Research Paper

Action Research in Developing Speaking Skill: A Comparative Study between the Student of Bengali and English Medium Schools in Bangladesh

Nasrin Alam Khan
English Language Teacher
Bachelor of Arts (Hons.) in English, Masters of Arts in English(ELT).
Email: nilmonikhan85@gmail.com

ABSTRACT
Sound speaking proficiency of a foreign language with gestures and body language is the most prominent one among four macro skills necessary for effective communication. Since English is universally recognised as a means of communication in the technology-aided world, students should develop good speaking skill along with the other skills. These integrated skills will enhance proper academic and professional communication with native speakers of English and other members of the international community. As a reflection of the significant role of speaking in action, Bailey (2005) and Goh (2007) detailed how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment. The focus is to shed light on the awareness of speaking skills among the students between Bengali and English medium schools. It is evident that the speaking proficiency varies between the students of English medium school and that of Bengali medium school. In this current study, the process of speaking skill development was keenly observed and assessed in such a way that the experience can be utilized for the development of speaking skill among the students of Bengali medium school. The researcher observed the classes conducted by the teachers of English medium school and implement the same methods in a section of Bengali medium school. The sharp learners could easily pick those to form habit of learning English language. The study is a reflection of Action research which is a significant way to implement teachers' knowledge and skills into classroom scenario to ensure proper understanding towards sustainable learning. A comparative set of data of pre-test and post-test taken from 25 students of Bengali medium exhibits the improvement in this article.
KEY WORDS:*speaking, communication, Bengali and English medium school students.*

I. INTRODUCTION

English language learning is difficult because as English as a Foreign Language Target Language is not spoken: People face lots of challenges in the learning process and mastering in speaking skill. One of the challenges that English learners face in learning process is cultural differences that often render the learners to feel disturbed; a group of learners master sufficient number of vocabularies, in good command of comprehension. They are, however, unable to understand .Various expressions and sentences due to cultural differences.English language is not spoken all the time.The learner have enough input from surrounding.Language speaking environment do not experience that language practice environment.

Listening and speaking where teachers usually uses GTM. So whatever listening they listenBengali. Teachers also usesmother tongue: Listening and speaking goes together. In a class the teacher uses GTM in Bengali medium for speaking. Though the class is English, they are bound to use Bengali for the learners understanding. In this way whatever they listen they speak.GT method Grammar–translation classes are usually conducted in the students' native language. Grammatical rules are learned deductively.

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many

language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively.This article is about the comparative study on speaking skill between Bangla and English medium students in Bangladesh. English is considered to be the Global Language. More over most of the people can Speak English at least at a basis level. But they are not fluent. Globalization has brought us a lot of opportunities for travelling, learning or working abroad. This it is very important for students to be able to communicate fluently in foreign languages. Bangladesh is considered to be a monolingual country in which more than 98% of the population is speakers of Bengali.

Research question is how can the speaking skill of the Bengali medium be improved? Through a comparative study, the study, revealed a set of procedures.

1.1. Background

In Bangladesh scenario English is still foreign language. As we know learning foreign language is always very challenging particularly achieving speaking skill. Because for achieving speaking skill, we need to have enough input, it means how much we are getting from surrounding, from care giver or any recorded sources, like radio, television etc. As it is foreign language, we do not get much sources from where we can listen our target language, in foreign language we have less input and also less output. Usually our teachers are not that native speaker of that target language. It is very common in the context of Bangladesh. In our education system, in the official setting, we have limited time where our teachers are using foreign language. On that limited time, as the teachers are not the native speaker, we are unable to get the actual accent, fluency, pronunciation. And most importantly we do not experience the language speaking environment. The first language acquisition is so smooth because we work through our mother tongue. We talk through our mother tongue. We use the language with connotation, origin with all the application. For example, if we say "am".....a child is using mango, everywhere he/she will say "am" pakecha, "am" daw "amta" khubmishti,amdiyedudh die khabo, " am" diyedhildibo. It means he/she will use this mango term frequently in different way.So all kind of concept related "am" use with connotation, origin, application, conceived. So a foreign vocabulary that we do not experience. Though we learn the foreign language in a different way, the learning level will be superficial.it is very common thing. We do not get much input for learning. And we get very less time officially where student listen foreign language and everyone expect that students speak in foreign language and listen the target language, we do not listen much the foreign language. And speaking scope is very rare. Most importantly we do not experience the language speaking environment. So it becomes a challenge for them for whom English is a foreign language. In this case we find all different kind of features. Sometimes we see that students are bound to speak in English. Because teachers are using English there. They are using direct method there.It means meaning should be connected directly with the target language without translation into the native language.As it is direct method so there is no scope of entering mother tongue.It can be say that mother tongue is prohibited in this case. Students are taught in this way that they must speak English in the classroom and in the school compound through simple and compound sentence,

