

# Exploring the Status of Teaching Listening and Speaking Skills after the Introduction of their Tests in Secondary Level Education

**Md. Nahid Ferdous Bhuiyan**

*Teacher Trainer, Research & Documentation Division, National Academy for Educational Management (NAEM), Bangladesh*

ttnahid.naem@gmail.com | ORCID: 0000-0001-5908-3435

**Md. Shamsul Huda**

*Teacher Trainer, Training & Implementation Division, National Academy for Educational Management (NAEM), Bangladesh*

ttshuda.naem@gmail.com | ORCID: 0000-0002-2732-2750

## Abstract

Among the four skills of a language, listening and speaking are often considered to be more frequently used skills in real life communication. Many studies show that English listening and speaking skills were less or rarely taught in the classroom mainly because these were not tested in public or internal exams in Bangladesh. But the National Curriculum (2012) also suggests testing these skills. The Ministry of Education (2015) consequently released a circular to administer these tests in the internal exams in secondary level education. This research intended to study the teaching of these two skills, the practice of tests of these two skills, and the challenges in administering the tests. It finds that the teaching practices of these two skills in the classroom have increased compared to those in the past but not at an optimal level. These tests are not given in the terminal examinations and administered only as continuous assessments. This study finds that 67% help learners develop their listening skills by using English in the class, 60% teach listening activities, and 53% teachers teach speaking skills. However, 30% schools still do not give their students these two tests. Practicing TEFL teachers identified some challenges in administering these tests. Their suggestions for solving these problems are also given.

**Keywords:** Listening and Speaking Tests, Secondary Level, EFL, CLT, NCTB

## 1.1 Introduction

In this era of globalization, the popularity of English as a lingua franca has increased rapidly and English is, therefore, taught as a compulsory subject in the curricula of many countries. In our formal education system, English is also taught as EFL (English as a Foreign Language) from grade one to twelve (Islam, 2010; Rahman, 2015). Although language learning involves four skills, listening and speaking are considered the most important for successful communication. The rule applies to learning English as well. Listening is the first language skill acquired by children that provides a foundation for all aspects of language and cognitive development.



It plays a lifelong role in the process of learning and communication (Yildirim & Yildirim, 2016). Listening also paves the way for all other skills including speaking (Renukadevi, 2014; Silberstein, 1994). Speaking and listening skills are crucial for practising and embedding new vocabulary and language structure and, as such, form the substratum on which literacy is built (Amiryousefi, 2019; Billah, 2005). They also form the basis of social interaction and are skills to be taught, as listening and turn taking do not come naturally to children, even in their first language (Rahman, 2009). So these two skills should be given emphasis and taught in the classroom. Unfortunately, these skills tend to be ignored in Bangladeshi schools and colleges. The Communicative Language Teaching (CLT) approach was introduced in the late 90s in Bangladesh with a view to improving the quality of teaching and learning English and, accordingly, the government changed the curriculum to be communicative (Alam, 2018; Rahman, 2009; Rahman, 2015; Rahman & Pandian, 2018). Consequently, new textbooks and examination formats have been developed in 2012. The new curriculum states that listening and speaking skills will be tested in the internal examinations of class 6 to 10, and, in the future, it will be introduced in the public examinations (National Curriculum, 2012). Later, on 3 March 2015, the Ministry of Education published a circular on their website instructing schools to test these two skills in the internal examinations from class 6 to 10. It is very important to find out at this point whether schools are interested in testing listening and speaking skills in the internal examinations as directed by the curriculum, even if they are not tested in the public exams, and, if they are, how does it affect the teaching of these two skills.

