

**A Study on the Effectiveness of a Separate Speaking and Listening
Section of the Course GEF1101 for the EFL Learners at ULAB**



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A Study on the Effectiveness of a Separate Speaking and Listening Section
of the Course GEF1101 for the EFL Learners at ULAB

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CERTIFICATE OF APPROVAL

I, the student, hereby certify that this thesis is entirely my work and that all sources of information have been properly cited. I have also received approval to submit this thesis.

Iram Mehrin

A handwritten signature in black ink that reads "Iram Mehrin". The script is cursive and elegant, with the first letter of each word being capitalized and prominent.

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DECLARATION

This thesis presents the results of my original research. If any outside sources or collaborative efforts were used in the research process, they are identified and adequately referenced in the literature. All necessary acknowledgements have been made

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Dedication

I would like to dedicate this work to myself as a testament to my hard work and self-motivation. I also want to express my gratitude to my family members, including my mother, father, and siblings, who provided unwavering support throughout the process.

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Abstract

This study aims to determine the effectiveness of the speaking and listening section under the course GEF1101 for the EFL Learners at ULAB. To find the absolute result mixed methods of qualitative and quantitative studies have been used. At ULAB the ENG courses are used to teach the four macro-skills of English, speaking, listening, reading, and writing simultaneously but recently it separates the listening and speaking section from the reading and writing sections by having the purpose of teaching speaking and listening skills separately. Studies assert that in Bangladesh students mostly lack speaking and listening skills rather than reading and writing skills. The hypothesis is that students' skills wouldn't change much since the course duration is only three months and in this short time both the skills, speaking and listening are impossible to acquire. To support the assertion many scholarly articles are discussed along with Krashen's affective filter theory. The research was conducted on the second and third-semester students of ULAB. The disclosed findings will assist the course coordinator while taking any decision related to the course. From a positive outcome, the coordinator can bring more modifications to it but if the outcome is negative, the coordinator has to bring changes with steps.

Keywords: ELT in Bangladesh, speaking, listening, Krashen's theory, Affective theory

1.1 Introduction

English is a foreign language in our country Bangladesh. Although it is a foreign language in Bangladesh, due to its vast use all over the country English has obtained a superior position as a second language after Bangla. Studies assert that in Bangladesh, English is usually considered more dominant than the native language. Because studies show, in Bangladesh English is widely used in the corporate world and People are not being hired in the job sectors if they are unable to speak up in English. Similarly, in the education sector, English has acquired a prevailing position since it considers a way of development at a personal level and national level as well (Erling et al, 2012).

Brown and Yuke (1983) assert speaking is the ability on which students will be evaluated most rigorously in real-life situations. Therefore students are taught English in the Education sector from the beginning of the study level. In other words, students encounter the English presence in their study from class 1 to the end of their education. Despite learning English from very early childhood, students still need help to acquire four micro-skills of English, especially speaking and listening. The four macro skills include reading, writing, speaking, and listening. After spending twelve years in school and college, students cannot do well in English when they get to the tertiary level. Although they learned English pretty inductively in school and college, they still cannot compete with the extensive use of English in the university.

Stephen Krashen, a famous linguistic, affective theory has similarities with this concern, as it says negative emotions and attitudes such as anxiety, low self-esteem, and lack of motivation can create a mental block that hinders the acquisition of a second language. The affective theory is a theory of second language acquisition.

At ULAB everyone from students to faculty is required to speak in English. However, a vast majority of students have no command over speaking and listening skills and therefore the ULAB has taken steps to overcome this issue. It establishes separate speaking and listening sections under the English courses called GEF 1101. Previously speaking and listening skills were taught together with reading and writing skills but to improve speaking and listening skills, ULAB created a single section of speaking and listening skills since ULAB believes that students lack competency in English speaking and listening. As the major amount of students can not speak in English when they are doing class.

