observations 363
21.5.1 Quality of Teaching 363
21.5.1.1 Instructional Level of Teachers 363
21.5.1.2 Control over Lessons and Classrooms by Teachers 363
21.5.1.3 Classroom Practices of 'Writing' in Reality 364
21.5.1.3.1 Integration of Four Language Skills 364
21.5.1.3.2 Practices of Writing Sub-skills 364
21.5.1.3.3 Practices of Situational Writing with Appropriate Teaching Materials 365
21.5.1.3.4 Practices of Situational Writing through PW or GW 365
21.5.1.3.5 Practices of Dialogue Writing 365
21.5.1.3.6 Practices of Paragraph Writing 366
21.5.1.3.7 Practices of Writing of Essays 366
21.5.1.3.8 Rate of Classroom Practices of 'Writing' in Reality 366
21.5.2 Teaching Materials and Physical Facilities in Classrooms 367
21.5.2.1 Sizes of Classrooms 367
21.5.3 Teaching Materials in Classrooms 367
21.6 Results of Rajshahi Division in the National University Examination (NUE) 368
21.6.1 Results of B.A (Honours) in English of Rajshahi Division in NUE of 2010-2011 368

21.6.2 Results of Honours (Non English) of Rajshahi Division in NUE of 2010-2011 369
21.6.3 Results of Bachelor Degree (Pass Course) of Rajshahi Division in NUE of 2010-2011 369
21.6.4 Results of Honours (English), Honours (Non-English) and Bachelor (Pass Course) of Rajshahi Division in NUE of 2010-2011 Compared 370
22 Rajshahi Division in the Proficiency Test of Writing (PTW) 371
22.1 Performance by the Slot of Honours in English Students 372
22.2 Performance by the Slot of Honours (Non-English) Students 372
22.3 Performance by the Slot of Bachelor Degree (Pass Course) Students 372
22.4 Average Growth Rate of Practices (AGRP) of Writing in Rajshahi Division in PTW 374
23 Average Rate of Proficient Students (ARPS) in Writing in the Proficiency Test of Writing (PTW) in Rajshahi Division 375
24 Results of NU Examination (NUE) and Results of PTW Compared 376
25 Overall Result of Rajshahi Division in the PTW 377
26 Writing Proficiency Summary (WPS) of Rajshahi Division 377
27 Position of AGRP of Rajshahi Division in Writing 378
28 Reports of the Survey on Rangpur Division 378
28.1 Teacher-Student Ratio 378
28.2 Qualifications of Teachers 379
28.3 Experience of Teachers 379
28.4 Training of Teachers 380
28.5 Classroom Observations 380
28.5.1 Quality of Teaching 380
28.5.1.1 Instructional Level of Teachers 380
28.5.1.2 Control over Lessons and Classrooms (CLC) by Teachers 381
28.5.2 Appropriate Classroom Practices of 'Writing' in Reality 381
28.5.2.1 Integration and Practices of Four Language Skills 381

Table 142.2 : Result of the Students of Bachelor Degree (Pass Course) of Rangpur Division in the NUE of 2010-2011, Source: College Result Books 388
Table 142.3 : Rates of Proficient and Non-proficient Students in the NU Examination (Rangpur Division) 389
Table 143 : Average Proficiency Level (APL) of Rangpur Division in Writing 392
Table 144 : ARPS of Writing in Rangpur Division 393
Table 145 : Results of the Final Examination of NU and PTW Compared 394
Table 146 : The Overall Growth Rate of the Practices (OGRP) of Writing in Bangladesh 397
Table 148 : Overall Ratio of Teacher and Students in Bangladesh 398
Table 149 : Overall Status of Listening Practices in Bangladesh 399
Table 150 : Overall Rate of Proficient Students (ORPS) in Listening in Bangladesh 410
Table 151 : Overall Status of Speaking Practices in Bangladesh 412
Table 152 : Status of ORPS in Speaking in Bangladesh 413
Table 153 : Overall Status of Reading Practices in Bangladesh 414
Table 154 : Overall Rate of Reading Proficient Students in Bangladesh 415
Table 155 : Overall Status of Writing Practices in Bangladesh 416
Table 156 : Overall Rate of Proficient Students (ORPS) of Writing in Bangladesh 417

LIST OF FIGURES

Page No.

Fig 01	:	Teachers' Opinions about Students' Probable Problems with Listening	154
Fig 02	:	Rate of Teachers' Taking of Listening Classes in Person	155
Fig 03	:	Speaking of English by Teachers at Classrooms	156
Fig 04	:	Teachers offering Techniques of Teaching Listening	156
Fig 05	:	Teachers involving Students in Listening Comprehension	157
Fig 06	:	The Time Duration Used for Listening Interactions among Students and Teachers at Classrooms	159
Fig 07	:	Juxtaposed Picture of Proficiency of 03 Slots in Item No. 2: *Listening to Dialogues from CD: Writing Answers*	165
Fig 08	:	Juxtaposed Picture of Proficiency of 03 Slots in Item No. 3: *Listening to Speeches at Real Life Situation*	166
Fig 09	:	APL of Dhaka Division in Listening	168
Fig 10	:	Ratio between Successful and Unsuccessful Colleges in Dhaka Division	171
Fig 11	:	APL of Rajshahi Division in Listening	176
Fig 12	:	Ratio between Successful and Unsuccessful Colleges in Rajshahi Division	178
Fig 13	:	Juxtaposed Picture of Proficiency of the Three Slots of Students in Listening Item No. 1: Listening to Words from CD: Writing Meaning	180
Fig 14	:	AGRP of Listening in Rangpur Division	184
Fig 15	:	No. of Colleges with or without MLS in Listening in Rangpur Division	186
Fig 16	:	Colleges reaching the Proficiency Level of Listening	189
Fig 17	:	Overall Rate of Proficient Students (ORPS) in Listening in Bangladesh	191
Fig 18	:	Overall Status of Listening Practices in Bangladesh	192
Fig 19	:	Teachers involving Students with GW & PW	209
Fig 20	:	Average Proficiency Level (APL) of Dhaka Division in Speaking: 45.15%	223

Fig 21	:	Rate of Fluency, Acuracy and APL of the Colleges of Rajshahi Division	231
Fig 22	:	Average Proficiency Level (APL) of Rajshahi Division: 45.84%	232
Fig 23	:	Ratio between Successful and Unsuccessful Colleges in Rajshahi Division	233
Fig 24	:	Rate of Fluency, Rate of Accuracy and Proficiency Level (APL) of Studnts of Rangpur Division in Speaking	241
Fig 25	:	Average Proficiency Level (APL) of Rangpur Division in Speaking: 41.76%	242
Fig 26	:	Ratio between Successful and Unsuccessful Colleges in Rangpur Division	242
Fig 27	:	Average Rate of Accuracy and Fluency and Growth Rate of Speaking in Bangladesh	244
Fig 28	:	The Overall Growth Rate of the Practices (OGRP) of Speaking in Bangladesh	244
Fig 29	:	Overall Picture of Speaking Proficient Students in Bangladesh	246
Fig 30	:	Position of Libraries in the Colleges of Bangladesh	266
Fig 31	:	Teaching of Reading through Top-down and Bottom-up Processes	267
Fig 32	:	Average Growth Rate of Practices (AGRP) of Reading in Dhaka Division: 46.72%	275
Fig 33	:	Ratio between Successful and Unsuccessful Colleges in Dhaka Division	276
Fig 34	:	Colleges in Rajshahi Division providing Students with MLS	280
Fig 35	:	Average Growth Rate of the Practices (AGRP) of Reading in Rangpur Division: 39.51%	284
Fig 36	:	28.57% Colleges in Rangpur Division providing Students with the MLS	284
Fig 37	:	Overall Growth Rate of the Practices (OGRP) of Reading in Bangladesh	285
Fig 38	:	Divisions with MLS in Reading Practices	286
Fig 39	:	Overall Rate of Reading Proficient Students in Bangladesh	287
Fig 40	:	Status of the Practices of Reading in Bangladesh	288
Fig 41	:	Overall Rate of Real Classroom Practices (ORRCP)	331

Fig 42	:	Students' Opportunity to Practise 'Writing' English in an Appropriate Way	344
Fig 43	:	APL Reflecting AGRP of Writing in Dhaka Division: 42.10%	356
Fig 44	:	Ratio between Successful and Unsuccessful Colleges in Dhaka Division	358
Fig 45	:	Rates of Success and Failure in the NUE and PTW of Dhaka Division Juxtaposed	359
Fig 46	:	Ratio of ARPS & ARNPS in the NU Examination (Rajshahi Division) - 67.21%: 32.76%	371
Fig 47	:	Average Growth Rate of the Practices of Writing in Rajshahi Division: 40.60%	374
Fig 48	:	Ratio of Successful and Unsuccessful Colleges in Rajshahi Division	375
Fig 49	:	Ratio of ARPS & ARNPS in the NU Examination (Rangpur Division) - 64.89%: 35.05%	389
Fig 50	:	AGRP of Writing in Rangpur Division: 43.29%	393
Fig 51	:	Ratio between Successful and Unsuccessful Colleges in Rangpur Division	394
Fig 52	:	Rate of Success and Failure in the NUE and PTW of Rangpur Division Juxtaposed	395
Fig 53	:	Overall Rate of Proficient Students (ORPS) in Writing in the Country	398
Fig 54	:	ORPS in the NUE and ORPS in the PTW Juxtaposed	399
Fig 55	:	The Matrix of Teaching and Learning of Writing in Bangladesh	400
Fig 56	:	ORPS in Listening and OGRP of Listening in Bangladesh	411
Fig 57	:	Overall Growth Rate of Practices (OGRP) of Speaking and Overall Rate of Proficient Students (ORPS) in Speaking in Bangladesh	413
Fig 58	:	OGRP in Reading and ORPS of Reading in Bangladesh	415
Fig 59	:	ORPS in Writing and OGRP of Writing in Bangladesh	417
Fig 60	:	Overall Growth Rate of Basic Language Skills in Bangladesh	418
Fig 61	:	The Overall Rate of Proficient Students (ORPS) with MLS in the Basic Language Skill in Bangladesh	419
Fig 62	:	OGRP and ORPS of Basic Language Skills in Bangladesh	420

Chapter 1
Introduction

1 Prelude

Language is a vehicle for dealing with reality (Wardhaugh, 1971: 19). English is used as a lingua franca for global communication. As a language, English provides easy access to the ever-expanding knowledge of science, technology, arts, education, innovations and discoveries because most works e.g. books, journals, reports, research-findings and so on of the world are published in English. English has also become the language of information technology and international labour market. English can be considered a language of survival and so, ". . . its demand is rapidly increasing day by day as it is being increasingly used as a means of world communication, diplomacy, trade and commerce, tourism, research and information" (Zaman, 1974: 43).

Language skills are taught in the order of listening, speaking, reading and writing (Richards and Rodgers, 2001:59). And achievement of these basic language skills (BLS) has become a pivotal necessity for creating people's communications, careers and possible futures. In Bangladesh, English has been being taught from the primary to the tertiary level since the independence of the country in 1971 but students' performance in BLS has remained deplorable (Ibid: 3). The history of teaching and learning of English in Bangladesh carries evidences that the flow of teaching- learning process of English has been facing impediments since the dawn of the independence. As a result, the post-liberation Bangladesh produced a number of graduating generations with frustrating proficiency in the basic language skills (BLS) of English. However, in 1995 National University (NU) of Bangladesh introduced the National University Compulsory English Course (NUCEC) of 100 marks for students of the Degree (pass course) as a major course and for all students of Honours as a non major course. Having been revised during 2001- 2002, the syllabus has been being taught since the session of 2002-2003. According to a report of

Bangladesh National Education Commission (BNEC), the practices of the basic language skills (BLS) of English of about nine hundred thousand (900,000) students are supposed to be developed through this course of NUCEC in more than 1700 colleges in the country. The BNEC published a report in 2003 revealing problems with the NUCEC (Op. cit., 2003: 185). The BNEC report says that the implementation of NUCEC has been facing a lot of obstacles which need to be marked and remedial measures should be taken for further development of the course. The report also suspects the performaces of NUCEC and the achievement of the syllabus goals which centre round the four basic skills of English language: listening, speaking, reading and writing. But BNEC took no further step to know how NUCEC has actually been performing and contributing to the growth of the practices of the basic English language skills in Bangladesh.

The present research, therefore, attempts to investigate the performances of NUCEC through measuring the status of the overall growth rate of practices (OGRP) of the basic language skills (BLS) of English and the overall rate of proficient students (ORPS) in BLS in Bangladesh in perspective of teaching and learning of the course. The research has discussed the theories of BLS evolving for centuries all over the world and has observed the teaching and learning situations of listening, speaking, reading and writing practices in the country in the light of those theories. Through an empirical investigation on the overall activities (e.g. teaching, learning, testing, evaluating and so on) and performances (e.g. results of class tests, college tests, examinations, proficiency tests and so on) of the NUCEC, the present research has demonstrated the status of practices of basic language skills (BLS) and status of proficient students who have minimum proficiency in BLS in the country. The study has located the obstacles hindering the implementation of the syllabus and achievement of its goals and has provided recommendations for related issues with a view to forming a basis for the further development of the NUCEC.

2. Statement of Problem

2.1. Historical Background

After the liberation in 1971, the first language policy of Bnagldesh, adopted by the first Education commission of Bangladesh (1974), recommended "Bangla Only" policy in which English was recommended as a compulsory second language "For historical reasons and for the sake of reality" (Zaman, 1974: 9). After that, the success rate in learning English fell to a disastrous depth and things came down to a final nail in the coffin before the 90s when "...in an attempt to elevate the success rate in the B.A examinations, making English optional at the Bachelor level dealt another blow to English language proficiency and brought the standard of English to abysmal depths" (Ibid: 210). The result of eliminating English proved disastrous. During the 70s and 80s, students who, doing the best in the Higher Secondary level, got scholarship from the government of Bangladesh and went abroad for study, were sent back since they failed to cope with the English medium of instruction (Bangla Pedia, 3:491). Since liberation, during last four decades tremendous changes have globally taken place. By this time, students of Bangladesh studying at tertiary level in public institutions have come out with little effects. Niaz Zaman (2004: 208-209) writes-

> . . . with the elimination of English from the primary level, the transformation of all schools to Bangla medium schools and replacement of English by Bangla at the tertiary level, students who went to the public institutions received less and less exposure to English and would become increasingly unable to cope in the contemporary world where English is the language of economic and political power.

After that, students' performance in English, especially at Degree (Pass Course) and honours levels came down to a deplorable condition in Bangladesh. Huda (2003: 3), writes, " . . . it becomes usual that a great number

of students fail in English and a lot of students have been obtaining grace marks striving with English as a hurdle." During the 80s, above 90% of the university students failed to achieve minimum proficiency in written English. And thus, up to the 90s, a vacuum existed in the process of developing proficiency of basic language skills (BLS); especially among under-graduating and graduating generations in Bangladesh.

2.2 Initiation of the National University Compulsory English Course (NUCEC)

After the 90s, an English language course of 100 marks was introduced for the fisrt time at public universities of Bangladesh. Through the Private University act of 1992, English, as a medium of instruction proliferated in Bangladesh. National University (NU) of Bangladesh introduced the National University Compulsory English Course (NUCEC) of 100 marks in 1995. The NUCEC was offered as a compulsory major course for Degree (Pass Course) students and was offered as a compulsory non-major course for all honours students. That time, NU gave option for the honours students that if they obtained more than 40% marks in the NUCEC, they would add the extra marks to their core courses of honours. Later, it was decided by NU that 33% is the pass mark and after 33, maximum 10 marks would be added for honours students. The course continued till 2002. During the session of 2002-2003, it was again effective with a newly revised form carrying some significant changes.

2.3 Goals of the Newly Revised Course (NUCEC)

According to Munby (1997: 116), listening, speaking, reading and writing are considered to be the customary divisions of basic English language skills (the 'four language skills'). National University Compulsory English Course (NUCEC) aims at integrating the four basic language skills (BLS) of English: listening, speaking, reading and writing. The NUCEC has no general goal but it mentions its specific goals as-

Breaking down the statement of the syllabus objective, one can simply get three specific goals of the NUCEC. They are:

- to develop the students' English language skills
- to enable students to benefit personally and professionally and
- to integrate the four language skills listening, speaking, reading and writing in classroom situation to encourage better language use.

Concentrating on the specific goals of the NUCEC, questions arise in the mind of the researcher e.g. - Does the course really develop students' four basic language skills (BLS)? Are the BLS really integrated in classroom? What methods and techniques do the teachers use in teaching BLS? Are students really benefited personally and professionally? Here benefit should mean developing students' proficiency in BLS so that they can use those skills in their professional life and create better future. If so, then how many students have achieved the minimum level of proficiency in the BLS? What is the status of overall proficiency level of Bangladesh in BLS? There arise a series of questions in the mind of the researcher relating the relevent issues.

2.4 The Sections of NUCEC

The National University compulsory English course (NUCEC) has six distinctive sections-

> *i. Reading and understanding, ii. Writing iii. Grammar, iv. Developing vocabulary, v. Translation from Bengali to English and vi. Speaking skills*

The syllabus has three distinct sections: speaking, reading and writing skills and there is no section on 'listening skill' in the content. The syllabus also includes grammar, vocabulary and translation as parts of teaching and learning.

2.5 A General Discussion on BLS and the NUCEC

2.5.1 Listening Skill

Human life begins with listening. That is why, listening comes first as a language component. This is to note that without the skill of listening, a man is handicapped in personal, social or professional spheres of life. Contextual knowledge is a very important factor in listening. A listening context often contains visual clues, such as gestures which generally support the spoken words. Like the reader or writer, the listener is also involved in guessing, anticipating, checking, interpreting, interacting and organizing. Actually, teaching the comprehension of spoken language is the primary importance if the aim of communication is to be achieved. So, listening comprehension is anything but a passive activity (Vandergrift 1999:135). This is how; the objective of listening comprehension practices in classroom is that students should learn to function successfully in real-life listening situations (Ur 1991: 105).

2.5.1.1 Listening Skill in the NUCEC

Listening is neglected in the syllabus of National University Compulsory English Course (NUCEC). It is found that the syllabus of NUCEC has completely excluded 'listening' from its content. The study has explored how this exclusion has affected students.

2.5.2 Speaking Skill

Speaking is a great tool for man to survive through communications. And so, of all the four skills, speaking seems intuitively the most important. Through speaking, man expresses his emotions, communicates his intentions, reacts to other persons and situations and influences other human beings (Rivers, Op. cit, 162). So, speaking language is, then, an essential tool for man for the entire process of survival.

Speaking involves learners in the mastery of a wide range of sub-skills, which constitute an overall competence in the spoken language. So, for the development of learner's speaking, teachers need to take learners through skill developing activities like communication games, simulation/ role-play, dialogue practices, teaching sounds and pronunciation and many other processes.

2.5.2.1 Speaking Skill in the NUCEC

Like listening, speaking is also neglected in the syllabus of National University Compulsory English Course (NUCEC). The NUCEC has distributed no mark for speaking and the course does not include any speaking activity in the content of its syllabus. The study has investigated how students are affected for neglecting speaking. It has also studied the present status of overall practices of speaking in Bangladesh and the rate of students who practise speaking with minimum proficiency.

2.5.3 Reading Skill

Reading with comprehension and fluency, is a skill which must be taught in progressive stages and practised regularly with carefully graded material (Rivers, Op. cit, 215). If a foreign language learner can read the words of a text but cannot understand the meaning of it, then, it means that in his activity reading has not taken place. Only enunciating the sounds, symbolized with written marks, is one aspect of reading but it is not the final goal. To reach the final goal, one must be taught to derive meaning from the word combinations in the text. Fries (1963: 121), therefore, pragmatically marks that in reading, the student develops a considerable range of habitual responses to a specific set of patterns of graphic shapes.

There are activities of reading which are commonly given for practising in the reading classes. Reading activities in which teachers need to involve students are: general questions, do-it-yourself question, providing title to a story,

summarizing, continuing a story, suggesting a preface, filling gaps with the missing ideas, finding similarity or difference of content, writing responses and so on.

2.5.3.1 Reading Skill in the NUCEC

The syllabus of National University Compulsory English Course (NUCEC) has a specific section for reading called *'Reading and Understanding'*. It includes certain reading items which are-

> *(a) Understanding different purposes and types of readings, (b) Guessing word-meaning in different contexts, (c) Understanding long sentences, (d) Recognizing main ideas and supporting ideas, (e) Answering comprehension questions, (f) Writing summaries.*

The syllabus also mentions-

> *Students will be expected to read passages that might come across in their everyday life, such as news papers, magazines, general books. Simple stories will also be included to give students a familiarity with different uses of the language.*

To implement the syllabus of NUCEC, especially, for the set items of 'reading' in it, teachers need to provide students with command of accessibility to text (with comprehensible language), accessibility to content (letting students use their background knowledge) and ability of varied types of reading (e.g. fast, slow, skimming, scanning, studying and so on). Learners should also be habituated to predicting contexts, guessing words and using dictionaries.

The present study has observed classroom activities, reading strategies, and overall teaching and learning processes of reading. The study has also dealt with the growth rate of reading practices and rate of proficient students in the country who practise reading with minimum standard.

2.5.4 Writing Skill

Writing is a way of recording language by means of visible marks (Bloomfield, 1967: 21). Writing is a tool of permanent communication. Anthony (1971: 5) says "writing, often more deliberate and thoughtful and always more permanent than speech, is therefore more important." However, as writing is a process, the teaching of writing also has some processes (Arapoff, 1971: 201). The teacher must proceed to teach students through simple to complex processes. Teachers must control the complexity of the writing that students will be expected to do at various stages of learning.

According to Nunan (1998: 47), writing involves mastering the mechanics of letter formation, spelling and punctuation; grammatical system to convey intended meaning, organizing content, complete text to reflect given information, topic structure; polishing and revising initial efforts and selecting appropriate style. So, writing is not a natural process like listening or speaking skills. Students need to go through a series of processes so that they can be habituated to maintaining orders of mechanics, grammatical system, organizing contents and finally conveying the intended meaning or the message through an appropriate style. And this is teachers who have the responsibility to bring students through the processes.

2.5.4.1 Writing Skill in the NUCEC

"Writing" is the crucial section of the NUCEC. It contains 40% of the syllabus. The goals of the syllabus are to develop students' writing proficiency to benefit them personally and professionally. It is, therefore, naturally expected that the tasks of the syllabus regarding the "Writing component" should be set in such a way that teachers might get feasibility to build up students' skills and make them capable enough to cope with writing; especially in personal and professional life. And students would be benefited thereby. Constituents of the writing section in the NUCEC are:

> *writing correct sentences, completing sentences and combining sentences, situational writing, newspaper writing, writing resumes, formal and informal letters, paragraph writing, and writing essay.*

The present research, investigating the related issues of writing, has observed the teaching and learning processes of writing and has found the overall growth rate of practices (OGRP) of writing and the overall rate of writing proficient students in the country. The research has found many issues concerned with writing and has made recommendations at the required places.

2.6 Syllabus Design

A syllabus is a concise outline of a course of study (Nilson, 1998: 20). R.V. White (1998) proposes two basic types of language syllabus (Type A and type B). He has summarized what he considers to be the salient characteristics of these two types. In this regard, he draws upon the curriculum classifications suggested by Davies (1976) that the type A of the syllabuses stands for "What is to be learnt?" and the type B stands for "How it is to be learnt?" Regarding these two types of syllabus Allen (1984: 65) says-

> In relation to language teaching syllabus, these two types can be summarized in terms of the distinctions between an interventionist approach which gives priority to the pre- specification of linguistic or other content or skill objectives on the one hand, and a non-interventionist, experiential, 'natural growth' approach on the other, which aims to immerse the learner in real life communication without any artificial pre-selection or arrangement of items.

Actually, the basic approach to syllabus design is that the teaching content is matched with the requirements of the learners and thus the goals of a syllabus are set. According to the information given by the Curriculum Development Centre (CDC) of National University, the goals of the NUCEC are set by the syllabus makers through oral discussion without any particular written explanation. There is no report also about students' needs and the background or basis of the syllabus goals. So, necessarily, the present study has investigated the grounds as to how the syllabus was designed and how the syllabus goals were set.

2.7 Needs Analysis

Needs analysis involves a standardized procedure to gather information about learners as well as the communication tasks for designing an effective language syllabus (Nunan, 1988: 75). The researcher visited the Curriculum Development Centre (CDC) of NU but the authority failed to supply him with any information relating the background of designing the course such as learners' needs, skills or levels. From an interview with a member of the syllabus committee, the researcher came to know that 'needs analysis' was not conducted before designing the syllabus of NUCEC.

2.8 Theories and Practices

Theory is simply the thought underlying language teaching. Stern maintains - "Theory is implicit in the practices of language teaching. It reveals itself in the assumptions underlying practices, in the planning of a course of study, in the routines of the classroom, in value judgements about language teaching, and in the decisions that the language teacher has to make day by day" (1996: 23).

There are functions of theory in language teacher training, in curriculum planning, in the writing of text books, or in justifying expenditure on equipment. Stern (Ibid, 28) thinks that a language teaching theory helps to make sense of language learning activities that occur at different stages and in different branches of an educational system. Wardhaugh (1968: 105) mentions that a language teaching theory which does not work in practices is a weak theory and therefore bound to be suspect. A good theory enables us to view language teaching and recognize its relationship to other activities. So, language teaching theory should eventually lead to the search for evidence as Bazan (1964: 337) expresses- "I should like to make a plea for analysis, research, experimentation and evaluation as we seek to evolve a better methodology."

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On the other hand, practice stands for working out a particular set task of language and using this in practical situations. The present study has explored the theories which are responsive and should be applied fore taching the language items of the NUCEC syllabus. The study also investigates what theories are followed by the teachers of NUCEC in teaching and involving students in the practices of basic language skills (BLS).

2.9 Present State of Classes and Teachers of NUCEC

In reality, most students in the colleges of Bangladesh are not good enough to listen, speak, read or write sentences correctly in English. They do not possess good vocabulary and are not taught properly how to write correct sentences. So, memorizing has become the chief method of learning.

Inconsistencies mostly remain, according to Hasan (2004), at the classroom implementation where teachers of English somehow fail to adhere to appropriate methodology to carry out the processes of teaching and learning. It is reported that English teachers are least trained and even unacquainted with the assigned course. Hasan finds weaknesses with teachers and says- ". . . curriculum did not address the teachers' existing communicative competence, their proficiency levels, and the hopes and hurdles they brought with them to the class." This is a great impediment for the NUCEC to develop basic language skills (BLS) of students. The statement is true. For example, in the modern world, "Contextualization" is an effective way to enhancing BLS of students. Contextualization refers to the use of language and discourse to signal relevant aspects of an interactive or communicative situation (http:2007). Institutions typically teach rules, but do not assist students with concepts drawn from the everyday world. Schema theorists, cognitive scientists, behaviorists, and psychological anthropologists agree that learning is made meaningful by connecting it to students' personal, family, and community experiences. So, increase in contextualized instruction is a consistent recommendation of education researchers. But how to contextualize learners is still a mystery to most English teachers teaching the NUCEC.

The NUCEC has no text or reference book. All classroom activities, regarding BLS, depend on teachers. It is the teachers who have to make lesson plans, select the items or tasks for involving students in practices. Since the aim of the course is to benefit students with basic language skills (BLS) in personal and professional life, teachers must ensure that through classroom activities students would achieve the skills of language which they will use in practical life and benefit from it. It is not merely making the students learn a rule or theory, rather developing students' potentials so that they are well versed and habituated to using the skills at various walks of life.

But according to the research report of Bangladesh National Education Commission (BNEC), most of the classes of NUCEC are ineffective. Necessary number of classes is not taken. There is severe crisis of teachers. Students hugely depend on private coaching. In consideration of students' result, number of teachers, standard of teaching and effectiveness of classes, the report says that the colleges of NU are facing great troubles. The study of BNEC recommends a "Surgical Operation" of the course. It suggests that the NUCEC is beset with problems.

The problem appears serious since teachers themselves are not well trained or efficient. Their methods of teaching are simply traditional and grammar-translation based. The strategies of the new English language course are not familiar to them. Especially, the aims and objectives of the course with a pre-communicative approach make them confused about what to teach. In this connection Arifa Rahman (2007: http) holds-

> As part of the crusade to improve ELT in Bangladesh, new English language course has been developed within a communicative perspective. This has placed teachers in a dilemma, as practically 90% do not have a teaching qualification or the experience to teach language.

Teachers have mainly been used to teaching students with the help of commercial guide books which can hardly help them to teach students

methodologically. Again, there is no specific Teacher's Guide (TG) for teachers to impart specific methods of teaching.

Another problem is teachers' mind set up. Their mentality is so traditional that even experts have suspicion about the effectiveness of the training programmes that National University arranges to enable the teachers to match and conduct the course. Rahman, (2007) again holds -

> ...there is a set of ingrained belief systems that influence teachers' behaviour. The relevance to teacher education/development appears to be that unless these ingrained beliefs are brought to the surface and made to interact actively and openly with 'received knowledge', the training envisaged by the National University will have little effect.

From the above discussion, some questions arise again about the performances of NUCEC such as: how are the processes of teaching and learning the basic language skills (BLS) going on in the colleges of Bangladesh? Are the teachers capable of teaching listening, speaking, reading and writing? Do they have ideas about theories and practices of BLS? Are teachers trained and skilled enough to teach? What techniques or methods do they apply in teaching BLS? Are the classes equipped with sufficient materials? To what extent do the students really achieve proficiency in BLS? Do the students benefit personally and socially? What is the status of overall proficiency level (OPL) of the students? Or, in other words, what is the overall growth rate of practices (OGRP) of BLS in Bangladesh? Again, what is the overall rate of the proficient students (ORPS) in BLS in the country? And there come many more questions in the mind of the researcher relating other issues. The present research has explored, investigated and got answers to most of those questions.

3 Objectives of the Study

3.1 General Objective

The general objective of the research is-

to study the teaching and learning processes of National University Compulsory English Course in relation to language teaching theories to investigate the real practices of basic English language skills and existing language proficiency among the students in Bangladesh

3.2 Specific Objective

The Specific Objectives of the research are-

1. To discuss the theoretical developments of curriculum
2. To review the theories of language teaching
3. To evaluate the Syllabus of National University Compulsory English Course
4. To study the teaching and learning processes of listening at classroom level
5. To study the teaching and learning processes of speaking at classroom level
6. To study the teaching and learning processes of reading at classroom level
7. To study the teaching and learning processes of writing at classroom level
8. To assess the overall growth rate of practices of basic language skills and rate of proficient students in them

4 Study Rationale

The National University Compulsory English Course (NUCEC) has been being taught to all students of NU studying in more than 17, 00 Degree (Pass Course) and honours level colleges in the country. So, learning and practices of BLS of more than 75% (nearly 9, 00,000) undergraduating students of the country depend on the NUCEC. No research has been conducted on the course relating theories and practices of basic language skills and the course is an unexplored ground. And this is the main justification of conducting the research.

5 Review of Literature

Language starts with the ear (O' Connor, 1980: 1). Learners who are blind have no difficulty in learning to speak but learners who are deaf have great difficulty in learning to read (Mattingly and Ignatius, 1971:23-24). In the same tone Bolinger (1975: 469) says, "Shutting off the channels of sights has little effect on acquiring a language, but shutting off those of sound is almost fatal to it." All these statements affirm that listening is indispensable in learning a language. The NUCEC aims at developing students' basic skills of language and so, the study observes how the syllabus of NUCEC emphasizes listening and what impacts are existing there.

Rivers (1968: 113-114) opines that every foreign-language teacher should understand the principles of articulatory phonetics so that he may be able to explain to his students the particular difficulties of the transition from one language to the other. The study is inquisitive to observe teachers' appropriateness in using techniques of teaching sound.

Christophersen and Sandved (1970: 3) find two ways of studying sounds- "firstly, one can study the production, the articulation of sounds, the resulting sound waves, the acoustic effects; these matters are sub-divisions within the field of *phonetics* and the second way of studying sounds is to consider their functions, the way they form a system in the language that one is investigating; these things are the subject matter of *phonemics*." The research observes how students of NUCEC study the sound system.

Woodsworth and Sclosberg (1954: 538) suggest- "new method or increased incentive can set a learning curve on an upward trend. With this in mind, a teacher should be able to introduce some new methods of attack in improving pronunciation." The study has observed the capability of teachers to do that.

Balasubramanian (2000: 1) says, "We started speaking long before we started writing." His statement exhibits the priority of learning speaking. The research has found how priority has been given to 'speaking' in the syllabus of NUCEC.

Erikson, Forest and Mulhauser (1964) make suggestions for teachers to include games or competitions in teaching techniques because these enforce students into producing the desired structure as students overcome their inhibitions about making mistakes or being embarrassed. So, the research has collected data about the methods through which teachers involve students in speaking practices activity.

Marty (1963: vi) maintains that dialogues give students great satisfaction in being able to express themselves fluently in everyday situations. Besides dialogues, he advocates a systematic study of the structure of the language, organized in a logical progression. Through classroom observations, the study has observed the techniques of dialogue practices at classroom situations.

Verplank (1965: 668-69) says, "People are more likely to continue a conversation when other people disagree than when they agree." Actually, to keep the smooth flow of speaking, a classroom environment needs to be favourable and positive. If the classroom offers an environment of argument or debate creating rapture in the mind of students to forget out shyness, hesitations and the freezing mind-set, the students will be ice-broken and will begin to speak with no concern about mistakes or any remarks of people. The research has critically observed and evaluated classroom environment and situations and found the condition of speaking classes.

O' Connor (1999: 1) has provided that there are more than forty-four sounds in English and that there are two stages of learning pronunciation. The first is to be able to produce 44 different vowels and consonants and the second stage is learning to use different sounds to represent a particular phoneme. So, the

research has examined students through proficiency tests (PTs) to see how they are able to pronounce different sounds.

Abercromble (1971: 201) observes that knowledge of the spoken form of any language must include knowledge of its conventions. The teacher should provide students with a command of the necessary formulas and the rules governing their use. During classroom observation, the study has noted the techniques which the teacher teaches at classroom for speaking.

Wardhaugh (1971: 11) states that students must learn the basic building blocks to be able to put together to make sense in the new language. Again, Nancy Arapoff (1971: 200) holds that for learning to speak, the goal is to form habits and the procedure is to drill students on pronunciation or grammar. So, they need drill and practices. Classroom observations of the present research have revealed the state of drill and practices done by students.

Newmark and Diller (1971: 98) note that modern audio-lingual theory stresses a listening-speaking-reading-writing sequence in foreign-language instruction and puts strong arguments for developing speaking through training of listening comprehension. The study has investigated the ear training or the like.

Rivers (1968: 215) mentions that in reading, students develop a considerable range of habitual responses to a specific set of patterns of graphic shapes. The study has attempted to measure the range of habitual responses developed by students in reading and has found the scenario of teaching and learning procedures of reading.

Scherer (1966) says, "What is needed is a carefully designed programme of developmental stages, at each of which the student is trained in certain aspects of reading so that he gradually acquires sufficient skill to be able to continue on his own." The research has explored to know the existence of such kind of lesson plans of reading designed by teachers.

Rivers (1968: 222) pleads for library facilities for enhancing reading skill of students. He says that for supplementary reading, a library should keep a plentiful supply of readable foreign-language magazines which should be easily accessible to students. The study inspects the libraries of the colleges and keeps records of the collection of books, magazines, readable foreign-language magazines and so on.

Haugh and Duhamel (1962: 19-20) point out- "a piece of writing may be considered unified when it contains nothing superfluous and omits nothing essential to the achievement of its purpose . . . A work is considered coherent when the sequence of its parts. . . is controlled by some principles." The study has arranged proficiency tests and has found students' skill in providing coherence to their write ups and maintenance of principles in structuring sentences.

Arapoff (1971: 99) notes- "Obviously grammar, aural comprehension, reading and even oral production are to varying degrees involved in writing. Certainly we cannot teach a writing course which never touches on these areas." Arapoff (Ibid, 202) also observes that the curriculum for writing should be planned in accordance with the three general types of expository prose that students will need to use: prose which reports, prose which explains and prose which evaluates. The research evaluates the course content of the NUCEC and enquires about the nature of the writing items in it.

Bolinger (1975: 479) says that writing enhances the possibilities of style and it is no longer something that issues from the mouth and vanishes with the air but is an object of art to be completed and worked upon at leisure. The research enquires whether the levels of students permit them to take writing as an object of art or as an object of hazard.

Rivers (Ibid, 244) states that students must know the graphic system of English language, the techniques of spelling, the structure of English language and they

surely learn how to combine those words and phrases which convey the message of mind. The study has observed how teachers usually teach students the processes of combining sentences and whether they teach mechanics like spelling and appropriate methods for structuring sentences or not.

Nunan (Ibid) argues that successful writing involves mastering the mechanics of letter formation; spelling and punctuation; grammatical system to convey intended meaning; organizing content, complete text to reflect given information, topic, structure; polishing and revising initial efforts and selecting appropriate style for audience. And, Silva (1984: 12) states that activity of writing entirely depends on the exercise of making a kind of habit formation by the learners to write. During classroom observations, the researcher has learnt that students often involve in writing through memorizing and reproducing the thoughts of others.

Cyril J. Weir (1993:07) suggests that students' writing proficiency should be examined through objective tests- separately on grammar, vocabulary, spelling and punctuation. Secondly, he says that more direct extended writing tasks of various types could be constructed with greater content, face and wash back validity but would require a more subjective assessment. The study has initiated proficiency test of writing (PTW) and has assessed students' progress of writing by taking them at the set tests in which they all have to go through.

Bolinger (1994: 46) says that writing is a language in edited form that differs not just in the mechanics imposed by spelling and punctuation but in its polish and deliberation. The proficiency test of the study has demonstrated the standard of writing by the students.

Cook (1996: 34) mentions that students should 'know' language in an unconscious sense so that they can put it to good use and that teaching has to pay attention to the internal process and knowledge that students are building up in their minds. The research has studied teachers' levels of instruction and

ability or control over lessons and classrooms. It has also marked how teachers of NUCEC are able to instruct students in an implicit way that might be permanent and longer lasting.

Mc Donough (2003: 165) connects that classroom can provide an environment of (1) gathering ideas: pre-writing and planning, (2) working as drafts, and (3) preparing the final version. He means that teachers' primary role is to establish a collaborative, interactive framework when learners work together on their writing in a 'workshop' atmosphere. The classroom situations, interaction process, seating arrangement, teaching materials and the entire teaching-learning process have been observed through the research.

Nunan (Ibid), holds that 'Product approach' focuses on the end result of the act of composition, e.g. the letter, essay, story and so on, in which the end product is readable, grammatically correct and obeys discourse conventions relating to main points. The study has evaluated the set tasks of NUCEC minutely in the chapter 04 "Evaluation of the National University Compulsory English Course" and has found the characteristic features of the set tasks. The study has observed how these are practised by students; either through the product or process approach or anything else.

Bell and Burnaby (2001: 211) express their view about the sentence level variables of writing in the following way-

> Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation.

In this regard, the study concentrates on the section-"Writing Correct Sentences, Completing and Combining Sentences" and examines whether the

items of NUCEC meet the requirements of building students' writing capability or not.

Stevick (1971: 92) holds that when the teacher is planning a lesson, he cannot fully anticipate those choices and their timing. Many of the decisions must be made on the spot. During the classroom observation period, the study has minutely observed teachers' lesson control, matches and mismatches of their instruction with the levels of students and has found the 'what' and 'how' of the teacher's lesson plan and effectiveness of instructions.

Some researches have already been conducted in the field of ELT in Bangladesh. None of these deals with the teaching and learning at the tertiary level. And no research has focused on the theories and practices of basic language skills (BLS). Hasan (2004) has thrown some lights on reading, writing, listening and speaking. But his study mainly deals with curriculum development processes with a communicative approach at secondary level.

The research of Huda (2003) focuses on material design at secondary level and has no focus on BLS.

Haque (2006) analyzes needs for higher education in Bangladesh. His research does not concentrate on the NUCEC and makes no comment on students' needs of BLS.

Podder's (2007) research concentrates on challenges of communicative English teaching in Bangladesh at the secondary level. It does not focus on the tertiary level English and does not attempt to measure the rate of practices of BLS or the rate of proficient students in BLS in Bangladesh.

The above review of literature shows that there are too many criteria, methods and prerequisites involved in the process of teaching students BLS, involving them in practices of BLS and achieving proficiency in BLS. So, there are vast knowledge gaps in the field of ELT research in Bangladesh regarding practices

of BLS. So, the present research has explored how all relevant factors are working, what outputs are coming out from the study of the NUCEC and to what extent the practices of basic language skills (BLS) are successfully materialized.

To conduct the research successfully, books have been consulted on- Language Teaching Theory, Curriculum Theory, Syllabus Design, Teaching Foreign Language, Classroom Management, Materials and Methods, Language Testing, Pronunciation, Teaching Four Language Skills, Research Methodology and so on.

The study has gone through dissertations, articles, and different websites to obtain different qualitative data and relevant ideas. The secondary sources for the research include:

104 books, three (3) PhD dissertations, two (2) M. Phil dissertations, twenty two (22) research articles on language, ten (10) websites, two (2) National Education Commission Reports of Bangladesh Government, ten (10) Statistical Yearbooks of Government of Bangladesh (GOB), two (02) gazettes on educational statistics of Bangladesh Bureau of Educational and Information and Statistics (BANBEIS), *Materials of English Course* for Bachelor of Education prepared by " The Programme to Motivate Train and Employ" (PROMOTE), one International Training Proposal on *Teaching Quality Improvement* initiated by the Project Management Unit, Directorate of Secondary Higher Education, Ministry of Education, Government of People's Republic of Bangladesh and the Banglapedia, the national Encyclopedia of Bangladesh.

The M. Phil and PhD dissertations have been of good use in framing the research, in formulating the research methodology and in finding sources of information; mainly the bibliographies of those dissertations.

6 Utility of the Research

The study has concentrated on finding the status of the practices of basic language skills (BSL) in Bangladesh in the light of the language teaching theories. So, the study has got to see first, the overall proficiency level (OPL) of students of the country in basic language skills (BSL) and secondly, the overall rate of students who have minimum proficiency in BLS in the country. However, the positive and negative issues relating the practices of BLS have been found and scopes have been created for the *'Evaluation and Curriculum Development Centre'*, the policy making authority of National University and others to revise and bring positive changes in the syllabus of NUCEC. The research has, thus, provided information to bring about innovation or planned change forming a basis for a subsequent modification within the syllabus, the curriculum as well, of NUCEC. This is how, the research may be considered as a constructive work to benefit nearly 75% students studying at 1700 colleges of the country under NU. The study being conducted on an unexplored ground, has added newer thoughts and ideas in the context of teaching, learning and practising English language skills; especially at tertiary level in Bangladesh.

Again, the research can help the researcher obtaining an academic degree to be benefited personally and professionally.

7 Feasibility

The research has become feasible with the support of the library of National University Teachers Training Centre (NUTTC), British Council Library, and Central Library of Bangladesh as good sources of books and information. Regarding the issues of Pre-communicative approach of the course, ELTIP Resource Centres (RC) and the Satellite Resource Centres (SRC) have become useful to provide the researcher with relevant data. Besides, materials have been collected from libraries of the Teachers Training Colleges (TTC) of Dhaka, Rajshahi and Rangpur divisions. Books and journals related to the study, have been available in the library of Asiatic Society of Bangladesh,

library of Dhaka University Language Institute of Dhaka University, library of the Institute of Education and Research (IER) of Dhaka University and Dhaka University Central library. IBS library and Rajshahi University Central library have also supplied a good number of journals, dissertations and books. Along with these, recent development in the field of ELT has been accessed on the Internet. The researcher has also had experience of conducting M. Phil research in the field of ELT. Moreover, the learned supervisor and the wise professors of Institute of Bangladesh Studies (IBS) and English Department of Rajshahi University have helped the researcher with proper guidelines and thus, the research was feasible.

8 Scopes and Limitations of the Study

The universe of the study is limited to National University Compulsory English course (NUCEC). The colleges and the respondents (teachers, students, and Principals) of the research, all have been taken from NU. The course has six particular sections. The research concentrates on four distinctive sections- 'listening', 'speaking', 'reading' and 'writing' to study the theories and practices nexus of basic language skills. The study has excluded 'Grammar' and 'Vocabulary' sections of the NUCEC. Respondents are selected from three divisions of the country- Dhaka, Rajshahi and Rangpur for convenience of the researcher to explore and gather information. Other divisions of Bangladesh are excluded. The study includes its teacher respondents only from English departments of the selected colleges and student respondents from Degree (pass course), Honours (English) and Honours (non English) classes. Within these limited areas and with these respondents, the researcher has got scope enough to survey, observe, test, evaluate, collect data and draw inferences about the practices of BLS.

9 Expected Outcomes

The research is supposed to be published as a book to be circulated among linguists, grammarians and scholars. Research articles may come out from the

dissertation to be published in the research journals and findings of the research can be disseminated home and abroad.

10 Conclusion

This introductory chapter may be considered as a mirror to the whole study. It has sketched a brief historical background of English Language Teaching (ELT) in Bangladesh; its ups and downs and failure in the country and has stated the research problem step by step. It has described the initiation of the National University Compulsory English Course (NUCEC), goals of NUCEC, and sections of the course. The chapter has shown the inconsistencies between the course goals and the contents of the syllabus of NUCEC. Through demonstrating the present state of NUCEC in the colleges of Bangladesh, the chapter depicts the picture of the research problem. The chapter has indicated the controversial state within the syllabus of NUCEC which aims at integrating the four basic language skills (BLS) at classroom to benefit students personally and professionally through enhancing their basic English language skills but the syllabus itself has excluded 'listening' and 'speaking' skills from the content. The chapter has provided rationales of the research to study the real performance of the course, observing the overall growth rate of practices (OGRP) of BLS and the overall rate of proficient students (ORPS) in BLS in the country and so on. However, stating the research problem elaborately, the chapter has offered a general discussion on BLS, syllabus design, needs analysis, theory and practices and the related issues. After that, in line with the research questions in researcher's mind, the chapter has set the general and specific objectives of the research. After stating the study rationales, the study reviews related literature and logically describes the utility, feasibility, scopes, limitations and finally infers about the expected outcomes of the research.

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Chapter 2

Curriculum Development Theories and Syllabus Design

1 Prelude

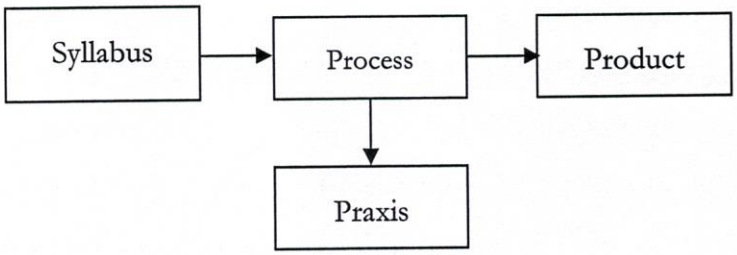
A curriculum involves the whole complex of philosophical, social and administrative factors of education. In the words of Nunan (1988: 8), it is concerned with the planning, implementation, evaluation, management, and administration of an education programme. Allen (1984: 61) remarks that a syllabus is the sub part of curriculum that is concerned in specifying particular units of a language to be taught. It is customary that curricula make general statements regarding language learning, learning purpose, evaluation, teachers and learners' relationship and so on, while a syllabus is more localized and is founded on records of things that happen in the classroom level. In planning, implementing or evaluating a curriculum, a number of elements are to be considered. Usually, needs and purposes of learners, setting goals and objectives, grading contents, organizing learning arrangements, learning tasks, learner grouping, evaluation tools, teaching institution management, developing materials, resources and their utilization are such elements of a curriculum.

Hutchinson and Waters (1987: 80) mention that syllabus is a statement of what is to be learnt. Over the years, ideas about curriculum, syllabus and syllabus design have undergone changes and evolution. This chapter discusses the background, theories, key features and various approaches of the curriculum. It also focuses on syllabus definitions, syllabus design, grading content, goal setting, tasks and various models of language syllabus.

2 Background

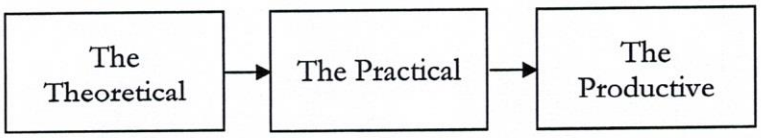
The word "curriculum" has its origin in the running or chariot tracks of ancient Greece. In Latin it was called *currere* meaning "a running chariot". Literally, it was a course. Kelly (1983: 10) informs us that it was John Kerr who defines

curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. This offers two key features of curriculum: (1) plans in advance about what to achieve and how to proceed, (2) emergence of theory and practices to ideas of schooling. Afterwards, there came four important ways of approaching the curriculum theory and practices. They are- 1. Curriculum to be transmitted as syllabus 2. Curriculum as product 3. Curriculum as process 4. Curriculum as praxis.



Four Ways of Approaching the Curriculum Theory and Practices

These subsequent ways of approaching curriculum theory and practices can be seen in light of Aristotle's influential categorization of knowledge into three disciplines; cited in K.M. Smith (1996: www) -



Aristotle's Categorization of Knowledge

Here we see some clear links between Aristotle's influential categorization of knowledge and the approaches of curriculum theory. The body of knowledge which is to be transmitted first is the "Theoretical" approach to knowledge. It is also called 'the canon'. Aristotle's "Practical" approach comes closer to the modern process and praxis models and the "Productive" approach reflects the modern product approach of curriculum.

3 Transmission of Curriculum as a Syllabus

Many people still think that a curriculum itself is a syllabus. But basically, a syllabus means a concise table of contents of a discourse and the subjects of a series of lectures. In the form, a syllabus is connected with courses leading to examinations. For example, we can take the Cambridge Board French GSCE exam. What we can see in such documents is a series of headings with some additional notes which set out the areas that may be examined.

A syllabus generally does not indicate the relative importance of its topics or the order in which they are to be studied. Curzon (1985) points out that those, who compile a syllabus, tend to follow an 'order of contents', or a pattern which is prescribed by a 'logical' approach to the subject. Thus, the approach to curriculum theory and practices which focuses on syllabus is only concerned with the content and is seldom involved with the other factors of curriculum. Curriculum is a body of contents and subjects. Education, in the sense of Blenkin (et. al 1992: 23), is the process through which these contents are transmitted or delivered to students as syllabus by the most effective methods that can be devised. And so, people, who still equate curriculum with a syllabus, are likely to limit their planning by considering the content to be the whole curriculum.

3.1 Curriculum as Product

The dominant modes of describing and managing education are put today in productive form. Education is most often seen as a technical exercise. Objectives are set, a plan is drawn up and applied, and the outcomes (products) are measured. Franklin Bobbitt (1918; 1928) and Ralph W. Tyler (1949) dominated theory and practices within the tradition of curriculum as product. In *The Curriculum* Bobbitt (1918: 42) writes-

> Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares

> definitely and adequately for these specific activities. . . . These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum.

This way of thinking about curriculum theory and practices was heavily influenced by the rise of management thinking and practices advocated by F. W. Taylor in the late 1920s and 1930s. What Taylor basically proposed in this conception of curriculum theory and practices was the involvement of detailed attention to what people need to know in order to work, to live their lives and so on. Such an approach can be found in many training programmes, where particular tasks or jobs have been analyzed, broken down into their component elements and lists of competencies are drawn up. In other words, curriculum was not to be the result of 'armchair speculation' but the product of a systematic study.

In the late 1940s, the work of Ralph W. Tyler made a lasting impression on curriculum theory and practices. He shared Bobbitt's emphasis on rationality and relative simplicity. Tyler's theory (1949: 1) was based on four fundamental questions such as-

> (1) What educational purposes should the school seek to attain? (2) What educational experiences can be provided that are likely to attain these purposes? (3) How can these educational experiences be effectively organized? (4) How can we determine whether these purposes are being attained?

Like Bobbitt, Tyler also puts emphasis on the formulation of behavioural objectives. He states that the real purpose of education is not to make the instructor perform certain activities but to bring significant changes in the students' pattern of behaviour. So the objectives of an institution should be the statements of changes to take place among students. With these concerns, Taba (1962) prescribes a nicely ordered procedure as a recommendation to develop a

comprehensive approach for a product language curriculum design. Taba (1962), in this regard, prescribes the following seven particular steps:

> (1) Diagnosis of need, (2) Formulation of objectives, (3) Selection of content, (4) Organization of content, (5) Selection of learning experiences, (6) Organization of learning experiences, (7) Determination of what to evaluate and of the ways and means of doing it.

This way of approaching curriculum theory and practices is systematic and has considerable organizing power. The central feature of the approach is the formulation of behavioural objectives- providing a clear notion of outcome so that content and method may be organized and the results can be evaluated.

3.2 Curriculum as Process

Another way of looking at curriculum theory and practices is the process. In this sense, a curriculum is not a physical thing. It is rather an interaction of teachers, students and knowledge. In other words, the process curriculum is what actually happens in the classroom and what people do to prepare and evaluate themselves.

The process curriculum also links with the practical form of reasoning set out by Aristotle. In this approach, teachers enter particular schooling and situations with an ability to think critically. Teachers have a clear understanding about what role they have to play. They have a proposal for action which sets out essential principles and features of the educational encounter. They also clearly know what people expect out of them. Guided by all of these, they encourage discussion with learners. They create a kind of situation out of which learners' thinking and actions may come out and they continually evaluate the process and the outcomes. Thus, there appear two key features of the process approach: first, there is a context in which the process occurs and second, the fact that teachers enter the classroom with a deeper understanding of what is to

happen. This is echoed by Lawrence Stenhouse (1975) who produced one of the best-known explorations of a process model of curriculum theory and practices. Stenhouse (1975, 4-5) remarks that the curriculum connects essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practices.

3.3 Curriculum as Praxis

A curriculum as praxis is, in many respects, a development of the process model. The praxis process takes the experiences of both the learner and the teacher through dialogue, negotiation and confrontation. In this approach the curriculum itself develops through the dynamic interaction of action and reflection. According to Stenhouse (Ibid.), ". . . the curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process."

Smith (Op. cit) shows that the four different bodies of curriculum theory and practices, discussed above, link to the four main forces in the history of North American curriculum-making process in the twentieth century such as the liberal educators; the scientific curriculum makers; the developmentalists and the social meliorists. The linkages and the key thinkers of the different bodies of curriculum are shown in the figure below:

	The Liberal Educators	The scientific Curriculum Makers	The Developmentalists	The Social Meliorists
Curriculum	Systematic development of reasoning power and the communication of 'the canon'.	Influenced by the rise of scientific management and notions of social efficiency. Focus on setting objectives (the statement of changes to take place in the students) and the organization of schooling to meet these.	Sought a curriculum in harmony with the child's 'real' interests, needs and learning patterns	Corruption and vice, inequalities of race and gender, and the abuse of privilege and power should be addressed directly. With the aim of raising a new generation equipped to deal effectively with these abuses.
Key Thinkers	Charles W. Taylor	Franklin Bobbitt and Ralph W. Tyler	G. Stanley Hall	Lester Frank Ward
Linked to	**Transmission**	**Product**	**Process**	**Praxis**

Table 01: Linkages and the Key Thinkers of Different Bodies of Curriculum

There are not only similarities but also some interesting overlaps among the bodies. There are also changing of understanding and shifting of policy orientations over time.

4 Definition of Syllabus

A syllabus is defined by linguists in various ways. Although Curzon says that content is the major concern of a syllabus, Stern (1984: 10-11, in C.J Brumfit, op.cit.) views that it is concerned with "who" and "how" to establish the curriculum. It means that a syllabus has also to consider the people for teaching, proficiency of the people, developing the methods and procedure of teaching, designing suitable materials, creating learner sensitive environment for teaching and so on. Candlin (1984) considers syllabuses as social

constructions. He thinks that syllabuses should be produced interdependently in classrooms in co-operation with both teachers and learners. In such a process teachers will fix their objectives only to meet the needs of learners. Candlin says that syllabuses ". . . are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners."

So, there arises the question about how the specification of a syllabus should be carried out. In this connection, R. V. White points out that a syllabus must have some particular aspects. White (1988: 92) says that a complete syllabus specification will include five essential aspects such as structure, function, situation, topic, and skills. And it is true that differences between various kinds of syllabuses lie in the priority given to each of these aspects.

There is also a diversity of opinions regarding the nature of the syllabus which provides a broad and a narrow approach to syllabus design. For example, Widdowson remarks that a syllabus is simply a framework within which activities like teaching device can be carried out which facilitates learning. He states that a syllabus will become a threat to pedagogy if it becomes the ultimate rules to determine what particular things are to be learned. Widdoson actually implies the importance of the context from which learners' needs arise. Considering almost the same factors, with emphasis on students' social and psychological set up, Breen (1984: 49) opines that every syllabus will have to make definite assumptions regarding language, psychological process of learning, pedagogic and social process within the classroom. Breen's view seems to be echoed in the expression of McDonough and Shaw (2003: 10) that syllabus should serve learners' purposes as the overall organizing principle for teaching and learning. They have called it a "general statement as the pedagogical arrangement of learning content."

Nevertheless, it is conventionally accepted that a syllabus is a statement of content which is used as the basis for planning courses of various kinds. It has

goal(s) to achieve through teaching students as well as having the students learned. In line with all of the definitions and views of linguists, it can be said that a syllabus offers the outline of a course. Syllabuses are various in nature. According to the variations of nature, contents of syllabuses also vary. Since a syllabus focuses the selection and grading of content, the syllabus designers have to select and grade the contents of syllabus considering the particular nature.

5 Syllabus Design

It is argued that syllabus design is concerned with the selection and grading of components since the function of a syllabus, what Pravu (1984) says- is "to specify what is to be taught and in what order". In other words, syllabus design is essentially based on decision about what 'units' are taken for classroom activity, and the 'sequence' in which they are to be performed. R. White (1988) reminds that there are options about what units are to be adopted in a syllabus.

It is true that there is still no complete consensus about the nature and learning of language. So, judgement must be made in selecting syllabus components from all available options. Breen (1984) thinks that the syllabus designers have to make value judgement in deciding what to include or exclude in specification of content and what elements are to be the basic building blocks.

Van Ek (1975: 8-9) speaks for certain issues which must be considered in designing a language syllabus. Those issues are: topics and the situation for using foreign language, activities by learners, fulfilling the language functions by learners, ability of learners to deal with the respective topics, learners' ability to handle the general notions, learners' ability to handle the specific (topic-related) notions, learners' ability to use the language forms; the degree of skill with which the learners will be able to perform and so on. Again, there are distinctions between the "product" and "process" syllabi. So the components of a syllabus may vary to a reasonable extent. But, whether a

syllabus is process or product, as per Nunan (1988: 12) views, all or some of the following factors should be specified in a syllabus which are grammatical structures, functions, notions, topics, themes, situations, activities, and tasks. Learners' ability to cope with the functions, notions and themes should be judged through measuring level of needs and skill. In analyzing the needs, learners' environment, age, status, job, requirements, which means situations of social set up or the context of learning should be taken into account. Considering these, goals or objectives of the syllabus should be set up. Along with these, setting of tasks and grading of contents of the syllabus should be decided.

In short, all these factors show that some essential elements must be incorporated in a language syllabus. They are: the needs analysis, goals and objectives, setting tasks and activities, grading contents, resources and materials, learner assessment, teacher development and so on.

6 Needs Analysis

Needs analysis involves a standardized procedure to gather information about learners as well as the communication tasks for designing an effective language syllabus. Maley (1984) suggests that in the process of needs analysis the factors like cultural, educational, organizational, learner, teacher, and materials are considered for successful implementation of a language syllabus.

People use English to perform a large number of functions in the course of their everyday life. It is impractical to predict all possible requirements for which learners want to use language. So, in language syllabus design, information should be collected about the learners' needs, societal expectations and whether the resources are available for implementing the syllabus. Trim (1981) recommends that communication requirements, personal needs, motivation, relevant characteristics and resources of learner and so on should also be identified in the process of needs analysis. It also includes investigating those

of a learner's "partners for learning". The partners, here, refer to teachers, employers, administrators, family, friends, colleagues, and even those of material writers and textbook publishers. Needs analysis also involves assessing the type of language contexts (contextualization) which the learner would engage in, the language activities he would need to perform, the roles he would play in different language contexts and the topics he would deal with.

7 Contextualization

The word "contextualization" was first used in sociolinguistics which refers to the use of language and discourse to mark relevant aspects of an interactional or communicative situation (2008: http). Institutions typically teach rules, abstractions, and verbal descriptions. It is more useful for learners if they are provided with experiences and concepts drawn from everyday life. And they are more benefited if they can apply the experiences and concepts to the everyday world.

Cornbleth (1990: 5) felt that it is very important to pay attention to the social context in which curriculum is created. She thought that curriculum is contextually shaped and it is "an ongoing social process comprised of the interactions of students, teachers, knowledge and milieu". This implies that a curriculum cannot be understood adequately or changed substantially without paying attention to its setting or context.

According to Philip W. Jackson (1968), presently, the social relationships of school such as nature of teacher-student relationship, the organization of classes and so on are considered to be the "hidden curriculum". This term had popularly been acknowledged by sociolinguists like Vic Kelly, John Dewey and so on.

Dewey (1938: 38) referred to the 'collateral learning' and said that this . . . may well be of more long-range importance than the explicit school curriculum.

Schema theorists, cognitive scientists, behaviorists, and psychological anthropologists agree that learning is made meaningful by connecting it to students' personal, family, and community experiences (2008: http). So, increase in contextualized instruction has become a consistent recommendation of education researchers.

In fine, contextualization enables students to develop socially valued knowledge and skills. Cornbleth (Op. cit. 50) says that students may contribute to personal and collective autonomy and to possible assessment of existing norms and institutions. Now a days, the curriculum being recognized as a contextualized social process, the notion of hidden curriculum has no more remained hidden. It has rather become a central part of the process of language syllabus design.

8 Goal Setting

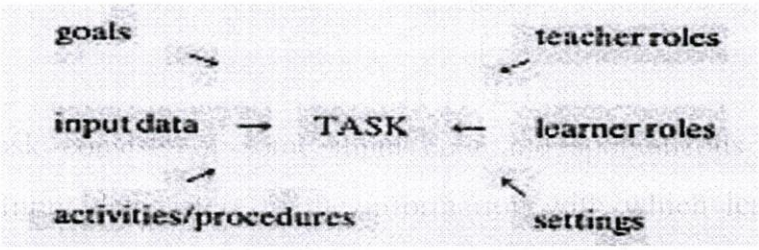
Goals are what the teacher intends to achieve in the classroom, what the teacher hopes his students will achieve in the classroom through instructions, what ability of communicative tasks the learner will achieve to perform in real life situation and so on. Learning goals may be derived from task analysis, learners' information, and from many other sources. Goals of a product syllabus are drawn from the learners themselves by inquiring the reasons of their learning the language. Nunan (1988: 79) suggests that goals can also be developed by syllabus designers through introspecting the variety of communicative purposes as to why the language is used. Sometimes goals are set from an analysis carried out by syllabus designers, experienced teachers and education authorities. In setting goals, it is important that learners' needs and teachers' goals should be closely aligned.

9 Setting Tasks

A task is variously defined. Long (1985: 89) suggests the idea that a task is a piece of work which is undertaken for oneself or for others with or without

reward. Filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, sorting letters, taking a hotel reservation, writing a cheque, writing a resume or an order letter, finding a street destination, making a claim, complaint, or request and so on may be taken as examples of tasks. In other words, what is meant by 'task' is the hundreds of things that people do in everyday life, at work, at play, and in various walks of life. This is a non-pedagogical definition. It describes the types of things which individuals do with language outside the classroom. Richards, Platt and Weber (1985) offer a more pedagogically oriented definition. They (1985: 289) consider that a task is an action carried out as the result of understanding language such as drawing a map while listening to a tape, listening to an instruction and performing a command and so on. It is the teacher to specify what will be regarded as successful completion of the task.

Simply, a task consists of some input data and spontaneous activities or procedures. Input data refers to the information with which learners are to work. Data may be linguistic such as a radio broadcast. It may also be non-linguistic such as a set of photographs, or may be 'hybrid' (mixed) such as a road map. However, every task should have either explicit or implicit (mostly implicit) goals. Besides all these, roles of teachers, roles of learners and a setting are the other important components which form tasks.

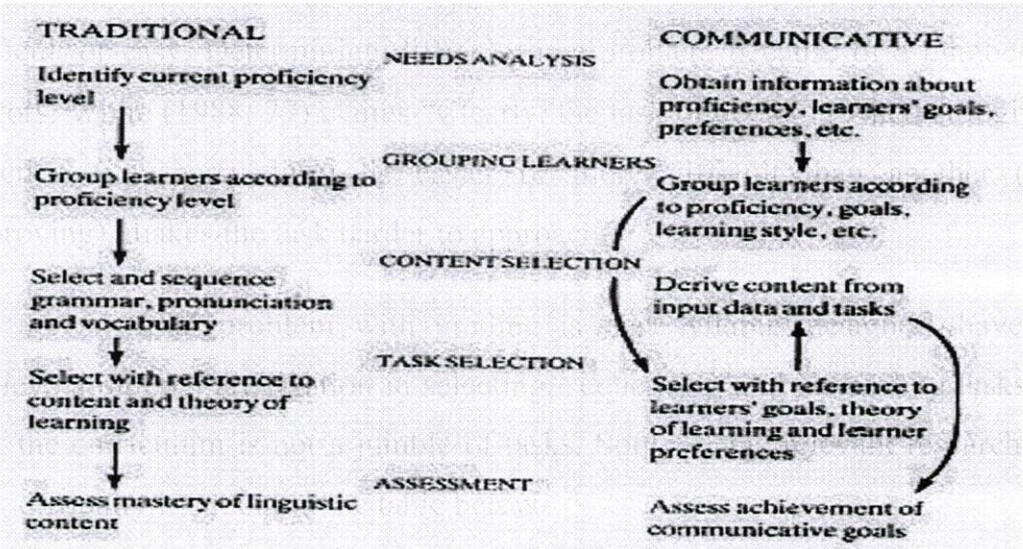


Key Components of Tasks

10 Grading Contents

The content of a syllabus should be organized in such a way as to facilitate teaching and maximize learning. Grading and sequencing are carried out considering learners' needs. Grading also considers whether the contents are difficult or easy. Determining difficulty is a problem because of a number of factors. White (1988: 77) claims "Clearly, the task of deciding whether a given function (i.e. persuading), is easier or more difficult than another (i.e. approving), makes the task harder to approach."

So, the essential problem with grading is that syllabus designers have to achieve a rational articulation in selecting, sequencing and integrating tasks so that the curriculum is not a jumble of tasks. Some of the relevant research on task difficulty is set out in the table below-

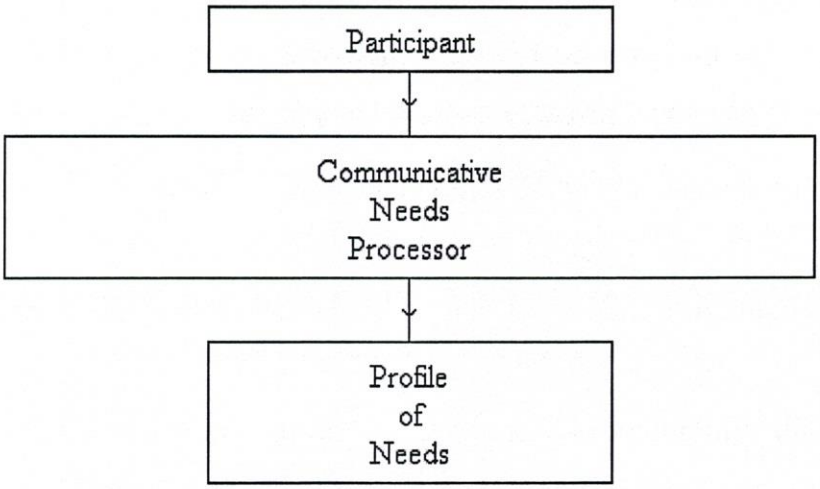


Nunan's (1988) Model on 'Grading'

11 Models of Language Syllabus Design

Syllabus design is conventionally understood as the organization of the selected contents into an ordered and practical sequence for teaching purposes. Webb (1976) offered a design of communicative syllabus. On designing this, he involved three main stages- i. needs analysis, ii. content specification, and iii. syllabus organization.

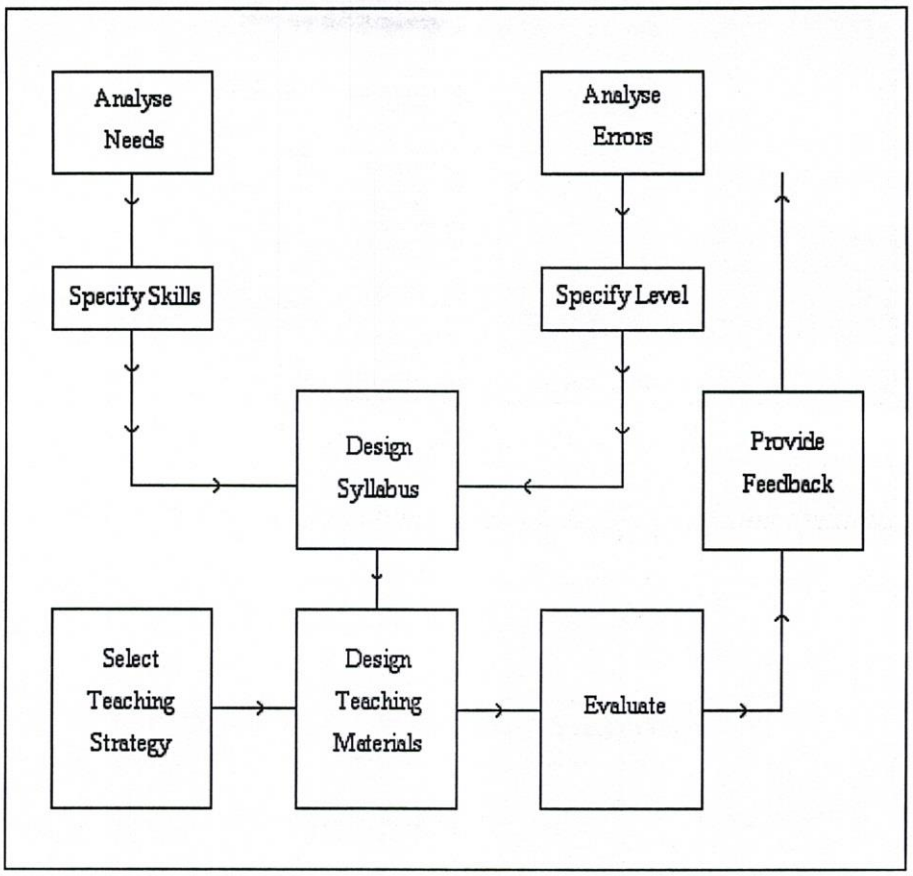
The most useful model for analyzing linguistic needs is Munby's *Communicative Syllabus Design* (1978: 154-167). The heart of his model is the Communicative Needs Processor (C. N. P.). Information about the learner is put into the C. N. P. which consists of a number of categories. The categories include purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, communicative key and finally the profile.



A Simplified View of the Relevant Parts of Munby's Model

When the categories are maintained and the learners are passed through the categories, only then the profile of their needs can be made. The profile shows a description of what the learner will be expected to do with the language at the end of the course.

Bell (1981), also, similarly thought that in designing a language teaching syllabus, priority should first be given to analyzing needs, secondly, analyzing skills and then designing the syllabus. He related selection of teaching strategies and designing teaching materials. These all are, of course, very effective in fulfilling criteria of a language syllabus. What Bell offered is very simple and a common approach to language teaching syllabus design as shown below-



Bell's Model (1981: 36) of Language teaching syllabus

The left branch is concerned with the external requirements expected of the student. The right branch is related to the student's present competence and the bottom branch is to do with educational philosophy. The main emphasis in the present situation is on the left branch that recommends analyzing needs, analyzing skills and then designing syllabus.

12 Conclusion

This chapter mainly focuses on curriculum, related curriculum development theories, defining and designing syllabus and the curriculum-syllabus relationship. Curriculum, in a broader sense, refers to the study of goals, contents, implementation, administration and evaluation of an educational system. It relates learners' needs, setting objectives, grading contents, organizing learning arrangements, adapting materials, evaluation tools, teaching institution management, availability of resources, developing suitable

materials and their utilization and so on. If curriculum is the whole, syllabus is the sub part of the curriculum which actually specifies particular units of language which should be taught. And syllabus design is just a phase in the system of unified curriculum development activities. In planning a syllabus, at first some issues should be clearly defined which are developing a well-grounded rationale for the course, analyzing needs of students, deciding what students will be able to do as a result of taking the course, and how their work will be appropriately assessed. After that, specifying course contents and arranging students' active involvement in learning are determined. Designing a syllabus is completed through developing resources like teaching and learning materials and finally by making the syllabus with a focus on students' learning.

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Chapter 3

Theories and Practices

1 Prelude

Theory is implicit in the practices of language teaching (Stern 1996:26). A theory states and defines its principal assumptions. No language teacher can teach a language without a theory of language teaching. A language teacher can express her/his theoretical conviction through classroom activities. Indeed, theory is simply the thought underlying language teaching. Theory reveals itself through practice which is supposed to be held. For example, it reveals itself in the process of planning of a course of study, in formulating the routines of the classroom, in value judgements about language teaching, and in the decisions that the language teacher has to make day by day. Stern says-

> "What are often loosely referred to as language teaching 'methods', 'approaches', 'philosophies', or 'school of thought', such as the grammar-translation method, the direct method, the audiolingual approach, or the cognitive theory, are examples of different theories. . . " (Op. cit.:26).

It is also said that a theory offers a system of thought, a method of analysis and synthesis, or a conceptual framework in which different observations, phenomena or activities are to be placed (Op. cit. :23). Kneller (1971:41) distinguishes 'scientific theories' from the use of the term 'theory' as 'a general synonym for systematic thinking or a set of coherent thoughts'. In the opinion of Brown (1980:230), theories do not become good theories unless they are tested in practices. So, for the teacher of a foreign language, a theory of second language acquisition becomes valuable as much as the theory has applications. A good theory enables one to view language teaching in a much better way and to recognize its relations to other kindred activities. The wider context for language teaching theory is education, social policy, national and international

politics and related disciplines (linguistics, psychology, sociology and the humanities).

In the field of language teaching, some kinds of situations arise in which theory becomes particularly evident. For example, in language teacher training, in advising or supervising language teacher, in curriculum planning, in the writing of text books, or in the choice of a programme, one has to express views on language teaching, to make a choice, to take up a position, to defend it against opposing points of view. In a few words, theory manifests itself particularly in policy decisions and is revealed through practices. This chapter elaborately discusses language teaching theories; or approaches or methods concerning the major language trends in twentieth century language teaching.

2 The IPA Articles as Declaration of Language Teaching Theories

The six articles of the International Phonetic Association (IPA) are a brief declaration of theories or principles of second language teaching which appear on every issue of the review of the IPA, *La Maitre Phonetique.* The text of the articles reads as follows:

> **Article 1**
> Foreign language study should begin with the spoken language of everyday life, and not with the relatively archaic language of literature.
>
> **Article 2**
> The teacher's first aim should be to thoroughly familiarize his pupils with the sounds of the foreign language. Towards this end, he should use a phonic transcription which will be employed exclusively in the early stages of the course without reference to conventional spelling.
>
> **Article 3**
> The teacher's second aim should be to introduce his pupils to the most common sentences and idiomatic phrases of the foreign language. With this end in view, his pupils should study consecutive texts – dialogues, descriptions, and narratives – which should be as easy, natural, and interesting as possible.

Article 4

In the early stages, grammar should be taught inductively, complementing and generalizing language facts observed during reading. A more systematic study of grammar should be postponed to the advanced stages of the course.

Article 5

As far as possible, expressions in the foreign language should be related by the teacher directly to ideas and other expressions in the language, and not to the native language. The teacher should take every opportunity to replace translation by references to real objects or pictures or by explanations given in the foreign language.

Article 6

At a later stage, when writing is introduced, such written work should be arranged in the following sequence: first, reproduction of thoroughly familiar reading texts; second, reproductions of narratives orally presented by the teacher; and third, free composition. Written translations from and into the foreign language are considered to be appropriate only at the most advanced stage of the course (Stern. 1996: 89).

3 Language Teaching Theories

However, development of theory as language teaching methods has evolved over last hundred years. Language teaching theory has advanced mainly by conceptualizing teaching in terms of teaching methods (Op. cit: 425). Actually, the rapid turnover of ideas on language teaching, the long history of the method battles, all have formed a cavalcade of theorizing through the ages. The following discussion is on a number of labeled theories of English language teaching practised around the globe.

3.1 Grammar –Translation Method or Traditional Method

Grammar-Translation was the offspring of German scholarship. W.H.D Rouse quotes (1969:53) that according to one of its critics, the object of Grammar-Translation method is "to know everything about something rather than the thing itself." Grammar-Translation was in fact first known in the United States as the Prussian Method (Kelly 1969). This method emphasizes the teaching of the second language grammar. Its principal practices and technique involve translation from and into the target language. The principal characteristics of this method are as follows:

1. Grammar-Translation is a way of studying a language that approaches the language first through detailed analysis of its grammatical rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. (Richards and Rodgers 2001:4)

2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. (Howatt 1984:132)

3. The sentence is the basic unit of teaching and language practices. (Howatt, Ibid)

4. Accuracy is emphasized. Students are expected to attain high standard in translation because of "the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century". (Howatt, Ibid)

3.2 The Direct Method

The direct method is characterized by the use of the target language as a means of instruction and communication in the language classroom. While applying

the Direct Method, the teacher must avoid the use of first language and translation.

Rivers (1968:18) notes that advocates of active classroom methods have continued to make themselves heard in various countries throughout the nineteenth century. In this regard, P. Hagboldt (1962:5) has pointed that those theorists believed that students learn to understand a language by listening to a great deal of it and they can also learn to speak it by speaking it- associating speech with appropriate action.

Rivers (ibid.) informs that the various oral and natural methods which develop at that time can be grouped together as forms of Direct Method. Rivers adds that in that case, those theorists have advocated learning by the direct association of foreign words and phrases with objects and actions. This means that a Direct Method class provides a clear contrast with the prevailing Grammar-Translation Method.

The Direct Method provides an exciting and interesting way of learning the foreign language through activity. It has proved to be successful in releasing students from inhibition. However, the main defect of this method is that it plunges the student into expressing himself too soon in the foreign language in a relatively unstructured situation.

The direct method continues to flourish in its modified form. This modified form of the direct method is very similar to what has been called the eclectic method. A true eclecticist adopts new techniques and seeks the balanced development of all four skills at all stages. In this respect, Rivers' (Ibid: 22) comment is that the best type of eclectic teacher is imaginative, energetic, and willing to experiment. As a result, his lessons are varied and interesting.

3.3 The Reading Method

This method deliberately restricts the goal of language teaching to training in reading comprehension. Students are to be trained to read the foreign language with direct apprehension of meaning, without any conscious effort to translate what they are reading (op.cit.22).

After the introduction of reading, oral practices are continued in association with text. Questions and answers on the text by the teacher or a student may proceed through the session. The main part of the course is divided into- (i) intensive and (ii) extensive reading. Intensive reading, under teacher's supervision is more analytic and is the source for grammatical study, for the acquisition of vocabulary and for training in reading complete sentences for comprehension. The student is not encouraged to translate; rather he is encouraged to infer the meaning of unknown words from the context or from cognates of his own or other languages. During the intensive reading, the teacher can check in detail the degree of comprehension achieved by the student.

For extensive reading, the student reads entirely on his own. He reads many pages of connected discourse graded to his level of achievement. The student is guided by the teacher from level to level as his reading ability develops.

The reading method increases the ability of the better students to read in the foreign language. The system of extensive reading gives them an opportunity to progress at their own rate.

3.4 The Audio-lingual Method

The origin of the audio-lingual method may be found in the work of the American structural linguists and cultural anthropologists with the same climate of opinion as the behaviorist psychologists (Rivers 1968: 32). Actually, the combination of structural linguistic theory, contrastive analysis, aural-oral procedures and behaviorist psychology has led to the audio-lingual method.

Nelson Brooks of Yale University suggests the term "audio-lingualism" in his book *Language and Language Learning* (Nelson Brooks, 1960: 201). The method has been widely adapted for teaching foreign languages in North American Colleges and Universities.

The method has several distinctive characteristics such as:

1) seperation of the skills- listening, speaking, reading, writing- and the primacy of the audio-lingual over the graphic skills;

2) the use of dialogues as the chief means of presenting the language;

3) emphasis on certain practices, techniques, mimicry, memorization, and pattern drills;

4) the use of the language laboratory;

5) establishing a linguistic and psychological theory as a basis for the teaching method. (Richards and Rodgers 2002: 64, 65)

Out of the various influences, a number of learning principles has emerged which have become the psychological foundations of Audiolingualism, mentioned in Richards and Rogers (2002: 57) -

Reinforcement
(Behavior likely to occur again and become a habit)
↑
Stimulus → Organism → Response/ Behavior
↓
No reinforcement/Negative Reinforcement
(Behavior not likely to occur again)

Learning Principles of Audiolingualism

The theory of language underlying audio-lingualism has come from a view proposed by the American linguists in the 1950s – a view that comes to be known as *Structural Linguistics.* Structural linguistics has developed in part as a reaction to traditional grammar. The reaction against traditional grammar is prompted by the movement of positivism and empiricism, which Darwin's *On the Origin of Species* has helped promote.

The grammatical system consists of a listing of grammatical rules for their linear combination into words, phrases, and sentences. The rule order processes involve addition, deletion and transposition of elements. On the other hand, the important tenet of structural linguists is that speech is language. They opine that since many languages do not have a written form and people learn to speak before learning to read and write, so, language is "primarily what is spoken and only secondarily what is written" (Brook 1964). In, 1961, the American linguist William Moulton, in a report for the 9th International Congress of Linguists, proclaims it as the linguistic principles and the basis of language teaching methodology:

> Language is speech, not writing. . . A language is a set of habits. . . Teach the language, not about the language. . . A language is what its native speakers say, not what someone thinks they ought to say. . . Languages are different (Rivers Ibid.:5).

The powerful and convincing theoreticians and methodologists of audio-lingualism develop a number of learning principles to shape its methodological practices. Among the principles, the following are the central:

1. Performances of pattern drills minimize the chances of mistakes by learners. Language is verbal behaviour –that is, the automatic production and comprehension-and can be learned by encouraging students to do likewise.
2. Language skills are learned more effectively if the items are presented in spoken form. Aural-oral training is needed to

provide the function for the development of other language skills.

3. Analogy provides a better foundation for language learning. Drills enable learners to form correct analogies.
4. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context. Teaching a language thus involves teaching aspects of the cultural system of people who speak the language. (Rivers 1964: 19-22)

In advocating these principles, proponents of audio-lingualism have drawn on the theory of the school of American psychology -behaviourism. Armed with a powerful theory of the nature of language and of language learning, audio-linguists have been able to turn to the design of language teaching courses and materials.

3.5 The Audio-visual Method

According to the theory of audiolingualism, a visually presented scenario provides the chief means of involving the learner in meaningful utterances and contexts. This method developed in the 50s of the last century in France.

The objectives of this method are:

i. To become familiar with everyday language as defined in *francais fondmental*

ii. To talk more consecutively on general topics and to read non-specialized fiction and the newspaper.

iii. To use more specialized discourse of professional and other interests (Stern 1996:467)

The lesson begins with the film strip and tape *presentation*. The sound recordings provide a stylized dialogue and narrative commentary. A filmstrip frame corresponds to an utterance. In other words, the visual image and spoken

utterance complement each other and constitute jointly a semantic unit. In the second phase, the meaning of sense groups is explained *(explication)* by the teacher through pointing, demonstrating, selective listening, question and answer. In the third phase, the dialogue is repeated several times and memorized by frequent replays of the tape recordings and the filmstrip, or by language laboratory practices. In the next stage of the teaching sequence, *the development phase ('exploitation'* or 'transcription'), students are gradually emancipated from the tape-and-filmstrip presentation.

Writing and reading, as in the audio-lingual method, are delayed, but in due course are nonetheless given emphasis.

3.6 Cognitive Theory

Cognitive theory is based on the work of psychologists and psycholinguists. Individuals working within this framework apply the principles and findings of contemporary cognitive psychology to the domain of second-language learning. In this sense, the theory can be called derivative (Mclaughlin1987:133). This is interpreted as a 'modified, up-to-date grammar-translation theory' (Caroll 1966: 102). It lays emphasis on the conscious acquisition of language as a meaningful system and seeks a basis in cognitive psychology and in transformational grammar.

Learning is a cognitive process because it is thought to involve internal representations that regulate and guide performance. In the case of language acquisition, these representations are based on the language system and include procedures for selecting appropriate vocabulary, grammatical rules, and pragmatic conventions governing language use. Shiffrin and Schneider (1977) conceive of two nodes of memory activated for information processing which they called *Automatic Processing* and *Controlled Processing.* Automatic processing involves the activation of certain nodes in memory every time in which the appropriate inputs are present. On the other hand, controlled

processing is not a learned response, but a temporary activation of nodes in a sequence.

The learner needs to impose organization and to structure the information that has been acquired. As more learning occurs, internalized, cognitive representations change and are restructured. This restructuring process involves operations that are different from, but complementary to, those involved in gaining automaticity.

3.7 Alternative Approaches and Methods of Language Teaching

3.7.1 Total Physical Response

Total Physical Response (TPR) is a language teaching method which attempts to teach language through physical (motor) activity. It draws on several traditions including developmental psychology, learning theory, humanistic pedagogy as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925 (Richards & Rodgers, 2002: 73).

TPR reflects a grammar-based view of language. Asher (1977:4) stated- "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor". He views the verb, particularly verb in the imperative, as the central linguistic motif around which language use and learning are organized.

Asher sees a stimulus- response view as providing the learning theory underlying language pedagogy. TPR can also be linked to the "trace theory" of memory in psychology (e.g., Katona 1940).

Asher's Total Physical Response is a "Natural Method". Ashar sees three processes as central:

1. Children develop listening competence before they develop the ability to speak. At the early stage of first language acquisition, they can understand complex utterances that they cannot

spontaneously produce or imitate. (Richards & Rodgers, 2002: 74).

2. Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands. (Ibid.)
3. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. (Ibid.)

Asher sees Total Physical Response as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning.

Asher stressed that Total Physical Response (TPR) should be used in association with other methods and techniques. TPR represents a useful set of techniques and is compatible with other approaches to teaching. TPR practices, therefore, may be effective for practitioners.

3.7.2 The Silent Way

The Silent way is a language teaching method devised by Caleb Gattegno. In silent way, teachers should be silent as much as possible in classroom but learners should produce as much language as possible. The common features of Silent Way are as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learnt.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned. (Op.cit.81).

The Silent Way belongs to a tradition that views learning as a problem solving, creative, and discovering activity in which the learner is a principal actor rather than a bench bound listener (Bruner 1966). Bruner discusses the benefits derived from "discovery learning" under four headings:

> a. the increase in intellectual potency, b. the shift from extrinsic to intrinsic rewards, c. the learning of heuristics by discovering, and d. the aid to conserving memory (Bruner 1966:83).

The second language learner is unlike the first language learner and "cannot learn another language in the same way because of what he now knows" (Gattegno 1972:11). So, Gattegno opines that the "natural" or "direct" approaches to acquiring a second language are thus misguided and a successful second language approach will "replace a 'natural' approach by one that is very 'artificial' and, for some purposes, strictly controlled" (1972: 12).

The "artificial approach" that Gattegno proposes is based on the principle that successful learning involves commitment of the self to language acquisition through the use of silent awareness and then active trial. Gattegno's repeated emphasis on the primacy of learning over teaching places a focus on the self of the learner, on the learner's priorities, and commitments. The self consists of two systems-a learning system and a retaining system. The learning system is activated only by way of intelligent awareness. "The learner must constantly test his powers to abstract, analyze, synthesize and integrate (Scott and Page 1982: 273)". Silence is considered the best vehicle for learning, because in silence students concentrate on the tasks to be accomplished. Repetition (as opposed to silence) "consumes time and encourages the scattered mind to remain scattered" (Gattegno 1976: 80). Silence as avoidance of repetition, is thus an aid to alertness, concentration and mental organization.

Gattegno discusses the following kinds of objectives as appropriate for a language course at an elementary level (Gattegno 1972: 81-83). Students should be able to correctly and easily answer questions about themselves, their education, their family, travel and daily events; speak with a good accent; give either a written or an oral description of a picture, including the existing relationships that concern space, time and numbers.

The Silent Way adopts a basically structural syllabus, with lessons planned around grammatical items and related vocabulary. Language items are introduced according to their grammatical complexity, their relationships to what has been taught previously, and the ease with which items can be presented visually. And Stevick proposes the Silent Way teacher's tasks as-
a) to teach, b) to test and to c) to get out of the way (Stevick 1980:56).

3.7.3 Community Language Learning

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran. CLL represents the use of counseling-Learning theory to teach languages. The basic procedures of CLL can thus be seen as derived from the counselor-client relationship.

CLL techniques also belong to a larger set of foreign language practices sometimes described as *humanistic techniques* (Moskowitz 1978). Moskowitz defines humanistic techniques as those things which blend what the student feels, thinks and knows with what he is learning in the target language- "Rather than self denial being the acceptable way of life, self actualization and self esteem are the ideals that the exercises pursue. The techniques help build rapport, cohesiveness, and caring that far transcend what is already there… help students to be themselves, to accept themselves, and be proud of themselves… help foster a climate of caring and sharing in the foreign language class" (Moskowitz 1978: 2).

CLL has linkages with another kind of language teaching tradition which is a set of practices used in certain kinds of bilingual education programmes and referred to by Mackey (1972) as "language alteration". In language alteration, a message/lesson/class is presented first in the native language, and then again in the second language. Students know the meaning and flow of an L2 message from their recall of the parallel meaning and flow of an L1 message. They

begin to holistically piece together a view of the language out of these message sets.

In CLL, a learner presents a message in L1 to the knower. The message is translated into the target language by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. CL learners are encouraged to attend to the "overhears" they experience between other learners and their knowers. The result of the "overhear" is that every member of the group can understand what any given learner is trying to communicate (La Forge 1983:45).

La Forge elaborately discusses the interactional view of language underlying Community Language Learning. La Forge (1983: 9) mentions- "Language is people; language is persons in contact; language is persons in response." There are two distinct and fundamental kinds of interactions- interactions among learners and interactions between the learner and the knower. Interactions between the learner and the knower provide opportunity of exchanges and exchanges deepen intimacy and the class becomes a community of learners. This growing intimacy helps learners to keep pace with the learning of their peers. Interaction between the learner and the knower is initially dependent. The learner tells the knower what he or she wishes to say in the target language, and the knower tells the learner how to say it.

3.7.4 Suggestopedia

Suggestopedia, also known as Desuggestopedia, is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov described as a science . . . concerned with systematic study of the non-rational/ non-conscious influences that human beings are constantly responding to (Stevick 1976: 42). The claims for suggestopedic learning are dramatic. *"There is no sector of public life where suggestology would not be useful"*

(Lozanov 1978: 2). Again, *"Memorization in learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional methods* ((Lozanov Ibid.: 27).

The special feature of suggestopedia is the centrality of music and musical rhythm to learning. It has a kinship with other functional uses of music particularly therapy.

The emphasis on memorization of vocabulary pairs- a target language item and its native language translation- suggests a view of language in which lexis is central and lexical translation rather than contextualization is stressed. However, Lozanov referred to "whole meaningful texts" (Lozanov 1979: 268) as language materials. And he noted that the suggestopedic course directs "the students not to vocabulary memorization and acquiring habits of speech, but to acts of communication" (1978:109).

3.7.5 Whole Language Theory

The term Whole Language was created in the 1980s by a group of U.S. educators concerned with the teaching of language arts, that is, reading and writing. Teaching of reading and writing has led to a number of different competing approaches and methodologies such as *Teaching of Literacy, Decoding, Teaching of Phonics* and so on. The Whole Language movement is strongly opposed to these approaches to teaching reading and writing and argues that language should be taught as a "whole" and "if language isn't kept whole, it isn't language any more" (Rigg, 1991:522). The Whole Language instruction is a theory of instruction that was to help young children learn to read, and was extended to middle and secondary levels and to the teaching of ESL. "What began as a holistic way to teach reading has become a movement for change, key aspects of which are respect for each student as a member of a culture and as a creator of knowledge, and respect for each teacher as a professional" (Rigg, 1991:521).