## 1.2 Statement of the Problem

In Bangladesh, though learners are taught English as a compulsory subject for a long period of twelve years, communicative competence of the learners remains unsatisfactory. They are especially poor in listening and speaking skills (Alam, 2018; Akter, 1999). Before CLT was introduced in the 1990s, English was taught as a content-based subject that emphasized only reading and writing skills in teacher-centered classrooms using the Grammar Translation Method (Haque, 1999; Rahman, 2015; Rahman & Pandian, 2018). The Grammar Translation Method (henceforth, GTM) has been replaced by the CLT approach, communicative textbooks have been developed, and quite a good number of teachers have been trained. Khan (2005) and Yasmin (2008) commented that the textbooks were good and highlighted the four language skills, emphasizing natural situations and activities. Then, in 2012, the curriculum and the textbooks, along with the testing system, have once again been changed, suggesting the use of the CLT approach like the earlier one, emphasizing all four language skills. In spite of all these changes and teacher training initiatives, things have not improved much in terms of teaching listening and speaking skills, and the reason is that the teachers are reluctant to teach these two skills to their students using the pretext that these two skills are not tested later (Alam, 2018; Hamid & Erling, 2016; Rahman, Islam, Karim,

Chowdhury, Rahman, Seraj, & Singh, 2019; Yasmin, 2008). However, the new curriculum states that listening and speaking skills will be tested in the internal examinations for classes 6 to 10 and 20% marks are allocated for this purpose. This research, therefore, focuses on the present condition of teaching listening and speaking skills at the secondary education level in Bangladesh after the introduction of testing of these two skills.

### **1.3 Research Questions**

The overall objective of this study was to explore the status of listening and speaking skills test in the internal exams of the secondary level institutions of Bangladesh and its reflection on teaching these two skills. The specific objectives of this research are:

1. How far are listening and speaking skills practiced in the secondary level classroom?
2. To what extent are listening and speaking skills tested in the internal exams of the secondary level educational institutions?
3. What possible problems do teachers and head teachers perceive in administering listening and speaking tests?
4. In what ways can the problems be minimized for successful administration of listening and speaking tests?

### **1.4 Rationale of the Study**

Listening and speaking skills were ignored in the classroom for various reasons, the main one being the absence of testing of these two skills. Now, these two skills have been included in internal tests from class 6 to 10. As this study explores the impact of testing on teaching listening and speaking skills, the findings will help policy makers decide on the next course of action. It will also help the involved teachers make their teaching and testing more effective if they follow the recommendations in this paper. Furthermore, this study will uncover areas for further research in English language teaching and testing in Bangladesh.

## **2. Review of Related Literature**

Kachuru (cited in Rahman, 1999) states that at the beginning of the twentieth century, English became firmly established as the academic and official language of the Indian subcontinent and many colleges and universities were established to teach English. English is a foreign language in our primary and secondary curriculum from class one to twelve, and is taught as a required subject (Haque, 1999; Hamid & Erling, 2016; Rahman, 1999). The teaching approach in Bangladeshi English classrooms, before and after the introduction of CLT, is teacher-centered and students are hardly involved in activities. Also, listening and speaking activities are completely ignored (Haque, 1999; Rahman, 1988; Rahman & Pandian, 2018; Yasmin, 2008).

Although CLT originated in the late 1960s and expanded into the 1970s (Dutta,

2006; Renau, 2016), it was introduced in Bangladesh in 1996 (Alam, 2018; Khan, 2005). One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more communicative view (Littlewood, cited in Loumbourdi, 2018). Richards and Rogers (1986) claim that CLT marks the beginning of a major paradigm shift within language teaching in the twentieth century whose ramifications continue to be felt today.

With regard to the syllabus for secondary and higher secondary levels, the National Curriculum (1995) states, “the English language syllabus aims to focus on the four skills of listening, speaking, reading and writing as learner-centered activities within communicative context” (Haque & Baki, 2012; Rahman & Pandian, 2018). After a long sixteen years, the curriculum has again been revised in 2012 and the aim of the revised syllabus is the same as the previous ones (National Curriculum, 2012). However, since listening and speaking skills are not assessed in the public examinations, they are not emphasized on in the classroom (Alam, 2018; Haque & Baki, 2012).

Teaching and testing are inter-related: one influences the other. In this regard, Hughes (1989) says that the proper relationship between teaching and testing is that of partnership. Therefore, in order to foster positive backwash effects that will improve language education, tests must be integrated in all parts of language competence (Hughes, 1989). A good test can be supportive of good teaching and exert corrective influence on bad teaching (Hughes, 1989). Besides, one of the functions of testing is to encourage students to learn something. For example, when students know they will be tested on particular skills, they will be motivated to learn that skill to do better in the test and the visible progress they make in the test will increase their motivation to learn (Heaton, 1990).