1.2 Problem Statement

Reading, writing, speaking, and listening, are the four macro skills of the English language. To establish full competency in the English language, the four micro-skills need to be accomplished. However, in our country, Bangladesh students are generally only able to accomplish reading and writing skills more than speaking and listening. It gets more obvious when students get to the tertiary level where their competency in reading and writing is adequate but their competency in listening and speaking is inadequate. Anxiety is one of the reasons why students cannot acquire speaking and listening skills completely (Rashid et al., 2020). The main caveat is that despite having a good command over writing and reading skills, students are falling behind in presenting themselves as successful English speakers because they are incompetent in listening and speaking skills.

1.3 Purpose of the study

The purpose of this study is to find out how effective the separate speaking and listening section is for the EFL learners at ULAB. The students benefited from this it or not. Further, how the student's flaws have a connection with the theory called Affective theory by Krashen.

Research questions:

- 1) How effective is the separate listening and speaking section for EFL learners at ULAB?
- 2) How does Krashen's affective filter hypothesis have a connection with students' inadequacy in speaking and listening skills?

1.4 Limitations

One of the prime barriers that have been faced by the researcher while doing this research, is the short period. Because of the limited time, the researcher experienced a lot of issues, such as: instead of collecting the data through face-to-face interviews, the researcher was required to create a questionnaire for the intended audience and gather responses using digital forms and interviews for the data collecting procedure. If the time duration was enough, the analysis would have been more inquisitive and insightful. Although data have been collected via a digital form, reaching the intended students was pretty troubling. The researcher had to ensure the responders from time to time that this survey is for their betterment and that if they participated in the survey, their problem will be resolved.

2.0 Literature Review

Rao (2019) asserts that speaking skill is the most important skill among the four skills of English. Through speaking, communication will occur which eventually helps to fulfil the goal and ambitions of the speakers. The classroom needs to be an absolute platform where learners can acquire speaking skills with the teacher's assistance and their righteous technique and methods. To raise speaking skills among EFL/ESL learners in English classrooms, group discussions in the classroom, debate competitions, and brainstorming techniques, the method of teaching needs to change from teacher-centred to learner-centred, and teachers should introduce fun activities that boost learners' speaking skills.

Similarly, Florea (2011) scrutinizes how in Asia countries, speaking and listening skills are taught in the classroom. The classrooms are mostly teacher-centred; students do not get enough space to express themselves. Listening and speaking skills need to be adopted through productive practices, but in the classroom, students are not expected to participate but rather instructed to listen to teachers and that's why students do not get the opportunity to be productive. Because the misleading methods of teaching create a gap among students. As a result, students feel unsafe with their abilities while talking with English native speakers. To make them speak, the teacher needs to bring changes in the teaching method such as introducing presentation methods, Improvisational exercises and group discussions.

Moriam (2005) investigates the existing distinction between Japanese and Bangladeshi EFL learners. Bangladeshi students often apply their cognitive and interpersonal strategies more than Japanese learners. On the other hand, among Japanese students, females use their cognitive

strategy more than males. However, Bangladeshi students, find no difference between the two genders.

According to research, the challenges ESL/EFL students encounter when speaking English are assimilated. For example, Bygate (1987) has said that “Speaking is in many ways an undervalued skill” (p.VII) in ESL and EFL learning countries. Similarly, Littlewood (1992) conducted a study where he found many issues that EFL learners encounter in learning English speaking. His study observes that the learning environment is crucial since the learners are highly criticized for their mistakes (p.53). Tsui (2001) asserts that ESL/EFL learners are subject to criticism while speaking in English. As a result, a negative evaluation raises students' affective filters and decreases L2 output. On the other side, Mridha & Muniruzzaman (2020), investigate the speaking issues that Bangladeshi undergraduate students face. Students from undergraduates are incompetent in speaking skills such as dependence on their mother's tongue, lack of vocabulary, lack of practice, shyness, fear, language fossilization etc. Thus most of the students are unable to speak up. These problems need to be addressed while teaching English. English is a globalized language that needs to be acquired as abundantly as possible.