The Whole Language approach emphasizes learning to read and write with a focus on real communication and reading and writing for pleasure. In the 1990s, it became popular in the United States as a motivating and innovative way of teaching language arts skills. In language teaching, it shares a philosophical and instructional perspective with Communicative Language Teaching (CLT) since it emphasizes the importance of meaning and meaning making in teaching and learning.

Whole Language views language organization from an interactional perspective. This is a social perspective that views language as a vehicle for human communication in which there is an interactional relationship between readers and writers. Activities that are often used in the Whole Language instruction are given by Richards and Rodgers (2002: 111):

-individual and small group reading and writing
-ungraded dialogue journals
-writing portfolios
-writing conferences
-story writing

Whole Language classroom will be familiar to language teachers with a similar interest in the use of literature in support of second language learning. The following may be an example of the use of literary pieces in a Whole Language workshop and involves activities using "Parallel Texts"-

Two English translations of the same short story is an example of Parallel Text. Study of the two translations highlights the range of linguistic choices open to the writer (and translator) in the contrast of linguistic choices made by the translators and the responses made to these choices by the students as readers. In pairs, one student acts as presenter/interpreter of one of the two short story translations and a partner acts as presenter/interpreter of the other.

3.7.6 Multiple Intelligences (MI)

Multiple Intelligences (MI) refer to a learner-based philosophy that characterizes human intelligences as having multiple dimensions that must be acknowledged and developed in education. MI is based on the work of Howard Gardner of the Harvard Graduate School of Education. Gardner argued that all humans have intelligences, but people differ in the strengths and combinations of intelligences. He believed that all of those intelligences can be enhanced through training and practices. MI thus belongs to a group of instructional perspectives that focus on differences between learners and the need to recognize learner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligences.

Gardner (1993) proposed a view of natural human talents that is labeled the "Multiple Intelligences Model". This model has been applied to language education (Christison 1998). Gardner posits eight particular "intelligences" which are: *Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/ Kinesthetic, Interpersonal, Intrapersonal, and Naturalist intelligences.* MI theory has been interpreted by some general educators, such as Armstrong (1994), as a framework for rethinking school education. Some educational institutions have indeed remade their educational programmes around the MI model. MI pedagogy focuses on the language class as the setting for a series of educational support systems aimed at making the language learner a better designer of his/her own learning experiences. However, Lazear (1991) proposed an alternative syllabus which has a basic developmental sequence. The sequence consists of four stages:

Stage 1: Awakening the Intelligence
Stage 2: Amplifying the Intelligence
Stage 3: Teaching with/for Intelligence
Stage 4: Transfer of the Intelligence

(Richards and Rodgers 2002:118)

Campbell (1997:19) noted that MI theory "is not perspective. Rather, it gives teachers a complex mental model from which to construct curriculum and improve themselves as educators." Christison (1997) said that by administering the MI inventory, teachers can become curriculum developers, lesson designers and analysts within the realistic constraints of time, space, and resources of the classroom. Activities and the materials that support them are shown by Jack C. Richards and Theodore S. Rodgers (2002:121) as in the table below:

Activities by Teachers	Activities by Students	Materials
-Lectures *-Small and Large Group Discussion* *-Publishing (Creating Class Newspapers or Collections of Writing)*	*-Student Speeches* *-Story Telling* *-Word Games* *-Listening to CDs or Cassettes* *-Debates* *-Memorizing*	*-Worksheets* *-Books* *-Word Processor* *-Journal s*

Table 02: Activities and the Materials of Multiple Intelligences given by Richards and S. Rodgers

3.7.7 The Lexical Approach

Lexical Approach refers to the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other units of planning and teaching but lexis, that is, words or word combinations. Lexical approaches in language teaching reflect a belief in the centrality of the lexicon to language structure, second language learning, and language use (Richards & Rodgers 2001:132). Lexical approaches in language teaching seek to develop proposals for syllabus design and language teaching founded on a view of language in which lexis plays the central roles.

Classroom procedures typically involve learners into activities like drawing attention to lexical collocations. Teachers should develop activities that enable learners to discover collocations themselves, both in and out side of the classroom. Hill (2000) noted that classroom procedures involve (a) teaching

individual collocations, (b) making students aware of collocations (c) extending what students already know by adding knowledge of collocation restrictions to known vocabulary, and (d) storing collocations through encouraging students to keep a lexical book.

3.7.8 Behaviourist Approach

In behaviourist or connectionist theory of psychology, behaviour is described in terms of 'stimulus (S) response (R)' model. A connection is established between stimulus or stimulus situation and the organism's response to this stimulus or stimulus situation. Skinner (1957) put rats in a cage with two levers in it. If the rat pressed the first lever, it would get a piece of bread. Then if it pressed the second lever, it would get its powder thrown over it. After a number of trials the rats systematically pressed the first lever.

Skinner defined the notion of reinforcement. He says that if a certain action repeatedly leads to a positive or negative result, the bits of recurrence or non-recurrence will be increased. Skinner speaks of positive reinforcement if the action recurs more frequently and of negative reinforcement if the action does not recur. In literature of psychology, the term reinforcement is often exclusively used for positive reinforcement. From the observation, systematization and prediction of animal behaviour, Skinner wants to draw conclusion about human behaviour. To him a theory of language should be derived from a general behaviourist learning theory.

Skinner (1957) attempted to analyze language behaviour by tracing the factors influencing this behaviour. The factors are described in terms of stimulus and response. Each utterance follows on some sort of verbal or non-verbal stimulus; in the latter case, there is a stimulus situation causing somebody to respond with an utterance. Language behaviour can, according to Skinner, only be studied through observation of the world around the language user; that is, through observation of external factors. One important external factor in the

language learning process is the frequency with which a certain utterance is used in the child's environment. In the behaviourist view, children imitate the language of their environment to a considerable degree, and imitation is a strong contributing factor in the language learning process. A consequence of this is that a frequency, with which words and structures occur in the language of the environment, will influence the language development of the child. In addition, reinforcement is needed to arrive at a higher level of language proficiency. Parental approval is an important type of reinforcement in the language learning process: when a child produces a grammatically correct utterance, which is understood by its environment, approval from the parents may serve as reinforcement for such an utterance. In this way, the environment encourages the child to produce grammatically correct utterances.

Second/foreign language learning/teaching was seen as a process of 'imitation' and 'reinforcement': Learners attempt to copy what they hear, and by regular practices, they establish a set of acceptable habits in the new language. Properties of the L1 are thought to have an influence on the course of L2 learning:

Learners 'transfer' sounds, structures and usage from one language to the other. Two kinds of 'transfer' have been distinguished. Similarities between the L1 and L2 cause 'positive transfer' while differences between the two causes 'negative transfer', generally known as interference. Positive transfer makes it acceptable to use the L1 habits in the L2 settings (Crystal 1987: 372). For example, the assumption that the subject goes before all other units in a positive sentence satisfactorily transfers from Bengali to English. On the other hand, in negative transfer L1 habits cause errors in the L2. For example, 'subject-object-verb' order does not satisfactorily transfer from Bengali to English. An example of typical interference that results from the influence of Bengali reduplication in English is I want some big big mangoes. Problems of interference provide a major source of FLL difficulties. The main aim of

behaviourist teaching is thus to form new correct linguistic habits through intensive practices, eliminating interference and errors in the process.

3.7.9 Mentalistic Approach

Mentalistic theory of language acquisition stems from the generative account of language, where it was intended to discover the mental realities underlying the way as people use language. Major distinctions were made between a person's knowledge of rules of language and the actual use of that language in real situations. The first was referred to as 'competence' and the second as 'performance'. Competence was seen as an aspect of general psychological capacity.

This theory also, like the other ones, takes into account the beliefs of a psychological theory. In his discussion of Skinner's verbal behaviour, derives the first serious attack on the behaviourist view of language learning and said that human behaviour is considerably more complex than animal behaviour, and a description of language behaviour cannot be just a description of stimuli and responses to these stimuli, rather it primarily has to be the description of the 'innate' ability of the human beings to learn a language. Chomsky discusses Skinner's theoretical concept point by point and argues that language behaviour is specific to human beings and all humans can acquire it and it could never be explained through animal behaviour. The laboratory experiments cannot lead to a conclusion about any kind of human behaviour, let alone language behaviour.

It was argued that children must have been born with an innate 'capacity' of language development: the human brain is ready to learn language in the sense that when the children are exposed to speech, certain principles of discovering and structuring language automatically begin to operate. A newly born child listens continually to the language around it over a period of time, and develops its own grammar. The knowledge of this grammar and the principles of discovering and structuring language together constitute the child's Language

Acquisition Device (LAD). The child's LAD is thought to be acting like a 'black magic box'. The child uses its LAD to make sense of the utterances heard around it, deriving from it 'primary linguistic data' hypothesizes about the grammar of the language what the sentences are, and how they are constructed. This knowledge is often used to produce sentences, which after a process of 'trial and error', corresponds to those in adult speech: the child has learned a set of generalizations, or rules that govern the way in which sentences are formed.

3.7.10 Communicative Approach

Communicative approach to language learning and teaching stems from Dell Hymes' use of the term 'Communicative Competence'. Since the first coinage of the term 'Competence' in Chomsky (1957) there has been debate over how to define the term. So, before going to the elaborate discussion of communicative methodology, it will be better to recall how the view of communicative competence developed.

3.7.11 Communicative Language Teaching (CLT)

Till the 1960s, Situational Language Teaching represented the major British approach to teaching English as a foreign language. The Americans in the mid-1960s rejected audio-lingualism and the British began to call into question the theoretical assumptions underlying Situational Language Teaching. Noam Chomsky in his *Syntactic Structures* (1957) demonstrated that the current standard structural theories are incapable of accounting for the fundamental characteristic of language– the creativity and uniqueness of individual sentences. British applied linguists felt the need to focus in language teaching on communicative proficiency rather than mere mastery of structures. Scholars like Henry Widdowson, Christopher Candlin advocated this view of language and the British linguist D.A. Wilkins (1972) proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins later revised and expanded his 1972 document into a book titled *Notional Syllabuses*

that had a significant impact on the development of the Communicative Language Teaching. Both the British and the American proponents saw it as an approach (not a method) that aims –

> -to make communicative competence the goal of language teaching, and
>
> -to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards & Rodgers 2001:159)

CLT has a rich theoretical base. Some of the characteristics are as follows-

1. Language is a system for the expression of meaning.
2. The primary function of language is interaction and communication.
3. The structure of language reflects its functional and communicative uses. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (Richards & Rodgers 2001:161)

The emphasis in CLT is on the processes of communication, rather than mastery of language forms. This leads to different roles for learners and teachers as well. Breen and Candlin (1980:110) described learner's roles within CLT in the following way:

> The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an independent way.

Breen and Candlin (1980: 99) also described teacher's roles in CLT in the following way:

> The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. . . These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as resources himself, second, as a guide within the classroom procedures and activities . . . A third role for the teacher is that of researcher and learner . . .

In CLT, teaching points are introduced in dialogue form, grammatical items are isolated for controlled practices, and then freer activities are provided. Pair and group work is suggested to encourage students to use and practices functions and forms. The methodological procedures reflect a sequence of activities represented in Littlewood (1981: 86) as follows:

Structural Activities ↑ **PRE-COMMUNICATIVE ACTIVITIES** ↓ *Quasi-communication Activities*
Functional Communication ↑ **COMMUNICATIVE ACTIVITIES** ↓ *Social Interaction Activities*

Table 03: Methodological Procedures of Activities Presented in Littlewood

Communicative Language Teaching is best considered an approach rather than a method. It refers to a diverse set of principles. The principles are:

- Learners learn a language through learning it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.

- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

In this regard, it is mentionable that over the last three decades, significant changes have taken place in the globe. In the changed situation, the government of Bangladesh has realized the need to consider the following factors in teaching and learning of the English language:

a. Emphasis should be given on communication and fluency. To do that participatory and interactive classroom is essential.
b. Defective traditional examination system that encourages memorization should be replaced by a skill-based assessment system.
c. English teachers should have adequate education, training and motivation for their self-development and to develop a positive attitude towards interactive-student-centred classrooms. [National Curriculum and Textbook Board (NCTB), *Development Project Proposal (DPP) for ELTIP-3,* 2005: 4].

In the light of the above mentioned context, the National Curriculum and Textbook Board (NCTB) of Bangladesh introduced communicative language teaching into the syllabus in 1996.

4 Practices

Approaches tend to allow varying interpretations of practices. On the other hand, methods typically prescribe what and how to teach. Teachers have to accept the claims or theory underlying the method and apply them to their own practices. Good teaching is regarded as correct use of the method and its prescribed principles and techniques. The role of teachers is marginalized. His or her role is to understand the method and apply its principles correctly. Likewise, learners are sometimes viewed as the passive recipients of the method. They must submit themselves to its regime of exercises and activities.

Replacing the traditional view of methods with newer thought is a concept of learner-centredness and teacher's creativity can be considered an acknowledgement that learners have different learning styles and preferences to the learning processes. It also gives the notion that all different learning styles and preferences should be consulted in the process of developing a teaching programme, and the methods must be flexible and adaptive to learners' needs and interests. At the same time, there is often little room for the researcher's own personal initiative and teaching style. The teacher must submit himself or herself to the method.

There is a criticism that it is very difficult for teachers to use approaches and methods in ways that precisely reflect the underlying principles of the method. Swaffar, Arens, and Morgan (1982:25) commented that one consistent problem is whether teachers are actually reflecting the underlying philosophies of these methods in their classroom practices or not; especially those teachers who are involved in presenting materials created for a particular method.

Swafar and her colleagues (1982: 31) studied how teachers had been using different methods to implement those in classroom. They found that many of the distinctions used to contrast methods, particularly those based on classroom activities, did not exist in actual practices:

> Methodological labels assigned to teaching activities are, in themselves, not informative, because they refer to a pool of classroom practices which are used uniformly. The differences among major methodologies are to be found in the ordered hierarchy, the priorities assigned to tasks.

Bailey (1996) said that an individual teacher may draw on different principles at different times, depending on the type of class he/she is teaching (e.g., children, adults, beginners, or advanced learners). The following are the examples of such principles:

- Engage all learners in the lesson.
- Make learners, and not the teacher, the focus of the lesson.
- Provide maximum opportunities for student participation.
- Develop learners' responsibility.
- Be tolerant to learners' mistakes.
- Develop learners' confidence.
- Teach learning strategies.
- Respond to learners' difficulties and build on them.
- Use a maximum amount of student-to-student activities.
- Promote cooperation among learners.
- Practices both accuracy and fluency.
- Address learners' needs and interests.

Only a few of these principles will be consciously referred to at a given time. All classroom practices reflect teachers' principles and beliefs, and different belief systems among teachers can often explain why they conduct their classes in different ways. Clark and Peterson observed (1986):

> The teacher's conceptualizations of, for example, language, learning, and teaching are situated within that person's wider belief system concerning such issues as human nature, culture, society, education and so on.

Therefore, there remain many more things to develop teachers than in learning how to use theories or approaches or methods of teaching. Experience with different approaches and methods, however, can provide teachers with an initial practical knowledge base in teaching and can also be used to explore and develop teachers' own beliefs, principles and practices.

5 Conclusion

This chapter has discussed various theories of language. Each of the different approaches and methods, discussed above, provides new insights. The grammar-translation method (GTM) has matched educational beliefs affecting schooling in the 19th century. The GTM and cognitive theories have recognized a language as an orderly system of rules which a learner can consciously acquire. Again, both the GTM and Audio-Lingualism treat transfer/interference phenomenon from the first language as important for language learning. The problem of meaning in a second language has been overcome by the GTM. The advocates of the Direct Method (DM) have remained aware of the problem of meaning and so have recommended a number of techniques to cope with it; for example, demonstration, visual aids, explanation or context. But only the audio-visual method paid consistent attention to meaning by insisting on systematic visual support.

The DM evolves in a period of European political and commercial expansion. The DM and Audio-lingualism method recognize the value for the learner to immerse himself into the second language. While the GTM and the Cognitive Theory present the language as an intellectual learning problem, the Audio-lingual and Audio-visual methods (AVM) have advocated a relatively unthinking drill and training approach (the Explicit-implicit option). The Reading Method (RM) became a reflection of the views on the curriculum in the 1920s. The Audio-lingual and Audio-visual methods developed in the period of rising nation states in the Third World and in a time of new international awareness in the western world that have followed World War II.

Nevertheless, the Communicative Approach has influenced the current thoughts and practices of language teaching strategies so profoundly that it is hardly possible to imagine a language pedagogy which does not allow a non-analytical (experiential or participatory), communicative component.

Most of the methods, discussed in this chapter, can be characterized as analytical. And, all methods sketched above have two characteristics in common. One is that each of the methods represents a particular language teaching belief and another characteristic is that most methods put emphasis on single aspects as the central issue of language teaching and learning. Moreover, all the methods make assumptions about the learner and ways of learning.

Methods, thus, have constituted theories of language teaching derived partly from practical experience, intuition, and inventivness, partly from social, political, and educational needs, and partly from theoretical considerations (Stern 1996:473).

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Chapter 4

Evaluation of the National University Compulsory English Course

1 Prelude

It has often been considered that evaluation is the same as testing (Pauline Rea-Dickkins and Kevin Germaine, 1993: p. 3). In the field of language, evaluation is considered essential to provide information for planning of courses, for the management of learning tasks and students. Evaluation is also used as a way to explain and confirm the existing procedure of anything like a curriculum or a syllabus or the like. Dickkins and Germaine (1993) say that evaluation forms a basis for a subsequent change or modification within curriculum. In evaluating a language syllabus, it is important to identify some factors to obtain a clear idea about whether the syllabus is well standardized or not. In this regard, David Nunan, C. Richards, S. Rodgers and others have suggested a number of common factors such as the general goal, needs analysis, aims and objectives, specification of contents, grading contents, resources and materials, learner assessment, teacher development and so on (David Nunan, 1997: 137). While evaluating a syllabus, one has to see if such factors have been given importance or not in the syllabus. But it is sure that a syllabus may vary from another because it is not realistic to expect that all criteria of a syllabus should be present in all syllabuses. The present research is conducted on the National University Compulsory English Course (NUCEC), which was revised in 2001 and has been effective since 2002-2003. The research mainly focuses on the practices of basic language skills: listening, speaking, reading and writing components of the syllabus. So, this chapter attempts to evaluate the syllabus of the NUCEC concentrating on basic language skills (BLS) as the main subject matter.

2 Background of the NUCEC

National University (NU) of Bangladesh was established at the beginning of 1990s. During 1995-96, NU offered an English compulsory course of 100 marks for the Degree (Pass Course) students. After a year, NU declared the same course as mandatory (compulsory as non major) for all honours students of the University with a view to enhancing proficiency in English language skills. So, all NU students had to study this NU compulsory English course (NUCEC). At first, NU encouraged the honours students by declaring that those who would obtain more than 33 in the NUCEC, would have the surplus marks added to the total marks of their honours courses. The content of NUCEC syllabus contained the following learning tasks at the period of its inception during 1995-96:

1. Reading comprehension 1.a. answering questions from given passage 1.b. making sentences with phrases 1.c. making sentences through word formation and word function 1.d. making a precis of the passage

2. Finding out determiner, modifier, headword, participle phrase, infinitive phrase, prepositional phrase and finite from a given sentence

3. Supplying a suitable word and filling the blanks

4. Correction of sentences

5. Transformation of sentences

6. Combining groups of sentences into one sentence

7. Making appropriate WH questions of given sentences

8. Framing sentences expressing directed attitudes / emotions

9. Writing paragraph

10. Writing letter

11. Translating a passage into English

12. Amplification of idea, Or- Writing dialogue

The NUCEC continued till 2000-2001. It was revised and was newly designed in 2001-2002 session. At the time of revising the course, NU revised their decision by declaring that honours students who would obtain more than 40 marks in the NUCEC, would be rewarded with maximum 10 additional marks. Thus, the present syllabus has been effective since 2002-2003 session.

3 Syllabus Committee of the Newly Revised Course

From the record files of the 'Curriculum Development and Evaluation Centre' of National University (NUCDEC), it is known that the syllabus making committee of the NUCE consists of total nine (09) members including the chair and the resource person. The record file mentions:

> *As per the decision of the 40th meeting of Academic Council of National University, held on 6th November, 2001, the members of the Syllabus making committee for 4 year Honours course and Degree (pass) English (Session: 2001-2002) are as follows-*

Chair person

Prof. Fakhrul Alam, Dept. of English, Dhaka University

Resource person

Prof. Mrs. Nevin Farida, Dept. of English, Dhaka University

Members

1. Prof. Arifa Rahman, Dept. of English, Dhaka University
2. Prof. Aali Areefur Rehman, Dept. of English, Rajshahi Uniersity
3. Prof. Niaz Zaman, Dept. of English, Vikharunnessa Noon College, Dahaka (At present- Professor, Dept. of English, Dahaka University, Dahaka)
4. Prof. Dr. M. Shahidullah, Chairman, Dept. of English, East West University, Dhaka (At present- Director, Institute of Bangladesh Studies, Rajshahi University)

5. Prof. Dr. Mofizur Rahman, Associate Professor, Jagannath University, Dhaka

6. Mrs. Marzia Begum, Associate Professor, Dept. of English, Lalmatia College, Dhaka

7. Mrs. Begum Zahanara (NU could not provide designation)[1]

The NUCDEC record files also mention:

> *The Syllabus is compulsory for B.A/ B.S.S/B.B.S/B.Sc (for the students of both Pass and honours course). Subject Code is 306.*

4 Goals of the Syllabus

It is known that a goal is a state of a concrete activity domain which a person or a system tends to achieve or obtain. An objective or goal is a personal or organizational desired end point in a process of development. The word "goal" usually means an intended outcome that requires action to satisfy needs. One general goal of a language syllabus may be decided on international, or local or individual interest. Syllabuses with international goals serve teaching language outside the country to people of other nations, while a syllabus with local goals serves the needs of society within itself and a syllabus with individual goals serves the personal interest of a second language learner (Vivian Cook, 1996:141-146).

Normally, a language syllabus has a general goal. And in line with the general goal, usually a "Needs Analysis" is conducted to gather information about learners, learners' needs and about communication tasks to be used in the syllabus. The syllabus of NUCEC does not have a general goal. Before designing the syllabus, no "needs analysis" has been conducted. One of the members[2] of the syllabus designing committee has reported-

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[1] Source: Office Files, provided by Md. Mosaddeque Hossain, Section Officer, Curriculum Development and Evaluation Centre. National University, Bangladesh, Gajipur. 4.09. 2007.

[2] Professor M. Shahidullah, Director, Institute of Bangladesh Studies, Rajshahi University, Interviewed on 14. 02. 2010.

> Needs Analysis was not conducted because it did not appear that a standardized "need analysis" could be feasible in the context of Bangladesh.

It has also been reported by the same person that the syllabus designing committee arranged meetings for several times. The committee selected some specific objectives of the syllabus through inferences instead of needs analysis. Ultimately, the committee treated those aims and objectives as specific goals of the syllabus. This means that the goals of the syllabus are selected through a "Top down" process rather than a "Bottom up" process.

The goals of the National University Compulsory English Course (NUCEC) have been highlighted in the syllabus as-

> To develop the students' English language skills, to enable them to benefit personally and professionally, the four skills- listening, speaking, reading and writing will be integrated to encourage better language use.

5 Evaluation of the Syllabus Goals

The goals of the syllabus of the NUCEC can be divided into three categories:

a. Firstly, to develop students' English language skills;

b. Secondly, to enable them to benefit personally and professionally;

c. Thirdly, to integrate the four skills- listening, speaking, reading and writing to encourage better language use.

The first goal of the syllabus has a very wide and generalized task to perform. Developing English language skills of students, here, implies students' overall development in the four basic language skills- listening, speaking, reading and writing. In achieving the goal like developing the four language skills among students, the syllabus has to be designed with certain strategies, set tasks, methods, teaching techniques, manpower and materials which can successfully help students join the overall learning activities of listening, speaking, reading

and writing skills. In developing the four basic language skills, first comes the question of listening competence.

For listening, tasks of the syllabus should be designed in a way that facilitates students to be engaged in studying phonetics and phonology. Teachers and students both have to speak and listen to English. Students need to be engaged in hearing and understanding short and long sentences. They should also know and adjust the context of speech through audio-lingual method. Instructional materials such as sound system, audio recorders and so on should also be used in conducting classes. In this regard, there are certain required activities such as reading a passage by the teachers, speaking English in the class rather than Bangla by teachers, asking students to involve in pair work (PW) or group work (GW) and so on. It is also necessary for teachers to instruct students to carry out something as per the context permits e.g. to open a window, to turn on a fan, to shut the door, to submit assignments and so on.

Next to this, speaking skill comes. Students learn to speak English as a form of communication. Teachers can develop speaking ability of students by employing *fluency practices* through involving them to practise the communicative function of language. In this process, teachers can mainly emphasize making students concerned in transmitting information ignoring mistakes. Again, especially, for students of Degree (Pass course) level, teachers can also employ *accuracy practices* and involve them to practise the 'form' of language, concentrating more on pronunciation, stress, and intonation and so on. Again, teachers may also combine both the processes- *fluency* and *accuracy* with various tasks to develop speaking proficiency of students.

Reading is the third language skill. People have to read different things for different purposes. So, ways of reading are also different. Teachers of language normally involve students in gathering different sub-skills of reading such as- *skimming* for getting a general idea from the reading, *scanning* for having a rapid look of a text for any particular piece of information, *inferring meaning*

from context to make readers use contextual clues to guess the meaning of words which they do not know. Guiding questions, comprehension questions e.g. open/ close-ended questions, again, cloze passage, re-ordering exercises and so on may be included as reading tasks in developing reading skill of students.

Writing is the last and the largest skill which is sometimes considered the most difficult language skill. There are various purposes of writing. Students have to practise various types of writing according to the needs or purposes. Thereby, students have to learn various stages, methods and techniques to be efficient in various types of writing. So a language syllabus, with a goal of developing basic language skills of students, has to very carefully select its contents for the students to practise.

The second goal of the syllabus is to enable students to benefit them personally and professionally. This demonstrates that the syllabus intends to instruct and prepare students with such contents, methods, teaching and learning activities and classroom materials that students will be able to master the skills of all language components and become benefited in personal and professional life. Here, it should be pointed out that the words "personally" and "professionally" relate to two different factors. Firstly, at personal level, students will be able to use English and be benefited in communicating, reading, getting access to wider knowledge and so on. Secondly, they will be able to get jobs, build up career, create possible future, or, simply, achieve the goal of life. In this regard, it is to mention that tasks of learning and practising the skills at personal level actually vary from tasks of professional level English. For example, writing English at personal level may include writing diaries, shopping lists, packing lists, addresses, letters of invitations or condolences or thanks, instructions to friends or family members. On the other hand, at professional level, one has to be able to write agendas, minutes, memoranda, reports, reviews, contracts, business letters, public notices, advertisements and the like. As in writing, the

same thing occurs in listening, speaking or reading. Therefore, contents of the syllabus are to be specified with those certain items and activities of the language components which are really sensitive in bringing the real benefit of students in their personal and professional levels of life.

The third goal of the syllabus is to integrate the four basic English language skills- listening, speaking, reading and writing to encourage better language use. This means that all set tasks of the syllabus, instructions and activities of the four basic English language skills should be graded in an order so that students can be involved in an overall language learning process. In this respect, it is to be kept in mind that if this is to be done, the syllabus should specify its contents, incorporating all necessary parts of listening, reading, speaking and writing in a proportionate way. Emphasis should be given to all components as required. Syllabus contents should also be graded accordingly. This helps students participate in language learning activities giving proper emphasis, effort and time to every component.

6 Common Features of the NUCEC

The NUCEC attempts to cover students' overall lack in language competence in respect of every component. The syllabus is designed with six distinctive sections:

> i) Reading and understanding, ii) Grammar, iii) Developing Vocabulary, iv) Translation from Bengali to English, v) Speaking skills, and vi) Writing.

7 Evaluation of Distinctive Sections of the Syllabus

7.1 Grammar

In the "Grammar" section, the syllabus actually introduces grammar, usages and mechanics. There are *parts of speech, sentence structure and phrases* given in the syllabus as items of grammar. *Uses of verbs, subject-verb agreement, and correct uses of pronouns* in the NUCEC are the elements of usage, while

the item like *punctuation* is a part of mechanics. A modern grammar brings three major approaches together which are: (1) The traditional school grammar, (2) The structural approach and (3) The transformational approach (Hans P. Guth and Edgar H. Schuster, 1977:149).

A traditional school grammar typically starts with definitions of the eight parts of speech. After that, it classifies different kinds of phrases, clauses and whole sentences. A structural approach aims at a "descriptive" grammar which focuses on such concrete features as sentence structure and word forms which are the actual workings of language. It also encourages the study of sentence patterns and helps in identifying major word classes (parts of speech). On the other hand, a transformational approach provides a sentence building grammar.

The grammar section of NUCEC syllabus is found to be a structural approach. In a structural approach, students learn about word order. Word forms and word functions are also separately dealt with. Word order turning means a jumbled list of words into a sentence as the following example shows-

His in the George practices typing afternoon
George practises his typing in the afternoon.

Structural grammar also deals with function words or "structure words" such as articles, possessive and demonstrative pronouns, prepositions, auxiliaries and so on, for example-

Articles *(the, a, an)* the car, a plane
Possessive Pronouns *(my, your, his)* my hand, his brother
Demonstrative Pronouns *(this, these, that, those)* these trees, those men

These help to tie content words together to make meaningful relations in a sentence. These function words help transform some disjoined words into a closely related structure. Inclusion of grammatical items in the NUCEC like *Word order of sentences*, *word forms* and *functions, articles, noun-pronoun agreement, prepositions* and so on reveal that a structural approach has been followed in the syllabus.

A structural approach develops students' sense through the study of basic sentence patterns. This can be obtained by classifying sentences according to the different possible relationships between the subject and the verb, and between the verb and complement(s) that may be needed for a complete statement, for example-

Subject + Verb Intransitive

Dogs bark.

Subject + Verb Transitive + Object

John likes coffee.

Subject + Linking Verb + Noun Complement

Bobi is my cousin.

Subject + Verb + Indirect Object + Direct Object

The man gave his brother a pen.

Subject + Verb + object + Object Complement

People call him a miser

WH Words + Aux. Verb + Subject + Main Verb

Where do you reside?

The structural approach also offers help to deal with practical problems like punctuation (mechanics) which is a matter of recognizing how the words are put together in a sentence. Students also have to learn how to use various connectives like coordinating connectives (e.g. and, or, but, nor, yet, so) and the subordinators (e.g. that, as, lest, while, since, if, unless) and so on. It is because to choose between a semicolon and a comma, or between a comma or no punctuation, students must distinguish what kind of connectives are required and how these connectives help in identifying dependent or independent clauses in a sentence.

The grammar section of the NUCEC also offers *Punctuation, Framing questions, subject-verb agreement, verbs, phrasal verbs, conditionals, infinitives, gerunds* which demonstrate that structural approach has been followed in setting the tasks of grammar in this syllabus.

7.2 Developing Vocabulary

Developing vocabulary enables students to use and recognize words. In developing vocabulary, students have to make lists of words, look up meaning in a dictionary and use the words in writing or conversation. Coming across an unfamiliar word, examining the context of the word with the help of the preceding and following word is also beneficial. There are certain strategies to determine meaning such as-

-using general sense of the passage of what is to infer a meaning,

-looking for synonyms,

-looking for examples,

-seeing if the unfamiliar word is compared or contrasted with a familiar word.

The set tasks of the section of "vocabulary" in the NUCEC include: *using dictionary, synonyms, antonyms* and so on. These are helpful for students to develop their vocabulary. Besides these; by knowing the meanings of some common roots, prefixes and suffixes, students can determine the meanings of unfamiliar words. The syllabus also includes *suffixes* and *prefixes.* There are also tasks for students such as *changing word forms (from verb to noun and so on.) and using them in sentences* for increasing the stock of words and knowing more uses of a particular word.

Since words come from other languages, students should also know the language origin. The syllabus does not offer such items or tasks for students so that they can go through the procedure of learning the origins and roots of words.

7.3 Translation from Bengali to English

Translation is quite a traditional task. The task of translation in the NUCEC is a repetition of the former syllabus. There is no instruction in the syllabus about whether students have to practise any particular rules (e.g. tense, sentence structure, mood) or not.

7.4 Basic English Language Skills in the NUCEC

7.4.1 Listening

Listening, speaking, reading and writing are the four basic English language skills. Listening is the first of the four basic language skills (BLS). In the process of communication, one has to transmit as well as receive information. In transmitting a message, one needs to speak but while receiving information, he must have to listen and understand. Without gathering competence in listening, it is impossible for one to communicate. Everywhere, either at personal or professional level, man has to use his listening proficiency. The NUCEC has its goals with preference to develop students' BLS. This means that the syllabus aims at developing students' listening skill besides the other three language skills and that as a part of the goals of the syllabus, along with the other language skills, listening must be integrated to encourage better language use. Despite this, listening is not included in the syllabus. The member of the syllabus committee, who was interviewed, mentioned that feasibility of teaching listening had been considered doubtful in the context of Bangladesh. Especially, the classroom materials and people for teaching did not appear up to the mark. For these reasons, "listening" was completely discarded from the syllabus. NU distributes no mark for students to practise listening.

7.4.2 Speaking Skill

Importance of speaking is undeniable. For the global communication in the modern era, capability of speaking English is now a days considered an eligibility of a person for getting employed, building up career, obtaining a wider range of entrance in the global society and so on. Therefore, developing students' speaking skill to benefit them in personal and professional life has become a part of the goals of the syllabus. Accordingly, the syllabus has the section "Speaking Skill" but emphasis is not equally put on the section "Speaking Skill" as it is put on the "Reading and Understanding" or

"Grammar" sections. Actually, the "speaking" section has been considered a sub-part of the "Writing" and "Reading" sections. The syllabus has cited-

> *"Speaking should be integrated with writing and reading in classroom activities".*

In the section of speaking, the syllabus includes certain things for students to learn. They are-

> The English sound system; pronunciation skills, the IPA system; problem sounds, vowels, consonants and diphthongs, lexical and syntactic stress.

The learning tasks mentioned above are highly standardized but before that, speaking at classroom should have been encouraged. Most communicative syllabi suggest that classes can be conducted on speaking through active participation by mainly students and then by teachers. Classes go on either through *accuracy practices* or *fluency practices*. The present syllabus has included *English sound system; pronunciation skills, the IPA system* to be learnt by students. But it would be realistic, if activities like *'Controlled oral practices'* were practised using pictures, acting out dialogues, asking and answering questions or the like. Accuracy practice is also concerned with pronunciation, stress and intonation. The NUCEC has no specific task in the syllabus that can be practised through active participation of students and teachers as the natural learning processes go on in the classroom. It is positive that the syllabus indicates *"writing dialogue and practising it orally, students can develop their speaking skill"*. On the other hand, the syllabus mentions- *dialogue writing can be an item in writing test* as well. NU distributes no mark for students to practise speaking and make a score in examination.

7.4.3 Reading and Understanding

The NUCEC offers instructions in 'Reading and understanding' section about what learners have to read. It indicates that-

> "Student will be expected to read passages that might come across in their everyday life, such as news papers, magazines, general books. Simple stories will also be included to give students a familiarity with different uses of the language."

The section includes learning tasks for how students might cope with reading in various situations. The tasks are as follows-

> a. Understanding different purposes and types of readings, b. Guessing word-meaning in different contexts, c. Understanding long sentences, d. Recognizing main ideas and supporting ideas, e. Answering comprehension questions, f. Writing summaries.

The tasks for students, in regard to reading and understanding, exhibit that the syllabus has realistically considered the variations of reading types and purposes. Students have to be involved in learning sub-skills like *inferring meaning from context* to make use of contextual clues and guess meanings of words even if the meanings of such words are unknown. Students will also be involved in *skimming* to recognize main ideas and also in *scanning* to locate specific ideas. Answering comprehension questions and writing summaries, belonging to former syllabus, are not new items but are important. Again, extracting sub-ideas, ordering ideas through a flow chart, cloze tests, completing sentences, re-ordering sentences should have been there in the syllabus for developing students' reading skill.

7.4.4 The Writing Skill

The section "Writing" possesses 40% of the syllabus of NUCEC. The goals of the syllabus are also connected with the writing component as they are concerned with the listening, speaking and reading components. Generally, the syllabus aims at developing students' basic language skills (BLS) to benefit in personal and professional life. So, in relation with the writing component, the goals of the syllabus are to develop students' writing proficiency to benefit

them in personal and professional levels. It is, therefore, naturally expected that the tasks of the syllabus regarding the "Writing component" should be set in such a way that these would build up students' skills and make them capable of coping with writing, especially in personal and professional life. And students would be benefited thereby. Constituents of the writing component in the NUCEC are:

> *Writing Correct Sentences, Completing Sentences and Combining Sentences, Situational Writing, Newspaper Writing, Writing Resumes, Formal and Informal Letters, Paragraph Writing, and Writing Essay*

Writing is an integral part in man's personal and professional life. It has become a certain requirement for man in accomplishing every day activities for communication, study, office and business affairs and so on. It is said that writing is not a natural activity. People can learn listening and speaking naturally from the environment through acquisition process. But writing as a process is an essential classroom activity (Wilge M. River, 1968: 241). Rivers (1968) considers that writing is not a skill which can be learned in isolation. Man has to learn writing methodically, practices meticulously and thus through a diligent involvement, he can develop his writing skill.

The writing activities reflect four major areas involved in the writing processes: first, a student must learn the graphic system; secondly, the student must learn to spell conventionally; next, he must learn to control structure of language so that it is understood by his readers; finally, he must learn to combine words and phrases which will convey the tone or sense which he has in mind. In this regard, it is to mention that people write for different reasons and purposes. So, they write to different people such as family, colleagues, friends, students, officials and so on.

The writing section of the NUCEC syllabus has included some particular tasks which students are to learn, practise and carry out in a proper way so that they

can be able to use these in personal and professional levels to be practically benefited. The writing items of the NUCEC include-

> Writing correct sentences, completing sentences and combining sentence - Situational writing: writing posters, notices, slogans, memos, advertisements and so on. Newspaper writing: Writing reports, press releases, dialogues and so on. Writing resumes, Writing letters: Formal and informal letters, letters to the editor request letters, job applications, complaint letters and so on. Paragraph writing: Structure of a paragraph; topic sentences; developing ideas; writing a conclusion, types of paragraphs (narrative, descriptive, expository, persuasive), techniques of paragraph development (such as listing, cause and effect, comparison and contrast), Essay: Generating ideas; outlining; writing a thesis sentences; writing the essay; writing introductions; developing ideas, writing conclusions, revising and editing.

7.4.4.1 Completing, Combining and Writing Correct Sentences

Sentence, the largest grammatical unit, is used for diverse purposes of communication. Practices of completing sentences increase students' power of prediction and anticipation in forming an idea. Through combining, students learn how to make sentences concise and improved.

7.4.4.2 Situational Writing

"Situational writing" in the NUCEC includes writing posters, notices, slogans, memos and advertisements. These are professional in nature and formal in mode requiring prompt and creative thinking.

7.4.4.3 Newspaper Writing

Newspaper writing includes the writing of reports, press releases, columns, editorials, sub-editorials and so on. "Newspaper writing" in the NUCEC includes - *writing reports, press releases, and dialogue writing.*

7.4.4.4 Writing Resume

A resume focuses one's qualifications to make a position for him among professionals in competitive situations. Students can build up their skill of writing resume through outlining personal qualities, inferring the content of resume and checkup.

7.4.4.5 Writing Letters

7.4.4.5.1 Writing Formal Letters

A formal letter is an especial form of writing which requires distinctive mode, format, word selection, language arrangement and style. Sentences are generally economical, clear and unified in form and a precise communication is achieved. There is no scope of including personal emotions in a formal letter.

There are various types of formal letters such as letters of order, memorandum, circular enquiry, complaint, request, and different kinds of business letters such as memo letter, order letter, letter of acknowledgement, refusal letter, request letter, approval letter, offer letter, sale letter, claim letter, adjustment letter, letters of congratulations, letters of thanks, letters of invitations, letters of welcome, letters of farewell, letters of regrets and so on.

7.4.4.5.2 Writing Informal Letters

Informal letters are commonly written to people of personal relations like friends, family members, well wishers, relatives and so on. Informal letters are conventionally constructed with six distinctive parts which are:

1. The Heading or the place and the date
2. Salutation or greeting
3. Body of the letter
4. Subscription
5. Signature
6. Superscription

Students have to learn relevant ways of writing an informal letter. They have to be taught how to write the "Body", the most important part of an informal letter. In writing a subscription, the student needs to sense the appropriateness of addressing himself in perspective of the person to whom he writes the letter. Again, besides putting "Signature", writing "Superscription" is another sensitive part. For example, name of an addressee should not be written as Dr. Professor A, rather this should indeed be Professor Dr. A. After all, the student should remember that writing informal letters also follows some formal procedures.

7.4.4.6 Paragraph Writing

A paragraph is a group of some related sentences. It deals with a single topic. A well structured and successfully organized paragraph has i. introducers ii. developers iii. modulators and iv. terminators (Imhoof and Hudson, 1988: 1). Imhoof and Hudson (1988: 1) suggest a three-step process to be exercised in the classroom for paragraph writing. The process includes-

(1) Silent reading of model paragraphs
(2) Discussion of subject matter
(3) Doing the exercises

Students should learn the procedures of writing a paragraph in detail. They have to learn how to write an introducer or topic sentence which states the main idea of a paragraph. They should be skilled enough to construct the body through describing the main idea of the paragraph step by step by setting developers, or supporting sentences one by one. Students have to achieve the skill to keep smooth transitional flow of a paragraph through setting modulators in a paragraph. Finally, they have to draw a satisfactory conclusion of the paragraph by putting appropriate terminators or concluding sentences.

7.4.4.7 Writing Essays

An essay demonstrates a skill of structuring ideas. There are three stages of writing essays which are:

Prewriting→ Writing Essay → Editing

Firstly, the prewriting stage involves preparing ideas and making outlines for the essay through careful thinking. The stage of 'writing essay' involves five important steps such as-

1. Writing the introduction, writing the thesis statement and giving back- ground information
2. Developing each supporting paragraph and making sure to follow the correct paragraph format
3. Writing clear and simple sentences to express appropriate meaning
4. Focusing on the main idea of the essay
5. Using a dictionary which helps find additional words to express meaning

(Tom Davis, english.bham.ac.uk/staff/tom/teaching/ howto/ essay.)

Thirdly, in the editing stage, the writer follows the steps such as-

1. Checking spelling
2. Checking grammar
3. Reading the essay again
4. Making sure that each sentence has a subject
5. Making sure that subjects and verbs agree with each other
6. Checking the verb tenses of each sentence
7. Making sure that each sentence makes sense (Ibid.)

8 Position of Personal and Professional Writing in NUCEC

Personal writing includes writing diaries, journals, shopping lists, reminders for oneself, packing lists, addresses, recipes, instructions to friends and family and so on (T. Hedge, 1988: 96). The NUCEC does not include any sort of item which can directly be called personal writing. Of course, the syllabus includes informal letters which may relate to personal writing such as instructions to friends, family and others. The syllabus also includes writing paragraphs and essays which may come to use at both personal and professional levels.

Professional writing includes writing agendas, minutes, memoranda, reports, press releases, reviews, contracts, business letters, public notices, advertisements, posters, instructions, speeches or dialogues, job applications, notices, posters, slogans, curriculum vitae or resumes, specifications, note-making (for doctors and other professionals) and so on. To communicate officially and publicly, people have to write enquiry, complaint, or of request (Ibid.). Again, to serve social purposes, people need to write invitations, condolences, thanks, congratulations, telephone messages, cablegrams and so on. To serve the purpose at professional level, the syllabus includes some sorts of writing such as: *memoranda, reports, press releases, advertisements, dialogues, job applications, notices, posters, slogans, resumes and complaint letters.*

Although the selected items have limitation to cover the total range of professional writing, these can be very much useful in one's professional life.

From the above discussion, it can be said that in the NUCEC, the items of personal writing are not up to the mark. On the other hand, the set items of professional writing are good and effective though these are very limited.

9 Writing in the NUCEC and Various Perspectives

Nunan says "A given syllabus will specify all or some of the following: grammatical structures, functions, notions, topics, themes, situations, activities,

and tasks. Each of these elements is either product or process oriented. . . " (David Nunan, 1988: 12). The contents of the NUCEC reveal that most of the necessary items are present in the syllabus. Especially, the writing component of the syllabus includes almost all the necessary elements. Although there is no clear indication about activities, grammatical structures are inherently present as prerequisite to develop students' writing skill on any particular item of the selected contents. The items of the writing component belong to categories like functions, notions, topics, themes, situations and so on.

Functions are usually described as the communicative purposes for which one has to use language (Ibid.) This means that things like 'identifying', 'greeting', 'denying' and many other communicative purposes can be considered functions. On the other hand, notions are described as expressions of various conceptual subject matters like 'time', 'equality', 'existence' and so on.

The items in the NUCEC like writing correct sentences, completing sentences and combining sentences and so on are the pure tools of communicative purposes and so, these are the examples of functions.

Other items of the writing component like posters, notices, slogans, memos, advertisements and so on have been mentioned as 'situational' in the syllabus. The term 'situational' refers to the context in which language and behaviour occur in the real world, outside the classroom (Ronald V. White, 1993: 63). The set items are, no doubt, situational but despite this, the items represent a blend of notions, functions and situations since these are, also, involved in communicating as well as in developing conceptual subject matters. The writing section also includes different kinds of newspaper writing such as writing reports, press releases and so on. These are also a combination of functions, situations and themes.

R. White (1993) defines 'situation' with varied degrees of precision. He says that a typical situation is linked with associated activities. For example, while

on a tour, people need to have shops, restaurants, streets, stations, post office, hotels as typical settings. Again, within these settings one needs to involve in buying (purchasing) or ordering things, asking the way or complaining against a delivery and so on. This implies that various formal letters of the NUCEC (e.g. letter of order, of complaint, of request, of regret, of thanks and so on), are not out of situational category. Again, these types of writing bear characteristics of notions and functions as well for serving communicative purposes and expressing conceptual focus.

Usually those writings are tasks which students use for language learning and also to perform in cases like applying for a job, making a telephone conversation and so on. In this sense, writing a resume, a job letter, or a dialogue and so on included in the writing component of the NUCEC fall in the category of tasks. Again, writing paragraphs and essays seriously involve topics and themes but these two types of writing are also not beyond notions and functions.

10 Grading of Contents in the NUCEC

In the process of grading contents, every language syllabus includes some important components by maintaining a sequence like the following-

Needs Analysis

↓

Grouping Learners

↓

Content Selections

↓

Task Selection

↓

Assessment

(David Nunan, 1988)

The contents of the NUCEC have been graded without needs analysis. There is also no instruction in the syllabus to make grouping of learners according to their proficiency level. A language syllabus, with goals of developing students' four language skills, should grade its contents in a specified way. The words that students listen, speak, read or write should not be detracted from real meaning. So, first, developing good vocabulary can add to their ability to use and recognize words correctly. Secondly, to express an idea effectively either through speaking or writing, students need to understand different grammatical aspects. Then the process of developing four language skills begins. Language skills also follow a sequence such as listening- speaking- reading-writing. So the specification of grading of a language syllabus is generally expected to follow this order:

Developing Vocabulary→ Grammar→ Listening skill→ Speaking Skill
→ Reading skill → Writing skill

In grading contents, the syllabus of NUCEC has maintained the order as –

Reading and Understanding→ Writing→ Grammar→ Developing Vocabulary→ Translation from Bengali to English→ Speaking Skill

Although the syllabus intends to develop students' four skills, it has completely excluded the listening skill. Speaking skill is placed at the 6th step while the syllabus begins with reading and understanding. On the other hand, writing is placed at the 2nd step. Usually, a language syllabus begins with vocabulary and then grammar. In the NUCEC, vocabulary is placed at the 4th and grammar at the 3rd step. These show mismatch in the selection of contents of the syllabus.

11 Nature of the Syllabus

In language teaching, a number of taxonomies of syllabus types have been proposed. Yalden (1987), Long and Crooks (1992) and Brown (1995) list seven basic syllabus types such as Structural, Situational, Topical, Functional, Notional, Skill-based and Task-based syllabi (J. Brown, 1995: 7).

The content of a structural syllabus is a collection of the forms and structures, usually grammatical. A notional syllabus contains notions in which language is used to express notions such as size, age, color, comparison, time, and so on. On the other hand, a functional syllabus has a collection of functions. Functions are performed when language is used. Examples of functions include informing, agreeing, apologizing, requesting and so on. A situational syllabus involves students in real or imaginary situations in which language is used and a skill-based syllabus assembles linguistic competencies such as pronunciation, vocabulary, grammar, and discourse. (Karl Krahnke, cited in http://www.ericdigests.org/pre-928/design.htm) Again, a task-based syllabus integrates language skills. It involves students in learning various language forms, functions, and skills which help students to do tasks like applying for a job, talking with a social worker, getting housing information over the telephone and so on.

Although there are different types of language teaching syllabi, almost all actual language teaching syllabi are a combination of two or more of the types and all these various types of syllabi are not entirely distinct from each other (Ibid.) For example, the distinction between skill-based and task-based syllabi may be minimal.

The NUCEC has actually specified its contents by combining aspects of various types of syllabi. Writing correct sentences, completing sentences and combining sentences reflect characteristics of structure based syllabus which also bear functional distinctiveness. Again, the syllabus includes items from situational aspects such as writing posters, notices, slogans, memos, advertisements and so on. These situational writings also play the roles of functions since language is used to communicate through these items. Thirdly, inclusions of "Newspaper writing" like reports, press releases, dialogues and resumes reveals a blend of tasks, notions and skill based writing. Since these types of writing involve use of language directly in communicating through

integrating various language skills, these may also be in a sense marked as function based. Writing letters to the editor, request letters, job applications, complaint letters and other formal and informal letters are another blend of function and skill. Again, writing paragraphs and essays in the NUCEC bear the characteristics of topic, notions and functions altogether.

So, the syllabus of NUCEC is an integration of various types of syllabi. It represents a combination of structure, notions, functions, topic, skill and task syllabi.

It is rare for one type of syllabus or content to be used exclusively in actual teaching settings. So types of content are usually combined in more or less integrated ways in a syllabus. Generally, a particular type is kept as the organizing basis around which the other types are arranged and related. The NUCEC has used notion and function as the major syllabus criterion for organizing basis. On the other hand, skill, task and topic have been related.

12 Conclusion

This chapter has evaluated the syllabus of NUCEC; its goals, nature, content, grading of content, different sections, various set items for teaching and learning and so on. The chapter finds that the NUCEC is a traditional language syllabus for its general characteristic of giving preference to vocabulary, grammar, translation, reading and writing. In this syllabus, these items are given more importance. The chapter also discusses that the syllabus of NUCEC is a combination of structure, notions, functions, topic, skill and task. The syllabus has six distinctive sections of which 'Reading and Understanding' section is placed in the first position. 'Grammar' is placed in the second position. 'Vocabulary' is placed in the third position. Although the goals of the syllabus emphasize developing students' four basic English language skills, the syllabus has completely excluded 'listening' from its content. The syllabus includes 'speaking' as a sub section with no mark distributed. The set items in

the syllabus for developing students' professional writing skill are a very tiny package. On the other hand, except 'informal letters', the syllabus has included no specific writing item which can be considered "personal writing". The goals of the syllabus have been set only through inferences without needs analysis. Grading of the contents has not been found well ordered. The syllabus is incongruous in setting its goals and the set items in its contents.

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Chapter 5

Methodology of the Empirical Investigation

1 Prelude

According to Ram Ahuja (2002: 353), methodology is the procedure of research techniques and is called the logic of scientific investigation. Methodology means description, explanation, and justification of methods. On the other hand, method is a tool or an instrument which is employed to gather empirical evidence and to analyze data. A researcher needs to use some methods to collect and interpret data in carrying out a research work. The researcher has to employ those methods and techniques in a particular research which are responsive to the research nature. This chapter discusses the nature of the present research, the methods and techniques which have been adopted for collecting and interpreting data in the present research work. The chapter also discusses how questionnaires for teachers, students and principals have been constructed; and how checklists for observation of classroom facilities, classroom and teaching materials and teacher-student interactions, have been prepared. The chapter, moreover, describes the processes of administering questionnaire surveys among teachers, students and principals; and preparation, construction and execution of interviews with required respondents. It also describes the processes and techniques of how the research has conducted the Proficiency Test of listening (PTL), Proficiency Test of Speaking (PTS), Proficiency Test of Reading (PTR) and the Proficiency Test of Writing (PTW).

2 Nature of the Research

The present research is descriptive as well as explanatory in nature. It focuses on the listening, speaking, reading and writing components of the National University Compulsory English Course (NUCEC). The course deals with developing proficiency of students' basic English language skills [also mentioned as basic language skills (BLS) in the thesis] in Bangladesh. The development of language proficiency is a social phenomena and the research

that reveals a kind of social situations, events, structure or system is called a descriptive research (Ibid, 2002: 353). The study observes the status of the overall growth rate of practices (OGRP) of basic language skills: listening, speaking, reading and writing skills. The study also observes the overall rate of students with minimum proficiency in basic language skills in Bangladesh. The study has been conducted in relation with the NUCEC. This means that the research describes "who, what, when, where and how" of a situation and a research with such characteristics is a descriptive research (http://www.ryerson.ca/~mjoppe/ Research Process/Descriptive Research.htm).

We also know that a research which explains the causes of social phenomena is called an explanatory research (Ahuja, op.cit.: 38). The present study also attempts to find the impediments on the way to practices of basic language skills (BLS) and explain the nature of obstacles and causes of failure in various parts of the field. Therefore, the research is descriptive as well as explanatory in nature. Again, a qualitative research describes reality as experienced by groups, communities, individuals and so on. In this sense, the proposed study is also qualitative in nature because it describes real experiences of teachers, students, principals, authors of guide books and so on.

3 Standard Methods in Social Science Research

In social science research, the customary methods for data collection are Field study, Case Study, Survey, Experimental and Historical methods, Interview, Observation, Content Analysis and so on. Methods are selected by researchers on the basis of the nature of their research. The present research employs the method of questionnaire survey with teachers, students and principals, the method of classroom observations on classroom facilities, classroom and teaching materials and teacher-student interactions, method of interviews with required persons and the method of Proficiency Tests (PTs). The research also employs the method of logical interpretation for analyzing qualitative data.

4 Major Issues of Investigations in the Present Research

The general objective of the study has been set to see the status of the overall growth rate of practices (OGRP) of basic language skills (BLS) in the country in the perspective of the listening, speaking, reading and writing components of the NUCEC. So, the research considers various factors such as contents of listening, speaking, reading and writing components in the syllabus of the course NUCEC. The study also analyzes the nature of the items of BLS, methods and techniques of teaching, experiences and training of teachers, teaching and learning situations of BLS in classrooms, classroom interactions, teaching materials, classroom environment and facilities, overall behaviour of teachers and students and so on. Of course, supervision of classes and initiatives by principals for motivation and development of teachers are also important. So, these are the common issues of investigation of the present research. Finally, using all data, the study focuses on two major factors:

(a) the status of overall growth rate of the practices (OGRP) of basic language skills (BLS) in Bangladesh

(b) the overall rate of proficient students (ORPS) who practise BLS in the country with minimum level of standard (MLS)

Relevantly, this is to mention that 45% mark is considered the minimum level of standard (MLS) to qualify in the examination Bangladesh Civil Services (BCS). And, the mark below 45% is conventionally considered a 3rd class score or poor score. The study, therefore, considers 45% accuracy of practices as the minimum level of standard (MLS) in the proficiency tests (PTs).

Again, the term 'practice' has also been conceptualized in the study. The study maintains that those activities of students with the language skills are considered 'real practices' which reflect the minimum level of standard (MLS) in making sense and accuracy.

In this regard, it is mentionable that the status of overall growth rate of the practices (OGRP) of BLS has been estimated by measuring students' overall proficiency level (OPL) in the skills through proficiency tests (PTs). Actually, if a student's OPL in 'writing' is found 45% to the minimum in the proficiency tests (PTs), this means that the write-up of the student has minimum level of standard (MLS). In other words, his practices of writing maintain MLS in making valid use of grammar, mechanics, usages or the relevant factors of writing. So, the overall proficiency level (OPL) of students in basic language skills (BLS) has been considered the overall growth rate of the practices (OGRP) of listening, speaking, reading and writing (BLS) with MLS in the study.

Since '45%' is the minimum qualifying marks (MQM) in the proficiency tests (PTs), students who have obtained 45% marks in the proficiency tests (PTs) are considered to have minimum proficiency in the basic language skills. The study measures the overall qualifying rate (OQR) of students in the PTs. Actually, the OQR of students reflects the rate of students in the country with minimum proficiency in four basic language skills (BLS). So, the OQR has been considered to be the overall rate of proficient students (ORPS) in BLS in Bangladesh.

So, the data of the research have been collected from three major stand points:

Observing the overall situations of teaching and learning of basic language skills (BLS): listening, speaking, reading and writing in Bangladesh e.g. manpower (teachers), teaching techniques and methods, teaching materials, physical facilities and entire environment

Evaluating the status of overall growth rate of the practices (OGRP) of listening, speaking, reading and writing in Bangladesh through measuring the overall proficiency level (OPL) of students;

Evaluating the overall rate of proficient students (ORPS) practising BLS in Bangladesh

5 Study Areas

The National University Compulsory English Course (NUCEC) is taught to the degree (Pass Course) and honours level students at more than one thousand and seven hundred (1700) colleges across the country. For this study, the selected areas are: Dhaka division, Rajshahi division and Rangpur division. In fact, the researcher teaches at a university in Dhaka, the capital city of Bangladesh and lives there. So, it is convenient for him to take Dhaka as one of the sample divisions. The division of Rajshahi is well known to the researcher because he has already conducted his M. Phil research in the division of Rajshahi. The home district of the researcher is in Rangpur division and he has been brought up in the city of Rangpur. So, naturally, he has had an interest to study the state of the practices of BLS in his own area. All three areas, being familiar to the researcher, have been more convenient for him to collect data smoothly than other areas considering communication, monetary expenditure, cooperation of respondents and so on. Thus, the areas have been purposely selected.

However, the selected areas are different in social, economic and geographical respects. As far as it is known, no research especially on the NUCEC has been conducted in the areas selected for the present study.

5.1 Selected Colleges from Bangladesh (Dhaka, Rajshahi and Rangpur Divisions)

The researcher has chosen twenty one (21) colleges from three (03) divisions of the country- Dhaka, Rajshahi and Rangpur. From each of the divisions, seven (07) colleges are taken as samples. The colleges which have been visited and investigated by the researcher for the purpose of the study are division-wise exhibited below:

SEVEN (07) COLLEGES FROM DHAKA DIVISION	
1.	Dhaka College, Dhaka
2.	Eden College, Dhaka
3.	State College, Mohmmedpur, Dhaka
4.	Tejgaon College, Firm Gate, Tejgaon, Dhaka
5	Mirpur University College, Mirpur, Dhaka
6.	New Model University College, Sukrabad, Dhanmondi, Dhaka
7.	Central College, Mohmmedpur, Dhaka
SEVEN (07) COLLEGES FROM RAJSHAHI DIVISION	
1.	Rajshahi Government College, Rajshahi
2.	Rajshahi New Degree College, Rajshahi
3.	Rajshahi City College, Rajshahi
4.	Natore Mahila (Women's) College, Natore
5	Natore Government College, Natore
6.	Shah Sultan College, Bogra
7.	Aziuzul Haque College, Bogra
SEVEN (07) COLLEGES FROM RANGPUR DIVISION	
1.	Government Carmichael College, Rangpur
2.	Rangpur Government College, Rangpur
3.	Government Begum Rokeya College, Rangpur
4.	Kurigram Government College, Kurigram
5	Lalmonirhat Government College, Lalmonirhat
6.	Nilphamari Government College, Nilphamari
7.	Nilphamari Women's College, Nilphamari

Table 04: Twenty One (21) Colleges from Three (03) Divisions of Bangladesh

6 Sample Size of the Study

According to Manheim (1977: 270), "a sample is a part of the population which is studied in order to make inferences about the whole population." The sample size of the study is 504. The population is taken from the twenty one (21) selected colleges located of three (03) different divisions of Bangladesh. The respondents include 441 students of Honours (English), Honours (Non-English) and Degree (Pass Course) levels, 42 teachers teaching the NUCEC (02 authors of guide books are included) at 21 colleges of those three (03)

divisions, and twenty one (21) principals from the selected colleges (441+42+21=504). The body of the sample size of the study is as follows:

RESPONDENT POPULATION	
Number of Respondent Students	441
Number of Respondent Teachers	42
Number of Respondent Principals	21
Total Number of Respondents	504
RESPONDING COLLEGES	
Total Number of Colleges	21
STUDY AREAS	
Dhaka, Rajshahi, Bogra, Natore, Rangpur, Nilphamari, Kurigram and Lalmonirhat districts	
Total Divisions	03

Table 05: Body of the Sample of the Study

6.1 Procedure of Sampling

Of the samples, 441 student respondents are division-wise categorized into three slots in the study. So, the ratio of student respondents of every slot is 147 from each of the three (03) divisions (441 students/3 Divisions = 147 students). These 441 students have also been group-wise categorized into three slots: Slot-1: Degree (Pass Course) students, Slot-2: Honours (Non English) students and Slot-3: students of Honours in English:

Slots	Groups	No. of Students
Slot-1: Degree Pass Course (NUCEC: compulsory as Major)	***PASS COURSE*** B.A *(Pass Course)*, B.Com *(Pass Course)*, BSc *(Pass Course)*, BSS *(Pass Course)*	147 Students
Slot-2: Honours, Non-English (NUCEC: Compulsory as Non-major)	***B.A HONOURS*** *Bengali, History, Philosophy, Islamic History & Islamic Studies* ***B.Com HONOURS*** *Management & Accounting* ***BSc HONOURS*** *Physics, Chemistry, Zoology, Botany & Mathmatics* ***BSS HONOURS*** *Political Science, Sciology & Economics*	147 Students

Slot-3: B.A (honours) in English (NUCEC: Compulsory as Non-major)	Students of honours in *English*	147 Students

Table 06: Three (03) Slots of Students Group-wise

21 students are taken from each of the 21 colleges of 03 divisions of the country (21 students × 21 Colleges) totaling 441 students from all 03 divisions of the country. And of these 21 students of each college, 07 students come from the slot of *B. A (Hons) English*, 07 students come from the slot of *Honours (Non English)* and 07 students come from the slot of *Degree (Pass Course).* So, each of the 21 Colleges is represented by (07 students × 03 Slots) 21 students.

No. of Colleges	Slots of Students	NO. of Students	Total Students
One (01) College	**Slot-1.** Degree (Pass Course) [students Pss]	07 students	21 students
	Slot-2. Honourse (Non English) [students NEng]	07 students	
	Slot-3. B. A (Hons) English [students Eng]	07 students	

Table 07: 21 Students Taken from each College

So, 21 students have been taken from each of the colleges. From each division, seven (07) colleges have been taken. So, from every slot, the number of students (7 students x 7 Coleges) is 49. The total number of students in 03 slots is 147 from each of the divisions.

No. of Colleges	Slots of students	NO. of students	Total students
07 Colleges	**Slot-1.** B. A (Hons) English [students Eng]	07 x 07 = 49 students	147 students
	Slot-2. Honourse (Non English) [students NEng]	07 x 07 = 49 students	
	Slot-3. Degree (Pass Course) [students Pss]	07 x 07 = 49 students	

Table 08: Students (147) Taken from Seven (07) Colleges of Each Division

21 students have been taken from each of the 21 colleges of 03 divisions. So, from every slot, the number of students (07 students x 07 Colleges x 03 divisions) is 147. The total number of students in 03 slots (147 students x 03 Slots) is 441 in all three (03) divisions.

No. of Colleges	Slots of students	NO. of students	Total students
21 Colleges	**Slot-1.** B. A (Hons) English [students Eng]	7x7x3= 147 students	441 students
	Slot-2. Honourse (Non English) [students NEng]	7x7x3= 147 students	
	Slot-3. Degree (Pass Course) [students Pss]	7x7x3= 147 students	

Table 09: Students (441) Taken from Twenty One (21) Colleges of all Three (03) Divisions of Bangladesh

Forty-two (42) English teachers, 02 from each of the colleges, are taken as respondents from 3 divisions. They are investigated through questionnaire survey and classroom observations. Two (02) guide book authors, included among the 42 teachers, have been interviewed separately besides their responses to questionnaire survey and classroom observations as teacher respondents.

Twenty one (21) principals of 21 selected colleges have been taken as respondents. They are investigated through QS and interviews.

7 Data of the Study

7.1 Data Sources

Sources from which data are collected are called data sources. Generally, data sources are of two kinds: primary sources of data and secondary sources of data. In the present research, both kinds of data sources have been used.

7.1.1 Primary Sources of Data

In the study, primary data have been collected from teachers, students and principals of the selected colleges through planned questionnaires. Some selected respondents such as members of the syllabus designing committee of the NUCEC, teachers, students, authors of guide books, and principals have also been interviewed to gather information. Picture of the real proficiency of students has been extracted through planned proficiency test papers (PTPs). The results of proficiency tests (PTs) have been considered the most significant empirical evidences of the primary data sources. Besides these, answers to the

questionnaires of teachers, students, principals; and reports of particular check lists (CLs) of classroom observation, question papers of National University and question papers of the college examinations or tests have also been considered primary sources of data in the study.

7.1.2 Secondary Sources of Data

Various books written on curriculum development theories, linguistic theories, language teaching and learning theories especially on ELT and CLT, books on research methods, documents, different journals, Government Gazettes like Education Commission Reports, documents of BANBEIS, Bangladesh Statistical Year Book, different PhD and M. Phil dissertations and internet websites and so on have been used as secondary sources of data in the study.

7.2 Processes of Data Collection and Data Analysis

The present study is descriptive, explanatory as well as qualitative in nature. That is why, besides qualitative data, quantitative data have also been collected for the study. The data are collected from both primary and secondary sources. All qualitative and quantitative data have been collected through document analysis, surveys with planned and structured questionnaires, observations of classroom situations and activities and interviewing the respondents face to face to gather information. The researcher physically participated in the ongoing classes to observe classroom environment, teaching and learning processes, teaching materials, classroom facilities and so on. The data from primary sources are collected from a member of the syllabus designing committee, 42 English teachers; including 02 guide book authors, 441 students, 21 principals and observations of 21 classrooms. The data which are collected from the field through various reliable sources have been technically cross-checked through questionnaire of students. The collected data are analyzed both quantitatively and qualitatively. Most of the quantitative data are put into tables. The study has used line charts, bar diagrams, histograms, and pie charts to give further clarity to the data and the entire results. Sometimes, the data are

kept under proficiency distribution and mean, median and mode are extracted. Statements of teachers, authors of guide books and principals have also been quoted to make things clear. Reports of classroom observations and proficiency tests (PTs) of students; clearly exhibit the overall status of practices and rate of proficient students in basic language skills in Bangladesh. In analyzing qualitative data, logical interpretations have been provided through maintaining objective and causal relationship approach.

7.3 Data Collection Methods

The proposed study is qualitative in nature. Qualitative research focuses on 'quality, a term referring to the essence or ambience of something (www.faculty.ncwc.edu). So, methods used by the researcher to collect data to conduct the research are:

i) Questionnaire Survey
ii) Interview
iii) Classroom Observation and
iv) Proficiency Tests (PTs) of Students

7.4 Data Collection Tools or Instruments

For surveying the field, different structured tools have been constructed which include:

i) Questionnaires
ii) Check Lists (CLs)
iii) Proficiency Test Paper (PTP)

Total twenty six (26) specific tools or instruments have been used in the present study. The instruments are as follows:

Sl.	Instruments	Used in/for
I	One (01) Questionnaire for Teachers (teachers)	*Survey*
Ii	One (01) Questionnaire for Students (students)	*Survey*
Iii	One (01) Questionnaire for principals	*Survey*
Iv	Six (06) Checklists	*Classroom Observations*
V	One (01) Proficiency Test Paper (PTP)	*Proficiency Test of Listening (PTL)*

Vi	One (01) Proficiency Test Paper (PTP)	*Proficiency Test of Speaking (PTS)*
Vii	One (01) Proficiency Test Paper (PTP)	*Proficiency Test of Reading (PTR)*
Viii	Thirteen (13) Proficiency Test Papers (PTPs)	*Proficiency Test of Writing (PTW)*
Ix	One (01)Sheet of Tentative Questions	*Interviews*

Table 10: Data Collection Instruments Used in the Study

7.5 Questionnaires of the Sudy

7.5.1 Questionnaire for Teachers

In the questionnaire of teachers, questions are set to gather data about teachers' qualifications, training, experience, expertise on listening, speaking, reading and writing and relevant academic affairs related to teaching NUCEC. Teachers' questionnaire also focuses on lesson plans, lesson control, classroom control, teachers' level of instruction, their views on the syllabus of NUCEC and overall interactions with students and so on. The set questions enquire of teachers' ideas about skills and sub-skills of listening, speaking, reading and writing, roles of the sub-skills, techniques and methods of teaching the language skills, rapport with students, using of teaching materials, integrating BLS in classroom, testing of students' language skills and so on. Questions have also been set to know about the processes of error analysis, remedial measures against mistakes, teaching situational writing, involving students in pair or group work, enabling students to feel real life situations, involving students in writing through "product" or "process" approaches and so on which teachers generally maintain. Teachers also have to express their views on the standard of the syllabus contents, feasibility of achievement of the course, requirements of teachers, problems with teachers and students, level of students, obstacles of achieving the goals of the course and so on. The questionnaire mainly includes open ended questions since this intends to collect more qualitative data. Besides that, some closed ended questions are also there. Some closed ended questions keep linkages with teachers' scopes of providing opinions.

7.5.2 Questionnaire for Students

Questions of the questionnaire for students are set with a view to collecting information about processes of teaching and learning of listening, speaking, reading and writing in classrooms, integration of four BLS, their understanding of teachers' instructions, difficulties that they face to cope with the NUCEC, their views on items of listening, speaking, reading and writing in the NUCEC, their expectations from teachers and satisfaction, processes of tests held in colleges, causes of failure in the NUCEC and so on. Students are also asked through the questionnaire to express their common ideas about different strategies of basic language skills like processing sounds or processing meaning for listening, group work (GW) or pair work (PW) for speaking, types of writing, identifying some sorts of writing, process of writing various items of the NUCEC and so on which they are supposed to be taught by teachers. The questionnaire for students helps in cross-checking teachers' information also. Answers about how teachers instruct, how easy or difficult the instructions are to be understood by students, problems with teachers' instruction and so on are obtained with the questions of the questionnaire. Thus, it helps the researcher to know the real picture of classroom teaching and learning situation. Both open ended and closed ended questions are set in the questionnaire for students.

7.5.3 Questionnaire for Principals

Principals' questionnaire throws light on the activities and initiatives that principals of the colleges should take as administrators. Specifically, the questionnaire focuses on the initiatives of the principals such as inspection of classes; arrangement of seminars, workshops and motivation for teachers to increase their professionalism, arrangement of extra English language classes for students, steps to minimize failure in NUCEC, ensuring every day lesson plan by teachers; steps against the use of guide books in language classes and so on. The questionnaire also seeks opinions from principals about causes of failure in the NUCEC, obstacles of practising BLS of the NUCEC, atmosphere

of colleges, classroom facilities and so on. Besides these, principals have also been interviewed about teaching and learning as well as language sensitive activities in their respective colleges e.g. organizing seminar, workshops, arranging extra English classes, tests, examinations and so on.

7.5.3.1 Validity and Reliability of the Questionnaires

Validity of a questionnaire means effectiveness of the questionnaire in measuring those things which it actually attempts to measure. A questionnaire should include items of inquiry in its content which matches well with the content of the study (www.asian-efl-journal.com). When the construction as well as the content of a questionnaire is found to be valid, it can be considered that the questionnaire is valid. It is said about reliability of instruments-

> Reliability is concerned with the extent to which one can depend on the test results. It is said that there is always a validity-reliability tension and reliability offers a possible compromise. It is sometimes essential to sacrifice a degree of reliability to enhance validity. A valid and reliable test is useless if it is not practical in view of economy, administration and interpretation of results (Ibid).

In preparing the instruments for the research, both reliability and validity have been considered. In constructing the questionnaires of the present research, the researcher emphasizes factors like (i) research objectives, (ii) nature of required data, (iii) methods of research prescribed by specialists in texts, (iv) results of the pre-test of questionnaire, (v) advice of experienced researchers (vi) reactions of teachers and motives of students in the questionnaire pre-test.

After conducting the pre-test of the questionnaires, the research adds some points which have been found valuable and excludes those which have been found redundant. Various books on research methods have been consulted which have become helpful in constructing the questionnaires. Finally, advice from the learned supervisor helps to bring refinement to the instruments.

7.5.3.2 Pre-testing of the Questionnaires

The researcher has pre-tested the questionnaires on teachers, students and principals of another college (Palasbari College, Nilphamari, which is 150 miles away from the study area and not the sample of the study) to measure the validity of the questionnaires. The researcher has also prior experience of preparing questionnaires and pre-testing while conducting his M. Phil research during 2006-2007.

7.5.4 Check Lists (CLs) for Classroom Observations

Six (06) different structured check lists (CLs) have been constructed to observe classroom teaching and learning processes, to investigate teachers-students interactions, to note teaching materials used for teaching listening, speaking, reading and writing in classroom and so on. The CLs have become good instruments to observe class size (s), classroom space, light, air, seating arrangement with feasibility of pair/group work, audio and video facilities, audibility of teacher's instruction from back benches, electric fans, white or black board, congenial atmosphere, overall classroom behaviour, the physical facilities and educational environment of the colleges.

The list of the CLs is as follows:

i) Classroom Observation Check List-1 to observe teaching and learning situations of listening at classroom level

ii) Classroom Observation Check List-2 to observe teaching and learning situations of speaking at classroom level

iii) Classroom Observation Check List-3 to observe teaching and learning situations of reading at classroom level

iv) Classroom Observation Check List-4 to observe teaching and learning situations of writing at classroom level

v) Classroom Observation Checklist-5 to observe state of physical facilities and material design at classroom level (focused in teaching materials and classroom facilities)

vi) Classroom Observation Checklist -6 to observe interactions among students and the teacher at classroom level

7.5.5 Interview Question Sheets

Black and Champion (1976: 354-355) have pointed out that an interview involves face to face contact between the interviewer and the interviewee and there is considerable flexibility in the format of the interview. So, although the interview format has been prepared with particular relevant questions, it has been used with considerable flexibility.

7.5.6 Proficiency Tests (PTs) of Students

To collect data of the real status of students in listening, speaking, reading and writing components of the NUCEC, the researcher personally arranges proficiency tests (PTs) of students. Respondent students of all colleges, selected for the research, have to sit for the test. The answer scripts of proficiency tests (PTs) are very carefully examined and performance of students is measured through unbiased marking.

45% mark is conventionally considered minimum standard in Bangladesh [The minimum criteria in Bangladesh Civil Services (BCS), determined by Public Service Commission (PSC)]. The study also considers 45% marks as the minimum level of standard (MLS) in all its proficiency tests (PTs): PTL, PTS, PTR and PTW. The function of MLS is to measure the height or growth rate of overall proficiency level (OPL) indicating the overall growth rate of the practices (OGRP) of basic language skills (listening, speaking and reading and writing) in Bangladesh.

So, '45%' mark is maintained as qualifying mark (QM) in PTs. Students who have obtained at least 45% marks are considered to have qualified in the proficiency tests (PTs). So, students who have qualifted in the PTs have been considered proficient in basic language skills (BLS) with minimum standard.

The most important purpose of the proficiency tests (PTs) is to find out two (02) phenomena in regard to theories and practices of basic language skills (BLS) in Bangladesh which are:

(1) to approximate the overall growth rate of the practices (OGRP) of basic language skills (listening, speaking and reading and writing) in Bangladesh

(2) to estimate the overall rate of proficient students (ORPS) who practise basic language skills (BLS) in Bangladesh with MLS.

Relevantly, this is mentionable that actually the PTs measure the overall growth rate of the practices (OGRP) of basic language skills through measuring students' overall proficiency level (OPL) in basic language skills (BLS) in the country because the OPL shows students' overall ability in the skills (BLS). This means the efforts, techniques or in other words; the practices that students have invested for achieving the skills are reflected through the OPL because language skills are the dependent variables while practices are the independent variables. This is because practices do not depend on skills but skills depend on practices. And for this reason, the more are the practices, the more developed are the skills. Finally, practices make skills gradually perfect and skills do not. These all logically interpret that the overall proficiency level (OPL) of students in basic skills are simply the reflections of their overall growth rate of the practices (OGRP) of basic language skills. So, the study considers that the overall proficiency level (OPL) of students in basic language skills actually stands for the overall growth rate of the practices (OGRP) of BLS.

Again, the study measures the overall qualifying rate (OQR) of students in the PTs to learn how many students qualify in the PTs obtaining the minimum qualifying mark (MQM): '45%'. This means that the study measures the OQR of students in the PTs with a view to learning the overall rate of proficient students (ORPS) of BLS in the country who possess the ability to maintain the minimum level of standard (MLS) while practising the skills. So, the study considers that the OQR of students in PTs stands for the overall rateof proficient students (ORPS) in BLS in the country.

The processes of conducting the PTs are briefly discussed below.

7.5.6.1 Proficiency Test of Listening (PTL)

21 students are chosen from each of the 21 colleges totaling 441 students participating in the PTL. The total mark in the PTL is 10. The researcher arranges the proficiency test of listening (PTL) to empirically measure students' overall proficiency level (OPL) of listening and to know the overall growth rate of practices (OGRP) thereby. 45% is the minimum qualifying marks in the PTL which is considered the minimum level of standard (MLS) in the research for all four basic languge skills. The students who qualify in the PTL are considered to possess the MLS. Thus, measuring the overall qualifying rate (OQR) of students helps the study to measure the overall rate of proficient students (ORPS) in listening in Bangladesh.

For listening, students are tested in three listening items as follows:

1. *Listening to Words from CD & Writing Meaning-2.50 Points (Pts)*
2. *Listening to Dialogues from CD & Writing Answers-05 Points (Pts)*
3. *Listening at Real Life Situation -2.50 Points (Pts)*

For *Listening to Words from CD & Writing Meaning,* 21 students of each of the 21 colleges are tested on aggregate 1102.5 points (Pts) [2.5 Pts x 21 students x 21 Colleges]. For *Listening to Dialogues from CD & Writing Answers*, students are tested on aggregate 2205 Pts [5 Pts x 21 students x 21 Colleges]. Finally, for *Listening at Real Life Situation,* students are tested on aggregate 1102.5 Pts [2.5 Pts x 21 students x 21 Colleges].

7.5.6.2 Proficiency Test of Speaking (PTS)

The total point (Pts) in the PTS is 10. Number of students and the process of measuring students' overall proficiency level (OPL) and overall qualifying rate (OQR) of speaking in the PTS have been the same as in the Proficiency Test of Listening (PTL).

Students are tested on two aspects of speaking:

i) Accuracy and

ii) Fluency.

For testing accuracy, the research considers these following issues as the important criteria, each of which has one (01) point (Pts)-

i. *Correctness of language,*
ii. *Adequacy of vocabulary,*
iii. *Range of vocabulary,*
iv. *Width of vocabulary and*
v. *Accent*

For testing fluency, the research considers these following issues as the important criteria, each of which has one (01) point (Pts)-

i. *Length of communication*
ii. *Freeness of hesitation, shyness and doubtfulness*
iii. *Getting ideas across*
iv. *Effectiveness of communication*
v. *Easiness of communication*

Students are tested on aggregate 2205 Pts for *Test of Accuracy* [5 Pts ×21 students ×21 colleges]. Similarly, they are tested on 5 criteria (each having 01 point, the full point is 05 and the aggregate point (Pts) for *Test of Fluency* is 2205 [5 Pts ×21 students ×21 colleges]. Now, the average score is obtained by adding scores of both *Accuracy* and *Fluency* and dividing the scores with 02.

7.5.6.3 Proficiency Test of Reading (PTR)

The total point (Pts) in the PTR is 10. Numbers of students, processes of measuring students' overall growth rate of proficiency (OGRP) in reading and overall rate of proficient students (ORPS) in reading in the country, all have been the same as in the PTL and PTS. Things prescribed for reading test of students are- *Reading Text, Predicting Contexts, Guessing Words through*

Answering, Filling in the Blanks in the Light of the Text given, Open Ended or Multiple Choice Questions, Giving a Title to the Story of the Text, Writing Summary of the given Text and so on.

Students are tested on four (04) items in the PTR:

1st item- *Filling in the Blanks*- 2.5 points (Pts) for testing capability of predicting and guessing the missing ideas

2nd item- *Multiple Choice Questions*- 2.5 points (Pts) for testing smooth flow of understanding the given text

3rd item- *Giving a Title to the Story*- 2.5 points (Pts) for testing capability of understanding the essence of the story of the given text

4th item- *Writing Summary*- 2.5 points (Pts) for testing capability of recognizing main idea and differentiating it from the supporting ideas

Similarly, like that of the PTL and PTS, in the PTR also, 21 students have been taken from each of the 21 selected colleges from 03 selected divisions of the country. 21 students of each of the individual colleges are tested on aggregate 210 Pts (10 ×21= 210) for reading. All students (21 students × 21 colleges = 441 students) are tested on 4 criteria (each having 2.5 Pts) of reading test on aggregate 4410 Pts [10 Pts × 441 students]. So, for each criterion, students are tested on aggregate 1102.5 Pts [2.5 Pts × 21 students × 21 colleges].

7.5.6.4 Proficiency Test of Writing (PTW)

The researcher arranges proficiency test of writing (PTW) of students on various items of the writing of NUCEC. The PTW has been conducted dividing students into three categories:

a) Students of BA/BSS/ BCom/ BSc of Degree Pass Course

b) Students of honours (non English)

c) Students of honours in English

The writing section of the NUCEC consists of twelve (12) particular items. Students appear in PTW of 50 Pts on all items of writing. Type-wise the writing items are divided into three slots:

i. Sentence Writing (7.5 Pts)

ii. Personal Writing (12.5 Pts)

iii. Professional writing (30 Pts)

The items of writing and Pts distribution in the PTW are as follows:

Writing Items of the NUCEC	**Pts Distributed in the PTW**	**Types of Writing Items**	**Allocated Pts (Type-wise)**
Q.1. Correction of sentences	*2.5*	*Sentence Writing*	*7.5*
Q.2. Completing sentences	*2.5*		
Q.3. Combining sentences	*2.5*		
Q.4 Skill Focused in Dialogue Writing	*5*	*Personal Writing*	*12.5*
Q. 5. Skill Focused in Situational Writing	*2.5*		
Q.6. Skill Focused in Writing Informal Letters	*5*		
Q.7. Skill Focused in Newspaper Writing	*5*	*Professional Writing*	*30*
Q.8. Skill Focused in Writing Job Application	*5*		
Q.9. Skill Focused in Institutional Writing	*5*		
Q.10. Q. Skill Focused in Writing Formal Letters	*5*		
Q.11. Skill Focused in Paragraph Writing	*5*		
Q.12. Skill Focused in Essay Writing	*5*		

Table 11: The Writing Items and Points Distribution in the PTW

To observe students' proficiency, ten (10) different proficiency test papers (PTPs) have been constructed. One of those PTPs carries questions of items no. 1, 2 & 3 (mentioned in the above table) and other nine (09) PTPs carry questions of nine (09) other items (item no. 04 to item no. 12) of writing in the NUCEC. Those ten (10) different PTPs are distributed among the total 441 respondent students.

In the PTW, 147 students are tested from each of the divisions of Dhaka, Rajshahi and Rangpur. They are tested on all of the three segments of writing and the test has been conducted in the following way:

First, 49 students from the slot of Bachelor Degree (Pass Course) are tested on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences*. It carries 7.5 Pts. So, students are tested on 367.5 Pts (7.5×49). Now these 49 students of the same slot [Bachelor Degree (Pass Course)] are tested on the 2nd segment- *Personal Writing*. It carries 12.5 Pts. So, students are tested on 612.5 Pts (12.5 ×49). Again, these 49 students of the same slot [Bachelor Degree (Pass Course)] are tested on the 3rd segment- *Professional Writing*. It carries 30 Pts. So, students are tested on 1470 Pts (30 ×49). Therefore, these 49 students from the slot of Bachelor Degree (Pass Course) are tested on total 2450 points (367.5+612.5+1470).

Secondly, 49 students from the slot of Honours (Non-English) are tested on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences* on 367.5 Pts (7.5 ×49). They are tested on the 2nd segment- *Personal Writing* on 612.5 Pts (12.5 ×49). They are also tested on the3rd segment- *Professional Writing* on 1470 Pts (30 ×49). Therefore, these 49 students of the slot-Honours (Non-English) are also tested on total 2450 points (367.5+612.5+1470).

Thirdly, 49 students from the slot of B.A (Honours) in English are tested on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences* on 367.5 Pts (7.5 × 49). They are tested on the 2nd segment- *Personal Writing* on 612.5 Pts (12.5 ×49). They are also tested on the3rd segment- *Professional Writing* on 1470 Pts (30 × 49). Therefore, these 49 students from the slot of B.A (Honours) in English are also tested on total 2450 points (367.5+612.5+1470).

Thus, from each of the divisions, 147 students are tested on 7350 (2450 × 3) points. So, from three divisions, 441 students of 21 colleges are tested on 22050 Pts (2450 × 3× 3) in total in the PTW.

Finally, the obtained score of the students is multiplied by 100 and divided by the total Pts 22050 and thus, the percentage of Overall Proficiency Level (OPL) reflecting the overall growth rate of practices (OGRP) of basic language skills (listening, speaking, reading and writing) is found. The study also calculates the rate of students who have qualified in the proficiency tests (PTs). The minimum qualifying mark (MQM) in the PTs is 45%. Students who have obtained the MQM in the PTs are considered to possess the minimum level of standard (MLS) in the particular skill of language. So, the study measures the qualifying rate of students (QRS) in each of the four basic language skills (BSL) - listening, speaking, reading and writing seperately through the four different proficiency tests (PTL, PTS, PTR & PTW). Now the QRS of the four different proficiency tests (PTL, PTS, PTR & PTW) have been added together and divided by four (04) and thus, the overall qualifying rate of students (OQRS) in the BSL is obtained. The OQRS of the PTs reflects the overall rate of proficient students (ORPS) in basic language skills (BSL) in the country.

7.5.6.5 Proficiency Test Papers (PTPs)

For conducting the proficiency tests (PTs) of students on listening, speaking, reading and writing, thirteen (13) Proficiency Test Papers (PTPs) have been constructed. The list of the PTPs is as follows:

i) Proficiency Test Paper – 01 (Skill Focused in Listening)
ii) Proficiency Test Paper – 02 (Skill Focused in Speaking)
iii) Proficiency Test Paper – 03 (Skill Focused in Reading)
iv) Proficiency Test Paper -4.1 (Skill Focused in Writing Sentence)
v) Proficiency Test Paper -4.2 (Skill Focused in Situational Writing)
vi) Proficiency Test Paper – 4.3 (Skill Focused in Newspaper Writing)

vii) Proficiency Test Paper –4.4 (Skill Focused in Writing Formal Letters)

viii) Proficiency Test Paper -4.5 (Skill Focused in Writing Informal Letters)

ix) Proficiency Test Paper -4.6 (Skill Focused in Writing Job Application)

x) Proficiency Test Paper -4.7 (Skill Focused in Institutional Writing)

xi) Proficiency Test Paper -4.8 (Skill Focused in Dialogue Writing)

xii) Proficiency Test Paper -4.9 (Skill Focused in Paragraph Writing)

xiii) Proficiency Test Paper – 4.10 (Skill Focused in Essay Writing)

7.5.6.5.1 Construction of Proficiency Test Papers (PTPs)

PTPs are constructed with due emphasis because these are used as the major tools of collecting data from students to gather information about real position of their capability in listening, speaking, reading and writing.

7.5.6.5.1.1 PTPs of Listening

The Proficiency Test Paper (PTP) of Listening includes three listening items to test the students' listening proficiency. The items are as follows:

i. Listening to words from CD & Writing Meaning-2.50 Marks (Students listen to the recording in the CD that a man is pronouncing five words one by one. They listen to the words and write their meanings (They can use a dictionary, if necessary)

ii. Listening to Dialogues from CD & Writing Answers-05 Marks (Students listen to the CD and mark the short dialogues between a man and a woman and write answers to some relevant questions)

iii. Listening at Real Life Situation -2.50 Marks (Sudents look at the map of a zoo in the work sheet. Now they write in the names of the animals in the appropriate cages as the researcher tells them.)

7.5.6.5.1.2 PTPs of Speaking

In the Proficiency Test of Speaking (PTS), students appear in:

a) Accuracy Test (AT) and

b) Fluency Test (PT)

For testing accuracy, the PTPs include the following issues as the important criteria, each of which has one (01) point-

i. Correctness of language,

ii. Adequacy of vocabulary,

iii. Range of vocabulary,

iv. Width of vocabulary and

v. Accent

For testing fluency, the research considers these following issues as the important criteria, each of which has one (01) point -

i. Length of communication

ii. Freeness of hesitation, shyness and doubtfulness

iii. Getting ideas across

iv. Effectiveness of communication

v. Easiness of communication

7.5.6.5.1.3 PTPs of Reading

The Proficiency Test Papers (PTPs) of Reading include the following items for testing reading skill of the students:

i. Filling in the Blanks

(For testing students' capability of predicting and guessing the missing ideas)

ii. Multiple Choice Questions

(For testing smooth flow of understanding of the students)

iii. Giving a Title to the Story

(For testing students' capability of understanding the essence of the story)

iv. Writing Summary

(For testing students' capability of recognizing main idea and differentiating it from the supporting ideas)

In each of the question papers, there is space for answers.

7.5.6.5.1.4 PTPs of Writing

There are three segments of the writing component in the NUCEC: (i) Combining, completing and writing correct sentences (ii) Personal writing; and (iii) Professional writing. Every segment has various types of writing items. In the question papers of proficiency tests, questions on all topics of writing are set from all segments of the writing component in the syllabus of the NUCEC. In each of the question papers, there is space for answers. Students are supplied the PTPs at such a moment when they have no scope to take preparation, memorize notes or adopt any unfair means. Since they are provided with varieties of question sets, they do not have opportunity to copy others. Thus the PTPs are prepared to get authentic data from students.

8 Standard or Grading in the Proficiency Tests

The research has investigated the status of students' overall proficiency level (OPL) in basic language skills: listening, speaking, reading and writing in Bangladesh. The OPL has been measured on the basis of genuineness of practices of the language skills. And, therefore, the status of OPL is also the indicator of the overall growth rate of practices (OGRP) of the skills in the country. And, practices with at least 45% authenticity or validity (correctness) have been considered the standard level. Thus, the estimated OPL stands for the overall growth rate of practices (OGRP) of the basic language skills in the country.

To measure the growth rate of language practices and the rate of proficient students in language skills, the study has maintained four (04) particular levels: 'Standard', 'Substandard', 'Poor' and 'Frustrating'. National University (NU) has set 45% mark as the minimum score to be placed in the 2nd Class in the

examination. Of course, the Public Service Commission (PSC) of Bangladesh also considers 45% as the minimum criteria for any professional to participate in any examination of recruitment in the people's republic of Bangladesh e.g. Bangladesh Cilvil Services (BCS). So, '45%' mark has been considered the Minimum Level of 'Standard' (MLS) in the study. So, a score below 45% (40% to 44.99%) is considered 'Substandard' in the study. In line with the the private university act of Bangladesh, 2010, 40% ('D' grade) is considered the lowest mark to pass in examinations. So, any score below 40% (33% to 39.99%) is considered 'Poor' but not 'Failed' in the study because '33%' is set by NU as the minimum 'Pass' mark. So, in the study, any score below 33% (0% to 32.99%) is considered 'Frustrating'. In the proficiency tests (PTs) of the study, the following standard has been maintained to approximate the status of the practices of BLS in the country:

Scores (%)	**Status**
0-32.99 Points (Pts)	Frustrating
33-39.99 Pts	Poor
40-44.99 Pts	Substandard
45 and Above Pts	Standard

Table 12: Standard Maintained for Approximating the Status of BLS

9 Data Analyzing Tools

The collected data have been analyzed through logical interpretations as well as some statistical tools. Quantitative data have been interpreted through percentage, mean, median, mode etc. and qualitative data have been analyzed through logical description. Along with these, document analysis method has been applied to analyze the collected data.