Whether they understood or not, nobody will interpret them.by this time they become habituated in speaking and gradually listening. The student become habituated but we cannot say that they have wonderful comprehending power. They can understand easily if you compare to the Bangla medium student where the student has chance to learn grammar translation method. In grammar translation method, once teacher read sentence in Bengali language and then translate those sentences. In this way the students understand everything very easily. For example in Bangladesh, we generally do our breakfast with rice and fish. On the other side in foreign country people do breakfast with bread and butter.So they find a similarity with these two matter through their experience from their life. And they get nice understanding from these situation.In this way they get an understanding power that whatever they are learning they understand all those. This is the scenario of Bangla medium school.In Bangla medium school GT method teach so deductively that they get the idea very easily. Because GT method is basically grammar oriented. So the students understand grammatically. But we see CLT method is using in this days in some school. But CLT is not applicable everywhere.In actual way we do not know what is CLT. This method is also using like GT method way. While using grammar translation method some students of Bangla medium knows good grammar method and their collection of vocabulary is so good that they have good speaking skill. But the number is very few. It doesn't say that all have the same level of speaking skill. Those who are self-motivated, have achieve this skill. Because they have less input, less experienced. In English medium school student always listen English speaking all the time. But though less input. Because teachers are not the native speaker. Understanding is not deeper. In some cases from English medium school, we see that students are also good in reading and writing.As they listen and speak in English most of the time. Both medium has fluency but comparatively Bangla medium is more less than English medium, but if anyone want they can achieve because they have arrangement of language learning. Those who get the inspiration from teachers and others can do better.

FINDINGS

Frompre-test it wasevident that 60.80 percent student were fluent and the post-test score was 85.63 percent. The students English speaking abilities after using some communicative activities were significantly higher than the prior to their use. The student's attitude towards teaching English speaking using the communicative activities was rated as good.

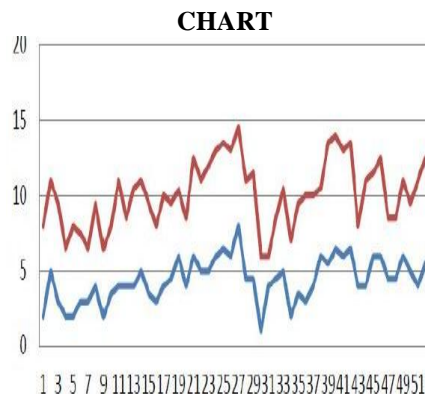The survey conducted among some students of English and Bengali medium school

CHART

Figure 1 presents the comparison statistics for the performance of students in pre-test and post-test.The prime focus was to show the effectiveness of learner interaction on the development of the speaking skills in the classroom setting. The result of the speaking skills in pre-test and post-test were compound and analysed.The findings of the current study revealed that the majority of the students were able to improve their speaking skills after I was added my course. Based on interactive activities in the classroom, result of the post-test also revealed that there was a notable differences in the performances of students in the post-test over the pre-test. Keeping in view that the majority of the students improved their speaking skills in the post test.
From the result of pre-test and post-test, it is evident that the level of improvement of the student is remarkable.
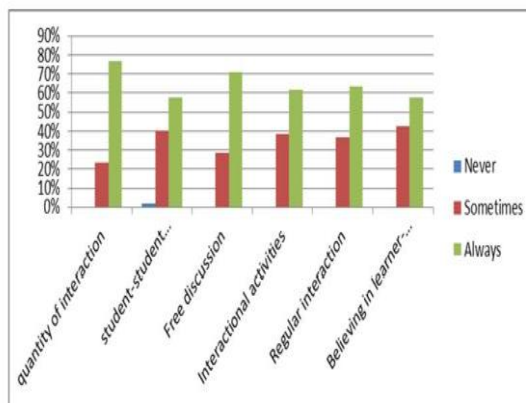