On the other side, according to Wardhono & Spanos (2018), speaking and listening skills can be acquired with the help of mobile applications such as telegram. Nowadays life is highly progressing with the help of electronic devices. It can be connected with the education sector as well; it will make education more authentic and engaging to the students. They believe telegram is considered one of the beneficial educational platforms for students. It has channels and bots through which students get access to information. After being surveyed by Indonesian university students, they found that if a mobile application like telegram is used in EFL learning, it will make learning more efficient and effective. Similarly, using the cell phone in the EFL classroom can be

beneficial to EFL learners. In the 21st century, things become progressive with the help of technology and therefore researchers firmly believe that cell phones can be used in the classroom, as material for teaching and learning. After surveying public and private university students, it was found that using cell phones will bring progress to EFL learning (Begum 2011).

Yousuf (2018) examines the existing EFL speaking skills teaching methods, approaches, and techniques in Bangladesh. It discovers the causes of EFL students' unsatisfactory oral performance. After surveying the two private and public universities teachers it found that “low willingness to prepare” and “use communicative materials”, “a lack of proper training in the CLT approach” and “a lack of motivation to teach speaking”, “a lack of individual assessment” and “a deficiency in strategic competence”, are reasons behind student’s low proficiency in EFL speaking skills. On the other hand, students' issues are anxiety in speaking EFL, becoming accustomed to the grammar-translation method, and teaching four skills of English together. It is overcome by changing the teaching method. The CLT method can be effective in this case and the teacher needs to create an environment where speaking will be the prior focus.

Begum (2019) investigates how teachers perceive learner autonomy and the methods they employ to foster it in a university setting. Although teachers are acquainted with the concept of learner autonomy, due to “teacher’s preparation”, “students’ reluctant attitude”, and “suitability for different disciplined students and class timing”, learner autonomy can not be fulfilled entirely. If students in EFL classes are unaware of their responsibility, they will not be able to learn the language effectively. Since the duration of the classes is usually short, with the end of class hour students’ enthusiasm will be dead too. Students’ aptitude is required to b successful learners. To

provoke students' autonomy, a teacher needs to play a si African role. They need to change the traditional teaching method and adopt an updated teaching style. A few techniques will help in provoking autonomy such as small talk, journal writing, and group discussion. Using the internet and technology and Crossword Puzzles.

Islam & Stapa (2021) believe that undergraduate private university students in Bangladesh, are less competent in speaking skills. The reason behind “inappropriate application of instructional methods”, “teachers’ low proficiency in spoken English and controlling behavior”, “students’ psychological factors”, “sociocultural factors”, “students’ inadequate linguistic resources”, “L1 interference”, and “large class size”. If the task-based approach and cooperative learning are included in the teaching process, the students may get rid of these existing issues.

Besides, Kabir (2013) asserts motivation plays a large impact on learners while learning a second language/ foreign language. Motivation has a close relationship with every student's success and failure in teaching English. It introduces two types of motivation; instrumental and integrative motivation. Both types of motivation have different impacts on students; in other words, it depends on students’ context of learning. Furthermore, it asserts that encouragement and praise work as a reward for the SLL (second language learners). While teachers praise the student, they become enthusiastic to learn that language and they acquire it in a short period. Apart from motivation, some other factors play a vital role in learning a second language, such as aptitude, the role of age, role of first language, personality, and so on.