10 Data Presentation Tools

The analyzed data of the study, have been presented through tables, graphs, pie charts, line chart, bar diagrams, histograms and logical descriptions.

11 Execution of the Study

The area of the present research includes three divisions: Dhaka, Rajshahi and Rangpur.

The colleges of Dhaka division are situated within the city corporation area.

Locations of the colleges of Rajshahi division are somewhat scattered. Three colleges of Rajshahi division are situated within the city corporation area but two colleges of the division are situated in the district of Natore and two other colleges are situated in the district of Bogra.

Locations of the colleges of Rangpur division are a little more disseminated. Three colleges are situated at Rangpur head quarter. Two colleges are situated in the district of Nilphamari, one college is situated at Kurigram head quarter and Lalmonirhat district head quarter is the location of another college.

The researcher has had to pay long visits spread over two months to the colleges in Dhaka, Rajshahi and Rangpur divisions physically. In most cases, the researcher got to spend a day or two to consult with teachers and principals to fix date and time for administering survey and classroom observation. On the pre-fixed day, the researcher conducted survey on students, teachers and principals through questionnaires. Some of the principals took time (a day or more) to return the questionnaire. On the same day, the researcher talked to principals and teachers who write guide books. And a date was fixed for interviews. The researcher also talked to students and fixed a day for administering the "Proficiency tests". At the time of visiting a particular college, the researcher always had an attempt to talk to teachers and students and become intimate with them. Through informal exchanges of views (technical interviews), he tried to gather findings related to the research topic.

11.1 Questionnaire Survey, Classroom Observation, Interviews and Proficiency Tests

The researcher administered questionnaire survey on teachers, students and principals to collect data from primary sources at the field level. In all of the sets of different questionnaires both 'closed-ended' and 'open-ended' questions were set for teachers, students and principals.

On the following day of the questionnaire survey, the researcher interviewed those teachers who were used to writing guide books (if any in the college) with relevant questions to know their views on the course, contents of listening, speaking, reading and writing, techniques of providing instructions to learners through the books they wrote, syllabus goals and so on.

Finally, to see the real state of listening, speaking, reading and writing skills of the NUCEC, proficiency tests (PTs) of students were arranged by the researcher. With permission of the principal on the predetermined date, the researcher assembled students in hall rooms or any large classroom of the college, of course with the cooperation of the teachers of the college and volunteer.

Students were provided with thirteen (13) particular types of proficiency test papers (PTPs) for listening, speaking, reading and writing tests.

However, often and on time schedule needed to be changed due to different circumstances like a cultural programme in the college, optional holidays and so on. Thus, the researcher had to spend more than two days in each of the selected colleges. The researcher visited twenty one (21) colleges in total at various locations of Dhaka, Rajshahi and Rangpur divisions of the country.

11.1.1 Execution of Questionnaire Survey on Teachers

In honours teaching colleges, the researcher met teachers in the department of English. First, teachers were informed of the present study and need of their full cooperation. Some teachers instantly responded to the questions and some

of them took the questionnaire home and returned later on. The teachers were requested to answer honestly and objectively. Teachers discussed among themselves and some times asked the researcher also to make things clear in case of any confusion.

11.1.2 Execution of Questionnaire Survey on Students

The researcher visited classes of Degree (Pass), Honours (English) and Honours (Non-English) students. With the cooperation of teacher (s), he reached the classes and got introduced to students. Now the teacher left the classroom and students felt free to interact with the researcher. The researcher distributed the questionnaire to students in cooperation with the volunteers whom he had already prepared to act as helping hands. He described the purpose of the survey and need of sincerity to the students to make them answer honestly. Now the researcher read every question with translation for better understanding of the students. Students listened to the questions and answered one by one getting the full meaning. In case of any query, they were given clear answers. Students, who were not taken as sample, kept silent at the request of the researcher.

11.1.3 Execution of Survey and Interviewing the Principals

Most principals have been found busy in meetings and dealing with various things in colleges. Sometimes, it has been tough for the researcher to meet the principals. Yet, the principals sat for interviews and answered questions on various topics. Most principals spoke without any hesitation about their inability of arranging extra classes for NUCEC students, problems in ensuring lesson plans of teachers, their failure in arranging work shops for teachers, executing classroom visits and so on. However, conducting interviews with the principals was not as tough as it was to conduct questionnaire survey over them. Indeed, no principal was able to respond to the questionnaire instantly. They kept questionnaire with them and returned them on the next day or even later.

11.1.4 Execution of Classroom Observations

Classroom observations include observing teachers' methods, skills and strategies of instructing students for enhancing their proficiency in basic language skills. Classroom observations also include observing number of teachers, sufficiency of teaching materials, seating arrangement, standard of physical facilities and so on. Observations also mark students' receiption of lessons, their exercise of the tasks, responses to class lectures, participation and performances in class tests and accessibility to teachers' cooperation.

Besides questionnaire survey, the present research has emphasized classroom observation to obtain the real picture of teaching and learning situation at classroom level. Classroom observations also facilitated the researcher to cross-check the information which teachers, students and the principals had already produced. With permission of the principal or head of the department of English of the certain college, the researcher entered the ongoing class, usually sat behind the class so that students might remain unaware of him. The researcher, first, concentrated on the topic of the class, techniques and methods of teaching, responses of students, teacher-student interaction, level of instruction, teacher's lesson control and capability to become a guide, informant and a friend. Secondly, he paid concentration on teaching materials the teacher used. Thirdly, the researcher investigated into classroom materials and physical facilities.

11.1.5 Execution of Interview with Authors of Guide Books

In the study two guide book writers have been found and interviewed. They expressed their ideas of the NUCEC, goals of the course, contents of the writing component in the NUCEC, their personal goals of writing guide books and so on.

11.1.6 Execution of Proficiency Tests (PTs) of Students

The proficiency tests of students involve tests on various items of listening, speaking, reading and writing skills. Proficiency test of reading (PTR) and

proficiency test of writing (PTW) have been conducted keeping direct relation with the reading and writing items prescribed in the syllabus of the NUCEC. So after the questionnaire survey, students were requested by the researcher to fix a date to sit for the proficiency test. On the predetermined day, the researcher met students in a pre-planned way.

However, before distribution, thirteen different categories of PTPs were tactfully mixed up one after another and were randomly distributed to respondents so that the respondents could not share same paper of questions with others by sitting side by side. Students had no scope to copy from others. Since students had no idea about what kind of questions the researcher would provide, they did not have any scope to read suggestions, or memorize notes, or adopt any unfair means in the test. In each of the question papers, there was space for writing answers under each of the questions. The researcher had to go through big hassles in managing so many students assembled together.

12 Data Collection Period

The researcher presented registration seminar of the research in September, 2010. After the acceptance of the research proposal in January 2011, the process of constructing questionnaires continued during February 2011 to May 2011. After the pre-tests with the questionnaires and classroom checklists (CLs), final correction by the learned supervisor was done. After that, data collection move mainly continued from June 2011 to August 2011.

13 Conclusion

This chapter discusses various theories, methods and research techniques which have been applied in conducting the present research. The chapter also describes the research nature, various methods of data collection like questionnaire survey, interview, classroom observation, especially observation of teaching and learning situations of listening, speaking, reading and writing, observation of classroom materials and teaching materials and so on. In this

chapter, the researcher also describes processes of constructing data collection tools like questionnaires of teachers, students, principals, classroom checklists, and preparation of the proficiency test papers (PTPs) which are actually the questions for students' proficiency tests (PTs). All of these instruments have been used in the research. In the chapter, the processes of the proficiency tests of students on listening, speaking, reading and writing have been described in detail. This chapter indeed attempts to create a picture of entire procedures through which the research has been conducted. The following chapters discuss the findings of the research in more detail.

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Chapter 6

Teaching and Learning Situations of Listening at Classroom Level

1 Prelude

Language is sound and man begins life with listening (Bolinger 1968: 16). So, this is the first component of language. Speaking alone does not constitute communication unless what is said is comprehended by another person. Therefore, listening comes first of the four basic language skills (BLS). The objective of listening comprehension practices in classroom is that students should learn to function successfully in real-life listening situations (Ur 1991: 105). The traditional labeling of listening as a 'passive' skill is, now a days, considered misleading. Listening is, indeed, not a passive skill. Like the reader, the listener is also involved in guessing, anticipating, checking, interpreting, interacting and organizing a meaning. Actually, listening comprehension is anything but a passive activity and teaching the comprehension of spoken language is of primary importance if the communication aim is to be achieved (Vandergrift 1999:135). This is how, the objective of listening comprehension practices in classroom is that students should learn to function successfully in real-life listening situations (Ur 1991: 105). This chapter discusses 'listening' as a language skill. It elucidates teaching and learning theories of listening that have developed over the centuries at different places of the world. The chapter enquires whether classes of listening are held in the colleges or not. It also describes the processes of the proficiency test of listening (PTL) which has been conducted in the study. The chapter demonstrates the overall proficiency level (OPL) of students in listening reflecting the overall growth rate of the practices (OGRP) of listening in Bangladesh. It also demonstrates the overall rate of proficient students (ORPS) in listening in the country who possess the minimum level of standard. Thus, the chapter exposes the nexus of teaching and learning theories and real practices of listening in Bangladesh.

2 Factors with Listening

There are several points in regard to listening which should be considered with due importance. First, there is great range and variety in the type of 'input'- for example, in length or topic. Secondly, in some situations, people are listeners only and in other situations, their listening skill forms a part of a whole interaction in which it is equally important to have the ability to respond appropriately. Here, it should also be remembered that listening may or may not be participatory or reciprocal (Nunan, 1999). Thirdly, there are different purposes involved with listening such as- to get information, to socialize, or to be entertained and so on. So, the degree of attention and strategies will differ. Again, when people listen to something in a face to face situation, or through another medium- such as the radio or station intercom, in such cases, interference or background noise may affect the ability of the listeners to process what is being said. Another factor is to consider the people involved in the listening context- how many of them, their roles and their relationship with the listeners. Finally, it should be noted that in many situations, a visual element gives important clues beyond the words used.

3 Reasons for Listening

Listening is purposeful. Man has to listen to different sounds in different contexts. Man often happens to listen to anything reasonably and there are too many reasons for listening. Jo McDonough and Christopher Shaw (2004: 116) offer a list of reasons for listening:

- Listening to the radio: news, a play, Parliament, a comedy programme (sometimes on a car radio)
- Conversations with neighbours, colleagues, friends
- Answering the telephone at home and at work
- Overhearing the people talking to each other: on a bus, in the office
- Attending a lecture
- Listening to the arrival and departure announcements at the railway station
- Watching TV
- Listening to a list of names being read out at prize giving

Besides these, there are so many purposes of listening in man's everyday life.

4 Techniques of the Practices of Listening

4.1 Skill of Processing Sound

A completely unknown language comes to ears as a stream of noise. In such a case, McDonough and Shaw (Ibid) suggest that for processing the sounds, learners should at least have the capacity to -

- segment the stream of sound and recognize word boundaries [(e.g. 'I like it' sounds like/ ai'laikit/ (that is I li kit) or 'my name's Ann' sounds like /mainaimzǽn/ (that is my name zan) and so on.]
- recognize contracted forms. (e.g. 'I'd have gone to London if I'd known about it' sounds very different from its full printed form)
- recognize the vocabulary being used
- recognize sentence and clause boundaries in speech
- recognize stress patterns and speech rhythm.
- recognize stress on longer words and the effect on the rest of the word (e.g. like sound of the word 'comfortable')
- recognize intonation
- recognize changes in pitch, tone and speed of delivery

4.2 Skill of Processing the Meaning

G. White (1998: 55) says that students should be shown that spoken language consists of chunks rather than isolated lexical items and complete sentences. In this, regard, learners should be able to do some important things such as:

- students are able to organize the incoming speech into meaningful sections. This involves the ability to use linguistic clues to identify discourse boundaries. E.g. a person delivering a talk may signal a new point by explicit markers such as 'Next' or 'However' and so on.
- students should be able to identify redundant material. Speakers often repeat what they say by making same point in different words. Efficient

listeners know how to turn this into a strategy to gain extra processing time to help organize what they hear.

- Listeners are able to think ahead, and use data to think ahead what a speaker may be going to say.

- Listeners are able to store information in the memory and know how to retrieve it later, by organizing meaning as efficiently as possible and by avoiding too much attention to immediate detail.

4.3 Context and Knowledge

Most statements are open to a number of interpretations. For example, a simple sentence-'I spoke to him yesterday'- may indicate a justification, or straightforward information, or doubt, or a proof that the person was, where he was supposed to be and so on. Its meaning will usually be clear from the context in which it was said. 'Context' covers physical setting (home, office, school and so on), the number of listeners/speakers, their roles, and their relationship to each other. Rost (1990: 7) refers to this as 'pragmatic context', distinguishing it from syntactic semantic. He considers that in a pragmatic context, a listener is 'a language processor who performs actions in a fixed order', independently of contextual constraints. His point is that the listener interprets what is being said, constructs a meaning, and responds on the basis of that interpretation. The listener is, therefore, a key figure in shaping the whole interaction: in this view, the listening context is open ended, likely to change direction, and not fixed in advance. Listening comprehension thus requires the activation of contextual information and previous knowledge.

G. White (op. cit) lists all of the sub-skills which make up the overall skill of listening-

- Perception skills
- language skills
- Knowledge of the world
- Dealing with information
- Interacting with a speaker

5 Potential Problems of Learners with Listening

Underwood (1989: 125) suggests potential problems of learners arising from seven main reasons:

1. The learner-listener cannot control speed of delivery.
2. He/she cannot always get things repeated.
3. He/she has a limited vocabulary.
4. He/she may fail to recognize 'signals'.
5. He/she may lack contextual knowledge.
6. It can be difficult to concentrate in a foreign language.
7. The learner may have established certain learning habits, such as a wish to understand every word.

6 Classroom Applications and Some Issues

Every classroom has its own set of objectives and its own 'climate' and patterns of relationships. In classroom application of listening, the teacher needs to find answers to some basic questions like:

-What is a suitable balance for the classroom between 'task' (the skill) and 'text' (the language material)?

-How closely should the classroom reproduce authentic listening tasks?

-To what extent should spoken material be modified?

-Is it possible that sometimes, the teacher may be more effective in creating a listening environment than the availability of a piece of electronic equipment? . . . and so on.

7 Materials and Listening Activities

Traditionally, classroom practices of listening consisted of loud reading of the text by teachers. Teachers used to read it one or more times, slowly and clearly, and then ask students a number of comprehension questions about it. The objective was to provide an alternative way of presenting language and testing that it had been understood.

There is nothing wrong with this approach in itself, but it could not claim to be teaching listening comprehension. Many current materials manipulate language and tasks and take into account a range of micro skills, listener's roles, topics,

and text types. In present time, the teacher also uses CDs, Video Clips, movies and various current materials.

The first thing to say is that the components of listening- processing sound, processing or organizing meaning and using knowledge and context- provide a convenient way of laying out the issues. But these should not be directly given to the teaching sequence. The way these are used depends on the objectives and levels of particular courses.

It is now conventional and helpful to divide listening activities into pre-listening activities, listening activities and post listening activities.

8 Stages of the Activities of Listening

8.1 Pre-listening Activities

The principal function of these activities is to establish a framework for listening so that learners do not approach the listening practices without points of reference. This perspective is in line with the use of 'knowledge schema' and the establishing of a context. The activities include-

i. A short reading of a passage on a similar topic
ii. Predicting content from the title
iii. Commenting on a picture or photograph
iv. Reading through comprehension questions in advance
v. Working out "Your Own opinion" on a topic

Any such activity is bound to generate knowledge (McDonough and Shaw 2004: 128). However, in some cases more explicit attention is given, particularly to the activation and learning of topic related vocabulary. And a reading activity can serve both functions of framework-setting and language practices.

8.2 Listening Activities

Both extensive and intensive listening practices continue at this stage. Extensive listening practices are mainly concerned with the promotion of

overall global comprehension. It encourages learners not to worry if they cannot grasp every word. In the early stages, learners are given supports in a non-verbal form that includes:

i. Putting pictures in a correct sequence
ii. Following directions on a map
iii. Checking off items in a photograph
iv. Completing a grid, timetable, or chart of information (Ibid.)

As listening proficiency develops, tasks gradually become more and more language based. Rost (1990) offers a scale from 'close' to 'open' task, such as-

i. Answering true/false or multiple choice questions
ii. Predicting what comes next (preceded by a pause)
iii. Constructing a coherent set of notes
iv. Inferring opinions across a whole text

Intensive listening practices deal with specific items of language, sound, or factual detail within the meaning. The framework includes:

i. Filling gaps with missing words
ii. Identifying numbers and letters
iii. Picking out particular facts
iv. Recognizing exactly what someone said (Ibid.)

At this stage, grading may include:

(a) Task complexity, whether global→ specific or vice versa, or indeed global→ specific→ global

(b) Varying the amount of language to be processed, for example, from shorter stretches to longer stretches and

(c) Using a range of authentic and specially written material (Ibid.)

The most straightforward case is where the learner is an addressee or over hearer in a transactional context such as-

i. Attending a lecture
ii. Following instructions or directions
iii. Listening to an interview, or a story, or to people describing their jobs

8.3 Post-listening Activities

Essentially, the post-listening stage is an opportunity for many kinds of follow-up work such as thematic, lexical, grammatical and so on. At this stage, activities may include-

i. Using notes while listening to write a Summary
ii. Doing a role-play
iii. Studying new grammatical structures
iv. Practising pronunciation and so on.

9 Listening Skill and the NUCEC

Listening is often neglected in language syllabuses. Rivers (1968: 136) mentions- "A long neglected area, listening comprehension has its peculiar problems which arise from the fleeting, immaterial nature of spoken utterances."

The syllabus of National University Compulsory English Course (NUCEC) has curtailed 'listening' from its content though it aims at developing students' four language skills to benefit them personally and professionally. There is no set task for listening in the syllabus of NUCEC. The present research has investigated why the syllabus of the NUCEC excludes 'listening' though it aims to develop students' four language skills. And the answer has already been mentioned in an earlier chapter. One of the distinguished members of the syllabus committee[1] being asked why the syllabus of the NUCEC excludes 'listening', answered that when they were setting up the contents of the syllabus (first, during 1995-96 and secondly, at the time of revising the syllabus during 2001-202), it was difficult for the country like Bangladesh to implement the syllabus with listening tasks. He said that the country had been lacking in materials and physical facilities, and crisis of efficient manpower (teacher) was acute.

[1] Professor Dr. M. Shahidullha, Rajshahi University

However, the research has investigated the listening performances of National University students, through surveying and interviewing students and teachers involved with NUCEC. Finally, the research conducts proficiency test of listening (PTL) among students with a view to seeing the overall growth rate of practices (OGRP) of listening and the overall rate of proficient students (ORPS) in listening in the country.

10 Reports of the Survey, Interview and Classroom Observations

The study has conducted survey, interview and classroom observations. The study has not found any classroom involved in teaching and learning activities of listening. The following table exposes the picture-

No. of Classrooms involved in Listening Activities	%	No. of Classrooms not involved in Listening Activities	%	N =100% (Total No. of Classrooms)
00	0%	42	100%	42

Table 13: Classrooms Involved in Listening Activities

Teachers of the selected colleges who teach the NUCEC have been requested to express their views about whether 'listening' is an active or passive skill. In answer to this question, 90.5% teachers say that 'listening' is a passive skill. On the other hand, 9.5% teachers say that 'listening' is an active skill. Teachers' views about the nature of listening skill show that the English teaching manpower in the country is greatly lagging behind in regard to necessary knowledge which the resource persons like teachers should normally have possessed-

In the Opinion of teachers Listening is an Active Skill	%	In the Opinion of teachers Listening is a Passive Skill	%	N =100%
38	90.5%	04	9.5%	42

Table 14: Teachers' Opinions about Nature of Listening Skill

Listening is a language component which is divided into three sub-skills such as: Pre-listening- Listening- Post listening. Teachers have been asked whether they think of dividing listening into three sub-skills or not. Answers of 100%

teachers are negative. The information gives us the notion that teachers are not at all in practices to provide students with instructions of listening-

Teachers think about Sub-skills of Listening	%	Teachers do not think about Sub-skills of Listening	%	N =100%
00	0%	42	100%	42

Table 15: Notions of Teachers about Listening Sub-skills

Listening practices can also be divided into two stages: extensive and intensive. For extensive listening practices, teachers should include items like-completing a grid, timetable, or chart of information, putting pictures in a correct sequence, following directions on a map and so on. The following table exhibits a frustrating picture. Teachers have been asked to mention the items that they have selected for extensive listening practices. None of the teachers has been found able to mention any item-

Teachers instruct Completing a Grid, Timetable, Information Chart	%	Teachers instruct Putting Pictures in a Correct Sequence	%	Teachers instruct Following Directions on a Map	%	None of the Items	%	N= 100 %
00	0%	00	0%	00	0%	42	100%	42

Table 16: Notions of Teachers about Items of Extensive Listening Practices

This is a traditional thinking trend that lack of vocabulary among students is the potential problem with listening because it is already known that in most cases, speakers use familiar words which the listeners listen to. Actually, listeners mostly have the inability to control the speed of delivery of speech of the speakers. Students also suffer from lack of contextual knowledge. In the questionnaire survey, 95.24% teachers express the opinion that the lack of vocabulary among students is the probable problem of learners with listening which is also a sign of the teachers' ignorant condition of teaching listening-

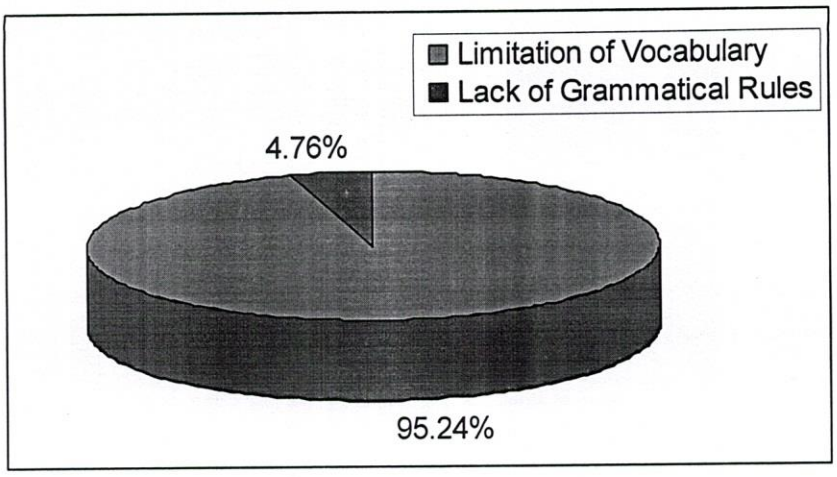


Fig 01: Teachers' Opinions about Students' Probable Problems with Listening

When students listen to anything, they need to understand the sound that comes in. At this stage, they need to process the sound. To process sound, they often need to learn how to recognize word boundaries and contracted forms of the words. During the survey, 54.75% teachers express opinions that vocabularies should be taught and 45.25% teachers have opined that teaching of all sub-components is necessary for developing listening. No one passes any comment on word boundaries or contracted forms though these are highly important.

Word Boundaries	%	Contracted Forms	%	Vocabularies	%	All	%	N =100%
00	0%	00	0%	23	54.75%	19	45.25%	42

Table 17: Teachers' Opinions about Devices of Teaching Listening

The study has conducted survey over forty two (42) teachers in three divisions. The teachers have been asked whether they attempted to teach students listening of their own accord. 4.75% of the teachers have answered positively -

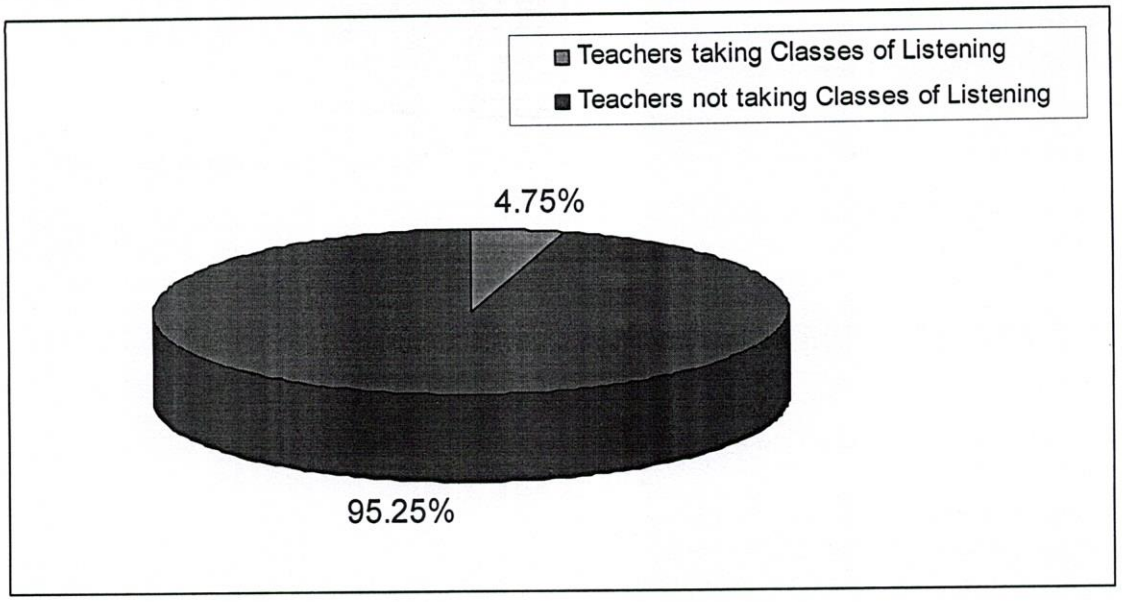


Fig 02: Rate of Teachers' Taking of Listening Classes in Person

On the other hand, students have also been asked whether they get listening classes or not. 100% students have replied in the negative. This is a cross checking. Here the information of the students creates suspicion about the authenticity of the teachers' statements-

Yes	%	No	%	N = (100%)
00	0%	441	100%	441

Table 18: Listening/Classes Held in the Opinions of Students

Teachers do not take classes on listening formally. But they can at least speak English in the classrooms so that students may have opportunities to listen to English. According to the information of 45% students, teachers never speak English and in the opinion of 48% students, teachers seldom speak English in the classrooms. This implies that 45% students of the country are simply deprived of listening and other 49% too rarely have the chance of listening. The following figure provides the data-

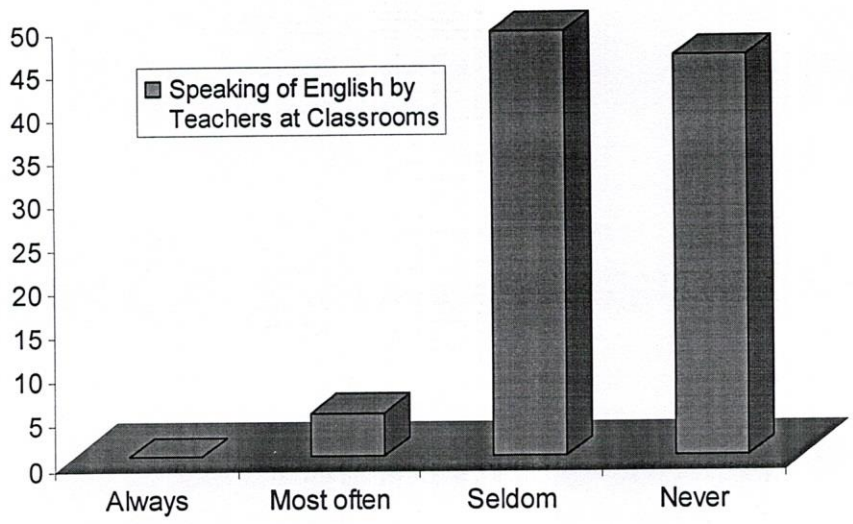


Fig 03: Speaking of English by Teachers at Classrooms

However, before going to teach listening, the teachers should provide students with ideas about how to process sound. Students need to develop skill to process the sounds and be able to make a meaning of the sound. And, teachers must give them some ideas about the context of any story or fact which he tells before students and students listen to that. The following figure shows that none of the teachers teaches students how to process sound. Nearly, 05% teachers say that they do not take listening classes formally but when they personally talk to students, they try to give them ideas about context for listening. This indicates that students obtain listening sensitive behaviour from less than 05% teachers -

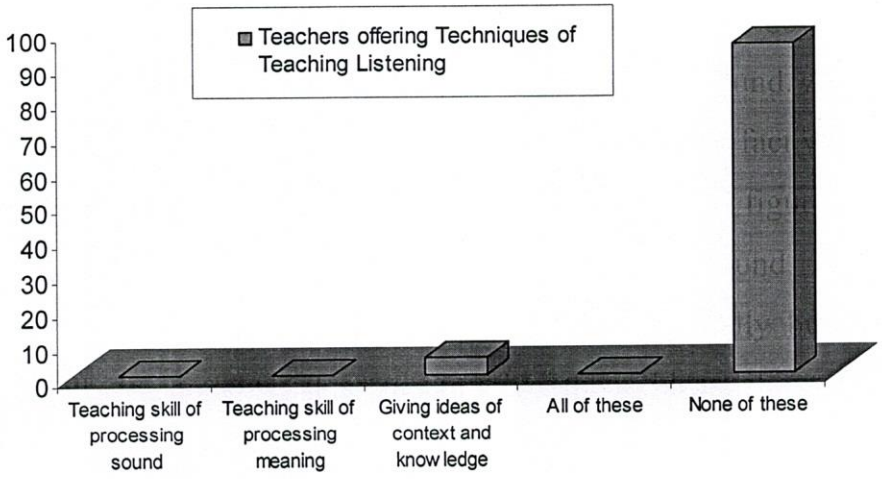


Fig 04: Teachers offering Techniques of Teaching Listening

Teachers should involve students in listening comprehension practices for developing listening activities. When asked whether they involve students in listening comprehension practices or not, nearly 5% teachers say that although the syllabus does not make it mandatory, they try to involve students in activities like listening comprehension practices with an interval of two or three months-

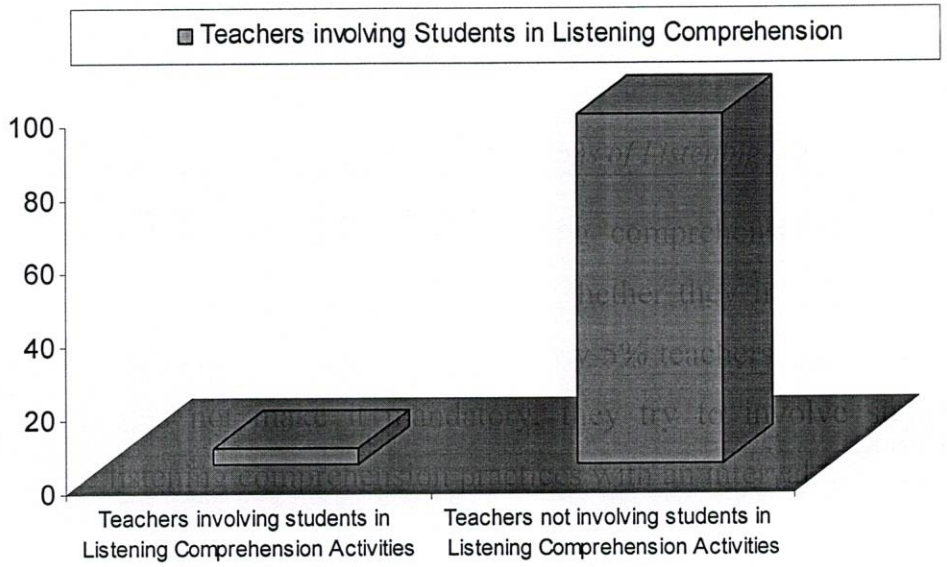


Fig 05: Teachers involving Students in Listening Comprehension

For smooth comprehension practices, teachers need to impart contextual information and previous knowledge or background knowledge among students and should attempt to habituate learners with usages and mechanics to make them fit with independent contextual constrains. The investigation reports that in such cases, teachers opt for nothing. This exposes that effectiveness of the technique of listening imparted to students is 0% -

Usages And Mechanics	%	Contextual Information And Previous Knowledge	%	No Technique	%	N =100%
00	0%	00	0%	42	100%	42

Table 19: Techniques of Listening Imparted to Students

The study initiates observing the teaching materials at classroom level and finds that colleges using materials for listening e.g. CD player, Speaker/ Sound Box, Microphone, Multi Media Projector or the like are 0%.

Colleges using Materials for Listening	%	Colleges not using Materials for Listening	%	N = Total (100%)
00	0%	21	100%	441

Table 20: Use of Listening Materials in Colleges

The study finds that students' deprivation rate in listening activities like *picture differences, solving problems, sharing the feeling, telling stories* and so on is 100%. Their deprivation rate of learning the aspects of pronunciations like *learning individual sounds, practising ear training, learning intonation, word stress, sentence stress* and *rhythm* is also 100%-

Students Deprived of Listening Activities	%	Students Deprived of Learning Pronunciation Aspects	%	N = Total (100%)
441	100%	441	100%	441

Table 21: Deprivation Rate of Students of Listening Practices

The researcher has observed 21 classes of 21 colleges from three selected divisions of Bangladesh. The duration of each of the classes was 45 minutes. Therefore, the researcher had to observe 945 minutes in total. The observation provides the data that 107 minutes (the duration of speaking by teachers) out of 945 minutes were used in listening at classroom level which is 11.32% of the total time. In this regard, it should be mentioned that the data may vary relatively depending on the presence or absence of the classroom observer. The researcher has found that at the presence of the observer, teachers seem to be prone to listening or speaking practices what, in the opinions of students, they are not reported to be. However, although there is no class held for listening, the following table depicts the data about the time duration of listening at classroom level when teachers and students had to speak and listen to English for different purposes. The data inform that the listening interaction between teachers vs students continue for 4.55% time of the total duration of the class. Listening of students vs teachers takes place for 6.77% time of the total duration of the class. In total 11.32% time of the total duration has been subconsciously used in listening and 88.67% time has not been used in listening at classroom level-

(The Time Duration Interaction Check-list, maintained here, has been devised from the Sheet PROMOTE, an EU funded organization, used for observing 15-day ELTIP Training)

1. TS teachers⇒ students **Interaction**	**Time Duration of Speaking English** (in minutes)	**2. ST** students ⇒ teachers **Interaction**	**Time Duration of Speaking English** (In minutes & %)	**English Used in Total** (In minutes & %)	**English not Used** (In minutes & %)	**N = Total Time (100%)**
teachers talking to students (lecturing, explaining, demonstrating and so on)	43 minutes (4.55%)	students talking to teachers (asking a question, responding to a question and so on)	64 minutes (6.77%)	107 minutes (11.32%)	838 minutes (88.67%)	945 minutes

Table 22: The Time Duration of Listening Interactions at Classrooms

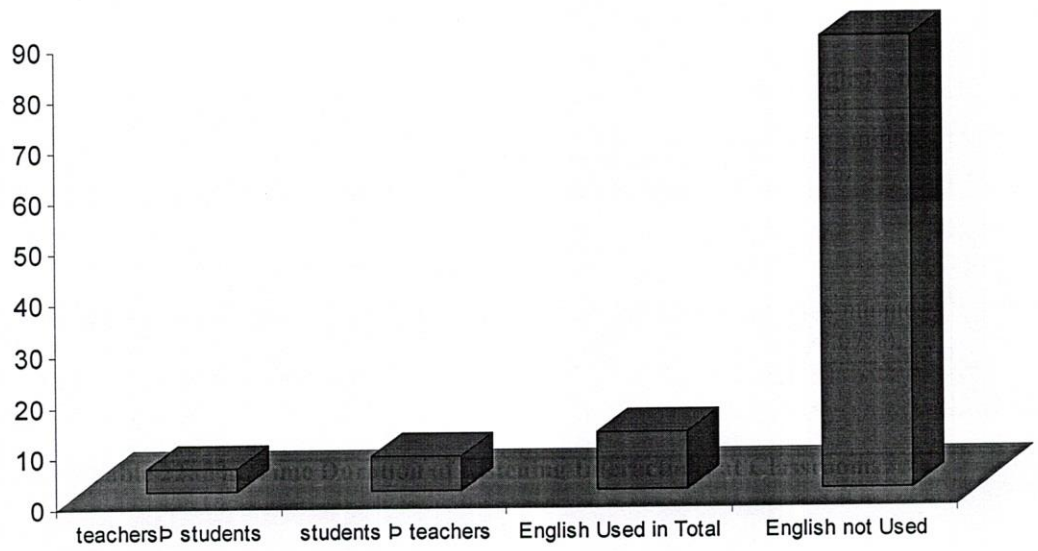


Fig 06: The Time Duration Used for Listening Interactions among Students and Teachers at Classrooms

The present study finds that there are some colleges (in all three divisions) of which students have personally grown the habit of listening to music, talk-shows of different Satellite Televisions and watching English movies. And students of those colleges have later been found doing well in the proficiency test of listening (PTL). The following table demonstrates the rate of students, division-wise, possessing habit of listening to music, talk-shows, cricket commentaries in different satellite channels and watching movies in English. The table shows that 12.13% students of Dhaka Division are prone to listening to media. 9.34% students of Rajshahi Division have been found prone to

listening to media. On the other hand, 12.03% students of Rangpur Division are prone to listening to media. On an average, 11.16% students of all three divisions have the habit of listening to music, talk-shows in different satellite channels and watching English movies. In other words, it can be said that 11.16% students of the country are prone to listening to English. The rate of listening is completely media based.

Names of Colleges	N0. of Students Prone to Listening to Media	Students in Percentage (%)
	DHAKA DIVISION	
Dhaka College	08 out of 21	38.09 %
Eden College	04 out of 21	19.04 %
State College	05 out of 21	23.08 %
Central College	01 out of 21	4.76 %
Tejgaon College	00 out of 21	00 %
Mirpur University College	00 out of 21	00 %
Students of Dhaka Division Prone to Listening to Media in Average 12.13%		
	RAJSHAHI DIVISION	
Rajshahi Government College	05 out of 21	23.08 %
Rajshahi New Degree College	02 out of 21	9.02 %
Rajshahi City College	00 out of 21	00 %
Shah Sultan College	00 out of 21	00 %
Natore Mahila College	00 out of 21	00 %
Natore Government College	00 out of 21	00 %
Bogra Aziuzul Haque College	70 out of 21	33.33 %
Students of Rajshahi Division Prone to Listening to Media in Average 9.34%		
	RANGPUR DIVISION	
Government Carmichael College	08 out of 21	38.09 %
Rangpur Government College	05 out of 21	23.08 %
Government Begum Rokeya College	05 out of 21	23.08 %
Kurigram Government College	00 out of 21	00 %
Lalmonirhat Government College	00 out of 21	00 %
Nilphamari Government College	00 out of 21	00 %
Nilphamari Women's College	00 out of 21	00 %
Students of Rangpur Division Prone to Listening to Media in Average 12.03%		

Table 23: Students Prone to Listening to Media

11.16% Students of the Country Prone to Listening to English through Media

11 Proficiency Test of Listening (PTL)

As per the methodological design, the research arranges a Proficiency Test of Listening (PTL) for students to empirically measure the overall growth rate of practices (OGRP) of listening through measuring the overall proficiency level (OPL) of listening in the country. The research also measures the overall rate of proficient students (ORPS) in listening in the country by measuring the overall qualifying rate (OQR) of students in the PTL. 45% is the minimum level of standard (MLS) which has been maintained in all proficiency tests (PTs) in the study and thereby, in proficiency test of listening (PTL) as well.

The study takes its samples division wise. 21 students from each of the colleges take part in the PTL and there are seven (07) colleges selected from each of the divisions. Students of every college of each of the divisions have taken the proficiency tests of listening (PTL). The proficiency test of the research includes only three items for testing students' listening proficiency.

11.1 Items in the Proficiency Test of Listening

The items of the proficiency test are as follows:

i. **Listening to Words from CD:** *Writing the Meaning of Words*

ii. **Listening to Dialogues from CD:** *Marking the Dialogues between a Man and a Woman and Writing Answers Relating the Dialogues*

iii. **Listening in Real Life Situations:** *Listening to the Researcher and looking at a map of a zoo in the Work Sheet and writing the names of the animals in the appropriate cages as the researcher pronounces those names*

Total mark or point (Pts) in the PTL is 10.

11.2 Distribution of Marks in the Proficiency Test of Listening

The distribution of marks or points (Pts) in three (03) listening items in the PTL is as follows:

1. *Listening to words from CD & Writing Meaning-2.50* Pts
2. *Listening to Dialogues from CD & Writing Answers-05* Pts
3. *Listening at Real Life Situation -2.50* Pts

11.3 Slot-wise Division of Students

In total 441 students are chosen from 21 colleges of the country for the test. From each division, 147 students are selected (441÷03=147). These 147 students of each division are selected from 07 colleges and they are divided into three (03) slots and each slot has 49 students thereby-

i) Students from B. A (Hons) in English =49 students

ii) Students from Honours (Non English) =49 students

iii) Students from Degree (Pass Course) =49 students

There are 07 colleges in each of the divisions. So, 21 students are selected from each of the 07 colleges (21 students × 07 colleges =147 students). These 21 students of each of the colleges are distributed in three slots. Each of the slots has seven (07) students as follows:

i) Number of students of B. A (Hons) English [students Eng] =07

ii) Number of students of Honours of all Subjects (Non English) [students NEng] =07

iii) Number of students of Degree (Pass Course) [students Pss] =07

12 Dhaka Division in the Proficiency Test of Listening

There are seven (07) colleges taken from Dhaka division. They are:

1. Dhaka College, Dhaka
2. Eden College, Dhaka
3. Mirpur University College, Mirpur, Dhaka
4. New Model University College, Sukrabad, Dhanmondi, Dhaka,

5. State College, Mohmmedpur, Dhaka,
6. Tejgaon College, Firm Gate, Tejgaon, Dhaka
7. Central College, Mohmmedpur, Dhaka

From Dhaka Division, 21 students of Dhaka College have taken the PTL first. Accordingly, same number (21) of students from each of the other six (06) colleges of Dhaka division has appeard in the PTL. Break-down Sheets of the obtained points (Pts) by students of all colleges are drawn in the "Appendices" of the thesis item-wise. *(In the table, 'Eng' stands for students of English, 'N-Eng' stands for Non English students and 'Pss' stands for students of Pass Course.)* The total number of students in seven (07) colleges from Dhaka Division is 147 (21 students × 07 colleges). These 147 students are distributed in the three (03) slots already mentioned above. So, students in every slot are 49 in number as follows:

Slot 1. Students from B. A (Hons) English (SS of Eng) are 7×7= 49.

Slot 2. Non-English students from Honours (SS of NEng) are 7×7=49.

Slot 3. And students from Pass Course (SS Pss) are 7×7=49.

12.1 Test on 'Listening to Words from CD: Writing Meaning'

The first test is conducted on the listening item: *Listening to Words from CD: Writing Meaning.* Here, distributed point (Pts) on the item is 2.5. So, the total point in the table for all students of the seven (07) colleges of Dhaka division is 49X2.5=122.5.

The scores of the students of Dhaka division on the listening Item No. 1: *Listening to Words from CD: Writing Meaning* are given below-

12.1.1 Score by the Students of B. A (Hons) English

Students of B. A (Hons) English have scored 77.5 which is 63.26% of the total points (Pts). This implies that the proficiency rate of the B. A (Hons) English students in *Listening to Words from CD: Writing Meaning* is 63.26%.

12.1.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 47.25 which is 38.57% of the total Pts. This implies that the proficiency rate of the Honours (Non English) students in *Listening to Words from CD: Writing Meaning* is 38.57%.

12.1.3 Score by the Students of Degree (Pass Course)

Students of Degree Pass course (Pss) have scored 38.25 which is 31.22% of the total Pts. This implies that the proficiency rate of the Degree Pass course (Pss) students in *Listening to Words from CD: Writing Meaning* is 31.22%.

12.1.4 Total Picture of Proficiency of the Three Slots

The following table shows the slot-wise juxtaposed picture that the average proficiency rate of the three slots of students in Item No. 1: *Listening to Words from CD: Writing Meaning* is 44.35%-

Slots	Scores	Rate of Proficiency (%)	Average (%)
Slot-1 **B. A (Hons) English**	77.5 Pts	63.26%	44.35%
Slot-2 **Honourse (Non English)**	47.25 Pts	38.57%	
Slot-3 **Degree (Pass Course)**	38.25 Pts	31.22%	

Table 24: Juxtaposed Picture of Proficiency of 03 Slots of Students in Listening Item No. 1: *Listening to Words from CD: Writing Meaning*

12.2 Test on 'Dialogues from CD: Writing Answers'

Now, students are tested on the listening Item No. 2: *Listening to Dialogues from CD: Writing Answers*. Students in every slot are 49 in number like that of the former table. Here, distributed point is 05. So, the total point (Pts) in the table is 49 × 5= 245 Pts. The scores of students are as follows-

12.2.1 Score by the Students of B. A. (Hons) English

Students of B. A (Hons) in English have scored 147 out of the total Pts 245 implying the proficiency rate of the English students in *Listening to Dialogues from CD: Writing Answers to Questions:* 60%.

12.2.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 84.5 out of the total Pts 245 implying the proficiency rate of the Honours (Non English) students in *Listening to Dialogues from CD: Writing Answers to Questions:* 38.57%.

12.2.3 Score by the Students of Degree (Pass Course)

Students of Degree Pass Course have scored 42.5 out of the total Pts 245 implying the proficiency rate of the Degree Pass Course students in *Listening to Dialogues from CD: Writing Answers to Questions:* 17.34%.

12.2.4 Total Picture of Proficiency of the Three Slots

The following figure shows the juxtaposed picture that the average proficiency rate of the three slots in *Listening to Dialogues from CD: Writing Answers* is 37.27%. The rates of proficiency of students are- B. A (Hons) English- 60%, Honourse (Non English)-34.48%, Degree (Pass Course)-17.34%.

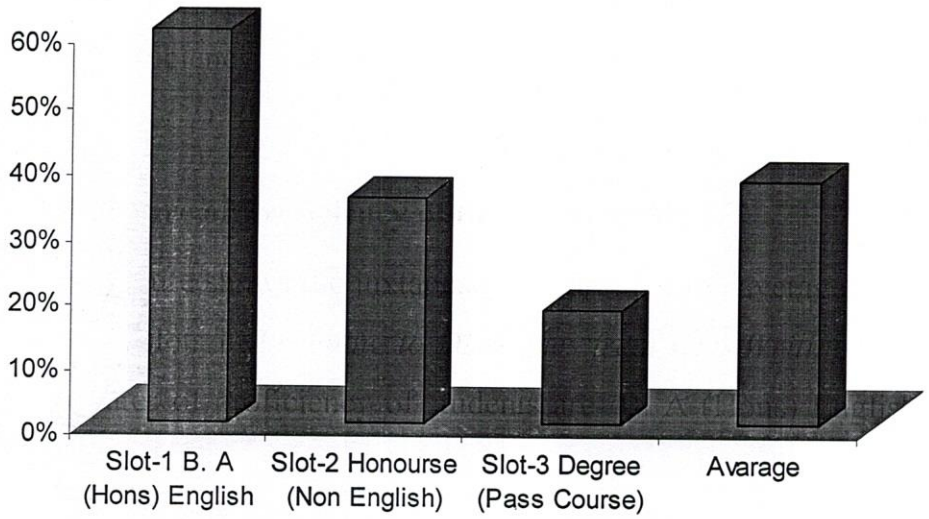


Fig 07: Juxtaposed Picture of Proficiency of 03 Slots in Item No. 2: *Listening to Dialogues from CD: Writing Answers*

12.3 Test on 'Listening to Speeches in Real Life Situation'

Students are tested on the listening Item No. 3: *Listening to Speeches in Real Life Situation-*

Here, distributed point is 2.5. So, the total Pts is 49X2.5=122.5. The scores of the students are described below:

12.3.1 Score by the Students of B. A. (Hons) English

Students of B. A (Hons) English have scored 74 out of the total Pts 122.5 implying the proficiency rate of the B. A (Hons) English students in *Listening to Speeches at Real Life Situation:* 60.40%.

12.3.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 52.5 out of the total Pts 122.5 implying the proficiency rate of the Honours (Non English) students in *Listening to Speeches at Real Life Situation:* 42.85%.

12.3.3 Score by the Students of Degree (Pass Course)

Students of Degree (Pass Course) have scored 50.5 out of the total Pts 122.5 implying the proficiency rate of the Degree (Pass Course) students in *Listening to Speeches at Real Life Situation:* 41.22%.

12.3.4 Total Picture of Proficiency of the Three Slots

The following figure shows the juxtaposed picture that the average proficiency rate of the three slots in *Listening to Speeches at Real Life Situation* is 48.15%-

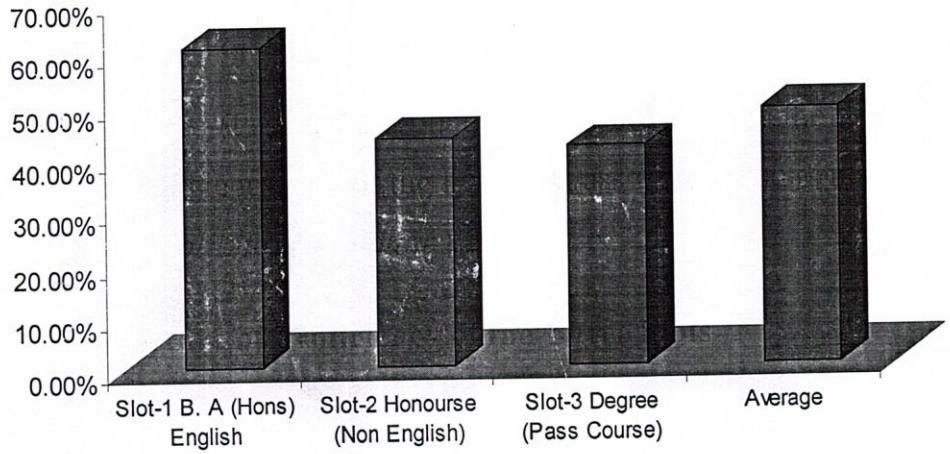


Fig 08: Juxtaposed Picture of Proficiency of 03 Slots in Item No. 3: *Listening to Speeches at Real Life Situation*

12.4 Slot-wise Proficiency of Students in all 03 Items of Listening in PTL

Firstly, the average rate of proficiency in listening by the students of Slot-1 B. A. (Hons) English is found: 60.22%-

Slot	Listening Items	Score	Average
B. A. (Hons) English Slot-1 (students Eng)	*1. Listening to words from CD: writing meaning*	63.26%	60.22%
	2. Listening to Dialogues from CD: writing answers to questions	60%	
	3. Listening to speeches at real life situation	60.40%	

Table 25: Average Rate of Proficiency in Listening by Students of B. A. (Hons) English

Secondly, the average rate of proficiency in listening by the students of Slot-2 Honours (Non English) is found: 38.63%-

Slot	Listening Items	Score	Average
Honours (Non English) Slot-2 (N-Eng students)	*1. Listening to words from CD: writing meaning*	38.57%	38.63%
	2. Listening to Dialogues from CD: writing answers to questions	34.48%	
	3. Listening to speeches at real life situation	42.85%	

Table 26: Average Rate of Proficiency in Listening by Students of B. A. Honours (Non English)

Thirdly, the average rate of proficiency in listening by the students of Slot-3 Degree Pass Course is found: 29.88%-

Slot	Listening Items	Score	Average
Degree Pass Course Slot-3 (students Pss)	*1. Listening to words from CD and writing meaning*	31.22%	29.88%
	2. Listening to Dialogues from CD and writing answers to questions	17.34%	
	3. Listening to speeches at real life situation	41.22%	

Table 27: Average Rate of Proficiency in Listening by Students of Degree Pass Course

12.5 The Average Proficiency Level (APL) in the Proficiency Test of Listening (PTL) of Dhaka Division

The following figure shows the average proficiency level (APL) of students of Dhaka division in the Proficiency Test of Listening (PTL). The table demonstrates that the proficiency rate of students of slot-1 is 60.22%, of slot-2 is 38.63% and of slot-3 is 29.88% in the PTL of the study. The average proficiency level (APL) reflecting the average growth rate of the practices (AGRP) of the students of Dhaka division in listening is 42.91%.

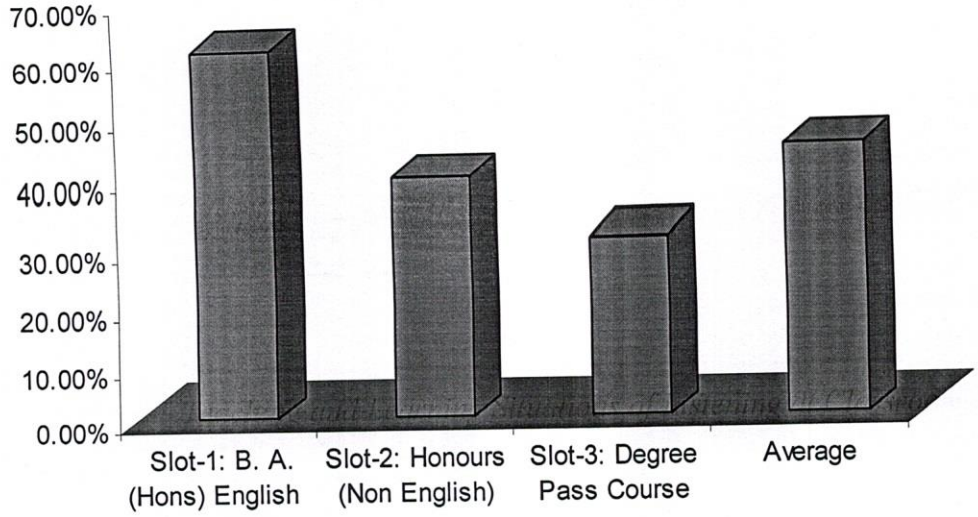


Fig 09: APL of Dhaka Division in Listening

According to the findings of the PTL, the study shows that students of Dhaka Division cannot reach the margin of the minimum level of standard (MLS) since they have scored below 45% (42.91%). This indicates a substandard condition of listening proficiency in the division.

12.6 Individual Performances by the Colleges of Dhaka Division

The research attempts to see the individual as well as average performances by the colleges of Dhaka division in listening comprehension.

The score by Dhaka College shows a good condition. The average score of Dhaka College is 6.48 out of 10 points (Pts) and thereby the proficiency rate of the college in listening is 64.80% -

Listening Items	Obtained Average Pts	Average Pts in Total	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.64 (out of 2.50)	6.48	64.80%
2. Listening to dialogues from CD & writing answers	3.14 (out of 05)		
3. Listening at real life situation	1.70 (out of 2.50)		

Table 28: Performance of Dhaka College in Listening

Listening performance of New Model University College is not good. The average score is 3.83 out of 10. The proficiency rate of the College in listening is 38.30% which is much less than the minimum level of standard (MLS)-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	0.95	3.83	38.30%
2. Listening to dialogues from CD & writing answers	1.90 out of 05		
3. Listening at real life situation	0.98 out of 2.50		

Table 29: Performance of New Model University College in Listening

The following table demonstrates the listening performance of Mirpur University College in listening. The picture is frustrating. The score of Mirpur University College in Proficiency Test is 3.41 out of 10 and thus the proficiency rate of the College in listening is found 34.10%-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.12 out of 2.50	3.41	34.10%
2. Listening to dialogues from CD & writing answers	1.16 out of 05		
3. Listening at real life situation	1.13 out of 2.50		

Table 30: Performance of Mirpur University College in Listening

Performance of State College in listening is marginally good. The combined score of State College is 4.67 out of 10. Thereby the proficiency rate of the College is 46.70% -

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.21 out of 2.5	4.67	46.70%
2. Listening to dialogues from CD & writing answers	2.04 out of 05		
3. Listening at real life situation	1.42 out of 2.5		

Table 31: Performance of State College in Listening

The following table demonstrates performance of Eden College in listening. The combined score is 5.26 out of 10 Pts. The score is good. The proficiency rate of the college in listening is 52.60%-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.71 out of 2.5	5.26	52.60%
2. Listening to dialogues from CD & writing answers	2.14 out of 05		
3. Listening at real life situation	1.41 out of 2.5		

Table 32: Performance of Eden College in Listening

The listening performance of Mohammedpur Central College is not good in a strict sense because while the minimum score of proficiency is 45, the college has scored 4.47 out of 10 Pts. The proficiency rate of the college is 44.70%. Further efforts by the teachers may hopefully develop the condition of the college with some remedial classes. The following table demonstrates the performance of the college in listening –

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to Words from CD & Writing Meaning	1.45 out of 2.5	4.47	44.70%
2. Listening to Dialogues from CD & Writing Answers	2.10 out of 05		
3. Listening at Real Life Situation	0.92 out of 2.5		

Table 33: Performance of Central College in Listening

The following table demonstrates the listening performance of Tejgaon College, Firm Gate, Dhaka. The obtained score in all segments of Tejgaon College is 4.21 out of 10 Pts. Performance of the college cannot reach the bottom line of minimum listening proficiency level. The proficiency rate of the College is 42.10%-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.69 out of 2.5 Pts	4.21	42.10%
2. Listening to dialogues from CD & writing answers	1.54 out of 05 Pts		
3. Listening at real life situation	0.98 out of 2.5 Pts		

Table 34: Performance of Tejgaon College in Listening

Performances by three (03) colleges of Dhaka division reach the minimum level of standard (MLS) in listening proficiency. Four (04) other colleges remain below the minimum level of proficiency. These mean that out of seven (07), three (03) colleges (42.85%) produce students with MLS in listening. In

this sense, 57.14% colleges of Dhaka division fail to produce students with MLS in listening. The following figure shows the ratio between successful and unsuccessful colleges below-

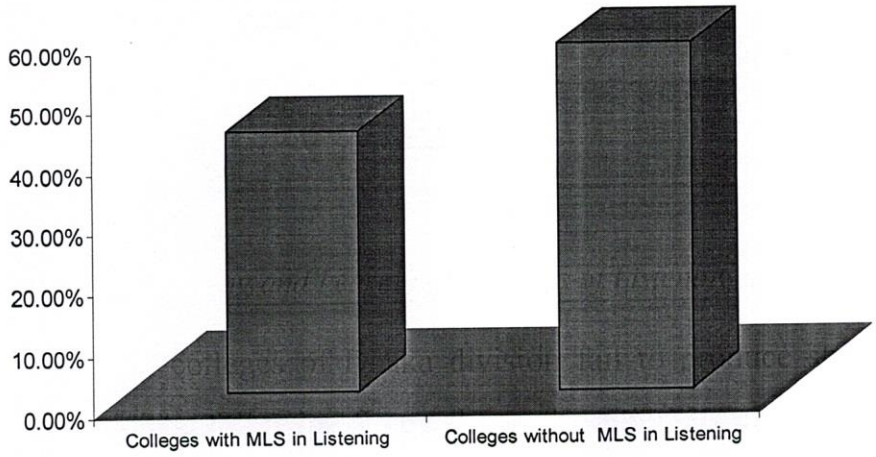


Fig 10: Ratio between Successful and Unsuccessful Colleges in Dhaka Division

12.7 Listening Proficiency Summary (LPS) of Dhaka Division

→ The average proficiency level (APL) reflecting the average growth rate of the practices (AGRP) of listening in Dhaka division is 42.91%.

→ The average growth rate of the practices (AGRP) of listening falls 2.9% below the margin of MLS (45%).

→ Students of 42.85% colleges have MLS in listening practices.

→ Students of 57.14% colleges do not have MLS in listening practices.

12.8 Position of AGRP of Dhaka Division in Listening

The position of the average growth rate of the practices (AGRP) of listening in Dhaka Division in listening has been found "Substandard" in the PTL.

13 Rajshahi Division at Proficiency Test of Listening (PTL)

Seven colleges were selected from Rajshahi division. They are:

1. Rajshahi Government College, Rajshahi
2. Rajshahi New Degree College, Rajshahi
3. Rajshahi City College, Rajshahi
4. Natore Mahila (Women's) College, Natore

5. Natore Government College, Natore
6. Shah Sultan College, Bogra
7. Bogra Aziuzul Haque College, Bogra

13.1 Test on 'Listening to Words from CD: Writing Meaning'

The entire process of the PTL of Rajshahi division has been conducted in the same way as in Dhaka division. The scores obtained by students of Rajshahi division on the listening *Item No. 1: Listening to Words from CD: Writing Meaning* are as follows-

13.1.1 Score by the Students of B. A (Hons) English

Students of B. A (Hons) English have scored 39.75. This implies that the proficiency rate of B. A (Hons) English students in *Listening to Words from CD: Writing Meaning* is 32.44%.

13.1.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 31. This implies that the proficiency rate of the Honours (Non English) students in *Listening to Words from CD: Writing Meaning* is 25.30%.

13.1.3 Score by the Students of Degree (Pass Course)

Students of Degree (Pass Course) have scored 26. This implies that the proficiency rate of the Degree (Pass Course) students in *Listening to Words from CD: Writing Meaning* is 21.22%.

13.1.4 Total Picture of Proficiency of the Three Slots

The following table shows the juxtaposed picture of proficiency of all three slots of students. It shows that the average rate of proficiency of the students in listening Item *No. 1: Listening to Words from CD: Writing Meaning* is 26.32%-

Slots	Scores	Rate of Proficiency (%)	Average (%)
Slot-1 B. A (Hons) English	39.75 Pts	32.44%	26.32%
Slot-2 Honourse (Non English)	31 Pts	25.30%	
Slot-3 Degree (Pass Course)	26 Pts	21.22%	

Table 35: Juxtaposed Picture of Proficiency of all Three Slots of Students in Item No. 1: *Listening to Words from CD: Writing Meaning*

13.2 Test on 'Listening to Dialogues from CD: Writing Answers'

Now, students are tested on the listening Item No. 2: *Listening to Dialogues from CD: Writing Answers.* Distributed point is 05. So, the total point (Pts) in the table is 49 × 5= 245.

The scores obtained by students of Rajshahi division on the listening Item No. *2: Listening to Dialogues from CD: Writing Answer* are as follows-

13.2.1 Score by the Students of B. A (Hons) English

Students of B. A (Hons) English have scored 125.5 implying rate of proficiency: 51.22%.

13.2.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 90 implying rate of proficiency: 36.73%.

13.2.3 Score by the Students of Degree (Pass Course)

Students of Degree Pass course have scored 70 implying rate of proficiency: 28.57%.

13.2.4 Total Picture of Proficiency of the Three Slots

The following table juxtaposes proficiency rates of students of all three slots. It also shows that the average rate of proficiency of all the students in item no.2. *Listening to Dialogues from CD: Writing Answers* is 38.84%-

Slots	Scores	Rate of Proficiency (%)	Average (%)
Slot-1 B. A (Hons) English	125.5 Pts	51.22%	38.84%
Slot-2 Honourse (NonEng)	90 Pts	36.73%	
Slot-3 Degree (Pass Course)	70 Pts	28.57%	

Table 36: Juxtaposed Picture of Proficiency of all Three Slots of students in Item No. 2: *Listening to Dialogues from CD: Writing Answers*

13.3 Test on 'Listening to Speeches in Real Life Situation'

Now, students are tested on the listening Item No. 3: *Listening to Speeches at Real Life Situation.* Distributed point on the item is 122.5 (49X2.5). The scores of the students are as follows:

13.3.1 Score by the Students of B. A (Hons) English

Students of B. A (Hons) English have scored 61.5 Pts implying the rate of proficiency 50.20%.

13.3.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 51.5 Pts implying the rate of proficiency 42.04%.

13.3.3 Score by the Students of Degree (Pass Course)

Students of Degree Pass Course have scored 43.25 Pts implying the rate of proficiency 35.30%.

13.3.4 Total Picture of Proficiency of the Three Slots

The following table juxtaposes proficiency rates of students of all three slots. It also shows that the average rate of proficiency of all students in item no. 3. *Listening to Speeches at Real Life Situation* is 42.51%-

Slots	Scores	Rate of Proficiency (%)	Average
Slot-1 B. A (Hons) English	61.5 Pts	50.20%	42.51
Slot-2 Honourse (Non English)	51.5 Pts	42.04%	
Slot-3 Degree (Pass Course)	43.25 Pts	35.30%	

Table 37: Juxtaposed Picture of Proficiency of all Three Slots of Students in Item No. 3: *Listening to Speeches at Real Life Situation*

13.4 Slot-wise Proficiency of Students in all 3 Items of Listening in the PTL

Firstly, the average rate of proficiency of the students of Slot-1, B. A. (Hons) English in all three items of listening is 44.62%-

Slot	Listening Items	Score	Average (%)
B. A. (Hons) English Slot-1	1. Listening to words from CD and writing meaning	50.20%	
	2. Listening to Dialogues from CD and writing	51.22%	

	answers to questions		44.62%
	3. Listening to speeches at real life situation	32.44%	

Table 38: Average Rate of Proficiency in Listening by Students of Slot-1, B. A. (Hons) English

Secondly, the average rate of proficiency of the students of Slot-2, Honours (Non English) in all three items of listening is 34.59%-

Slot	Listening Items	Score	Average (%)
Honours (Non English) Slot-2	1. Listening to words from CD and writing meaning	42.04%	34.59%
	2. Listening to Dialogues from CD and writing answers to questions	36.73%	
	3. Listening to speeches at real life situation	25.30%	

Table 39: Average Rate of Proficiency in Listening by the Students of Slot-2, Honours (Non English)

Thirdly, the average rate of proficiency of the students of *Slot-3,* Degree Pass Course in all three items of listening is 28.36%-

Slot	Listening Items	Score	Average (%)
Degree (Pass Course) Slot-3	1. Listening to words from CD and writing meaning	35.30%	28.36%
	2. Listening to Dialogues from CD and writing answers to questions	28.57%	
	3. Listening to speeches at real life situation	21.22%)	

Table 40: Average Rate of Proficiency in Listening by the Students of Slot-3, Degree Pass Course

13.5 The Result of Proficiency Test of Listening (PTL) of Rajshahi Division

The following figure depicts the result of Proficiency Test of Listening (PTL) conducted in the study on Rajshahi division. The figure demonstrates that the rate of listening proficiency of the students of slot-1 is 44.62%, of slot-2 is 34.59% and of slot-3 is 28.36%. According to the result of the PTL, the average proficiency level (APL) of all three slots of students in listening is 35.85%. So, the APL reflecting the average growth rate of the practices (AGRP) of the students of Rajshahi division in listening is 35.85%.

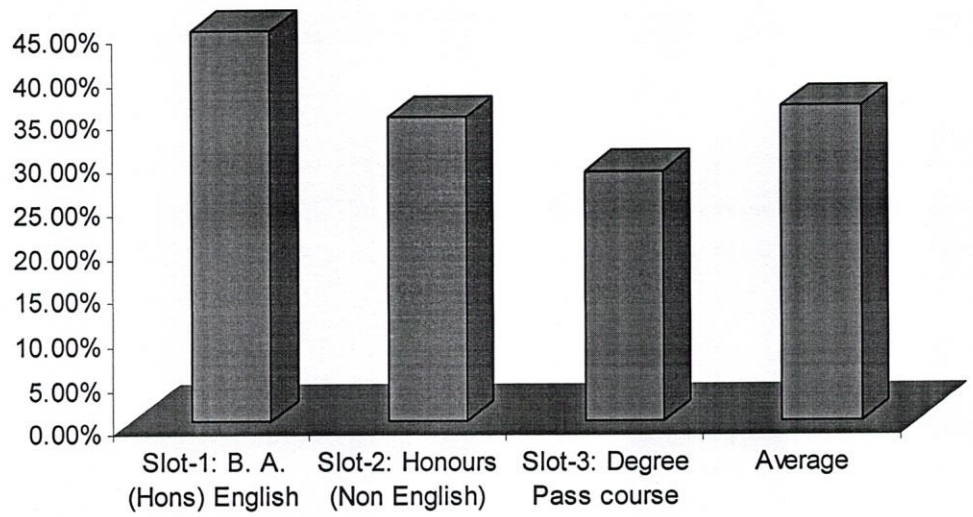


Fig 11: APL of Rajshahi Division in Listening

Through the PTL, the study finds that the APL indicating the average growth rate of the practices (AGRP) of listening in Rajshahi Division is 35.85% which falls nearly 9% below the margin of the minimum level of standard (MLS). This indicates a poor condition of listening practice.

13.6 Individual Performances by the Colleges of Rajshahi Division

Now, the research attempts to see the individual as well as average performances by the colleges of Rajshahi division in listening comprehension. The score of Rajshahi Government College does not expose a good condition in listening comprehension. The score of the College is 4.61 implying the proficiency rate in listening: 46.10%-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.07 (out of 2.50)	4.61	46.10%
2. Listening to dialogues from CD & writing answers	2.47 (out of 05)		
3. Listening at real life situation	1.07 (out of 2.50)		

Table 41: Performance by the Students of Rajshahi Government College in Listening

Listening performance by Rajshahi New Degree College is very frustrating. The score of the College is 3.18 implying the proficiency rate in listening: 31.80% -

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	0.76 out of 2.50	3.18	31.80%
2. Listening to dialogues from CD & writing answers	1.66 out of 05		
3. Listening at real life situation	0.76 out of 2.50		

Table 42:Performance by Rajshahi New Degree College in Listening

Performance of Rajshahi City College in listening is deplorable. The score of the college is 3.29 implying the proficiency rate of the college in listening: 32.90%-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	0.80 out of 2.50	3.29	32.90%
2. Listening to dialogues from CD & writing answers	1.69 out of 05		
3. Listening at real life situation	0.80 out of 2.50		

Table 43: Performance by Rajshahi City College in Listening

Performance of Shah Sultan College in listening does not reach the MLS. The score of the college is 4.11 implying the proficiency rate in listening: 41.10% -

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	0.95 out of 2.5	4.11	41.10%
2. Listening to dialogues from CD & writing answers	2.21 out of 05		
3. Listening at real life situation	0.95 out of 2.5		

Table 44: Performance by Shah Sultan College in Listening

The following table demonstrates a frustrating score of Natore Mahila (Women's) College. The score of the college is 3.11 implying the proficiency rate in listening: 31.10% -

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	0.89 out of 2.5	3.11	31.10%
2. Listening to dialogues from CD & writing answers	1.33 out of 05		
3. Listening at real life situation	0.89 out of 2.5		

Table 45: Performance by Natore Mahila (Women's) College in Listening

The listening performance of Natore Government College is poor. The score of the college is 3.76 implying the proficiency rate in listening: 37.60%-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to Words from CD & Writing Meaning	0.82 out of 2.5	3.76	37.60%
2. Listening to Dialogues from CD & Writing Answers	2.11 out of 05		
3. Listening at Real Life Situation	0.83 out of 2.5		

Table 46: Performance by Natore Government College in Listening

The following table demonstrates the listening performance of Bogra Azizul Haque College which is substandard. The score of the college is 4.35 implying the proficiency rate in listening: 43.50%.

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.01 out of 2.5	4.35	43.50%
2. Listening to dialogues from CD & writing answers	2.30 out of 05		
3. Listening at real life situation	1.04 out of 2.5		

Table 47: Performance by Bogra Aziuzul Haque College in Listening

If individually considered, performances by one (01) of the colleges have reached the minimum level of standard (MLS) in listening. Other six (06) colleges remain below the MLS. As per the data, out of seven (07), one (01) college produces students with MLS in listening which stands for 14.28% of the taken colleges. In this sense, 85.72% colleges of Rajshahi division fail to produce students with minimum proficiency in listening-

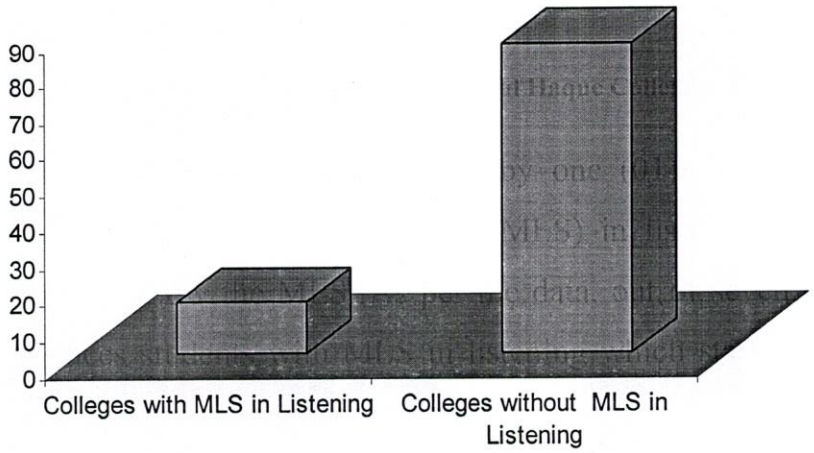


Fig 12: Ratio between Successful and Unsuccessful Colleges in Rajshahi Division

13.7 Listening Proficiency Summary (LPS) of Rajshahi Division

→ The average proficiency level (APL) of Rajshahi division is 35.85%.

→ The APL falls 9.15% below the margin of MLS (45%).

→ Students of 14.28% colleges possess MLS in listening practices.

→ Students of 85.72% colleges fail to achieve MLS in listening practices.

13.8 Position of APL of Rajshahi Division

The position of APL of Rajshahi Division in listening is "Poor".

14 Rangpur Division at Proficiency Test of Listening (PTL)

Students of seven colleges of Rangpur division participated in the PTL. The colleges are:

1. *Government Carmichael College, Rangpur*
2. *Rangpur Government College, Rangpur,*
3. *Government Begum Rokeya College, Rangpur*
4. *Kurigram Government College, Kurigram*
5. *Lalmonirhat Government College, Lalmonirhat*
6. *Nilphamari Government College, Nilphamari and*
7. *Nilphamari Women's College, Nilphamari.*

The entire process of the PTL of Rangpur division has been conducted in the same way as in Dhaka and Rajshahi divisions. From Rangpur Division, students of Government Carmichael College of Rangpur participated first in the PTL. Accordingly, 21 students from each of the six other (06) colleges of Rangpur division followed.

14.1 Test on 'Listening to Words from CD: Writing Meaning'

The students are tested on the listening Item No. 1: *Listening to Words from CD: Writing Meaning.* Scores of students are as follows:

14.1.1 Score by the Students of B. A (Hons) English

Students of B. A (Hons) English have scored 63.25. This implies that the proficiency rate of the B. A (Hons) English students is 51.63%.

14.1.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 48.25 Pts out of total 122.5 Pts. This implies that the proficiency rate of the Honours (Non English) students is 39.38%.

14.1.3 Score by the Students of Degree (Pass Course)

Students of Degree Pass Course have scored 38.75. This implies that the proficiency rate of the Degree (Pass Course) students is 31.63%.

14.1.4 Total Picture of Proficiency of the Three Slots

The following figure has juxtaposed the total pictrure of scores of the three slots. It shows that the rate of proficiency of slot-1 is 51.63%, of slot-2 is 39.25% and of slot-3 is 31.63%. The average rate of listening proficiency of the students of all three slots is 40.83% in the *Item No. 1: Listening to Words from CD: Writing Meaning-*

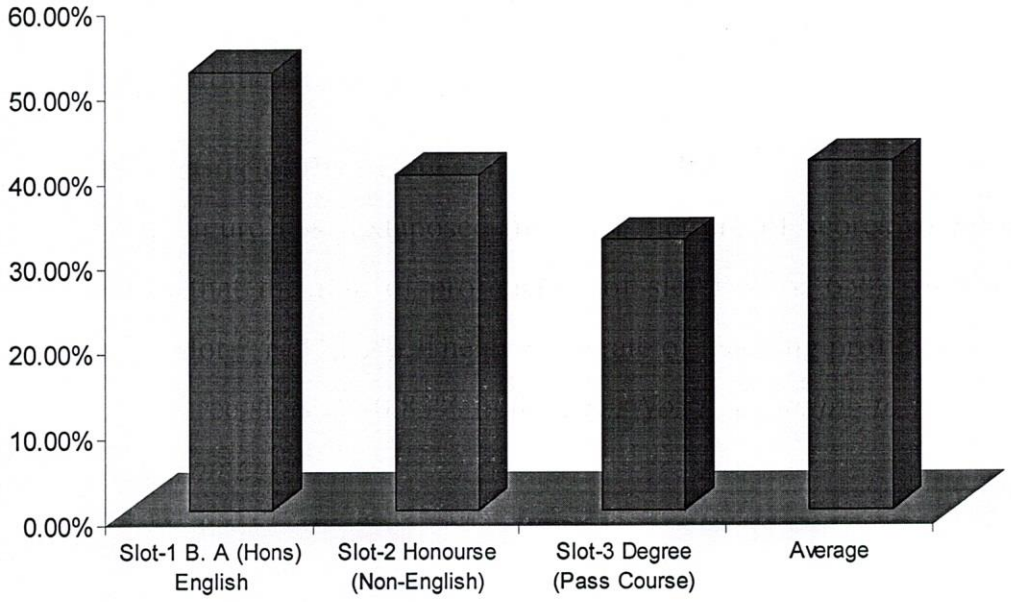


Fig 13: Juxtaposed Picture of Proficiency of the Three Slots of Students in Listening Item No. 1: Listening to Words from CD: Writing Meaning

14.2 Test on 'Listening to Dialogues from CD: Writing Answers'

Now, students are tested on the listening Item No. 2: *Listening to Dialogues from CD: Writing Answers.* Students in every slot are 49 in number. Distributed point (Pts) on the listening item is 05. So, the total Pts in the table is 49X5= 245. Scores of students are as follows-

14.2.1 Score by the Students of B. A (Hons) English

Students of B. A (Hons) English have scored 112 Pts implying the proficiency rate of the B. A (Hons) English students: 45.71%.

14.2.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 77.50 Pts implying the proficiency rate of the Honours (Non English) students is 31.63%.

14.2.3 Score by the Students of Degree (Pass Course)

Students of Degree Pass Course have scored 49.50 Pts implying the proficiency rate of the Degree Pass Course students is 20.20%.

14.2.4 Total Picture of Proficiency of the Three Slots

The following table has juxtaposed that the rate of proficiency of slot-1 is 45.71%, of slot-2 is 31.63% and of slot-3 is 20.20%. The average rate of proficiency of the students of all three slots in listening Item *No. 2: Listening to Dialogues from CD: Writing Answers* is 32.51%-

Slots	Scores	Rate of Proficiency (%)	Average (%)
Slot-1 B. A (Hons) English	112 Pts	45.71%	32.51%
Slot-2 Honourse (Non English)	77.50 Pts	31.63% .	
Slot-3 Degree (Pass Course)	49.50 Pts	20.20%	

Table 48: Juxtaposed Picture of Proficiency of Students in Listening Item No. 2: Listening to Dialogues from CD: Writing Answers

14.3 Test on 'Listening to Speeches in Real Life Situation'

Students are tested on the listening Item No. 3: *Listening to Speeches at Real Life Situation-*

Distributed mark on the item is 2.5. So, the total point (Pts) in the table is 49X2.5=122.5.

14.3.1 Score by the Students of B. A (Hons) English

Students of B. A (Hons) English have scored 51 implying the proficiency rate: 41.63%.

14.3.2 Score by the Students of Honours (Non English)

Students of Honours (Non English) have scored 24.25 implying the proficiency rate: 19.79%.

14.3.3 Score by the Students of Degree (Pass Course)

Students of Degree Pass Course have scored 20.25 implying the proficiency rate: 16.53%.

14.3.4 Total Picture of Proficiency of the Three Slots

The following table has juxtaposed that the rate of proficiency of slot-1 is 41.63%, of slot-2 is 19.79% and of slot-3 is 16.53%. The average proficiency rate of students of all three slots in listening *Item No. 3: Listening to Speeches in Real Life Situation* is 25.98%.

Slots	Scores	Rate of Proficienc (%)	Average (%)
Slot-1 B. A (Hons) English	71.5 Pts	41.63%	25.98%
Slot-2 Honourse (Non English)	61.25 Pts	19.79%	
Slot-3 Degree (Pass Course)	47 Pts	16.53%	

Table 49: Juxtaposed Picture of Proficiency of Students in Listening to Speeches in Real Life Situation

14.4 Slot-wise Proficiency of Students in all 3 Items of Listening in the PTL

There are three items of listening in the PTL: 1. Listening to words from CD and writing meaning, 2. Listening to Dialogues from CD and writing answers to questions and 3. Listening to speeches in real life situation. The study has seen the average rate of proficiency of the students of slot-1, slot-2 and slot-3 in all of these three items of listening.

First, the average rate of proficiency of the students of Slot-1, B. A. (Hons) English in listening has been found 46.30%-

Slot	Listening Items	Score	Average
B. A. (Hons) English Slot-1	1. Listening to words from CD and writing meaning	51.63%	46.30%
	2. Listening to Dialogues from CD and writing answers to questions	45.71%	
	3. Listening to speeches in real life situation	41.63%	

Table 50: Average Rate of Proficiency in Listening by Slot-1, B. A. (Hons) English

Secondly, the average rate of proficiency in listening by the students of Slot-2, Honours (Non English) has been found 36%-

Slot	Listening Items	Score	Average
Honours (Non English) Slot-2	1. Listening to words from CD and writing meaning	50%	36%
	2. Listening to Dialogues from CD and writing answers to questions	39.38%	
	3. Listening to speeches in real life situation	19.79%	

Table 51: Average Rate of Proficiency in Listening by Slot-2, Honours (Non English)

Thirdly, the average rate of proficiency in listening by the students of Slot-3, Degree Pass Course has been found 25.03%-

Slot	Listening Items	Score	Average
Degree Pass Course Slot-3 (students Pss)	1. Listening to words from CD and writing meaning	38.36%	25.03%
	2. Listening to Dialogues from CD and writing answers to questions	20.20%	
	3. Listening to speeches in real life situation	16.53%	

Table 52: Average Rate of Proficiency in Listening by Slot-3, Degree Pass Course

14.5 The Result of Proficiency Test of Listening (PTL) of Rangpur Division

The following figure depicts the result of Proficiency Test of Listening (PTL) conducted in the study on Rangpur division. The figure demonstrates that the rate of listening proficiency of the students of slot-1 is 46.30%, of slot-2 is 36% and of slot-3 is 25.03% in the PTL of the study. So, according to the result of the PTL, the average proficiency level (APL) reflecting the average growth rate of the practices (AGRP) of listening by the students of Rangpur division is 35.66%.

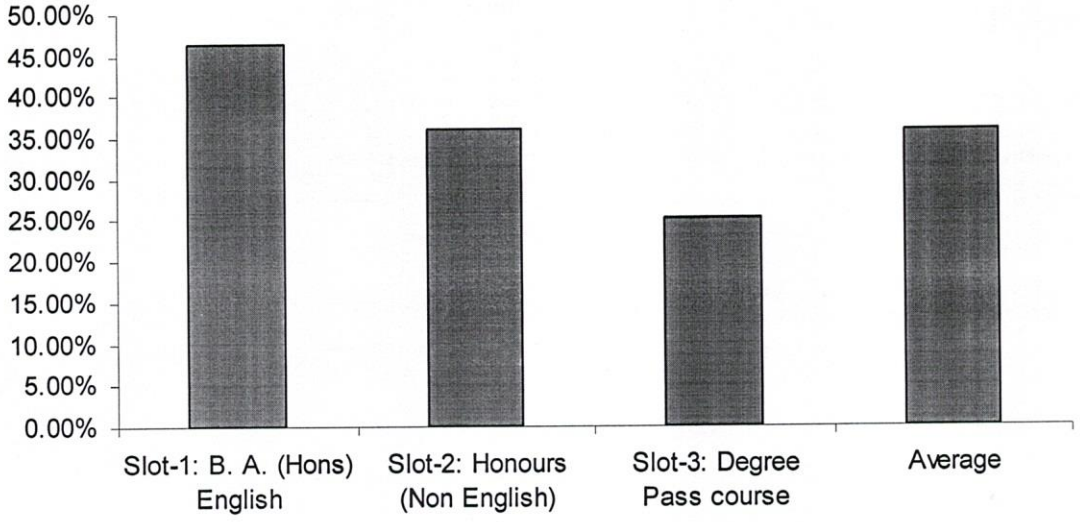


Fig 14: AGRP of Listening in Rangpur Division

Through the PTL, the study finds that the AGRP of listening in Rangpur Division is 35.66% which falls nearly 9.5% below the margin of the minimum level of standard (MLS). This indicates a poor condition of listening practices in Rangpur Division.

14.6 Individual Performances by the Colleges of Rangpur Division

Individual and average performances of the colleges of Rangpur division in listening comprehension have been drawn. The score of Government Carmichael College, Rangpur renders a good condition in listening comprehension. The score of the College is 5.38 implying the proficiency rate in listening: 53.80%.

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.55 (out of 2.50)	5.38	53.80%
2. Listening to dialogues from CD & writing answers	2.28 (out of 05)		
3. Listening in real life situation	1.55 (out of 2.50)		

Table 53: Performance by the Government Carmichael College, Rangpur in Listening

Listening performances of Rangpur Government College reflect a poor condition. The score by the college is 3.56 implying the proficiency rate in listening: 35.60%.

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.39 out of 2.5	3.56	35.60%
2. Listening to dialogues from CD & writing answers	1.78 out of 05		
3. Listening in real life situation	**0.39 out of 2.5**		

Table 54: Performance by Rangpur Government College in Listening

The score of Government Begum Rokeya College in listening is 4.53 implying a standard rate of listening proficiency of the college: 45.30%.

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	1.67 out of 2.5	4.53	45.30%
2. Listening to dialogues from CD & writing answers	2.19 out of 05		
3. Listening in real life situation	1.67 out of 2.5		

Table 55: Performance by Government Begum Rokeya College in Listening

The score of Kurigram Government College in listening is depressing. The score of the College is 3.03 implying the rate of listening proficiency: 30.03%.

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	**1.25 out of 2.5**	3.03	30.03%
2. Listening to dialogues from CD & writing answers	**1.53 out of 05**		
3. Listening in real life situation	**0.25 out of 2.5**		

Table 56: Performance by Kurigram Government College in Listening

The score of Lalmonirhat Government College is 1.5 implying the proficiency rate of the college: 15%. The score is quite frustrating-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	0.50 out of 2.5	1.5	15%
2. Listening to dialogues from CD & writing answers	0.50 out of 05		
3. Listening in real life situation	0.50 out of 2.5		

Table 57: Performance by Lalmonirhat Government College in Listening

The listening score by Nilphamari Government College is 2.53 implying the frustrating proficiency rate of the college: 25.30%.

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to Words from CD & Writing Meaning	0.90 out of 2.5	2.53	25.30%
2. Listening to Dialogues from CD & Writing Answers	0.73 out of 05		
3. Listening in Real Life Situation	0.90 out of 2.5		

Table 58: Performance by Nilphamari Government College in Listening

The following table demonstrates that the score of Nilphamari Women's College in listening is 01 implying the proficiency rate of the college: 10%. The proficiency rate of the College in listening exposes a distress-

Listening Items	Average Pts Obtained	Average Pts out of 10	Obtained Pts (%)
1. Listening to words from CD & writing meaning	0.25 out of 2.5	01	10%
2. Listening to dialogues from CD & writing answers	0.50 out of 05		
3. Listening in real life situation	0.25 out of 2.5		

Table 59: Performance by Nilphamari Women's College in Listening

Students of two (02) colleges (28.5%) of Rangpur division practise listening with the minimum level of standard (MLS). Students of other five (05) colleges (71%) of the division remain below the MLS in listening practices-

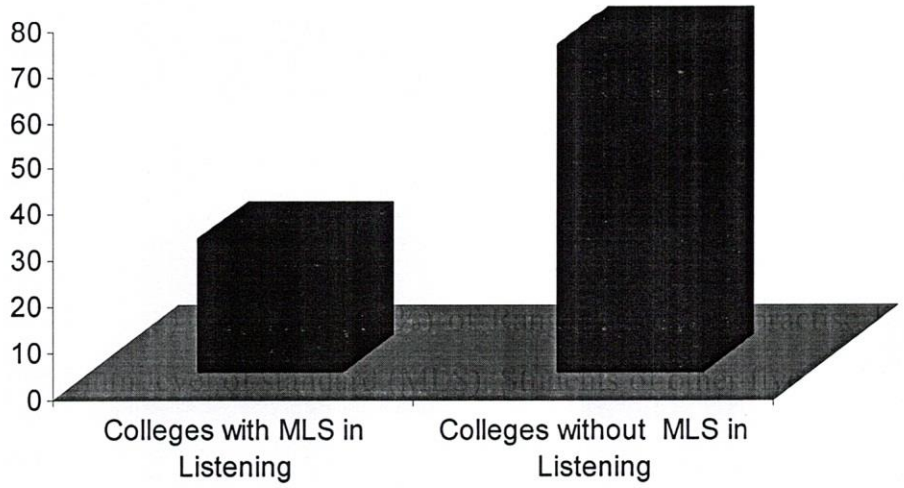


Fig 15: No. of Colleges with and without MLS in Listening in Rangpur Division

14.7 Listening Proficiency Summary (LPS) of Rangpur Division

→ The average proficiency level (APL) indicating the average growth rate of practices (AGRP) of listening in Rangpur division is 35.66%.

→ The APL falls 9.5% below the margin of MLS (45%).

→ Students of 28.57% colleges have MLS in listening practices.

→ Students of 71.43% colleges fail to achieve MLS in listening practices.

14.8 Position of APL of Rangpur Division

The position of APL indicating the average growth rate of practices (AGRP) of listening in Rangpur Division is "Poor" in the PTL.

15 The Reasons behind Failure in Listening in the Country

There are some specific reasons behind the failure of the students in listening. They are:

a. The syllabus itself has neglected listening.

b. The syllabus provides students with suggestions to practise listening but has curtailed the section of listening from its content.

c. The syllabus has not distributed any mark for listening.

d. Although the syllabus has advised, it does not give any instructions for the instructors about how they should teach the students listening.

e. The findings of the classroom observation (FCO) include that:

- No classroom has been found abiding by the advice of the syllabus that listening should be practised.
- No teacher is interested in teaching listening.
- No classroom has any teaching atmosphere and accordingly, any teaching materials of listening.
- Students have simply no opportunity to learn or practise listening with support of the institution (NU).

16 Some Hope

Despite all, when the study explores the reasons behind the failure in listening to rise up to the level of standard, the researcher finds some good hope too.

Actually, what the students have scored is indeed by their own efforts since they get no support from the classes of their colleges. So, this is hopeful that if the concerned authority of National University (NU) includes a section to be called 'Listening' with relevant activities in the syllabus, and advises teachers to take compulsory classes on listening, the authority of NU may have an opportunity to develop their students' proficiency in listening.