Figure 2. Summary of Response of Students on Roles of Learner-Learner Interaction

Figure 2 presents the results of the roles of learner-learner interaction in the development of speaking skills. Results indicate that 77% of the students reported that they always interacted in the classroom in order to develop speaking skills. Findings of the study reveal that 71% of the students claimed that they always had free discussions with one another in the classroom environment, whereas 63% of the students reported that they always had repeated interactions during the classroom. It improve their speaking skills. Similarly, 60% of the students stated that they always engaged in the interactional activities. It assisted them to enhance their speaking ability. Likewise, 58% of the students reported that they were able to improve their speaking competence through learner-learner interaction which took place in the classroom setting; they also believed that their improvement of speaking competence was the result of learner-learner interaction. Additionally, results of the study present that 43% of students believed that learner-learner interaction was the cause behind improving their speaking skills. Whereas, 40% of the students claimed that they were able to improve their speaking skills through interactional activities.It took place during the classes. Further, 38% of learners stated that they were capable of enhancing speaking skills via the regular interactions in which they took part. Similarly, findings

indicated that 29% of the students believed that they could advance their speaking ability through the free discussions in the classroom and, whereas only 22% of students reported that they interacted in the target language in the classroom with the other peers. It is also worth mentioning that only 1% of the students claimed that he did not improve his speaking skills through learner-learner interaction.

III. METHODOLOGY

The methodology of the research procedure include three major session,

Observation

AdaptationImpl
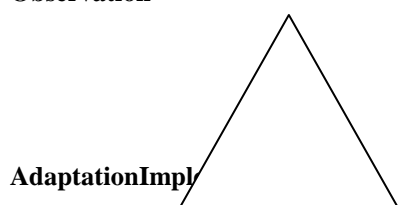
3.1 OBSERVATION

I observedEnglish medium school and Bengali medium school also. InEnglish medium school the teacher's uses target language all the time. There was no mother tongue interference.Directly use L2. I choose 20 student from each group.

For non-native speaker it can be difficult to cope with the complexities of the diction irrespective of their age. The degree of development in the stage of Englishlearning varies from person to person.While some are fast learners,some may take a good deal of time to get familiar with the vocabulary, grammar and pronunciation.

Fluency is judged by the confidence.Speaking and living an English speaking environment helps to pick up better accent,improve pronunciation.

Daily interaction in the English language is a practical solution to enhancing the speaking skill.It is an excellent way to overcome the hesitation and also to keep a check on the common grammar and pronunciation errors that we often do.

In fact it is a good exercise for the students to support their performance academically.

I have observed that speaking skills are not solely determined by the environment, but also with the capacity to understanding the language while listening. There is very old saying that being a good listener is a requisite for acquiring excellent communication skills.

My data was innovative. I took some random samples, for collecting data. During all the research procedure the time was corona virus. I took all the data for both different school and background. Samples were not very ready with answers. I just got their fluency, accent and pronunciation through interview.

I took 20 student from Bangla medium, 20 student from English medium and did interview over phone. According to fluency, accuracy, conversation of students,

3.2 Adaptation

Direct Method	GT Method	Adapted
Mother tongue interference prohibited	It welcome mother tongue	Sometime with mother tongue.
Grammar give less importance	Grammar taught deductively	Direct method applied
Student learn vocabulary through explicit instruction	Much vocabulary taught	Specialized vocabulary taught.

3.3 IMPLEMENTATION

I plan to implement what I have learned through the experience by using technology to make the lessons more fun. I also want to add here that motivation plays a vital role for the students.