In parallel, Mobarak (2020) believes anxiety arises among EFL learners because of "fear of being mocked by class fellows", "lack of confidence", "over self - consciousness", and "speaking apprehension". To overcome these, anxiety-provoking factors are required to resolve in the classroom. The instructor needs to be more flexible with students. EFL will be learned for pedagogical purposes. The students will be aware of the causes that need to be given to them learning the EFL. They will develop strategies to overcome it with the help of the teacher. In addition, Tati (2019) asserts that language anxiety is a common phenomenon that most EFL learners have encountered during their learning. The level of fear varies from student to student: They generally became worried when they get to talk in English since it is not their mother's language thus. However, students are required to learn to talk in English. Since they did not get to use their mother tongue, they performed poorly in activities. To examine the common factors that affect the anxiety of students and suggested strategies that may help students to overcome the fear of speaking. The results disclose that lack of vocabulary and fear of negative comments were the major matters when speaking English. English learning is the main motivation to alleviate anxiety when speaking and using it in an educational context. Similarly to this, MacIntyre and Gardner (1991, 1995), claim that language anxiety affects learning, remembering, and speaking the target language. As a result, it can impede all stages of learning a foreign language, including the input, processing, and output stages.

Scovel(1978) discovers two notions of anxiety, those are facilitating and debilitating anxiety. Anxiety develops when a second language exercise is too challenging. However, excessive fear can have a devastating impact on the learners as there is a chance that the learners may perform poorly in the activities. Likewise, Svetlana, Timina, and Butler's (2011) discovered

that learners' "unwillingness" and "anxiety" while communicating, "lack of motivation", and also disagreeable topics make them feel tense from speaking English. As a result, Larsari (2011) has asserted that EFL and ESL students are not provided with the right environment in class to practice speaking English. She said that "EFL learners generally do not have adequate access to practice TL in the classrooms" (p. 161). At the same time, Scrivener (1994) has found out that ESL students do not get access to practice the TL in the classroom, and as a consequence, they feel "insecure", "fearful", "nervous" and "scared" while speaking in English. Similarly, Arju (2011) uncovers that "While commenting on the ESL learners' competence in speaking language instructors frequently complain that the learners are lagging because of having an inadequate stock of vocabulary" (p. 52). Besides, Chowdhury and Shaila's (2011) study on the SSS and HSC students of Bangladesh, has discovered that speaking skills are not practised in the classroom. As a consequence, they lack confidence while speaking English. At the same time, this increase anxiety and stress levels and lowers their ability to produce English.

In a research done in Bangladesh, Sinha (2001) discovered that teachers there do not actively teach English in Bangladeshi schools. As a result, students become less motivated and less interested in studying spoken English. Moreover, there is a serious scarcity of qualified English teachers in Bangladesh. Studies assert Bangladesh is one of the few nations in the world where teachers can begin their careers without having completed any formal education (Siddique, 2004, p. 2). On top of that, Speaking is generally considered one of the major productive skills as suggested by McDonough and Shaw, "As a skill which enables us to produce utterances, when communicatively, speaking is desire and purpose-driven, in other words, we want to communicate something to attain a particular end" (McDonough and Shaw, 1993, p.152).

2.1 Theoretical framework

To establish the researcher's assertion, Krashen's affective theory would take into consideration.

The affective theory examines the factors that influence the acquisition of a second language (L2). This theory has important implications for how L2 is taught and learned. According to Krashen (1982), anxiety, worry, and stress can raise a learner's "affective filter" and hinder their ability to produce L2. However, a low affective filter can motivate a learner and enhance their L2 production. Krashen asserts that language anxiety is one of the significant barriers while learning a foreign/second language. The learners' anxiety leads to an affective filter that prevents them from being attentive to input in foreign languages. As a result, students with high levels of anxiety are unable to understand the messages that are available in the target language, which decreases their ability to learn the language.

3.0 Methodology

The research follows a mixed-method approach. The mixed methods of the qualitative and quantitative study were explored to find the data. The research mainly depends on authentic data. For that, a questionnaire is created to survey the students of ULAB. After collecting the data, extensive analysis has done as well. The Affective theory by Krashen along with other scholarly articles have been used to support the assentation.