There are, of course, colleges which have reached the MLS in listening proficiency. These colleges are six (06) in number out of twenty one (21) in all three divisions. They are:

Dhaka College, Dhaka

Eden College, Dhaka

State College, Dhaka

Rajshahi Government College, Rajshahi

Government Carmichael College, Rangpur

Government Begum Rokeya College, Rangpur

The following table as well as the figure exhibits that students of 71.5% colleges cannot reach the minimum level of standard (MLS) and students of 28.5 % colleges have reached the MLS in listening practices -

Names of Colleges	Proficiency Level (PL) of Colleges	No. of Colleges	Qualifying Rate of Colleges	Failure Rate (%)	Total Colleges (N=100%)
Dhaka College, Dhaka	64.80%	06	28.5%	71.5%	21
Eden College, Dhaka	52.60%				
State College, Dhaka	46.70%				
Rajshahi Government College, Rajshahi	46.10%				
Government Carmichael College, Rangpur	53.80%				
Government Begum Rokeya College, Rangpur	45.30%				

Table 60: Positions of Colleges inRelation to Minimum Proficiency Level of Listening

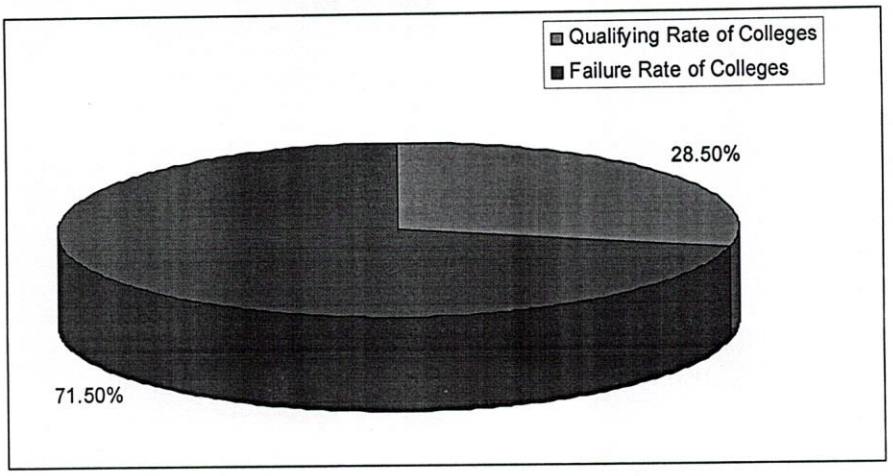
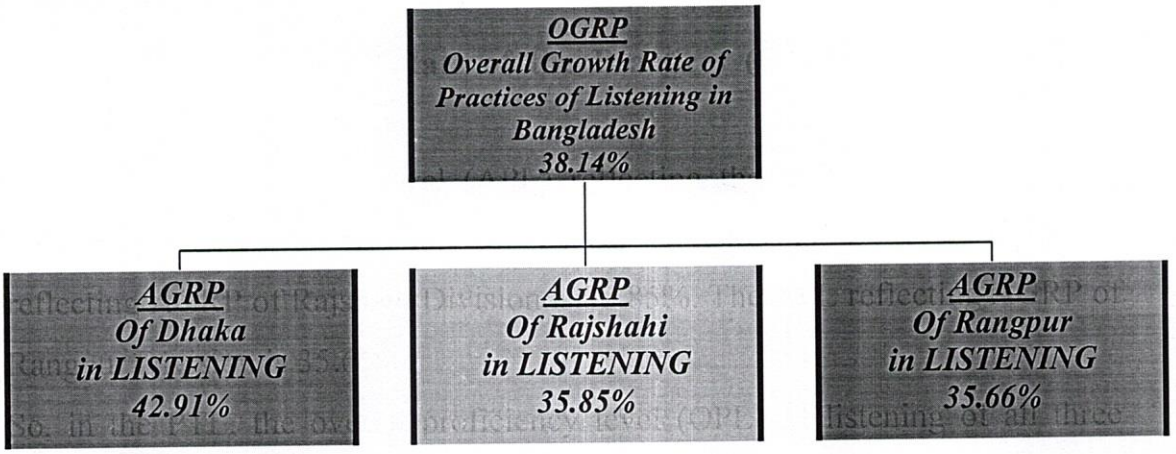


Fig 16: Colleges having Minimum Proficiency in Listening

17 The Overall Growth Rate of the Practices (OGRP) of Listening in Bangladesh

The average proficiency level (APL) reflecting the average growth rate of practices (AGRP) of listening of Dhaka Division is 42.91%. The APL reflecting AGRP of Rajshahi Division is 35.85%. The APL reflecting AGRP of Rangpur Division is 35.66%.

So, in the PTL, the overall proficiency level (OPL) of listening of all three divisions reflecting the overall growth rate of practices (OGRP) of listening in Banghladesh is 38.14%.



Overall Growth Rate of the Practices (OGRP) of Listening in Bangladesh

18 Status of Listening Practices in Bangladesh

As per the standard maintained in the study, position of APL of one division (Dhaka) in listening has been found "Substandard" and APL of two other divisions (Rajshahi & Rangpur) has been found "Poor".

The overall proficiency level (OPL) of Bangladesh in listening has been found 38.14 % in the PTL. The obtained data shows that students of Bangladesh have achieved the ability to receive 38.14% of the speeches that they listen to. The present OGRP (38.14%) of listening may be considered the rate of achievement of listening in Bangladesh. And since 45% is the minimum level of standard (MLS), the present status of listening practices in Bangladesh is "Poor" in perspective of teaching and learning of the National University Compulsory English Course (NUCEC). But, infact, the achieivement is simply an effort of the students' own. Students have indeed got no support from the University (NU), teachers or classroom. They have even got no opportunity of any classroom practices. Their listening proficiency has become an outcome of their personal habit of watching English television channels, listening to music, dialogues of English movies, news, or involvement with other aural activities. So, although the overall status of listening in the country is poor, the rate indicates a success of the students.

19 The Overall Rate of Proficient Students (ORPS) in Listening in Bangladesh

In the PTL, students who have obtained 45% or more marks have been considered proficient students in listening. The following table shows that 29.93% students from Dhaka division have qualified in the PTL. From Rajshahi division, students qualifying in the PTL are 23.12%. And, from Rangpur division, 24.48% students qualify in the PTL. Thus, the overall qualifying rate of students (OQRS) in listening in Bangladesh reflecting the overall rate of proficient students in listening (ORPSL) is 25.85%.

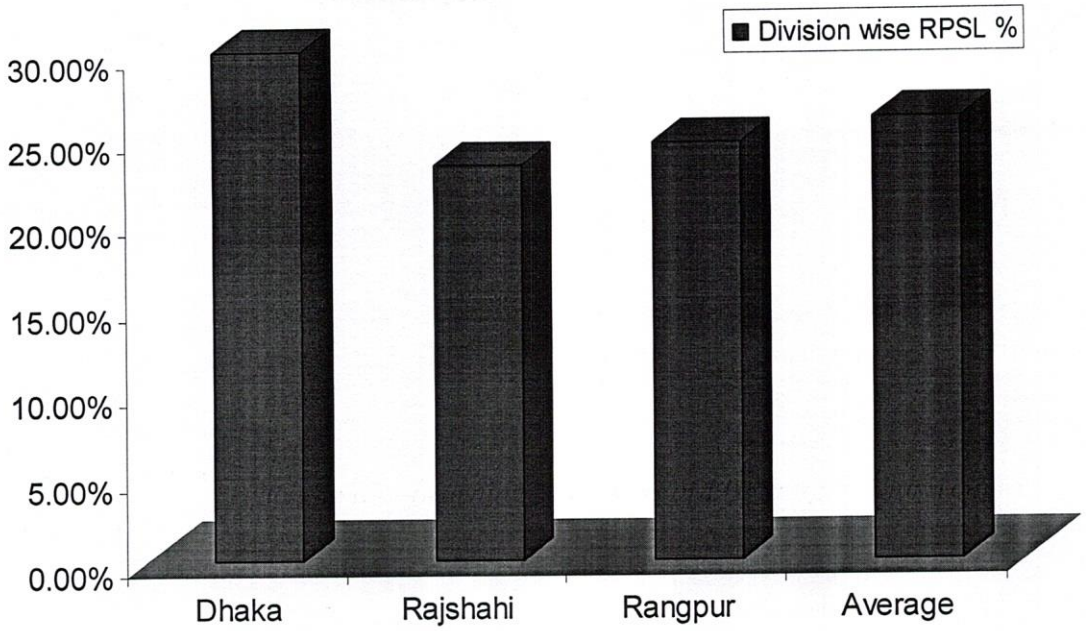


Fig 17: Overall Rate of Proficient Students (ORPS) in Listening in Bangladesh

The above figure reveals that 25.85% students across the country have obtained the minimum qualifying marks (MQM- '45%') and qualified in the PTL. So, as per the report of the PTL, 25.85% students of Bangladesh have the minimum level of proficiency in listening implying that 25.85% students of Bangladesh practise listening with minimum level of standard (MLS). On the other hand, 74.15% students of Bangladesh do not have the minimum proficiency in listening. This means that 25.85% students of Bangladesh can be considered proficient listeners in sense of the MLS who are able to receive 38.14% of the speeches that they listen to. In other words, the real practices of listening take place among 25.85% students in the country and the rate of listening practices by those students is 38.14%. So, the overall rate of proficient students (ORPS) in listening is 25.85% in Bangladesh and the position of ORPS is "Frustrating".

20 Summary of the Practices of Listening in Bangladesh

- The Overall Growth Rate of Practices (OGRP) of Listening in Bangladesh: 38.14%
- The OGRP falls 6.86% below the minimum level of standard (MLS).
- The Status of Listening Practices in Bangladesh: Poor

- Overall Rate of Proficient Students (ORPS) in Listenng in Bangladesh: 25.85%
- Students without Minimum Level of Standard (MLS) in Listening: 74.15%
- Colleges reaching the MLS in Listening at PTL: 28.5%
- Colleges not reaching the MLS in Listening at PTL: 71.5%

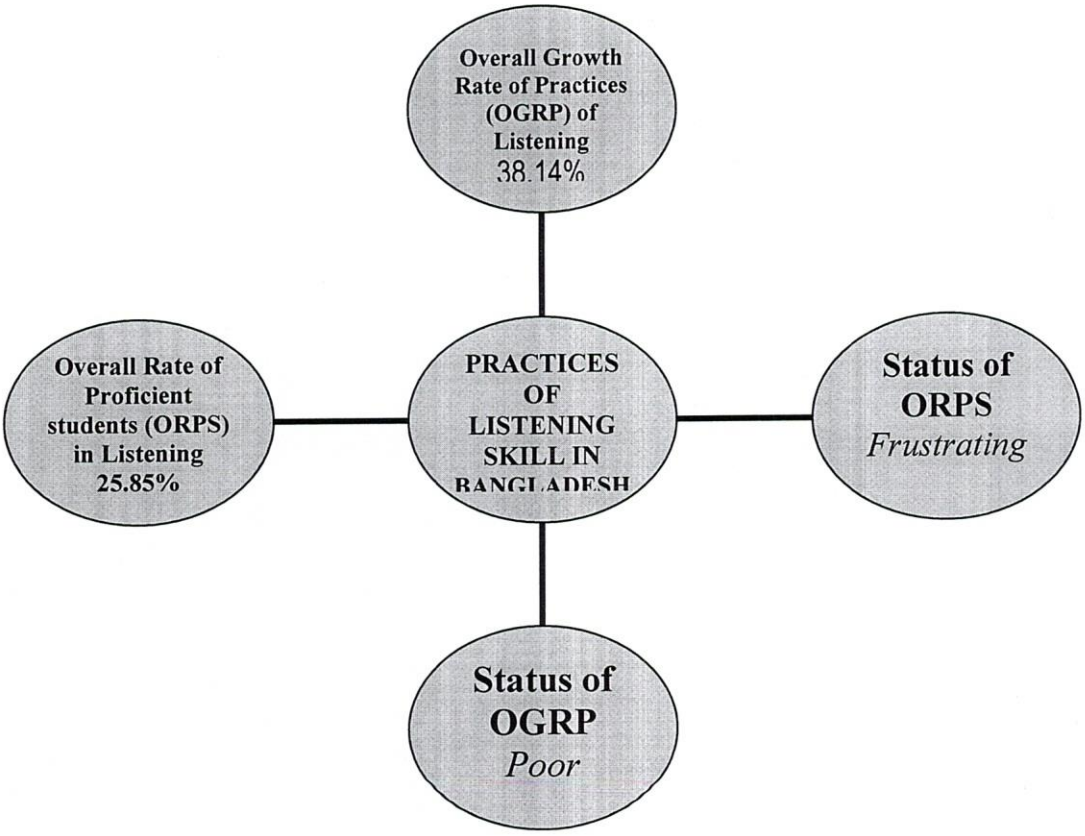


Fig 18: Overall Status of Listening Practices in Bangladesh

21 Conclusion

Listening is important because it serves so many purposes in everyday life. This chapter discusses about listening as a language skill, the nature and functions of listening, purposes of practising listening, teaching-learning theories of listening, listening activities and materials required for listening practices. It analyzes reports of the surveys, interviews, classroom observations and proficiency test of listening (PTL).

Through survey and interview, the study finds that 90% teachers of Bangladesh have a wrong notion that 'listening' is a passive skill and generally, they do not take listening classes in the colleges of the country. 05% teachers sometimes venture to take listening classes but do not teach students how to process sound and meaning, do not give them ideas about listening context, do not divide listening activities into listening sub-skills e.g. Pre-listening- Listening- Post listening. Teachers do not conduct classes on listening through processes. Listening activities like completing a grid, timetable, or chart of information, putting pictures in a correct sequence, following directions on a map and so on are not found in classroom practices. Teachers themselves do not have any idea about word boundaries or contracted forms of listening. So, skilled, responsible and self motivated manpower is a crying need to take listening classes in the colleges of the country. Students are never taught ear training, individual sounds, intonation, word stress, sentence stress and rhythm. No college in Bangladesh has been found using materials for listening e.g. CD player, Speaker/ Sound Box, Head Phones or the like. Individually, no division of the country (Dhaka, Rajshahi or Rangpur) obtains the minimum level of standard (MLS) in listening practices. The overall growth rate of practices (OGRP) of listening is 38.14% and the overall rate of proficient students (ORPS) in listening is 25.85% in Bangladesh. The status of the OGRP of listening is 'poor'. The status of the ORPS in listening is 'frustrating'. Despite all, some advancement in listening practices has taken place in the country with students' own endeavor with no support from teachers, classrooms or their university (NU).

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Chapter 7

Teaching and Learning Situations of Speaking at Classroom Level

1 Prelude

Man has started speaking long before he has started writing (Balasu Bramanian 2000: 1) and actually man generally starts to speak long before he starts to write. Speaking is thus a great tool for man to survive through communications in the entire race of life. Speaking English is considered an extra qualification in Bangladesh especially for one who wants to be a professional. It has become a requirement in education, trades, commerce, technology and all fields of both public and private sectors. So, speaking is highly purposeful.

Speaking is the second of the four basic English language skills. Ur says, "Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language" (Op. cit, 120). Of course, of the four skills, speaking will have been given more weighting than any of the others, even though reading and writing will have been used as a means of presenting and practising the language (White 1988:68-69).

However, speaking does not mean reading out or only pronouncing language from any written text. Speaking is not the oral production of written language (McDonough and Shaw 2003: 133). It involves learners in the mastery of a wide range of sub-skills, which constitute an overall competence in the spoken language. For learning to speak, the goal is to form habits. The procedure is to drill the students on pronunciation or grammar to the point where they will no longer have to think about what they are saying (Nancy Arapoff, 1971:200). So, for the development of a learner's speaking, teachers need to take them through skill developing activities like communication games, simulation/ role-

play, dialogue practices, teaching sounds and pronunciation and many other processes.

This chapter of the research discusses the reasons or purposes of speaking, various theories of speaking evolved over centuries around the world and overall practices of speaking in Bangladesh. It descrbes investigation reports of what methods, techniques and materials are applied to teach speaking and how the teaching and learning activities of speaking are going on at classroom level in the country; especially in relation with teaching and learning of the National University Compulsory English Course (NUCEC). The chapter involves survey, classroom observation, interviews and proficiency tests (PTs) over 441 learners, 42 teachers and 21 colleges of Dhaka, Rajshahi and Rangpur divisions of the country. And thus, the chapter has evaluated the theories and practices of speaking and assessed the success and failure rate in speaking in the country.

2 Purposes of Speaking

Speaking is at the centre of communication in human life. So, it has a lot of purposes. Speaking involves expressing ideas, opinions, wishes or desires to do something. This may involve negotiating, solving a problem, establishing and maintaining relationships at personal, social and professional levels. Man needs to speak for assistance, directions and advice. He also needs discussing a subject matter, talking socially to a variety of people and so on. Through speaking, man expresses his emotions, communicates his intentions, reacts to other persons and situations, and influences other human beings (River Op. cit, 162). So, there are so many reasons for speaking.

3 Activities for the Development of Speaking Skill

Activities for developing speaking skill involve various methods and techniques in which learners are involved by teachers. For example, communication games, simulation or role-play, picture description, dialogue practices and other processes are there through which students should go.

Besides, there are so many important factors related to speaking such as habit formation, minimizing inhibition, teaching pronunciation and so on. Classroom activities, that develop learners' ability to express themselves through speeches, are therefore indispensable for a language course. Yet, it is more difficult in many ways to design and administer such activities for speaking than to do so for listening, reading or writing. However, this is necessary to define what is meant by 'an effective speaking activity'. Ur (2003:120) mentions the following characteristics of effective speaking activities:

3.1 Effective Speaking Activities

There are certain elements which should be compiled by teachers in order to form effective speaking activities such as-

1. **Lot of Learners' Talks:** the allotted period of time for speaking activity should be occupied by learners' talks as much as possible.
2. **Even Participation:** Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak. Contributions ore evenly distributed.
3. **High Motivation:** Lerners are eager to speak because they should be made interested in the topic.
4. **Language of an Acceptable Level:** Learners express themselves with relevant utterances. Their speeches should be easily comprehensible to each other and of an acceptable level of language accuracy.

@ Cambridge University Press 1996

3.2 Problems with Speaking Activities

Ur (Ibid) also mentions certain problems with speaking activities that often take place. The teacher has to see whether such problems are taking place in his classroom as follows:

1. **Inhibition:** Lerners are often inhibited about trying to say things in a foreign language in the classroom because they are worried about mistakes, fearful of criticism or losing face, or they simply feel shy.
2. **'Nothing to say' Situation:** Even if students are not inhibited, the teacher may often hear learners complain that they cannot think of anything to say.
3. **Low or Uneven Participation:** That only one participant is talking at a time in a large group means the tendency of some learners to dominate, while others speak very little or not at all.
4. **Mother-tongue Use:** In classes, where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, and because it feels unnatural to speak to one another in a foreign language.

@ Cambridge University Press 1996

4 Speaking Activities

There are certain techniques and methods that teachers may apply to overcome the above discussed problems and continue the process of teaching speaking:

4.1 Group Work (GW)

This is often seen that a NUCEC classroom is so over crowded and noisy that it appears no less than a big or small market place [e.g. NUCEC classrooms of Rajshahi Government College, Dhaka College and Rangpur Carmichael College have students of B. A. (Hons) English, students of Honours (Non-English) of 20 other subjects and students of Degree Pass Course (B.A, B.Com, BSS, B. Sc) combined together]. This kind of gigantic classroom accomodates nearly 800 students. In this regard, Amol Kumar, an Assistant Professor, Department of English, Dhaka College, said "it is good luck that all the students do not come to class". Such classrooms are difficult for teachers to provide students with instructions or involve them in activities since students

are found too busy with kidding, jostling or hustling and spoiling time through gossiping in their mother tongue (Bangla).

In such cases, involving students into group work (GW) is very effective and time saving as well (Ur, *Op. cit*). GW increases the sheer amount of learners' talks going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

4.2 Activity in Easy Language

In general, the level of language should be lower than is used in the intensive language learning activities. Plain language should be used which can be easily recalled and produced by the participants so that they can speak fluently with the minimum of hesitation.

4.3 Careful Choice of Topics and Tasks

On the whole, the more interesting and clearer are the topics and tasks, the more motivated are the participants.

4.4 Instructions or Training in Discussion Skill

The teacher should instruct the groups of learners to make sure that every one in the group contributes to the discussion. The teacher can also appoint a coordinator or a chairman to each group who will regulate participation.

4.5 Keeping Students Speaking the Target Language

The teacher might appoint a group monitor whose job is to make participants use the target language. He may also later report to the teacher how well the group managed to do it. The very awareness that some one is monitoring such lapses helps participants to be more careful (Ur, *Op. cit*).

4.6 Topic and Task-based Activities

The teacher might involve students into topic-based and task-based activities. A topic-based activity simply asks participants to talk about a (controversial)

subject (Ur, *Op. cit*). On the other hand, a task-based activity asks participants actually to perform something, where the discussion process is a means to an end.

4.6.1 Discussion-based Activities

Discussion activities include many things like describing pictures, picture differences, speaking about things in common, making a shopping list, solving a problem and so on.

4.6.1.1 Describing Pictures

This is simple but surprisingly a productive activity for beginner classes. In describing pictures, two groups of students are engaged. Each group has a picture which all members can see. They have two minutes to speak and describe the picture as much as they can. A secretary puts a tic mark on a piece of paper representing each sentence. At the end of the two minutes, the groups are reported about how many ticks they have obtained. They then repeat the exercise with the second picture, trying to get more ticks than the first time.

4.6.1.2 Picture Differences

This is a well-known activity which usually produces plenty of purposeful question-answer exchanges. Students are in pairs. Each member of the pair has a different picture (either A or B). Without showing their pictures to each other, they have to find out what the differences are between them.

4.6.1.3 Things in Common

This is an ice-breaking activity, which fosters a feeling of solidarity by stressing shared characteristics of participants. Students sit in pairs; preferably choosing an unknown partner. They talk to one another in order to find out as many things as they can which they have in common. They talk about those unknown things that can only be discovered through their talking. They do not talk about obvious or visible similarities like 'We are in the same class'.

4.6.1.4 Solving a Problem

This is particularly suitable for people who are themselves students and involved in education. It usually works well, producing a high level of participation and motivation because participants tend to become personally involved in many simulation tasks. Students are told that they are supposed to be the members of an advisory committee of a school and that they have to advise the principal of the school on problems with students.

4.6.1.5 Communication Games

Speaking activities, based on games are often a useful way of giving students valuable practices. Erikson, Forest and Mulhauser (1964) suggest that teachers should include game or competition in teaching techniques because these enforce students into producing the desired structure as elements of competitions and excitements in a game, force out oral expression so that students forget their inhibitions about making mistakes or being embarrassed in front of their fellows.

Game based activities involve practices of describing, predicting, simplifying, asking for feedback, guessing unknown information and so on. These activities are communication based to involve learners in using information in a collaborative way.

One such activity based on questionnaires is offered by Aston (1982). In such an activity, learners first, decide what criteria would lead to job satisfaction. Then the class is divided into four or eight equal groups. Each group has to interview members of another group and then discuss which job is the best.

Again, the 'describe and draw' principle is based on a series of plans and diagrams. Here, one student has to describe a particular diagram to another student and the other one has to complete the task.

Ur (1996) has some variations on the picture idea. Learners have to describe pictures. A secretary counts the number of utterances. Then, a second picture is provided and learners are asked to exceed the number of sentences delivered by the previous speakers.

4.6.1.6 Role-play

Role-play refers to all sorts of activities in which students imagine themselves to be in different situations outside the classroom (Ur, *Op. cit*). They have to play roles of people other than themselves and use appropriate language in the new contexts. Practices of dialogue, various games and plays, simulations and so on are considered the aspects of role-play. Role-play involves students in speaking in different social contexts and assuming varied social roles. Role-play activities are a pertinent way of integrating skills in the language classroom. Role-play materials involve learners in expressing opinions, making them present and defend points of view and evaluate arguments.

In short, for teaching speaking the teacher should have a clear understanding of the processes involved in speech. He has to ensure learners' talks as much as possible, provide chances for all to speak, set interesting topics and tasks and use comprehensible language and so on to keep students speaking the target language. Finally, he assesses them through oral testing.

4.7 Drill

Students must learn that there are basic building blocks which they must be able to put together to make sense in the new/ target language. They must learn to speak being required to do some speaking. Students cannot learn to speak only by thinking about speaking. Therefore, they need drills and they need practices (Wardhaugh, 1971:11). Wardhaugh says, "We cannot hope to inject them with some kind of abstract underlying structure in the hope that they will come out speaking (Ibid)". According to Arapoff, for learning to speak, the goal is to form habits; the procedure is to drill students on pronunciation or

grammar to the point where they will no longer have to think about what they are saying. So, they need drill and practices. (1971: 200).

4.8 Practices of Dialogues

Practising dialogues gives students great satisfaction to be able to express themselves fluently in everyday situations. Marty (1963: VI) maintains that the principal value of dialogues is motivational: they give students an early sense of achievement and great satisfaction in being able to express themselves fluently and acceptably in everyday situations. Side by side with the course, Marty advocates a systematic study of the structure of the language, organized in a logical progression.

4.9 Teaching Sounds and Pronunciation

There are more than forty-four sounds in English and that there are two stages of learning pronunciation (O' Connor 1999:1). The first stage of learning is to be able to produce 44 different vowels and consonants and the second stage is learning to use different sounds to represent a particular phoneme. There are two stages of learning pronunciation: at the first stage, one should be able to produce 44 vowels and consonants which are different, so that the words and longer utterances of English may not sound the same at any rate and at the second stage, one must learn to use as many different sounds as is necessary to represent a particular phoneme (Ibid: 10).

Christophersen and Sandved (1970: 3) find two ways of studying sounds- "firstly, one can study the production, the articulation of sounds, the resulting sound waves, the acoustic effects; these matters are sub-divisions within the field of *phonetics.* And the second way of studying sounds is to consider their functions, the way they form a system in the language that one is investigating; these things are the subject matter of *phonemics*."

Woodsworth and Sclosberg (1954: 538) suggest that new methods or increased incentive can set a learning curve on an upward trend. With this in mind, a

teacher should be able to introduce some new methods of attack in improving pronunciation.

According to Dalton and Seidlhofer (1994:6), the task of pronunciation teaching . . . is to establish models for guidance, not norms for imitation. Actually, there are a number of key aspects of pronunciation that a teacher can attend as principles such as individual sounds, ear training, word stress, sentence stress and rhythm, intonation conveying messages about mood and intention and so on.

4.10 Ear Training

Modern audio-lingual theory stresses a listening-speaking-reading-writing sequence in foreign language instruction. The importance of ear training in developing speaking proficiency receives particular emphasis (Newmark & Edward Diller 1971: 98). There are strong arguments, both physiological and psychological, for speaking practices through training of listening comprehension.

5 Classroom Environment and Situations

Classroom environment and situations are definitely important factors for speaking. Actually, to keep the smooth flow of speaking, a classroom environment needs to be favourable and positive. For example, Verplank (1965: 668-69) says, "People are more likely to continue a conversation when other people disagree than when they agree." When one disagrees, the other also feels motivated to answer, refute the logics and establish his own points. Thus, the people participating in the conversation prefer to be talkative to keeping silent. And the talkative extroverts learn speaking faster than the quiet, studious person (Nida 1957:193).

So, a fearless, friendly and favourable environment should be ensured through creating highly spirited and enthusiastic situations.

6 Speaking Skill in the NUCEC

The section 'Speaking Skill', in the syllabus of National University Compulsory English course (NUCEC), mentions that speaking should be integrated with writing and reading in classroom activities. The set tasks for practices of speaking are-

> The English sound system; pronunciation skills, the IPA system; problem sounds, vowels, consonants and diphthongs, lexical and syntactic stress. The syllabus also mentions- *Writing dialogue and practicing it orally, students can develop their speaking skill. Dialogue writing can be an item in writing tes* (Ibid.).

For the global communication in the modern era, capability of speaking English is now a days considered an impressive quality or eligibility of a person for getting employed, building up career, obtaining a wider range of entrance in society and so on. Therefore, developing students' speaking skill to benefit them in personal and professional life is one of the goals of the syllabus. Accordingly, the syllabus has the section "Speaking Skill" but not so much emphasis is put on the section "Speaking Skill" as is put on- *"Reading and Understanding"* and "*Grammar*" sections. Actually, the "speaking" section has been considered a sub-part of the "*Reading*" and "*Writing*" sections. The syllabus of NUCEC has cited- *"Speaking should be integrated with writing and reading in classroom activities"*.

In the section of speaking, the syllabus includes certain things for students to learn. They are- *the English sound system; pronunciation skills, the IPA system; problem sounds, vowels, consonants and diphthongs, lexical and syntactic stress.*

The learning tasks mentioned above are standardized. But before going to do such big work, at first, speaking in classroom should be encouraged. Most communicative syllabi suggest that classes on speaking should be conducted

through active participation of mainly students and then teachers. Classes go on either through accuracy practices (AP) or fluency practices (FP). The present syllabus of NUCEC has indicated *English sound system; pronunciation skills, the IPA system* to be learnt by students. But it could be realistic, if activities like 'Controlled Oral Practices' were practised which may involve using pictures, acting out dialogues, asking and answering questions or the like. An accuracy practice is also concerned with pronunciation, stress, intonation and so on. The NUCEC has no specific task in the syllabus that can be practised through active participation of students and teachers as the usual teaching and learning processes go on in the classroom. It is positive that the syllabus indicates "*writing dialogue and practising it orally, students can develop their speaking skill*". On the other hand, the syllabus indicates- *dialogue writing can be an item in writing test* as well. Thus the section of 'Speaking' is not completely curtailed like that of 'Listening' in the syllabus of NUCEC. The syllabus includes a good number of items of speaking but there is no mark distributed to the 'Speaking' section. In this connection, Professor Amal Kumar, Department of English, Dhaka College, said that students consider it simply irrelevant for examination and so, they do not think that it is necessary to learn or practise listening.

The real picture of teaching and learning of speaking and its actual practices have been found through surveying and interviewing students and teachers; most specifically through classroom observations by the researcher. The study conducted classroom observations minutely and has finally conducted the proficiency test of speaking (PTS) among students with extra attention to measuring the overall growth rate of the practices (OGRP) of speaking and also the overall rate of proficient students (ORPS) who have the ability to practise speaking with minimum level of standard (MLS). Teachers were also duly surveyed, interviewed and observed.

7 Reports of the Survey, Interview and Classroom Observations

In the survey, most teachers say that they seldom speak English in the classroom but they encourage students to speak English. But it seems that their claim of encouraging students to speak English is invalid because the real encouragement should actually mean that:

- Teachers themselves are used to speaking English mostly in the classroom.
- Teachers are used to creating a positive atmosphere and impressive situations at classroom so that students easily feel interested.
- Teachers are used to breaking inhibition of the students.
- Teachers are used to ensuring spontaneous participation by students in speaking English.

The following table demonstrates that 61.90% of the teachers seldom speak English in the classroom and only 7.14% teachers speak English in the classroom.

Speaking by the Teachers' in the Classroom										
Always (No. of teachers)	**(%)**	**Most often(No. of teachers)**	**(%)**	**Often (No. of teachers)**	**(%)**	**Seldom (No. of teachers)**	**(%)**	**Never (No. of teachers)**	**(%)**	**Tota N= 100%**
00	0%	03	7.14%	13	30.95%	26	61.90%	00	0%	42

Table 61: Rate of Teachers' Speaking English in the Classroom

Group work (GW) and pair work (PW) are effective tools for teaching and learning speaking. In this regard, the research investigates how many teachers involve students in GW and PW. The following figure shows that 90.47 % teachers do not involve students in GW and PW-

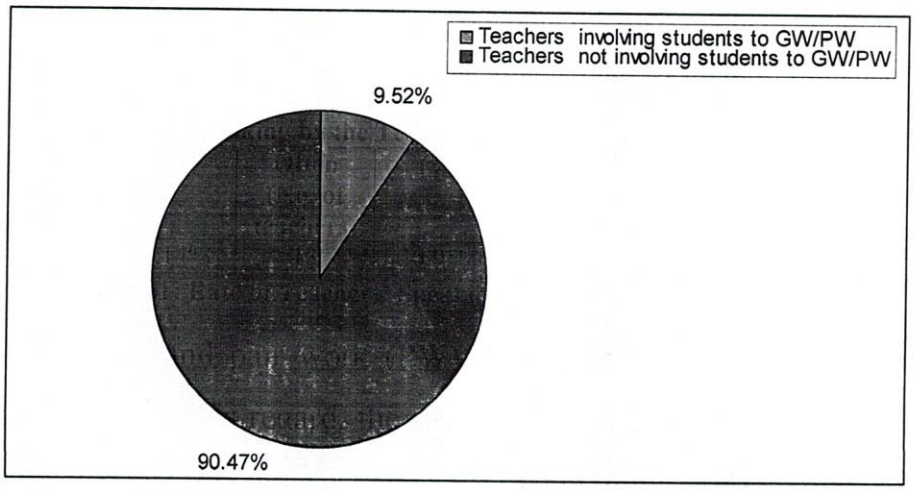


Fig 19: Teachers involving Students with GW & PW

Speaking classes may be conducted with Game based activities, picture description activities, involving students in describing, predicting, guessing unknown information and so on. Teachers also need to prepare students through role-play, drilling, ear training, teaching sounds and pronunciation and so on.

The following table shows that nearly 5% teachers teach students through role-play and nearly 10% teachers teach students speaking through dialogues and other teachers are not habituated to using any tools or methods of teaching speaking in real life situations. None of the teachers has any idea of teaching speaking through game based activities, picture description, picture differences, drill, ear training or teaching sounds and pronunciation-

Speaking Activities	Game based activities	Picture Description, Differences	Role-play	Dialogues	Drill	Ear Training	Teaching Sounds and Pronunciation
No. of teachers	00	00	02	04	00	00	00
(%)	0%	0%	4.67%	9.52%	0%	0%	0%

Table 62: Class Conducted with Game Based Activities

Through classroom observation, the researcher finds that most teachers fail to ensure learners' talks by setting interesting topics in classes. Teaching of individual sounds, intonation, word stress, sentence stress and rhythm, or ear training has not been found in any class of any college in three divisions of the country. The set tasks of the NUCEC for teachers to teach students speaking include English sound system and pronunciation skills, IPA system and problem sounds, vowels, consonants and diphthongs, lexical and syntactic stress and so on but no reflection of those inclusions in the NUCEC has ever been heard or seen at classroom level in the colleges of the country.

According to 34.46% students, teachers emphasize on the section- *Grammar* and other 32.87% students say that their teachers emphasize the section- *Developing Vocabulary*. No student reports about teachers' emphasis on Listening or Speaking skills.

No. of Students	Listening	Speaking	Reading & Understanding	Writing Activities	Grammar	Developing Vocabulary	Total students N= 441
	00	00	57	87	152	145	441
(%)	0%	0%	121.9%	19.7%	34.46%	32.87%	100%

Table 63: Teachers' Emphasis on Sections of NUCEC Syllabus

On investigating how often teachers speak in the classroom, it is gathered that in the opinion of 50% students, especially from Rangpur and Rajshahi divisions, teachers never speak English in the classroom. 35.8 % students report that their teachers seldom speak English and 13.80% students opine that teachers speak English very often. On the other hand, no student reports that teachers speak always English-

Teachers Speaking in Classroom	No. of students opining	Always	Very often	Seldom (for a very short time)	Never	Total Students N= 441
		00	61	158	222	441
	(%)	0%	13.8 0%	35.8 0%	50.34 0%	100%

Table 64: Speaking by Teachers at Classroom Level

In expressing their feeling about whether the NUCEC really develops their listening, speaking, reading and writing skills and whether it will benefit them personally and professionally, more than 60% students have expressed dissatisfaction.

In classroom situations, speaking activities in which teachers should involve students are: *Game Based Activities, Picture Description Activities, 'Describe and Draw' Principle, Predicting, Guessing Unknown Information* and so on.

During the classroom observation, the researcher has found none of the activities going on. In the survey also, none of the students has mentioned such activities. This phenomenon is confirmed by the statement of a senior teacher of Rajshahi College Mr. Mohammed Nafiz, Assistant Professor of English, Professor Amal Kumar, Dept of English, Dhaka College and Mrs. Selina Jahan,

Head of the Department of New Model University College, Dhaka that normally speaking classes are not held in their colleges.

During the investigation, there was a question for students whether their teachers encourage them to speak English or not. The general answer to the question was – "Yes." On the other hand, students who individually and frankly talked to the researcher had some additional comments. Rafiqul Haq, one of those students, says- "Our teachers encourage us to speak. They often tell us to speak English, but themselves don't speak English in the class."

In answer to another question whether they find the classes interesting or not, most students have shied away. Some of the students say that the class is too noisy because the class becomes an over crowded assemblage of all honours and pass course students of the college. Indeed, during observation, the researcher finds the classes really get the shape of a big congested mess. Professor Nafiz of Rajshahi College said that almost six hundred students gather in a single hall room in the NUCEC classes. On the other hand, Professor Qamrul Islam, Head of the Dept. of English, New Degree College, Rajshahi, informs that nearly three hundred students gather in a single room in his college. Professor Qamrul Islam has objected that the NUCEC, having distributed no mark for the section "Speaking", cannot create interest among the students to practise English in the class. He said, "The students think that learning speaking will bring them no benefit in the examination, so, they do not feel interested in speaking classes."

However, through questionnaire survey, classroom observation and interviewing the students and teachers, the researcher comes to know the following information-

i. Most colleges do not hold English speaking classes.
ii. Some 7.14% personally interested teachers initiate speaking classes of their own.

iii. Less than 8% teachers speak English in the classroom.

iv. 90.47% teachers do not involve students in group work or pair work.

v. Teachers, who take speaking classes personally, fail to ensure learners' talk as much as possible by setting interesting topics in class.

vi. No teaching of individual sounds, intonation, word stress, sentence stress and rhythm, or no ear training was found at any class of any college in three divisions of the country.

vii. The NUCEC, having distributed no mark for the section "Speaking", fails to create interest among the students to practise speaking.

8 Proficiency Test of Speaking (PTS)

The research arranges Proficiency Test of Speaking (PTS) of the students to empirically measure the overall growth rate of practices (OGRP) of speaking in the country through measuring the overall proficiency level (OPL) of speaking in the country. The study also attempts to learn the overall rate of proficient students (ORPS) in speaking in the country through measuring the overall qualifying rate (OQR) of students in the PTS.

The OPL reflects students' overall ability to produce speaking which also means how much efforts the students have invested in speaking and thus, the rate of speaking practice is reflected through the OPL. So, the study considers the OPL of students in speaking as a reflection of their overall growth rate of practices (OGRP) of speaking. And the study measures overall qualifying rate (OQR) of students in the PTS with a view to seeing how many students practise speaking with minimum level of standard (MLS).

However, according to Ur, students should be tested on two aspects of speaking- a. Accuracy and b. Fluency (Ur. Op. Cit). Students may get

maximum 05 points (Pts) on each of these two aspects, having 10 Pts in total (5+5=10). For accuracy test, there are five (05) criteria, each having one (01) point. Similarly, for fluency test, there are five (05) criteria, each having one (01) point. For testing accuracy, the research considers the following issues as important criteria, each of which has one (01) point-

a. Correctness of Language
b. Adequacy of Vocabulary
c. Range of Vocabulary
d. Width of Vocabulary and
e. Accent

For testing fluency, the research considers the following issues as important criteria, each of which has one (01) point -

a. Length of Communication
b. Freeness of Hesitation, Shyness and Doubtfulness
c. Getting Ideas Across
d. Effectiveness of Communication
e. Easiness of Communication

Students are advised to tell a joke, describe an individual or a picture. They are also asked to describe some very familiar matters like- their family, or father or mother or best friend, living room, future plan and so on. Some of the students are asked to explain how something works or sharing their feelings about some matters which have become the talk of the nation like- *'The tragic death of the best film maker of contemporary Bangladesh- 'Tariq Masud'* or the like.

8.1 Method Summary of Proficiency Test of Speaking (PTS)

Twenty one (21) colleges have been taken from three (03) divisions of the country (Dhaka, Rajshahi and Rangpur divisions). Seven (07) colleges are selected from each division. Twenty one (21) students have been taken from each of the seven (07) colleges. So, 21 students of each of the 07 colleges are

tested on total (5 x 21) = 105 points (Pts) in the *Test of Accuracy*. So, from 07 colleges, 147 (07x21) students are tested on aggregate 735 (147 x 05) Pts. Similarly, 147 students are tested on aggregate 735 (147 x 05) Pts in the *Test of Fluency*. Now, the average score is obtained by adding students' scores in *Accuracy* with the scores in *Fluency* and dividing those scores with 02 (for the two specific criteria: *Accuracy* and *Fluency*). Results of the proficiency test of speaking (PTS) of all colleges have been described and demonstrated below:

9 Dhaka Division at Proficiency Test of Speaking (PTS)

There are seven (07) colleges taken from Dhaka division in the research:

i. Dhaka College, Dhaka

ii. Eden College, Dhaka

iii. State College, Mohammedpur, Dhaka

iv. Mohammedpur Central College, Mohammedpur, Dhaka

v. Tejgaon College, Farmgate, Dhaka

vi. Mirpur University College, Mirpur, Dhaka and

vii. New Model University College, Dhanmondi, Dhaka

9.1 Accuracy and Fluency of Speaking in Dhaka Division

The following table shows that in the Proficiency Test of Speaking (PTS), the rate of accuracy by students of Dhaka College has been found 52.89%. On the other hand, their rate of fluency has been found 55.37%. Thus, the average proficiency level (APL) of the college in speaking is found 54.13%.

Test of Accuracy and Fluency by students of Dhaka College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	64	52.89%	**Length of Communication** *(Little or no Communication)*	21	10	59	55.37 %
Adequacy of Vocabulary	21	12			**Freeness of Hesitation, Shyness and Doubtfulness**	21	11		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	12			**Getting Ideas Across**	21	14		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	09			**Effective Communication** (in Short Turns)	21	14		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	09			**Easy and Effective Communication** (Long Turns)	21	10		
Average Proficiency Level (APL) of Dhaka College in Speaking: 54.13%									

Table 65: APL of Dhaka College in Speaking

The following table displays that the rate of speaking accuracy attained by the students of Eden College is 46.28%. The rate of fluency is found 54.54%. Thus, the average proficiency level (APL) of the college in speaking is found 50.41% in the study.

Test of Accuracy and Fluency by students of Eden College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	56	46.28%	**Length of Communication** *(Little or no Communication)*	21	13	66	54.54%
Adequacy of Vocabulary	21	12			**Freeness of Hesitation, Shyness and Doubtfulness**	21	14		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	11			**Getting Ideas Across**	21	14		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	13			**Effective Communication** (in Short Turns)	21	12		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	10			**Easy and Effective Communication** (Long Turns)	21	13		
Average Proficiency Level (APL) of Eden College in Speaking: 50.41%									

Table 65.1: APL of Eden College in Speaking

The following table shows that the rate of accuracy attained by the students of State College is 42.97% and the rate of fluency is 43.80%. Thus, the APL of the college in speaking is found 43.38%.

Test of Accuracy and Fluency by students of State College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	08	52	42.97%	**Length of Communication** *(Little or no Communication)*	21	10	55	43.80 %
Adequacy of Vocabulary	21	11			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	11			**Getting Ideas Across**	21	13		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	11			**Effective Communication** (in Short Turns)	21	10		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	11			**Easy and Effective Communication** (Long Turns)	21	10		
Average Proficiency Level (APL) of State College in Speaking: 43.38%									

Table 65.2: APL of State College in Speaking

The APL of speaking attained by students of Mohammadpur Central College has been found 42.48%. The table displays that their rate of accuracy is 42.48% and rate of fluency is also 42.48%.

Test of Accuracy and Fluency by students of Mohammadpur Central College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	08	52	42.97%	**Length of Communication** *(Little or no Communication)*	21	10	51	42.48%
Adequacy of Vocabulary	21	11			**Freeness of Hesitation, Shyness and Doubtfulness**	21	11		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	11			**Getting Ideas Across**	21	10		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	11			**Effective Communication** (in Short Turns)	21	10		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	11			**Easy and Effective Communication** (Long Turns)	21	10		
Average Proficiency Level (APL) of Mohammadpur Central College in Speaking: 42.48%									

Table 65.3: APL of Mohammadpur Central College in Speaking

The rate of accuracy attained by the students of Tejgaon College is 38%. The rate of fluency is 40.80%. The following table shows that the APL of Tejgaon College in speaking is 40.90%.

Test of Accuracy and Fluency by students of Tejgaon College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	09	46	38%	**Length of Communication** *(Little or no Communication)*	21	11	49	40.80%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	10		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	09			**Effective Communication** (in Short Turns)	21	11		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	08			**Easy and Effective Communication** (Long Turns)	21	11		
Average Proficiency Level (APL) of Tejgaon College in Speaking: 40.90%									

Table 65.4: APL of Tejgaon College in Speaking

The following table describes that the APL attained by students of Mirpur University College is 43.79%. The rate of accuracy is found 42.97% and the rate of fluency is 44.62%.

Test of Accuracy and Fluency by students of Mirpur University College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**(%)**
Correctness of Language Produced	21	11	60	42.97%	**Length of Communication** *(Little or no Communication)*	21	10	54	44.62%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	12		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	11		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	10			**Effective Communication** (in Short Turns)	21	10		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	11			**Easy and Effective Communication** (Long Turns)	21	11		
Average Proficiency Level (APL) of Mirpur University College in Speaking: 43.79%									

Table 65.5: APL of Mirpur University College in Speaking

The APL attained by students of New Model University College in speaking has been found 40.49% in the PTS. The following table displays that their rate of accuracy is 41.32% and the rate of fluency is 39.66%.

Test of Accuracy and Fluency by students of New Model University College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	50	41.32%	**Length of Communication** *(Little or no Communication)*	21	09	48	39.66%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	11			**Getting Ideas Across**	21	10		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	11			**Effective Communication** (in Short Turns)	21	11		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	08			**Easy and Effective Communication** (Long Turns)	21	08		
Average Proficiency Level (APL) of New Model University College in Speaking: 40.90%									

Table 65.6: APL of New Model University College in Speaking

9.2 Average Result of Speaking in Dhaka Division

The average data of the seven (07) colleges of Dhaka Division in speaking have been collected from the above tables and the average proficiency level (APL) has been calculated. The average rate of accuracy of Dhaka Division in speaking has been found 43.85%. The average rate of fluency is 46.32%. Thus, the APL of Dhaka division in speaking is 45.15%.

Name of the Colleges	Rate of Fluency in Speaking	Average Rate of Fluency	Rate of Accuracy in Speaking	Average Rate of Accuracy	APL of the Colleges	APL of Dhaka Division in Speaking
Dhaka College	55.37%	46.32%	52.89%	43.85%	54.13%	45.15%
Eden College	54.54%		46.28%		50.41%	
State College	43.80%		42.97%		43.38%	
Mohammadpur Central College	42.48%		42.48%		42.48%	
Tejgaon College	43.80%		38%		40.90%	
Mirpur University College	44.62%		42.97%		43.79%	
New Model University College	39.66%		41.32%		40.90%	
Average Proficiency Level (APL) of Dhaka Division in Speaking: 45.15%						

Table 66: Proficiency Levels of Different Colleges of Dhaka Division in Speaking

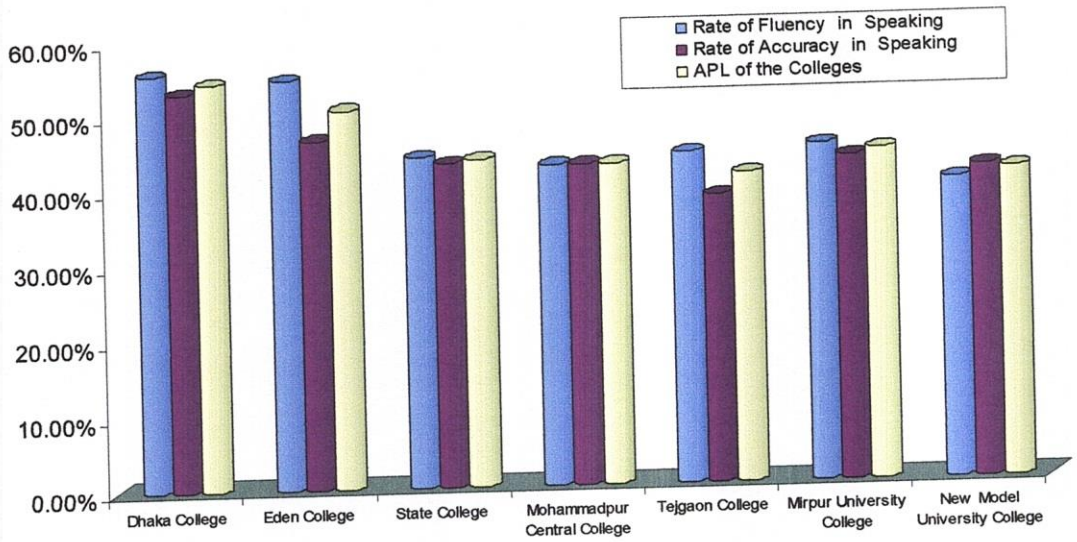


Fig 20: Average Proficiency Level (APL) of Dhaka Division in Speaking: 45.15%

Performances by two (02) colleges of Dhaka division reach the minimum level of standard (MLS) in regard to speaking proficiency. Other five (05) colleges

remain below the level of minimum proficiency. These mean that out of seven (07), two (02) colleges produce students with MLS in speaking proficiency which is 28.57% of the taken colleges. In this sense, 71.41% colleges of Dhaka division fail to produce students with MLS in speaking proficiency:

No. of Colleges with MLS in Speaking	(%)	No. of Colleges without MLS in Speaking	(%)	Total No. of Colleges (N =100%)
02	28.57%	05	71.41%	07

Table 67: Ratio between Successful and Unsuccessful Colleges in Dhaka Division

9.3 Speaking Proficiency Summary (SPS) of Dhaka Division

→ The average proficiency level (APL) of Dhaka division is 45.15%.

→ The APL is flowing 0.15% above the margin of minimum level of standard (MLS).

→ Students of 28.57% colleges possess MLS in speaking proficiency.

→ Students of 71.41% colleges fail to achieve MLS in speaking proficiency.

9.4 Position of APL of Dhaka Division in Speaking

Position of APL of Dhaka Division in speaking has been found "Standard" in the proficiency test of speaking (PTS).

10 Rajshahi Division at Proficiency Test of Speaking (PTS)

The study includes the following colleges from Rajshahi division:

Rajshahi Government College, Rajshahi

Rajshahi New Degree College, Rajshahi

Rajshahi City College, Rajshahi

Natore Womens' College, Natore

Natore Government College, Natore

Shah Sultan College, Bogra and

Bogra Aziuzul Haque College, Bogra

10.1 Accuracy and Fluency of Speaking in Rajshahi Division

The following table demonstrates that the average proficiency level (APL) attained by students of Rajshahi Government College is 50.47%. The rate of accuracy is 48.57% and the rate of fluency is 52.38%.

Test of Accuracy and Fluency by students of Rajshahi Government College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	51	48.57%	**Length of Communication** *(Little or no Communication)*	21	09	55	52.38 %
Adequacy of Vocabulary	21	11			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	13		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	10			**Effective Communication** (in Short Turns)	21	13		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	10			**Easy and Effective Communication** (Long Turns)	21	10		
Average Proficiency Level (APL) of Rajshahi Government College in Speaking: 50.47%									

Table 68: Proficiency Level of Rajshahi Government College in Speaking

The following table reveals that the APL of speaking proficiency attained by students of Rajshahi New Degree Government College is 46.18%. The average rate of accuracy is 45.71%. The average rate of fluency is 46.66%.

Test of Accuracy and Fluency by students of Rajshahi New Degree Government College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	48	45.71%	**Length of Communication** *(Little or no Communication)*	21	10	49	46.66%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	09		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	11		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	09			**Effective Communication** (in Short Turns)	21	10		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	09			**Easy and Effective Communication** (Long Turns)	21	09		
Average Average Proficiency Level (APL) of Rajshahi New Degree College in Speaking: 46.18%									

Table 68.1: Proficiency Level of Rajshahi New Degree College in Speaking

The following table describes that the APL of speaking attained by students of Rajshahi City College is 47.13%. The rate of accuracy of Rajshahi City College is 43.80% and the rate of fluency is 50.47%. Students are more fluent than accurate in speaking.

Test of Accuracy and Fluency by Students of Rajshahi City College									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	08	46	43.80%	**Length of Communication** *(Little or no Communication)*	21	10	53	50.47%
Adequacy of Vocabulary	21	11			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	11		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	08			**Effective Communication** (in Short Turns)	21	12		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	09			**Easy and Effective Communication** (Long Turns)	21	10		
Average Proficiency Level (APL) of Rajshahi City College in Speaking: 47.13%									

Table 68.2: Proficiency Level of Rajshahi City College in Speaking

The APL of speaking attained by the students of Shah Sultan College in the PTS is 41.9%. Students' fluency is found higher than their accuracy. The rate of accuracy is 40%. The rate of fluency of the college is 43.80%-

Test of Accuracy and Fluency by students of Shah Sultan College, Bogra									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	07	42	40%	**Length of Communication** *(Little or no Communication)*	21	09	46	43.80 %
Adequacy of Vocabulary	21	09			**Freeness of Hesitation, Shyness and Doubtfulness**	21	09		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	10		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	08			**Effective Communication** (in Short Turns)	21	10		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	08			**Easy and Effective Communication** (Long Turns)	21	08		
Average Proficiency Level (APL) of Shah Sultan College in Speaking: 41.9%									

Table 68.3: Proficiency Level of Shah Sultan College in Speaking

The APL of speaking proficiency attained by the students of Natore Mahila (Womens') College has been found 44.28%. The average rate of speaking proficiency of Natore Women's College is just below the bottom line of the minimum level of standard (MLS). The rate of accuracy is 44.7%. And the rate of fluency is 43.80% -

Test of Accuracy and Fluency by students of Natore Women College, Natore									
Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	47	44.76%	**Length of Communication** *(Little or no Communication)*	21	09	46	43.80%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	11			**Getting Ideas Across**	21	11		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	08			**Effective Communication** (in Short Turns)	21	08		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	08			**Easy and Effective Communication** (Long Turns)	21	08		
Average Proficiency Level (APL) of Natore Womens' College in Speaking: 44.28%									

Table 68.4: Proficiency Level of Natore Womens' College in Speaking

The following table shows the result of Natore Government College in the PTS. The table demonstrates that the students of Natore Government College qualify in the PTS though the score is not so rich. The average proficiency level (APL) of speaking attained by students of Natore Government College is 46.1%. There is no much gap between the rates of accuracy and fluency. The rate of accuracy is 44.76%. The rate of fluency is 47.61%.

Test of Accuracy and Fluency by students of Natore Government College, Natore

Test of Accuracy					**Test of Fluency**				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	47	44.76%	**Length of Communication** *(Little or no Communication)*	21	10	50	47.61%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	11		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	09			**Effective Communication** (in Short Turns)	21	11		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	08			**Easy and Effective Communication** (Long Turns)	21	08		

Average Proficiency Level (APL) of Natore Government College in Speaking: 46.17%

Table 68.5: Proficiency Level of Natore Government College in Speaking

The score of Bogra Aziuzul Haque College is not good enough to qualify in the PTS but the score is closer to the MLS. The APL of speaking attained by the students is 44.76%. Although the score does not reach the qualifying level, it carries hope for further development because the gap between the score and

qualifying points (45%) is only 0.24%. However, the rate of accuracy is 44.76%. The rate of fluency is also 44.76%.

Test of Accuracy and Fluency by students of Bogra Aziuzul Haque College, Bogra									
Test of Accuracy					Test of Fluency				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	47	44.76%	**Length of Communication** *(Little or no Communication)*	21	10	47	44.76%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	09			**Getting Ideas Across**	21	10		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	09			**Effective Communication** (in Short Turns)	21	09		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	08			**Easy and Effective Communication** (Long Turns)	21	08		
Average Proficiency Level (APL) of Bogra Aziuzul Haque College in Speaking: 44.76%									

Table 68.6: Proficiency Level of Bogra Aziuzul Haque College in Speaking

10.2 Average Result of Speaking in Rajshahi Division

The average data of the seven (07) colleges of Rajshahi Division in speaking have been collected together from the above tables and the average proficiency level (APL) of Rajshahi Division in speaking has been obtained. The average rate of accuracy in speaking of Rajshahi Division has been found 44.62%. The

average rate of fluency in speaking of Rajshahi Division has been found 47.06%. The table and figures below shows that in the Proficiency Test of Speaking (PTS) of the study, the average proficiency level (APL) of Rajshahi division in speaking is 45.84%.

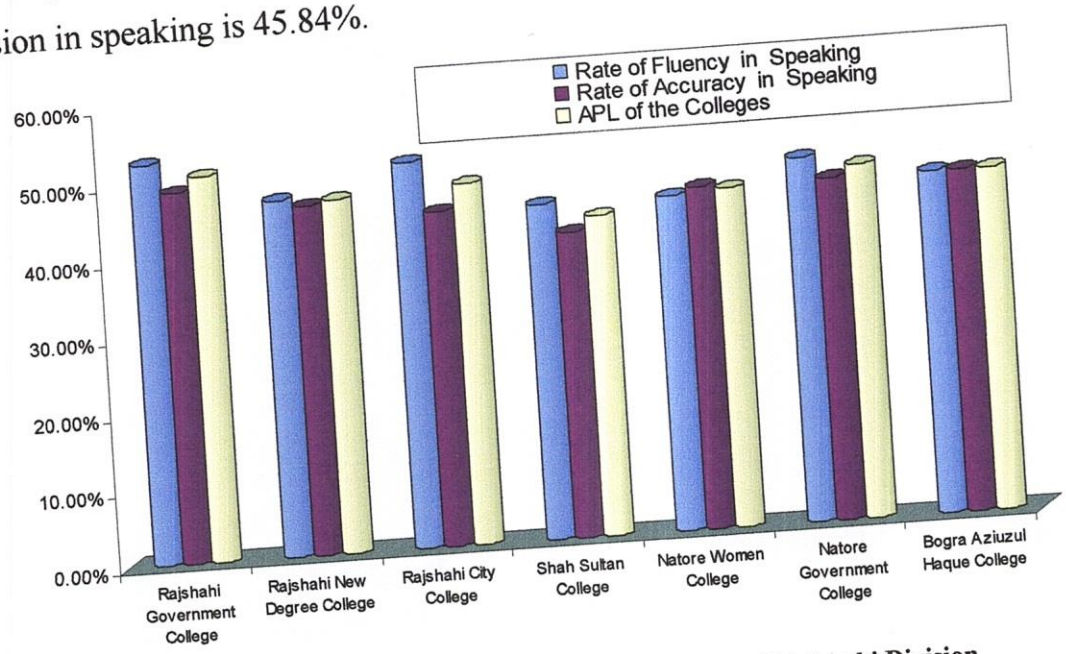


Fig 21: Rate of Fluency, Acuracy and APL of the Colleges of Rajshahi Division

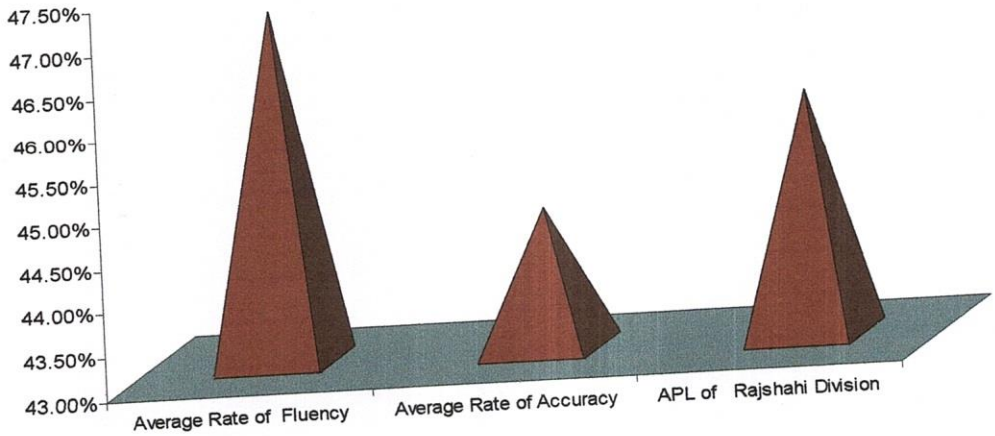


Fig 22: Average Proficiency Level (APL) of Rajshahi Division: 45.84%

Performances by four (04) colleges of Rajshahi division reach the minimum level of standard (MLS) in regard to speaking proficiency. Other three (03) colleges remain below the level of proficiency. These mean that out of seven

(07), four (04) colleges produce students with MLS in speaking proficiency which is 57.14% of the taken colleges. In this sense, 42.85% colleges of Rajshahi division fail to produce students with MLS in speaking proficiency:

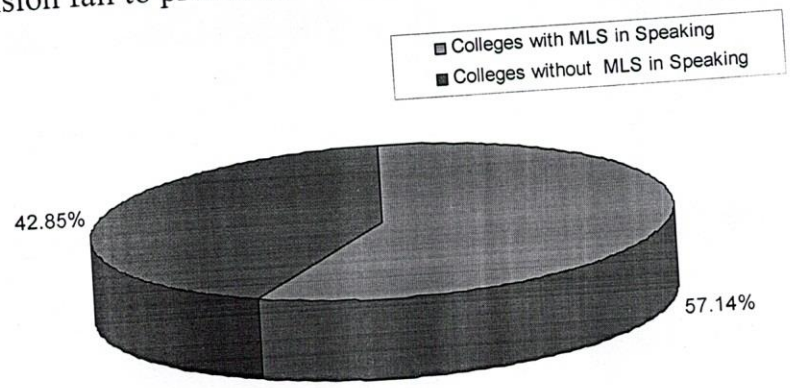


Fig 23: Ratio between Successful and Unsuccessful Colleges in Rajshahi Division

10.3 Speaking Proficiency Summary (SPS) of Rajshahi Division

→ The average proficiency level (APL) of Rajshahi division is 45.84%.

→ The APL is flowing 0.84% above the minimum level of standard (MLS).

→ Students of 57.14% colleges possess MLS in speaking proficiency.

→ Students of 42.85% colleges fail to achieve MLS in speaking proficiency.

10.4 Position of Average Proficiency Level (APL) of Rajshahi Division

Position of average proficiency level (APL) of Rajshahi Division has been found "Standard" in the proficiency test of speaking (PTS).

11 Rangpur Division at Proficiency Test of Speaking (PTS)

Colleges from Rangpur division taken in the PTS of the study are:

Government Carmichael College, Rangpur
Rangpur Government College, Rangpur
Government Begum Rokeya College, Rangpur
Kurigram Government College, Kurigram
Lalmonirhat Government College, Lalmonirhat
Nilphamari Government College, Nilphamari and
Nilphamari Women's College, Nilphamari

11.1 Accuracy and Fluency of Speaking in Rangpur Division

All of the above mentioned colleges are given the Proficiency Test of Speaking (PTS). The following tables provide data about performances by students of the colleges of Rangpur division in the PTS of the study.

The following table offers the result of Government Carmichael College, Rangpur. The table exhibits that the average rate of speaking attained by the students is 50.47%. The following data inform that students of Government Carmichael College have more fluency than accuracy. The rate of accuracy is found 48.57% while the rate of fluency is 52.38%.

Test of Accuracy and Fluency by students of Government Carmichael College, Rangpur									
Test of Accuracy					Test of Fluency				
Items of Accuracy	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**	**Items of Fluency**	**No. of students**	**Pts Out of 21**	**Total Score out of 121**	**Fluency Obtained (%)**
Correctness of Language Produced	21	10	51	48.57%	**Length of Communication** *(Little or no Communication)*	21	09	55	52.38%
Adequacy of Vocabulary	21	11			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	13		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	10			**Effective Communication** (in Short Turns)	21	13		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	10			**Easy and Effective Communication** (Long Turns)	21	10		
Average Score of Government Carmichael College in Speaking: 50.47%									

Table 69: Proficiency Level of Government Carmichael College in Speaking

In the PTS, score of the students of Rangpur Government College fails to reach the MLS in speaking. The average rate of speaking attained by students is 43.32%. The rate of accuracy is 42.85%. The rate of fluency is 43.80%-

Test of Accuracy and Fluency by students of Rangpur Government College, Rangpur									
Test of Accuracy					**Test of Fluency**				
	No. of students	**Points Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**		**students**	**Points Out of 21**	**Total Score out of 121**	**(%)**
Correctness of Language Produced	21	10	45	42.85%	**Length of Communication** *(Little or no Communication)*	21	10	46	43.80%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	10		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	09			**Getting Ideas Across**	21	09		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	08			**Effective Communication** (in Short Turns)	21	09		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	08			**Easy and Effective Communication** (Long Turns)	21	08		
Average Score of Rangpur Government College in Speaking: 43.32%									

Table 69.1: Proficiency Level of Rangpur Government College in Speaking

Government Begum Rokeya College, Rangpur has been found to be a failure in the PTS. The rate of accuracy attained by students is 43.80%. On the other hand, the rate of fluency is 41.90%. The average rate of speaking is found 42.85%.

Test of Accuracy and Fluency by students of Government Begum Rokeya College, Rangpur									
Test of Accuracy					**Test of Fluency**				
	No. of students	**Points Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**		**students**	**Points Out of 21**	**Total Score out of 121**	**(%)**
Correctness of Language Produced	21	10	46	43.80%	**Length of Communication** *(Little or no Communication)*	21	10	44	41.90%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	09		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	09			**Getting Ideas Across**	21	09		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	09			**Effective Communication** (in Short Turns)	21	08		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	08			**Easy and Effective Communication** (Long Turns)	21	08		
Average Score of Government Begum Rokeya College in Speaking: 42.85%									

Table 69.2: Proficiency Level of Government Begum Rokeya College in Speaking

The average rate of speaking attained by the students of Kurigram Government College is 39.99%. The rate of accuracy is 40.95% while the rate of fluency is 39.04%.

Test of Accuracy and Fluency by students of Kurigram Government College, Rangpur									
Test of Accuracy					Test of Fluency				
	No. of students	Points Out of 21	Total Score out of 121	Accuracy Obtained (%)		students	Points Out of 21	Total Score out of 121	(%)
Correctness of Language Produced	21	09	43	40.95%	**Length of Communication** *(Little or no Communication)*	21	09	41	39.04%
Adequacy of Vocabulary	21	10			**Freeness of Hesitation, Shyness and Doubtfulness**	21	08		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	10			**Getting Ideas Across**	21	09		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	08			**Effective Communication** (in Short Turns)	21	08		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	06			**Easy and Effective Communication** (Long Turns)	21	07		
Average Score of Kurigram Government College in Speaking: 39.99%									

Table 69.3: Proficiency Level of Kurigram Government College in Speaking

The average rate in speaking attained by students of Lalmonirhat Government College is 38.09%. The rate of accuracy is 38.09%. The rate of fluency is also 38.09%-

Proficiency Test of the students of Lalmonirhat Government College, Rangpur									
Test of Accuracy					**Test of Fluency**				
	No. of students	**Points Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**		**students**	**Points Out of 21**	**Total Score out of 121**	**(%)**
Correctness of Language Produced	21	09	40	38.09%	**Length of Communication** *(Little or no Communication)*	21	10	40	38.09%
Adequacy of Vocabulary	21	09			**Freeness of Hesitation, Shyness and Doubtfulness**	21	08		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	08			**Getting Ideas Across**	21	06		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	08			**Effective Communication** (in Short Turns)	21	08		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	06			**Easy and Effective Communication** (Long Turns)	21	08		
Average Score of Lalmonirhat Government College in Speaking: 38.09%									

Table 69.4: Proficiency Level of Lalmonirhat Government College in Speaking

Nilphamari Government College fails to reach the MLS in the PTS. The rate of accuracy attained by the students is 40.95%. The rate of fluency is 41.90%. The average rate in speaking is found 41.45%.

Test of Accuracy and Fluency by students of Nilphamari Government College, Nilphamari									
Test of Accuracy					**Test of Fluency**				
	No. of students	**Points Out of 21**	**Total Score out of 121**	**Accuracy Obtained (%)**		**students**	**Points Out of 21**	**Total Score out of 121**	**(%)**
Correctness of Language Produced	21	10	43	40.95%	**Length of Communication** *(Little or no Communication)*	21	10	44	41.90%
Adequacy of Vocabulary	21	09			**Freeness of Hesitation, Shyness and Doubtfulness**	21	09		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	09			**Getting Ideas Across**	21	09		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	08			**Effective Communication** (in Short Turns)	21	08		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	07			**Easy and Effective Communication** (Long Turns)	21	08		
Average Score of Nilphamari Government College in Speaking: 41.45%									

Table 69.5: Proficiency Level of Nilphamari Government College in Speaking

Nilphamari Women's College shows a bad position in speaking. The rate of accuracy attained by the students is 35.23%. The rate of fluency is 37.14%. The average rate in speaking has been found 36.18%.

Test of Accuracy and Fluency by students of Nilphamari Women's College, Nilphamari									
Test of Accuracy					Test of Fluency				
	No. of students	Points Out of 21	Total Score out of 121	Accuracy Obtained (%)		students	Points Out of 21	Total Score out of 121	(%)
Correctness of Language Produced	21	08	37	35.23%	**Length of Communication** *(Little or no Communication)*	21	09	39	37.14%
Adequacy of Vocabulary	21	08			**Freeness of Hesitation, Shyness and Doubtfulness**	21	08		
Range of Vocabulary *(Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent)*	21	08			**Getting Ideas Across**	21	08		
Width of Vocabulary *(Good range of vocabulary, occasional grammar slips, slight foreign accent)*	21	07			**Effective Communication** (in Short Turns)	21	07		
Accent *(Wide vocabulary appropriately used, virtually no grammar mistakes, native like or little foreign accent)*	21	06			**Easy and Effective Communication** (Long Turns)	21	07		
Average Score of Nilphamari Womens' College in Speaking: 36.18%									

Table 69.6: Proficiency Level of Nilphamari Womens' College in Speaking

11.2 Average Result of Speaking in Rangpur Division

The average data of the seven (07) colleges of Rangpur Division in speaking have been collected together from the above tables and the average proficiency level (APL) has been estimated.

The average rate of accuracy of Rangpur Division in speaking is 41.49%. The average rate of fluency of Rangpur Division in speaking is 42.03%. The following table and figures show that in the PTS of the study, the average proficiency level (APL) of Rangpur division in speaking has been found 41.76%.

Name of the Colleges	Rate of Fluency in Speaking	Average Rate of Fluency	Rate of Accuracy in Speaking	Average Rate of Accuracy	APL of the Colleges	APL of Rangpur Division
Government Carmichael College	52.38%	42.03	48.57%	41.49	50.47%	41.76%
Rangpur Government College	43.80%		42.85%		43.32%	
Government Begum Rokeya College	41.90%		43.80%		42.85%	
Kurigram Government College	39.04%		40.95%		39.99%	
Lalmonirhat Government College	38.09%		38.09%		38.09%	
Nilphamari Government College	41.90%		40.95%		40.95%	
Nilphamari Women's College	37.14%		35.23%		36.18%	

Table 70: Rate of Fluency, Rate of Accuracy and Proficiency Level (APL) of Studnts of Rangpur Division in Speaking

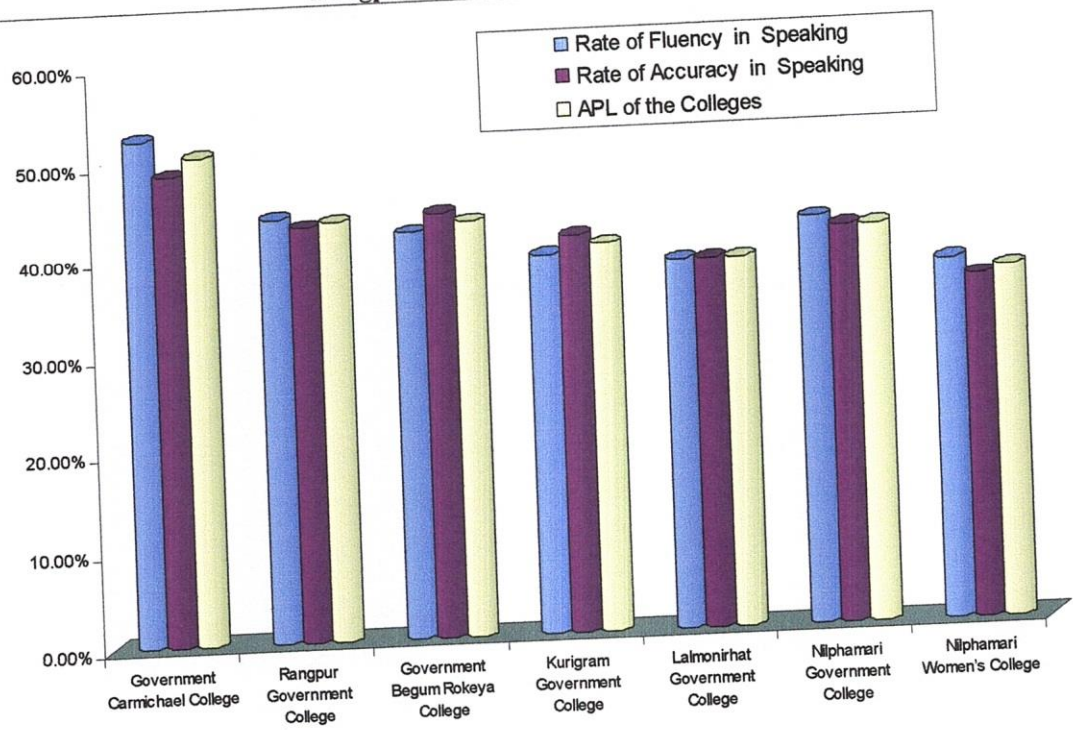


Fig 24: Rate of Fluency, Rate of Accuracy and Proficiency Level (APL) of Studnts of Rangpur Division in Speaking

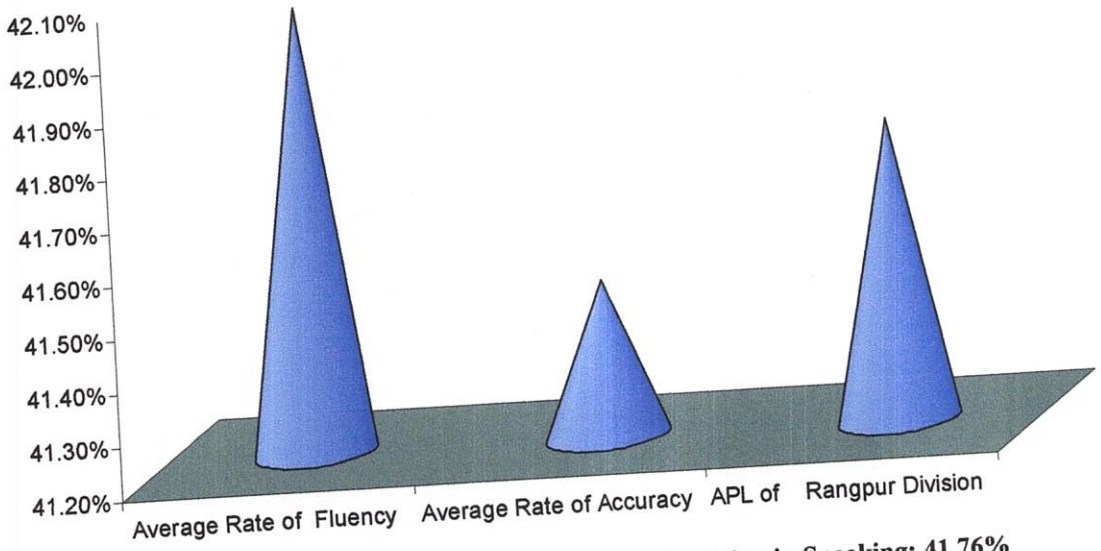


Fig 25: Average Proficiency Level (APL) of Rangpur Division in Speaking: 41.76%

Performances by one (01) college of Rangpur division have reached the minimum level of standard (MLS) in speaking proficiency. Other six (06) colleges remain below the minimum level of proficiency. The data mean that out of seven (07), one (01) college produces students with MLS in speaking proficiency which is 14.28% of the taken colleges. In this sense, 85.72% colleges of Rangpur division fail to produce students with MLS in speaking proficiency. The following figure shows the ratio between successful and unsuccessful colleges:

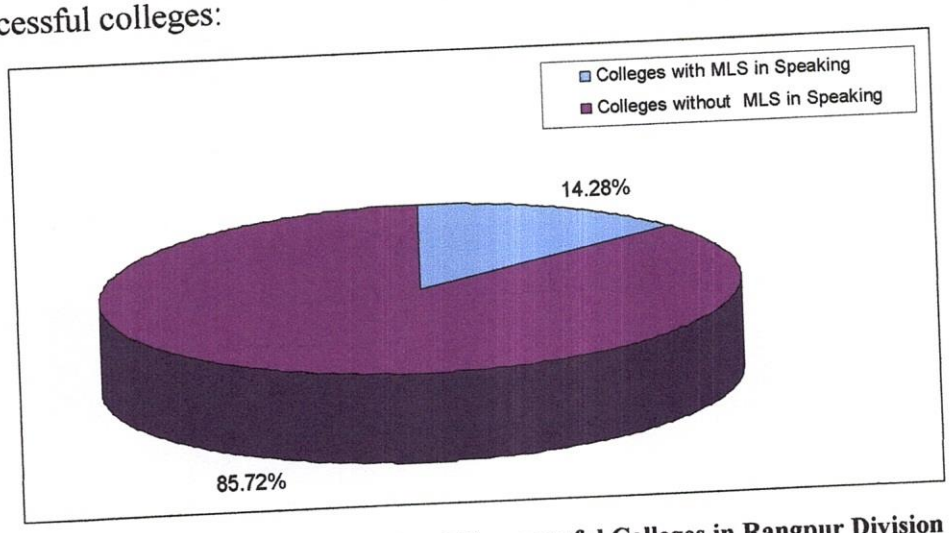


Fig 26: Ratio between Successful and Unsuccessful Colleges in Rangpur Division

11.3 Speaking Proficiency Summary (SPS) of Rangpur Division

→ The average proficiency level (APL) reflecting the average growth rate of practices (AGRP) of Rangpur division is 41.76%.

→ The APL falls 3.24% below the margin of minimum level of standard (MLS).

→ Students of 14.28% colleges have MLS in speaking proficiency.

→ Students of 85.72% colleges fail to achieve MLS in speaking proficiency.

11.4 Position of Average Growth Rate of Practices (AGRP) of Rangpur Division

Position of average growth rate of practices (AGRP) of Rangpur Division is found "Substandard" in the proficiency test of speaking (PTS).

12 Overall Status of Speaking in Bangladesh

12.1 The Overall Growth Rate of the Practices (OGRP) of Speaking

The results of all three divisions-Dhaka, Rajshahi and Rangpur show the overall proficiency level (OPL) indicating the overall growth rate of the practices (OGRP) of speaking in Bangladesh at a glance:

The average proficiency level (APL) indicating the average growth rate of the practices (AGRP) of speaking of Dhaka Division is 45.15%. The APL indicating AGRP of speaking of Rajshahi Division is 45.84%. The APL indicating AGRP of speaking of Rangpur Division is 41.76%.

The overall proficiency level (OPL) indicating the overall growth rate of the practices (OGRP) of speaking in the country of Bangladesh is 44.25%.

So, as per the standard maintained in the study, position of the average growth rate of the practices (AGRP) of speaking of Dhaka division has been found "standard". The AGRP of Rajshahi division has also been found "standard". The AGRP of Rangpur division has been found "substandard".

The overall growth rate of the practices (OGRP) of speaking in the country of Bangladesh is 44.25%. The status of the OGRP of speaking in Bangladesh has been found "Substandard".

Divisions	Position of AGRPs	(OGRP)
Dhaka	Standard	44.25%
Rajshahi	Standard	
Rangpur	Subsdard	

Table 71: The Status of Speaking in Bangladesh

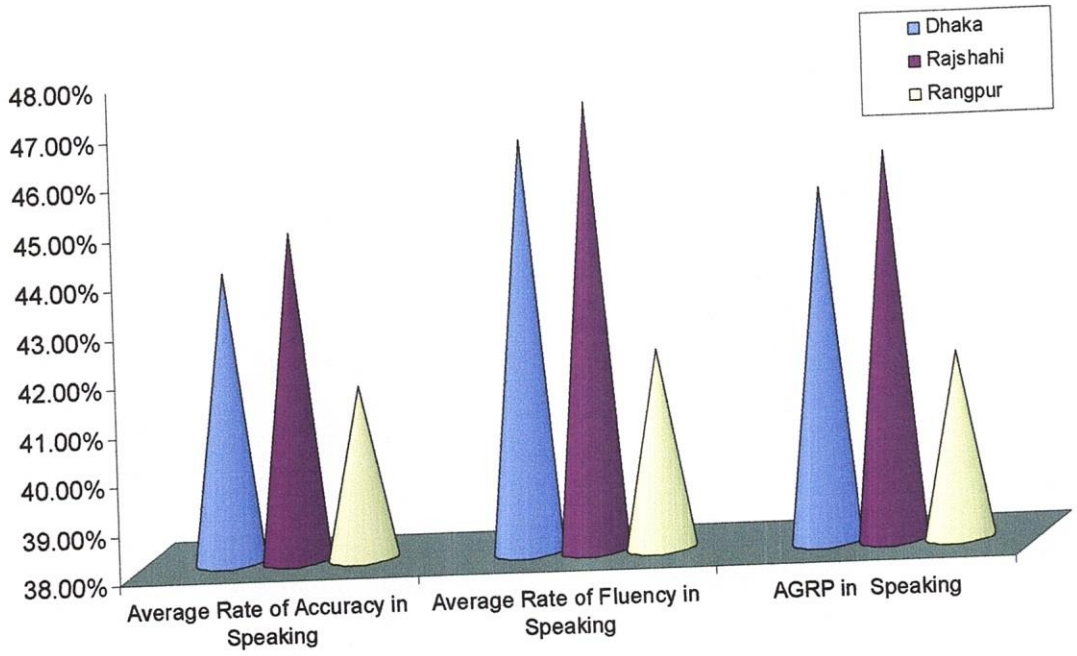


Fig 27: Average Rate of Accuracy and Fluency and Growth Rate of Speaking in Bangladesh

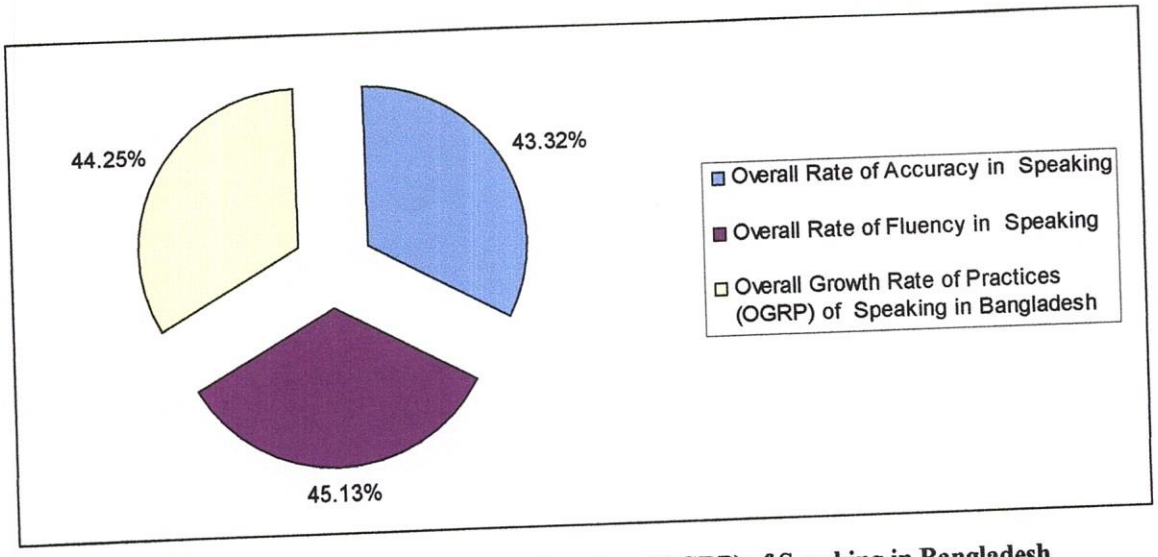


Fig 28: The Overall Growth Rate of the Practices (OGRP) of Speaking in Bangladesh

Since 45% is the minimum level of standard (MLS), the present status of speaking in Bangladesh (44.25%) is very close to the standard point. But, as per the result of the study, the practices of speaking have not yet reached the minimum level of standard in the country; particularly in perspective of teaching and learning of the National University Compulsory English Course (NUCEC). But it is hopeful to see that without any support from National University (NU), teachers and classrooms, the students have proceeded with speaking of their own accord. This indicates that students of Bangladesh have the potentiality which can be flourished with minimum support of the government, university, classrooms and teachers.

13 The Overall Rate of Proficient Students (ORPS) in Speaking

45% is the MLS in the proficiency test of speaking (PTS) like other proficiency tests. From each of the divisions, 147 students have participated in the PTS. So, the aggregate number of students from all three (03) divisions is 441. The study finds that 41 students have qualified in the PTS out of 147 students from the division of Dhaka. So, the qualifying rate (QR) of Dhaka division in speaking is 33.88%. 34 students from Rajshahi division implying 28.09% and 28 students from Rangpur division implying 23.14% have qualified in the PTS. Thus, the overall qualifying rate of students (OQRS) of the entire country in speaking is found 28.37% in the PTS. The OQRS reflects the overall rate of proficient students (ORPS) in speaking who have qualified in the PTS with the minimum level of standard (MLS)-

Divisions	Division-wise QR in Speaking (%)	Division-wise Position of QR	Overall Rate of Proficient Students (ORPS) of Speaking in the Country (%)	Overall Position of ORPS in Speaking in Bangladesh
Dhaka	33.88%	Poor	28.37%	Poor
Rajshahi	28.09%	Poor		
Rangpur	23.14%	Poor		

Table 72: Overall Rate of Proficient Students (ORPS) of Speaking in Bangladesh

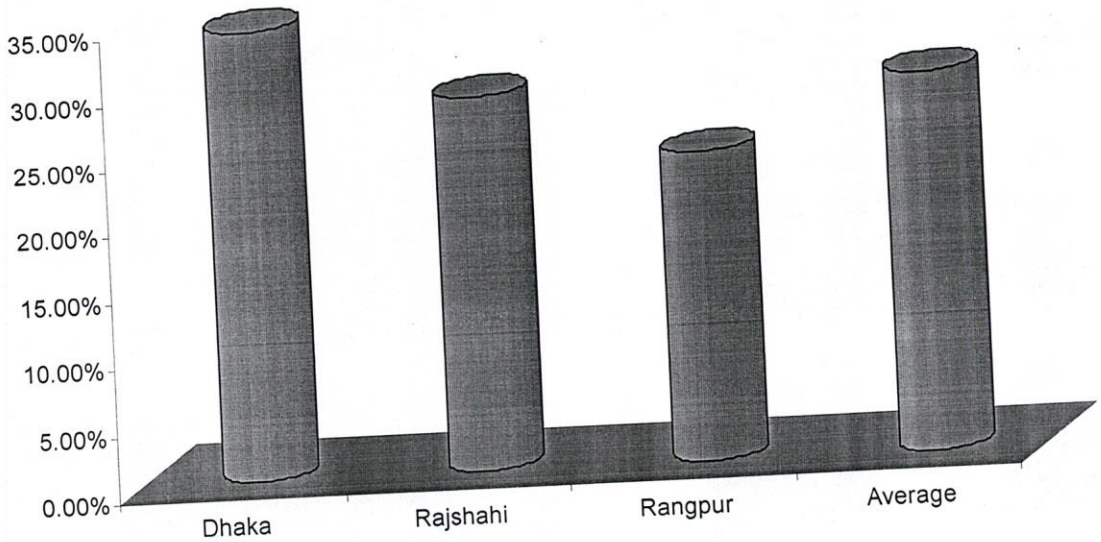
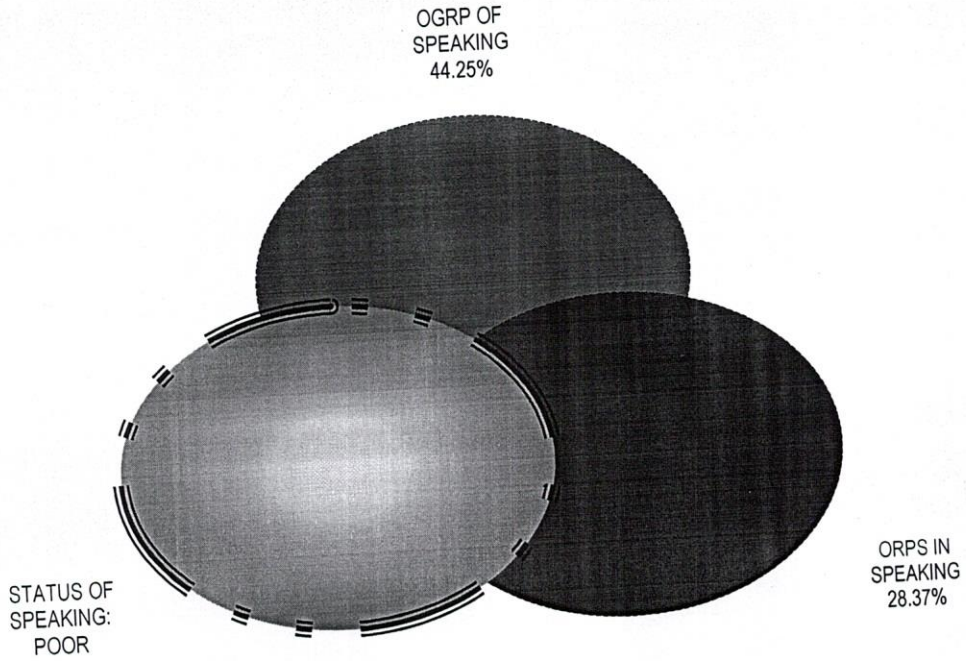


Fig 29: Overall Picture of Speaking Proficient Students in Bangladesh

The above data reveal that all through the country 28.37% students have the ability to practise speaking with minimum level of standard (MLS). On the other hand, 71.63% students of Bangladesh do not have the minimum level of proficiency to practise speaking English. So, the overall rate of proficient students (ORPS) in speaking in Bangladesh is 28.37%.

14 Summary of the Practices of Speaking (SPS) in Bangladesh

- The Overall Growth Rate of Practices (OGRP) of Speaking in Bangladesh: 44.25%
- The flow of the practice rate: 0.75% below the minimum level of standard (MLS).
- The Status of Speaking Practices in Bangladesh: Substandard
- Overall Rate of proficient students (ORPS) in Speaking in Bangladesh: 28.37%
- The Status of ORPS in Speaking in Bangladesh: Frustrating
- Students without minimum proficiency in Speaking: 71.63%
- Colleges producing students with MLS in Speaking: 14. 28%
- Colleges not producing students with MLS in Speaking: 85.72%



Status of the Practices of Speaking in Bangladesh

15 Reasons behind Failure in Speaking

There are some specific reasons behind the failure of students in speaking. They are:

a. The syllabus of NUCEC has weaknesses in the grading of its contents. Emphasis is not put on the section *"Speaking Skill"* as it has been given to the other sections.

b. *"Speaking"* section has been considered a sub-part of the "Writing" and "Reading" sections. The syllabus of NUCEC has cited- *"Speaking should be integrated with writing and reading in classroom activities"*.

c. The syllabus of NUCEC is irrationally ambitious. For speaking, it includes: *The English sound system; pronunciation skills, the IPA system; problem sounds, vowels, consonants and diphthongs, lexical and syntactic stress.* It attempts to do big work but fails to ensure or even encourage practices of speaking at classroom.

d. The syllabus has not distributed any mark for listening.

d. The syllabus does not include realistic activities like *'Controlled oral practices' through using pictures, acting out dialogues, asking and answering questions* or the like.

e. There are more than 50% teachers who never speak English in the classroom.

f. 95% teachers do not teach students speaking at all.

g. Most teachers are not interested to teach speaking.

h. Formally, no class of speaking is held at the colleges.

16 Conclusion

The chapter discusses speaking as a language skill, its related theories, techniques and methods of teaching speaking and so on. The chapter focuses on the practices of speaking in Bangladesh in relation to the study of the National University Compulsory English Course (NUCEC). It presents the investigation reports and findings of: (a) the questionnaire surveys on teachers, students and principals, (b) reports of classroom observations and (c) reports of Proficiency Test of speaking (PTS). The chapter offers the detail of the processes of PTS. The chapter informs that only 7.14% teachers speak English in the classroom and there is no congenial atmosphere at all for speaking, classroom situations do not have a good air for practices of speaking and practices of speaking remain rare in most classes of NUCEC in the country. There are reasons as to why speaking is not practised: 90.47 % teachers in the country do not involve students in speaking methodically. They, almost, never speak English in the classroom. 95% teachers do not think of teaching students speaking through role-play and those teachers who attempt to speak with students fail to ensure sufficient talk of learners. Again, the course NUCEC, having distributed no mark for the section "Speaking", cannot create interest among students for practising the speaking skill.