The success of the CLT approach and training largely depends on the efficiency of teachers, but there is a huge shortage of qualified English teachers throughout the country and many of the existing ones are not efficient (Ahmed, 2005; Karim, Ahmed, Shahed, Rahman & Mohamed, 2019). Ara (2005) and Hamid & Erling (2016) point out that the standard of English teaching in our country is anything but satisfactory due to the dearth of adequately qualified English teachers.

Teaching and testing are interrelated, and teaching may be ineffective if it is not reflected in testing. Heaton (1990) defines testing as a tool used to find out how well students have mastered the language areas and skills which have just been taught. He also stresses that a test should be reliable and valid. Teaching in one method and testing by another frustrates the students as happens in our examination system which measures something else rather than communicative competence (Akter, 1999; Rahman & Pandian 2018). In Bangladesh, testing is dependent on rote learning; language tests are tests of memory, not tests of language proficiency or communicative competence (Ali & Sultana, 2016; Shahidullah, 1999). Though

the syllabus objectives demand that students' ability to use the language skills for communication be tested, in reality, students' ability to memorize and copy the textbook contents is what is required to acquire high marks in the examination ((Ali & Sultana, 2016; Shahidullh, 1999). In the textbook, all the four English language skills are integrated and equally emphasized, but in the testing system, both internal and public examinations, only reading and writing skills are tested while speaking and listening skills are completely ignored (Ali, Hamid & Hardy, 2020; Barman et al., 2006). Though the existing examination system tests students' reading and writing skills, it is not effective as it tests their memory and not their ability to use these two skills (Ali, Hamid & Hardy, 2020; Barman et al., 2006).

### **3. Research Methodology**

This study is descriptive as well as analytical in nature. The data collected for this study were both quantitative and qualitative. The data were collected from 50 students, 5 English teachers, and 5 head teachers from 5 schools in Dhaka city. Apart from these, 5 English classes of grade 7 were observed with an observation checklist to see the present scenario of teaching listening and speaking skills in the schools.

Four types of tools were used for data collection. These included separate questionnaires for students and teachers, observation checklist, and interview protocol for head teachers. The questionnaire for the teachers had both close- and open-ended questions whereas the student questionnaire consisted of only close-ended questions. Semi-structured questions were used for the interview. After the collection of data, they were analyzed and interpreted. At first the data were compiled and tabulated. Then the tabulated information was summarized and interpreted separately using tables and charts. Finally, the data were interpreted and discussed on the basis of the central research questions.

Backwash effect theory was used for this research as the main purpose of this study was to find out if the test of listening and speaking has any influence on teaching. Backwash effect is usually defined as the influence of testing on teaching and learning; it can be positive if the test result is favourable in teaching and learning strategies and negative if the result is undesired and discourage students from learning (Hughes, 1989). Backwash effect theory is related to this research as it tried to find out the relationship between testing and teaching of listening and speaking skills on the basis of data.

#### **4.1 Findings and Discussion**

This research tried to explore the present scenario of teaching listening and speaking skills after the introduction of tests of these two skills in the internal examinations. This section deals with the background of the respondents who participated in this research and provided valuable information regarding teaching and testing of listening and speaking skills. It also presents the interpretation of tabulated data,

comparison of the data provided by the different types of respondents, and general discussion of the data based on the objectives of this study.

#### 4.2 Comparison of the Findings

It should be noted that the variables used in the classroom observations, the student and teacher questionnaires, and the interviews with the head teachers are not the same, and only the major responses obtained about similar types of variables have been compared using the chart. Here, the X-axis of the chart represents the frequency of variables and the Y-axis represents data of the respondents in the form of percentages.