Motivation is an important factor which determines the rate at which learners undertake the activities. According to Littlewood, (1984: 53) 'Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he/she devotes to it, and how long he/she perseveres.' This is an indication that the communicative skills are developed when the learner is motivated and is provided with opportunity to practice using language in context. Al-Hosni (2014) observes that some learners lack motivation to speak English because they do not see the need to learn or speak English. The teacher needs to explain to their learners the importance of learning English language in order to develop internal motivation.

According to Krashen (1982), there are a number of affective elements that contributes to second language acquisition. However, the most encountered elements are motivation, self-confidence and anxiety. This was also supported by Oxford (1990) in which he states that one of the main contributors to the students' failure in their attitude. It is challenging for ESL learners in increasing their self-confidence, motivation and lowering their anxiety level. These elements are often interrelated whereby an increase in anxiety level will eventually decrease their self-confidence and motivation, thus, affects their performance. Therefore, high anxiety level is the main aspect which causes ESL learners from not using the targeted language, especially in a speaking classroom.

IV. LITERATURE REVIEW

The literature review covered some aspects: significance of speaking, strength and weaknesses of speaking,

4.1 SIGNIFICANCE OF SPEAKING

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006). Effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations. For example, effective speaking skills result in achievements during ceremonial speaking activities, job training activities, job interviews, and many other business purposes (Osborn, Osborn, & Osborn2008). Zaremba (2006) also pointed out a study indicating that speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment.

4.2 STRENGTH AND WEKNESSES OF SPEAKING

There are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997). Confidence and competence usually lead to strengths of English speaking skills. Patil (2008) asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials (Bailey, 2005; Songsiri, 2007). For effectiveness of speaking, Shumin (1997) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic, and strategic competence.

4.3 RECORDINGS OF THE PARTICIPANTSSPEAKING PERFORMANCE

One of the speaking tasks was selected to be recorded and analysed because the information in the task was considered to be particularly useful in the search for answers to the second research question – What are EFL learners' strengths and weaknesses in speaking English for special communication.

Factors
Enhancing Speaking skill

Participants	Factors
No-1	Confidence should be developed first; more confidence very important to make students gain confidence to speak.
No-2	I love to watch foreign movies. Listen to songs – help pronunciation; confidence is the most important in speaking English.
No-3	The course helps me to be confident, listening to more news, songs and TV.

V. ANALYSIS

We must need to use English language in class. As there is no scope for us to use mother tongue.So students are compelled or bound to use target language as gradually the student can be habituated.So in my project plan I also reviewed the method and restricts the student to use the mother tongue.

In Bangla medium schools there was lack of proper communication between the teachers and the students. The teacher was always busy about the lecture and the teachers did not give any collaborative task to the students by which he/she can keep students busy or engage but there was no such activities to keep them engage. However, the classroom was completely teacher centred.The teacher of Bengali medium was not so trained. Due to improper training they do not have that much knowledge of learning style. They even do not try to understand whether they Are able to make them understand or not.From the research the researcher found that, the teacher of Bengali medium was not so friendly with the student. As the students feel the language is

very difficult, they do not feel comfortable to use the language. It means they are not so easy going with the teacher and the other students too. The way they think their class where they use their mother tongue. They are very spontaneous in their Bengali class, but their spontaneity gone while doing their English class. They are not so comfortableusing the English language.

VI. RESULTS AND DISCUSSION

Three reasons for student's reluctance have been observed:

➢ As the classroom environment does not encourage students develop speaking skills and the teachers delivery of speech is in Bangla, students do not get any motivation from the classroom environment.

➢ As there is no assessment for speaking ability and students do not get any mark for it. They have no more enthusiasm in developing speaking skill.

The post-test score of the students' English speaking abilities was significantly higher than the pre-test one after the employing some communicative activities. Characteristics of the activities may have encouraged interaction among the students in the language classroom. This could afford opportunity for language practice. The teacher arranged for language functions such as question answer session, role play, regular activities, talking on the telephone. These types of activities can afford students experience using the language for real communication.