The Overall Growth Rate of Practices (OGRP) of Speaking in Bangladesh is 44.25%. The Overall Rate of Proficient Students (ORPS) in Speaking in

Bangladesh is 28.37%. The study has found that the status of the practices of speaking English in Bangladesh is "Substandard" and the status of the proficient students in speaking in the country is "Frustrating". The chapter depicts the teaching and learning processes of speaking in classroom, performances of the NUCEC and reasons of its failure to create English speaking generations and so on.

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Chapter 8

Teaching and Learning Situations of Reading at Classroom Level

1 Prelude

Man reads by using his eye sight to observe words, phrases or sentences in written form. People also utter the words or sentences they read. But only seeing the text and only being able to utter or mutter the words of the text is not reading. Reading with comprehension and fluency is a skill which must be taught in progressive stages and practised regularly with carefully graded material (Rivers, Op. cit, 215). The research has conducted an investigation upon the students of National University Compulsory English Course (NUCEC) and has observed their overall proficiency level (OPL) of reading. The study has investigated this through measuring students' rate of clear and smooth understanding of the meaning of text in reality. The chapter has also investigated library facilities of the colleges under NU and the state of enhancing the reading skill of students. The chapter has also tended to learn if the NUCEC designs any effective programme to launch the entire process of the practices of reading or not.

The chapter has involved survey, classroom observations, interview and document analysis as methods for collecting data. The study launches classroom observation to see the state of real practices of reading at classroom level. After surveying teachers, students, principals of the colleges and interviewing some students and teachers, the study conducts a Proficiency Test of Reading (PTR) to measure the real status of the practices of reading in Bangladesh.

2 Reading

Reading is the third of the four basic language skills. Only enunciating the sounds, symbolized with written marks, is one aspect of reading but it is not the

final goal. If a learner, either native or a foreigner, can read the words of a text but cannot understand the meaning of it, then, in his activity, reading has not completely taken place. To reach the final goal, one must be taught to derive meaning from the word combinations in the text. Fries (1963: 121), therefore, remarks that in reading, the student develops a considerable range of habitual responses to a specific set of patterns of graphic shapes.

In regard to reading, Scherer (1966) says, "What is needed is a carefully designed programme of developmental stages, at each of which students are trained in certain aspects of reading so that he gradually acquires sufficient skill to be able to continue on his own." For supplementary reading, a library should have a plentiful supply of readable foreign-language magazines which should be easily accessible to students (Rivers, 1968: 222).

2.1 Purposes of Reading

Reading is purposeful. McDonough and Christopher Shaw (2003:90) refer to Williams (1984) who usefully classifies the purposes of reading into (a) getting general information from text, (b) getting specific information from a text, and (c) for pleasure or for interest.

Rivers and Temperely (1978:187) enlist some of the reasons for one to read. They are:

- to obtain information for some purposes or for curiosity about some topics
- to obtain instructions on how to perform some tasks for works or daily life
- to keep in touch with friends by correspondence or to understand business letters
- to know when or where something will take place or what is available
- to know what is happening or has happened (as reported in newspaper, reports)
- for pleasure, enjoyment or excitement.

However, the essential purpose of all reading is generally to get new information and/ or pleasure.

and how they (students) can trace the meaning of the entire organization of the structure.

Beaumont (1983) has developed a scheme for achieving goals and objectives in a reading lesson which may be highly useful for the teachers of NUCEC to work out the other set items of reading in the syllabus of the NUCEC like- *'Recognizing main ideas and supporting ideas'*, *'Answering Comprehension Questions'* and *'Writing Summaries'*. The scheme of Beaumont (1983) is as follows-

1. *Text Structure-* how is it linked together? How can one work out unfamiliar words?
2. *Text Purpose-* what is the text for? Who is it written for? What is it written for? What does it do? How does it fulfill its purpose?
3. *Reading for Information-* what are the topic and the main idea? What are the supporting ideas? How can one distinguish between the main and the supporting ideas?
4. *Interpretation-* what are the opinions of the writer? How can one tell what the writer feels?

Beaumont's Scheme (1983) for Achieving Goals and Objectives in Reading (McDonough & Shaw, 2004:100)

For the sub-section of reading in the NUCEC-*'Recognizing main ideas and supporting ideas'*, teachers can focus on the 3rd point of Beaumont's Scheme. If the teachers learn Beaumont's point *Reading for information* clearly, they can utilize it to teach students *'Answering Comprehension Questions.'* And Beaumont's *Interpretation* is sensitive to teaching another sub-section of reading in the NUCEC which is-*'Writing Summaries'*.

5 Reports of Survey, Interview and Classroom Observations on Reading

For every day intensive and extensive reading, colleges should have a learning-sensitive library which is likely to stock books like comics, thrillers, poems, rhymes, short stories, classics, general knowledge, puzzles, quizzes and so on.

Libraries should also store a good number of magazines for the foreign language students. So collges, dealing with foreign language students should pragmatically implement thoughts of library science while furnishing the library with books, journals, magazines and so on. Through inspections of the college libraries, the study has found that five (05) of the twenty one (21) colleges have language learning sensitive libraries. However, the study finds that 23.77% libraries of the colleges are up to the mark in sense of facilities and resources. On the other hand, 76.23% libraries of the colleges are not up to the mark in that sense. The following figure shows the data-

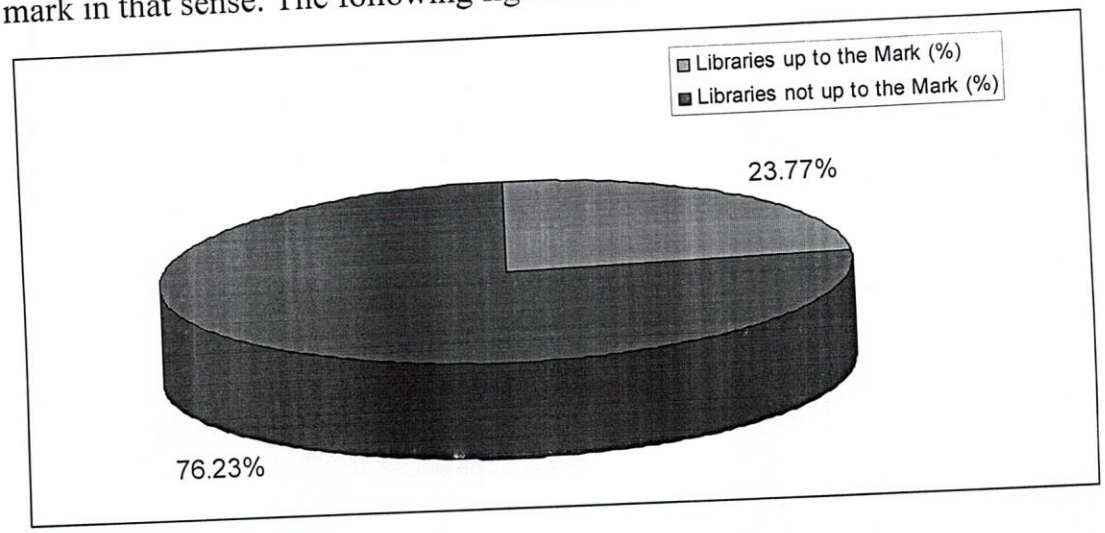

Fig 30: Position of Libraries in the Colleges of Bangladesh

For a long term reading, one has to skim, think ahead by predicting and use background knowledge. During classroom observation, no teacher has been found to teach students techniques of reading through skimming, thinking ahead by predicting and using background knowledge-

Teaching of Reading through Skimming, Predicting and Background Knowledge	**(%)**	**No Teaching of Reading through Skimming, Predicting and Background Knowledge**	**(%)**	**Total No. of teachers/Classrooms (N=100%)**
00	0%	42	100%	42

Table 74: Teaching of Reading through Skimming, Predicting Thinking ahead & Background Knowledge

The 'Bottom-up' and 'Top-down' strategies are popularly used as methods of teaching reading. In the survey of the study, three (03) of the teachers have been reported to follow 'Bottom-up' and 'Top-down' strategies while teaching reading. Thus, the following figure shows that 92.85% teachers do not teach through 'Bottom-up' and 'Top-down' processes.

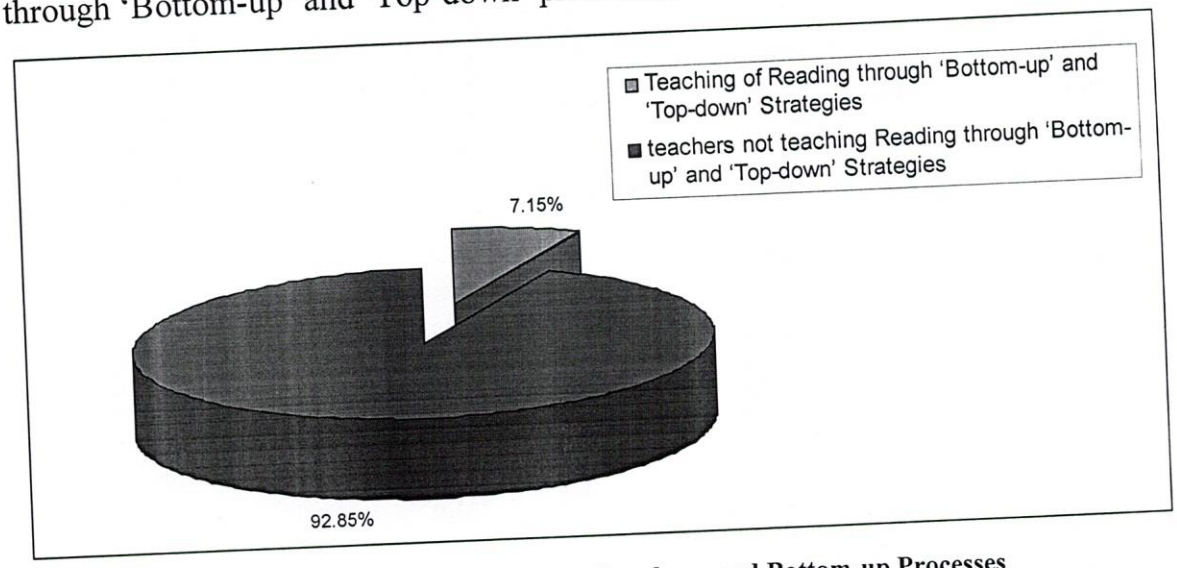

Fig 31: Teaching of Reading through Top-down and Bottom-up Processes

As reading is not a skill of limited range, only the classroom practices of reading by teaching of teachers may not be sufficient. So, teachers need to involve students in reading through intensive classroom-based work and extensive out-of-class practices as well. The following table demonstrates that 9.52% teachers involve students in reading through extensive out-of-class practices. On the other hand, 90.47% teachers ignore doing that.

No. of teachers involving students in reading through extensive out-of-class practices	(%)	No. of teachers not involving students in reading through extensive out-of-class practices	(%)	Total No. of teachers (N=100%)
04	9.52%	38	90.47%	42

Table 75: Teaching of Reading through Out of Classroom Extensive Work

Generally, students should be taught vocabulary as part of teaching reading. The following table informs that nearly 14% teachers of the colleges in Bangladesh teach vocabulary as part of teaching reading and other 86% do not teach vocabulary-

No. of teachers teaching vocabulary as part of teaching reading	(%)	No. of teachers not teaching vocabulary as part of teaching reading	(%)	Total No. of teachers (N=100%)
06	14.26%	36	85.71%	42

Table 76: Teaching Vocabulary

To obtain feed back of reading from students, teachers need to test students through: Open Ended Questions, True/False Questions, Multiple Choice Questions, Yes/ No Questions and so on. The study finds that 54.76% teachers are used to testing students through applying all of the question types and 45.23% teachers usually do not hold tests of reading of students and get no feed back.

Teachers getting Feed Back from students through Open Ended, True/False, Multiple Choice & Yes/ No Questions	(%)	Teachers not getting Feed Back from students through Open Ended, True/False, Multiple Choice & Yes/ No Questions	(%)	Total No. of teachers (N=100%)
23	54.76%	19	45.23%	42

Table 77: Procedure of Teaching Reading

As per the instruction of the syllabus, teachers of NUCEC should involve students in reading passages that might come across in their everyday life, such as news papers, magazines, general books, simple stories and so on to make students familiar with different uses of language. The following table informs that only two (02) teachers of the forty two (42) claim to have involved students in reading news papers, magazines, and general books, simple stories and so on.

No. of teachers involving students in reading news papers, magazines, and general books, simple stories and so on.	(%)	No. of teachers not involving students in reading news papers, magazines, and general books, simple stories and so on.	(%)	Total No. of teachers N=100%
02	4.76%	40	95.23%	42

Table 78: Teaching of Reading through Reading News Papers, Magazines, General Books, Simple Stories

The researcher has asked the students whether they have benefited or not by studying the Section-*Reading and Understanding* of the NUCEC. 22% students reply that they have really benefited. On the other hand 78% students do not think that they have benefited.

No. of students feeling benefited with the Section-*Reading and Understanding* of the NUCEC	**(%)**	**No. of students not feeling benefited with the Section-*Reading and Understanding* of the NUCEC**	**(%)**	**Total No. of students (N=100%)**
97	22%	344	78%	441

Table 79: Students' Opinions of their Benefits from the Reading Section of NUCEC

The classroom observation focuses on the activities of the teaching and learning processes of reading. The activities of reading classes by teachers should generally include: the processes of making students habituated to *Predicting Contexts,* making students habituated to *Guessing Words,* emphasizing to find '*Words from Dictionary*', '*Skimming*' as a strategy for reading, using *'Background Knowledge'* as a strategy for reading, emphasizing '*Regular and Irregular Verbs and Nouns*' while teaching vocabulary, emphasizing *Multiword verbs, idioms, prepositions, modal verbs, collocations* and so on.

The study closely observes the reading classes of the NUCEC in different colleges of the divisions of Dhaka, Rajshahi and Rangpur. The researcher has visited twenty one (21) classes of twenty one (21) colleges of those three (03) divisions. The classroom observation of the study relates activities of reading classes of the NUCEC in the colleges of the three divisions mentioned above. The observation finds whether the processes like- *Obtaining Feedback of Reading* from students with *True/False and Multiple Choice Questions*, *Open Ended Questions* and so on were used or not by teachers.

The following table shows that 90.47% teachers do not make students habituated to *Guessing Words, Predicting Contexts* and do not use *'Background Knowledge'* as a strategy for reading. The table also demonstrates that 80.95% teachers do not emphasize finding '*Words from Dictionary*', using

'Regular and Irregular Verbs, nouns, multiword verbs, idioms, prepositions, modal verbs, collocations' while teaching vocabulary. On the other hand, 85.71% teachers do not choose *'Skimming'* as a strategy for reading. The data imply that in an average, the rate of applications of teaching techniques and methods of reading (TTMR) is 29.62% and 70.38% of the TTMR are not applied by teachers in the colleges of Bangladesh-

Teaching Techniques & Methods of Reading (TTMR) Applied by teachers in the Colleges of Bangladsh	**No. of Colleges applying TTMR**	**TTMR Applied (%)**	**TTMR not Applied (%)**	**Average Application of TTMR (%)**
Teachers making students habituated to Predicting Contexts	*02*	*9.52%*	*90.47%*	*29.62%*
Teachers making students habituated to Guessing Words	*02*	*9.52%*	*90.47%*	
teachers emphasizing finding 'Words from Dictionary' while teaching vocabulary	*04*	*19.04%*	*80.95%*	
Teachers using 'Skimming' as a Reading Strategy	*03*	*14.28%*	*85.71%*	
Teachers using 'Background Knowledge' as a Reading Strategy	*02*	*9.52%*	*90.47%*	
Teachers emphasizing 'Regular and Irregular Verbs and Nouns' while teaching vocabulary	*04*	*19.04%*	*80.95%*	
Teachers emphasizing Multiword verbs, idioms, prepositions, modal verbs, collocations	*04*	*19.04%*	*80.95%*	
Teachers obtaining Reading Feedback from students with True/False and Multiple Choice Questions	*18*	*85.71%*	*14.28%*	
Teachers obtaining Reading Feedback from students with Open Ended Questions	*17*	*80.95%*	*19.04%*	
Total No. of Colleges (N=100%): 21				

Table 80: TTMR Applied by Teachers in the Colleges of Bangladesh

6 Proficiency Test of Reading (PTR)

The research, as per the methodology, arranges proficiency test of reading (PTR) of the students to empirically measure the level of reading proficiency of

the students. Students have been tested on Reading text, Predicting Contexts, Guessing Meanings of Words through answering *Filling in the Blanks* in the light of the given text, *Open Ended* or *Multiple Choice Questions*, *Giving a Title to the Story* of the text, *Writing Summary* of the given text and so on. Students may get maximum 2.5 points on each of these items, having ten points (Pts) in total (2.5+2.5+2.5+2.5=10 Pts).

To test students' capability of predicting and guessing the missing ideas, the Proficiency Test Paper (PTP) has the 1st item- *Filling in the Blanks* in the light of a given text with each of its blanks having 0.5 point. Five (05) blanks of the item contain 2.5 Pts in total.

In the study, the PTP of Reading has its 2nd item *Multiple Choice Questions* to test smooth flow of understanding of the students when they read the text given for test. This item also carries 2.5 Pts in total.

The 3rd item *Giving a Title to the Story* of the text has been included in the PTP to test students' capability of understanding the essence of the story when they read it. The 3rd item carries 2.5 points (Pts) in total.

Writing Summary is the 4th item of the PTP to test students' capability of recognizing main idea and differentiating it from the supporting ideas. This item also carries 2.5 Pts in total.

Similarly, like that of the Proficiency Test of Listening (PTL) and Proficiency Test of Speaking (PTS), in the Proficiency Test of Reading (PTR) also, twenty one (21) colleges have been chosen from the three (03) divisions of the country (Dhaka, Rajshahi and Rangpur). Seven (07) colleges have been taken from each of the divisions, totaling twenty one (21) colleges. Twenty one (21) students have been taken from each of these colleges and their fluency of reading is tested on 4 criteria (each having 2.5 Pts). So, 21 students of each of the colleges are tested on aggregate 210 points (10 x 21= 210 Pts). The average score of students of all colleges in the Proficiency Test of Reading (PTR)

reveals the overall proficiency level (OPL) of the students in reading. The processes of the PTR which have been arranged in three divisions of the country are described below division-wise.

6.1 Dhaka Division in Proficiency Test of Reading (PTR)

Seven (07) colleges are taken from Dhaka division in the research:

Dhaka College, Dhaka
Eden College, Dhaka
State College, Mohammadpur , Dhaka
Central College, Mohammadpur, Dhaka
Tejgaon College, Farm Gate, Dhaka
Mirpur University College, Mirpur, Dhaka and
New Model University College, Dhanmondi, Dhaka

The following table shows that in the PTR of the study, students of Dhaka College have obtained 72% Pts in the reading criteria- *Filling in the Blanks,* 59.04% Pts in- *Multiple Choice Questions,* 53% Pts in- *Giving a Title to the Story* and 49.5% Pts in- *Writing Summary.* In average, their total score (123 Pts out of 210 Pts) shows a good picture that average proficiency level (APL) of the students of Dhaka College is 58.57% in reading:

Dhaka College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	38	72.38%	123	58.57%
Multiple Choice Questions	21	31	59.04%		
Giving a Title to the Story	21	28	53.33%		
Writing Summary	21	26	49.52%		

Table 81: APL of Dhaka College in Reading: 58.57%

Students of Eden College have obtained 68.57% Pts in- *Filling in the Blanks,* 60.95% Pts in- *Multiple Choice Questions,* 51.47% Pts in- *Giving a Title to the*

Story and 45.71% Pts in- *Writing Summary.* The following table illustrates that the APL of the students of Eden College is 56.66% in the PTR:

Eden College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x21)**	**(%)**	**Score out of 210 (4 x52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	36	68.57%	119	56.66%
Multiple Choice Questions	21	32	60.95%		
Giving a Title to the Story	21	27	51.47%		
Writing Summary	21	24	45.71%		

Table 81.1: APL of Eden College in Reading: 56.66%

Students of State College have obtained 55.23% Pts in *Filling in the Blanks,* 57.14% Pts in *Multiple Choice Questions,* 45.71% Pts in *Giving a Title to the Story, and* 36.19% Pts in *Writing Summary.* The APL of the students of State College in reading is 46.66% in the PTR:

State College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	29	55.23%	104	46.66%
Multiple Choice Questions	21	30	57.14%		
Giving a Title to the Story	21	20	38.09%		
Writing Summary	21	19	36.19%		

Table 81.2: APL of State College in Reading: 46.66%

Students of Mohammadpur Central College have obtained 57.14% Pts in *Filling in the Blanks,* 53.33% Pts in *Multiple Choice Questions,* 38.09% Pts in *Giving a Title to the Story, and* 34.28% Pts in *Writing Summary.* The APL of the students in reading is 45.71%:

Mohammadpur Central College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	30	57.14%	96	45.71%
Multiple Choice Questions	21	28	53.33%		
Giving a Title to the Story	21	20	38.09%		
Writing Summary	21	18	34.28%		

Table 81.3: APL of Mohammadpur Central College in Reading: 45.71%

Students of Tejgaon College have obtained 53.33% Pts in *Filling in the Blanks,* 45.71% Pts in *Multiple Choice Questions,* 28.57% Pts in *Giving a Title to the Story,* and 19.04% Pts in *Writing Summary.* Their APL in reading is 36.66%:

Tejgaon College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	28	53.33%	77	36.66%
Multiple Choice Questions	21	24	45.71%		
Giving a Title to the Story	21	15	28.57%		
Writing Summary	21	10	19.04%		

Table 81.4: APL of Tejgaon College in Reading: 36.66%

Students of Mirpur University College have obtained 55.23% Pts in *Filling in the Blanks*, 47.61% Pts in *Multiple Choice Questions*, 24.76% Pts in *Giving a Title to the Story,* and 22.85% Pts in *Writing Summary.* Their APL in reading is 37.61% in the PTR.

Mirpur University College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	29	55.23%	79	37.61%
Multiple Choice Questions	21	25	47.61%		
Giving a Title to the Story	21	13	24.76%		
Writing Summary	21	12	22.85%		

Table 81.5: APL of Mirpur University College in Reading: 37.61%

Students of New Model University College have obtained 62.85% Pts in *Filling in the Blanks*, 57.14% Pts in *Multiple Choice Questions*, 30.47% Pts in *Giving a Title to the Story,* and 30.47% Pts in *Writing Summary.* Their APL in reading is 45.23% in the PTR.

New Model University College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	33	62.85%	95	45.23%
Multiple Choice Questions	21	30	57.14%		
Giving a Title to the Story	21	16	30.47%		
Writing Summary	21	16	30.47%		

Table 81.6: APL of New Model University College in Reading: 45.23%

6.2 Average Proficiency Level (APL) of Dhaka Division in Reading

In the PTR, the average proficiency level (APL) indicating the average growth rate of the practices (AGRP) of reading in all colleges of Dhaka division is 46.72% (99 Pts) of the total 210 Pts. The data also mean that 46.72% practice of reading by the students of Dhaka division is held with minimum level of standard (MLS):

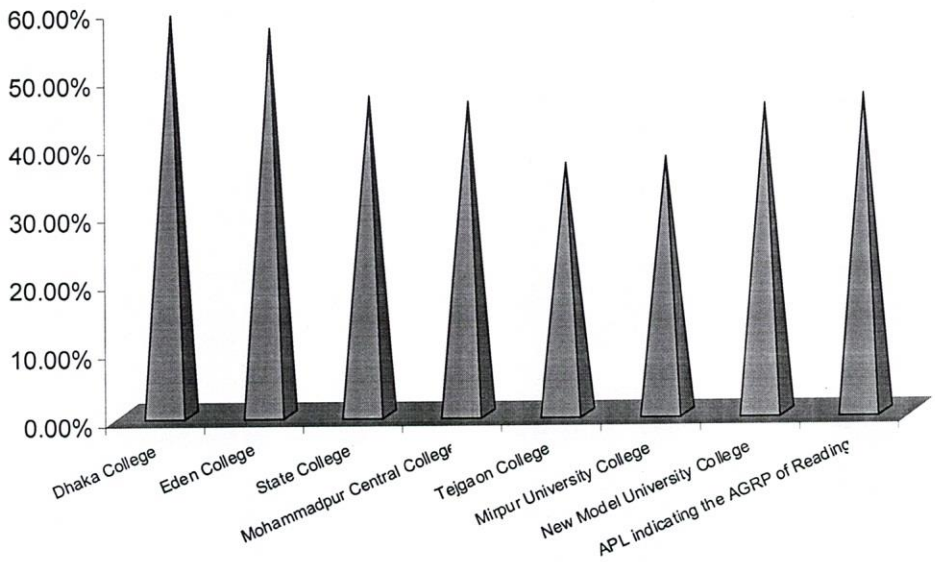

Fig 32: Average Growth Rate of Practices (AGRP) of Reading in Dhaka Division: 46.72%

Performances of five (05) colleges of Dhaka division reach the minimum level of standard (MLS) in regard to reading proficiency. Other two (02) colleges remain below the MLS. These mean that out of seven (07), five (05) colleges have students with MLS in reading practices which is 71.41% of the taken colleges of the division. In this sense, 28.57% colleges of Dhaka division fail to produce students with MLS in reading practices. The following figure shows the ratio between successful and unsuccessful colleges-

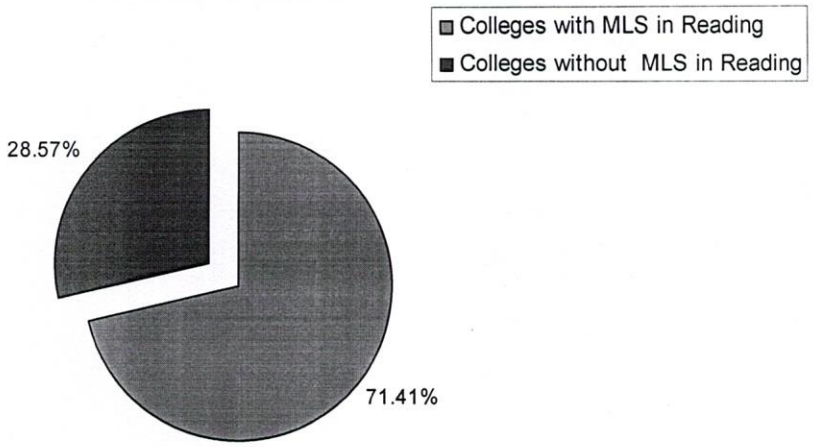

Fig 33: Ratio between Successful and Unsuccessful Colleges in Dhaka Division

6.3 Reading Proficiency Summary (RPS) of Dhaka Division

→ The average proficiency level (APL) indicating the average growth rate of the practices (AGRP) of reading in Dhaka division is 46.72%.

→ The AGRP of reading is flowing 1.72% above the margin of the minimum level of standard (MLS).

→ Colleges producing students with MLS in reading proficiency: 71.41%.

→ Colleges not producing students with MLS in reading proficiency: 28.57%

6.3.1 Position of Average Growth Rate of Practices (AGRP) of Reading in Dhaka Division

Position of average growth rate of practices (AGRP) of reading in Dhaka Division has been found "Standard" in the PTR.

7 Rajshahi Division in the Proficiency Test of Reading (PTR)

The study includes seven (07) colleges from Rajshahi division. They are:

Rajshahi Government College, Rajshahi
Rajshahi New Degree College, Rajshahi
Rajshahi City College, Rajshahi
Natore Mahila (Womens') College, Natore
Natore Government College, Natore
Shah Sultan College, Bogra &
Aziuzul Haque College, Bogra

Students of all selected colleges have to sit for the PTR. Students of Rajshahi Government College have obtained 62.85% points (Pts) in *Filling in the Blanks*, 62.85% Pts in *Multiple Choice Questions*, 36.19% Pts in *Giving a Title to the Story, and* 38.09% Pts in *Writing Summary.* Their average proficiency level (APL) in reading is 50% in the PTR.

Rajshahi Government College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	33	62.85%	105	50%
Multiple Choice Questions	21	33	62.85%		
Giving a Title to the Story	21	19	36.19%		
Writing Summary	21	20	38.09%		

Table 82: APL of Rajshahi Government College in Reading: 50%

The following table shows that the APL of the students of Rajshahi New Degree College in reading is 40%. The table reveals that students have obtained 57.14% Pts in *Filling in the Blanks*, 45.17% Pts in *Multiple Choice Questions*, 32.38% Pts in *Giving a Title to the Story,* and 24.76% Pts in *Writing Summary-*

Rajshahi New Degree College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 2.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	30	57.14%	84	40%
Multiple Choice Questions	21	24	45.17%		
Giving a Title to the Story	21	17	32.38%		
Writing Summary	21	13	24.76%		

Table 82.1: APL of Rajshahi New Degree College in Reading: 40%

The following table illustrates that the students of Rajshahi City College have achieved 39.52% APL in reading. The following table exposes that students have obtained 53.33% Pts in *Filling in the Blanks*, 49.52% Pts in *Multiple*

Choice Questions, 28.57% Pts in *Giving a Title to the Story and* 26.66% Pts in *Writing Summary-*

Rajshahi City College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	28	53.33%	83	39.52%
Multiple Choice Questions	21	26	49.52%		
Giving a Title to the Story	21	15	28.57%		
Writing Summary	21	14	26.66%		

Table 82.2: APL of Rajshahi City College in Reading: 39.52%

The following table exposes that students of Natore Women College have obtained 49.52% Pts in *Filling in the Blanks*, 51.42% Pts in *Multiple Choice Questions*, 26.66% Pts in *Giving a Title to the Story,* and 22.85% Pts in *Writing Summary.* The APL of the College in reading is 37.67%.

Natore Mahila (Women's) College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x21)**	**(%)**	**Score out of 210 (4 x52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	26	49.52%	79	37.67%
Multiple Choice Questions	21	27	51.42%		
Giving a Title to the Story	21	14	26.66%		
Writing Summary	21	12	22.85%		

Table 82.3: APL of Natore Mahila (Women's) College in Reading: 37.67%

The following table exposes that students of Natore Government College have obtained 49.52% Pts in *Filling in the Blanks*, 49.52% Pts in *Multiple Choice Questions*, 22.85% Pts in *Giving a Title to the Story* and 22.85% Pts in *Writing Summary.* The APL of the College in reading is 36.19%.

Natore Government College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	26	49.52%	76	36.19%
Multiple Choice Questions	21	26	49.52%		
Giving a Title to the Story	21	12	22.85%		
Writing Summary	21	12	22.85%		

Table 82.4: APL of Natore Government College in Reading: 36.19%

Students of Shah Sultan College obtain 51.42% Pts in *Filling in the Blanks*, 49.52% Pts in *Multiple Choice Questions*, 22.85% Pts in *Giving a Title to the Story* and 24.76% Pts in *Writing Summary.* Their APL in reading is 37.14%.

Shah Sultan College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x21)**	**(%)**	**Score out of 210 (4 x52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	27	51.42%	78	37.14%
Multiple Choice Questions	21	26	49.52%		
Giving a Title to the Story	21	12	22.85%		
Writing Summary	21	13	24.76%		

Table 82.5: APL of Shah Sultan College in Reading: 37.14%

Students of Bogra Aziuzul Haque College have obtained 57.14% Pts in *Filling in the Blanks*, 49.52% Pts in *Multiple Choice Questions*, 24.76% Pts in *Giving a Title to the Story* and 24.76% Pts in *Writing Summary.* Their APL in reading is 49.52%.

Bogra Aziuzul Haque College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x21)**	**(%)**	**Score out of 210 (4 x52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	30	57.14%	104	49.52%
Multiple Choice Questions	21	26	49.52%		
Giving a Title to the Story	21	13	24.76%		
Writing Summary	21	13	24.76%		

Table 82.6: APL of Bogra Aziuzul Haque College in Reading: 49.52%

7.1 Average Results of Rajshahi Division in Reading

In the PTR, the APL indicating the average growth rate of the practices (AGRP) of reading in the colleges of Rajshahi division has been found 41.43%:

Name of the Colleges	Score out of 210 Points	Average Score	Range of Reading in Practices	APL indicating the AGRP of Reading (%)
Rajshahi Government College	105	87	50%	41.43%
Rajshahi New Degree College	84		40%	
Rajshahi City College	83		39.52%	
Natore Mahila College	79		37.67%	
Natore Government College	76		36.19%	
Shah Sultan College	78		37.14%	
Bogra Aziuzul Haque College	104		49.52%	

Table 83: Average Growth Rate of Practices (AGRP) of Reading in Rajshahi Division: 41.43%

Performances of two (02) colleges of Rajshahi division reach the minimum level of standard (MLS) in reading practices. Other five (05) colleges remain below the MLS. These mean that 71.41% colleges of Rajshahi division fail to produce students with MLS and 28.57% colleges of Rajshahi division produce students with MLS in reading:

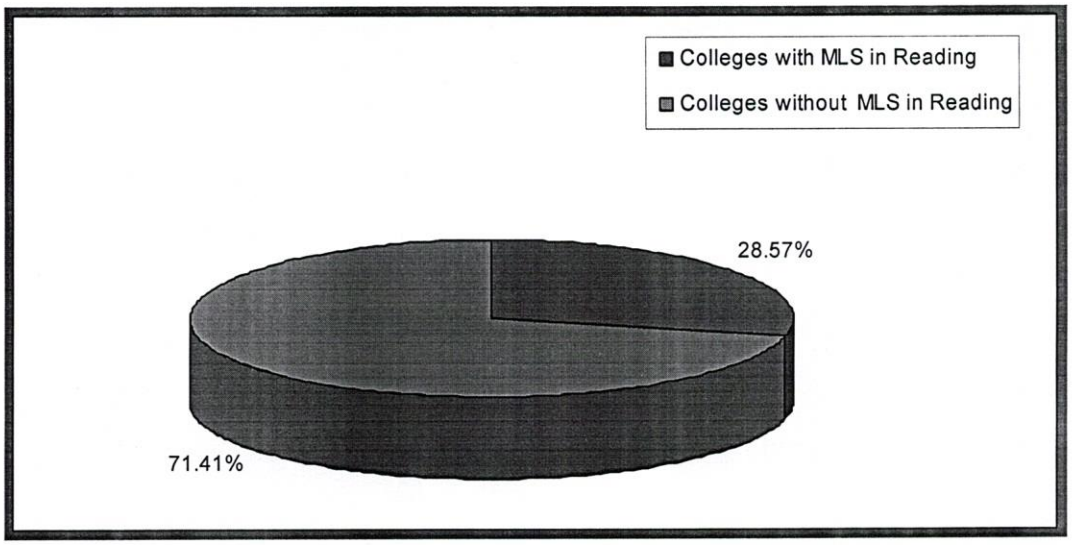

Fig 34: Colleges in Rajshahi Division providing Students with MLS

7.2 Reading Proficiency Summary (RPS) of Rajshahi Division

→ The APL indicating the average growth rate of the practices (AGRP) of reading in Rajshahi division is 41.43%.

→ The AGRP of reading falls 3.57% below the margin of minimum level of standard (MLS).

→ 28.57% colleges produce students with MLS in reading

→ 71.41% colleges cannot produce students with MLS in reading.

7.2.1 Position of AGRP of Reading in Rajshahi Division

Position of average growth rate of practices (AGRP) of reading in Rajshahi Division has been found "Sub-standard".

8 Rangpur Division in the Proficiency Test of Reading (PTR)

Colleges selected from Rangpur division for PTR are as follows:

Government Carmichael College, Rangpur

Rangpur Government College, Rangpur

Government Begum Rokeya College, Rangpur

Kurigram Government College, Kurigram

Lalmonirhat Government College, Lalmonirhat

Nilphamari Government College, Nilphamari and

Nilphamari Mahila (Women's) College, Nilphamari

The following table exhibits that the students of Government Carmichael College have obtained 66.66% Pts in *Filling in the Blanks*, 57.14% Pts in *Multiple Choice Questions*, 34.28% Pts in *Giving a Title to the Story, and* 38.09% Pts in *Writing Summary.* The APL of the college is 49.04% in reading.

Government Carmichael College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	35	66.66%	103	49.04%
Multiple Choice Questions	21	30	57.14%		
Giving a Title to the Story	21	18	34.28%		
Writing Summary	21	20	38.09%		
APL of Government Carmichael College in Reading: 49.04%					

Table 84: APL of Government Carmichael College in Reading: 49.04%

The following table exhibits that the students of Rangpur Government College have obtained 62.85% Pts in *Filling in the Blanks*, 57.14% Pts in *Multiple Choice Questions*, 30.47% Pts in *Giving a Title to the Story, and* 30.47% Pts in *Writing Summary.* The APL of the college is 45.23% in reading.

Rangpur Government College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	33	62.85%	95	45.23%
Multiple Choice Questions	21	30	57.14%		
Giving a Title to the Story	21	16	30.47%		
Writing Summary	21	16	30.47%		

Table 84.1: APL of Rangpur Government College in Reading: 45.23%

The following table exhibits that the students of Government Begum Rokeya College have obtained 53.33% Pts in *Filling in the Blanks*, 55.23% Pts in *Multiple Choice Questions*, 30.47% Pts in *Giving a Title to the Story, and* 24.76% Pts in *Writing Summary.* The APL of the college in reading is 40.95%.

Government Begum Rokeya College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4 x 52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	28	53.33%	86	40.95%
Multiple Choice Questions	21	29	55.23%		
Giving a Title to the Story	21	13	24.76%		
Writing Summary	21	16	30.47%		

Table 84.2: APL of Government Begum Rokeya College in Reading: 40.95%

The following table exhibits that the students of Kurigram Government College have obtained 51.42% Pts in *Filling in the Blanks*, 53.33% Pts in *Multiple Choice Questions*, 22.85% Pts in *Giving a Title to the Story, and* 20.95% Pts in *Writing Summary.* The APL of the college in reading is 37.14%.

Kurigram Government College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x21)**	**(%)**	**Score out of 210 (4 x52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	27	51.42%	78	37.14%
Multiple Choice Questions	21	28	53.33%		
Giving a Title to the Story	21	12	22.85%		
Writing Summary	21	11	20.95%		

Table 84.3: APL of Kurigram Government College in Reading: 37.14%

The following table exhibits that the students of Lalmonirhat Government College have obtained 51.42% Pts in *Filling in the Blanks*, 45.71% Pts in *Multiple Choice Questions*, 19.04% Pts in *Giving a Title to the Story, and* 20.95% Pts in *Writing Summary.* The APL of the college in reading is 34.28%.

Lalmonirhat Government College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x21)**	**(%)**	**Score out of 210 (4x52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	27	51.42%	72	34.28%
Multiple Choice Questions	21	24	45.71%		
Giving a Title to the Story	21	10	19.04%		
Writing Summary	21	11	20.95%		

Table 84.4: APL of Lalmonirhat Government College in Reading: 34.28%

The following table exhibits that the students of Nilphamari Government College have obtained 53.33% Pts in *Filling in the Blanks*, 45.71% Pts in *Multiple Choice Questions*, 22.85% Pts in *Giving a Title to the Story, and* 19.04% Pts in *Writing Summary.* The APL of the college is 35.23% in reading.

Nilphamari Government College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x21)**	**(%)**	**Score out of 210 (4x52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	28	53.33%	74	35.23%
Multiple Choice Questions	21	24	45.71%		
Giving a Title to the Story	21	12	22.85%		
Writing Summary	21	10	19.04%		

Table 84.5: APL of Nilphamari Government College in Reading: 35.23%

The following table exhibits that the students of Nilphamari Mahila (Women's) College have obtained 49.52% Pts in *Filling in the Blanks*, 47.61% Pts in *Multiple Choice Questions*, 22.85% Pts in *Giving a Title to the Story, and* 19.04% Pts in *Writing Summary.* The APL of the college is 34.76% in reading.

Nilphamari Women's College					
Reading Items	**No. of students**	**Points Out of 52.5 (2.5 x 21)**	**(%)**	**Score out of 210 (4x52.5)**	**APL in Reading Achieved (%)**
Filling in the Blanks	21	26	49.52%	73	34.76%
Multiple Choice Questions	21	25	47.61%		
Giving a Title to the Story	21	12	22.85%		
Writing Summary	21	10	19.04%		

Table 84.6: APL of Nilphamari Women's College in Reading: 34.76%

8.1 Average Proficiency Level (APL) of Rangpur Division in Reading

In the PTR, the APL indicating the average growth rate of the practices (AGRP) of reading in the colleges of Rangpur division is 39.51% (83 Pts) of the total 210 Pts. The data mean that 39.51% of the practices of reading by the students of Rangpur division have the minimum level of standard (MLS):

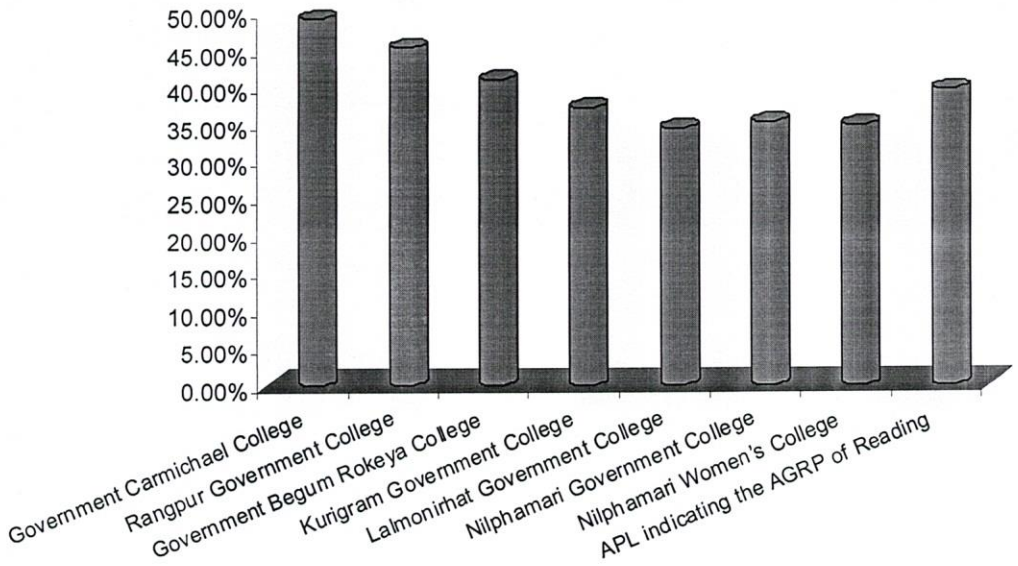

Fig 35: Average Growth Rate of the Practices (AGRP) of Reading in Rangpur Division: 39.51%

Performances by two (02) colleges of Rangpur division reach the MLS in reading practices. Other five (05) colleges remain below the MLS. These mean that out of seven (07), two (02) colleges have students with MLS which are 28.57% of the selected colleges of Rangpur division. So, 71.41% colleges of Rangpur division fail to produce students with MLS in reading practices -

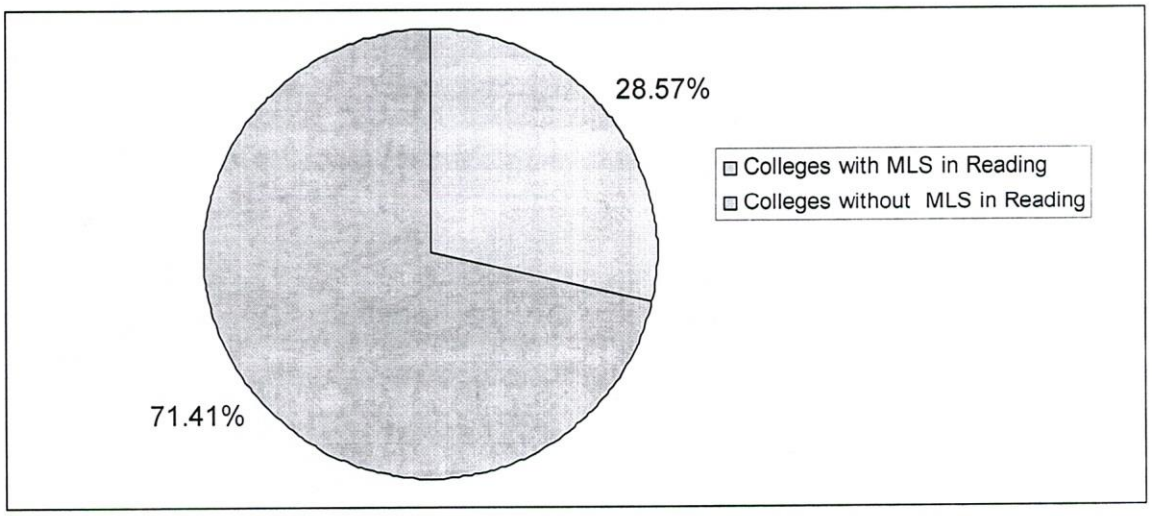

Fig 36: 28.57% Colleges in Rangpur Division providing Students with the MLS

8.2 Reading Proficiency Summary (RPS) of Rangpur Division

→ The APL indicating the average growth rate of the practices (AGRP) of reading in Rangpur division is 39.51%.

→ The AGRP of reading falls 5.49% below the margin of minimum level of standard (MLS).

→ 28.57% colleges produce students with MLS in reading proficiency.

→ 71.41% colleges cannot produce students with MLS in reading proficiency.

8.2.1 Position of AGRP of Reading in Rangpur Division

Position of average growth rate of practices (AGRP) of reading in Rangpur Division has been found "Poor".

9 Overall Status of Reading in Bangladesh

9.1 The Overall Growth Rate of the Practices (OGRP) of Reading in Bangladesh

The APL indicating the average growth rate of the practices (AGRP) of reading in Dhaka division is 46.72%. The AGRP of Rajshahi division in reading is 41.43%. And the AGRP of Rangpur division in reading is 39.51%. So, as per the standard maintained in the study, position of AGRP of one division (Dhaka) in reading is found "Standard", position of AGRP of Rajshahi division in reading is found "Substandard", and AGRP of Rangpur division is found "Poor". The overall growth rate of the practices (OGRP) of reading in Bangladesh is found 42.55% in the PTR.

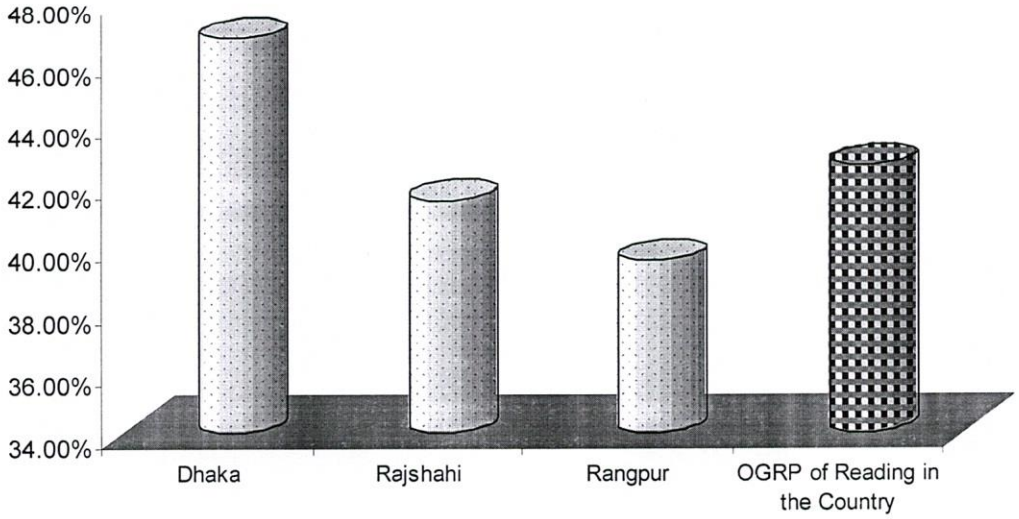

Fig 37: Overall Growth Rate of the Practices (OGRP) of Reading in Bangladesh

Divisions	Position of AGRP
Dhaka	Standard
Rajshahi	Substandard
Rangpur	Poor

Table 85: Status of the Practices of Reading in Bangladesh

The data mean that in Bangladesh students are able to practise 42.55% of reading with minimum level of standard. On the other hand, 57.45% of their practice of reading is void because 57.45% of their attempt is mere uttering or muttering of an empty vessel.

Only Dhaka division has qualified (scoring 45% +) in the proficiency test of reading (PTR). Rajshahi and Rangpur divisions have not qualified in the PTR. This can also be considered from a statistical perspective that one third population of the samples of the country have minimum proficiency of practising reading and two thirds of them do not have the minimum proficiency to practise reading-

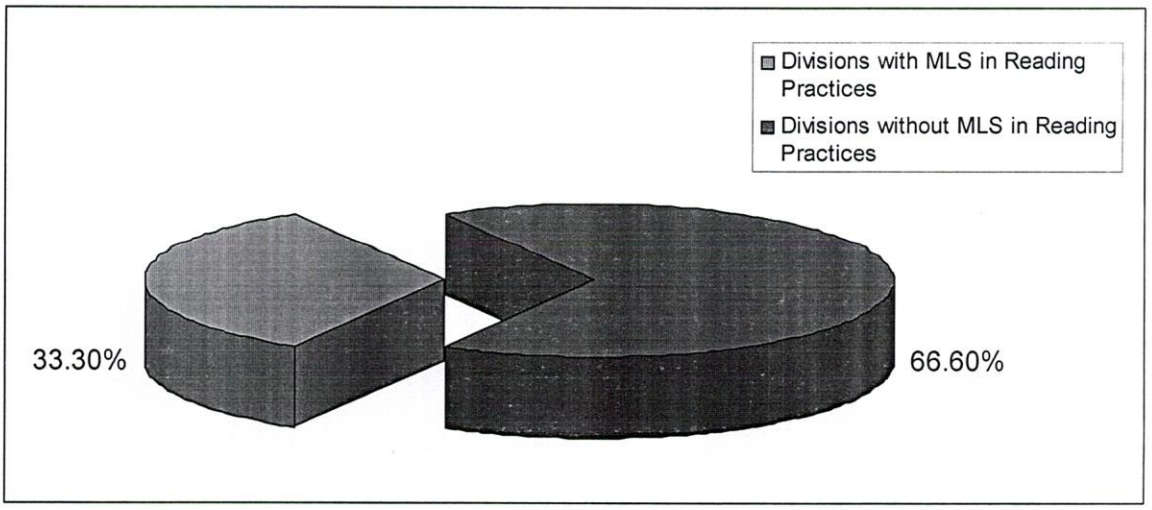

Fig 38: Divisions with MLS in Reading Practices

The overall growth rate of the practices (OGRP) of reading in Bangladesh is 42.55% which falls 2.45% below the minimum level of standard (MLS). This means that the status of reading practices across the country is "Substandard"

since it is below 45%. 42.55%, being the OGRP of reading, reveals that students suffer from 57.45% reading failure in the country.

9.2 The Overall Rate of Proficient Students (ORPS) in Reading in Bangladesh

Students who have obtained at least 45% points (Pts) in the PTR, have been considered to have qualified in the proficiency tests (PTs). And since these students have the minimum proficiency to practise reading, they are considered to be the proficient students in reading in the country. The following table shows that 39 (26.53%) students from Dhaka division, 34 (23.12%) students from Rajshahi division and 33 (22.44%) students from Rangpur division have qualified in the PTR. The overall qualifying rate of students (OQRS) in reading is 24.03% in the PTR. The OQRS reflects the overall rate of proficient students (ORPS) in reading in the country who have qualified in the PTS with the minimum level of standard (MLS)-

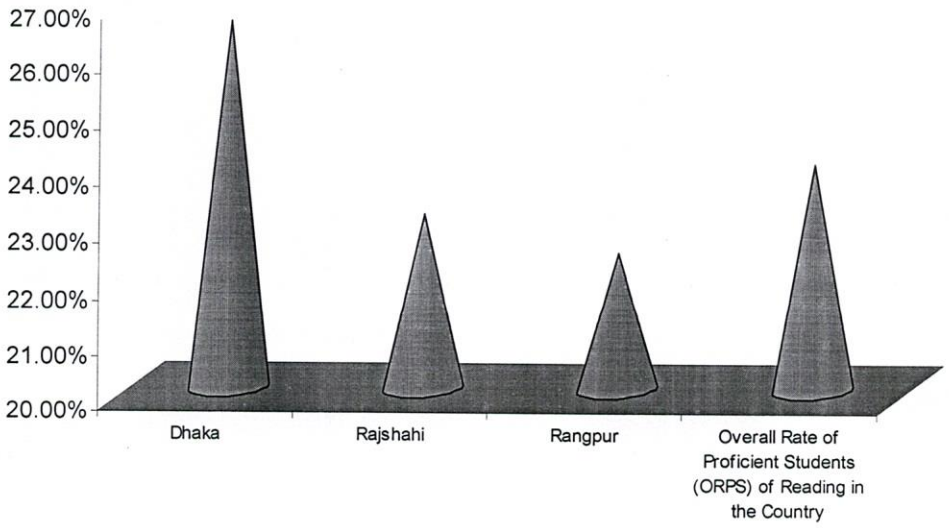

Fig 39: Overall Rate of Reading Proficient Students in Bangladesh

The above picture of teaching and learning of 'reading' in Bangladesh relating NUCEC does not appear good. In reality, 24.03% students of Bangladesh practise reading with minimum level of standard (MLS). On the other hand, 75.97% students are not involved in real practices of reading English. These 75.97% students of the country are empty vessel readers who utter words but

cannot understand the meaning of what they attempt to read. In short, the report reveals that 42.55% practices of reading take place in reality by 24.03% students in the country.

10 Summary of the Practices of Reading (SPR) in Bangladesh

- The Overall Growth Rate of Practices (OGRP) of Reading in Bangladesh: 42.55%
- The flow of the practice rate: 2.45% below the minimum level of standard (MLS).
- The Status of Reading Practices in Bangladesh: Substandard
- Overall Rate of Proficient students (ORPS) in Reading in Bangladesh: 24.03%
- Students without minimum proficiency in Reading: 75.07%
- The Status of Proficient students (ORPS) in Reading: Frustrating
- Rate of the Colleges producing students with MLS in Reading: 28.57%
- Rate of the Colleges not producing students with MLS in Reading: 71.41%

Fig 40: Status of the Practices of Reading in Bangladesh

11 Conclusion

The chapter has focused on *'Reading and Understanding'* section of the National University Compulsory English Course (NUCEC). The chapter has described the condition of teaching and learning processes of 'reading' and has revealed the rate of real practices and rate of students in the country who have minimum proficiency in reading. The chapter can be seen as a combination of three major sections: (a) the first section of the chapter discusses 'reading' from various perspectives, states the purposes of reading, points out the general activities and strategies of efficient reading, classroom practices and procedures of reading and finally evaluates the 'reading skill' in the NUCEC, (b) the second section of the chapter demonstrates the reports of the questionnaire surveys and interviews conducted on teachers, students, guide book authors and principals. The section also depicts reports of the observations of NUCEC classrooms in three divisions of the country. And finally, (c) the third section of the chapter gives details of the Proficiency Test of Reading (PTR). In the light of the result of the PTR, the 3rd section offers the overall proficiency level (OPL) of students reflecting the overall growth rate of the practices (OGRP) of reading in the divisions of Dhaka, Rajshahi and Rangpur. It also offers the overall qualifying rate of students (OQRS) reflecting the overall rate of proficient students (ORPS) in reading in Bangladesh. Finally, the chapter offers the ultimate findings of its investigation on reading in the country.

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Chapter 9

Teaching and Learning Situations of Writing at Classroom Level

1 Prelude

Writing is the fourth basic language skill. This is the largest and thereby the most multifaceted component of the language. Man usually acquires competence of listening and speaking implicitly from the surroundings or environment in which he grows up. But it is writing which man must have to learn consciously because writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. This chapter focuses on the 'Writing' section of the NUCEC. The chapter attempts to define, describe and analyze the 'writing' component, writing types, approaches or methods and techniques of writing from various perspectives and overall teaching and learning situation of writing at classroom level through rendering reports of surveys, observations, interviews and investigation on teaching and learning processes of writing in the colleges. It depicts the pictures of classroom situations, interaction processes, seating arrangement, teachers' qualifications, experiences, training, teaching techniques, use of teaching materials and overall atmosphere of writing practices in Bangladesh. Finally, the chapter exposes the reports of the Proficiency Test of Writing (PTW) measuring students' overall proficiency level (OPL) and overall rate of proficient students (ORPS) in writing. Finally, the chapter reveals the overall condition of the theories and practices nexus of 'writing' in Bangladesh.

2. Writing

A piece of writing may be considered unified when it contains nothing superfluous and omits nothing essential to the achievement of its purpose (Haugh and Duhamel, 1962: 19-20). At the sentence level, writing includes control of content, format, sentence structure, vocabulary, punctuation, spelling

and letter formation (Bell and Burnaby, *cited in* Richards and Theodore, 2001: 211). Therefore, the successful writing involves mastering the mechanics of letter formation, spelling and punctuation, grammatical system to convey intended meaning, organizing content, complete text to reflect given information, topic structure, polishing and revising initial efforts and selecting appropriate style (Nunan, 1998). Rivers states that students must know the graphic system of English language, the techniques of spelling and the structure of English language and surely learn how to combine those words and phrases which convey the message of mind (Rivers, 1968: 244). So, writing is not a natural process like listening or speaking skills. It rather requires one to go through a series of processes so that he can be habituated to maintaining orders of mechanics, grammatical system, organizing contents and finally conveying the intended meaning or the message through an appropriate style. Silva, therefore, perfectly states that activity of writing entirely depends on the exercise of making a kind of habit formation by the learners to write. In this regard, classroom can play important roles to bring students through the processes to train and build up their skill of writing. Classroom can provide an environment of (1) gathering ideas: pre-writing and planning, (2) working as drafts, and (3) preparing the final version (McDonough and Shaw, 2003: 165). McDonough says that teachers' primary role is to establish a collaborative, interactive framework when learners work together on their writing in a 'workshop' atmosphere (Ibid.).

3 Purposes and Types of Writing

Writing is often more deliberate and thoughtful, and always more permanent than speech. It is, therefore, more important (Anthony in Allen & Campbell, 1971: 5). People write for different reasons and purposes. In real life situations, men utilize the skill of writing to serve personal, official, social, public and many more purposes. So, people write to different addressees such as family, colleagues, friends, students, officials and so on. So, a proficient writer has to hold command on diverse categories of writing.

R.V. White (1980) proposes a simple and useful two-way distinction of writing which are *institutional* and *personal writing*. He also subdivides these two types of writing. According to White, 'institutional' writing includes business correspondence, textbooks, regulations, reports and so on while 'personal' writing includes personal letter writing, creative writing and so on. On the other hand, T. Hedge (1988: 96) offers more detailed breakdown of writing under six headings: *personal writing, study writing, public writing, creative writing, social writing and institutional writing.*

Personal writing	**Public writing**	**Creative writing**
Diaries Journals Shopping lists Reminders for oneself Packing lists Addresses Recipes	letters of – Enquiry -Complaint - Request	Poems Stories Rhymes Drama Songs Autobiography
Social writing	**Study writing**	**Institutional writing**
Letters Invitations Notes -of condolence -of thanks -of congratulations Cablegrams Telephone messages **Instructions** -to friends -to family	Making notes while reading Taking notes from Lectures Making a card index Summaries Synopses Reviews **Reports of** –experiments –workshops - visits	Agendas Minutes Memoranda Reports Reviews Contracts Business letters Public notices Advertisements Posters Instructions Speeches Applications Curriculum vitae Specifications Note-making (doctors and other professionals)

Table 86: Writing Types Prescribed by T. Hedge

According to T. Hedge, personal writing includes writing diaries, journals, shopping lists, reminders for oneself, packing lists, addresses, recipes, instructions to friends and family and so on. In this regard, it is to say that creative writing is also a type of writing which man does at personal level. For example, man writes autobiography, poems, stories and so on at personal level. According to T. Hedge, professional writing includes writing agendas, minutes, memoranda, reports, reviews, contracts, business letters, public notices, advertisements, posters, instructions, speeches, applications, curriculum vitae, specifications, note-making (for doctors and other professionals) and so on. It

is true that professional writing does not mean only that writing which man has to write in offices. Actually, it has a vast range and variety. In professional level, besides communicating officially, man has also to communicate socially and publicly. And he needs to write not only formally but also informally. For example, to serve public purposes one may have to write letters of enquiry, complaint, or of request (T. Hedge, 1988: 96). Again, to serve social purposes, he may also have to write letters of invitations, condolence, thanks, congratulations, or writing notes, telephone messages, cablegrams and so on. All these ingredients (e.g. institutional, public and social writing) make the type of professional writing.

4 'Writing' in the NUCEC

Constituents of the writing component in the syllabus of NUCEC are:

Completing, Combining and Writing Correct Sentences: Writing correct sentences, completing sentences and combining sentences

Situational writing: writing posters, notices, slogans, memos, advertisements and so on

Newspaper writing: Writing reports, press releases, dialogues

Writing letters: Formal and informal letters, letters to the editor, request letters, job applications, complaint letters and so on.

Paragraph writing: Structure of a paragraph; topic sentences; developing ideas; writing a conclusion, types of paragraphs (narrative, descriptive, expository, persuasive), techniques of paragraph development (such as listing, cause and effect, comparison and contrast)

Essay writing: Generating ideas; outlining; writing a thesis sentences; writing the essay; writing introductions; developing ideas, writing conclusions, revising and editing.

5 A General Discussion on the Language Items of NUCEC

5.1 Completing, Combining and Writing Correct Sentences

Sentence is the largest grammatical unit. It is used for different purposes of communication. It follows some particular rules. So, knowing how to write correct sentences is necessary before going to write compositions. So, the syllabus has reasonably included writing of correct sentences to enable students to produce successful writing. Practices of completing sentences increase students' power of prediction and anticipation in forming an idea. Through combining, students learn how to make concise and improved sentences. So, the selection of writing correct sentences, completing and combination of sentences is, somehow, matched with the view of Rivers that before going to the ultimate stage of composition, students need to practise structuring and combining sentences. In this regard, it is to mention that the syllabus has not included two important factors such as 'notation' and 'spelling' which are also, according to Rivers, required before starting composition.

5.2 Situational Writing

The writing section of NUCEC has a sub-section called "Situational writing" which offers writing posters, notices, slogans, memos and advertisements. Writing memos, notices and advertisements reflects the involvement of purely professional writing in the syllabus. These are most commonly used in official purposes in different situations. These are professional in nature and formal in mode. Writing slogans and posters is also required in real life situations and thereby these are professionally helpful. Besides these, e-mail messages, SMS, mementos, cards of greetings, notes and so on are also some sorts of situational writing which are often required in man's social and professional life. But the NUCEC does not include such writing.

In making students skilled in "situational" writing, teachers have to prepare and enable students so that they can feel the need of situations in real life, think promptly and creatively, and write sentences through portraying the need of

circumstances. In short, the situational writing requires a crafty and unique delivery from the writer. Giving students topics on various situations, making them predict various situations, involving in pre-writing (thinking, imagining, noting), writing and editing and so on are the processes that teachers can introduce in the classroom.

5.3 Newspaper Writing

Now a days, newspaper writing has become completely professional having direct linkages with journalism and mass communication. In the present world, a great number of people develop careers as news paper writers. This type of writing covers reports, press releases, messages, advertisements, interviews, tips, articles, columns, editorials, sub-editorials, dialogues and so on. Some sorts of newspaper writing bear the general interest for almost all kinds of professionals. For example, press releases, reports, advertisements, interviews, tips, articles, columns are such items. These types of writing not only serve purposes of reporters or journalists. But a school teacher, an NGO worker, or an executive of a business firm may also be required to write a press release or an article for the sake of his organization. It may be necessary for a doctor to write tips, or a politician to write a column, or an investigation officer to write a report. "Newspaper writing" in the NUCEC includes only a few items which are- writing reports, press releases, and dialogues writing. Besides these, writing tips, articles and columns could have been included. However, report and press release writing are two very practical inclusions. These are most commonly necessary for professionals almost in every organization.

A press release must be newsworthy to a particular person, event, service or product. In writing a press release, therefore, students need competence in understanding situations or events, skill of providing a potential pen picture of things and proficiency in giving effective ideas to people. Report writing is an important skill for all professionals; for an accountant, a teacher, a graphic designer, a scientist and the like. To write an effective report, students should

learn to follow certain steps like title fly, title page, letter of transmittal and authorization, table of contents, executive summary and so on. (Rymond V. Lesikar and John D. Pettit, 2003: 427). Therefore, concerned teachers of the course need proper training and proficiency to teach students those things appropriately to develop skills on these particular writings.

The syllabus also attempts to enhance students' capability of writing dialogues. So, the syllabus has mentioned that writing dialogues should be integrated with the section of "speaking". Actually, a dialogue is not a written speech. It may rather be a part of speaking because it is very much life like. A dialogue is often created in situations. Language is produced as per the situation demands. So, dialogue writing could rather have been a part of situational writing than that of newspaper writing.

5.4 Writing Resumes

Writing a resume needs to hold a completely professional attitude because it is the ticket to an interview where one can prove his or her worth. So, a resume is one's personal advertisement which largely focuses his qualifications to make a position for him where a great number of professionals are competing for the same position. So, students need to achieve the skill of writing resumes. Teachers have to build up students' skill focusing on 3 particular steps to prepare an effective resume such as:

(1) Pre writing- self assessment and outlining personal qualities

(2) Inferring the content of resume e.g. name, address, telephone, e-mail address, web site address, objective or Summary, putting educational qualification, work experience, other information like special skills or competencies, leadership experience, and making references

(3) Finally, resume checkup to make grammar review and check misspelled words and awkward phrases

Again, teachers may provide essential tips for students in designing a resume so that the resume is easier to read and can be easily scanned into an employer's data base. For example, students have to use white or off-white paper of 8.5 x 11 inches which should be printed on one side of the paper. Italic words or underlined words should be avoided and a resume should not be folded or stapled.

5.5 Writing Letters

5.5.1 Writing Formal Letters

A formal letter is a special form of writing which requires distinctive mode, format, word selection, language arrangement and style. To do the job like writing formal letters, a learner needs to become a student of language as well as a communicator to people. He has to be skilled enough to use this type of writing to build up communication and meet a particular purpose. For example, one has to be keen to choose short, familiar, concrete and technical words with caution to bring the writing to life. One has to avoid long, camouflaged and passive words. Sentences of a formal letter are generally economical, clear and unified in form and so, a precise communication is achieved. There is no scope of including personal emotions, belief or disbelief in the addressing and textual expression of the subject matter of a formal letter.

At the professional level, one has to write various types of formal letters. He has to write official letters such as letters of order, memorandum, circular enquiry, complaint, request, and of other kinds. Writing different kinds of business letters such as memo letter, order letter, letter of acknowledgement, refusal letter, request letter, approval letter, offer letter, sale letter, claim letter, adjustment letter and so on fall into the category of formal letters. A job letter is an important branch of formal letters. Job letters include job application letters, resume, interview letters, appointment letters, joining letters, resignation letters and so on. Formal letters also include various social letters or

public relation letters like letters of congratulations, letters of thanks, letters of invitation, letters of welcome, letters of farewell, letters of regrets and so on.

The NUCEC syllabus has included four particular types of *"Formal letters": letters to the editor, request letters, job applications and complaint letters.*

It is natural that a syllabus cannot cover all the sections of a particular branch of writing. In such a case, it is realistic for a syllabus to narrow down the branch and select some particular types of writing. This has happened in designing the content of formal letters in the NUCEC. The NUCEC, though, aims at developing the writing skill and benefit students professionally; it does not include all the branches of professional writing.

Complaint letters are mainly used as business writing though these are also used in various social purposes. However, the syllabus has included complaint letters but it excludes the other important types of letters such as memo letter, acknowledgement letters, refusal letters, offer letters, sale letters, claim letters, adjustment letters and the like. Again, from the section of institutional or official writing, the syllabus includes request letters curtailing other types of official letters such as letters of order, memorandum, circular, enquiry letters and the like.

The syllabus also includes letters to the editor. This type of letter actually belongs to the category of newspaper writing. Inclusion of the letters to the editor indicates an emphasis of the syllabus on everyday necessity.

The syllabus includes writing job applications, another section of formal letters. Job letters generally include the heading, subject, addressing, body, subscription and signature. It is teachers' responsibility to teach students all the processes of writing job applications and build up their skills.

All these types of formal writing somehow correspond to man's needs at professional level. But the items in the syllabus are very limited. The items are

supposed to bring benefit to students in future but some very important types of writing have been ignored which are very much necessary for everyday professional purposes. For example, an offer letter or a refusal letter in business, and again, writing a memorandum, an order, an office circular and the like are rigorously needed in everyday real life situations. These types of writing are not included in the syllabus. Social writing is another important factor which plays a very significant role in both personal and professional levels. For example, a congratulation letter, a farewell letter, a thanks letter, a regret letter or an invitation letter can be of great use for both common people and an official. It is unusual that the syllabus does not include social letters which can greatly serve purposes at personal, professional and public levels.

From the above scenario of formal letters in the NUCEC, it can be said that learning, practising and gathering ability of writing the mentioned tasks can bring benefit to students at professional level but it will be very limited.

In writing formal letters, students must learn objectives of various types of formal letters. They have to learn various features, purposes, functions, elements, lay out and so on from teachers. And teachers, thereby, are required to provide students with key terms, proper guidelines, respective methods, content, necessary abbreviations, letter formats, planning and steps and ways of constructing formal letters which are often used. Students must learn conventions and rules. The write up should be as simple and clear as possible. Addresses, dates and months in a formal letter are written in specific places. Salutation or greeting follows strict formality. The letter ends formally even considering whether the addressed person is known or unknown. Putting writer's signature and name accordingly follows rules. The content of the formal letter is well structured. The first paragraph states the purpose of the letter, the second paragraph often contains the relevant information in a clear and logical manner and the last paragraph states what action the writer expects the recipient to take. Students have also to learn the most common

abbreviations widely used in formal letters. Teachers have responsibilities to develop students' ability to hold good command on the particular skills to carry out the set tasks of formal letter writing.

5.5.2 Writing Informal Letters

Informal letters are that type of writing which are commonly written to people of personal relations. People write letters to friends, family members, well wishers, relatives and so on for various personal purposes. And these types of writing often reflect a sign of personal relation between the writer and the reader. People share personal emotions, experiences, needs, wishes, opinions and so on with people of personal relations through informal letters. Informal letters also follow certain structures. These are conventionally constructed with six distinctive parts:

1. The Heading or the place and the date
2. Salutation or greeting
3. Body of the letter
4. Subscription
5. Signature
6. Superscription

The "Heading" indicates the place and time of writing the letter. "Salutation" or "Greeting" addresses the person to whom the letter is written. Salutation may vary according to the relationship between the writer and the person addressee e.g. parents, brother or sister relatives and friend. This part requires writer's sense of using appropriate words because a wrong salutation can hinder the total flow of the writing. Students have to learn relevant ways of addressing in an informal letter. Students are also to be taught how to write the "Body", the most important part of an informal letter. Again "subscription' is a sensitive part. In writing a subscription, a writer has to sense the appropriateness of addressing himself in perspective of the person to whom he

writes the letter. Again, besides putting "Signature", writing "Superscription" is another sensitive part. For example, name of an addressee should not be written as Dr. Professor X, rather this should indeed be Professor Dr. X. So, informal letters also follow some formal procedures. In developing students' writing skills, teachers have to teach them procedures and guide how to construct a well structured letter.

5.5.3 Paragraph Writing

A paragraph is a group of some related sentences dealing with a single topic. According to Imhoof and Hudson (1988), a successfully organized paragraph is well structured with the following constituents:

i. Introducers
ii. Developers
iii. Modulators and
iv. Terminators

The introducers establish the topic focus of the entire paragraph and present the main idea of the paragraph. The developers provide relevant examples, give details of various related ideas to support and develop the main idea of the paragraph which is set forth by the introducers. Modulators provide a smooth transition between different sets of ideas in the paragraph. The terminators logically conclude the ideas discussed in the paragraph and finally draw a psychologically satisfactory conclusion.

Students need to learn how to write an introducer or topic sentence which states the main idea of a paragraph. Students should be skilled enough to construct the body of the paragraph step by step by setting developers, or the supporting sentences one by one. Students are also required to gather skill to keep smooth transitional flow of a paragraph. So they must learn how to set modulators in a paragraph. Finally, they need to learn how to draw a satisfactory conclusion of a paragraph by putting appropriate terminators or concluding sentences.

Teachers have to build up all these skills of students so that they can produce a successful paragraph.

Imhoof and Hudson (1988) suggest a three-step process to be exercised in the classroom for paragraph writing. The process includes-

(1) Silent Reading of Model Paragraphs

↓

(2) Discussion of Subject Matter

↓

(3) Doing the Exercises

At the stage of *Silent Reading*, teachers should provide model paragraphs for students to read for developing sense or meaning of the paragraph. Students need a second time reading to concentrate on the organization of the paragraph. The stage of *Discussion of Subject Matter* increases students' interest in the subject matter through class discussion. At this step, the teacher's roles are many. The teacher summarizes facts, emphasizes important points, relates the discussion directly to the model and calls attention of students to the stated facts of the model. *Doing the Exercises* step carries on the process of exercises with more emphasis. Students begin work of writing. During this time, the teacher should move around the room, check students' work, correct false starts, suggest points to consider, and note especial difficulties to discuss the entire process later in the classroom.

Now the teacher should give students some homework as assignments which are considered valuable teaching aids. All good and bad compositions done by students can be shown to the entire class, for example, with the help of a projector to show different alternative ways used by different students. It is more useful that students write on the same subject. In such a case, through the projection students can see how their colleagues have made use of various

strategies, decisions, and choices. Teachers should facilitate students in this way so that they can develop a critical sense of writing, see various patterns of sentence structures, word choice, transitional devices, method of developing subject matter, effectiveness and so on. These various procedures of writing paragraphs shows that the "process" approach is more beneficial in writing paragraphs than the "product" approach.

It is a familiar fact that a paragraph can be written in some particular modes such as descriptive, narrative, expository, persuasive and so on. The NUCEC has mentioned these four particular types of paragraphs for students to practise.

There are also various techniques of developing a paragraph such as paragraph development by listing, examples, comparison, contrast, definition, classification, space and time, process description, cause and effect, generalization and so on. The NUCEC prescribes some particular techniques for students to learn for developing paragraphs which are *listing, cause and effect, comparison and contrast.*

The NUCEC indicates that students have to learn how to develop the structure of a paragraph. Students should also be able to write the topic sentence. They should know the process of developing ideas. And finally, students need to achieve proficiency in writing a conclusion. Here, the importance of applying modulators to jump from set of ideas to another is somehow missing. However, these things indicate that instead of the "product" approach, the syllabus advocates for the "process" approach in carrying out the task of paragraph writing. In such a case, teachers have to play their role as facilitators to students through teaching, providing guidance and feed back. But the syllabus does not provide any instruction for teachers about what process they have to follow in teaching writing paragraphs.

5.5.4 Writing Essays

An essay is an organized collection of one's ideas. It is the skill of structuring ideas. It is a nicely written, structured, disciplined and thoughtful composition which is professionally presented. The NUCEC has, reasonably, given instructions for writing essay such as-

> Generating ideas; outlining; writing thesis sentences; writing the essay; writing introductions; developing ideas, writing conclusions, revising and editing.

The above mentioned instructions offered in the NUCEC are indeed helpful for students. These actually relate to the three stages of writing essays:

Prewriting

↓

Writing Essay

↓

Editing

In writing essays, the prewriting stage involves preparing ideas and making outlines for the essay before beginning to write. Prewriting stage should follow steps like careful thinking, collecting facts related to the essay topic, writing down ideas, finding the main idea, organizing facts and ideas in a way to develop the main idea and so on. Secondly, one can begin the stage of writing when he turns his ideas into sentences. Writing of essays involves five important steps such as-

1. Writing the introduction, writing the thesis statement and giving back ground information

↓

2. Developing each supporting paragraph and making sure to follow the correct paragraph format

↓

3. Writing clear and simple sentences to express appropriate meaning

↓

4. Focusing on the main idea of the essay

↓

5. Using a dictionary which helps find additional words to express meaning

Thirdly, the editing stage begins. Now the writer checks the mistakes and corrects them. At this stage one has to follow steps like-

1. Checking Spelling

↓

2. Checking grammar

↓

3. Reading the essay again

↓

4. Ensuring each sentence having a subject

↓

5. Ensuring subjects and verbs agreement

↓

7. Checking the verb tenses of each sentence

↓

8. Ensuring each sentence making sense. (Ibid.)

At the editing stage, the writer makes sure that the essay has an introduction and a thesis statement that identifies the main idea of the essay. He also makes sure that supporting paragraphs and a summary paragraph are there in the essay. Formats of all paragraphs in the essay should also be confirmed. Finally, it is to see whether the essay is interesting.

So, the instructions that the NUCEC has offered for students are useful. Now students have to be acquainted with the processes through which they can learn how to compose an essay. It is teachers' responsibility to involve students in the processes and enable them to carry out the tasks.

There are various types of essays e.g. definition essay, classification essay, description essay, sequence essay, choice essay, explanation essay, evaluation essay, essay of comparison and contrast and so on. Each of the types of essays requires certain methods and procedures of constructing standard composition. The NUCEC does not mention what particular type (s) of essays students have to learn and write. Teachers have to select certain types of essays and employ appropriate methods in building up students' skill of writing. It is also teachers' responsibility to select those types of essays which conform to the set goals of the syllabus. In this regard, teachers should set particular aims and objectives on the basis of learners' needs. Teachers must keep it in mind that students' skill should be developed in such a way that they can utilize the skill of writing composition in personal and professional life.

It is to be remembered that writing a composition needs mastery of some skills. Grammatical accuracy and acceptability are essential by which relationship between words is made clear and understanding between reader and writer is also clear. Writing a composition also needs mechanics of punctuation, capitalization, spelling, and vocabulary suitable to the topic, level and tone of writing. Again, a careful and planned structuring of ideas is the ultimate requirement of writing a good composition.

6 Stages and Approaches to Writing

Writing is not a natural process like listening or speaking. There is no short-cut way to learning how to write. And so, there are stages and ways to approach writing.

Actually, there is no best way to teaching writing. The best practices in any situation will depend on the type of students, the type of the text being studied, the school system and many other factors. Moreover, success in writing also depends on approach (es) and stage (s) which students follow to carry out writing.

An item of writing can be carried out either through 'Product' or the 'Process' approach. The NUCEC has no specific instruction about whether teachers should follow the *'Product'* or the *'Process'* approach to carry out the set items of writing. So, it depends on what way the teachers would prefer. It is generally known that the process approach implies a series of actions for learning. On the other hand, the product approach implies the end itself. The idea can be clarified by the explanation of David Nunan- "A list of grammatical structures is a product. Classroom drilling undertaken by learners in order to learn the structures is a process. The interaction of two speakers as they communicate with each other is a process. A tape recording of their conversation is a product (Ibid.)."

A product approach is a traditional approach, in which students are encouraged to copy a model text. Students are to read a readymade text, and then observe various features of the text. Students focus on where and how the writer employs various techniques in constructing the text. This consists of controlled practices of those highlighted features, usually in isolation. So, if students are studying a formal letter, they may be asked to practise the language used to make formal requests, for example, practising the "I would be grateful if you would…" structure or the like. Finally, students individually use the skills, structures and vocabulary which they have been taught to produce the product and show what they can do as competent users of the language.

The process approach to writing tends to focus more on the varied classroom activities. Students get involved in generating ideas by brainstorming and discussing with one another. Teachers remain in the background and provide

language support if required without inhibiting students in the production of ideas. Students extend ideas into note form; organize ideas into a mind map, spider gram, or linear form. This stage helps to make the (hierarchical) relationship of ideas which helps to structure their texts. Students write the first draft in pairs or groups sharing viewpoints of one another. Final draft is written by ordering and editing the text along with a proof-reading. In this regard, stages of writing, provided by T. Hedge are mentionable because her representation also closely matches the process approach for writing. T. Hedge puts a representation of the stages of writing which shows that writing is constructed as a craft. So this should maintain a series of processes such as-

> "Generating ideas together → planning and outlining → making notes→ making a first draft → editing → final version (T. Hedge, 1988: 21)."

The stages of writing, presented by T. Hedge have often been taken as a standard way of writing. If her suggestion is considered to be a standard writing procedure, then the process approach can be preferred by teachers in accomplishing the writing items of the NUCEC though the set elements of writing in the NUCEC can, of course, be carried out through both the process and product approaches.

It is usually accepted that those types of writing, which have most conventional format, can be the issue of product learning. For example, writing a poster or a traditional job application or any piece of stereo-type writing can be done through the product approach. But the process approach has been found more useful because this treats writing as a creative act. In process writing, teachers do not set a writing topic for students and do not receive a finished product for correction which takes place in the product writing. There is also logical interpretation as to why teachers should be interested in a process approach to writing. In an implication to product writing, R.V. White and Arntd (1991) say that focusing on language errors "improves neither grammatical accuracy nor writing fluency". Instead of this, they suggest that paying attention to what students say will show an improvement in writing.

Researches also find that corrections, which are made by teachers on compositions and returned to students in a product approach, seem to do little in developing students' writing capability. Along with T. Hedge (1988), R. White and V. Arndt (1991), A. Raimes (1993) mark- "We favour a process approach to teaching the writing skill from the outset since its social orientation becomes visible and highlights the writer-text-reader interaction, thus purpose and audience are all important in the production of discourse while the functional dimension of communication is reinforced."

The above discussion shows that the process approach can play a more permanent role in enhancing students' writing proficiency.

The items in the writing component of the NUCEC show that only imitating a model text is not enough for its students to really develop their writing skill. Although teachers can make use of the product approach in teaching, yet, along with this, teachers should make use of the process approach for the nature of most writing items of the NUCEC. For example, it is, usually, necessary for students to understand constituents to make a complete sentence, process of modification, sentence expansion, transition and to learn through writing various types of structures or patterns of a paragraph, besides reading a model text. It is also preferable that students would learn to determine nature of letters, language use and construct structures. Again, it is better for them to write an essay through generating ideas, outlining, writing introductions, putting thesis sentence, developing ideas, concluding, revising, editing and so on than merely imitating a model text especially when the syllabus has not prescribed a model text.

So, teachers have to play a massive role such as applying appropriate teaching methodology, bringing students into the perfect process of writing, developing students' writing proficiency and finally achieving goals of the syllabus.

7 The Sub-skills for Writing

The process of writing is a complex activity and requires juggling a great number of components. So writing indeed requires a coordination of many sub-skills at the same time.

After selecting the topic, students need to be involved in five basic activities:

Preplanning and organizing

↓

Writing the draft

↓

Proof reading (looking for errors) and rewriting

↓

Editing (elaborate and enhancing the content) and rewriting

↓

Writing the final (Richard, 2002)

Preplanning is an important activity within the writing task. For some students, it is helpful to divide the preplanning and organizing step into two different activities. At the beginning of the writing draft, vocabulary becomes an important factor. Some students may face difficulty while thinking of the vocabulary. To help with this issue, it is useful to encourage students to brainstorm and think about key vocabularies they may wish to use. At this stage, some students have difficulty with spelling. It is useful for these students to list some key words prior to starting so that they are not at hurdle to think of how to spell a specific word. They should also be able to pronounce words efficiently so that they can spell them with good phonetic logic.

Editing or proof reading is the stage in which students must be able to use the editing skill within the task of writing. Some of the necessary sub-skills that students must be taught to check and correct at the stage are: *Sentence structure, Subject verb agreement, Verb tense consistency, spelling,*

capitalization, and *punctuation.* The sub-skills of editing are sometimes shown with acronyms like- COPS, C-SOOP, and STOPS:

Editing		
COPS	**C-SOOP**	**STOPS**
Capitalization Organization Punctuation Spelling	Capitalization Sentence Structure Organization Overall format Punctuation	Sentence Structure Tenses Organization Punctuation Spelling

Table 87: Editing Strategies for Students Prescribed by Richard (2002)

After editing, students can start writing the final draft. Without developing students' ability to cope with the sub-skills of writing, developing students' writing capability is very difficult. So teachers have to be keen about students' learning of the writing sub-skills and each basic sub-skill should be taught independently and practised a great deal prior to expecting that students would use and incorporate these within their writing.

8 Teachers' Roles

Teachers need to play the most important role in achieving the syllabus goal through providing the building blocks of good instruction. Roles of teachers are actually too many to be played. Teachers have to identify learners' error, analyze errors, take remedial action and so on. Teachers also need to match level of instruction and make lesson plans. Even teachers' attitudes and approaches are to be positive and learning sensitive.

9 Identification and Analysis of Mistakes

Teachers must have the ability to identify mistakes made by students. Clearly, teachers cannot provide effective instruction without determining mistakes. Teachers must be able to analyze the cause and nature of mistakes. The analysis should be complete and accurate because otherwise, if the remedy, given for the problem is wrong, this would be worse than the mistake. Jack C.

Richards (1984) finds in his research that six types of mistakes are very commonly made by students which are mistakes in the production of Verb Groups, in the distribution of Verb Groups, in the use of prepositions, in the use of Articles, in the use of questions and miscellaneous mistakes (Op. cit, 182-188). Besides identifying the nature of the mistakes, teachers need to find reasons as to why students make those mistakes so often.

Teachers must not be a mere red ink marker. After identifying the type and reason of mistakes, teachers have to take remedial action to provide corrective advice and instruction. It is of no use that teachers will only identify a fault. Teachers must offer the exact remedy. In providing this, teachers should also explain the nature and reason (s) of the mistake and finally show ways to recover from the mistake.

10 Instructional Techniques

Teachers should possess certain instructional techniques in dealing with every language syllabus. And thereby, certain things are expected of them in dealing with the NUCEC.

Teachers need to be conscious about the level of instruction. There should always be good matching between the instruction level and the level of ability of students. Over instruction is to be avoided where students can do things mainly of their own. On the other hand, under instruction should also be avoided when students are at hardles.

Planning of lessons is highly important for teachers before they initiate instructing students. So, preparing an overall lesson plan, prior to teaching, is very important. Here, it is mentionable that teachers' lesson plan should necessarily cover all required strategies so that the lesson can meet its aims and objectives

Skill of lesson control is another necessary quality. A teacher should have control over the students, over the lesson, over the use of language and jargon, making clear understanding of the instruction, using the allocated time and so on.

Teachers also need ability to use effective question and answer techniques. Feedback and encouragement are very important because learners should not only know that they have done something wrong, they also need to know when they have done something right.

The writing component of the NUCEC consists of various types of writing based on structure, notions and functions, situations, topic and so on. To put in effective processes of writing into students' mind, teachers have to create a friendly and professional learning environment removing barriers to learners' progress. In short, teachers should play their role not only as an instructor but also as an organizer, facilitator, respondent and informant rather than as a linguistic judge (R. White, and D. McGovern, 1994).

11 Reports of the Survey

11.1 Common Issues of Dhaka, Rajshahi and Rangpur Divisions

It is teachers who have to play the most vital role to achieve the goals of the NUCEC. In this respect, it is necessary to know the views and opinions of teachers about the course and students that they deal with.

The writing component of the NUCEC consists mainly of three segments: (i) combining, completing and writing correct sentences; (ii) personal writing and (iii) professional writing. The third goal of the syllabus is to benefit students at personal and professional levels. So, views of teachers are known abou the strength of the items of personal and professional writing in the contents of the course.

The figure below shows that 93.33% teachers consider the contents of personal writing in the NUCEC "good", while 6.66% teachers think that the contents of personal writing are not good at all.

Techers' Opinins about the contents of personal writing	**Good (%)**	**Not Good (%)**
	93.33%	6.66%

Table 88: Views of Teachers on Strength of Items of "Personal Writing" in the NUCEC

Here, it is mentionable that in the earlier chapter: *Evaluation of the National University Compulsory English Course,* it has already been found that the NUCEC does not contain any specific item on personal writing. The syllabus has vaguely mentioned informal letters, paragraph and essay writing without including particular topics of personal writing (e.g. diaries, journals, shopping lists, reminders for oneself, packing lists, addresses, recipes, instructions to friends and family and so on). But most teachers consider that the items of personal writing are good. This implies that most teachers have expressed opinions either unknowingly or without proper consideration. In this regard, it would not be irrational to take it for granted that most teachers, themselves, have no clear view regarding the contents of personal writing.

While surveying through questionnaire, the researcher has often been asked by some teachers about what the item "professional writing" actually means. This entails that there are teachers who do not have clear idea about nature and characteristics of professional writing. However, in chapter 4 of the dissertation, it has been revealed through an evaluation that in the sense of usefulness, the items of professional writing in the NUCEC are very good in standard though these are short in quantity and limited in variety. The respondent teachers have also expressed their views on the items of professional writing.

As per the data provided in the figure above, most teachers lack in comprehensive idea about the type of professional writing. So, conditions of teachers hardly allow one to expect a proficient teaching on professional writing.

It has already been found that 50% of the teachers teaching the NUCEC have no training and no teacher has been trained specifically on 'writing'. Only 7.14% teachers have had training on the NUCEC. Teachers also do not have sufficient experience. These are the obvious obstacles on the way to achieving the goals of the NUCEC. There are also other problems such as lack of Teachers' Guide (TG), particular text for students and so on. Teachers have been asked to express views on prevailing problems with the NUCEC. Nearly 26% teachers think that shortage of teachers and increased number of students are the major obstacles. No teacher mentions the problems like lack of teachers' training, lack of teachers' guide (TG) or text for students, lack of teaching materials, physical facilities or the like. This indicates a kind of unawareness among teachers about the vital issues of teaching the NUCEC.

The table below shows that 23.33% of the teachers think that constraint of time is a big problem to implement the syllabus of NUCEC. 20% teachers think that lack of sufficient number of teachers is an obstacle and 13.33% mention frequent changes of syllabus. On the other hand, 13.33% teachers mention increased number of students, another 13.33% indicate the lack of regular monitoring of classes, 10% mention evaluation process and 6.6% mention inability of students to understand instructions on language as prevailing problems with the NUCEC.

Problems with NUCEC	**Rates of Teacheres' Opinion (%)**
Constraint of time	23.33%
Lack of sufficient number of teachers	20%
Increased number of students	13.33%
Lack of regular monitoring of classes	13.33%
Evaluation process	10%
Inability of students to understand instructions	6.6%

Table 89: Views of Teachers on Prevailing Problems with the NUCEC

Level of students is another important factor because while teaching, teachers must maintain their instruction level by considering students' level of reception. Most teachers of the NUCEC think that the level of maximum students is below standard. The table below shows that 76.66% teachers consider that less than 10% students are at desired level while 23.33% teachers

consider that 10%-20% students are at desired level. Views of teachers on the levels of students demonstrate that hardly 20% students are always capable of receiving instructions. This situation exposes a bad condition in which teachers have to consider the level of students and teach them in such a way that instructions are easy and understandable to all categories of students.

Students Levels	**Rates of Teacheres' Opinion (%)**
10% students are at desired level	76.66%
10%-20% students are at desired level	23.33%

Table 90: Desired Level of Students in Views of Teachers

11.2 Ideas and Application of Writing Sub-skills by Teachers

Teaching of sub-skills is an essential step in regard to the methodology of teaching writing. During the survey, the researcher heard many teachers saying "what are writing sub-skills?" This means that the terms are unknown to them.

The following table draws a kind of disappointing picture in the field of teaching the writing component of the NUCEC. This informs that 93.33% teachers have no idea of writing sub-skills.

Teachers with Ideas about Writing	**Rates of Teacheres' (%)**
Teachers having Ideas about Writing Sub-skills	6.66%
Teachers without Ideas about Writing Sub-skills	93.33%

Table 91: Ideas of Teachers about Writing Sub-skills

Writing sub-skills are very important factors to conduct teaching writing but it has already been seen that most teachers do not have any idea about writing sub-skills. Yet, considering the importance of it, the study investigates how many teachers employ sub skills of writing to teach writing.

The following table exhibits that 96.66% teachers do not teach students writing sub-skills.

Techniques of Teaching	**(%)**
Teachers teaching students writing sub-skills	3.34%
Teachers teaching students without writing sub-skills	96.66%

Table 92: Teaching of Writing Sub-skills by Teachers

11.3 Emphasis Put by Teachers on the Sections of the NUCEC

The study investigates how many teachers emphasize listening, speaking, reading and writing differently while teaching in classroom and how many of them attempt to integrate the four basic language skills. The following table informs that 16.66% teachers emphasize teaching writing, 40.47% teachers emphasize grammar, 7.14% teachers emphasize reading and understanding, and more than 19% teachers emphasize developing vocabulary. So teachers should emphasize integrating the four language skills. The table below demonstrates that according to the statement of the teachers, more than 76% teachers attempt to integrate writing skill while teaching students grammar, vocabulary or translation. On the other hand, no teacher claims to integrate listening or speaking while teaching in the classroom. Teachers usually do not think of paying equal attention to all the four skills- listening, speaking, reading and writing to encourage better language use as the syllabus goal relates.