3.1 Participants

In three sections of the course GEF1201, students participated in the survey round. All the students are from ULAB and most of the students belong to the second and third trimesters. All the students have done the course called GEF 1101. The survey was driven by data who are already experienced with the course GEF1101. That's why students from GEF1201 are the subject of this research as they have passed the course GEF 1101.

Chapter 4: Findings and Analysis

4.1 Survey Result

The researcher's first query was “**which** semester are you currently in?” It is found that 98% of the students belong to the 2nd -3rd semester and on the other side 2% of the student belong to the 4th and above semester. The second question was, “are you from National curriculum or British Curriculum schools?” Where 70% of students are from the national curriculum and 30% of the students are British curriculum.

Many concerns are given below:

Questions	Yes	No	MAYBE
Do you speak English with your teacher and classmates during your English lessons?	72.7%	27.3%	
Have you done the course GEF 1101?	100%		
In the course GEF 1101, listening and speaking classes have been held differently, did it improve your speaking and listening skills?	69.2%	30.8%	
If your answer is yes/no, explain those reasons in one or two sentences.	70%	30%	
You suppose, having been told to communicate with a native English speaker, you will be able to communicate without interruption?	36.4%	18.2%	45.5%
Are you satisfied with the materials you acquired during speaking and listening classes?	90%	10%	

Do you think your outcome of learning would have been the same if listening and speaking classes were included with reading and writing classes?	50%	50%	
Do you believe that if the course duration had been long, you could have learned it better than what you learned in the three-month course?	90%	10%	

From the survey, it is shown that students who participated in the survey primarily study in the second semester and third semesters 70% of the students are from the national curriculum and 30% are from the British curriculum. Furthermore, 72.7% of the students claim they speak in English with their teacher while they are doing the class and the other 27.3% of students do not speak in English. In the survey, most of the students completed the course GEF1101 and 80 % of students believe, they benefited from the course GEF 1101, and 20% of students think, they did not improve. However, 36.4% of the students said that they can speak in English with a native English speaker and 18.2% of students said they cannot and 45.5% of the students said “maybe”. Whereas, 90% of the students are satisfied with the material provided during the class and 10% of students are not satisfied.

Students disclosed a few advantages that they faced during the course GEF1101, such as the faculty being friendly, improved listening and speaking skills, developing skills, learning how to use English and many more.

Besides, the disadvantages have been shared as well, such as short-time, echoing in class, did not like this course, did not improve in listening and speaking.

Faculty Interview Questions-

The researcher took interviewed the faculty of GEF1101 as well. From them, it is found that a separate speaking and listening section improved the students. They have used CLT and participatory methods to teach the student which has been suggested by scholars as well. Moreover, they have used the IELTS techniques, such as; mock tests, group discussions and many more ways. They also asserted that all four macro skills cannot be taught together in one section.

4.2 Discussion

It is essential to have a strong understanding of the processing involved in teaching speaking and listening skills. We want the students to speak a foreign language fluently, we must ensure that the students have enough practice expressing themselves in various contexts. However, from the above survey, it is found that 72.7% of students say in English during class with their faculty. Though private universities wish their students to speaking up in English, the survey disclosed that 27.3% of students fall behind to speak up. However, 72.7% of students talking in English means more than half of the students can speak up in English. The reason could be the teaching method. From the analysis, it is clear that teaching English in ULAB largely depends on the CLT and participatory approach method; thus, students get the scope to improve themselves. Since the CLT and participatory method inductively focuses on reading and writing skills along with speaking and writing. Thus, students at least speak up in English because of taking the speaking and listening courses separately. Besides, Begum (2019) suggested that to make students learn L2, the traditional teaching method needs to change with updated teaching methods. From the survey, it is obvious that at UALB faculty are not using traditional methods called grammatical methods but rather using updated teaching methods like CLT and participatory.