Example of Student Response

Pre test	Post test
Example 1 : Can you tell me what stuff you wear to tighten your pant? S: Belt.	T: Can you tell me what stuff you wear to tighten your pant? S: It's a belt. A leather belt. It's very comfortable. Most of the time I wear belt with the pant.
Example 2 T: Can you tell me what you are wearing today? S: Jeans, Shirt.	T: Can you tell me what you are wearing today? S: I'm wearing jeans, blue jeans. My T- shirt is red and white. I'm wearing white socks.
Example 3 T: You're in a restaurant. You want to order food and here's the menu. S: I want chicken. (long pause) Salad.	T: You're in a restaurant. You want to order food and here's the menu. S: May I have a medium-rare steak, a salad, and a coke, (pause) please. Thanks for taking my order.

VII. RECOMMENDATION

Communicative activities such as discussion, problem solving, and role-playing can be effected used in the language classroom. Other important factors in using these activities are the order or sequence of these activities should be recognized. In breaking the students into small groups, optimal group size is four individuals. This leads to better success and achievement in learning foreign languages. Teacher roles should be changed as a provider, an assistant, a consultant to increase effectiveness in the learning environment. Interaction in the language classroom can decrease students' anxiety in learning English speaking skills. Students should change the role from passive to active learners.

The study then made four recommendations: **one,** teachers to discuss the importance of learning English language in national/international arena to motivate their learners to put a concerted effort in achieving communicative competence.

Two, the curriculum design and teaching approaches should acknowledge cultural diversity and learning styles of learners in order to respond to the students' needs.

Three, teachers should speak using target language in the classroom frequently in order to expose students more to English language and to encourage them to use English in the classroom discourse (Tuan and Mai, 2015) . In addition, for learners to improve their speaking skills, they should speak using target language when undertaking classroom tasks and outside classroom, speak English at home with classmates, should be made to understand why it is important to acquire speaking skills, join speaking club for instance drama, debate and speak in front of a mirror (Tuan and Mai, 2015).

According to Lian and Budin (2014), educators should be able to produce a stress-free environment where learners do not fear of making mistakes, thus, lowering their inhibition.

VIII. CONCLUSION

In this fast communicative world, without having a proper communicative competence, it becomes very difficult to achieve success at any field. Based on the conclusion above, these are some suggestions which are presented to improve students speaking skill.

Sound Proficiency in speaking skills is an Inevitablepart of communication skill to develop communication competence learner. It is evident that English medium student can only be easily equipped with speaking.

Non-technology approaches would also help learners in enhancing their speaking skills such as debates. Othman (2014) has proved the effectiveness of having debate as a classroom activity to improve and develop learners' critical thinking skill along with speaking skills.

Games can also be used as an approach to guide and develop learners' speaking skills. Games are always the learners' choice of having fun because it simply creates a fun filled environment. According to León and Cely (2010), games motivate learners to speak through a fun environment.

These researches also suggested that the educators should be able to choose the best method which suits their learners in the classroom. In line with that, there are a number of approaches that educators may implement in enhancing the learner's speaking skill in the classroom. One of the approaches is by using social media such as Instagram. Handayani (2016) has discussed in her article stating that Instagram can be used as a tool in teaching English language. Enhancing speaking skill is also one of the advantages that could be retrieved from using this tool.

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Result of pre-test and post-test questionnaire
The students' average score of speaking increased, from thetotal as shown in Table 2 below.

Table 1

Pronunciation Problem	60%
Grammatical Problem	50%
Vocabulary Problem	40%

Table 1 shows the observation result of the speaking skill. The student were habituated the way they communicate before. 60% of the student have problem in pronunciation. The students memorize the rules of the grammar. So in some cases they feel that they have difficulties in grammar.

Table 2

Pronunciation	**80%**
Grammar accuracy	**70%**
Vocabulary	**80%**

Table 2 shows the result of post-test questionnaire. Here we see that the students did well in both pronunciation, grammar and vocabulary. After creating English speaking environment, students pick up better accent. It alsoimprove theirpronunciation. Vocabulary taught through different procedure.

The students' level of speaking performance was also rated. It was found that before taking the course, the level of the students were different. At the end of the course, there were only few students who were left at lower Level. When looking closely at the quality of the performance, students' responses developed quite positively. Their utterances, rather than words or fabricated short phrases with long pauses, became longer and more polish.