The table shows that proper emphasis is not equally given to all the sections of the syllabus. Integration of four language skills is almost not initiated by teachers –

Emphasis on the Sections of NUCEC				Integration on Four Language Skills			
Sections of NUCEC Emphasized	**No. of Teachers**	**(%)**	**Total No. of Teachers**	**Basic Language Skills Emphasized**	**No. of Teachers**	**(%)**	**Total No. of Teachers**
Reading & Understanding	**03**	**7.14%**	42	**Listening while teaching Grammar/ Vocabulary/ Translation**	**00**	**0%**	42
Grammar	**17**	**40.47%**		**Speaking while teaching Grammar/ Vocabulary/ Translation**	**00**	**0%**	
Developing Vocabulary	**08**	**19.04%**		**Reading while teaching Grammar/ Vocabulary/ Translation**	**08**	**19.04%**	
Translation from Bengali to English	**05**	**11.90%**		**Writing while teaching Grammar/ Vocabulary/ Translation**	**32**	**76.19%**	
Speaking Skills	**00**	**0%**		**Same to All**	**00**	**0%**	

Table 93: Emphasis of Teachers on Sections of NUCEC and Integration of Four Language Skills

11.4 Preparation of Lesson Plan

Teachers are generally supposed to prepare lesson plans before entering a class. So, teachers' activities, regarding preparing everyday lesson plans, have been investigated.

The following table shows that 40% teachers do not regularly prepare their lesson plans. Here it is mentionable that though 60% teachers said that they make lesson plans, they could not show any paper or document. They say that a tentative idea is often kept in mind about what to teach the next day.

Preparation of Lesson Plans	**(%)**
Teachers Prparing Lesson Plans	40%
Teachers not Prparing Lesson Plans	60%

Table 94: Preparation of Everyday Lesson Plan by Teachers

11.5 Teaching Techniques of Writing in Classrooms

Writing is a process which first needs certain techniques of teaching. River mentions such techniques as teaching of the graphic system; conventional spelling; structure of language and process of combining words and phrases to convey the tone or sense that the writer has in mind (River, op. cit, p. 243). Again, the six stages of writing including various sub-skills prescribed by T. Hedge are also well known structural design of writing technique.

The following table shows that 13.33% teachers teach writing through structures, stages and sub-skills of writing and 6.66% follow the product approach to teach writing. On the other hand, 53.33% teach in the age-old traditional grammar-translation method and 26.66% teachers, themselves, prepare notes for students to teach writing.

Techniques of Teaching	**(%)**
Teachers teaching writing through structures, stages and sub-skills of writing	13.33%
Teachers following the product approach to teach writing	6.66%
Teachers teaching in the age-old traditional grammar-translation method	53.33%
Teachers writing notes for students	26.66%

Table 95: Techniques of Teaching Writing in Classroom

11.6 Process of Teaching Writing Correct Sentences

Teaching of correct sentences requires an integrated teaching of grammar, usage and mechanics. Teachers should employ all these essential items to teach writing correct sentences. The following table demonstrates that no teacher initiates teaching mechanics of writing and only 6.66% teachers discuss usage while 93.33% teachers emphasize only grammar. The processes of teaching correct sentences, applied by teachers, are too traditional to enhance proficiency of students to desired level.

Techniques of Teaching Correct Sentences	**(%)**
Teachers discussing usage	6.66%
Teachers emphasizing only grammar	93.33%

Table 95.1: Techniques of Teaching Correct Sentences

11.7 Correction of Writing

For correction of writing, teachers have to analyze mistakes of learners, explain reasons of mistakes and then correct the mistakes. The following table reveals that 19.04% teachers follow the ways and nearly 60% teachers mark the mistakes and correct the sentences themselves. 21.42% teachers let the students correct the mistakes on their own only by marking their mistakes with a red ink circle or a cross sign. This is problematic that without learning the ways, students can hardly be able to correct mistakes on their own.

Techniques of Mistake Analysis	Number of Teachers	(%)	Total Number of Teachers
Marking and correcting	25	59.52%	
Encouraging students to correct themselves	09	21.42%	42
Analyzing mistakes, explaining reasons and correcting	08	19.04%	

Table 95.2: Processes of Correction by Teachers

11.8 Teaching of Completing Sentences

Completing sentences generally requires involvement of vocabulary and forming habits of prediction. The study finds that a very few teachers apply appropriate process of teaching completing sentences.

The following table shows that more than 53% teachers teach completing sentences through practising grammar. Practice of vocabulary is partially maintained by 23.33% and prediction of contexts is practised by 13.33% teachers. On the other hand, integration of both vocabulary and prediction of contexts which is most necessary is executed by 10% teachers only.

Techniques of Teaching Completing Sentences	**(%)**
Teachers teaching completing sentences through practising grammar	53%
Teachers teaching completing sentences through prediction of contexts	13.33%
Teachers teaching completing sentences through vocabulary	23.33%

Table 95.3: Instructions by Teachers for Completing Sentences

11.9 Teaching of Paragraph Writing

A paragraph can well be written through the "process" approach by teaching students the building blocks like:

introducers (topic sentence) → *developers*→ *modulators*→ *terminators* and so on.

Again, the "product" approach may be used for instructing students to generate ideas through giving model text exercise. Students can also be given clues to develop ideas and write paragraphs.

The following table exposes that 36% teachers, themselves, write paragraphs for students and 13.33% advise students to follow guide books. 20% teachers discuss techniques of giving clues, 10% teachers instruct through the building blocks (process writing) and another 20% teach paragraphs by instructing the building blocks besides giving clues. On the other hand, none of the teachers uses techniques of product writing through model text exercise to develop ideas themselves. From the information in the figure below, it is apparent that nearly 30% teachers provide appropriate methods and techniques of writing paragraphs in classrooms. Things are not hopeful in most cases.

Techniques of Teaching Writing Paragraph	**(%)**
Teachers, themselves, writing paragraph	36%
Teachers Teachers, advising students to follow guide books	13.33%
Teachers discussing techniques of giving clues	20%
Teachers instructing through the building blocks (process writing).	10%
Teachers instructing through giving clues	20%

Table 95.4: Techniques of Teaching Paragraph Writing

11.10 Teaching of Writing the Paragraph Types

There are various types of paragraphs such as listing, cause and effect, comparison, contrast, classification, narrative, descriptive, reflexive and so on. How many types of paragraphs the teachers teach in classrooms and what types of paragraph they ignore have been investigated in the study.

From the following table, it is known that 30% teachers try to teach writing paragraphs covering most of the paragraph types. 40% teachers involve students in writing narrative, descriptive and reflexive paragraphs, 6.66% teachers involve students in practising only expository paragraph, 16.66% initiate writing paragraphs on current issues and other 6.66% teachers do not teach any kind of paragraph writing.

Techniques of Teaching Paragraph Types	**(%)**
Teachers teaching most	30%
Teachers teaching narrative, descriptive and reflexive paragraphs	40%
Teachers teaching expository paragraph	6.66%
Teachers instructing paragraphs on current issues	16.66%
Teachers do not teach any kind of paragraph writing	6.66%

Table 95.5: Teaching of Writing Paragraph Types

From the information in the figure above, it comes out that 70% teachers do not cover teaching of most of the paragraph types in classrooms.

11.11 Teaching of Writing Essays

Writing essays normally follows some steps such as *pre- writing- writing-editing.* The NUCEC prescribes that through all these three steps, teachers have to teach students *generating ideas; outlining; writing thesis sentences; writing the essay; writing introductions; developing ideas, writing conclusions, revising and editing*. Process of teaching essays in classrooms has also been inquired in the present study. The following table shows that none of the teachers follows the steps like pre writing, writing and editing. 69.99% teachers ask students to write essays directly without any involvement of sub-skills. 16.66% teachers instruct students to write essays through the process *writing-revising-correcting* in stead of the steps *pre- writing- writing- editing*. Generally after writing essays, students submit them to teachers for correction. In such a case, it is teachers who are to correct the essays, instead of students. However, 13.33% teachers are not involved in teaching of writing essays.

2.2 General Activities of Reading

There may be various kinds of reading activities. The activities may vary according to the level of classes. But there are some activities of reading which are commonly practised in the reading classes. Some of those reading activities are suggested by Ur (1991) as follows:

Questions: General questions are given for learners to find out a piece of information central to the understanding of the text.

Do-it-yourself Questions: Learners compose and answer their own questions.

Providing Title: Students suggest a title. If one was given already, then students need to give an alternative.

Summarizing: Students summarize the content in a sentence or two.

Continuing: The text is a story. Students suggest what might happen next.

Preface: The text is a story. Students suggest what might have happened before.

Gapped Text: 'A text with regular gaps through out' is given for students to fill in with the missing ideas.

Comparison: Sometimes there are two texts on a similar topic. Students note points of similarity or difference of content.

Responding: The text is a provocative article; students discuss how they would respond or write an answer.

Re-presentation of Content: The text gives information or tells a story. Students need to sketch a pen picture of the events of it. Again, sometimes, they represent its content through a different graphic medium:

- *drawing that illustrates the text*
- *colouring*
- *making a map*
- *lists of events or items described in the text*
- *a diagram (such as a grid or flow chart) indicating relationships between items, characters or events.*

2.3 Strategies for Efficient Reading

2.3.1 Tasks

It is said that making learners understand a simple text is only the beginning. Reading skill needs to be fostered so that learners can cope with more and more sophisticated texts and tasks and deal with them efficiently, quickly, appropriately and skillfully. In other words, teachers must focus on what they could, or should do to help fostering the 'efficient' quality: selection of the types of texts or tasks, general instructions and so on. Tasks should encourage learners to apply their own background knowledge and experiences to the reading of the text.

Again, tasks aimed at encouraging learners to guess or 'do without' words, can help students in becoming habituated to using these strategies. On the whole, it is best to give the task in advance, so that students clearly know their purpose of the reading. Teachers have to make sure that students are provided with different kinds of reading tasks and encourage them explicitly to use different strategies.

2.3.2 Skimming and Scanning Tasks

Skimming and scanning are useful strategies for students to operate reading activity. Skilled readers scan to locate specific information in a text from different areas or locations and skim to extract general information from it. Looking for 'clues' in the titles or sub- titles, and within the given text of a passage itself can be another strategy.

Scanning tasks are very useful for getting learners to read selectively in which students are asked in advance to look out for a specific item of information while reading. Finally, frank explanation (For example, where the teacher 'legitimizes' skipping; insignificant or less significant parts of a text for certain tasks) of efficient reading strategy can help learners very well.

2.3.3 Text of Reading

Careful selection of texts is also important. The text should be accessible. If learners cannot understand the vital information without looking up words from dictionary or if they are given extra information, then the activity might improve their vocabulary and general knowledge, but will be less useful as an aid to improving their reading skills. It should be noted that the appropriateness of language level depends to some extent on the tasks. Sometimes, a difficult text may also provide useful reading for the class if the task demands understanding only of those parts that are readily comprehensible to the students. So, texts of reading should be carefully selected thinking over the match between the levels of students and the language of the text.

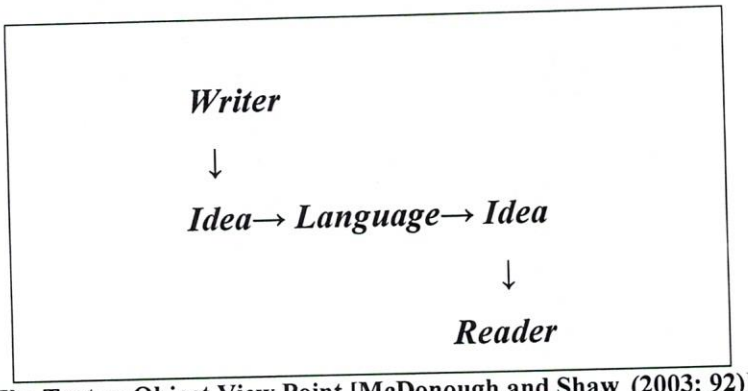
2.4 Reading Speed

There is controversy over whether one can improve reading speed through training. Different reading purposes demand different speeds. In the opinion of Penny Ur (1991:147), the most useful thing for the teachers is to provide students with the opportunities to do as much (successful) reading as possible, including a varied diet of reading types (fast, slow, skimming, scanning, studying and so on). The aim is to encourage 'automatization' of recognizing common words or word combinations because this is in general the crucial contributory factor to reading speed.

2.5 View Points of Reading

2.5.1 The Text as Object View Point

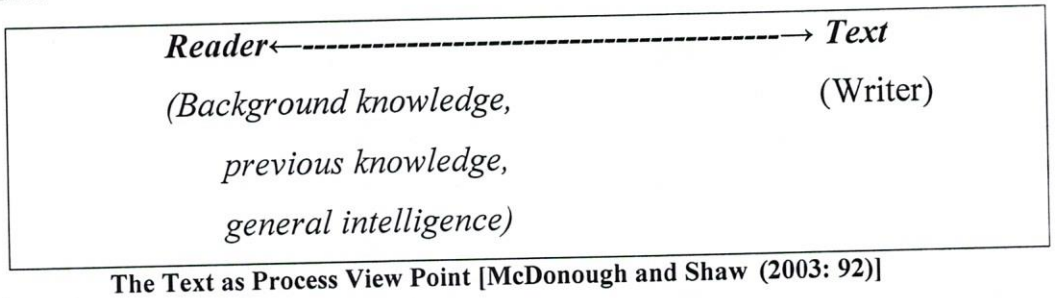
When readers are merely 'recipients' of information or an 'empty vessel' with no ability to analyze the idea of the text, then it is considered 'text as object' view point. This view point regards the reader as having nothing to contribute to the reading process.



The Text as Object View Point [McDonough and Shaw (2003: 92)]

2.5.2 The Text as Process View Point

In recent years, 'text as object' view point has been replaced by 'text as process' view point which encourages close interaction between the reader and the text.



The Text as Process View Point [McDonough and Shaw (2003: 92)]

It is generally recognized that an efficient reader is able to interact with various types of texts. He can choose appropriate reading strategies depending on the nature of the text.

Pre-reading is a useful strategy of reading because it focuses learners' attention to the types of information that they are about to read.

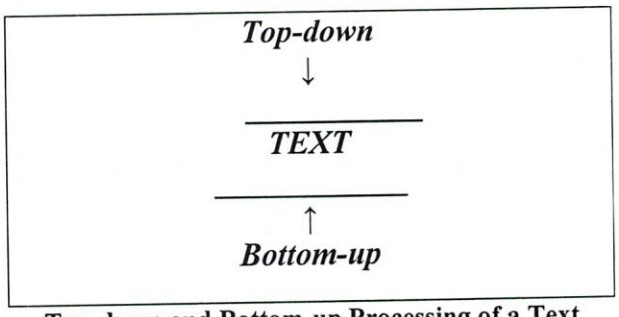
Ur (1996) suggests various criteria of efficient readers such as efficient readers can access content by changing reading speed, select significant features of a text and skim the rest, infer meaning from text, think ahead by predicting, and use background knowledge to understand meaning. They also switch reading strategy according to the type of text. The major contribution to the knowledge of reading is provided by Schema theory.

2.6 Schema Theory

With the theory of Schema, Bartlett (1932) first explains that man's present knowledge of the world is interrelated with previous knowledge and experiences. These 'schemata' also allow him to predict what may happen. This theory offers the idea of the interactive reading process which proposes that efficient readers are able to relate their 'texts' to their background knowledge of the world. Brown and Yule (1983), McCarthy and Carter (1994), Cook (1997) and Nunan (1999) all provide accounts of how this background knowledge can influence the comprehension process. In this regard, Nunan writes, "We interpret what we read in terms of what we already know with the content of what we are reading (1999:256)." In line with the schema theory, an efficient reader can also use what are called 'Bottom-up' and 'Top-down' strategies.

2.7 'Bottom-up' and 'Top-down' Strategies

According to 'bottom up' theory, the reader tries to decode each individual letter by matching it to the minimal units of meaning in the sound system (the phoneme) to arrive at a meaning of the text. On the other hand, the 'top-down' theory proposes the interaction process between the reader and the text which involves the reader in activating his knowledge of the world, his past experiences, expectations and intuitions and so on to arrive at the meaning of the text. In other words, the 'top-down' process interacts with the 'bottom-up' process in order to aid comprehension.



Top-down and Bottom-up Processing of a Text

3 Classroom Practices and Procedure of Reading

Many teachers divide reading into a) intensive classroom-based work and b) extensive reading programme to give further out-of-class practices. However, there are many practices and procedures of reading. Some of those practices and procedures are discussed below:

3.1 Stages and Procedures of Reading

R.V. White (1981) makes some suggestions about the stages and procedures of a reading lesson that may help (a) firstly, to put the skill into a classroom context and (b) secondly, to see some of its possible relationships with the other language skills:

Stage 1 Arousing students' interests and motivation by linking the topic of the text to their own experience or existing knowledge and giving some pre-reading/ focusing questions to help them do this

Stage 2 Giving them points to search for in the reading text, or asking the students to suggest the points

Stage 3 Encouraging a discussion of answers after reading

Stage 4 Developing students into writing by using the gained information for another purpose

3.2 Vocabulary Teaching for Reading

Understanding vocabulary is an integral part of a reader's overall competence. Learners need to progress beyond the basic grammar of regular and irregular verbs and nouns. They should be taught more complex multiword verbs and idioms. Lewis (1993) argues that prepositions, modal verbs, and delexical verbs (take a swim, have a rest) need to be taught as part of vocabulary development. Ur advocates a type of 'mini syllabus' of vocabulary items that ideally needs to be taught to the majority of foreign language learners (Ur, Ibid.) These items will also include collocations. Learners should work with dictionaries to see how collocations are listed and treated.

3.3 Feedback of Reading

For feedback, questions should be given to learners in either written or spoken form. A balance of the two is appropriate. Yes/no, true/false, multiple choice, open-ended questions can be used. Non-verbal matrix can be given to be completed. And that type of questions should be used which can bring the inner thoughts out of the learner. Nuttall (1996:110) identifies five basic question types commonly used for reading:

- *Literal comprehension*
- *Organizing or putting the information in the text into a different order*
- *Inferring or reading between the lines*
- *Questions requiring measures of personal response*
- *Questions of evaluation*

Asking questions is not the only way. The teacher needs to prepare students to extract the meaning from text. When the information is extracted, the teacher can use the information to do something else- such as jigsaw reading or assembling an idea from a set of instructions (Summary writing, extracting main idea, sub-ideas and so on). Thus, a successful reading enables a certain task to be completed.

3.4 Efficient and Inefficient Reading

Efficient reading depends on factors like comprehensibility of language, accessibility of content, speed, concentration by the reader and so on. While evaluating the feed back of reading by students, teachers should differentiate the efficient and inefficient reading considering characteristics of both kinds of reading as follows:

Factors	***Efficient Reading***	***Inefficient Reading***
Language	The language of the text is comprehensible to the students.	The language of the text is too difficult to the students.
Content	The content of the text is accessible to the students. They know enough to apply	The content text is too far removed from the knowledge and experience of the

	their background knowledge.	students.
Speed	The reading progresses fairly fast: the reader has automatized recognition of common combinations and does not waste time working out each word or group of words anew.	The reading is slow: the reader does not have a large 'vocabulary' of automatically recognized items.
Concentration	The reader concentrates on the significant bits, and skims the rest; s/he may even skip parts that s/he knows to be significant.	The reader pays same amount of attention to all parts of the text.
Incomprehensible Vocabulary	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as it comes.
Prediction	The reader thinks ahead, hypothesizes and predicts.	The reader does not think ahead, deals with the text as it comes.
Background Knowledge	The reader has and uses background information to help understand the text.	The reader does not have or use background information.
Motivation	The reader is motivated to read: taking the text as something interesting or a challenging task.	The reader has no particular interest in reading.
Purpose	The reader is aware of a clear purpose in reading: e.g. to find out something, to get pleasure or so on.	The reader has no clear purpose other than to obey the teacher's instruction.
Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategies for all text.
Ur, Cambridge University Press, 1996		

Table 73: Efficient and Inefficient Reading

However, from the above discussion, a list of activities can be obtained which should be operated by the teacher. It can be seen what he or she has to do for teaching reading:

1. S/he makes sure that the students get a lot of successful reading experiences.
2. S/he makes sure that most of the vocabulary in reading text is familiar to the students, and that words which are unknown can be either easily guessed or safely ignored.
3. S/he gives interesting tasks before asking the students to read so that they have a clear purpose and motivating challenge.
4. S/he uses texts that are interesting enough for students to provide their own motivation.
5. S/he allows and even encourages students to manage without understanding every word: by the use of scanning tasks. S/he lets them focus on limited items of information which are required.
6. S/he provides as wide a variety of texts and tasks as possible to give them practices in different kinds of reading.

Ur, Cambridge University Press, 1996

4 A General Discussion on 'Reading Skill' in the NUCEC

The syllabus of National University Compulsory English Course (NUCEC) has a specific section for reading called *'Reading and Understanding'*. It includes the following reading items:

a) *Understanding different purposes and types of readings,*
b) *Guessing word-meaning in different contexts,*
c) *Understanding long sentences,*
d) *Recognizing main ideas and supporting ideas,*
e) *Answering comprehension questions,*
f) *Writing summaries.*

The syllabus also mentions that

> *Students will be expected to read passages that might come across in their everyday life, such as news papers, magazines, and general books. Simple stories will also be included to give students a familiarity with different uses of the language.*

However, the syllabus suggests teaching of *'Understanding different purposes and types of readings'*. Much of the current thinking on reading tends to focus primarily on the purpose of reading activity; even if reading is done only for pleasure, it is still purposeful (McDonough and Shaw, 2004: 90). This is already mentioned that Williams (1984) usefully classifies reading into three specific purposes: (a) getting general information from the text, (b) getting specific information from a text, and (c) for pleasure or for interest. The list that is drawn up may include a newspaper, letters (personal and formal), booklets, leaflets, magazines, a telephone directory, timetables, advertisements, labels on jars, tins and packets and so on for reading. Teachers of the classes of National University Compulsory English Course (NUCEC) should mention all of these materials to the students and try to give them practices from the materials. Again, teachers can also make students curious about something like a story; give them a text of the similar theme and give students practices to obtain information from reading the text of the story. Teachers may also show them how to obtain instruction from a text to perform some tasks for work or daily life. They should involve students in reading various kinds of texts and tell them to know when or where something will take place or what is available, or what is happening or has happened. Above all, teachers have to think about the reading purposes of their own students and involve them into reading by selecting interesting topics.

The syllabus has another item of reading skill which is *'Guessing word-meaning in different contexts.* It is very important for the students to guess meanings of the word in different contexts. In this regard, teachers have to instruct students how to use background knowledge, think ahead by predicting and guess or infer meaning from context.

The third item of reading in the syllabus of NUCEC is '*Understanding long sentences'* which requires the teachers to instruct students to know – how a long sentence is linked together, how they can work out with unfamiliar words

Techniques of Teaching Essays	**(%)**
Teachers teaching essay writing without any involvement of sub-skills	69.99%
Teachers instruct essay writing through process writing	16.66%
Teachers not involved in teaching of writing essays	13.33%

Table 95.6: Teaching Techniques of Writing Essays

11.12 Teaching of Writing Personal and Professional Letters

The NUCEC includes personal and professional letter items. Professional letter items fall into the categories: business writing, social writing, and inter official communication writing. However, none of the teachers teaches all types of letter items. Although personal types of letters are not specified in syllabus, 88.09% teachers teach different kinds of personal letters. No teacher is involved in teaching professional letter items.

Teaching Professional letters			**Total Number of Teachers**
Letter items	**Number of Teachers (teachers)**	**Percentage**	
BUSINESS WRITING: Claim, Complaint, Acknowledgement Letter	00	0%	42
SOCIAL WRITING: Thanks, Regret or Sorry Letter	00	0%	
INTER OFFICIAL/ EXECUTIVE WRITING: Circular, Memorandum, Order	00	0%	
Personal Letters			
PERSONAL WRITING: Letter to Friends and Family Members	37	88.09%	
No Letter Writing Practices			
Teachers not teaching Writing of Letters	05	11.90%	

Table 96: Teaching of Professional and Personal Letters in Classrooms

The data provided in the above table show that teachers are not teaching the types of letters useful for students in personal and professional life.

11.13 Teaching of Situational Writing

Situational writing involves thinking, making notes and developing ideas into a particular form. Sometimes giving clues and topics on various real life situations is also important to involve students in thinking and imagining the contexts. The following figure demonstrates that 40% teachers advise students to read guide books or notes for situational writing. 13.33% teachers

recommend collecting information on the topic and writing and 20% teachers give model texts to follow and generate ideas. Teachers neither use drawings, maps and graphs nor try to give learners ideas of real life situations.

Techniques of Teaching Situational Writing	(%)
Teachers advising students to read guide books or notes for situational writing	40%
Teachers recommend collecting information on the topic and writing	13.33%
Teachers giving model texts to follow and generate ideas	20%

Table 97: Instruction for Situational Writing

11.14 Teaching of Dialogue Writing

Language of dialogues is actually the language of speech and dialogue writing requires ability of students to use sentences, moods and expressions as much as they use in speaking. The following figure informs that more than 60% teachers teach students to write correct sentences and put them one after another to form a dialogue and 20% teachers teach students grammar and correct structures. Indeed, the practices of dialogue writing includes students' participation in speaking in groups or pairs because through exercising oral interaction, one can best put dialogues on paper which are lively and dynamic. But instructions for speaking, pair work and writing are provided by only 13.33% teachers-

Techniques of Teaching Dialogue Writing	(%)
Teachers teach students to write correct sentences and put them one after another to form a dialogue	60%
Teachers recommend students grammar and correct structures	20%
Teachers recommend speaking, pair work	13.33%

Table 98: Teaching of Dialogue writing

From the above discussion, it is known that most teachers of Dhaka, Rajshahi and Rangpur divisions or in other words in the country lack in proper techniques and methods of teaching writing. Especially, there are inclusions of some writing items which appear to them mostly new and unexplored. In most cases, teachers teach in the traditional ways. The ways, generally through

which teachers are teaching, may neither be called process or product approach. Therefore, training for teachers has unquestionably become an essential factor.

11.15 Activities in Classrooms with Writing

On observing the classrooms, information has been collected through classroom observation check lists. The following table reveals that practically 100% teachers are aloof from instructing structures while teaching writing. 90% teachers do not involve students in brainstorming to get ideas about the contexts. 50% teachers use guide books and they involve students in practising model questions given in the guide books. Students often write answers from guide book solution papers. 10% teachers try to analyze learners' errors and take remedial measures. 30% teachers act as an organizer, facilitator and a friend to students and no teacher (0%) attempts to integrate four language skills in the classroom.

Teachers' Roles	**(%)**
Teachers aloof from instructing structures	100%
Teachers using guide books	50%
Teachers analyzing learners' errors and take remedial measures	10%
Teachers acting as an organizer, facilitator and a friend to students	30%

Table 99: Activities of teachers in Classrooms

11.15.1 Teachers' Training

The survey and interview, conducted on respondent teachers in the present research, also include views of the teachers regarding their need of training. The following table shows that most teachers (90%) feel that they need training. On the other hand, 10% teachers do not think that they need training.

Teachers'Need of Training	**(%)**
Teachers seriously feel need of training	90%
Teachers do not feel need of training	10%

Table 100: Views of Teachers about Need of Training on the NUCEC

The table below shows that 30% teachers feel the need of training on teaching techniques, 23.33% on classroom management, 23.33% on writing especially

on situational writing and other 13.33% feel the requirement of training largely on ELT.

Teachers'Need of Training on Partiucular Fields	(%)
Teachers need training on teaching techniques	30%
Teachers need training on classroom management	23.33%
Teachers need training especially on situational writing	23.33%
Teachers need training on ELT	13.33%

Table 101: Views of Teachers about Needs of Training on Particular Fields

11.15.2 Overall Quality of Teaching and Teachers of Writing in Bangladesh

11.15.2.1 Well Matching Instructions (WMI)

Quality of teaching firstly depends on the teacher's capability of judging students' power of reception and providing well-matching instructions (WMI) according to students' levels. Through classroom observation, it has been found that in most cases teachers do not think of the levels of students. Teachers also do not think of the level of their instructions that they offer to the students. So, there are mis-matches between the levels of instructions and levels of students in the NUCEC classrooms. The table exposes that the overall rate of WMI (ORWMI) of the three divisions is 28.56%-

Divisions	WMI (%)	Overall Rate of WMI (%)
Dhaka	28.57%	28.56%
Rajshahi	21.42%	
Rangpur	35.71%	

Table 102: ORWMI in the Country

11.15.2.2 Control over Lessons and Classroom Atmosphere (CLCA) by Teachers

Again, quality teaching also depends on the teacher's capability of keeping control over lessons and the classroom atmosphere (CLCA). Classroom control involves the teacher in managing many things at the same time. He needs to manage students looking for a chance to speak, subject matters of their asking,

atmosphere turning toward a digression and so on. As per the following table's record, the overall rate of CLCA in Bangladesh has been found 34.12%-

Divisions	CLCA (%)	Overall Rate of CLCA (%)
Dhaka	38.09%	34.12
Rajshahi	33.33%	
Rangpur	30.94%	

Table 103: CLCA across the Country

11.15.3 Overall Rate of Quality Teachers (ORQTs)

In sense of well matching instructions (WMI) and control over lessons and the classroom atmosphere (CLCA), the rate of teachers who have capability to provide quality instructions of writing has been estimated. The following table exhibits the overall rate of quality teachers (ORQTs) in the country. It shows that 31.34% teachers in the country are providing quality teaching of writing-

Quality Teachers (teachers)	(%)	ORQTs (%)
teachers with MWI	28.56%	31.34%
teachers with CLCA	34.12%	

Table 104: Overall Rate of Quality Teachers (ORQTS) in the Country

11.15.4 Rate of Real Classroom Practices (RRCP) in Bangladesh

From the practical observations of the seven (07) colleges of Dhaka division, seven (07) colleges of Rajshahi division and seven (07) colleges of Rangpur division, the study finds that 14.28% classrooms of Dhaka division, 6.12% classrooms of Rajshahi division and 6.36% classrooms of Rangpur division provide students with appropriate instructions or practices of 'Writing' in reality. Thus, the overall rate of real classroom practices (ORRCP) of 'Writing' in all three divisions has been estimated 8.92%. This implies that students of Bangladesh get real teaching and learning of writing from 8.92% classrooms

of the NUCEC and the students do not obtain the real teaching or learning from 91.08% classrooms of the NUCEC.

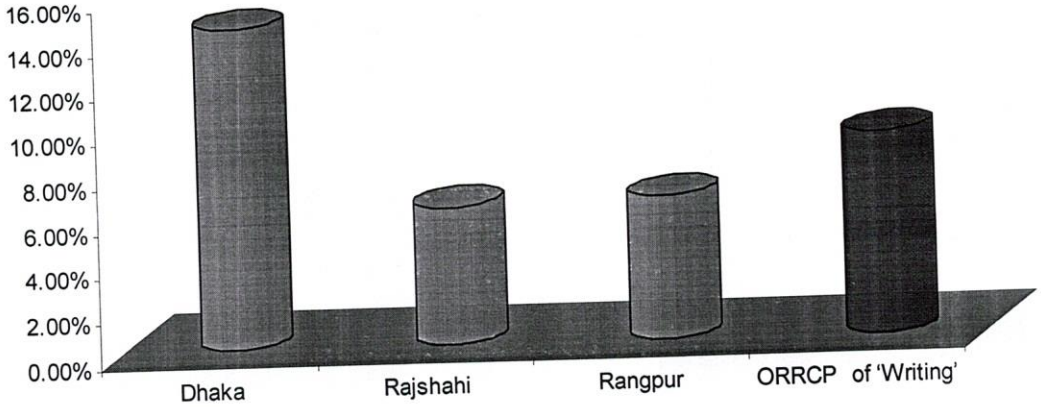


Fig 41: Overall Rate of Real Classroom Practices (ORRCP)

So, it can be expected that with increased rate of methodical teaching-learning supports of classrooms, students' achievement rate in writing can be enhanced. The number of those classrooms which provide appropriate instructions should be increased. And increased number of productive classrooms actually means increased number of capable teachers. From the preceding tables, it is already known that in the country, teachers having capability of keeping control over lessons and the classroom atmosphere (CLCA) are 34.12% and the overall rate of teachers who provide well matching instructions (WMI) according to students' levels, is 28.56%. Both of the rates of CLCA and WMI badly need development. The overall rate of quality teachers (ORQTS) in the country is 31.34%.

11.16 Common Issues with Students

From the survey, it is known that students knowing the fact like processes of writing or the stages of writing are 0% which implies that although 13.33% teachers have reported that they teach through writing stages (mentioned above), either their teaching has not become effective or the report is not correct. The questionnaire survey on students, which acts as a cross checking

tool, clarifies the information that none of the students has any idea about stages of writing.

Position of students	Number of students	Percentage	Total students
Students knowing the fact	00	(0%)	441
Students without knowing the fact	441	(100%)	

Table 105: Ideas of Students about Stages of Writing

The NUCEC aims at benefiting students at personal and professional levels. Some of the subsequent figures inform about how many students have minimum ideas of various kinds of professional writing. The following table demonstrates that 81.66% students have no idea about the item like news paper writing.

Students Idea of Writing Skill	(%)
Students having idea about news paper writing	19.34%
Students having no idea about news paper writing	81.66%

Table 105.1: Ideas of Students about Newspaper Writing

Students' idea about steps of writing report has also been investigated. It is found that most students do not know about the steps of writing a report.

The following figure exhibits that 13.33% students know how to prepare a report through developing its five steps. On the other hand, 86.6% students do not know the fact that there may be five particular steps to develop a report.

Students Idea of Writing Skill	(%)
Students having idea about five steps of developing a report	13.33%
Students having no idea about developing a report	86.6%

Table 105.2: Ideas of Students about 5 Steps of Report Writing

Students are asked to say what type of writing a memo is. And students are provided with four options to answer. The figure below depicts that 80.83% of students do not know whether a memo is an official, business, social or personal type of writing.

Students Idea of Writing Skill	(%)
Students knowing whether a memo is an official, business, social or personal type of writing	19.33%
Students not knowing whether a memo is an official, business, social or personal type of writing	80.83%

Table 105.3: Ideas of Students about Memo as a Type of Writing

This exposes an absolutely frustrating picture of students' general sense about the writing types prescribed in the NUCEC which they are to cope with.

Again, students have been asked to say about the functions of a resume. The research find that 76.66% students do not have the minimum idea about what the real function of a resume is. 83.75% students are unable to distinguish a piece of situational writing from other types of writing. Only, 18.8% students are found to have minimum idea on different kinds of professional writing.

In line with that of professional writing, students' general sense about personal writing is not good. Students have been asked to make a list of items of personal writing (e.g. diary, shopping list, informal letter and so on). Only 29.16% students are able to write a list of items and 70.83% students have failed to do this.

The following table shows that in average, 17.30% students of Dhaka, Rajshahi and Rangpur divisions have got the minimum ideas about various items of 'Writing'. On the other hand, 82.69% students have no idea about these. This is upsetting that 82.69% students of the country do not have the minimum idea about what the writing items are in nature, what they are to do with those items or what they are doing.

Writing Items	Students having Minimum Ideas (%)	Average Rate of students	Students having no Ideas (%)	Average Rate of students
Processes of Writing or the Stages of Writing	0%	17.30%	100%	82.69%
News Paper Writing	18.34%		81.66%	
Steps of Developing a Report	13.4%		86.6%	
Nature of Memo Writing	19.17%		80.83%	
Function of a Resume	23.34%		76.66%	
Situational Writing	16.25%		83.75%	
Professional Writing	18.8%		81.2%	
Personal Writing	29.16%		70.83%	

Table 105.4: Students' Minimum Ideas about Various Items of 'Writing'

12 Survey Conducted on Principals

Since principals are the administrators of colleges, the present research has also conducted a survey on the principals of the selected colleges to see what initiatives they take to enhance teaching capability of teachers, what roles they play to ensure regular classes and what they do to develop students' competence in English language skills.

12.1 Qualifications of Principals

The survey has been conducted on principals of twenty one (21) selected colleges. Three (3) of them have graduated in English and the others come from subjects other than English. The following table shows that 15% principals are from English background and 85% are from other subjects.

Subjects of the Principals at Bachelor and Master levels	Number of Principals	%	Total Number of Principals
Principals Completed Honours and Masters in English	03	15%	21
Principals Completed Honours and Masters in Other subjects than English	18	85%	

Table 106: Subjects of Principals in Honours and Masters

12.2 Supervision of NUCEC Classes by Principals

Supervision of classes by principals is an essential factor because they can play a very significant role to ensure that the classes are held regularly. Through investigation, the researcher has come to know that most principals collect information about the teachers' arrival, timely entrance to classes and teaching from office bearers. In honours colleges, often the heads of the departments do the duty. Physical inspections to classes by principals are too rare in both Degree and Honours colleges. It may not be possible for the principals to visit classes every day but this can be a common expectation that principals visit classes once a week or at least once in a month. None of the principals visits classes every day or once a week. On the other hand, 80% principals do not visit classes once in a month and 60% principals do not visit classes once in three months. The rate of supervision of classes by principals is not

satisfactory. Most principals are also unaware about whether classroom atmosphere is really supportive or not.

12.3 Initiatives by the Principals for Development of English Teachers

As administrators, principals should do things for developing teachers' teaching efficiency e.g. holding workshops or seminars to enhance teaching techniques and methods of teachers, sending teachers for training, monitoring teachers' preparation of everyday lesson plans and so on.

The following table exhibits that no principal holds workshops or seminars for improvement of teachers' techniques and methods of teaching, more than 80% principals cannot ensure that lesson plans are prepared by teachers. The table also informs that more than 76% principals did not send any teachers for training during 2010-2011.

Principal's Initiatives for Enhancement of teachers Professionalism	Yes (No. of Principals)	(%)	No (No. of Principals)	(%)	Total No. of Principals
Arranging Workshop	00	0%	21	100%	21
Arranging Seminars on Teaching Techniques and Methods	00	0%	21	100%	
Ensuring Lesson Plans from teachers	04	19.04%	17	80.96%	
Sending at least (01) teachers to Training during 2010-2011	05	23.80%	16	76.20%	

Table 107: Initiatives Taken by Principals

In an interview, an acting principal[1] of a government honours level college told the researcher that he (the acting principal) is too busy with his transfer to pay attention to such activities. Another principal[2] of a college informed that due to insufficiency of teachers, he cannot send the English teachers for training.

[1] Mr. Manjurul Islam, BSc (Hons), MSc (Botany), Acting Principal of Nilphamari Government College.

Mr. Khairat Hossen, B.A (Hons), M.A (History), Principal of Nilphamari Government Women's College, Nilphamari.

12.4 Initiatives by the Principals for Development of Students' Writing Skill

Principals should take initiatives not only for teachers but also for students. Principals may arrange extra classes since most teachers opine that the time duration of the course is very limited. There is lack of teachers and thereby lack of classes. So, principals should also administer the respective departments or teachers to hold weekly class tests, monthly class tests, especially tests on writing and the like. The following figure shows that 80% principals do not arrange extra classes in the colleges. None of the principals assigns duties on departments or teachers to administer, weekly class tests, tests on writing or the like. Only 30% of them make the teachers arrange monthly class tests.

13 Specific Reports of the Survey on Dhaka Division

13.1 Teacher-Student Ratio

Dhaka division needs more teachers to teach the NUCEC. Generally, the size of a class should not exceed sixty (60) students. In Dhaka division minimum ratio of teachers versus students in a class is 1:164 while the maximum ratio of teachers versus students is 1:243. The average ratio of teachers versus students in a class is 1:188.

Sl no.	Name of the Colleges	No. of teachers	No. of students in Degree (Pass)	No. of students in Honours (English)	No. of students in Honours (Non-English)	Students in Total	Teachers-students Ratio	Teachers-students Ratio in Average
1.	**Dhaka College**	14	213	552	1534	2299	1:164	1:188
2.	**Eden College**	12	214	386	1383	1983	1:165	
3.	**State College**	08	108	384	855	1347	1:168	
4.	**Mohammadpur Central College**	08	148	476	894	1518	1:189	
5.	**Tejgaon College**	08	178	392	1032	1602	1:200	
6.	**Mirpur University College**	12	242	566	1443	2251	1:187	
7.	**New Model University College**	06	97	294	1072	1463	1:243	

Table 108: Status of Qualifications, Experiences and Training of Teachers

13.2 Qualifications of Teachers

Qualifications, experiences and training are the important criteria of teachers for standard education. It is generally expected that teachers with higher education and training can offer better teaching than that of untrained and inexperienced teachers. The present study has considered all these factors during investigations on the division of Dhaka.

The following table demonstrates that 85.71% teachers are Masters in English with honours. 7.14% of the teachers have higher academic qualifications like M. Phil or Ph. D. In Dhaka division, there are some university colleges in which only five (05) or six (06) teachers are in service. The shortage of teachers is a serious constraint

Qualifications of Teachers	Number of Teachers	0%	Total No. of Teachers
Graduation & Masters in English	12	85.71%	14
Graduation, Masters & M. Phil	01	7.14%	
Graduation, Masters & Ph. D	01	7.14%	
Without Graduation and Masters in English	00	0%	

Table 109: Qualifications of Teachers

13.3 Experience of Teachers

Experience enhances in-depth conception of teachers on the subject matters which they teach. In the study, it is found that most teachers do not have sufficient experience. The following table shows that 42.85% teachers have less than six years of experience. Teachers having 6-10 years experience are 21.42%, teachers having 16-25 years experience are 7.14%.

Service Length of Teachers	Number of Teachers	0%	Total No. of Teachers
01 Year to 05 Years	6	42.85%	14
06 Years to 10 Years	03	21.42%	
11 Years to 15 Years	03	21.42%	
16 Years to 20 Years	01	7.14%	
21 Years to 25 Years	01	7.14%	
26 Years to 30 Years	00	0%	
31 Years to 35 Years	00	0%	

Table 110: Teachers' Experience (Mean ≈ 7, Median ≈ 4 and Mode ≈ 3)

13.4 Training of Teachers

Training is essential for teachers to have expertise in teaching components of language. The present research investigates whether teachers have sufficient training on writing or not. The following table reports that 50% teachers have no training on English language teaching at all. 21.42% teachers have training from ELTIP, other 21.42% teachers have got training from NAEM and 7.14% teachers have obtained training on the NUCEC from the National University Teachers Training Centre (NUTTC)-

Training Obtained by Teachers	Number of Teachers	0%	Total No. of Teachers
Training on CLT by ELTIP	03	21.42%	14
Training on ELT by NAEM	03	21.42%	
Training on NUCEC by NUTC	01	7.14%	
Training by BIAM	00	0%	
Foreign Training or Others	00	0%	
Training on 'Writing'	00	0%	
Without Training	07	50%	

Table 111: Training of Teachers

13.5 Classroom Observations

Besides questionnaire survey on teachers, principals and students, the researcher physically inspected classes and observed teaching and learning situations of writing at classroom level. The present research has administered classroom observations on various topics of the writing component of the NUCEC. Various factors related to teaching and learning of writing; especially techniques and methods of teaching, teachers-students interactions, integration of four language skills in classroom, behaviours of teachers and students have been observed minutely through an empirical investigation. Besides these, the researcher has observed teaching materials, classroom materials and physical facilities of the colleges.

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13.5.1 Quality of Teaching

13.5.1.1 Instructional Level of Teachers

In the study, instructional level of teachers has been determined firstly, on the basis of (a) the teacher's understanding about the level of students and their

capability of receiving instructions of the teacher, (b) accessibility or ease of access of the teacher's instructions and (c) simplicity in the procedures of analyzing errors. The study observes how much the methods and techniques are responsive according to the level of the students. The study observes how easy or critical are their instructions for students to follow and understand. The study also observes the uses of guide books and erroneous instructions.

Level of teachers' instructions and the level of students have been found mismatching in many cases. The mismatching occurs due to over instruction or under instruction. For example, language of dialogue is the language of speech of real life situations which has links with social contexts and thereby, there are certain techniques of writing dialogues. Teachers are found writing dialogues on black/white boards and some of them advising the students to read and memorize the models of dialogues from the guide books. The same thing happens when they initiate teaching paragraphs, essays or letter writing. They follow neither the 'product' nor the 'process' method while teaching any kind of writing. Some teachers are found teaching writing sentences with so difficult structures that students feel the lesson too complex to understand. On the other hand, some teachers teach writing sentences without demonstrating the perfect structures, meanings and senses that the sentences normally possess. Teachers' under instructions are found when they offer imperfect instructions. For example, while teaching sentences like:

Mr. John is a doctor,

and demonstrating the structure of the sentence before the students, they describe it as:

Subject (*Mr. John*) + Verb (*is*) + Object (*a doctor*).

This shows that those teachers who explain the components of a sentence structure in this way have no clear idea about 'object' and 'complement'. Again, while teaching sentences like:

I am a footballer

or,

I am eating lunch

or,

I am here,

The verb 'am' in all the three sentences is described by them (teachers) as an auxiliary verb though the verb 'am' has been used as 'Auxiliary Verb' only in the second sentence and the verb 'am' in the first sentence has been used as a 'Linking Verb (LV)' because it links the subject and the complement in the first sentence and the verb 'am' in the third sentence has been used as an 'Intransitive Verb (VI)' because it is followed by an adverb. This indicates that the teachers have no clear idea about natures and functions of verb. Some teachers fall victim to digressions from the topic. For example, while teaching paragraph like 'Traffic Jam', the teacher begins with the topic but his lecture turns to the socio economic condition of the country or population problem or other points which are irrelevant with the topic he deals with. There are so many instances which could be mentioned as under instructions of the teachers. The following table exhibits that instructions of 28.57% teachers match well with students and students also express satisfaction after the classes. Over instructions are found with 21.42% teachers due to their emphasis on critical techniques. Instructions of 50% teachers do not match well with students. They instruct students by using guide books and there are weaknesses in their methods and techniques they use.

Level of Instruction	No. of Teachers	(%)	Total No. of Teachers
Well Matching Instruction (Simple, Easy and Responsive)	04	28.57%	14
Under Instruction (using guide books, weak teaching techniques & methods)	07	50%	
Over Instruction (using critical techniques)	03	21.42%	

Table 112: Instructional Level of Teachers

13.5.1.2 Control over Lessons and Classrooms by Teachers

Control of teachers over lessons and classrooms has been determined through observing the aptitude of teachers on lessons, expertise in teaching the writing items, command in enhancing attention and understanding of students, power

of keeping the classroom atmosphere congenial, punctuality to start and complete the class in time and capability on overall classroom management. The following table demonstrates that 50% teachers do not have a good command in class lessons; more than 70% teachers are not capable of keeping congenial atmosphere of classrooms with controlling power over students. Thereby, confusion and unnecessary noise prevails in those classes. More than 64% teachers fail to start and finish classes in time.

Lesson/Classroom control	**Yes (No. of Teachers)**	**(%)**	**No (No. of Teachers)**	**(%)**	**Average Rate of CLC (%)**	**Total No. of Teachers**
Control over Time (Beginning & finishing class on time)	05	35.71 %	09	64.28 %	38.09%	14
Control over Lesson (aptitude & expertise)	07	50%	07	50%		
Control Over Class (keeping the classroom atmosphere congenial)	04	28.57 %	10	71.42 %		

Table 112.1: Lesson and Classroom Control of teachers

13.5.2 Classroom Practices of 'Writing' by Students in Reality

13.5.2.1 Integration and Practices of Four Language Skills

There are seven colleges taken from Dhaka division. Students are found practising four language skills in an integrated way in one (01) of those colleges. Students are not found practising four language skills in an integrated way in 85.71% classrooms. The following table shows that students of 14.28% classrooms are involved in the practices of four language skills in an integrated way.

Practices of Language	**No. of Classrooms in Practices**	**(%)**	**No. of Classrooms without Practices**	**(%)**	**Total Classrooms (N=100%)**
Four Language Skills	01	14.28%	06	85.72%	07

Table 113: Practices of Four Language Skills in Dhaka Division

13.5.2.2 Practices of Writing Sub-skills

No classroom has been found in which students are involved in brain storming, thinking of contexts, making notes, drafting, editing, reading proof and so on.

Practices of Writing Sub-skills	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (N=100%)
Students making notes, drafting, editing, reading proof	00	0%	07	100%	07

Table 113.1: Practices of Writing Sub-skills by Students

13.5.2.3 Practices of Situational Writing with Appropriate Teaching Materials

28.57% students of Dhaka division get chance to practices situational writing.

Situational Writing Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (N=100%)
Maintaining Appropriate Teaching Materials	02	28.57%	05	71.42%	07

Table 113.2: Practices of Situational Writing with Appropriate Teaching Materials

13.5.2.4 Practices of Situational Writing through PW or GW

The following table informs that students of 14.28% classrooms have opportunity to participate in PW and GW.

Practices of Language	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (N=100%)
PW/GW	01	14.28%	06	85.72%	07

Table 113.3: Practices of Pair Work (PW) or Group Work (GW) by Students

13.5.2.5 Practices of Dialogue Writing

28.56% classrooms practise dialogue writing through modern techniques. The information signifies that students are taught dialogue writing traditionally in 71.44% classrooms through following guide books and memorizing notes written by teachers and so on. Most teachers do not know the techniques of teaching dialogue writing.

Technique of Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (N=100%)
Students in Active Interaction	02	28.57%	05	71.42%	07

Table 113.3: Practices of Dialogue Writing

13.5.2.6 Practices of Paragraph Writing

Students of 14.28% classrooms practise paragraph writing in an appropriate way.

Paragraph Writing Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total No. of Classrooms (100%)
Maintaining Appropriate Methods & Techniques	01	14.28%	06	85.72%	07

Table 113.4: Practices of Paragraph Writing

13.5.2.7 Practices of Writing Essays

No classroom has been found in the study in which students are involved in 'writing of essay' through: Generating ideas, outlining, writing thesis sentences, writing introductions, developing ideas, writing conclusions, revising and editing.

Practices of Writing Essays	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (N=100%)
Maintaining Appropriate Methods & Techniques	00	0%	07	100%	07

Table 113.5: Students Involved in Practices of Writing Essays

13.5.2.8 Rate of Classroom Practices of 'Writing' by Students in Reality

From the observations of the seven (07) colleges in Dhaka division, it is found that students of 14.28% classrooms get real opportunity to practise 'Writing' English in an appropriate way. In 85.72% classrooms of Dhaka division, real practices of writing do not take place-

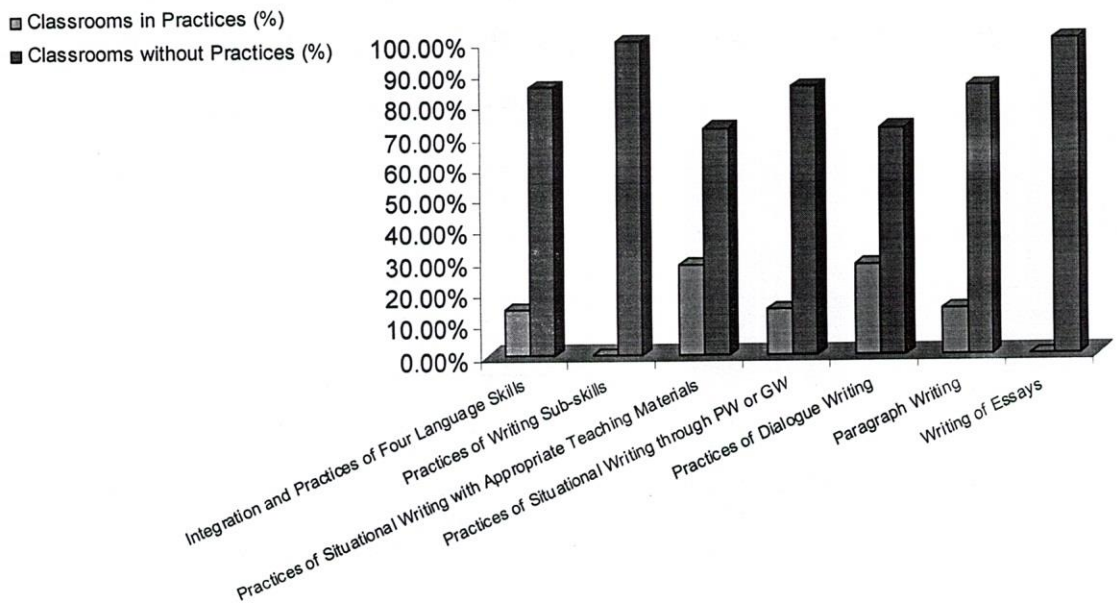

Fig 42: Students' Opportunity to Practise 'Writing' English in an Appropriate Way

13.5.3 Teaching Materials and Physical Facilities in Classrooms

13.5.3.1 Sizes of Classrooms

On visiting the classrooms, the researcher observes that the NUCEC classes in Dhaka division, especially in the honours teaching colleges, are too large for a teacher to conduct smoothly. It is because in honours teaching colleges, students of various subjects in honours gather in a single classroom. Again, students of Degree pass course also from various groups like B.A, B. Com, B.S.S, B. Sc and so on get together ino a single classroom. That is why, most often the classrooms are crowded and noisy. During the period of observing such big classrooms, the researcher finds that the lecture of a teacher is hardly audible and the writing on the blackboards is hardly visible from the back benches. Especially, group work (GW) and pair work (PW) are simply impossible and there is often confusion among students about what is going on. The table below shows that 42.85% NUCEC classes consist of 250-350 students, 28.56% consist of 200-250 students, the remaining 28.56% classes consist of 150-200 students.

Seizes of Classrooms	250-350 students	%	200-250 students	%	150-200 students	%	No. of Total Classrooms
No. of classrooms	03	42.85%	02	28.56% %	02	28.56% %	07 (100%)

Table 114: Classroom Sizes in Respect of Students' Quantity

13.5.3.2 Teaching Materials in Classrooms

Materials are necessarily related to teaching and learning process of language class. Use of audio-visual or OHP facilities, posters, maps, paintings, drawings and so on can significantly change the atmosphere of a traditional language class. These are very effective for teaching situational writing and the like. Without enough space and sufficient light, it is very difficult to make a class fruitful. Again, without proper seating arrangement, teacher cannot conduct the GW or PW among students. In this regard, infrastructural environment should also be favourable. For example, the classrooms need electric fans in the hot summer season and light in cloudy weather. The researcher observes materials and facilities of seven (07) randomly selected classrooms of the seven (07) selected colleges to see existing conditions.

The table below shows that 42.85% of the classrooms do not have enough space. All of the colleges have electric lights and fans. Of 07 classrooms, one (01) classroom is up to the mark in respect of proper seating arrangement and no classroom is equipped with teaching materials like posters, maps, paintings, drawings, audio and video facilities. 14.28% classrooms have multi media or OHP facilities.

Teaching and Classroom Materials	Classrooms with Facilities	Classrooms without Facilities	Total Classrooms
Enough Space	03 (42.85%)	04 (57.15%)	07
Sufficient light	07 (100%)	00 (0%)	
Seats arranged with low and high benches	06 (85.72%)	01 (14.28%)	
Seats arranged with chairs and desks	01 (14.28%)	06 (85.72%)	
Arrangement feasible for pair/group work	00 (0%)	07 (100%)	
Audio facilities	00 (0%)	07 (100%)	
Video facilities	00 (0%)	07 (100%)	
Multi Media/OHP facilities	01 (14.28%)	06 (85.72%)	
White board	07 (100%)	00 (0%)	
Posters/Maps/Paintings/Drawings	00 (0%)	07 (100%)	
Audibility of teacher's instruction at the back side	02 (28.57%)	05 (71.43%)	
Electric fans	07 (100%)	00 (0%)	
Congenial atmosphere	02 (28.57%)	05 (71.43%)	

Table 115: Teaching and Classroom Materials in Colleges

13.6 Interviews with Guide Book Authors

Two teachers of the selected colleges have been found who write guide books. They have written two guide books on the NUCEC. In an interview with the researcher, one author informs that students are getting a lot of benefit by reading his books. In answering to a question about how students are getting benefit, especially, in dialogue writing or situational writing, he says that students are provided with useful formats which they can follow to produce dialogue or situational writing. From the interview with another author, as well as by going through his book, it is gathered that students do not have any scope to generate ideas and exercise those types of writing which actually need idea of contexts and active practices. The author informs that he writes guide books with a view to enhancing grammatical base of students. In answering to a question regarding development of students in writing, he replies that students are provided with a good number of model answers in his guide books which will be very much helpful for them to make good results in the examination. His views make it clear that intention behind writing the guide books is to help students pass in examinations. However, the researcher asks both the authors about how far the increased passing rate of the students reflects the real proficiency of writing skill. The guide book writers fail to give a clear answer. From interviews with the guide book authors, the researcher comes to know that the authors themselves do not have clear views about the nature of the writing items, techniques of teaching the items, required materials and processes to implement the NUCEC.

14 Results of Dhaka Division in NUCEC in NU Examinations (NUE)

It is found in the study that no class test of students is held formally in the selected colleges. Traditionally, a test examination is held in the colleges before the final examination of National University (NU) for the Degree (Pass Course) students. And this type of test examination is not held for honours (either of English or non English) students. In the study, results of final

examinations of B.A honours (English) students, 2010-2011, honours (non English) students, 2010-2011 and Degree (Pass course) students 2010-2011 have been shown and compared.

This is mentionable that students who have got at least 45% in the NU examination (NUE) are conventionally considered to possess minimum standard of proficiency in the skills (any of the basic skills). The following data, in various sub-heads, describe the rate of those students of NU who have got at least 45% marks in NUCEC in the final examination of NU, 2010-2011.

14.1 Results of B.A (Honours) in English of Dhaka Division in NUE of 2010-2011

The following table depicts the result of the students of honours in English of Dhaka division in the NU examination (NUE) of 2010-2011. It shows that in Dhaka division, the rate of students (Honours in English) who have obtained at least 45% marks is 74.41% and the rate of students who have failed to obtain at least 45% marks in the NUCEC is 25.58%.

Sl no.	Name of Colleges	Number of Students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total Students	Total Students with Standard Mark (45%)	Average Rate of Proficient Students (ARPS)	Students Failed to prove Proficient	Failure Rate of Non-proficient Students (%)
1.	**Dhaka College**	130	116	89.23%	14	10.77%	645	480	74.41%	165	25.58%
2.	**State College**	73	55	75.34%	18	24.66%					
3.	**Mohammadpur Central College**	72	48	66.66%	24	33.34%					
4.	**Tejgaon College**	63	41	65.07%	22	34.93%					
5.	**Mirpur University College**	122	82	67.21%	40	32.79%					
6.	**New Model University College**	64	47	73.43%	17	26.57%					
7.	**Eden College**	120	91	75.83%	29	24.17%					

Table 116: Results of the Students of Honours in English of Dhaka division in the NUE of 2010-2011, Source: College Result Books

The data in the above table shows that in the NU examination (NUE), nearly 75% of the students have got 45% marks. This implies that 75% of the students have achieved the minimum level of standard (MLS) in writing skill. Thus, the result signifies a very good success rate of the NUCEC in the NUE.

14.2 Results of Honours (Non English) of Dhaka Division in NUE of 2010-2011

The following table depicts the result of the students of honours (Non-English) of Dhaka division in the final examination of NU of 2010-2011. It shows that in Dhaka division, the rate of honours students (Non-English) obtaining at least 45% marks is 66.50% and the rate of students obtaining less than 45% marks in the NUCEC is 33.49%.

Sl no.	Name of Colleges	Number of Students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total Students	Total Students with Standard Mark (45%)	Average Rate of Proficient Students (ARPS)	Students Failed to prove Proficient	Failure Rate of Non-proficient Students (%)
1.	Dhaka College	877	703	80.15%	174	19.84%	3311	2202	66.50%	1109	33.49%
2.	State College	374	252	80.48%	122	19.52%					
3.	Mohammadpur Central College	472	321	68%	151	32%					
4.	Tejgaon College	408	211	51.75%	197	48.25%					
5.	Mirpur University College	517	302	58.41%	215	41.59%					
6.	New Model University College	212	127	59.09%	85	40.91%					
7.	Eden College	451	286	63.41%	165	36.59%					

Table 116.1: Result of the Students of Honours (Non-English) of Dhaka division in the NUE of 2010-2011, Source: College Result Books

From the data of the above table, it is gathered that in most colleges the success rate in the NUCEC is higher than the failure rate.

14.3 Results of Degree Pass Course (B.A, B.Com, B.Sc, BSS) of Dhaka Division in NUE of 2010-2011

The following table shows the result of the students of Bachelor Degree (Pass Course) of Dhaka division in the NU examination (NUE), 2010-2011. The table demonstrates that in Dhaka division, students of Bachelor Degree (Pass

Course) obtaining at least 45% marks are 57.17%. And students obtaining less than 45% marks in NUE are 42.83%.

Sl no.	Name of Colleges	Number of Students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total Students	Total Students with Standard Mark (45%)	Average Rate of Proficient Students (ARPS)	Students Failed to prove Proficient	Failure Rate of Non-proficient Students (%)
1.	*Dhaka College*	152	93	61.18%	59	38.82%	488	279	57.17%	209	42.83%
2.	*State College*	64	38	59.37%	26	40.63%					
3.	*Mirpur University College*	92	51	55.43%	41	44.57%					
4.	*Tejgaon College*	68	34	50%	34	50%					
5.	*Eden College*	112	63	56.25%	41	43.75%					

Table 116.2: Result of the Students of Degree Pass Course (B.A, B.Com, B.Sc, BSS) of Dhaka division in the NUE of 2010-2011, Source: College Result Books

14.4 NUE Results 2010-2011 of the Three (03) Slots Compared

From the last three (03) above tables it is found that in the NU examination (NUE) of 2010-2011, the rate of *Honours (English)* students obtaining at least 45% marks is 74.41%, the rate of *Honours (Non-English) students* obtaining 45% marks is 66.50% and the rate of *Bachelor Degree (Pass Course) students* obtaining 45% marks is 57.17%. And so, the average rate of proficient students (ARPS) obtaining at least 45% marks in the NUCEC is 66.02%. The average rate of non-proficient students obtaining less than 45% marks in the NUE is 33.96%.

Slots of Students	Rate of Proficient Students (RPS)	Average Rate of Proficient Students (ARPS)	Rate of Non-Proficient Students (RNPS)	Average Rate of Non-Proficient Students (ARNPS)
students of Honours (English)	74.41%	66.02%	25.58%	33.96
students of Honours (Non-English)	66.50%		33.49%	
students of Bachelor Degree (Pass Course).	57.17%		42.83%	

Table 116.3: Ratio of ARPS & ARNPS in the NU Examination - 66.02%:33.96%

The table reflects that students of honours in English are performing the best of the three slots of students. Students of Honours (Non-English) are also doing well. And performance by the students of Bachelor Degree (Pass Course) is also not bad in the NU examination.

But the researcher hypothesizes that this result of examination can not reflect students' real proficiency in writing though there is a popular conception that result of examination shows the talent of students. The researcher has reasons for thinking so. The reasons are: first, the students are not evaluated by the colleges through pragmatic class tests on the skill. Secondly, students have chances of memorizing teachers' notes and writing in the examination. Thirdly, students have scopes of reading guide books and simply transfering the copies of the ready format in the answer scripts of examination. Fourthly, students might have chances to copy answers from the answer scripts of other students and finally, they may adopt other unfair means in the examination. And all these factors can influence the results of students in the general examinations of NU. That is why the researcher has felt the need of arranging Proficiency Test (PT) of the students to see their real proficiency. So, the study arranges the Proficiency Test of Writing (PTW) and proficiency of the students has been justified through processes.

15 Proficiency Test of Writing (PTW)

The researcher personally arranges the proficiency tests of writing (PTW) of students on various items of the writing component of the NUCEC. Respondent students of all selected colleges have to sit for the test. The scripts of proficiency tests have been carefully examined and performances of students have been measured through unbiased marking.

The PTW has been conducted by dividing the students into three (03) categories. The first category includes students of BA/BSS/ BCom/ BSc from Degree (Pass Course). The second one includes students studying NUCEC at

honours level in various subjects other than English (non English). The third one includes students studying honours in English. These three categories have been made with a view to distinguishing the levels of differences among students of honours in English, students of honours of other subjects than English and students of Degree (Pass Course). The writing component of the NUCEC consists of twelve (12) particular items. Students appear in proficiency tests of writing (PTW) of 50 marks on the particular items of writing of the NUCEC. Type-wise the writing items are divided into three segments:

1. *Writing Correct Sentence, Completing Sentences and Combining Sentences (having 7.5 points in PTW)*
2. *Personal Writing (having 12.5 points in PTW)*
3. *Professional Writing (having 30 points in PTW)*

In the proficiency test of writing (PTW), students are tested on all of these three segments of writing.

The items of writing and mark distribution are as follows:

Writing Items of the NUCEC	**Marks Distributed in the PTW**	**Types of Writing Items**	**Allocated Marks (Type-wise)**
Q.1. Correction of sentences	*2.5*	*Sentence Writing*	*7.5*
Q.2. Completing sentences	*2.5*		
Q.3. Combining sentences	*2.5*		
Q.4 Skill Focused in Dialogue Writing	*5*	*Personal Writing*	*12.5*
Q. 5. Skill Focused in Situational Writing	*2.5*		
Q.6. Skill Focused in Writing Informal Letters	*5*		
Q.7. Skill Focused in Newspaper Writing	*5*	*Professional Writing*	*30*
Q.8. Skill Focused in Writing Job Application	*5*		
Q.9. Skill Focused in Institutional Writing	*5*		
Q.10. Q. Skill Focused in Writing Formal Letters	*5*		
Q.11. Skill Focused in Paragraph Writing	*5*		
Q.12. Skill Focused in Essay Writing	*5*		

Table 117: Writing Items and Mark Distribution in the Proficiency Test of Writing (PTW)

45% marks is the minimum level of standard (MLS) in the PTW. The study measures the overall growth rate of practices (OGRP) of writing and the overall rate of proficient students (ORPS) in writing.

Seven (07) colleges were taken from each of the three (03) divisions. So, in total, twenty one (21) colleges have been taken from the entire country. 21 students are taken from each of the colleges. So, in total, 441 students have been taken. From each of the colleges 21 students are taken from three (03) particular slots:

1. *07 students from the slot of B.A (Honours) in English,*
2. *07 students from the slot of Honours (Non-English)*
3. *07 students from the slot of Bachelor Degree (Pass Course)*

And thus, from 07 colleges of each division, 49 students come from the slot of B.A (Honours) in English (7×7=49). In the same way, 49 students come from the slot of Honours (Non-English). And 49 students come from the slot of Bachelor Degree (Pass Course) in the same way.

Thus, the total number of students from Dhaka division is 147 (7 students × 7 Colleges × 3 Slots=147) participating in the Proficiency Test of Writing (PTW). In the same way, 147 students have been taken from Rajshahi division and another 147 students have been taken from Rangpur division.

In the PTW, 147 students of each of the divisions are tested on all of the three segments of writing and the test has been conducted in the following way:

First, 49 students (7 students × 7 Colleges × 1 Division = 49 students) from the slot of **Bachelor Degree** (Pass Course) are tested on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining* Sentences. It carries 7.5 points. So, students are tested on (7.5 × 49) = 367.5 points (Pts).

Now these 49 students (Pass Course) are tested on the 2nd segment- *Personal Writing*. It carries 12.5 points (Pts). So, students are tested on (12.5 × 49) = 612.5 Pts.

Again, these 49 students (Pass Course) are tested on the 3rd segment- *Professional Writing*. It carries 30 Pts. So, students are tested on (30 × 49) = 1470 Pts.

Thus, these 49 students from the slot of Bachelor Degree (Pass Course) are tested on total 2450 Pts (367.5+612.5+1470).

Secondly, 49 students from the slot of **Honours (Non-English)** are tested on the three (03) segments of writing in the same way on total 2450 Pts (367.5+612.5+1470).

Thirdly, 49 students from the slot of **B.A (Honours) in English** are also tested on the three (03) segments of writing in the same way on total 2450 Pts (367.5+612.5+1470).

Thus, from each of the divisions, 147 students are tested on 7350 Pts (2450+2450+2450). And so, in the proficiency test of writing (PTW), 441 students of 21 colleges from Dhaka, Rajshahi and Rangpur divisions have been tested on total 22050 Pts (7350+7350+7350). Finally, the obtained score of the students is multiplied with 100 and divided with the total Pts 22050 and thus, the percentage of Overall Proficiency Level (OPL) has been measured and thus, the overall growth rate of practices (OGRP) of writing has been obtained.

15.1 Dhaka Division in the Proficiency Test of Writing (PTW)

The following table exhibits that in the Proficiency Test of Writing (PTW), 147 students of Dhaka division are tested on all three segments of writing:

15.1.1 Performance by the Slot of Bachelor Degree (Pass Course) Students

First, students of Bachelor Degree (Pass Course) are tested. Their score on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences* is 130 Pts showing the rate of proficiency level (PL) of the students have developed up to 35.37%. Their score on the 2nd segment- *Personal Writing* is 220 Pts showing the PL 35.91%. In the 3rd segment- *Professional Writing*, their score is 558 Pts showing the PL 35.03%. The total score is 908 Pts. Thus, the average proficiency level (APL) attained by the students of Bachelor Degree (Pass Course) of Dhaka division in writing is 35.29%.

15.1.2 Performance by the Slot of Honours (Non-English) Students

Secondly, 49 students of Honours (Non-English) are tested. Their score on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining* Sentences is 149.5 Pts showing the PL 40.68%. Their score on the 2nd segment- *Personal Writing* is 243.5 Pts showing the PL 39.75%. In the 3rd segment- *Professional Writing*, their score is 657.5 Pts showing the PL 41.28%. Thus, the APL attained by the students of Honours (Non-English) in writing is 40.57%.

15.1.3 Performance by the Slot of Honours in English Students

Thirdly, 49 students of B.A (Honours) in English are tested. Their score on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining* Sentences is 180.5 points (pts) showing the PL 49.11%. Their score on the 2nd segment- *Personal Writing* is 309.5 pts showing the PL 50.53%. In the 3rd segment- *Professional Writing*, their score is 823 pts showing the PL 51.71%. Thus, the APL attained by the students of B.A (Honours) in English in writing is 50.45%.

15.1.4 AGRP of Writing in Dhaka Division

The proficiency level (PL) of the students of all three slots from Dhaka division found in the PTW is as follows:

Slot-1: Bachelor Degree (Pass Course): 35.29%

Slot-2: Honours (Non-English): 40.57%

Slot-3: (Honours) in English: 50.45%

Thus, in the PTW, the average proficiency level (APL) of Dhaka division, including scores of the students of B.A (Honours) in English, Honours (Non-English) and Bachelor Degree (Pass Course), is 42.10% (35.29%+40.57%+50.45% ÷ 3 = 42.10%).

So, in the PTW, the score of all of the seven (07) colleges of Dhaka division (42.10%) imply that the average proficiency level (APL) reflecting the average growth rate of the practices (AGRP) of writing by the students of Dhaka division is 42.10%.

This means that students of Dhaka division have the proficiency to practise 42.10% writing with minimum level of standard (MLS).

The following table shows the performance of the students of Dhaka division in the PTW and their average proficiency level (APL) reflecting average growth rate of practices (AGRP) of writing at a aglance-

Items of Writing	Allocated Points (Type-wise)	Obtained Points & (%)	Average Score of students (%)	No. Students (Slot-wise)	Total no. of Students	APL indicating AGRP of Writing in Dhaka Division
Results of Students of Degree (Pass Course)						
Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	130	35.29%	49		
Personal writing	12.5 x 49 = 612.5	220				
Professional writing	30x49 =1470	558				
Results of Students in Honours (Non English)						

Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	149.5	40.57%	49		
Personal writing	12.5 x 49 = 612.5	243.5				
Professional writing	30x49 =1470	657.5				
Results of Students in Honours (English)						
Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	180.5	50.45%	49		
Personal writing	12.5 x 49 = 612.5	309.5				
Professional writing	30x49 =1470	823.5				

Table 118: Average Growth Rate of Practices of Writing in Dhaka Division: 42.10%

The statistics also inform that individually three (03) colleges of Dhaka division have achieved minimum level of standard (MLS) in writing proficiency with 45% score in the PTW.

On the other hand, four other colleges fail to achieve the MLS. The table demonstrates the data as follows-

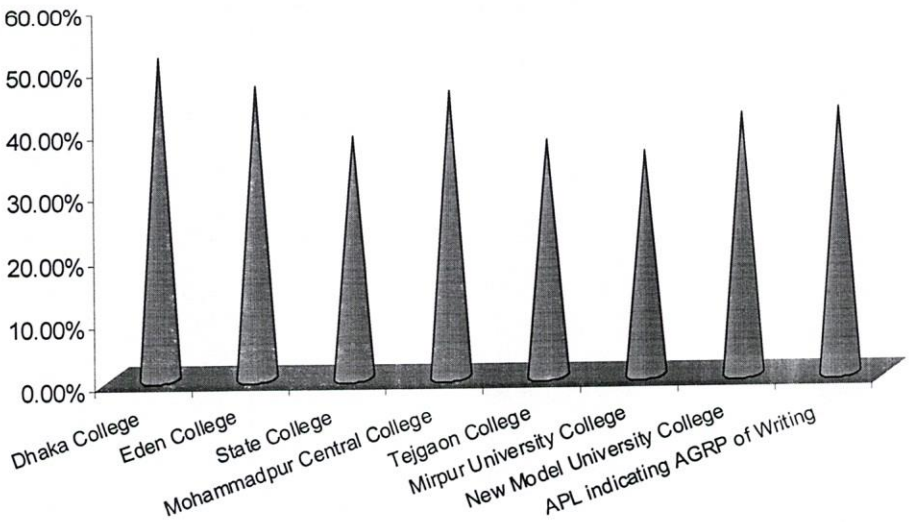

Fig 43: APL Reflecting AGRP of Writing in Dhaka Division: 42.10%

16 Average Rate of Proficient Students (ARPS) in the PTW of Dhaka Division

45% is the minimum qualifying marks in the proficiency test of writing (PTW). The quantity of students who have qualified in the PTW has been found. Out of 49 students, 25 students of honours in English are found to have scored 45% Pts or above. Out of 49 students, 14 students of honours in other subjects (non-English) have scored 45% Pts or above. And out of 49 students, 13 students of Degree (pass) have scored 45% Pts or above.

The following table demonstrates that the qualifying rate of students (QRS) in the PTW which reflects the rate of proficient students (RPS).

The QRS of the students of Degree (pass course) is 26.53%.

The QRS of the students of honours (non-English) is 28.57%.

The QRS of the students of honours (English) is 51.02% in PTW.

Thus, the average qualifying rate of students (AQRS) of Dhaka division is 35.37%.

The AQRS reflects the average rate of proficient students (ARPS) in writing. This means that the average rate of proficient students (ARPS) in writing in Dhaka division is 35.37% and at least 45% of their writing is up to the mark.

Bachelor Degree (Pass)			Honours (Non-English)			Honours (English)			AQRS reflecting ARPS (%)	Total Students
Result of students in B.A/ B.S.S/ B.Com/ B.Sc (Pass course)	No. of students	QRS reflecting RPS in PTW (%)	Result of students in Honours (Non English)	No. of students	QRS reflecting RPS in PTW (%)	Results of students in Honours (English)	No. of students	QRS reflecting RPS in PTW (%)		
students Qualified	13	26.53%	students Qualified	14	28.57%	students Qualified	25	51.02%	35.37%	147
students Disqualified	37	73.47%	students Disqualified	35	71.43%	students Disqualified	24	48.98%		
Total students	49	100%	Total students	49	100%	Total students	49	100%		

Table 119: ARPS of Writing in PTW

Performances by three (03) colleges of Dhaka division reach the minimum level of standard (MLS) in regard to writing practices. Other four (04) colleges remain below the MLS. These mean that out of seven (07), three (03) colleges

have students with MLS in writing practices which is 42.85% of the taken colleges of the division. In this sense, 57.15% colleges of Dhaka division fail to produce students with MLS in writing practices. The following table shows the ratio between successful and unsuccessful colleges -

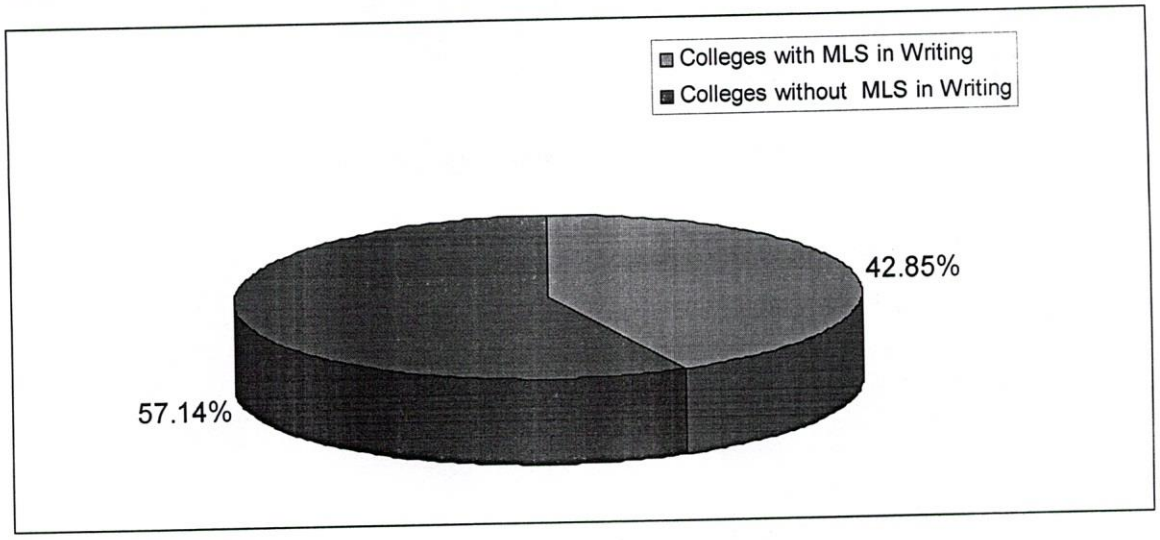

Fig 44: Ratio between Successful and Unsuccessful Colleges in Dhaka Division

17 Results of NU Examination (NUE) and Results of PTW Compared

It may be mentioned that the PTW reflects the real position of the field in which students do not get any chance of reading suggestions, memorizing notes, making copies from others or adapting any unfair means. The following table shows a comparison between the results of National University Examination (NUE) and the results of the proficiency test of writing (PTW) of the study. However, the difference between the result of NUE and the result of the PTW has been found big. Especially, the average rate of proficient students (ARPS) in the National University Examination (NUE) is much higher than the ARPS in the proficiency test of writing (PTW):

Slots of students	Students having 45%+ in NUE	ARPS in NUE	RPS (having 45%+) in PTW	ARPS in PTW	Students having less than 45% (-) in NUE	Average (%)	Students having less than 45% (-) in PTW	Average (%)
Students of Honours (English)	74.41%	66.02%	51.02%	35.37%	25.58%	33.96	48.98%	64.63%
Students of Honours (Non-English)	66.50%		28.57%		33.49%		71.43%	
Students of Bachelor Degree (Pass Course).	57.17%		26.53%		42.83%		73.47%	

Table 120: Result of the Final Examination of NU and the Proficiency Test of Writing (PTW) Compared

The following figures more simply demonstrate that students obtaining at least 45% in the NU examination (NUE) are 66.02%. On the other hand, the average rate of proficient students (ARSP) in writing (having at least 45% in PTW) is 35.37%. The gap between the results of NUE and PTW, in this regard (66.02%-35.37%) is 30.65%. This is a huge difference between the appearance and reality. This indicates that the proficiency level (PL) of students that the NU declares through examination result is 30.65% more than the real proficiency of the students.

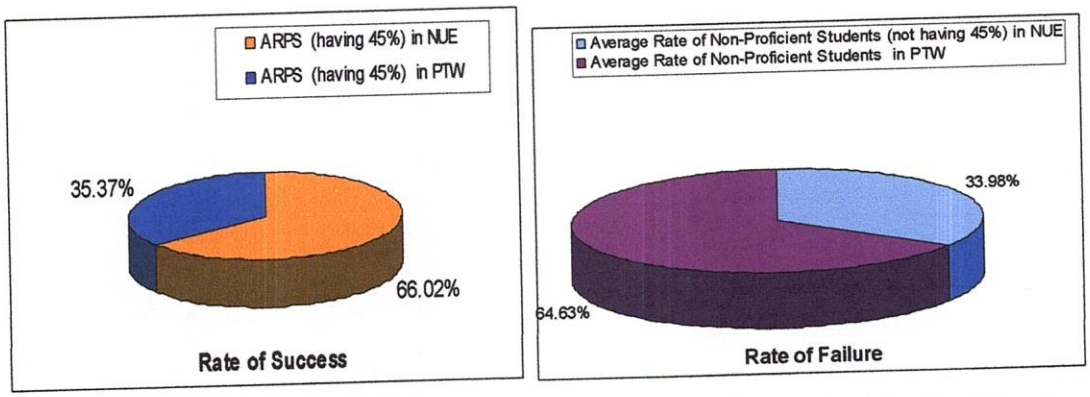

Fig 45: Rates of Success and Failure in the NUE and PTW of Dhaka Division Juxtaposed

The result of the PTW in the study creates the notion that the quality and real proficiency of students in the language skills should not be justified only with the grade awarded by the final examination of the university (NU). The cause is that the result of NU examination is the appearance of the existing condition of writing in Bangladesh. On the contrary, the result of PTW is the reality of the existing condition of writing of students in Bangladesh. The appearance is bright but the reality is dim. And, there lies the irony of the NUCEC. However, this is to be sensed that there are more things working as factors in reflecting the real skill of students than what only the result of NU examination reveals.

18 Overall Result of Dhaka Division in the PTW

This is already found that in the proficiency test of writing (PTW), the average proficiency level (APL) of the students indicating the average growth rate of the practices (AGRP) of writing with MLS in Dhaka division is 42.10%. This means that students of Dhaka division are able to practise 42.10% writing with MLS. On the other hand, 57.90% of their writing is not up to the mark.

Again, it is found that the average qualifying rate of students (QRS) of Dhaka division in PTW is 35.37%. This means that the average rate of proficient students (ARPS) in writing in Dhaka division is 35.37%. On the other hand, 64.63% students have failed to qualify in the PTW and do not have the minimum standard in writing.

19 Writing Proficiency Summary (WPS) of Dhaka Division

- The average proficiency level (APL) indicating the average growth rate of the practices (AGRP) of writing with MLS in Dhaka division is 42.10%.
- The average qualifying rate of students (AQRS) in the PTW, reflecting the average rate of proficient students (ARPS) in writing with MLS in Dhaka division, is 35.37%. This means that 35.37% students have the minimum proficiency in writing.
- The AGRP of writing falls 2.90% below the margin of minimum level of standard (MLS).

- Students of 42.85% colleges possess MLS in writing proficiency.
- Students of 57.15% colleges fail to achieve MLS in writing proficiency.
- The quality of writing practices has been found 30.65% lower in the PTW than that of the NUE result.

20 Position of AGRP of Writing in Dhaka Division

Position of AGRP of Writing in Dhaka Division has been found "Substandard" in the PTW.

21 Reports of the Survey on Rajshahi Division

The study includes seven colleges from Rajshahi division which are: *Rajshahi Government College, Rajshahi New Degree College, Rajshahi City College, Natore Mahila College, Natore Government College, Shah Sultan College, Bogra and Bogra Aziuzul Haque College.* The study conducts surveys, observations, interviews and proficiency test of writing (PTW) on students of all these colleges of Rajshahi division.

21.1 Teacher-Student Ratio

The minimum ratio of teachers versus students in Rajshahi division is 1:142 while the maximum ratio of teachers versus students is 1:421. The average ratio of teachers versus students is 1:237 in the colleges of Rajshahi division.

Sl no.	Name of the Colleges	No. of Teachers	No. of Students in Degree (Pass)	No. of Students in Honours (English)	No. of Students in Honours (Non-English)	Students in Total	Teachers-Students Ratio	Teachers-Students Ratio in Average
1.	Rajshahi Government College	12	180	508	1346	2034	1:169	1:237
2.	Rajshahi New Degree College	10	154	288	978	1429	1:142	
3.	Rajshahi City College	06	129	-	897	1026	1:171	
4.	Natore Mahila (Women's) College	03	95	98	434	627	1:209	
5.	Natore Government College	03	98	343	684	1125	1:375	
6.	Shah Sultan College	02	102	118	622	842	1:421	
7.	Bogra Aziuzul Haque College	12	206	524	1378	2108	1:175	

Table 121: Ratio between Teachers and Students in Rajshahi Division

21. 2 Qualifications of Teachers

The following table demonstrates that 100% teachers of the colleges of the division are Masters in English with honours. None of the teachers has obtained higher academic qualifications like M. Phil or Ph. D.

Qualifications of teachers	Number of teachers	0%	Total No. of teachers
Graduation & Masters in English only	14	100%	14
Graduation, Masters & M. Phil	00	0%	
Graduation, Masters & Ph. D	00	0%	
Without Graduation and Masters in English	00	0%	

Table 122: Qualifications of Teachers

21.3 Experiences of Teachers

In Rajshahi division, 33% teachers have less than six (06) years of experience. Teachers having 6-10 years experience are 19%, and teachers who have 11-25 years of experiences are 7.14%. This indicates that nearly 52% teachers of Rajshahi division are involved in teaching for less than 10 years.

Service Length of Teachers	Number of Teachers	0%	Total No. of Teachers
01 Year to 05 Years	07	33.33%	14
06 Years to 10 Years	04	19.04%	
11 Years to 15 Years	01	7.14%	
16 Years to 20 Years	01	7.14%	
21 Years to 25 Years	01	7.14%	
26 Years to 30 Years	00	0%	
31 Years to 35 Years	00	0%	

Table 123: Teachers' Experiences in Rajshahi Division

21.4 Training of Teachers

Status of training among teachers (TS) is quite disappointing in Rajshahi division. 57.17% teachers have no training at all. 21.42% teachers have got training on CLT by ELTIP, 14.28% teachers have got training on ELT from NAEM and 7.14% teachers have obtained foreign training.

Training Obtained by Teachers	Number of Teachers	0%	Total No. of Teachers
Training on CLT by ELTIP	03	21.42%	14
Training on ELT by NAEM	02	14.28%	
Training on NUCEC by NUTC	00	0%	
Training by BIAM	00	0%	
Foreign Training or Others	01	7.14%	
Training on 'Writing'	00	0%	
Without Training	08	57.17%	

Table 124: Training of Teachers

21.5 Classroom Observations

The present research administers observations on classes of the seven (07) colleges from Rajshahi division. Factors on which the observation focuses are: techniques and methods of teaching, teachers-students interactions, integration of four language skills in classroom, behaviours of teachers and students, teaching materials, physical facilities, classroom materials, teaching materials and so on.

21.5.1 Quality of Teaching

21.5.1.1 Instructional Level of Teachers

Instructions of nearly 78% teachers of Rajshahi division do not match well with students. The following table exhibits that instructions of nearly 21% teachers match well with students. On the other hand, another 21% teachers are found to deliver over instruction with critical techniques and digression from the topic to its various branches and sub-branches and 57.14% teachers conduct classes with under instructions.

Level of Instruction	No. of teachers	(%)	Total No. of teachers
Well Matching Instruction (Simple, Easy and Responsive)	03	21.42%	14
Under Instruction (using guide books, weak teaching techniques & methods)	08	57.14%	
Over Instruction (using critical techniques)	03	21.42%	

Table 125: Instructional Level of Teachers

21.5.1.2 Control over Lessons and Classrooms by Teachers

Teachers need to keep control over lessons and classrooms (CLC). The following table demonstrates that nearly 65% teachers of Rajshahi division do not have a good command on lessons and more than 70% teachers are not capable of ensuring congenial atmosphere of classrooms with controlling power over learners. 64% teachers fail to start and finish lessons in time.

Lesson/Classroom Control	Yes (No. of teachers)	(%)	No (No. of teachers)	(%)	Average Rate of CLC (%)	Total No. of teachers
Control over Time *(Beginning & finishing class on time)*	05	35.71%	09	64.28%	33.33%	14
Control over Lesson *(aptitude & expertise)*	05	35.71%	09	64.28%		
Control Over Class *(keeping the classroom atmosphere congenial)*	04	28.57%	10	71.42%		

Table 126: Lesson and Classrooms Control of Teachers

21.5.1.3 Classroom Practices of 'Writing' in Reality

21.5.1.3.1 Integration of Four Language Skills

There are seven colleges taken from Rajshahi division. The following table shows that no classroom of those colleges is found to have integrated four language skills.

Practices of Language	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Four Language Skills	00	0%	07	100%	07

Table 127: Practices of Four Language Skills

21.5.1.3.2 Practices of Writing Sub-skills

No classroom is found in which students are involved in *'Pre-writing→ drafting → writing'* processes such as brain storming, thinking of contexts, making notes, drafting, editing, reading proof and so on.

Practices of Writing Sub-skills	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Students making notes, drafting, editing, reading proof	00	0%	07	100%	07

Table 127.1: Practices of Writing Sub-skills by Students

21.5.1.3.3 Practices of Situational Writing with Appropriate Teaching Materials

14% classrooms involve students in practices of situational writing in the colleges.

Situational Writing Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Maintaining Appropriate Teaching Materials	01	14.28%	06	85.72%	07

Table 127.2: Practices of Situational Writing with Appropriate Teaching Materials

21.5.1.3.4 Practices of Situational Writing through PW or GW

Participation of students in pair work has been found in only one classroom out of the seven. The following table informs that only 14.28% classrooms make students participate in PW and GW.

Practices of Language	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (N=100%)
PW/GW	01	14.28%	06	85.72%	07

Table 127.3: Practices of Pair Work (PW) or Group Work (GW) by Students

21.5.1.3.5 Practices of Dialogue Writing

One of the seven classrooms has been found involving students in speaking practices through PW or GW to enhance ability of writing dialogue. The following table informs that 14.28% classrooms practise dialogue writing through through creating contexts of dialogues.

Technique of Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
students in Active Interaction; GW, PW and so on.	01	14.28%	06	85.72%	07

Table 127.4: Practices of Dialogue Writing

21.5.1.3.6 Practices of Paragraph Writing

The following table informs that the rate of the classroom involved in teaching-learning of paragraph writing through appropriate methodology is 0%.

Paragraph Writing Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Maintaining Appropriate Methods & Techniques	00	0%	07	100%	07

Table 127.5: Practices of Paragraph Writing

21.5.1.3.7 Practices of Writing of Essays

The following table informs that no classroom is found to involve students in 'writing of essay' appropriately through the processes.

Practices of Writing Essays	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Maintaining Appropriate Methods & Techniques	00	0%	07	100%	07

Table 127.6: Rate of Classrooms in Writing of Essays

21.5.1.3.8 Rate of Classroom Practices of 'Writing' in Reality

6.12% classrooms of the NUCEC offer real instructions to students for practices of 'Writing' English and students of 93.88% classrooms do not get the opertunity of real classroom practices of 'Writing' in the colleges of Rajshahi division.