Furthermore, when the students were asked if they benefited from the course GEF1101, 69% of students said yes and 29% of the students said no which is more than half of the students. Hence, it is perceived that students benefited from the way the class was conducted. Apart from that, of the students who attended the survey, 70% of students are from the national curriculum and 30% of them are from the British curriculum. From the studies, the general assumption is that the national curriculum students are average in speaking English since, during school and college, teaching English methods is grammar. In this translation method, reading and writing skills focus inductively but after surveying both curriculums' students, it is obvious that national and British both curricula students are benefited.

However, the problematic things disclose when the students are asked “**You** suppose, having been told to communicate with a native English speaker, will you be able to communicate without interruption?”, 36.7% of students said “yes”, 18.2% of the students said “no” and 45.5% of students said “maybe”. A sense of doubt arises from this outcome. Because on the third number of queries students confirmed that they speak in English with the faculty, then why more than half of the students said that “maybe” they will not be able to speak in English with any foreigner? It shows that the students are feeling indecisive about their skills. The reasons can be analyzed through Krashen’s affective theory. The Krashen Affective Filter Hypothesis is another idea that has received significant recognition among researchers and ELL teachers. According to this notion, a person's emotions may either help or hinder their ability to learn a new language. Krashen (1985) believes that mastering a new language requires practice in Public. Anxiety, embarrassment, or anger may arise while speaking in a different language. These unwanted

feelings might act as an affected filter, preventing the learner from processing unfamiliar or challenging words. That's why when students are asked whether they can talk in English with a native speaker of English or not, most of the students said "maybe". It showcases that students' affected filter is filled with all negative beliefs and as a consequence, students lack confidence in their skills and think that they won't be able to communicate in English with a native English speaker.

According to Chowdhury and Shaila (2011), students may lack confidence when speaking English, which can increase anxiety and stress levels and hinder their ability to produce the language. Similarly, Svetlana, Timina, and Butler (2011) found that learners' reluctance to communicate, anxiety, lack of motivation, and discomfort with certain topics can cause them to feel tense when speaking English. Hence, from the collected data, it is clear that many students responded "maybe" to a thought-provoking question because they experienced unwanted fear, anxiety, and other negative emotions that hindered their ability to learn.

Apart from that, the researcher asked the students if they are satisfied with the material. 90% of the students said yes that they are satisfied and 10% of the students feel negative about them. Since a large proportion of the students feel that the material they got was useful while doing the speaking and listening course, it demonstrates that the decision of taking the speaking and listening course separately was effective. Moreover, according to Rao (2019), To improve speaking skills among EFL/ESL learners in English classrooms, it is necessary to shift from a teacher-centered to a learner-centered approach, and to incorporate fun, interactive activities such as group discussions, debate competitions, and brainstorming techniques. These strategies can help

to engage learners and encourage them to participate in speaking tasks, ultimately boosting their skills in this area. Similarly at ULAB, faculty follows these ways to teach the students and that's why the students have no objections to teaching material and methods.

Besides, when the researcher asked the students to share their advantages, the students disclose many benefits and among them, the most thought-provoking comments were “It improves our listening and speaking skills” and “get rid of nervousness talking in front of everyone and improves my listening skill”; it indicates that students are improving and getting rid from their weakness because speaking and listening course. On the other side, students have disclosed the disadvantages as well. Such as “I think this course is less time” and “there is no earphone for listening”. From these disadvantages, it is clear that lacking outside items is creating obstacles during learning. In comparison with Islam & Stapa's (2021) study believes that private university students in Bangladesh, are less competent in speaking skills because of “inappropriate application of instructional methods”. it refers to the misapplication or misuse of instructional methods, which can result in ineffective or inefficient learning. It is important for educators to carefully consider the appropriateness of their instructional methods and to use methods that are tailored to the needs and abilities of their students.