Factors of 'Writing' Found in Practices at Classroom Levels	Classrooms in Practices (%)	Classrooms without Practices (%)	Classrooms in Practices in Average (%)
Integration and Practices of Four Language Skills	0%	100%	6.12%
Practices of Writing Sub-skills	0%	100%	
Practices of Situational Writing with Appropriate Teaching Materials	14.28%	85.71%	
Practices of Situational Writing through PW or GW	14.28%	85.71%	
Practices of Dialogue Writing	14.28%	85.71%	
Paragraph Writing	0%	100%	
Writing of Essays	0%	100%	

Table 127.7: Real Classroom Practices of 'Writing'

21.5.2 Teaching Materials and Physical Facilities in Classrooms

21.5.2.1 Sizes of Classrooms

There are incredibly large NUCEC classrooms in Rajshahi division, especially in the honours colleges like Rajshahi College and Bogra Azizul Haque College. All Honours and Degree (pass course) students joining in a single class result into a gigantic classroom. Most often these kinds of classrooms are over crowded and noisy and not suitable for conducting any kind of teaching-learning process. The table below shows that 42.85% NUCEC classrooms consist of 250-350 students, 42.85% classrooms consist of 200-250 students, other 14.28% classrooms consist of 150-200 students:

Seizes of Classrooms	250-350 students	%	200-250 students	%	150-200 students	%	No. of Total Classrooms
No. of classrooms	03	42.85%	03	42.85%	01	14.28 %	07 (100%)

Table 128: Classroom Sizes in Respect of Student's Quantity

21.5.3 Teaching Materials in Classrooms

57.15% classrooms of Rajshahi division do not have enough space. All of the colleges have electric lights and fans, and all classrooms are furnished with high and low benches. No classroom is up to the mark regarding proper seating arrangement for conducting presentation, Group Work (GW), Pair Work (PW) and so on. No classroom is equipped with teaching materials like posters, maps, paintings, drawings, audio and video, multi media or OHP facilities.

Teaching and Classroom Materials	Classrooms with facilities	Classrooms without facilities	Total classrooms
Enough Space	03 (42.85%)	04 (57.15%)	07
Sufficient light	07 (100%)	00 (0%)	
Seats arranged with low and high benches	07 (100%)	00 (0%)	
Seats arranged with chairs and desks	00 (0%)	07 (100%)	
Arrangement feasible for pair/group work	00 (0%)	07 (100%)	
Audio facilities	00 (0%)	07 (100%)	
Video facilities	00 (0%)	07 (100%)	
Multi Media/OHP facilities	00 (0%)	07 (100%)	
White board	01 (14.28%)	06 (85.71%)	
Posters/Maps/Paintings/Drawings	00 (0%)	07 (100%)	
Audibility of teacher's instruction at the back side	02 (28.57%)	05 (71.43%)	
Electric fans	07 (100%)	00 (0%)	
Congenial atmosphere	02 (28.57%)	05 (71.43%)	

Table 129: Teaching and Classroom Materials in Colleges

21.6 Results of Rajshahi Division in the National University Examination (NUE)

Results of final examinations of NU, 2010-2011 of B.A honours (English) students, Honours (non English) students and Degree (Pass course) students of Rajshahi division have been drawn, compared and differentiated at this stage of the study.

21.6.1 Results of B.A (Honours) in English of Rajshahi Division in NUE of 2010-2011

Five of the colleges of Rajshahi division teach students of honours in English besides students of honours (Non English) and Degree (Pass Course). The colleges are: *Rajshahi Government College, Rajshahi New Degree College, Rajshahi City College, Natore Government College, Bogra and Bogra Aziuzul Haque College.* The following table depicts the results of the students of Honours in English of Rajshahi division in the NU examination (NUE) of 2010-2011. It shows that in Rajshahi division, the rate of students (Honours in English) obtaining at least 45% marks is 74.41% and the rate of students obtaining less than 45% marks in the NUE is 25.58%.

Sl no.	Name of Colleges	Number of Students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total Students	Total Students with Standard Mark (45%)	Average Rate of Proficient Students (ARPS)	Students Failed to prove Proficient	Failure Rate of Non-proficient Students (%)
1.	Rajshahi Government College	120	98	81.66%	22	18.34%	518	406	74.41%	112	25.58%
2.	Rajshahi New Degree College	110	87	79.09%	23	20.91%					
3.	Rajshahi City College	108	81	75%	27	25%					
4.	Natore Government College	70	58	82.85%	12	17.15%					
5.	Bogra Aziuzul Haque College	110	82	74.54%	28	25.46%					

Table 130: Result of the Students of Honours in English of Rajshahi division in the NUE of 2010-2011, Source: College Result Books

21.6.2 Results of Honours (Non English) of Rajshahi Division in NUE of 2010-2011

The following table depicts that in Rajshahi division, the rate of students of honours (Non-English) obtaining at least 45% marks is 72.24% and the rate of students obtaining less than 45% marks in the NUCEC is 27.75%:

Sl no.	Name of Colleges	Number of Students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total Students	Total Students with Standard Mark (45%)	Average Rate of Proficient Students (ARPS)	Students Failed to prove Proficient	Failure Rate of Non-proficient Students (%)
1.	Rajshahi Government College	516	401	77.71%	115	22.28%	1863	1346	72.24%	517	27.75%
2.	Rajshahi New Degree College	344	256	74.14%	122	25.86%					
3.	Rajshahi City College	137	98	71.53%	151	28.47%					
4.	Natore Mahila College	168	110	65.47%	197	34.53%					
5.	Natore Government College	217	167	76.95%	215	23.05%					
6.	Shah Sultan College	154	97	62.98%	85	37.02%					
7.	Bogra Aziuzul Haque College	327	217	66.36%	165	33.36%					

Table 130.1: Result of the Students of Honours (Non-English) of Rajshahi Division in the NUE of 2010-2011, Source: College Result Books

21.6.3 Results of Bachelor Degree (Pass Course) of Rajshahi Division in NUE of 2010-2011

The following table shows the result of the students of Bachelor Degree (Pass Course) of Rajshahi division in the final examination of NU, 2010-2011. It demonstrates that 55% students of Bachelor Degree (Pass Course) have obtained at least 45% marks. And the rate of students obtaining less than 45% marks in the NUCEC is 45%.

Sl	Name of Colleges	Number of Students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total Students	Total Students with Standard Mark (45%)	Average Rate of Proficient Students (ARPS)	Students Failed to prove Proficient	Failure Rate of Non-proficient Students (%)
1.	Rajshahi Government College	130	78	60%	52	40%	649	357	55%	292	45%
2.	Rajshahi New Degree College	68	38	55.88%	30	44.12%					
3.	Rajshahi City College	88	46	52.27%	42	47.43%					
4.	Natore Mahila College	76	45	59.29%	31	40.71%					
5.	Natore Government College	102	62	60.78%	40	39.22%					
6.	Shah Sultan College	66	31	46%	35	54%					
7.	Bogra Aziuzul Haque College	119	57	47.89%	62	52.11%					

Table 130.2: Result of the Students of Degree Pass Course (B.A, B.Com, B.Sc, BSS) of Rajshahi Division in the NUE of 2010-2011, Source: College Result Books

21.6.4 Results of Honours (English), Honours (Non-English) and Bachelor (Pass Course) of Rajshahi Division in NUE of 2010-2011 Compared

From the three immediately above tables, it is known that in the NUE of 2010-2011 the rate of students of *of Honours (English)* obtaining at least 45% marks is 74.41%, the rate of *students of Honours (Non-English)* obtaining at least 45% is 72.24% and the rate of *students of Bachelor Degree (Pass Course)* obtaining at least 45% is 55%.

And so, the average rate of students of Rajshahi division at least 45% marks is 67.21% and the average rate of students of Rajshahi division obtaining less than 45% marks in the NUCEC is 32.76%. 45% is the minimum level of standard in the study. So, these 67.21% students of Rajshahi Division are considered to have minimum proficiency in writing. So, in the light of the result of NUE, the average rate of proficient students (ARPS) in writing is

67.21% and the average rate of non-proficient students (ARNPS) in writing is 32.76% in the Division of Rajshahi.

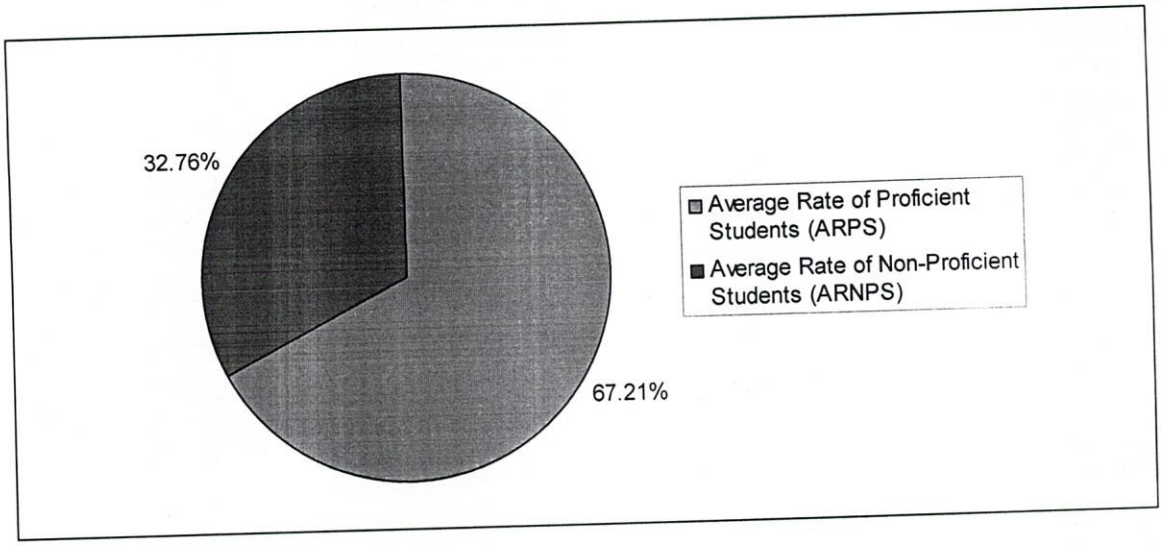

Fig 46: Ratio of ARPS & ARNPS in the NU Examination (Rajshahi Division) - 67.21%: 32.76%

The above table describes the performances by the students of Rajshahi division in the NU final examination of NUCEC. The table reflects that students of honours in English are performing the best, students of Honours (Non-English) are doing fairly well and performance by the students of Bachelor Degree (Pass Course) is satisfactory in the NU examination (NUE).

22 Rajshahi Division in the Proficiency Test of Writing (PTW)

The study has conducted the PTW of students of Rajshahi division on all items of the writing component of the NUCEC in the same process as the PTW has been done in case of Dhaka division. Respondent students of all colleges, selected for the research, have to sit for the test.

Number of students (147) from the three slots- B.A (Honours) in English, Honours (Non-English) and Bachelor Degree (Pass Course) has been the same as that of Dhaka division. However, in the PTW, 147 students of Rajshahi division are tested on all of the three segments of writing:

22.1 Performance by the Slot of Honours in English Students

49 students of B.A (Honours) in English are tested. Their score on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences* is 167.5 points showing the PL 45.57%. Their score on the 2nd segment- *Personal Writing* is 302.5 points showing the PL 49.38%. In the 3rd segment- *Professional Writing*, their score is 797 points showing the PL 50.04%. Thus, the average proficiency level (APL) attained by the students of B.A (Honours) in English in writing is 48.33%.

22.2 Performance by the Slot of Honours (Non-English) Students

49 students of Honours (Non-English) are tested. Their score on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining* Sentences is 136.5 points showing the PL 37.14%. Their score on the 2nd segment- *Personal Writing* is 232.5 points showing the PL 37.95%. In the 3rd segment- *Professional Writing*, their score is 631.5 points showing the PL 39.65%. Thus, the average proficiency level (APL) attained by the students of Honours (Non-English) in writing is 38.24%.

22.3 Performance by the Slot of Bachelor Degree (Pass Course) Students

49 students of Bachelor Degree (Pass Course) are tested. Their score on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences* is 138 points which shows that the proficiency level (PL) of the students have developed up to 37.55%. Their score on the 2nd segment- *Personal Writing* is 231 points showing the PL 37.71% of the students. In the 3rd segment- *Professional Writing*, their score is 539 points showing the PL 33.84% of the students. The total score is 908 points. Thus, the average proficiency level (APL) of the students of Bachelor Degree (Pass Course) in writing is 35.29%.

Items of Writing	Allocated Points (Type-wise)	Obtained Points & (%)	Average Score of Students (%)	No. students (Slot-wise)	Total no. of Students	APL reflecting the AGRP of Writing in Rajshahi Division
Results of Students of Degree (Pass Course)						
Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	138	35.29%	49	147	40.60%
Personal writing	12.5 x 49 = 612.5	231				
Professional writing	30x49 =1470	539				
Results of Students in Honours (Non English)						
Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	136.5	38.24%	49		
Personal writing	12.5 x 49 = 612.5	232.5				
Professional writing	30x49 =1470	631.5				
Results of Students in Honours (English)						
Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	167.5	48.33%	49		
Personal writing	12.5 x 49 = 612.5	302.5				
Professional writing	30x49 =1470	797.5				

Table 131: Average Proficiency Level (APL) of Rajshahi Division in Writing: 40.60%

22.4 Average Growth Rate of Practices (AGRP) of Writing in Rajshahi Division in PTW

The proficiency levels (PL) of the students of all three slots found in the PTW are as follows:

Slot-1: (Honours) in English – 48.33%

Slot-2: Honours (Non-English) – 38.24%

Slot-3: Bachelor Degree (Pass Course) - 35.29%

The average proficiency level (APL) of the students of Rajshahi Division is 40.60%. It reflects the average growth rate of the practices (AGRP) of writing of B.A (Honours) in English, Honours (Non-English) and Bachelor Degree (Pass Course) students.

Thus, in the Proficiency Test of Writing (PTW), the average score of Rajshahi division is 40.60%. The data imply that the average proficiency level (APL) reflecting average growth rate of the practices (AGRP) of writing in Rajshahi division is 40.60%. This means that students of Rajshahi division have the ability to practise 40.60% writing with minimum level of standard (MLS).

Performances by three (03) colleges of Rajshahi division reach the minimum level of standard (MLS) in regard to writing practices. Other four (04) colleges remain below the MLS. These mean that out of seven (07), three (03) colleges have students with MLS in writing practices which is 40.60% of the taken colleges of the division. The figure demonstrates the data as follows-

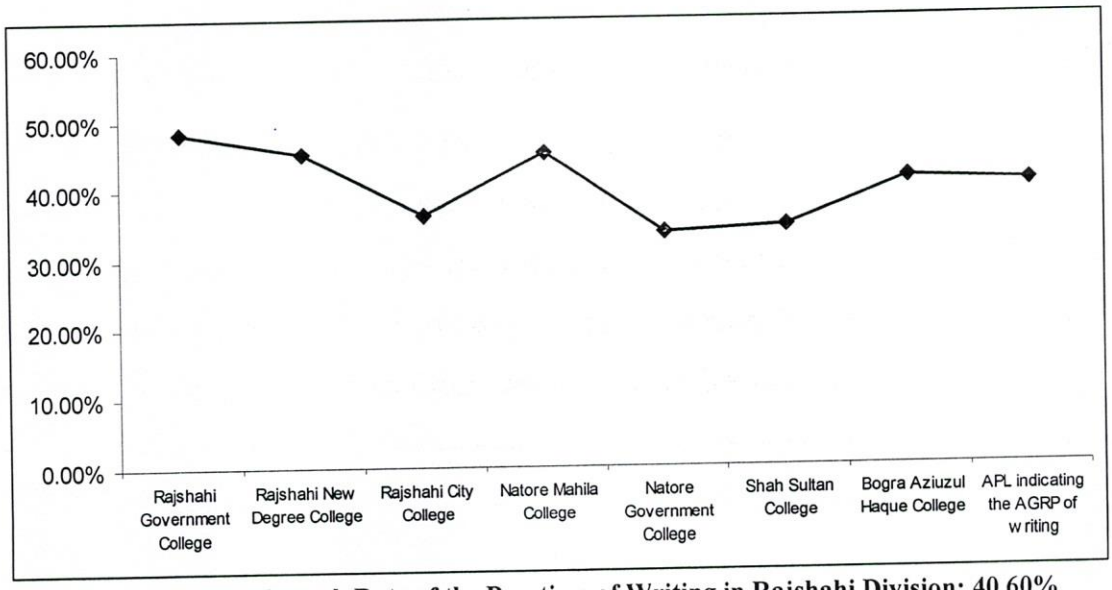

Fig 47: Average Growth Rate of the Practices of Writing in Rajshahi Division: 40.60%

In this sense, 59.40% colleges of Rajshahi division fail to produce students with MLS in writing practices. The following table shows the ratio between successful and unsuccessful colleges -

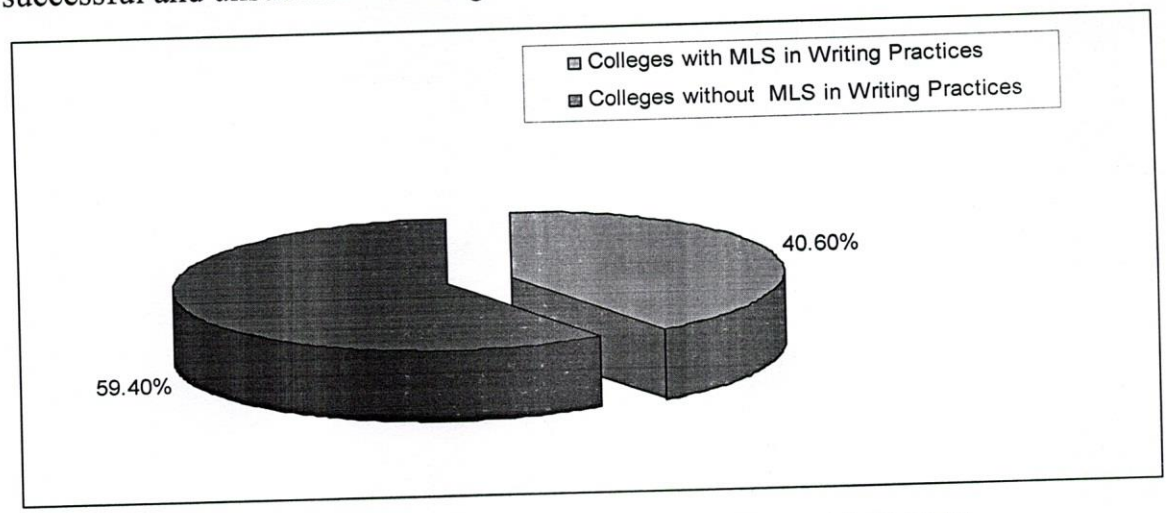

Fig 48: Ratio of Successful and Unsuccessful Colleges in Rajshahi Division

23 Average Rate of Proficient Students (ARPS) in Writing in the Proficiency Test of Writing (PTW) in Rajshahi Division

45% is the qualifying marks in the proficiency test of writing (PTW). The quantity of students qualifying in the PTW has been found out. The following table demonstrates that the qualifying rate of students (QRS) of Degree (pass course) in PTW is 24.48%, QRS of honours (non-English) is 30.61%, and QRS of honours (English) is 46.93%. The average QRS reflecting the average rate of proficient students (ARPS) in writing in Rajshahi division is 34% in the PTW. This means that 34% students of Rajshahi division have had the minimum proficiency to practise writing. On the other hand, 66% students of the division do not possess the minimum proficiency to practise writing.

Students of Bachelor Degree (Pass)			Students of Honours (Non-English)			Students of Honours (English)			ARPS in PTW (%)	Total Students
Result of Students in B.A/ B.S.S/ B.Com/ B.Sc (Pass course)	No. of Students	(%)	Result of students in Honours (Non English)	No. of students	(%)	Results of Students in Honours (English)	No. of students	(%)	34%	147
students Qualified	12	24.48%	Students Qualified	15	30.61%	students Qualified	23	46.93%		
students Failed	38	75.52%	Students Failed	35	69.39%	Students Failed	26	53.07%		
Total students	49	100%	Total Students	49	100%	Total Students	49	100%		

Table 132: ARPS in Writing in the PTW

24 Results of NU Examination (NUE) and Results of PTW Compared

The following table compares the results of National University Examination (NUE) and the results of the proficiency test of writing (PTW) of the study. The results of PTW reflect the real picture of the field.

Similarly, like that of Dhaka division, the difference between the result of NUE and the result of PTW is found big in case of Rajshahi division. The table demonstrates that students obtaining 45% in the NUE are 67.21%. On the other hand, students obtaining 45% marks in the PTW are 34% which is almost two times less than the result of NUE. On the other hand, the failure rate in the NUE is 32.79% which has been found to be 66% in the PTW.

Slots of students	Students having 45%+ in NUE	Average	ARPS (having 45%+) in PTW	Average ARPS in PTW	Students having less than 45% (-) in NUE	Average (%)	Students having less than 45% (-) in PTW	Average (%)
students of Honours (English)	74.41%	67.21%	46.93%	34%	25.58%	32.79 %	53.07%	66%
students of Honours (Non-English)	72.24%		30.61%		27.76%		69.39%	
students of Bachelor Degree (Pass Course).	55%		24.48%		45%		75.52%	

Table 132.1: Results of the Final Examination of NU and the Proficiency Test of Writing (PTW) Compared

The following table more simply demonstrates that students of Rajshahi division obtaining at least 45% in the NUE are 67.21%. On the other hand, the average rate of proficient students (ARPS), the rate of students obtaining at least 45% marks in the PTW, is 34%. The difference or gap between the results of NUE and PTW (67.21%-34%) is 33.21%. This indicates that the practice level of students that the NU exposes through examination result is 33.21% higher than the actual level of standard of students' writing practices.

Rate of Success			Rate of Failure	
ARPS (having 45%) in NUE	ARPS (having 45%) in PTW		Average Rate of Non-Proficient Students (not having 45%) in NUE	Average Rate of Non-Proficient Students in PTW
67.21%	34%		32.79%	66%

Table 132.2: Rate of Success and Failure in the NUE and PTW of Rajshahi Division Juxtaposed

25 Overall Result of Rajshahi Division in the PTW

This is already found that in the PTW, the APL of the students indicating the average growth rate of the practices (AGRP) of writing with MLS in Rajshahi division is 40.60%. This means that the students of Rajshahi division are able to practise 40.60% writing with minimum standard. On the other hand, 59.40% of the write ups which they produce are not up to the mark.

Again, it is found that the average qualifying rate of students (AQRS) of Rajshahi division in PTW is 34%. This means that the average rate of proficient studens (ARPS) of writing in Rajshahi division is 34% indicating students who have become able to obtain the qualifying marks in the PTW. On the other hand, 66% students of Rajshahi division have failed to qualify in the PTW and do not have the minimum standard of writing in reality.

26 Writing Proficiency Summary (WPS) of Rajshahi Division

→The average proficiency level (APL) indicating the average growth rate of the practices (AGRP) of writing with MLS in Rajshshi division is 40.60%.

→The average qualifying rate of students (AQRS) indicating the average rate of proficient students (ARPS) in writing with MLS in Rajshshi division is 34%.

→The AGRP of writing falls 4.40% below the margin of minimum level of standard (MLS).

→ Students of 42.85% colleges possess MLS in writing proficiency.

→ Students of 57.15% colleges fail to achieve MLS in writing proficiency.

→ The quality of writing practices is 33.21% lower in the PTW than that of the NU result.

27 Position of AGRP of Rajshahi Division in Writing

Position of average growth rate of the practices (AGRP) of writing of Rajshahi Division is "Poor" in the PTW.

28 Reports of the Survey on Rangpur Division

Colleges from Rangpur division include *Government Carmichael College, Rangpur Government College, Government Begum Rokeya College, Kurigram Government College, Lalmonirhat Government College, Nilphamari Government College and Nilphamari Mahila (Women's) College.* Students of all of the colleges sit for the proficiency test of writing and thus, scores of all colleges have been brought out.

28.1 Teacher-Student Ratio

Teacher and student ratio in Rangpur division exposes the scarcity of teachers. The minimum ratio of teachers versus students is 1:150 while the maximum ratio of teachers and students is 1:509. The average ratio of teachers and students is 1:278 in the colleges of Rangpur division.

Sl no.	Name of the Colleges	No. of Teachers	No. of Students in Degree (Pass)	No. of Students in Honours (English)	No. of Students in Honours (Non-English)	Students in Total	Teachers-Students Ratio	Teachers-Students Ratio in Average
1.	Government Carmichael College	12	170	465	1337	1972	1:164	1:278
2.	Rangpur Government College	08	112	212	878	1202	1:150	
3.	Government Begum Rokeya College	10	118	397	1294	1809	1:226	
4.	Kurigram Government College	05	87	318	689	1094	1:218	
5.	Lalmonirhat Government College	03	81	154	783	1013	1:337	
6.	Nilphamari Government College	02	96	187	848	1018	1:509	
7.	Nilphamari Women's College	02	116	-	578	694	1:347	

Table 133: The Average Ratio of Teachers and Students in Rangpur Division

28.2 Qualifications of Teachers

The following table demonstrates that 100% of the teachers are Masters in English with honours. None of the teachers has obtained higher academic qualifications like M. Phil or Ph. D.

Qualifications of Teachers	Number of Teachers	0%	Total No. of Teachers
Graduation & Masters in English only	14	100%	14
Graduation, Masters & M. Phil	00	0%	
Graduation, Masters & Ph. D	00	0%	
Without Graduation and Masters in English	00	0%	

Table 134: Qualifications of Teachers

28.3 Experience of Teachers

42.85% teachers have less than ten years of experience in Rangpur division. Teachers possessing 1- 5 years of experience are 28.27%. There are 14.28% teachers who belong to the range of 11-15 years of experience. There is no teacher between the ranges of 16-20 years of experience. On the other hand, teachers with 21-25 years of experience are 14.28%. In a conversation with the researcher, a senior professor of a college[3] informs that a good number of

[3] Abdul Matin, Professor, Department of English, Carmichael College, Rangpur.

senior teachers have recently retired from the service and so, institutions suffer from crisis of experienced teachers.

Service Length of Teachers	Number of Teachers	0%	Total No. of Teachers
01 Year to 05 Years	04	28.27%	14
06 Years to 10 Years	06	42.85%	
11 Years to 15 Years	02	14.28%	
16 Years to 20 Years	00	0%	
21 Years to 25 Years	02	14.28%	
26 Years to 30 Years	00	0%	
31 Years to 35 Years	00	0%	

Table 135: Experiences of Teachers in the Division of Rangpur

28.4 Training of Teachers

57.14% teachers of Rangpur division are involved in teaching with no training at all. 28.57% teachers have got training on ELT from NAEM and 14.28% teachers have got training on CLT by ELTIP.

Training Obtained by Teachers (teachers)	Number of teachers	(%)	Total No. of teachers (100%)
Training on CLT by ELTIP	02	14.28%	14
Training on ELT by NAEM	04	28.57%	
Training on NUCEC by NUTC	00	0%	
Training by BIAM	00	0%	
Foreign Training or Others	00	0%	
Training on 'Writing'	00	0%	
Without Training	08	57.14%	

Table 136: Training of Teachers in the Division of Rangpur

28.5 Classroom Observations

The study conducts observations on classes of the seven (07) colleges from Rangpur division. Factors and issues that the observation includes are the same as Dhaka and Rajshahi divisions.

28.5.1 Quality of Teaching

28.5.1.1 Instructional Level of Teachers

Instructions of more than 57% teachers of Rangpur division do not match well with students' level. The following table exhibits that instructions of nearly 35% teachers match well with students. On the other hand, another 07% teachers are

found to offer over-instruction with critical techniques and digression from the topic to its various branches and sub-branches.

Level of Instruction	No. of Teachers	(%)	Total No. of Teachers (N=100%)
Well Matching Instruction (Simple, Easy and Responsive)	05	35.71%	14
Under Instruction (using guide books, weak teaching techniques & methods)	08	57.14%	
Over Instruction (using critical techniques)	01	7.14%	

Table 137: Instructional Level of Teachers

28.5.1.2 Control over Lessons and Classrooms (CLC) by Teachers

The following table demonstrates that more than 78% teachers of Rangpur division fail to start and finish lessons in time. Nearly 36% teachers are found who have a good command on lessons but are not capable of keeping congenial atmosphere of classrooms with controlling power over learners. Nearly, 36% teachers have found having aptitudes and expertise on topics they teach. On an average, teachers' control over time, lesson and class is found 30.94%-

Lesson/Classroom control	Yes (No. of Teachers)	(%)	No (No. of Teachers)	(%)	Average Rate of C.LC (%)	Total No. of Teachers
Control over Time (Beginning & finishing class on time)	03	21.42%	11	78.57%	30.94%	14
Control over Lesson (aptitude & expertise)	05	35.71%	09	64.28%		
Control over Class (keeping the classroom atmosphere congenial)	05	35.71%	09	64.28%		

Table 138: Lesson and Classroom Control of Teachers

28.5.2 Appropriate Classroom Practices of 'Writing' in Reality

28.5.2.1 Integration and Practices of Four Language Skills

Students have opportunities to practise four language skills in an integrated way in 14.28% classrooms of Rangpur division.

Practices of Language	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Four Language Skills	01	14.28%	06	85.72%	07

Table 139: Practices of Four Language Skills

28.5.2.2 Practices of Writing Sub-skills

The following table shows that the rate of classroom practices of writing sub-skills is 0%.

Practices of Writing Sub-skills	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Students making notes, drafting, editing, reading proof	00	0%	07	100%	07

Table 139.1: Practices of Writing Sub-skills by Students

28.5.2.3 Practices of Situational Writing with Appropriate Teaching Materials

The table below shows that no classroom of the colleges is equipped with appropriate teaching materials to teach situational writing.

Situational Writing Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Maintaining Appropriate Teaching Materials	00	0%	07	100%	07

Table 139.2: Materials of Teaching Situational Writing

28.5.2.4 Practices of Situational Writing through PW or GW

Situational writing practice through pair work and group work is held in 0% classroom.

Practices of Language	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Situational Writing with PW/GW	00	0%	07	100%	07

Table 139.3: Practices of Pair Work (PW) or Group Work (GW) by Students

28.5.2.5 Practices of Dialogue Writing

Speaking practices through group or pair work to enhance students' ability to writing dialogues have been found in 14.28% classrooms.

Technique of Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Students in Active Interaction	01	14.28%	06	85.72%	07

Table 139.4: Practices of Dialogue Writing

28.5.2.6 Practices of Paragraph Writing

Systematic way of teaching of writing paragraph has been found in 14% classrooms.

Paragraph Writing Practices	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Maintaining Appropriate Methods & Techniques	01	14.28%	06	85.72%	07

Table 139.5: Practices of Paragraph Writing

28.5.2.7 Practices of Writing of Essays

Practices of writing essays through proper methods or techniques has been found in 0% classroom-

Practices of Writing Essays	No. of Classrooms in Practices	(%)	No. of Classrooms without Practices	(%)	Total Classrooms (100%)
Maintaining Appropriate Methods & Techniques	00	0%	07	100%	07

Table 139.6: Practices of Essay Writing

28.5.2.8 Rate of Appropriate Classroom Practices of 'Writing' in Reality

From the observations of the seven colleges from Rangpur division, it is found that only 6.36% classrooms of the NUCEC provide real opportunity to practise 'Writing' English. On the other hand, 93.64% classrooms do not provide students with real classroom practices of 'Writing' in the colleges of Rangpur division.

Factors of 'Writing' Found in Practices at Classroom Levels	Classrooms in Practices (%)	Classrooms without Practices (%)	Classrooms in Practices in Average (%)
Integration and Practices of Four Language Skills	14.28%	85.71%	6.36%
Practices of Writing Sub-skills	0%	100%	
Practices of Situational Writing with Appropriate Teaching Materials	0%	100%	
Practices of Situational Writing through PW or GW	0%	100%	
Practices of Dialogue Writing	14.28%	85.71%	
Paragraph Writing	14.28%	85.71%	
Writing of Essays	0%	100%	

Table 139.7: Effective Classroom Practices of 'Writing' in Reality

28.5.3 Teaching Materials and Physical Facilities in Classrooms

28.5.3.1 Sizes of Classrooms

Classrooms of the honours colleges like Carmichael College, Rangpur College and Begum Rokeya College are very large. These classrooms are over crowded and too noisy for any teacher to conduct classes peacefully. The following table shows that 28.56% NUCEC classrooms consist of 250-400 students, 28.56% consist of 250-300 students, and other 42.85% classrooms consist of 200-300 students.

Seizes of Classrooms	250-400 Students	%	250-350 Students	%	200-300 Students	%	No. of Total Classrooms
No. & (%) of Classrooms	02	28.56%	02	28.56%	03	42.85%	07 (100%)

Table 140: Classroom Sizes in Respect of Student's Quantity

28.5.4 Teaching Materials in Classrooms

Nearly 57% classrooms of Rangpur division do not have enough space. All of the colleges have electric lights and fans, and all classrooms are furnished with high and low benches. No classroom is furnished with proper seating arrangement for conducting presentation, Group Work (GW), Pair Work (PW) and so on. And like those of the other divisions, no classroom of Rangpur division is equipped with teaching materials like posters, maps, paintings, drawings, audio and video, multi media or OHP facilities.

Teaching and Classroom Materials	Classrooms with facilities	Classrooms without facilities	Total classrooms (100%)
Enough Space	03 (42.85%)	04 (57.15%)	07
Sufficient Light	07 (100%)	00 (0%)	
Seats Arranged with Low and High Benches	07 (100%)	00 (0%)	
Seats Arranged with Chairs & Desks	00 (0%)	07 (100%)	
Arrangement Feasible for PW/GW	00 (0%)	07 (100%)	
Audio Facilities	00 (0%)	07 (100%)	
Video Facilities	00 (0%)	07 (100%)	
Multi Media/OHP Facilities	00 (0%)	07 (100%)	
White Board	04 (57.15%)	03 (42.85%)	
Posters/Maps/Paintings/Drawings	00 (0%)	07 (100%)	
Audibility of Teacher's Instruction at the Back Side	03 (42.85%)	04 (57.15%)	
Electric Fans	07 (100%)	00 (0%)	
Congenial Atmosphere	03 (42.85%)	04 (57.15%)	

Table 141: Teaching and Classroom Materials in the Colleges of Rangpur Division

29 Results of Rangpur Division in the National University Examination (NUE)

In line with Dhaka and Rajshahi division, results of NU's 2010-2011 final examination of Degree (Pass course), B.A Honours (English) and Honours (non English) students of Rangpur division have been drawn and compared.

29.1 Results of B.A (Honours) in English of Rangpur Division in NUE of 2010-2011

The following table depicts that in the NUE of 2010-2011, the rate of honours students (English) obtaining at least 45% marks is 78.05% and the rate of students obtaining less than 45% marks is 21.94%. Since 45% is the MLS in the study, so, the average rate of proficient students (ARPS) in NUE is 78.05%.

Sl no.	Name of Colleges	Number of students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total students	Total students with Standard Mark (45%)	Average Rate of Proficient Students (ARPS)	Students Failed to prove Proficient	Failure Rate of Non-proficien Students (%)
1.	Government Carmichael College	114	98	85.96%	16	14.03%	524	409	78.05%	115	21.94%
2.	Rangpur Government College	93	77	82.89%	16	17.20%					
3.	Government Begum Rokeya College	106	81	76.41%	25	23.58%					
4.	Kurigram Government College	77	54	70.12%	23	29.87%					
5.	Lalmonirhat Government College	46	32	69.56%	14	30.43%					
6.	Nilphamari Government College	53	41	77.35%	11	20.75%					
7.	Nilphamari Women's College	35	26	74.28%	09	25.71%					

Table 142: Result of the Students of Honours in English of Rangpur Division in the NUE of 2010-2011, Source: College Result Books

29.2 Results of Honours (Non English) of Rangpur Division in NUE of 2010-2011

The following table depicts that in the NUE of 2010-2011, the rate of honours (Non-English) students obtaining at least 45% marks is 68.03% and the rate of students obtaining less than 45% is 31.96%. So, the average rate of proficient students (ARPS) in NUE is 68.03%.

Sl no.	Name of Colleges	Number of Students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total Students	Total Students having 45%	Average Rate of Proficient students (ARPS)	Students Failed to prove proficient	Failure Rate of Non-proficient students (%)
1.	Government Carmichael College	572	436	76.22%	136	23.77%	2077	1413	68.03%	664	31.96%
2.	Rangpur Government College	302	211	69.11%	91	30.13%					
3.	Government Begum Rokeya College	306	216	70.08%	90	29.41%					
4.	Kurigram Government College	297	189	63.63%	108	36.36%					
5.	Lalmonirhat Government College	177	102	57.62%	75	42.37%					
6.	Nilphamari Government College	235	144	61.27%	91	30.13%					
7.	Nilphamari Women's College	188	115	61.17%	73	38.82%					

Table 142.1: Result of the Students of Honours (Non-English) of Rangpur Division in the NUE of 2010-2011, Source: College Result Books

29.3 Results of Bachelor (Pass Course) of Rangpur Division in NUE of 2010-2011

The following table shows that in the NUE, 2010-2011 the rate of students of Bachelor Degree (Pass Course) obtaining at least 45% mark is 48.61%. And the rate of students obtaining less than 45% is 51.27%. So, the average rate of proficient students (ARPS) in NUE is 48.61%.

Name of Colleges	Number of Students	Students obtaining 45% in NUCEC	Rate of Students obtaining 45%	Students Failed to obtain 45%	Rate of Failure (%)	Total Students	Total Students with Standard Mark (45%)	Average Rate of Proficient Students (ARPS)	Students Failed to prove Proficient	Failure Rate of Non-proficient Students (%)
Government Carmichael College	21	102	48.57%	108	51.43%	825	402	48.61%	423	51.27%
Rangpur Government College	124	54	43.54%	70	56.46%					
Government Begum Rokeya College	118	67	56.77%	51	43.23%					
Kurigram Government College	82	39	47.56%	43	52.44%					
Lalmonirhat Government College	96	45	46.87%	51	52.13%					
Nilphamari Government College	106	54	50.94%	52	40.06%					
Nilphamari Women's College	89	41	46.06%	48	53.94%					

Table 142.2: Result of the Students of Bachelor Degree (Pass Course) of Rangpur Division in the NUE of 2010-2011, Source: College Result Books

29.4 Results of Honours (English), Honours (Non-English) and Bachelor (Pass Course) of Rangpur Division in NUE of 2010-2011 Compared

From the three immediately above tables it is known that in the NUE of 2010-2011 the rate of proficient students (RPS) of *Honours (English)* is 78.05%, the RPS of *students of Honours (Non-English)* is 68.03% and the RPS of *students of Bachelor Degree (Pass Course)* is 48.61%. And so, the average rate of proficient students, (ARPS) in the NUCEC of NUE in Rangpur division, is 64.89% and the rate of non-proficient students obtaining less than 45% is 35.05%:

Slots of Students	Rate of Proficient Students (RPS)	Average Rate of Proficient Students (ARPS)	Rate of Non-Proficient Students (RNPS)	Average Rate of Non-Proficient Students (ARNPS)
Students of Honours (English)	78.05%	64.89%	21.94%	35.05%
Students of Honours (Non-English)	68.03%		31.96%	
Students of Bachelor Degree (Pass Course)	48.61%		51.27%	

Table 142.3: Rates of Proficient and Non-proficient Students in the NU Examination (Rangpur Division)

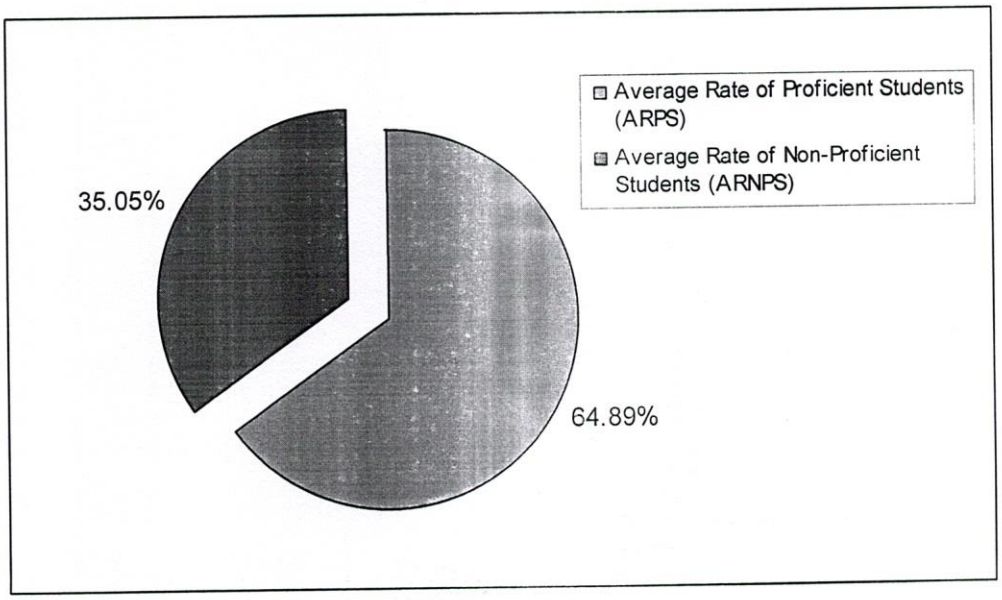

Fig 49: Ratio of ARPS & ARNPS in the NU Examination (Rangpur Division) - 64.89%: 35.05%

The above figure describes the performances by the students of Rangpur division in NUCEC in the NU examination (NUE). The result of the students of honours in English is good. The result of the students of Honours (Non-English) is fair and result of the students of Bachelor Degree (Pass Course) is satisfactory in writing in the NUE.

30 Rangpur Division at Proficiency Test of Writing (PTW)

The number of students from the three slots- B.A (Honours) in English, Honours (Non-English) and Bachelor Degree (Pass Course) has been the same as in the PTW of Dhaka and Rajshahi divisions. The following table exhibits that in the PTW, 147 students of Rangpur division have been tested on all three segments of writing:

30.1 Performance by the Slot of Bachelor Degree (Pass Course) Students

Score of the students of Bachelor Degree (Pass Course) on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences* is 158.5 points (Pts) revealing the proficiency level (PL) 43.12%. Their score on the 2nd segment- *Personal Writing* is 223 Pts showing the PL 36.40%. In the 3rd segment- *Professional Writing*, their score is 524 Pts showing the PL 32.90%. The total score is 908 Pts. Thus, proficiency level (PL) in writing attained by the students of Bachelor Degree (Pass Course) is 37.47% on an average.

30.2 Performance by the Slot of Honours (Non-English) Students

Score of the students of Honours (Non-English) on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences* is 164 points showing the PL 44.62%. Their score on the 2nd segment- *Personal Writing* is 218.5 points showing the PL 35.67%. In the 3rd segment- *Professional Writing*, their score is 664.5 Pts showing the PL 41.72%. Thus, the average proficiency level (APL) attained by the students of Honours (Non-English) in writing is 40.67%.

30.3 Performance by the Slot of Honours in English Students

Score of the students of Honours (English) on the 1st segment- *Writing Correct Sentence, Completing Sentences and Combining Sentences* is 179 Pts showing the PL 48.70%. Their score on the 2nd segment- *Personal Writing* is 301.5 Pts showing the PL 49.22%. In the 3rd segment- *Professional Writing*, their score is 878.5 Pts showing the PL 55.16%. Thus, the proficiency level (PL) attained by the students of B.A (Honours) in English in writing is 51.02% on an average.

30.4 Average Growth Rate of Practices (AGRP) of Writing in Rangpur Division in PTW

The proficiency levels (PL) of the students of all three slots found in the PTW are as follows:

Slot-1: Bachelor Degree (Pass Course) – 37.47%

Slot-2: Honours (Non-English) - 40.67%

Slot-3: (Honours) in English – 51.02%

The average proficiency level (APL) of Rangpur division including all students of B.A (Honours) in English, Honours (Non-English) and Bachelor Degree (Pass Course), is 43.29% (37.47%+40.67%+51.02%÷3=43.29%).

Items of Writing	Allocated Pts (Type-wise)	Obtained Pts & (%)	Average Score of Students (%)	No. Students (Slot-wise)	Total no. of Students	APL of the Division in Writing
Results of Students of Degree (Pass Course)						
Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	158.5	37.47%	49		
Personal writing	12.5 x 49 = 612.5	223				
Professional writing	30 x 49=1470	524				
Results of Students in Honours (Non English)						

Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	164	40.67%	49		
Personal writing	12.5 x 49 = 612.5	218.5				
Professional writing	30 x 49=1470	664.5				
Results of Students in Honours (English)						
Writing correct sentences, completing sentences and combining sentences	7.5 x 49 = 367.5	179	51.02%	49		
Personal writing	12.5 x 49 = 612.5	301.5				
Professional writing	30 x 49=1470	878.5				

Table 143: Average Proficiency Level (APL) of Rangpur Division in Writing

The APL reflects that the average growth rate of the practices (AGRP) of writing in Rangpur division is 43.29%. This means that 43.29% write-ups of the students of Rangpur division have minimum standard and rest of their practices of writing (56.71%) is actually void.

30.5 Average Rate of Proficient Students (ARPS) in PTW in Rangpur Division

The following table demonstrates that the qualifying rate of students (QRS) of Degree (pass course) in PTW is 22.44%, the QRS of honours (non-English) is 26.53% and the QRS of honours (English) is 38.77%. The average QRS reflecting the average rate of proficient students (ARPS) in writing in Rangpur division is 29.24% in the PTW. This means that 29.24% students of Rangpur division have had the minimum level of standard (MLS) in writing. On the other hand, 70.76% students of the division do not have the MLS in writing.

Bachelor Degree (Pass)			Honours (Non-English)			Honours (English)			ORPS (%)	Total Students
Result of Students in B.A/ B.S.S/ B.Com/ B.Sc (Pass course)	**No. of students**	**(%)**	**Result of Students in Honours (Non English)**	**No. of students**	**(%)**	**Results of Students in Honours (English)**	**No. of Students**	**(%)**	29.24%	147
Students Qualified	11	22.44%	**Students Qualified**	13	26.53%	**Students Qualified**	19	38.77%		
Students Failed	39	79.59%	**Students Failed**	37	73.47%	**students Failed**	31	61.23%		
Total Students	49	100%	**Total Students**	49	100%	**Total Students**	49	100%		

Table 144: ARPS of Writing in Rangpur Division

The study looks into the individual performances of the colleges. It finds that students of three (03) colleges from Rangpur division have achieved the minimum level of standard (MLS) in writing proficiency scoring 45% or above points in the PTW. On the other hand, students of four (04) other colleges of the division fail to achieve the MLS in writing. The figure demonstrates the data as follows-

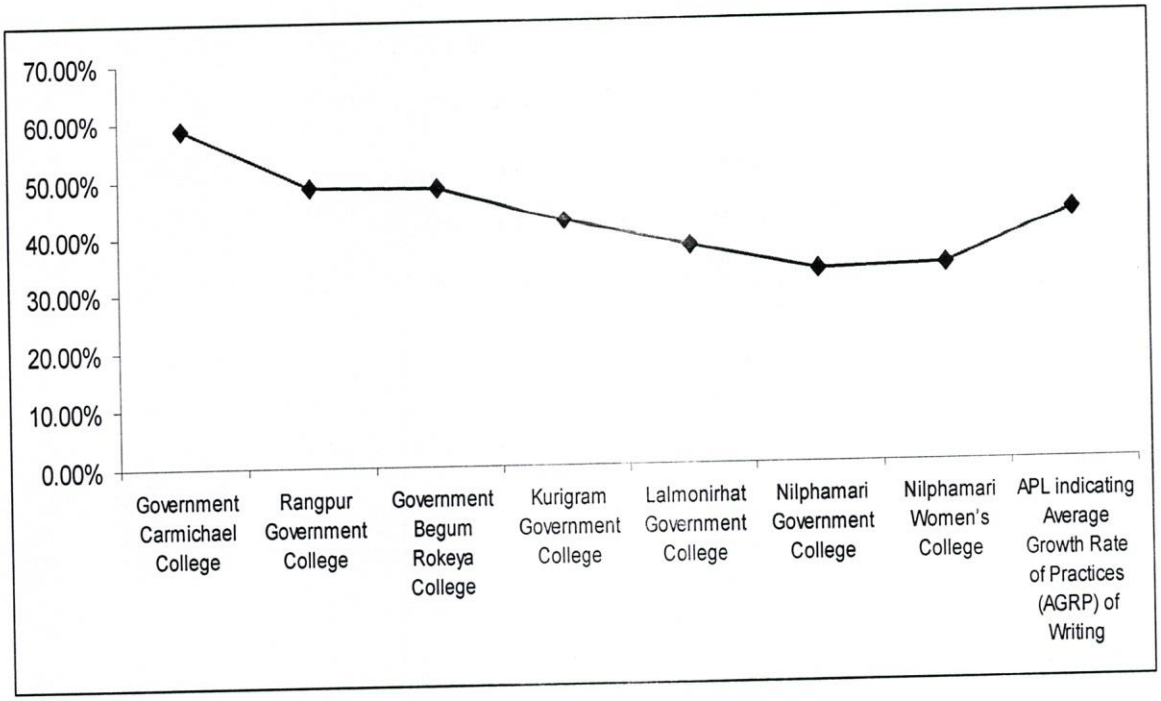

Fig 50: AGRP of Writing in Rangpur Division: 43.29%

40.60% colleges of Rangpur division produce students with MLS in writing. 57.15% colleges of Rangpur division fail to produce students with MLS –

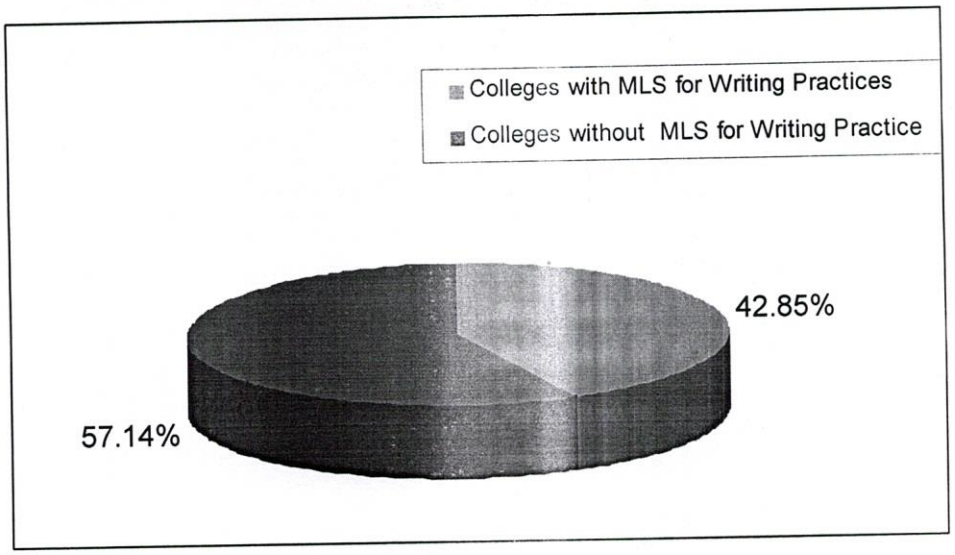

Fig 51: Ratio between Successful and Unsuccessful Colleges in Rangpur Division

30.6 Results of NU Examination (NUE) and Results of PTW Compared

The following table compares the results of National University Examination (NUE) and the results of the proficiency test of writing (PTW) of the study. Difference between the results of NUE and the result of PTW of Rangpur division is found big like that of Dhaka and Rajshahi divisions. The result of the PTW reveals that the real condition of the students is worse than what NU publishes as result. The result of NU in writing is much higher than their real condition found in the PTW. The table demonstrates that the ARPS in the PTW is almost two times less than the result of NUE.

Slots of Students	Students having 45%+ in NUE	Average	RPS (having 45%+) in PTW	ARPS in PTW	Students having less than 45% (-) in NUE	Average (%)	Students having less than 45% (-) in PTW	Average (%)
students of Honours (English)	78.05%		38.77%		21.95%		61.23%	
students of Honours (Non-English)	68.03%		26.53%	29.24%	31.97%		73.47%	
students of Bachelor Degree (Pass Course).	48.61%	64.89%	22.44%		51.39%	35.11%	79.59%	70.76%

Table 145: Results of the Final Examination of NU and PTW Compared

The following figures simply demonstrate that the average rate of proficient students (ARPS) of Rangpur division in the NUE is 64.89% while the ARPS of the division in the PTW is 29.24%. On the other hand, average rate of non-proficient students in the NUE is 35.11% which is found 70.76% in the PTW.

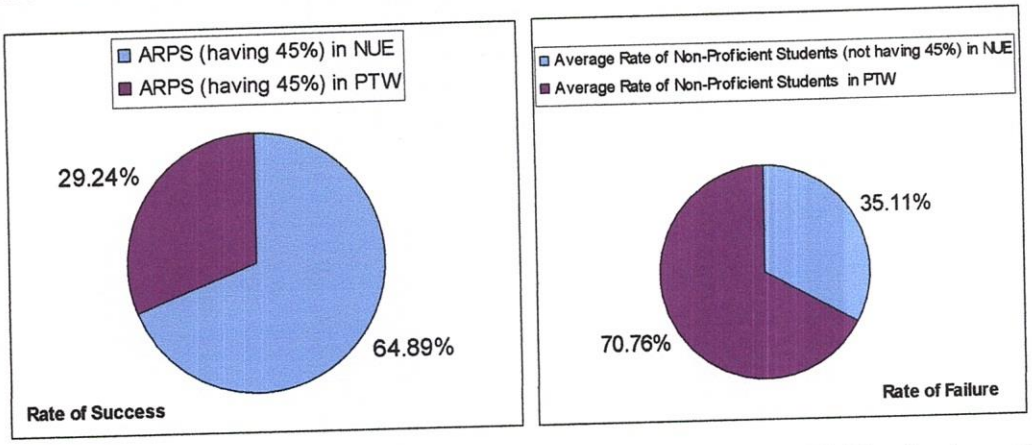

Fig 52: Rate of Success and Failure in the NUE and PTW of Rangpur Division Juxtaposed

30.7 Overall Result of Rangpur Division in the PTW

This is already found above that in the proficiency test of writing (PTW), the average proficiency level (APL) of the students indicating the average growth rate of the practices (AGRP) of writing with MLS in Rangpur division is 43.29%. This means that students of Rangpur division are able to practise 43.29% writing with minimum level of standard (MLS). On the other hand, 56.71% of the write-ups which they produce are not up to the mark.

Again, this is found that the average qualifying rate of students (AQRS) indicating the average rate of proficient students (ARPS) in writing in Rangpur division is 29.24%. On the other hand, 70.76% students of Rangpur division do not have MLS in their practice of writing.

30.8 Writing Proficiency Summary (WPS) of Rangpur Division

→ The average proficiency level (APL) indicating the average growth rate of the practices (AGRP) of writing with MLS in Rangpur division is 43.29%.

→ The average qualifying rate of students (AQRS) indicating the average rate of proficient students (ARPS) in writing with MLS in Rangpur division is 29.24%.

→ The AGRP of writing falls 1.79% below the margin of minimum level of standard (MLS).

→ Students of 42.85% colleges have MLS in writing proficiency.

→ Students of 57.15% colleges fail to achieve MLS in writing proficiency.

30.9 Position of Average Growth Rate of the Practices (AGRP) of Writing in Rangpur Division

Position of average growth rate of the practices (AGRP) of writing in Rangpur division has been found "Substandard" in the PTW.

31 Overall Status of Writing in Bangladesh

31.1 The Overall Growth Rate of the Practices (OGRP) of Writing in Bangladesh

The average proficiency levels (APL) indicating the average growth rate of the practices (AGRP) of writing by the students of all divisions found in the proficiency test of writing (PTW) is as follows:

The APL indicating the average growth rate of the practices (AGRP) of writing in Dhaka division is 42.10%. The APL indicating the AGRP of Rajshahi division in writing is 40.60%. And APL indicating the AGRP of Rangpur division in writing is 43.29%. So, as per the standard maintained in the study, the status of AGRP of one division (Rajshahi) in writing has been found 'poor' and status of AGRP of two other divisions (Dhaka and Rangpur) has been found "substandard" in writing.

The overall growth rate of the practices (OGRP) of writing in Bangladesh is 41.99% in the PTW. The OGRP falls 3.01% below the margine of the minimum level of standard (MLS). So, the status of the overall proficiency level (OPL) indicating the overall growth rate of the practices (OGRP) of writing in Bangladesh has been found 'Substandard"-

Divisions	Division-wise AGRP of Writing (%)	Position of AGRP	OGRP of Writing in the Country (%)	Position of OGRP of Writing in the Country
Dhaka	42.10%	Substandard	41.99%	Substandard
Rajshahi	40.60%	Poor		
Rangpur	43.29%	Substandard		

Table 146: The Overall Growth Rate of the Practices (OGRP) of Writing in Bangladesh

The above data mean that all over the country, students are able to practise 41.99% of the writing skill in reality with minimum level of standard (MLS). On the other hand, 58.01% of their practices of writing is void because while in an attempt to produce writing, 41.99% write-ups (product) of their practices can be called up to the mark and, on the other hand, 58.01% products of their practices cannot be called writing at all. 41.99%, being the OGRP of writing in perspective of the NUCEC, this should be understood that practice of writing is suffering from 58.1% failure in Bangladesh.

31.2 The Overall Rate of Proficient Students (ORPS) in Writing in Bangladesh

As per the report of the PTW, the qualifying rate of students (QRS) of Dhaka division indicating the average rate of proficient students (ARPS) is 35.37%. The QRS indicating the ARPS of Rajshahi division is 34%. And, the QRS indicating the ARPS of Rangpur division is 29.24%. Thus, the overall qualifying rate of students (OQRS) of the three divisions in writing indicating the overall rate of proficient students (ORPS) in writing in Bangladesh is 32.87% in the PTW:

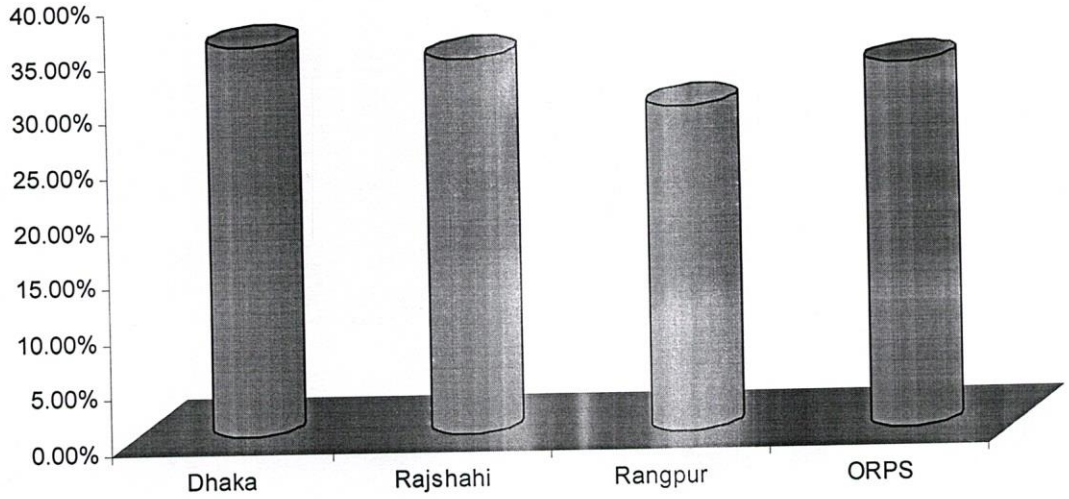

Fig 53: Overall Rate of Proficient Students (ORPS) in Writing in the Country

However, in National University examination (NUE), the average rate of proficient students (ARPS) of Dhaka division (having 45 %+) in writing is 66.02%. On the other hand, in the proficiency test of writing (PTW), the ARPS in writing of Dhaka division is 35.37%.

The ARPS of Rajshahi division in the NUE is 67.21%. On the other hand, in the PTW the ARPS in writing of Rajshahi division is 34%.

The ARPS of Rangpur division in the NUE is 64.89% while in the PTW, the ARPS in writing of Rangpur division is 29.24%.

The ARPS in NUE and the ARPS in PTW of Dhaka, Rajshahi and Rangpur divisions are juxtaposed in the following table-

Dhaka Division		Rajshahi Division		Rangpur Division	
ARPS in the NUE	ARPS in PTW	ARPS in the NUE	ARPS in PTW	ARPS in the NUE	ARPS in PTW
66.02%	35.37%	67.21%	34%	64.89%	29.24%

Table 147: The ARPS the in NUE and the ARPS in PTW Juxtaposed

Thus, the overall rate of proficient students (ORPS) of Dhaka, Rajshahi and Rangpur divisions in the NUE is found 66.04%. On the other hand, the overall rate of proficient students (ORPS) of Dhaka, Rajshahi and Rangpur division in the proficiency test of writing (PTW) is 32.87%-

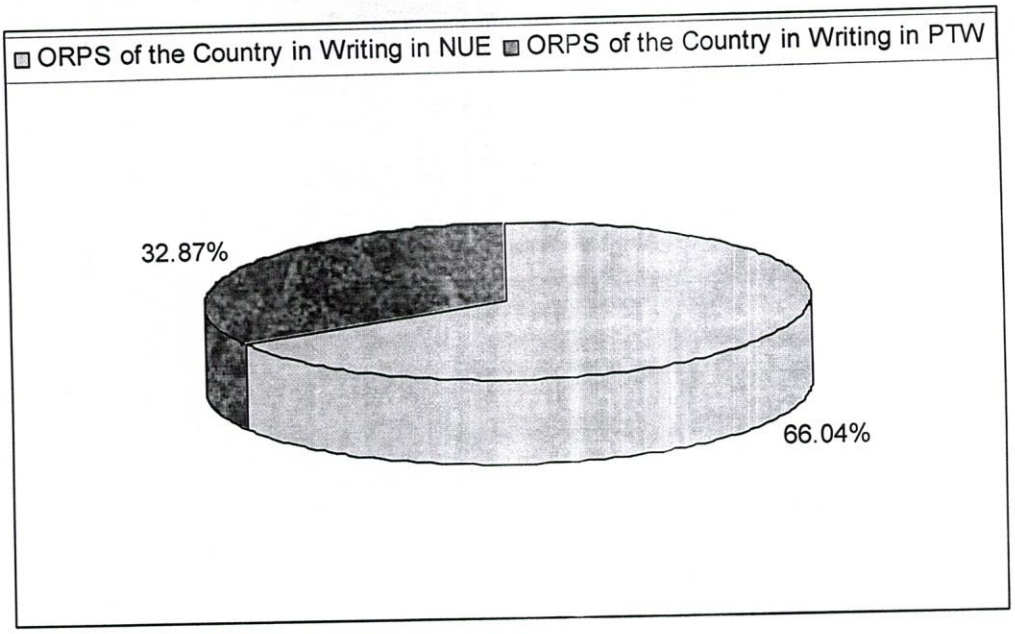

Fig 54: ORPS in the NUE and ORPS in the PTW Juxtaposed

31.3 Overall Ratio of Teachers and Students in Bangladesh

The average ratio of teachers and students of Dhaka division is 1: 243. The average ratio of teachers and students of Rajshahi division is 1: 237. The average ratio of teachers and students of Rangpur division is 1:278. So, the overall ratio of teachers and students of all three divisions is 1: 252.

Divisions	Students-Teachers Ratio	Average Students-Teachers Ratio
Dhaka	1: 243	1:252
Rajshahi	1: 237	
Rangpur	1:278	

Table 148: Overall Ratio of Teacher and Students in Bangladesh

31.4 Overall Rate of Real Classroom Practices (ORRCP), Overall Rate of Quality Teachers (ORQTs) and Overall Rate of Proficient Students (ORPS)

However, through survey and classroom observations, the study has come to know that the overall rate of real classroom practices (ORRCP) of writing in the country is 8.92% that means 8.92% classrooms are effective in teaching and learning of writing. The overall rate of quality teachers (ORQTs) has been found 31.34% in the study. And the overall rate of proficient students (ORPS)

in writing has been found 32.87% in the PTW. From the estimated result, it becomes clear that with the appropriate methodical teaching-learning support of only 8.92% classrooms and 31.34% teachers, 32.87% students of the country have been able to achieve the minimum proficiency in writing. But only 8.92% classroom practices and 31.34% teachers are too diminutive. This indicates that most of those 32.87% students, who have attained the minimum level of proficiency, are sure to have possessed intellect enough to answer the questions of the PTW in spite of being deprived of classroom practices. They have also taken their success rate in the NU final examination up to 66.04%. The data is demonstrated below-

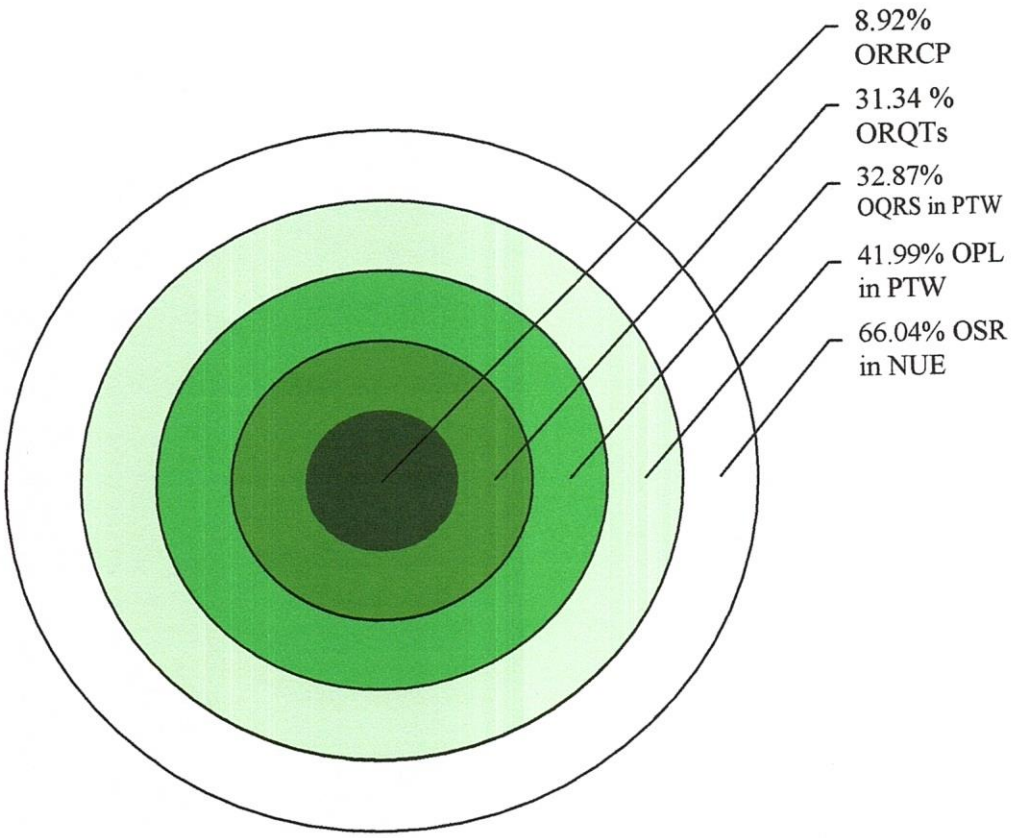

Fig 55: The Matrix of Teaching and Learning of Writing in Bangladesh

***RRCP**: Rate of Real Classroom Practices ***ORQTs**: Overall Rate of Quality Teachers ***OQRS**: Overall Qualifying Rate of students ***PTW**: Proficiency Test of Writing ***OPL**: Overall Proficiency Level ***OSR**: Overall Success Rate ***NUE**: National University Examination

This may logically be considered that the result of National University examination (NUE) does not reflect the real proficiency of students in any skill of language for various reasons. On the other hand, the result of the proficiency test is in a position to claim to be more realistic and fairer than that of the result of NUE. The chapter considers its general findings as follows:

32 Summary of the Practices of Writing (SPW) in Bangladesh

- The overall proficiency level (OPL) indicating the overall growth rate of practices (OGRP) of writing in Bangladesh: 41.99%
- The flow of the practice rate of writing: 3.1% below the minimum level of standard (MLS)
- The status of writing practices in Bangladesh: "Substandard"
- Overall rate of quality teachers (ORQTs) for teaching writing: 31.34%.
- Classrooms in the country providing students with real practices of writing: 8.92%
- Teachers capable of keeping control over lessons and the classroom atmosphere (CLCA): 34.12%
- Teachers capable to provide well matching instructions (WMI) according to students' levels: 28.56%
- Overall rate of proficient students (ORPS) in writing in Bangladesh: 32.87%
- Students without minimum proficiency in writing: 67.13%
- The status of writing proficient students: Frustrating (The ORPS being 32.87% is frustrating because in Bangladesh below 33% mark is conventionally accepted as beneath quality)
- Colleges producing students with MLS in writing: 42.85%
- Colleges cannot produce students with MLS in writing: 57.14%

33 Conclusion

The chapter describes the existing condition of the writing practices in Bangladesh; its practices by students and teachers dealing with the syllabus of National University Compulsory English Course (NUCEC). Defective teaching techniques and methods, lack of sufficient number of experienced, well trained and skilled teachers have been found as major constraints in teaching and learning of writing. Quality teaching is not found in most cases. Many classes follow defective methods and teaching techniques. Teachers do not know or follow any of the "process" or "product" approaches while teaching students writing. Teachers' capability of providing well matching instruction, classroom control, and control over lesson has not been found satisfactory. Their habit of teaching with the help of guide books seems to be nothing but a process of misleading the students. On the other hand, their unawareness about writing sub-skills is unexpected. Things are not hopeful in most cases. The study conducts observations on factors like teaching techniques and methods, teaching materials, physical facilities, classroom seating arrangement and classroom management. Sizes of classes of the honours level colleges are not favourable at all for teaching the combined class of NUCEC in which students of more or less twenty classes join in a single room. Only a few classes are found good but no class can be called sound. The overall proficiency level (OPL) of the students in the country reflecting the overall growth rate of practices (OGRP) of writing has been found substandard in the PTW. However, this is hopeful that 32.87% students of the country have achieved proficiency of writing with minimum supports of 31.34% teachers and 8.92% classrooms. This may be expected that with promoted facilities of teaching and classroom practices, the overall growth rate of practices (OGRP) of writing as well as the overall rate of proficient students (OGRP) would hopfully increase in Bangladesh.

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Chapter 10

Overall Report on Theories and Practices of the Basic Language Skills in Bangladesh

1 Prelude

The syllabus of National University Compulsory English Course (NUCEC) does not have any section on 'listening' or 'speaking' in its content and has distributed no mark for listening and speaking. As a result, no class of speaking or listening is held in the colleges of Bangladesh. Neither any examination nor any test of speaking or listening is held in the colleges. Accordingly, the study has found no classroom practice of listening and speaking. That is why, the study has had to depend only on the reports of surveys, interviews and Proficiency Test of Listening (PTL) and Proficiency Test of Speaking (PTS) for collecting data about students' proficiency in listening and speaking that they practise on their own. In this regard, the research has got almost no opportunity to observe classrooms of listening or speaking. There has also been no scope to compare students' performances in listening and speaking with results of class tests or National University examination (NUE). On the other hand, for collecting data of reading and writing, the research has conducted surveys, interviews and Proficiency Test of Reading (PTR) and Proficiency Test of Writing (PTW). The study has also had scopes to conduct classroom observations on: teaching and learning processes in the classrooms, teaching methods and techniques of the teachers, overall classroom situations and atmospheres, teaching materials, physical facilities and so on. The research has compared students' performances in reading and writing in the PTR and PTW with their results of NU examinations. However, this chapter sums up the findings of the research and presents the overall status of the practices of listening, speaking, reading and writing of the students of NUCEC in Bangladesh.

2 Grading of the Status of Practices of the Basic Language Skills in the Study

To measure the growth rate of language practices and the rate of proficient students in language skills, the study has maintained four (04) particular levels: 'Standard', 'Substandard', 'Poor' and 'Frustrating'. National University (NU) has set 45% mark as the minimum score to be placed in the 2nd Class in the examination. Of course, the Public Service Commission (PSC) of Bangladesh also considers 45% as the minimum criteria for any professional to participate in any examination of recruitment in the people's republic of Bangladesh e.g. Bangladesh Cilvil Services (BCS). So, '45%' mark has been considered the Minimum Level of 'Standard' (MLS) in the study. So, a score below 45% (40% to 44.99%) is considered 'Substandard' in the study. In line with the the private university act of Bangladesh, 2010, 40% ('D' grade) is considered the lowest mark to pass in examinations. So, any score below 40% (33% to 39.99%) is considered 'Poor' but not 'Failed' because '33%' is set by NU as the minimum 'Pass' mark. So, in the study, any score below 33% (0% to 32.99%) is considered 'Frustrating'. In the proficiency tests (PTs) of the study, the following standard has been maintained to approximate the status of the practices of BLS in the country:

Scores (%)	**Status**
0-32.99 Points (Pts)	Frustrating
33-39.99 Pts	Poor
40-44.99 Pts	Substandard
45 and Above Pts	Standard

Standard Maintained in the Study for approximating the Status of BLS

The estimated results relating practices of basic language skills have been described below.

3 Status of the Practices of Basic Language Skills in Bangladesh

The study has investigated and obtained data regarding the status of practices of basic language skills in Bangladesh. The study has analyzed the obtained data and estimated: (a) the overall growth rate of practices (OGRP) of the basic language skills and (b) the overall rate of proficient students (ORPS) in the basic language skills in Bangladesh.

The research has investigated the status of overall proficiency level (OPL) of four basic language skills: listening, speaking, reading and writing in Bangladesh. The OPL has been measured on the basis of genuineness of practices of the language skills. And, therefore, the status of overall proficiency level (OPL) is the indicator of the overall growth rate of practices (OGRP) of the skills in the country. And, practices with at least 45% authenticity or validity (correctness) have been considered the minimum level of standard (MLS). Thus, the estimated OPL stands for the overall growth rate of practices (OGRP) of the basic English language skills in the country.

However, the study measures the rate of practices of the basic language skills in Bangladesh at four levels e.g. standard, substandard, poor and frustrating but the focus was on the minimum level of standard (MLS-'45%'). So, in the study, the students who have obtained the MLS, have been considered to have qualified in the proficiency tests and have been given the status of being proficient in the particular skills. The study has estimated the overall rate of qualified students (OQRS) and the OQRS actually reflects the overall rate of proficient students (ORPS) in basic language skills in the country with MLS.

3.1 Status of the Practices of Listening in Bangladesh

3.1.1 The Overal Growth Rate of Practices of Listening in Bangladesh

In the study, the average proficiency level (APL) of Dhaka Division in listening is 42.91%. The APL of Rajshahi Division in listening is 35.85%. The APL of Rangpur Division in listening is 35.66%. So, the overall proficiency

level (OPL) of listening indicating overall growth rate of practices (OGRP) of listening in all three divisions is 38.14%. The status of the OGRP is "Poor".

Divisions	Listening Practices by the students of the Divisions	Status of Listening Practices	Overall Growth Rate of Listening Practices in Bangladesh	Overall Status of Listening Practices in Bangladesh
Dhaka	42.91%	Subtandard	38.14%	Poor
Rajshahi	35.85%	Poor		
Rangpur	35.66%	Poor		

Table 149: Overall Status of Listening Practices in Bangladesh

3.1.2 The Overall Rate of Proficient Students in Listening in Bangladesh

In the Proficiency Test of Listening (PTL), students obtaining at least 45% marks have been considered to have qualified with minimum level of standard (MLS).

The following table shows that in the PTL, the qualifying rate of students (QRS) in Dhaka division is 29.93%. The QRS of Rajshahi division in listening is 23.12%. And, the QRS of Rangpur division is 24.48%. Thus, the overall qualifying rate of students (OQRS) indicating the overall rate of proficient students (ORPS) in listening with MLS in Bangladesh is 25.85%. The status of ORPS in listening is "Frustrating".

Divisions	No. of Students qualifying in the PTL	Division-wise QRS in Listening (%)	Total No. of Students (N=100%)	Status of Listening Practicians Division-wise	OQRS indcating ORPS in Listening (%)	Status of ORPS in Listening in Bangladesh
Dhaka	44	29.93%	147	Frustrating	25.85%	Frustrating
Rajshahi	34	23.12%	147	Frustrating		
Rangpur	36	24.48%	147	Frustrating		

Table 150: Overall Rate of Proficient Students (ORPS) in Listening in Bangladesh

The overall rate of proficient students (ORPS) in listening in Bangladesh is 25.85%. These 25.85% students of Bangladesh practise listening with

minimum standard. On the other hand, 74.15% students of Bangladesh do not possess the minimum standard of listening in English.

And, since the overall growth rate of listening practices in Bangladesh has been found 38.14%, the data mean that 25.85% students of Bangladesh practise listening and they can receive at least 38.14% of the speeches that they listen to different situations. The following figure juxtaposes the overall growth rate of practices (OGRP) of listening and overall rate of listening proficient students (ORPS) in Bangladesh:

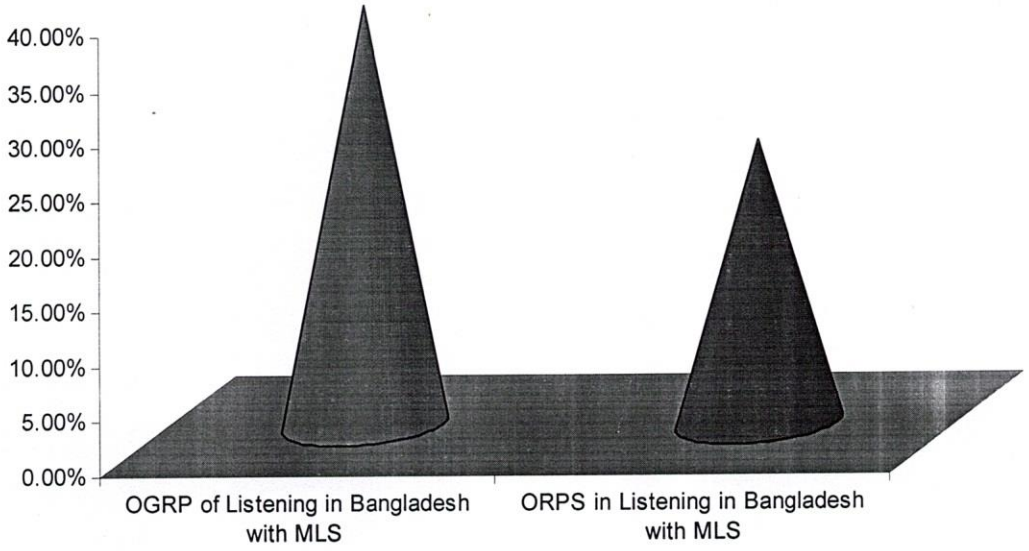

Fig 56: ORPS in Listening and OGRP of Listening in Bangladesh

3.2 Status of Speaking Practices in Bangladesh

3.2.1 The Overall Growth Rate of Practices of Speaking in Bangladesh

In Dhaka Division, rate of accuracy in speaking is 43.85% and the rate of fluency in speaking is 46.32%. So, the average proficiency level (APL) in speaking is 45.15% in Dhaka Division. In Rajshahi Division, the rate of accuracy is 44.62% and the rate of fluency is 47.06%. So, the APL in speaking is 45.84% in Rajshahi Division. In Rangpur Division, the rate of accuracy is 41.49% and the rate of fluency is 42.03%. So, the average proficiency level

(APL) in speaking is 42.61% in Rangpur Division. And therefore, the overall proficiency level (OPL) of speaking of all three divisions indicating the overall growth rate of practices (OGRP) of speaking in Bangladesh is 44.53%. The status of the practices of speaking in the country is, "Substandard".

Divisions	Division wise Speaking Practices (%)	Status of Speaking Practices	Overall Growth Rate of Speaking Practices in Bangladesh	Overall Status of Speaking Practices in Bangladesh
Dhaka	45.15%	Standard	44.53%	Substandard
Rajshahi	45.84%	Standard		
Rangpur	42.61%	Substandard		

Table 151: Overall Status of Speaking Practices in Bangladesh

The obtained data means that students of Bangladesh have achieved the ability to speak English and 44.53% of their speeches function and play roles in communication at different situations. The present status is very close to reach the point of minimum level of standard (MLS). But, it is yet to reach the point of MLS.

3.2.2 The Overall Rate of Proficient Students (ORPS) in Speaking in Bangladesh

The following table shows that the qualifying rate of students (QRS) indicating the rate of proficient students (RPS) in speaking with MLS in Dhaka division is 33.88%. The RPS in speaking with MLS in Rajshahi division is 28.09%. And, the RPS in speaking with MLS in Rangpur division is 23.14%. Thus, the overall qualifying rate of students (OQRS) indicating the overall rate of proficient students (ORPS) in speaking with MLS in Bangladesh is 28.37%. The status of ORPS in speaking is "Frustrating".

Divisions	Division-wise QRS ingicating RPS (%)	Status of Listening Practicians Division-wise	Rate of OQRS in Listening in the Country (%)	Overall Status of Proficient Students in Speaking in Bangladesh
Dhaka	33.88%	Poor	28.37%	Frustrating
Rajshahi	28.09%	Frustrating		
Rangpur	23.14%	Frustrating		

Table 152: Status of ORPS in Speaking in Bangladesh

The above data show that 28.37% students of Bangladesh speak English with minimum proficiency. This means that 71.63% students of Bangladesh do not possess the minimum proficiency of speaking in English. And, since the OGRP of speaking in Bangladesh has been found 44.53%, the data mean that there are 28.37% NUCEC students in Bangladesh who have the ability to communicate with at least 44.53% speeches having minimum level of standard (MLS). The following table juxtaposes the overall growth rate of practices (OGRP) of speaking and the overall rate of proficient students (ORPS) in speaking with MLS in Bangladesh:

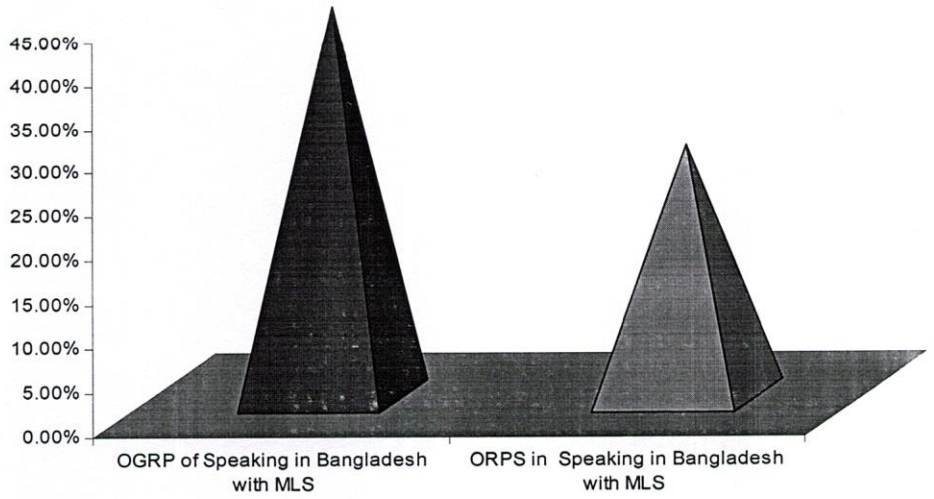

Fig 57: Overall Growth Rate of Practices (OGRP) of Speaking and Overall Rate of Profiecient Students (ORPS) in Speaking in Bangladesh

3.3 Status of Reading Practices in Bangladesh

3.3.1 The Overall Growth Rate of Practices of Reading in Bangladesh

The average proficiency level (APL) of Dhaka Division in reading is 46.72%. The APL of Rajshahi Division is 41.43% and the APL of Rangpur Division is 39.51%. So, the overall proficiency level (OPL) of reading of all three divisions indicating the overall growth rate of practices (OGRP) of reading in Bangladesh is 42.55%. The status of the practices of reading in the country is "Substandard". Dhaka division qualifies in the proficiency test of reading (PTR) and the other two divisions (Rajshahi and Rangpur) fail to qualify. The picture of reading practices in the country is not standard.

Divisions	Division wises Practices of Reading	Status of Reading Practices	OGRP of Reading in Bangladesh	Overall Status of Practices of Reading in Bangladesh
Dhaka	46.72%	Standard	42.55%	Substandard
Rajshahi	41.43%	Substandard		
Rangpur	39.51%	Poor		

Table 153: Overall Status of Reading Practices in Bangladesh

The overall proficiency level (OPL) of the country in reading is 42.55% which falls 2.45% below the minimum level of standard (MLS). This means that the status of reading proficiency across the country is below standard. 42.55%, being the rate of achievement, in perspective of the NUCEC, students are suffering from 57.45% reading failure.

3.3.2 The Overall Rate of Proficient Students (ORPS) in Reading in Bangladesh

The following table shows that the qualifying rate of students (QRS) indicating the rate of proficient students (RPS) in reading with MLS in Dhaka division is 26.53%. The RPS in Rajshahi division in reading is 23.12% and the RPS in Rangpur division is 22.44%. Thus, the overall rate of proficient students

(ORPS) in reading with MLS in Bangladesh is 24.03%. The status of ORPS in reading is "Frustrating".

Divisions	Division-wise QRS in Reading (%)	Status of Reading Practicians Division-wise	Rate of OQRS in Reading in the Country (%)	Overall Status of Reading Proficient Students in Bangladesh
Dhaka	26.53%	Frustrating	24.03%	Frustrating
Rajshahi	23.12%	Frustrating		
Rangpur	22.44%	Frustrating		

Table 154: Overall Rate of Reading Proficient Students in Bangladesh

So, the reading practices of these 24.03% students of Bangladesh have minimum level of standard (MLS). This means that 75.97% students of Bangladesh do not have the minimum proficiency in reading. They are empty vessel readers who utter the words only but cannot take anything in.

And, since the overall growth rate of practices (OGRP) of reading in Bangladesh is 42.55%, the data mean that 24.03% students in the country practise reading in reality with minimum proficiency. And they are able to understand 42.55% of the texts that they attempt to read. At the same time, they fail to take in 57.54% of the reading they enunciate. The following table juxtaposes the overall growth rate of practices (OGRP) of reading and reding proficient students in Bangladesh:

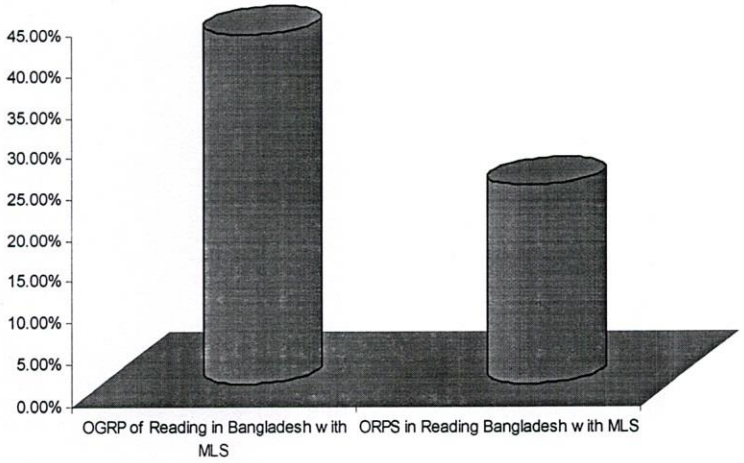

Fig 58: OGRP in Reading and ORPS of Reading in Bangladesh

3.3.3 ORPS in Reading and OGRP of Reading in Bangladesh

The picture of teaching and learning of 'reading' in relation with NUCEC is not satisfactory. Students of Dhaka division marginally reached the minimum level of standard (MLS) in practices of reading. On the other hand, students of Rajshahi and Rangpur divisions could not reach the MLS of reading in practices. Again, in average, the rate of proficiency in reading, achieved by all of the divisions representing the country has been found 42.55% which falls 2.45% below the line of MLS. So, practices of reading in Bangladesh in relation with the NUCEC still lack the minimum level of standard. So, the position of reading practices in Bangladesh is "Substandard".

3.4 Status of Writing Practices in Bangladesh

3.4.1 The Overall Growth Rate of Practices of Writing in Bangladesh

The average proficiency level (APL) of Dhaka Division in writing is 42.10%. The APL of Rajshahi Division in writing is 40.60%. And, the APL of Rangpur Division in writing is 43.29%. Therefore, the overall proficiency level (OPL) of writing in all three divisions indicating the overall growth rate of the practices (OGRP) of writing in the country is 41.99%. On the other hand, 58.01% of the write-ups which the students produce cannot be called writing at all. So, the positioon of writing practices in Bangladesh is "Substandard".

Divisions	Writing Practices by the students of the Divisions	Status	OGRP of Writing in Bangladesh	Overall Status
Dhaka	42.10%	Substandard	41.99%	Substandard
Rajshahi	40.60%	Poor		
Rangpur	43.29%	Substandard		

Table 155: Overall Status of Writing Practices in Bangladesh

3.4.2 The Overall Rate of Proficient Students (ORPS) in Writing in Bangladesh

The following table shows that the qualifying rate of students (QRS) indicating the rate of proficient students (RPS) in writing with MLS in Dhaka division is 35.37%. The QRS indicating the RPS in writing with MLS in Rajshahi division is 34%. And, the QRS indicating the RPS in writing with MLS of Rangpur division is 29.24%. Thus, the overall qualifying rate of students (OQRS) indicating that overall rate of proficient students (ORPS) in writing with MLS in Bangladesh is found 32.83%.

Divisions	Division-wise QRS indicating RPS (%)	Status of Writing Practices (Division-wise)	OQRS indicating ORPS in Writing (%)	Overall Status
Dhaka	35.37%	Poor	32.83%	Frustrating
Rajshahi	34%	Frustrating		
Rangpur	29.24%	Frustrating		

Table 156: Overall Rate of Proficient Students (ORPS) of Writing in Bangladesh

The data provided above mean that all over Bangladesh, 32.83% students are able to practise writing with minimum level of standard (MLS) and practices of writing by 67.87% students have no standard at all. The following figure juxtaposes the overall growth rate of the practices (OGRP) of writing and writing proficient students in Bangladesh:

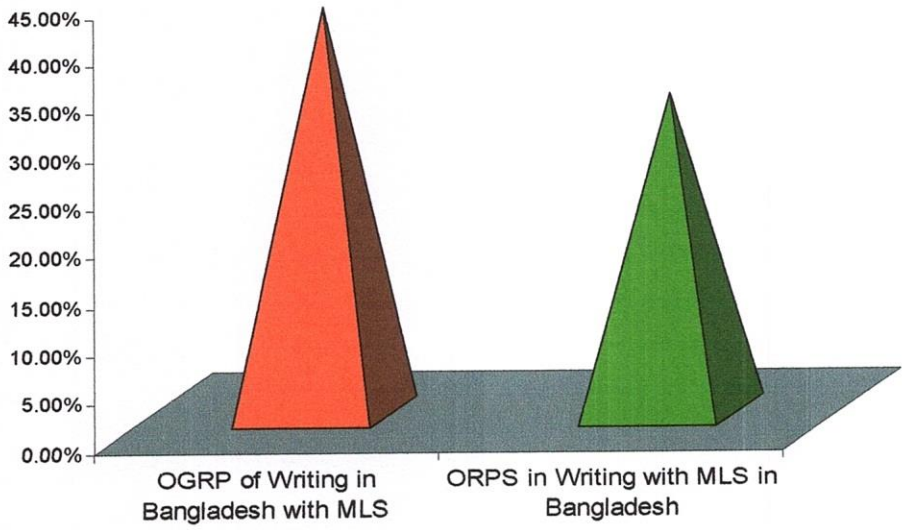

Fig 59: ORPS in Writing and OGRP of Writing in Bangladesh

4 The Overall Growth Rate of Practices of Basic English Language Skills in Bangladesh

The overall growth rate of practices (OGRP) of listening in Bangladesh is 38.14%. The OGRP of speaking in Bangladesh is 44.53%. The OGRP of reading in the country is 42.55%. And the OGRP of writing is 41.99% in the country.

The following figure exposes that in relation with the NUCEC, the position of OGRP of the basic language skills in Bangladesh is 41.80%. This means that, in perspective of the teaching and learning of National University Compulsory English Course (NUCEC), 41.80% real practices of basic language skills take place across the country with minimum level of standard (MLS). This also means that 58.2% of the practices of basic language skills actually do not take place because without MLS they cannot be called practice at all. The status of the OGRP of basic English language skills in Bangladesh is "Substandard" because it falls 3.20% below the minimum level of standard (MLS):

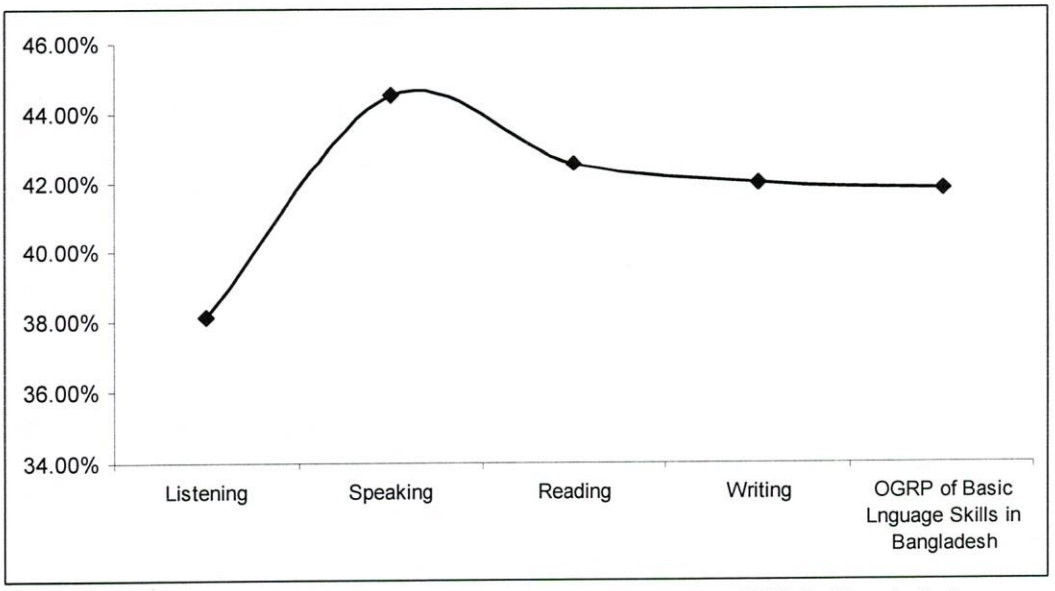

Fig 60: Overall Growth Rate of Basic English Language Skills in Bangladesh

5 The Overall Rate of Proficient Students (ORPS) of the Basic Language Skill in Bangladesh

The overall rate of proficient students (ORPS) practising "listening" with minimum level of standard (MLS) is found 25.85% in the study. The overall rate of proficient students (ORPS) practising "speaking" with MLS is 28.37%. The overall rate of proficient students (ORPS) practising "reading" with MLS is 24.03%. And the overall rate of proficient students (ORPS) practising "writing" with MLS is 32.87%. The overall rate of proficient students (ORPS), practising the four basic language skills: listening, speaking, reading and writing in the country is, thus, found 26.50% in the study. The data mean that 26.50% students of Bangladesh, studying the National University Compulsory English Course (NUCEC), are involved in real practices of basic language skills: listening, speaking, reading and writing. On the other hand, 73.50% students of the country are not involved in the real practices of the basic language skills in reality. The status of ORPS in basic language skills in Bangladesh is "Frustrating".

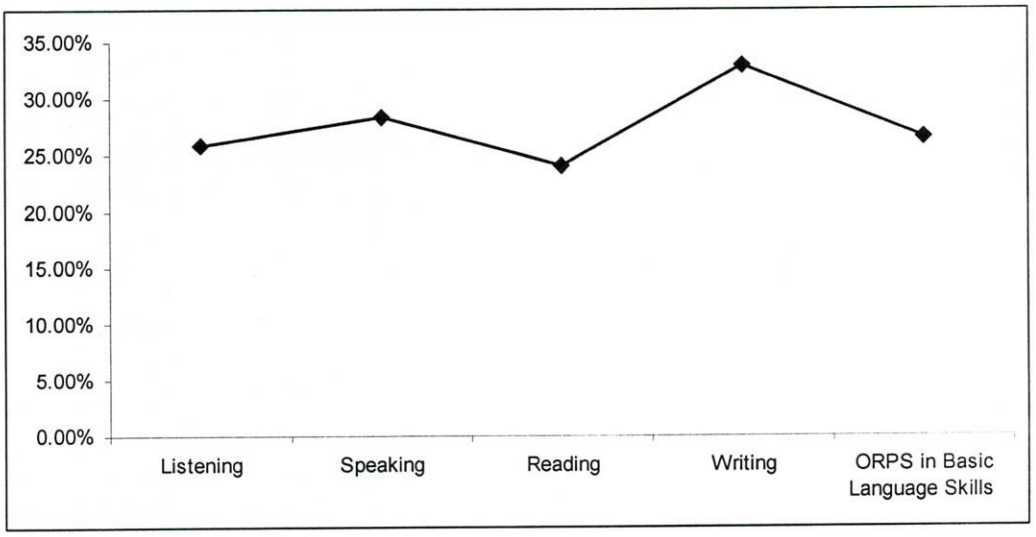

Fig 61: The Overall Rate of Proficient Students (ORPS) with MLS in the Basic Language Skill in Bangladesh

6 Result Summary of the Research

The overall growth rate of practices (OGRP) of basic language skills in Bangladesh has developed up to 41.80%. Again, the overall rate of proficient students (ORPS) practising basic language skills in Bangladesh with MLS is

26.50%. This means that 73.50% students of the country do not have the minimum quality to initiate practices of basic language skills-

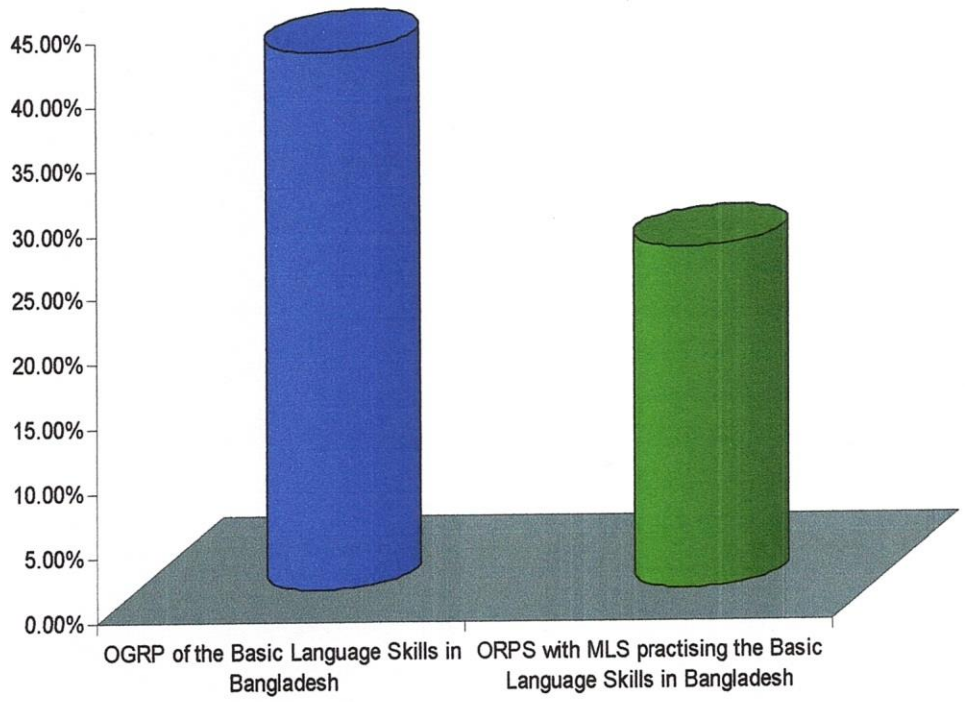

Fig 62: OGRP and ORPS of Basic Language Skills in Bangladesh

7 Conclusion

This chapter attempts to sum up all the data which have been collected, analyzed and presented at different stages of the research. The chapter mainly exhibits the overall status of the practice rate of basic language skills (listening, speaking, reading and writing) and the overall status of the rate of students who are involved in the practices of the basic language skills in Bangladesh. The entire research, its activities, data and results have been drawn in perspective of the National University Compulsory English Course (NUCEC) which is studied by all undergraduating students (approximately, 01 million) of National University of Bangladesh in more than 1700 Degree (Pass Course) and honours level colleges.

The chapter collects data mainly from the results of students' proficiency test of listening (PTL), proficiency test of speaking (PTS), proficiency test of reading (PTR) and proficiency test of writing (PTW) given by 441 students of

three divisions- Dhaka, Rajshahi and Rangpur. Data have also been collected from the result books of the colleges which provide the research with a lot of information about students' performances in the National University examinations (NUE). The chapter analyzes the data and measures the overall proficiency level (OPL) of the students of all three divisions in listening, speaking, reading and writing. The OPL actually reflects the overall growth rate of the practices (OGRP) of basic language skills (BLS) because the OPL shows that students across the country practise BLS and 41.80% of their practices are executed with minimum level of standard (MLS). So, this rate (41.80%) of OPL reflects the overall growth rate of practices (OGRP) of basic language skills (BLS) in the country. The study also measures the overall qualifying rate of students (OQRS) of those three divisions to see how many students have qualified in the proficiency tests (PTs) of listening, speaking, reading and writing skills scoring minimum 45% marks or points (Pts). So, this OQRS reflects the overall rate of proficient students (ORPS) practising basic language skills in the country with MLS. The chapter has reported that the OGRP of the students of Bangladesh in listening, speaking, reading and writing skills is 41.80%. It also shows that the overall qualifying rate of students (OQRS) in all proficiency tests (PTs) reflecting the overall rate of Proficient students (ORPS) with MLS in basic language skills is 26.50%. With the report of the chapter, it is understood that students of Bangladesh have obtained overall 41.80% proficiency in the basic language skills (BLS): *listening, speaking, reading and writing.* On the other hand, 26.50% students of Bangladesh, studying the National University Compulsory English Course (NUCEC), are involved in real practices of listening, speaking, reading and writing. Infact, by demonstrating these two major data- the OPL, indicating the OGRP, and the OQRS, indicating the ORPS, the chapter offers the ultimate result of the research. Thus, the chapter exposes the overall report on the practices of basic language skills in Bangladesh in relation with language theories evolving over centuries around the world.

Chapter 11

Recommendations and Conclusion

1 Prelude

This chapter concludes the PhD dissertation on *Theories and Practices of Teaching and Learning the Basic English Language Skills and the Realities in the National University of Bangladesh.* So, the chapter sums up the whole thesis. The findings of the research are stated and the recommendations have been provided. Concerned authority should take the measures to fight the obstacles and use the recommendations for the enhancement of the practice rate of basic language skills: listening, speaking, reading and writing and thereby proficiency of the students in Bangladesh. In this regard they may have to bring positive changes through improving the content of the syllabus. They may also have to activate the teachers' community of NUCEC through operating an 'ice-breaking' motivation programme over the 'frozen-up' condition of teachers. They should do these two things for further achievement of the NUCEC goals.

The research also suggests measures to be taken by college authorities for ensuring better teaching and learning processes. Again, the chapter makes inferences so that further research (es) can be conducted in the field.

2 Research Summary

The introductory chapter (Chapter 1) of the thesis defines and describes the research problem, various components and sub-components of the problem, problem environment of the research in detail and related historical background as well. It explains the rationales, utility, scopes, limitations, feasibility and the objectives of the research. Objectives have been set to study the status of students' overall proficiency level (OPL) reflecting the overall growth rates of practices (OGRP) of basic English language skills (listening, speaking, reading and writing) in Bangladesh. Things that the research takes under consideration are: teaching and learning of four basic language skills at classroom, teachers'

methods and techniques of teaching listenining, speaking, reading and writing, teachers' qualifications, experiences, levels of instructions, teaching materials, physical facilities, students–teachers interaction, classroom behaviour of teachers and students, class tests, examinations and so on. Finally, the chapter shows the ultimate motive of the research to investigate the overall growth rate of practices (OGRP) of the basic English language skills in the country and the overall rate of proficient students (ORPS) in those skills in the country.

Chapter two (02) discusses theories of curriculum development and syllabus design. This shows relation between curriculum and syllabus, planning a syllabus, requirement of needs analysis of students, process of assessing learners, grading contents of the course, teaching and learning materials, manpower and other resources in designing a syllabus.

Chapter three (03) defines the terms- 'Theory' and 'Practice'. It states that theory is implicit in the practice of language teaching and is simply the thought underlying language teaching which reveals itself through practice that is supposed to be held. The chapter elucidates functions of theory in planning a course, in formulating the class routines, in value judgements about language teaching and so on. The chapter discusses a sries of language teaching theories and shows that all methods are representing a particular language teaching belief and are putting emphasis on particular aspects as the central issue of language teaching and learning. The chapter provides varying interpretations of practices. It relates that good practice is regarded as correct use of the method and its prescribed principles and techniques and students must submit themselves to the regime of practices. The chapter upholds various principals for teachers to involve students in practices of language activities addressing their needs and interests.

Chapter four (04) evaluates the syllabus of the NUCEC. The chapter evaluates the goals of the syllabus and analyzes strengths and weaknesses of those. The chapter informs that "needs analysis" was not conducted before designing the

syllabus and there are incongruities between the goals and content of the NUCEC. Discussions throw light on natures of the listening, speaking, reading and writing items of the syllabus and required methods and techniques of teaching those items for the implementation of the syllabus.

Chapter five (05) discusses methodology of the empirical study. It describes various theories, methods and techniques which have been applied in conducting the present research. The chapter also describes the research nature, various methods of data collection such as questionnaire survey, interview, classroom observation and so on. The chapter describes the processes of constructing data collection tools, data collection procedure, processes of conducting proficiency tests (PTs) of students, processes of data analysis, data presentation tools, sample size and sampling procedure of the research. In short, the fifth chapter describes the entire processes through which the research has been conducted.

Chapter six (06) focuses on listening. It defines and discusses the nature and functions of listening from various perspectives. It discusses teaching-learning theories of listening and explains the factors with listening such as importance of context and knowledge, skill of processing sound, skill of processing the meaning, potential problems of learners with listening, classroom applications of listening, listening activities and listening materials. The chapter analyzes the listening related data of the surveys, interviews, classroom observations and the proficiency test of listening (PTL) conducted in the study and demonstrates the overall growth rate of the practices (OGRP) of listening and the overall rate of proficient students (ORPS) in listening in the country.

Chapter seven (07) defines speaking and discusses the required techniques and activities for developing speaking skill in detail. It mentions the characteristics of effective speaking activities. It marks problems with speaking and suggests measures to overcome them. The chapter analyzes data of the surveys, interviews, classroom observations and proficiency test of speaking (PTS). It

demonstrates the overall growth rate of the practices (OGRP) of speaking and the overall rate of speaking proficient students in Bangladesh with MLS.

Chapter eight (08) defines and discusses the nature, functions and purposes of reading. It discusses theories, strategies and activities of efficient reading. The chapter analyzes collected data of the survey, interview, classroom observation and proficiency test of reading (PTR) about classroom practices, teaching and learning procedures, materials used in reading classes and demonstrates the overall growth rate of practices (OGRP) of reading and the overall rate of reading proficient students in Bangladesh. Thus, the chapter exposes theories and practices nexus of reading in Bangladesh.

Chapter nine (09) defines 'writing' as a skill, its sub-skills, and describes characteristics of different writing types, approaches or methods of writing, classroom practices, roles of teachers and students, teaching materials, writing items in the NUCEC and so on. The chapter provides the thesis with valuable data of investigation about academic qualifications, experiences, training and performances of teachers, principals and guide book authors. The chapter analyzes collected data of writing related survey, interview, classroom observation and proficiency test of writing (PTR) conducted in the study and demonstrates the overall growth rate of the practices (OGRP) of writing and the overall rate of the writing proficient students in Bangladesh.

Chapter ten (10) sums up all data and demonstrates that the overall growth rate of the practices (OGRP) of basic language skills in Bangladesh is 41.80% and the overall rate of proficient students in basic language skills in Bangladesh is 26.50%.

Chapter eleven (11) concludes the dissertation with findings and recommendations of the research. It suggests necessary measures for the concerned authority to use those recommendations and fight the obstacles and

thereby, increase the rate of practices of BLS in Bangladesh. The chapter also makes inferences so that further research (es) can be conducted in the field.

3 Findings of the Research

The study finds a great number of obstacles on the way of implementation of the syllabus of National University Compulsory English Course (NUCEC). The obstacles hinder the implementation of the syllabus and achievement of the course goals which are centred to the practices of the basic language skills. So, this is necessary to overcome the obstacles to bring further development in the overall proficiency level (OPL) responding to the overall growth rate of practices (OGRP) of the basic language skills in the country. Steps should also be taken to increase the overall rate of proficient students (ORPS) in basic language skills in the country. In this regard, the study has produced a number of findings. The major and minor findings of the study are given below:

3.1 The Major Findings of the Study

1. The overall growth rate of practices (OGRP) of basic language skills (BLS) in Bangladesh is 41.80%. The status of OGRP of basic language skills (BLS) in Bangladesh is 'Substandard'.
2. The overall rate of proficient students (ORPS) in basic language skills (BLS) in Bangladesh is 26.50%. The status of ORPS in Bangladesh is 'Frustrating'.
3. The overall growth rate of practices (OGRP) of listening in Bangladesh is 38.14%. The status is "Poor".
4. The overall growth rate of practices (OGRP) of speaking in the country is 44.53%. The status is "Substandard".
5. The overall growth rate of practices (OGRP) of reading in the country is 42.55%. The status is "Substandard".
6. The overall growth rate of practices (OGRP) of writing in the country is 41.99%. The status is "Substandard".

7. The overall rate of proficient students (ORPS) with minimum level of standard (MLS) in listening in Bangladesh is 25.85%. The status is 'Frustrating'.
8. The overall rate of proficient students (ORPS) with MLS in speaking is 28.37%. The status is 'Frustrating'.
9. The overall rate of proficient students (ORPS) with MLS in reading is 24.03%. The status is 'Frustrating'.
10. The overall rate of proficient students (ORPS) with MLS in writing is 32.83%. The status is 'Frustrating'.
11. Needs analysis has not been conducted before designing the syllabus of the National University Compulsory English Course (NUCEC).
12. There are incongruities between goals and the contents of the NUCEC syllabus. The major sections of the syllabus are not responsive to the syllabus goals.
13. The syllabus is controversial. It has neglected 'Listening' and 'Speaking' skills. The syllabus has set its goals to develop students overall proficiency in listening, speaking, reading and writing to benefit them personally and professionally. On the contrary, it has simply curtailed these two skills from its contents distributing no mark for them.
14. The shortage of teachers is acute. There are classes of NUCEC in which ratio between the teacher and students is 1: 500.
15. 8.92% classrooms are effective and 90.18% classrooms are ineffective in the country.
16. 34.12% teachers have control over lessons and classroom atmosphere (CLCA) and 65.88% teachers do not have control over lesson and classroom.
17. 28.56% teachers provide well matching instructions (WMI) according to students' levels and instructions of 71.44% teachers are not well matching.

18. The rate of the classrooms, in which teaching and learning activities of 'Listening' and 'Speaking' are likely to take place, is 0%.
19. The rate of the classrooms, in which integration of four language skills, a part of the syllabus goals, is likely to take place is 0%

3.2 General Findings of the Study

1. The syllabus of NUCEC has neglected the 'Listening' and 'Speaking' skills.
2. 'Speaking' section has been considered a sub-part of the 'Writing' and 'Reading' sections.
3. The syllabus of NUCEC is irrationally ambitious. For speaking, it includes: *The English sound system; pronunciation skills, the IPA system; problem sounds, vowels, consonants and diphthongs, lexical and syntactic stress.* It attempts to do big works but fails to ensure or even encourage speaking at classroom.
4. The syllabus does not include realistic activities like 'Controlled oral practices' through using pictures, acting out dialogues, asking and answering questions or the like.
5. No teacher is interested to teach listening. No classroom has any atmosphere or materials to teach listening.
6. 66.6% teachers have less than five years of experience.
7. Teachers having experience of 25-30 years are 10%.
8. 60% teachers have no training at all.
9. 90% teachers have no training on ELT.
10. Teachers having training from NAEM are 23.3%.
11. 93.33% teachers have no clear idea about personal and situational writing in the NUCEC.
12. Teachers providing appropriate methods and techniques of teaching paragraphs in classrooms are 30%.

13. Teachers instructing students to write essays without involving in: generating ideas; outlining; writing thesis sentences; writing the essay; writing introductions; developing ideas, writing conclusions, revising and editing are 69.99%.
14. Teachers with lesson plan in black and white are 0%.
15. Teachers asserting to carry an abstract lesson plan in head are 60%.
16. Teachers with no idea about sub-skills of listening, speaking, reading and writing are 93.33%.
17. Teachers using materials like drawings, maps, graphs or giving learners ideas of real life situations for teaching speaking or situational writing are 0%.
18. 86.66% teachers do not involve students in pair work or group work while providing instructions for dialogue writing.
19. Despite the claim by 13.33% teachers of teaching the processes of writing, the rate of students knowing the facts is 0%.
20. 90% teachers do not teach how to predict the contexts for situational writing.
21. 50% teachers use guide books in classrooms.
22. Integration of four language skills in classrooms is initiated by 0% teacher.
23. 50% teachers fail to start and finish classes in time.
24. Instructional level of 70% teachers does not match well with students due to using guide books, over instructions, under instruction and weaknesses in methods and techniques of teaching.
25. Nearly 95% teachers are not interested to teach speaking.
26. More than 50% teachers never speak English in the classroom.
27. 80% principals do not visit classes once in a month.
28. 60% principals do not visit classes once in three months.
29. None of the principals arranges workshops or seminars on teaching techniques and methods.

30. None of the principals attempts to ensure regular lesson plans of English teachers.
31. 70% principals did not send any English teachers for training during 2010-2012.
32. 80% principals do not arrange extra classes of English.
33. None of the colleges holds weekly or monthly tests on language skills.
34. 80% colleges do not hold mid term or half yearly examination. 60% colleges do not arrange pre-test examinations.
35. In 87.5% classrooms, students do not participate in pair work or group work.
36. 86.6% students do not have any clear idea about the steps of developing a report.
37. 80.83% students do not know whether a memo is an official, business, social or personal type of writing.
38. 76.66% students do not have minimum idea about the real function of a resume.
39. 83.75% students are unable to distinguish a piece of situational writing from other types of writing.
40. The rate of classrooms in which students are likely to involve in practising- brain storming→ thinking of contexts→ making notes→ drafting→ editing→ reading proof is 0%.
41. Students having the skill to produce situational write up like a banner, or a poster, or a slogan, or a speech are 0%.
42. Number of classrooms found with appropriate seating arrangement to facilitate group or pair work is 0%.
43. Rate of classroom equipped with teaching materials like posters, maps, paintings, drawings, audio, video, multi media or OHP facilities is 0%.

44. The authors of the guide books have no idea about the goals of the NUCEC.
45. The combined classrooms of NUCEC are incredibly as big as a market place filled with noises and confusions.

4 Recommendations

a) The syllabus of the National University Compulsory English Course (NUCEC) requires "Needs Analysis" to find the needs of students and revise the content of the syllabus corresponding requirements of students.

b) Research may be conducted on teachers' needs as well to build up their efficiency up to an optimum level.

c) Incongruities between goals and the syllabus content of the NUCEC should be removed.

d) A good number of posts should be created and more teachers should be employed in colleges to cover needs of increased number of students.

e) A three (03) to six (06) month long mandatory course on ELT may be offered by National University (NU) or by the National Academy for Educational Management (NAEM), Bangladesh or the like for every English teacher.

f) The course should emphasize real practices of basic language skills.

g) Every teacher needs training foused on classroom management and teaching techniques.

h) Hectic programmes should be taken to train up teachers and build up their proficiency in ELT. For this, government should expand the ranges or branches of NAEM, ELTIP, TTC, NUTTC and other responsible organizations to enhance teaching capability of teachers.

i) National University should evaluate teachers' needs in teaching the NUCEC and initiate programmes to train and motivate the teachers and create a potential body of teaching.

j) Teachers should be provided with training to be able to use modern methods and techniques of teaching English.

k) The National University Teachers' Training Centre (NUTTC) can play most effective role and has to be more responsible to familiarize teachers with the NUCEC goals and the ways of achieving those goals.

l) The NUTTC should offer opportunity for more teachers to participate in the training session. They should also monitor the post training performances of teachers.

m) There is already a body of twenty or more Inspecters in the NU. The university should ensure good use of that manpower. NU Curriculum Development Centre (NUCDC) should send those inspecters for abrupt inspections to the colleges to observe classroom practices.

n) Teachers should be provided with training on product and process writing, especially on writing sub-skills. In this concern, teachers of TTCs and teachers having training on ELT at home and abroad can play the role of a useful body of resources.

o) For wider study, the time length of study of the NUCEC should be of two years instead of one year.

p) Principals have to be more serious in supervising classes, motivating teachers, ensuring teachers' lesson plans, arranging workshops or seminars for teachers on teaching and creating opportunity of sending teachers for training. Principals should also initiate extra NUCEC classes for students and administer tests on language skills. In this regard, things can be more effective if the guide lines come as an order from the authority of education department of the country or NU.

q) Use of teaching materials like drawings, maps, graphs, pictures and audio visual should be ensured to provide better instructions at classroom level. Pair work (PW) and group work (GW) should also be ensured at classrooms.

r) Problems of class size should be minimized and seating arrangement in classes should be updated for PW or GW.

s) Use of guide books and additional answer papers should be completely prohibited in classrooms.

5 Scope of Further Research

The present research has investigated the theories and practices nexus of the basic English language skills in Bangladesh through studying the National University Compulsory English Course (NUCEC). The present study emphasizes knowing- (a) the state of teachers' knowledge about the theories of the basic English language skills, (b) appropriateness of their application of the theories for involving students in practices of basic language skills (c) status of the growth rate of practices of basic English language skills and (d) status of the rate of students having minimum proficiency in basic English language skills in the country and their ability to practise the language skills in personal, social and professional fields of life. So, the research is limited to these mentioned areas of investigation. The research excludes concentrating on 'Grammar' and 'Vocabulary' sections of the NUCEC. So, further research may be conducted to study the achievement of grammatical development of students studying the NUCEC.

The research selects respondents from three divisions of the country- Dhaka, Rajshahi and Rangpur. So, further research may be conducted to study the development of students of other divisions of the country.

The study has been conducted on the existing students of National University. Further researches may have the scope to study the real performances of the NUCEC among students who have already finished studying the course and are applying their language skills in practical spheres of life. The present research also does not concentrate on the needs of teachers of NUCEC. So, there are

scopes for other researchers to conduct further research works on the following facets of the field:

1. Rhetoric and Reality of the syllabus goals of the National University Compulsory English Course
2. Problems and Prospects of Bachelor Degree Compulsory English Course in Bangladesh
3. Needs Assessment of Teachers in Bangladesh: Perspective National University Compulsory English Course
4. Status, Strategies and Challenges of the National University Compulsory English Course
5. Classroom and Teaching Material Design of the National University Compulsory English Course and so on.

6 Conclusion

The general objective of the present research is to study the nexus of theories and practices of basic English language skills (BLS in acronym): listening, speaking, reading and writing in Bangladesh. The researcher has learnt about the overall growth rate of real practices of BLS in the country and the overall rate of students having the minimum proficiency in those skills. The research has known teachers' qualifications, teaching experiences and training, students' language proficiency and overall position of teaching and learning of the BLS in the country. The research has also observed teaching materials, classroom materials, teachers-students interactions, physical facilities and overall classroom behaviour.

Listening, speaking, reading and writing are indeed the processes to be learnt but in the study, practices of the processes of teaching and learning of the skills have not been found good at classroom level. The overall picture of the teaching and learning processes at classrooms is not hopeful. Status of the rate of achieving the language skills by students is not hopeful.

The research has found obstacles on the way to achieving the goals of the NUCEC centred to BLS. Accordingly, the research has suggested remedial measures. The research advocates that responsible authorities should take necessary steps to remove the obstacles that hinder the enhancement of the language skills among students. And thus, Bangladesh can facilitate healthier practices of basic English language skills.

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OTHERS

Syllabus of National University Compulsory Englidh Course (NUCEC), effective since the session of 2003-2004. Subject code: 306.

APPENDICES

APPENDIX A-1

Questionnaire for Teachers

Name of the College:
Name of the Teacher:
Phone Number:

This questionnaire is prepared only for collecting data for an academic research work. Your answers to the following questions are very much necessary for the research. You are, therefore, humbly requested to answer the questions. Please make sure that your answers are genuine and unbiased. The data that you will provide will be considered confidential and will be used only for the research purpose. So, please feel free to provide your opinion, observation and experience that you feel appropriate for the following questions.

1. Educational Qualifications:
A) B.A (pass) & M.A B) B.A (Hons) & M.A C) Graduations & M. Phil/ Ph. D
2. How long have you been teaching English at the Degree level?
----------years
3. Training on ELT: (if any) ELTIP/BIAM/NAEM/ NU or the like (Please Specify) --------
---
4. What do you think about the achievement of the goals of the National University Compulsory English Course (NUCEC)?
A) Very easy B) Easy C) Difficult D) Impossible
Please comment why----------
5. Which section(s) do you emphasize while teaching the NUCEC?
A) Reading & understanding B) Grammar C) Developing Vocabulary
D) Translation from Bengali to English E) Speaking skill F) Writing
6. Do you think listening is an active skill?
A) Yes B) No C) A passive skill
7. What do you do for teaching students listening?
A) Teaching skill of processing sound B) Teaching skill of processing meaning
C) Giving ideas of context and knowledge D) All of these E) None of these
8. For processing sound, do you think students need to recognize any of the following? Pleas put tic (✓) mark.
A) Word boundaries B) Contracted forms
C) Vocabularies D) None of these E) All
9) For processing the meaning, students have to-
A) organize speech into meaningful sections B) use linguistic clues
C) think ahead and anticipate D) None of these E) All of these
10) What, do you think, is necessary for listening comprehension?
A) Activation of contextual information and previous knowledge B) Grammar
C) Usages and mechanics D) Independent contextual constrains
11) What would you suggest as potential problems of learners with listening?
A) Controlling speed of delivery B) Getting things repeated
C) Limitation of vocabulary D) Lack of contextual knowledge E) Lack of grammatical rules
12. How do you like to divide listening activities?
A) Listening, speaking and listening B) Pre-listening and listening

C) Pre-listening, listening and post listening D) Listening and post listening

13. For extensive listening practices which of the following items do you include?

A) Putting pictures in a correct sequence B) Following directions on a map

C) Completing a grid, timetable, or chart of information D) none of the above

14) What specific items do you include for involving students in intensive listening practices?

A) Identifying numbers and letters B) Picking out particular facts

C) Recognizing exactly what someone said D) None of the above

15. How often do you speak English in classroom while instructing students?

A) Always B) Most often C) Seldom D) Never

16. Do you encourage your students to speak English with you?

A) Yes B) No

17. Are your students involved in group work or pair work?

A) Yes B) No

18. You conduct speaking classes by-

A) Game based activities B) Picture description activities C) 'Describe and draw' principle D) involving students in describing, predicting, guessing unknown information

E) None of these F) All of these

19. Can you ensure learners' talk as much as possible by setting interesting topics in your class?

A) Yes B) No

20. Do you involve students in activities like picture differences, solving problems, sharing the feeling, telling stories and so on?

A) Yes B) No

21. Do you think that speaking activities, based on games are often useful for students'?

A) Yes B) No

22. Do you involve students in speaking activities based on games?

A) Yes B) No

23. Do you involve students in simulation/ role-play?

A) Yes B) No

24. What key aspects of pronunciations do you attend as principles while teaching speaking?

A) Individual sounds B) Ear training C) Intonation

D) Word stress, sentence stress and rhythm E) All of these F) None of these

25. Do your students write dialogue and practise it orally as per the syllabus instructs?

A) Yes B) No

26. Do you integrate speaking with writing and reading in classroom as per instructed?

A) Yes B) No

27. Which of the set tasks of the NUCEC you teach for speaking?

A) English sound system and pronunciation skills B) IPA system and problem sounds

C) Vowels, consonants and diphthongs D) Lexical and syntactic stress

E) All of these F) None of these

28. Do you think the set tasks of NUCEC are sufficient for teachers to teach speaking?

A) Yes B) No

If not, please write what more you feel to be included----------

----------29.

What reading strategies do you choose as appropriate?

A) 'Text as object' view point B) Skimming, thinking ahead by predicting and using background knowledge C) Reading speedily with no more analysis
D) Looking for 'clues' in titles and sub titles
30. Do you teach students reading through 'Bottom-up' and 'Top-down' strategies?
A) Yes B) No
31. Do you involve students in reading through intensive classroom-based work and extensive out-of-class practices?
A) Yes B) No
32. Do you teach vocabulary as part of teaching reading?
A) Yes B) No
33. Which of the following things do you emphasize while teaching vocabulary?
A) Words from dictionary B) Multiword verbs, idioms, prepositions, modal verbs, delexical verbs, collocations C) Grammar D) Regular and irregular verbs and nouns
34. How do you obtain feed back of reading from students?
A) With Open ended questions B) With true/false and multiple choice questions
C) With Yes/ No questions D) All of these E) None of these
35. What further step(s) you take when students have understood the text?
A) Proceed to teaching writing B) Involve students to jigsaw reading, extracting main idea, sub-ideas C) Tell them to revise and understand the text more clearly
36. Do you think that the reading items included in the NUCEC in the section *'Reading and Understanding'* are sufficient for students to learn reading?
A) Yes B) No
37. Do you involve students, as per the syllabus instructs, in reading passages that might come across in their everyday life, such as news papers, magazines, and general books, simple stories and so on. to give students a familiarity with different uses of the language?
A) Yes B) No
38. Do you think your students are getting habituated to predicting contexts, guessing words, using dictionary?
A) Yes B) No
39. How do you consider 'Writing'?
A) As a process B) As a product C) As a grammatical process
40. You teach students writing through-
A) Grammar B) Grammar and translation C) Stages from simple to complex processes
41. Which of the following things do you maintain while teaching writing?
A) Parts of speech B) Writing sub-skills C) Tenses D) Sentences
42. To execute situational writing, your students are instructed to-
A) Collect data and accumulate ideas B) Think, imagine and note
C) Follow models, think and develop ideas D) Read notes and practices a lot
43. Which of the following items do you emphasize for teaching situational writing?
A) Grammar & translation B) Vocabulary C) Contextualization D) Tense
44. What steps do you usually take to teach students to write paragraphs?
A) Giving model texts B) Showing stages of writing
C) Instructing to make notes D) Giving clues for writing
45. Please mention the types of paragraphs your students learn and practise in classroom.
---

46. Do you write essays for students? A) Yes B) No
Please state why or why not----------
47. Which of the following stages do your students often follow in writing essays?
A) Writing-revising- correcting B) Prewriting-writing-editing
C) Writing-submitting to teachers-correcting D) Writing- correcting- editing
48. Do you involve students in personal writing? A) Yes B) No
If yes, please mention some items----------
49. Do you involve students in professional writing? A) B) No
If yes, please mention some items----------
50. Your students are involved in writing-
A) Claim, complaint and acknowledgement letter B) Thanks, regret and sorry letter
C) Letter to friends or family members D) Circular, memorandum, order
E) None of these
51. Do you plan lessons before going to every class? A) Yes B) No
If not, please state why----------
52. Do you discuss your problems (if any) 0f teaching English with your colleagues?
A) Yes B) No If not, why? ----------
---
53. To complete a sentence, you involve your students to practise-
A) Grammar B) Vocabulary C) Prediction D) punctuation
54. What do you usually do if students make mistakes in writing?
A) Mark with red ink B) Mark and correct also
C) Explain reasons of mistakes D) Encourage students to correct themselves
55. Do you use guide book to teach writing in classroom?
A) Yes B) No If yes, please state why ----------
---
56. What do students generally follow to write correct sentences?
A) Grammar B) usage C) Mechanics D) All of these
57. What do you usually do to minimize failure in writing? ----------
---
58. Do your students learn how to conduct proof reading or editing?
A) Yes B) No If yes, how----------
---
59. Do students learn writing sub-skills? A) Yes B) NO If yes, please mention the sub skills----------
60. Do you use any guide book in the classroom?
A) Yes B) No
61. How do your students learn to write a dialogue?
A) By putting correct structure B) By following grammar
C) By speaking and pair work D) By putting sentences one after another
62. Do you assess students' writing skill in every class?
A) Yes B) No. If not, please state why----------
---
63. What do you usually do to test the writing skill of your students?----------
---
64. Do you think your students are up to the desired level in writing English?
A) Yes B) No If not, please write why ----------
---

65. How would you consider the contents of personal writing in the NUCEC?
A) Excellent B) Very good C) Good D) Not good at all
66. How would you consider the contents of professional writing in the NUCEC?
A) Excellent B) Very good C) Good D) Not good at all
67. Do you feel any need of training for better performance?
A) Yes B) No If yes, please indicate area(s) requiring training ------
---------- ----------
68. What do you think are the problems with the NUCEC?
---
69. Do you think it is possible to integrate listening, speaking, reading and writing skills in the class room?
A) Yes B) No
70. Do you involve students in situational writing?
A) Yes B) No If not, please state why--- ----------
----------. If yes, please include the items you teach ----------
71. Do you follow the teachers' guide?
A) Yes B) No
72. What would you suggest to improve English Teaching and Learning in your college? -
---
73. Please mention some factors that you think to be barriers to achieving the goals of the NUCEC----------

APPENDIX A-2

Questionnaire for Students

Name of the College:
Name of the Student:
Honours/ Degree (pass course): **Role No.**
Subject of Honours/ Group of Degree (Pass): **B.A / B.S.S / B.Com / B. Sc**
Phone Number:

This questionnaire is prepared only for collecting data for an academic research work. Your answers to the following questions are very much necessary for the research. You are requested to answer the following questions. Please make sure that your answers are serious, genuine and unbiased. The data that you will provide will be considered confidential. So, please feel free to provide your answer that you feel appropriate for the following questions.

1. Do you like English? A) Yes B) No
Please write why/ why not ----------
2. Which of the following items does your teacher emphasize while teaching the NUCEC?
A) Reading & understanding B) Grammar C) Developing Vocabulary
D) Translation from Bengali to English E) Speaking skill F) Writing G) Listening H) Reading
3. Do you understand when you listen to some one speaking?
A) Yes B) A little B) No
4. Does your teacher teach you listening?
A) Yes B) No
5. For developing listening skill does your teacher teach the skill of processing sound?
A) Yes B) No
6. Do you learn from the listening class how to process meaning?
A) Yes B) No
7. Does your teacher give you ideas about the importance of context and knowledge for listening development? A) Yes B) No
8. Does your teacher teach how to recognize word boundaries, contracted forms, vocabularies and so on. for processing sound? A) Yes B) No
9. Do you learn from the class how to organize speech into meaningful sections, use linguistic clues, think ahead and anticipate for processing the meaning when you are listening to something?
A) Yes B) No
10. How does your teacher divide listening activities?
A) Listening, speaking and listening B) Pre-listening and listening
C) Pre-listening, listening and post listening D) Listening and post listening
11. What specific items does your teacher include to involve you in the intensive listening practices at classroom?
A) Identifying numbers and letters B) Picking out particular facts
C) Recognizing exactly what someone said D) None of the above
12. Do you get any task of listening for practising outside classroom (extensive listening practices)?
A) Yes B) No
13. How often does your teacher speak English in classroom while instructing?

A) Always B) Most often C) Seldom D) Never

14. Does your teacher encourage you to speak English with him/her?

A) Yes B) No

15. Do you feel that the class is interesting?

A) Yes B) No

16. Are you ever involved in activities like picture differences, solving problems, sharing the feeling, telling stories and so on?

A) Yes B) No

18. Which of the following aspects of pronunciations are you taught in classes?

A) Individual sounds B) Ear training C) Intonation D) Word stress, sentence stress and rhythm E) All of these F) None of these

19. Do you write dialogues and practise it orally as per the syllabus instructs?

A) Yes B) No

20. Which of the following items of NUCEC are you taught for speaking?

A) English sound system and pronunciation skills B) IPA system and problem sounds C) Vowels, consonants and diphthongs D) Lexical and syntactic stress E) All of these F) None of these

21. Do you have classes especially for reading?

A) Yes B) No

22. Does your teacher teach you how to read and understand?

A) Yes B) No

23. Does your teacher use any of the following reading strategies? Please, tick (✓) on the following options.

A) 'Text as object' view point B) Skimming, thinking ahead by predicting and using background knowledge C) Reading speedily with no more analysis D) Looking for 'clues' in titles and sub titles E) None of this

24. Does your teacher teach reading through 'Bottom-up' and 'Top-down' strategies?

A) Yes B) No

25. Does he/ she involve you in reading through extensive out-of-class practices?

A) Yes B) No

26. Does he/ she teach vocabulary as part of teaching reading?

A) Yes B) No

27. Which of the following things does he/she teach for vocabulary?

A) Words from dictionary B) Multiword verbs, idioms, prepositions, modal verbs, delexical verbs, collocations C) Grammar D) Regular and irregular verbs and nouns E) None of these

28. Does your teacher advise you to read newspapers, magazines, and general books, simple stories and so on?

A) Yes B) No

29. Your teacher teaches you writing through-

A) Grammar B) Grammar and translation C) Stages from simple to complex processes

30. Which of the following aspects does your teacher maintain while teaching writing?

A) Parts of speech B) Writing sub-skills C) Tenses D) Sentences

31. Do you try to write about personal matters in English? A) Yes B) No

Please mention the cause if you do not write----------

32. Which of the following is a personal writing?

A) A letter to your brother B) A memorandum to an executive

C) A letter for buying some books D) A Resume

33. Do you know various stages of writing? A) Yes B) No

If yes, please write the stages----------

34. Does your teacher use any commercial guidebook in the classroom?

A) Yes B) No

35. Which of the following techniques you use to complete a sentence?

A) Try to imagine and predict B) Translate some Bangla words and write

C) Try to memorize from earlier reading D) Try to follow grammar

36. Do you understand your teachers' instruction? A) Y B) No

If not, please write the reason ----------

37. What is your expectation from your teachers about writing?

A) Getting good instructions B) Getting hand notes

C) Correction of your writing D) Suggestions for examination

38. What does your teacher do when he/she finds a mistake in your paper?

A) Cross the mistake only B) Crosses and writes correct words

C) Corrects and explains the mistake D) Feels annoyed

39. Which one of the following is a situational writing?

A) A press release B) A complaint letters C) A slogan D) A report

40. What does your teacher do to teach situational writing?

A) Writes on the board b) Tell you to think, imagine and note

C) Tell you to read a guide book D) Himself makes a hand note for you

41. Do you know anything about newspaper writing? A) Yes B) No If you know, please mention some items----------

42. Do you know about formal and informal letters? A) Yes B) No If yes, mention some items of formal letters----------

43. What does your teacher do while teaching you writing a paragraph?

A) Gives a model to follow and write another B) Teaches structure and types of paragraphs C) Tells you to write and makes correction D) Himself/Herself writes on board or paper

44. Do you know the types of paragraphs? A) Yes B) No

If yes, mention some types----------

45. Does your teacher write an essay for you? A) Yes B) No

46. How does the teacher instruct you to write an essay?

A) Shows some steps to follow B) Writes a note on board

C) Writes a note in private D) Tells you to memorize any note E) None

47. Does your teacher tell you to generate ideas; make outline; and write a thesis statement for writing an essay? A) Yes B) No

48. Do you know how many steps are there to develop a report?

A) Four B) Five C) Three D) Two

49. How do you practise dialogue writing in classroom?

A) By writing and showing to teacher B) By memorizing from earlier reading

C) By speaking with friends in situations D) By putting grammatically correct sentences

50. Resume is a/ an-

A) Application for job B) Personal advertisement

C) Personal writing D) Newspaper writing

51. Memo writing is important at-

A) Personal level B) Professional level C) Familial level D) House hold

52. Proof reading in a composition is necessary because at this stage, writing receives-

A) Correction of errors B) Enhancement of content C) Drafting D) Final version

53. How often do you understand teacher's teaching?

A) Always B) Very often C) Seldom (for a very short time) D) Never

54. Do you memorize grammatical rules? A) Yes B) No

Why? ----------

55. Do you really feel that the NUCEC develops your listening, speaking, reading and writing skills and you will be benefited personally and professionally?

A) Yes B) No If you have any comment, then write----------

56. Please tic (✓) on the tests/examinations which are usually held at your college-

A) Mid term B) Half yearly exam C) Pre-test exam D) Test exam E) Four skill test F) Test on writing G) Class test on writing

57. How do you evaluate your teachers especially for developing your basic language skills with the NUCEC? A) Excellent B) Very good C) Good D) Not good

If you have any comment, then write----------

58. Does he/she involve you in group work or pair work?

A) Yes B) No

59. Which of the following activities are conducted by your teacher in speaking classes?

A) Game based activities B) Picture description activities C) 'Describe and draw' principle D) involving students in describing, predicting, guessing unknown information E) None of these F) All of these

60. Do you think that the study of NUCEC at college really benefits you personally and professionally?

A) Yes B) No Write if you have any comment----------

APPENDIX A-3

Questionnaire for Principal

Name of the College:
Name of the Principal: **Phone number:**
Year of Establishment: **Land area: ----acres**
The college is Govt. / Non govt. / Completely private:

1. Qualifications: ----------
2. The subject which you studied at Degree and Master level is----------
3. How long have you been teaching? --------years
4. How many trained and untrained English teachers do you have in your college?

Trained	Untrained	Total	Training taken from

5. What is the ratio of trained and untrained English teachers in your college? ----------
6. Are teachers of other subjects allowed to teach English? A) Yes B) No
If yes, how many teachers? ---------- and why----------
7. Do you visit English classes? A) Yes B) No
If no, please write why ----------
8. Are you satisfied with the overall performance of your English teacher?
A) Yes B) No Please specify why ----------
9. Do you take any step for their professional development? A) Yes B) No
If yes, please state what you usually do ----------
10. Do the teachers consult with you about their problems in teaching students the National University compulsory English Course (NUCEC)?
A) Yes B) No If yes, what are the problems they usually mention? ----------
---
11. Are your English teachers regular to plan their lessons before going to the class?
A) Yes B) No C) Please comment if necessary----------
12. Please provide statistics of your students' results in college examinations on the NUCEC during 2010 & 2011:

Years	No of students in Mid term	Passed in English	% of passed students	No. of students in Pre-test / Test	Passed in English	% of passed students
Deg (pass) students in 2010						
Hons students in2010						
Deg (pass) students in 2011						
Hons students in 2011						

13. Please provide the statistics of Honours students who have appeared at the final examination of NUCEC as non-credit in the years mentioned:

Year	Number of Honours Examinees	Passed in the NUCEC	Failed in the NUCEC	% of failure
2011				
2010				
2009				
2008				
2007				

14. Has any batch of Degree (pass) course students appeared at the final examination of the newly revised National University compulsory English course?
A) Yes B) No If yes, please, provide statistics of students passing in the Compulsory English Course (NUCEC) during 2006 and 2007:

Year	Total students	Passed	Failed	% of Failed	% of passed
2006					
2007					

15. What do you think are the causes of failure in English according to you? ----------
---

16. How many of your teachers, do you think, are up to desired level in teaching listening, speaking, reading and writing?
A) All (%)..... B) Most teachers (%)..... C) A few (%)..... D) None (%).....
17. How many of your students, do you think, are up to desired level in listening, speaking, reading and writing?
A) All (%)..... B) Most students (%)..... C) A few (%)..... D) None (%).....
Please comment on your students' level ----------
18. Do your teachers test Four Skills of your students? A) Yes B) No
If not, why? ----------
19. How many times in a year are the tests given?
A) Three times B) Two times C) Once a year
D) Never E) Not sure
20. What, do you think, is the status of your students' writing proficiency?
A) Excellent B) Very good C) Good D) Not good
If not good, please write why----------
21. Do you initiate any special measures for those students who fail to write English?
A) Yes B) No If no, please mention why----------
----------If yes, please mention what ----------
22. Do you think your teachers need training for better teaching of basic skills of English?
A) Yes B) No
23. How many of your teachers obtained training on language skills during 2007-2011? --
24. How many teachers in your college are, according to you, really competent in teaching basic language skills? Please mention in number or in % ----------
25. Please comment on what steps you have taken to improve teaching and learning situation of basic language skills of English in your college ----------

APPENDIX B-1

Classroom Observation Check List-1

Teaching and Learning Situations at Classroom Level

Skill Focused in Listening

Name of the College: **Class:**

Topic: **Teacher's Name:**

Date: / / 2011 **Time:**

1) The teacher is teaching students (students) listening through skill of processing sound. Yes □ No □

2) The teacher is teaching students listening through skill of processing meaning Yes □ No □

3) The teacher is teaching students listening giving ideas of context and knowledge. Yes □ No □

4) For processing sound, the teacher is teaching students to recognize- Word boundaries, Contracted forms, Vocabulary. Yes □ No □

5) For processing the meaning, the teacher is teaching students to-organize speech into meaningful sections, use linguistic clues, think ahead and anticipate Yes □ No □

6) For listening comprehension, the teacher is teaching students- Activation of contextual information and previous knowledge Yes □ No □

7) The teacher is suggesting 'Lack of contextual knowledge' as potential problems of learners with listening. Yes □ No □

8) The teacher is dividing listening activities into 'Pre-listening, listening and post listening' activities. Yes □ No □

9) For extensive listening practices, the teacher is including items like-Completing a grid, timetable, or chart of information. Yes □ No □

10) For involving students in intensive listening practices, the teacher is specifically includes items like-Recognizing exactly what someone said. Yes □ No □

APPENDIX B-2

Classroom Observation Check List-2

Teaching and Learning Situations at Classroom Level

Skill Focused in Speaking

Name of the College: **Class:**

Topic: **Teacher's Name:**

Date: / / 2011 **Time:**

1. The teacher is most often speaking in classroom while instructing students. Yes □ No □
2. The teacher is often speaking in classroom while instructing students. Yes □ No □
3. The teacher is seldom speaking in classroom while instructing students. Yes □ No □
4. The teacher is never speaking in classroom while instructing students. Yes □ No □
5. The teacher is encouraging students to speak English with him. Yes □ No □
6. Students are involved in group work or pair work. Yes □ No □
7. The teacher conducts speaking classes by Game based activities. Yes □ No □
8. The teacher conducts speaking classes by 'Describe and draw' principle. Yes □ No □
9. The teacher conducts speaking classes by Picture description activities. Yes □ No □
10. The teacher involves students in describing, predicting, guessing unknown information. Yes □ No □
11. The teacher ensures learners' talk as much as possible by setting interesting topics. Yes □ No □
12. The teacher involves students in activities like picture differences, solving problems, sharing the feeling, telling stories and so on. Yes □ No □
13. The teacher considers that speaking activities, based on games are often useful for students. Yes □ No □
14. The teacher involves students in simulation/ role-play. Yes □ No □
15. The teacher emphasizes Individual sounds as key aspects of pronunciations while teaching speaking. Yes □ No □
16. The teacher emphasizes Ear training as key aspects of pronunciations while teaching speaking. Yes □ No □
17. The teacher emphasizes Intonation as key aspects of pronunciations while teaching speaking. Yes □ No □
18. The teacher emphasizes word stress, sentence stress and rhythm as key aspects of pronunciations while teaching speaking. Yes □ No □
19. The teacher involves students in speaking activities and in practising it orally as per the syllabus instructs. Yes □ No □
20. The teacher teaches English sound system and pronunciation skills for speaking. Yes □ No □
21. The teacher teaches IPA system and problem sounds for speaking. Yes □ No □
22. The teacher teaches Vowels, consonants and diphthongs for speaking. Yes □ No □
23. The teacher teaches Lexical and syntactic stress for speaking. Yes □ No □
24. The teacher is integrating speaking with writing and reading in classroom as per instructed in the syllabus. Yes □ No □

APPENDIX B-3

Classroom Observation Check List-3

Teaching and Learning Situations at Classroom Level

Skill Focused in Reading

Name of the College: **Class:**

Topic: **Teacher's Name:**

Date: / / 2011 Time:

1. The teacher chooses 'Text as object' view point as an appropriate strategy for reading. Yes □ No □
2. The teacher chooses 'Skimming-predicting-using background knowledge' view point as an appropriate strategy for reading. Yes □ No □
3. The teacher teaches through 'Bottom-up' and 'Top-down' strategies. Yes □ No □
4. The teacher teaches through reading speedily with no analysis. Yes □ No □
5. For reading, the teacher involves students in reading through intensive classroom-based work and extensive out-of-class practices. Yes □ No □
6. The teacher teaches vocabulary as part of teaching reading. Yes □ No □
7. The teacher emphasizes finding 'Words from dictionary' while teaching vocabulary. Yes □ No □
8. The teacher emphasizes 'Multiword verbs, idioms, prepositions, modal verbs, delexical verbs, collocations. Yes □ No □
9. The teacher emphasizes 'grammar' while teaching vocabulary. Yes □ No □
10. The teacher emphasizes 'regular and irregular verbs and nouns' while teaching vocabulary. Yes □ No □
11. The teacher obtains feedback of reading from students with open ended questions. Yes □ No □
12. The teacher obtains feedback of reading from students with true/false and multiple choice questions. Yes □ No □
13. The teacher obtains feedback of reading from students with Yes/ No questions. Yes □ No □
14. The teacher involves students, as per the syllabus instructs, in reading passages that might come across in their everyday life, such as newspapers, magazines, and general books, simple stories and so on. to give students a familiarity with different uses of the language. Yes □ No □
15. The teacher makes students habituated to predicting contexts, guessing words, using dictionary. Yes □ No □

APPENDIX B-4

Classroom Observation Check List-4

Teaching and Learning Situations at Classroom Level

Skill Focused in Writing

Name of the College: **Class:**

Topic: **Teacher's Name:**

Date: / / 2011 Time:

1. Teacher teaching structure of writing.[1] Yes □ No □
2. Teacher writing himself. Yes □ No □
3. Teachers teaching students contextualization.[2] Yes □ No □
4. Teacher using commercial guidebooks. Yes □ No □
5. Teacher identifying and analyzing learners' errors.[3] Yes □ No □
6. Teacher explaining nature, reasons and remedy of error. Yes □ No □
7. When teacher is only a red ink marker. Yes □ No □
8. Students involved in pair/ group work. Yes □ No □
9. Teacher making over instruction. Yes □ No □
10. Teacher making under instruction. Yes □ No □
11. Teacher has lesson control.[4] Yes □ No □
12. Teacher is an organizer, facilitator, informant and a friend. Yes □ No □ □
13. Student preplanning- drafting- proofing[5]-editing[6]- writing. Yes □ No □
14. Student practising Professional Writing. Yes □ No □
15. Student practising Personal Writing. Yes □ No □
16. Student doing Other Writings.[7] Yes □ No □
17. Students using commercial guidebooks. Yes □ No □

---

[1] Generating ideas together → planning and outlining → making notes→ making a first draft → editing → final version

[2] Professional writing which includes situational, institutional, business or formal writing.

[3] in the distribution of Verb Groups, in the use of prepositions, Articles, questions and miscellaneous mistakes

[4] control over learner, over lesson, over the use of language and jargon, instruction, allocated time and so on.

[5] Proofing includes (looking for errors) and rewriting (correcting Sentence structure, Subject verb agreement, Verb tense consistency, spelling, capitalization, and punctuation)

[6] Editing includes elaborating and enhancing the content and rewriting [checking **COPS-** Capitalization, Organization, Punctuation, Spelling, **C-SOOP-** Capitalization, Sentence Structure, Organization, Overall format, Punctuation, **STOPS-** Sentence Structure, Tenses, Organization, Punctuation, Spelling]

[7] except professional and personal writing

APPENDIX B-5

Classroom Observation Checklist-5

State of Physical Facilities and Material Design at Classroom Level

Focused in Teaching Materials and Classroom Facilities

Name and Address of College:
Class of Honours/ Degree (pass) **Subject/ Group:**
Teacher's name: **Date:** **Time:**

Sl. No	Facilities	Present	Absent	Comments
1	Enough Space			
2	Sufficient light			
3	Necessary furniture (benches, chair, table and so on)			
4	Board (Black/White)			
5	Audio facilities			
6	Video facilities			
7	OHP facilities			
8	Posters/Maps/Paintings/Drawings and so on			
9	Supply of electricity			
10	Neatness			
11	Electric fans			
12	Multi Media Projector			
13	Seats arranged with low and high benches			
14	Seats arranged with chairs and desks			
15	Seat arrangement for pair/ group work			
16	Audibility of teacher's instruction			
17	CD Player			
18	Speaker/ Sound Box			
19	Microphone			
20	Congenial atmosphere			

Additional comments:
1.
2.

APPENDIX B-6

Classroom Observation Sheet-6

Interactions among Students and the Teacher at Classroom Level

(Devised from the Sheet PROMOTE, a EU funded organization, used for observing 15-day ELTIP Training)

NB – the class to be observed and put ticks (√) with full concentration in every 5 seconds.

Name of the College: Class: **Topic:**

Skills Focused

L	S	R	W

in Classroom Practices:

Teacher's Name:

Date: / /2007 Time:

1. TS = Teacher ⇒ Student – this is when the teacher is talking to the whole group (lecturing, explaining, demonstrating and so on)
2. ST = Student ⇒ Teacher – this is when a student is talking to the teacher in front of the whole class (asking a question, responding to a question and so on)
3. students = Student ⇒ Student – this is when there is a PW, Chain Drill and so on)
4. R = Reading – this is when the students are reading a text individually.
5. W = Writing – this is when the students are writing individually.
6. X = Silence/Confusion – this is anything other than the first five categories (nobody is talking, bearer comes with a notice, a cat runs into the classroom and creates a chaos and so on).
7. B = Speakers are speaking in Bangla.
8. TB = Teacher is speaking Bangla
9. SB = Students are speaking Bangla

Summary of the observation (for each class/form)

Summary	**Number of instances/interactions**	**Percentage**[8]
Teacher⇒Student		
Student⇒Teacher		
Student⇒Student		
Reading		
Writing		
Silence/Confusion		
TOTAL		**100%**

[8] Number of instances divided by total instances multiplied by 100

APPENDIX B-7

Classroom Interaction Observation Sheet-6.1

(Tick every 5 seconds and put B *in the boxes if the speakers speak Bangla)*

TS	ST	Students	R	W	X	Note	TS	ST	Students	R	W	X	Note	TS	ST	Students	R	W	X	Note	TS	ST	Students	R	W	X	Note

TB (Teacher speaks Bangla) =

SB (Students speak Bangla) =

APPENDIX C-1

Proficiency Test Sheet – 01

(Skill Focused in Listening)

Q.1. Listen to the recording in the CD. Listen, a man is telling/ pronouncing five words one by one. Listen to the words and write their meanings below (Use a dictionary, if necessary): *2.5*

i.----------

ii. ----------

iii. ----------

iv. ----------

v.----------

Q.2. Listen to the CD and mark the short dialogues between a man and a woman. *5*

i. What are they talking about?

Ans.

ii. Whom is the man giving instructions?

Ans.

iii. What instructions does the man give his partner?

Ans.

iv. How does the woman reply?

Ans.

v. How much time will the woman take to start following the instructions?

Q. 3. Look at the map of a zoo in the work sheet. Now write in the names of the animals in the appropriate cages as the researcher tells you. *2.5*

APPENDIX C-2

Proficiency Test Sheet – 02

(Skill Focused in Speaking)

The students are tested on accuracy and fluency and may get maximum five points on each of these two aspects, having ten points in total.

Accuracy	**Points**	***Fluency***	**Points**
Little or no language produced		Little or no communication	
Poor vocabulary, mistakes in basic grammar		Very hesitant and brief utterances, sometimes difficult to understand	
Adequate but not rich vocabulary, makes obvious grammatical mistakes, slight foreign accent		Gets ideas across, but hesitantly and briefly	
Good range of vocabulary, occasional grammar slips, slight foreign accent		Effective communication in short turns	
Wide vocabulary appropriately used, virtually no grammar mistakes, nativelike or slight foreign accent		Easy and effective communication, uses long turns	
Name of the student: **TOTAL SCORE OUT OF 10:**			

APPENDIX C-3

Proficiency Test Sheet – 03

(Skill Focused in Reading)

Read the following text and answer the questions below:
Mr. Robin had the ability to do hard work. He was used to arriving at office by 9 a.m. and constantly working for eight hours. He returned home by 5.45 p.m. Then having a shower, he came out to the college field of his small town which was green and cool. The tranquillity of the place gave him a pleasure of solitude. Sometimes, he could be seen walking on the green grassy field of the college holding the tiny finger of his six year old son Rain. His wife was no more. By 7.30 p.m. he got to return home, sit with Rain to see his books and show him how to spell words and read the text. He usually continued this for not more than two hours. By 9.30 p.m. he used to have supper with Rain. After 10 p.m, he would sit with his research works and before 1.00 a.m. he could seldom go for sleep. Again rising by 7 O'clock, he got to take breakfast with Rain, dress up himself and Rain, take him to school and run to office.

Q. 1. Fill in the blanks in the light of the above text: *2.5*
Mr. Robin possessed--------- of -------- hard work. He was used to arriving office in------- and could constantly-------- up to 5 p.m. Returning home in the-------, he tooka bath and had a walk with his son on a field of the college which was--------.

Q. 2. Tick the best answers of the following in the light of the text above: *2.5*
I. Mr. Robin was-
a. a widow b. a teacher c. a good husband
II. Rain was-
a. a newborn baby b. a kid c. a grown up boy
III. It is true that-
a. Rain went to sleep alone b. his father made him sleep c. he slept with his father
IV. For dressing up-
a. Rain needed help of his father b. Rain did not need help c. Rain dressed up himself
V. In the text "run to office" means-
a. Mr. Robin was running to office on foot b. He was anxiously running
c. He hurried to the office

Q. 3. Give a title to the story *2.5*
Ans:

Q. 4. Write a summary of the above text in not more than five sentences: *2.5*
Ans:

APPENDIX C-4.1

Proficiency Test Sheet -4.1

Writing

(Skill Focused in Writing Sentence)

Q.1. Correct the following sentences *5*

a) He is absent in the class.

Ans:

b) To day the patient is more better than tomorrow.

Ans:

c) One of the boys have passed in the exam.

Ans:

d) John is used to smoke.

Ans:

e) The man runs as if he is a mad.

Ans:

Q.2. Complete the following sentences *2.5*

a) How long have you been……..

b) I wish I ……..

c) Hearing a knock on the door……..

d) The doctor felt the pulse……..

e) I saw a kite……..

Q.3. Combine the following sentences *2.5*

a) Socrates was a philosopher. He was born in Greece. He said that an angry man is inferior to beasts. Socrates never got angry in his life. It is really amazing.

Ans:

APPENDIX C-4.2

Proficiency Test Sheet -4.2

Writing

(Skill Focused in Situational Writing)

Answer the following questions:

Q.1. Your College holds a blood donation programme. Write a poster on the occasion.

Ans.

Q. 2. Suppose that you are campaigning for environmental awareness. Write a slogan against cutting down trees across the country.

Ans.

APPENDIX C-4.3

Proficiency Test Sheet – 4.3

Writing

(Skill Focused in Newspaper Writing)

Answer any one of the following:

Q.1. Suppose, you are a reporter to a newspaper called The *Daily Star*. This morning you have seen a road accident. Now write a report for the newspaper describing the seriousness of the road accident.

Ans.

Q.2. Your college has recently held a *Freshers' Reception* for the students of first year. The programme was very festively observed. Besides important speeches by guests, there were music, recitation of poems, jokes, magic show, dance and so on. Write a press release describing the activities held on the occasion.

Ans.

APPENDIX C-4.4

Proficiency Test Sheet –4.4

Writing

(Skill Focused in Writing Formal Letters)

Answer any one of the following:

Q.1. You want to buy a television from the show room of LG-Butterfly of your town. Write a letter to the manager of the show room requesting him to send you a price list of TV of various brands.

Q.2. Suppose you have bought 200 copies of a book called *Business Communication* by Lesiker & Petit from FRIEND PUBLISHERS & DISTRIBUTORS, Dhaka. After receiving the parcel you find that most of the books are damaged due to rough weather. Now write a letter of complaint to the distributor to change the books.

Ans.

APPENDIX C-4.5

Proficiency Test Sheet-4.5

Writing

(Skill Focused in Writing Informal Letters)

Answer any one of the following:

Q. 1. Write a letter to your friend narrating a picnic that you have recently enjoyed.

Q.2. Write a letter to your younger brother giving instructions about some household chores.

Ans.

APPENDIX C-4.6

Proficiency Test Sheet-4.6

Writing

(Skill Focused in Writing Job Application)

Answer any one of the following:

Q.1. A cell phone company needs some people for the post of front desk officer. The candidate should be skilled enough to communicate in written and oral English. Write an application for the post mentioning your qualities and qualifications.

Q.2. Suppose, you want to join an English medium school called *Green Valley* as an English teacher. Write a resume with particular objective to join the mentioned post.

Ans.

APPENDIX C-4.7

Proficiency Test Sheet -4.7

Writing

(Skill Focused in Institutional Writing)

Answer any one of the following:

Q.1. Suppose, you are a territorial manager of an organization like *Grameen Phone.* Write a memo for all subordinates indicating that the company has recently changed the logo.

Q.2. Suppose, you are the General Secretary of the *Debating Society* of your college. Write a notice for all students of your college asking them to submit names to participate in a Debate Festival.

Ans.

PPENDIX C-4.8

Proficiency Test Sheet -4.8

Writing

(Skill Focused in Dialogue Writing)

Answer any one of the following:

Q.1. You are talking to one of your friends about the high price of all daily necessaries. Write a dialogue on the problem.

Q.2. You want to write a request letter but do not know the techniques and format of it. So you are asking your teacher for advice. Now write a dialogue between the teacher and you.

Ans.

APPENDIX C-4.9

Proficiency Test Sheet -4.9

Writing

(Skill Focused in Paragraph Writing)

Q. *Write a paragraph on any one of the following (100 words)*

a. Your Reading Room
b. School and college life

Ans.

APPENDIX C-4.10

Proficiency Test Sheet – 4.10

Writing

(Skill Focused in Essay Writing)

Q. *Write an essay on any one of the following topics (150 words):*

a. Greenhouse effect
b. A historical place you visited
c. Dignity of labour

Ans.

APPENDIX D-1

Breakdown Sheets of Proficiency Tests (PTs)
Proficiency Tests of Listening (PTL)

1. Break down Sheet of Performances by all Colleges of Dhaka Division on- the listening *Item No. 1: Listening to Words from CD: Writing Meaning-*

Dhaka College: Average Score: 1.64 out of 2.5				
00	**0.5-1 =.75 (30%)**	**1.5-02 = 1.75 (70%)**	**2.5 (100%)**	***Pts Obtained by students***
00 students	03 students	12 students	05	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng=00* *students NEng=01* *students Pss=02*	*students Eng=02* *students NEng=06* *students Pss=05*	*students Eng=05* *students NEng=00* *students Pss=00*	***Number of students obtaining the Pts Slot Wise***
New Model University College: Average Score: 0.95 out of 2.5				
04 students	14 students	03 students	00 students	***Number of students obtaining the Pts***
students Eng= 01 *students NEng=01* *students Pss= 02*	*students Eng= 03* *students NEng=06* *students Pss= 05*	*students Eng= 03* *students NEng=00* *students Pss= 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Mirpur University College: Average Score: 1.42 out of 2.5				
02 students	09 students	08	02 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 02*	*students Eng= 00* *students NEng=04* *students Pss= 05*	*students Eng= 05* *students NEng=03* *students Pss = 00*	*students Eng= 02* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
State College: Average Score: 1.21 out of 2.5				
01 students	06 students	13 students	01 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng= 00* *students NEng=01* *students Pss= 05*	*students Eng= 06* *students NEng=06* *students Pss = 01*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Central College, Mohammedpur: Average Score: 1.45 out of 2.5				
00 students	13 students	05 students	03 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 04* *students NEng=02* *students Pss= 07*	*students Eng= 00* *students NEng=05* *students Pss = 00*	*students Eng= 03* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Eden College: Average Score: 1.71 out of 2.5				
00 students	07 students	12 students	02 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 00* *students NEng=07* *students Pss= 00*	*students Eng= 05* *students NEng=00* *students Pss = 07*	*students Eng= 02* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Tejgaon College: Average Score: 1.69 out of 2.5				
01 students	05 students	14 students	01 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=01* *students Pss= 00*	*students Eng= 00* *students NEng=04* *students Pss= 01*	*students Eng= 06* *students NEng=02* *students Pss= 06*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***

Break down Sheet of Performances by all Colleges of Dhaka Division on- the listening *Item No. 1: Listening to Words from CD: Writing Meaning*

APPENDIX D -2

Breakdown Sheets of Proficiency Tests (PTs)
Proficiency Tests of Listening (PTL)

2. Break down Sheet of Performances by all Colleges of Dhaka Division on- the listening *Item No. 2: Listening to Dialogues from CD: Writing Answers*

Dhaka College: Average Score: 3.14 out of 05				
00	**1-2=1.5 (30%)**	**3-4=3.5 (70%)**	**5 (100%)**	***Pts Obtained by students***
00 students	02 students	18 students	01	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng=00* *students NEng=01* *students Pss=01*	*students Eng=06* *students NEng=06* *students Pss=06*	*students Eng=01* *students NEng=00* *students Pss=00*	***Number of students obtaining the Pts Slot Wise***
New Model University College: Average Score: 1.90 out of 05				
01 students	15 students	05 students	00 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng= 02* *students NEng=07* *students Pss= 06*	*students Eng= 05* *students NEng=00* *students Pss= 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Mirpur University College: Average Score: 2.16 out of 05				
00 students	14 students	07SS	00 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 02* *students NEng=06* *students Pss= 06*	*students Eng= 05* *students NEng=01* *students Pss = 01*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
State College: Average Score: 2.04 out of 05				
00 students	16 students	04 students	01 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 02* *students NEng=07* *students Pss= 07*	*students Eng= 04* *students NEng=00* *students Pss = 00*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Central College, Mohammedpur: Average Score: 2.10 out of 05				
00 students	17 students	04 students	00 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 03* *students NEng=07* *students Pss= 07*	*students Eng= 04* *students NEng=00* *students Pss = 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Eden College: Average Score: 2.14 out of 05				
00 students	15 students	05 students	01 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 01* *students NEng=07* *students Pss= 07*	*students Eng= 05* *students NEng=00* *students Pss = 00*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Tejgaon College: Average Score: 1.54 out of 05				
02 students	017 students	02 students	00 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 02*	*students Eng= 05* *students NEng=07* *students Pss= 05*	*students Eng= 02* *students NEng=00* *students Pss= 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***

Performances by all Colleges of Dhaka Division on Listening *Item No. 2: Listening to Dialogues from CD: Writing Answers*

APPENDIX D -3

Breakdown Sheets of Proficiency Tests (PTs)
Proficiency Tests of Listening (PTL)

3. Break down Sheet of Performances by all Colleges of Dhaka Division on- the listening *Item No. 3: Listening to Speeches at Real Life Situation*

Dhaka College: Average Score: 1.70 out of 2.5				
00	**0.5-1=.75 (30%)**	**1.5-02=1.75 (70%)**	**2.5 (100%)**	***Pts Obtained by students***
00 students	01 students	20 students	00SS	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng=00* *students NEng=00* *students Pss=01*	*students Eng=07* *students NEng=07* *students Pss=06*	*students Eng=00* *students NEng=00* *students Pss=00*	***Number of students obtaining th Pts Slot Wise***
New Model University College: Average Score: 1.28 out of 2.5				
02 students	07 students	11 students	01 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=01* *students Pss= 01*	*students Eng= 00* *students NEng=04* *students Pss= 03*	*students Eng= 06* *students NEng=02* *students Pss= 03*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Mirpur University College: Average Score: 1.13 out of 2.5				
01 students	12 students	07SS	01 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng= 01* *students NEng=06* *students Pss= 05*	*students Eng= 05* *students NEng=01* *students Pss = 01*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
State College: Average Score: 1.42 out of 2.5				
001 students	05 students	15 students	00 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng= 00* *students NEng=03* *students Pss= 02*	*students Eng= 07* *students NEng=04* *students Pss = 04*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Central College, Mohammedpur: Average Score: 0.92 out of 2.5				
00 students	18 students	02 students	01 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 04* *students NEng=07* *students Pss= 07*	*students Eng= 02* *students NEng=00* *students Pss = 00*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Eden College: Average Score: 1.41 out of 2.5				
01 students	06 students	13 students	01 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng= 00* *students NEng=04* *students Pss= 02*	*students Eng= 06* *students NEng=03* *students Pss = 04*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Tejgaon College: Average Score: 0.98 out of 2.5				
05 students	08 students	07 students	01 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=02* *students Pss= 03*	*students Eng= 01* *students NEng=04* *students Pss= 03*	*students Eng= 05* *students NEng=01* *students Pss= 01*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***

Performances by all Colleges of Dhaka Division on Listening *Item No. 3: Listening to Speeches at Real Life Situation*

APPENDIX D -4

Breakdown Sheets of Proficiency Tests (PTs)
Proficiency Tests of Listening (PTL)

4. Break down Sheet of Performances by all Colleges of Rajshahi Division on the listening *Item No. 1: Listening to Words from CD: Writing Meaning*

Rajshahi Government College: Average Score: 1.07 out of 2.5				
00	**0.5-1 =.75 (30%)**	**1.5-02 = 1.75 (70%)**	**2.5 (100%)**	***Pts Obtained by students***
04 students	08 students	08 students	01	***Number of students obtaining th Pts***
students Eng= 01 *students NEng=01* *students Pss= 02*	*students Eng=00* *students NEng=03* *students Pss=03*	*students Eng=03* *students NEng=03* *students Pss=02*	*students Eng=03* *students NEng=00* *students Pss=00*	***Number of students obtaining th Pts Slot Wise***
Rajshahi New Degree College: Average Score: 0.76 out of 2.5				
05 students	12 students	04 students	00 students	***Number of students obtaining th Pts***
students Eng= 01 *students NEng=02* *students Pss= 02*	*students Eng= 02* *students NEng=05* *students Pss= 05*	*students Eng= 04* *students NEng=00* *students Pss= 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Rajshahi City College: Average Score: 0.80 out of 2.5				
05 students	11 students	05 students	00 students	***Number of students obtaining th Pts***
students Eng= 01 *students NEng=02* *students Pss= 02*	*students Eng= 02* *students NEng=04* *students Pss= 05*	*students Eng= 04* *students NEng=01* *students Pss = 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Shah Sultan College: Average Score: 0.95 out of 2.5				
05 students	08 students	08 students	00 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=04* *students Pss= 01*	*students Eng= 04* *students NEng=03* *students Pss= 01*	*students Eng= 03* *students NEng=00* *students Pss = 05*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Natore Mahila College: Average Score: 0.89 out of 2.5				
00 students	17 students	04 students	00 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 03* *students NEng=07* *students Pss= 07*	*students Eng= 04* *students NEng=00* *students Pss = 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Natore Government College: Average Score: 0.82 out of 2.5				
02 students	15 students	04 students	02 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=01* *students Pss= 01*	*students Eng= 04* *students NEng=06* *students Pss= 05*	*students Eng= 03* *students NEng=00* *students Pss = 01*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***
Bogra Aziuzul Haque College: Average Score: 1.01 out of 2.5				
03 students	11 students	06 students	01 students	***Number of students obtaining th Pts***
students Eng= 00 *students NEng=01* *students Pss= 02*	*students Eng= 03* *students NEng=04* *students Pss= 04*	*students Eng= 03* *students NEng=02* *students Pss= 01*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining th Pts Slot Wise***

Break down Sheet of Performances by all Colleges of Rajshahi Division on- the listening *Item No. 1: Listening to Words from CD: Writing Meaning*

APPENDIX D -5

Breakdown Sheets of Proficiency Tests (PTs)
Proficiency Tests of Listening (PTL)

5. Break down Sheet of Performances by all Colleges of Rajshahi Division on- the listening *Item No. 2: Listening to Dialogues from CD: Writing Answers*

Rajshahi Government College: Average Score: 2.47 out of 05				
	1-2=1.5 (30%)	**3-4=3.5 (70%)**	**5 (100%)**	***Pts Obtained by students***
03 students	13 students	03 students	02	***Number of students obtaining t Pts***
students Eng= 00 *students NEng=01* *students Pss= 02*	*students Eng=02* *students NEng=02* *students Pss=03*	*students Eng=03* *students NEng=04* *students Pss=02*	*students Eng=02* *students NEng=00* *students Pss=00*	***Number of students obtaining t Pts Slot Wise***
Rajshahi New Degree College: Average Score: 1.66 out of 05				
03 students	14 students	04 students	00 students	***Number of students obtaining t Pts***
students Eng= 00 *students NEng=01* *students Pss= 02*	*students Eng= 04* *students NEng=05* *students Pss= 05*	*students Eng= 03* *students NEng=01* *students Pss= 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining t Pts Slot Wise***
Rajshahi City College: Average Score: 1.69 out of 05				
04 students	12 students	05 students	00 students	***Number of students obtaining t Pts***
students Eng= 00 *students NEng=02* *students Pss= 02*	*students Eng= 03* *students NEng=04* *students Pss= 05*	*students Eng= 04* *students NEng=01* *students Pss = 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining t Pts Slot Wise***
Shah Sultan College: Average Score: 2.21out of 05				
02 students	10 students	09 students	00 students	***Number of students obtaining t Pts***
students Eng= 00 *students NEng=01* *students Pss= 01*	*students Eng= 03* *students NEng=03* *students Pss= 04*	*students Eng= 04* *students NEng=03* *students Pss = 02*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining t Pts Slot Wise***
Natore Mahila College: Average Score: 1.33 out of 05				
05 students	14 students	02 students	00 students	***Number of students obtaining t Pts***
students Eng= 00 *students NEng=02* *students Pss= 03*	*students Eng= 05* *students NEng=05* *students Pss= 04*	*students Eng= 02* *students NEng=00* *students Pss = 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining t Pts Slot Wise***
Natore Government College: Average Score: 2.11 out of 05				
02 students	11 students	08 students	00 students	***Number of students obtaining t Pts***
students Eng= 00 *students NEng=01* *students Pss= 01*	*students Eng= 03* *students NEng=04* *students Pss= 04*	*students Eng= 04* *students NEng=02* *students Pss = 02*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining t Pts Slot Wise***
Bogra Aziuzul Haque College: Average Score: 2.30 out of 05				
03 students	08 students	09 students	01 students	***Number of students obtaining t Pts***
students Eng= 00 *students NEng=01* *students Pss= 02*	*students Eng= 03* *students NEng=02* *students Pss= 03*	*students Eng= 03* *students NEng=04* *students Pss= 02*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining t Pts Slot Wise***

Performances by all Colleges of Rajshahi Division on Listening *Item No. 2: Listening to Dialogues from CD: Writing Answers*

APPENDIX D -6

Breakdown Sheets of Proficiency Tests (PTs)
Proficiency Tests of Listening (PTL)

6. Break down Sheet of Performances by all Colleges of Rajshahi Division on- the listening *Item No. 3: Listening to Speeches at Real Life Situation*

Rajshahi Government College: Average Score: 1.07 out of 2.5				
00	**0.5-1 =.75 (30%)**	**1.5-02 = 1.75 (70%)**	**2.5 (100%)**	***Pts Obtained by students***
01 students	08 students	08 students	04	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng=02* *students NEng=03* *students Pss=03*	*students Eng=02* *students NEng=03* *students Pss=03*	*students Eng=03* *students NEng=01* *students Pss=00*	***Number of students obtaining the Pts Slot Wise***
Rajshahi New Degree College: Average Score: 0.76 out of 2.5				
02 students	12 students	06 students	01 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=01* *students Pss= 01*	*students Eng= 02* *students NEng=05* *students Pss= 05*	*students Eng= 04* *students NEng=01* *students Pss= 01*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Rajshahi City College: Average Score: 0.80 out of 2.5				
01 students	11 students	09 students	00 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng= 02* *students NEng=04* *students Pss= 05*	*students Eng= 05* *students NEng=03* *students Pss = 01*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Shah Sultan College: Average Score: 0.95 out of 2.5				
02 students	16 students	03 students	00 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=01* *students Pss= 01*	*students Eng= 04* *students NEng=06* *students Pss= 06*	*students Eng= 03* *students NEng=00* *students Pss = 00*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Natore Mahila College: Average Score: 0.89 out of 2.5				
00 students	13 students	07 students	01 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng= 02* *students NEng=06* *students Pss= 05*	*students Eng= 04* *students NEng=01* *students Pss = 02*	*students Eng= 01* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Natore Government College: Average Score: 0.82 out of 2.5				
01 students	14SS	06 students	00 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng= 03* *students NEng=06* *students Pss= 05*	*students Eng= 04* *students NEng=01* *students Pss = 01*	*students Eng= 00* *students NEng=00* *students Pss= 00*	***Number of students obtaining the Pts Slot Wise***
Bogra Aziuzul Haque College: Average Score: 1.01 out of 2.5				
02 students	06 students	07 students	06 students	***Number of students obtaining the Pts***
students Eng= 00 *students NEng=00* *students Pss= 02*	*students Eng= 01* *students NEng=03* *students Pss= 02*	*students Eng= 03* *students NEng=02* *students Pss= 02*	*students Eng= 03* *students NEng=02* *students Pss= 01*	***Number of students obtaining the Pts Slot Wise***

Performances by all Colleges of Rajshahi Division on Listening I*tem No. 3: Listening to Speeches at Real Life Situation*

APPENDIX D -7

Breakdown Sheets of Proficiency Tests (PTs)
Proficiency Tests of Listening (PTL)

1. Break down Sheet of Performances by all Colleges of Rangpur Division on- the listening *Item No. 1: Listening to Words from CD: Writing Meaning-*

Government Carmichael College: Average Score: 1.55 out of 2.5				
00	**0.5-1 =.75 (30%)**	**1.5-02 = 1.75 (70%)**	**2.5 (100%)**	**Pts Obtained by students**
00 students	07 students	10 students	04	**Number of students obtaining the Pts**
students Eng= 00 *students NEng=00* *students Pss= 00*	*students Eng=00* *students NEng=03* *students Pss=04*	*students Eng=04* *students NEng=03* *students Pss=03*	*students Eng=03* *students NEng=01* *students Pss=00*	**Number of students obtaining the Pts Slot Wise**
Rangpur Government College: Average Score: 1.39 out of 2.5				
01 students	08 students	09 students	03 students	**Number of students obtaining the Pts**
students Eng= 00 *students NEng=00* *students Pss= 01*	*students Eng= 01* *students NEng=03* *students Pss= 04*	*students Eng= 04* *students NEng=03* *students Pss= 02*	*students Eng= 02* *students NEng=01* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**
Government Begum Rokeya College: Average Score: 1.67 out of 2.5				
03 students	09 students	08 students	01 students	**Number of students obtaining the Pts**
students Eng= 00 *students NEng=01* *students Pss= 02*	*students Eng= 02* *students NEng=03* *students Pss= 04*	*students Eng= 04* *students NEng=03* *students Pss = 01*	*students Eng= 01* *students NEng=00* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**
Kurigram Government College: Average Score: 0.78 out of 2.5				
07 students	08 students	06 students	00 students	**Number of students obtaining the Pts**
students Eng= 02 *students NEng=02* *students Pss= 03*	*students Eng= 04* *students NEng=03* *students Pss= 01*	*students Eng= 01* *students NEng=02* *students Pss = 03*	*students Eng= 00* *students NEng=00* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**
Lalmonirhat Government College: Average Score: 0.69 out of 2.5				
07 students	10 students	04 students	00 students	**Number of students obtaining the Pts**
students Eng= 02 *students NEng=02* *students Pss= 03*	*students Eng= 03* *students NEng=04* *students Pss= 03*	*students Eng= 02* *students NEng=01* *students Pss = 01*	*students Eng= 00* *students NEng=00* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**
Nilphamari Government College: Average Score: 0.90 out of 2.5				
02 students	09 students	03 students	01 students	**Number of students obtaining the Pts**
students Eng= 00 *students NEng=01* *students Pss= 01*	*students Eng= 04* *students NEng=05* *students Pss= 06*	*students Eng= 02* *students NEng=01* *students Pss = 00*	*students Eng= 01* *students NEng=00* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**
Nilphamari Women's College: Average Score: 0.92 out of 2.5				
04 students	11 students	05 students	01 students	**Number of students obtaining the Pts**
students Eng= 00 *students NEng=02* *students Pss= 02*	*students Eng= 03* *students NEng=04* *students Pss= 04*	*students Eng= 03* *students NEng=01* *students Pss= 01*	*students Eng= 01* *students NEng=00* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**

Break down Sheet of Performances by all Colleges of Rangpur Division on- the listening *Item No. 1: Listening to Words from CD: Writing Meaning*

APPENDIX D -8

Breakdown Sheets of Proficiency Tests (PTs)
Proficiency Tests of Listening (PTL)

8. Break down Sheet of Performances by all Colleges of Rangpur Division on- the listening *Item No. 2: Listening to Dialogues from CD: Writing Answers*

Government Carmichael College: Average Score: 2.28 out of 05				
00	**1-2 = 1.5 (30%)**	**3-4 = 3.5 (70%)**	**5 (100%)**	**Pts Obtained by students**
012 students	04 students	05 students	00	**Number of students obtaining the Pts**
students Eng= 02 *students NEng=05* *students Pss= 05*	*students Eng=00* *students NEng=02* *students Pss=02*	*students Eng=05* *students NEng=00* *students Pss=00*	*students Eng=00* *students NEng=00* *students Pss=00*	**Number of students obtaining the Pts Slot Wise**
Rangpur Government College: Average Score: 1.78 out of 05				
06 students	09 students	04 students	02 students	**Number of students obtaining the Pts**
students Eng= 01 *students NEng=02* *students Pss= 03*	*students Eng= 02* *students NEng=03* *students Pss= 04*	*students Eng= 02* *students NEng=02* *students Pss= 00*	*students Eng= 02* *students NEng=00* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**
Government Begum Rokeya College: Average Score: 2.19 out of 05				
012 students	04 students	05 students	00	**Number of students obtaining the Pts**
students Eng= 02 *students NEng=05* *students Pss= 05*	*students Eng=00* *students NEng=02* *students Pss=02*	*students Eng=05* *students NEng=00* *students Pss=00*	*students Eng=00* *students NEng=00* *students Pss=00*	**Number of students obtaining the Pts Slot Wise**
Kurigram Government College: Average Score: 1.47 out of 05				
07 students	09 students	05 students	00 students	**Number of students obtaining the Pts**
students Eng= 02 *students NEng=02* *students Pss= 03*	*students Eng= 05* *students NEng=03* *students Pss= 01*	*students Eng= 00* *students NEng=02* *students Pss = 03*	*students Eng= 00* *students NEng=00* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**
Lalmonirhat Government College: Average Score: 1.42 out of 05				
07 students	11 students	03 students	00 students	**Number of students obtaining the Pts**
students Eng= 02 *students NEng=02* *students Pss= 03*	*students Eng= 04* *students NEng=04* *students Pss= 03*	*students Eng= 01* *students NEng=01* *students Pss = 01*	*students Eng= 00* *students NEng=00* *students Pss= 00*	**Number of students obtaining the Pts Slot Wise**
Nilphamari Government College: Average Score: 1.73 out of 05				
011 students	05 students	05 students	00	**Number of students obtaining the Pts**
students Eng= 02 *students NEng=05* *students Pss= 04*	*students Eng=00* *students NEng=02* *students Pss=03*	*students Eng=05* *students NEng=00* *students Pss=00*	*students Eng=00* *students NEng=00* *students Pss=00*	**Number of students obtaining the Pts Slot Wise**
Nilphamari Women's College: Average Score: 1.54 out of 05				
012 students	04 students	05 students	00	**Number of students obtaining the Pts**
students Eng= 02 *students NEng=05* *students Pss= 05*	*students Eng=00* *students NEng=02* *students Pss=02*	*students Eng=05* *students NEng=00* *students Pss=00*	*students Eng=00* *students NEng=00* *students Pss=00*	**Number of students obtaining the Pts Slot Wise**

Performances by all Colleges of Rangpur Division on Listening *Item No. 2: Listening to Dialogues from CD: Writing Answers*

APPENDIX D -9

Breakdown Sheets of Proficiency Tests (PTs)

Proficiency Tests of Listening (PTL)

9. Break down Sheet of Performances by all Colleges of Rangpur Division on- the listening *Item No. 3: Listening to Speeches at Real Life Situation*

Government Carmichael College: Average Score: 1.55 out of 2.5				
00	0.5-1 =.75 (30%)	1.5-02 = 1.75 (70%)	2.5 (100%)	Pts Obtained by students
012 students	04 students	05 students	00	Number of students obtaining the Pts
students Eng= 02 students NEng=05 students Pss= 05	students Eng=00 students NEng=02 students Pss=02	students Eng=05 students NEng=00 students Pss=00	students Eng=00 students NEng=00 students Pss=00	Number of students obtaining the Pts Slot Wise
Rangpur Government College: Average Score: 1.39 out of 2.5				
05 students	08 students	06 students	02 students	Number of students obtaining the Pts
students Eng= 00 students NEng=00 students Pss= 05	students Eng= 01 students NEng=03 students Pss= 00	students Eng= 04 students NEng=02 students Pss= 00	students Eng= 02 students NEng=01 students Pss= 00	Number of students obtaining the Pts Slot Wise
Government Begum Rokeya College: Average Score: 1.67 out of 2.5				
13 students	02 students	05 students	01 students	Number of students obtaining the Pts
students Eng= 00 students NEng=07 students Pss= 06	students Eng= 02 students NEng=00 students Pss= 00	students Eng= 04 students NEng=00 students Pss = 01	students Eng= 01 students NEng=00 students Pss= 00	Number of students obtaining the Pts Slot Wise
Kurigram Government College: Average Score: 0.78 out of 2.5				
012 students	04 students	05 students	00	Number of students obtaining the Pts
students Eng= 02 students NEng=05 students Pss= 05	students Eng=00 students NEng=02 students Pss=02	students Eng=05 students NEng=00 students Pss=00	students Eng=00 students NEng=00 students Pss=00	Number of students obtaining the Pts Slot Wise
Lalmonirhat Government College: Average Score: 0.69 out of 2.5				
013 students	04 students	05 students	00	Number of students obtaining the Pts
students Eng= 03 students NEng=05 students Pss= 05	students Eng=00 students NEng=02 students Pss=02	students Eng=05 students NEng=00 students Pss=00	students Eng=00 students NEng=00 students Pss=00	Number of students obtaining the Pts Slot Wise
Nilphamari Government College: Average Score: 0.90 out of 2.5				
02 students	09 students	03 students	01 students	Number of students obtaining the Pts
students Eng= 00 students NEng=00	students Eng= 03 students NEng=05	students Eng= 03 students NEng=01	students Eng= 01 students NEng=01	Number of students obtaining the Pts Slot Wise

Syllabus of
National University Compulsory English Course (NUCEC)

{The Syllabus is compulsory for B.A/ B.S.S/B.B.S/B.Sc (for the students of both Pass and Honours Course)}

Subject Code: 306

Marks: 100

Objective: *To develop the students' English language skills, to enable them to benefit personally and professionally, the four skills- listening, speaking, reading and writing will be integrated to encourage better language use*

i. Grammar

Parts of speech, sentence structure and phrases, uses of verbs, subject-verb agreement, and correct uses of pronouns, noun-pronoun agreement, prepositions, punctuation, framing questions, conditionals, infinitives, gerunds, word order of sentences, articles

ii. Developing Vocabulary

Using dictionary, synonyms, antonyms, suffixes and prefixes, changing word forms (from verb to noun and so on.) and using them in sentences

iii. Translation from Bengali to English

iv. Speaking Skill

"Speaking should be integrated with writing and reading in classroom activities". The English sound system; pronunciation skills, the IPA system; problem sounds, vowels, consonants and diphthongs, lexical and syntactic stress.

v. Reading and Understanding

"Student will be expected to read passages that might come across in their everyday life, such as news papers, magazines, general books. Simple stories will also be included to give students a familiarity with different uses of the language."

a. Understanding different purposes and types of readings, b. Guessing word-meaning in different contexts, c. Understanding long sentences, d. Recognizing main ideas and supporting ideas, e. Answering comprehension questions, f. Writing summaries.

vi. The Writing Skill

a. Writing correct sentences, completing sentences and combining sentence

b. Situational Writing: writing posters, notices, slogans, memos, advertisements, writing reports, press releases, dialogues, resumes,

c. Writing letters: Formal and informal letters, letters to the editor request letters, job applications, complaint letters and so on.

d. Paragraph writing: Structure of a paragraph; topic sentences; developing ideas; writing a conclusion, types of paragraphs (narrative, descriptive, expository, persuasive), techniques of paragraph development (such as listing, cause and effect, comparison and contrast),

e. Writing Essay: Generating ideas; outlining; writing a thesis sentences; writing the essay; writing introductions; developing ideas, writing conclusions, revising and editing.

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