However, the significant issue arises when students are asked, “do you think your outcome of learning would have been the same if listening and speaking classes were included with reading and writing classes?” The 53.8% of students believe that “yes”, the outcome would have been same and rest of them said “no”. It displays that students are feeling that there is no need to take speaking and listening courses separately. As half of the students agree to teach the four micro-

skills of English together. However, when the researcher asked one of the faculty of the speaking and listening course, the same question, she asserts that “absolutely not, obviously if we had taught all the four micro-skills together, students will for sure not acquire the speaking and listening skills firmly”. Hence, students are deeply benefited from a separate listening and speaking course that they are unable to perceive.

Lastly, one major issue identified by the researcher is the limited time available for the course, due to ULAB's trimester curriculum. This means that students have less time to learn and absorb new knowledge. When the researcher asked students about this issue, nearly all of them agreed that the three-month duration of the course was insufficient for language learning. According to various studies, it typically takes learners at least six months to two years to acquire a new language, making three-month courses insufficient for language learning.

5. Conclusion

In Bangladesh Speaking and listening skills get more priority than reading and writing since the job sectors require speaking and listening skills the most ((Alam, 2007). However, Jahan(2008) states that the majority of students enter the tertiary level with inadequate spoken English skills. Thus Private universities provide courses such as, "Basic English" or "Foundation English" to help these students succeed in their further education. Though a few private universities in Dhaka offer specific courses on speaking skills, students fail to attain the expected level of fluency (Jahan 2008). It entails that to develop adequate speaking and listening skills students need specific and compelling methods. Since globalisation, it has been essential to speak well in English; it becomes a basic fundamental need because English is a lingual Franca, a commonly used language among non-native English speakers for communication purposes. Therefore being non-native English speakers, Bangladeshi students need to acquire the English language, especially speaking and listening skills.

To do so the English teaching method needs to be authentic so that students can apply it in their daily activities. Studies assert that CLT, the participatory or mixed method will assist the students while learning the English language better.

Due to this concern, ULAB has established a single listening and speaking section under the course GEF1101. After surveying the students and faculty of the course GEF1101, a favourable outcome is disclosed. Most students who participated in the survey reported having a positive experience, with the majority coming from the national curriculum. Contrary to the common belief

that Bengali medium students may struggle more with English than those in English medium schools, the survey results showed that students in both curricula showed improvement in their speaking and listening skills, likely due to the inclusion of separate sections dedicated to these skills. Hence, the decision of ULAB, to teach speaking and listening skills together was effective for the students.

5.1 Recommendation

To address this issue, it may be helpful to incorporate strategies such as pair work and role-play to help students build confidence and practice speaking in a supportive environment. Overall, it is clear that a strong understanding of the processing involved in teaching speaking and listening skills is crucial in helping students improve their foreign language fluency.

Moreover, one potential solution could be to provide more opportunities for students to practice speaking with native speakers.

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Appendix

Students Interview's questions:

- 1) Which semester are you currently in?
- 2) Are you from a Bengali Medium school or an English Medium school?
- 3) Have you done the course GEF 1101?
- 4) In the course GEF 1101, listening and speaking classes have been held differently, did it improve your speaking and listening skills?
- 5) If your answer is yes/no, explain those reasons in one or two sentences.
- 6) You suppose, having been told to communicate with a native English speaker, you will be able to communicate without interruption?
- 7) Are you satisfied with the materials you acquired while acquiring speaking and listening skills?
- 8) Write down two advantages you faced during listening and speaking classes.
- 9) Write down two disadvantages you faced during listening and speaking classes.
- 10) Do you think your learning outcome would have been the same if listening and speaking classes were included with reading and writing classes?
- 11) Do you believe that if the course duration had been long, you could have learnt it better than what you learned in the three-month course

Faculty Interview's Questions:

- Do you believe, a separate speaking and listening section can improve students speaking and listening skills?
“yes”
- If your answer is yes then why do think so? Explain
- What teaching methods do you follow?
“CLT and Participatory method”
- How do you teach speaking and listening skills together?
“Follow IELTS mock test, group work, group discussion and many more”.
- Do you think, it is possible to teach speaking and listening skills altogether in one section?