##### 4.2.1. Using English in the classroom

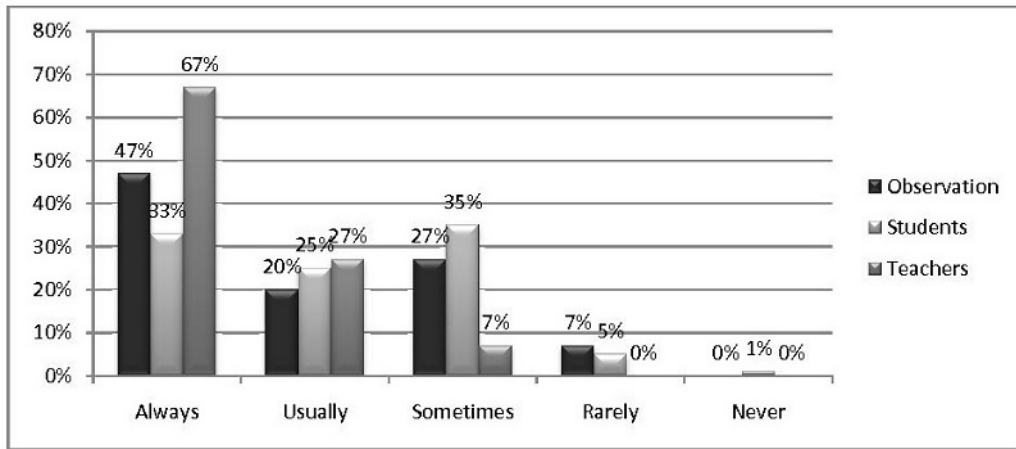


Figure 4.2.1: Using English in the classroom

It is very important for teachers to use English to give instructions, teach new words, and explain or clarify in CLT as it creates an appropriate linguistic environment which helps the students improve their listening skills as well learn the language. Figure 4.2.1 shows the responses found from classroom observation, and the student and teacher questionnaire surveys. From observation, it is found that 47% of the teachers use English always, 20% usually, 27% sometimes, and 7% of them rarely use it while 33% of the students said that teachers use it always, 25% usually, 35% sometimes, 5% rarely, and 1% students said that teachers never use English in the class. On the other hand, it is found from the teachers' survey data that 67% teachers use English always, 27% usually, and 7% sometimes.

### 4.2.2. Doing listening activities

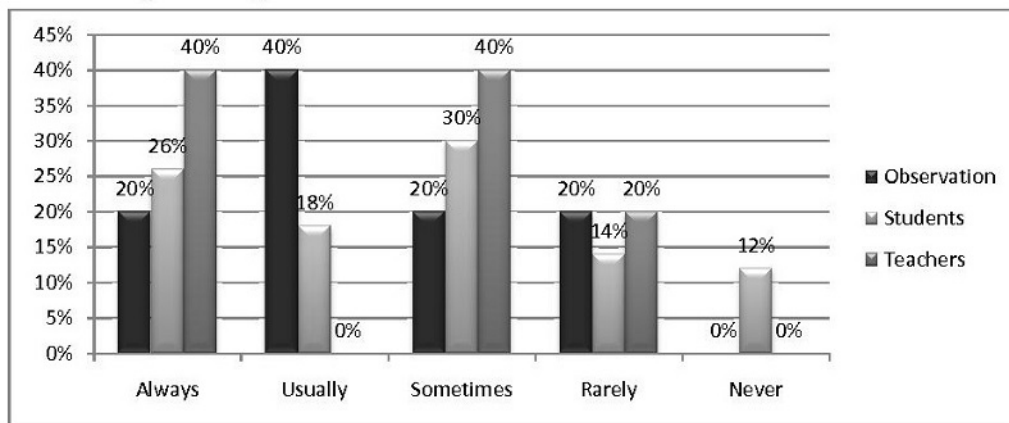


Figure 4.2.2: Doing listening activities

Apart from using English in the classroom to create an appropriate linguistic environment for learners to develop their listening skills, teachers are supposed to do the listening activities from EFT. Data were collected to find out how many of these activities are done. It was found in the observation that 20% of the teachers use listening activities always, 40% usually do so, while 20% use these activities sometimes or rarely. In the students' survey questionnaire, 26% of the students responded that their teachers use listening activities always, 18% said usually, 30% sometimes, 14% rarely, and 12% said never. On the other hand, 40% of the teachers said they use listening activities always, 40% sometimes and 20% of them said rarely.

### 4.2.3. Doing speaking activities

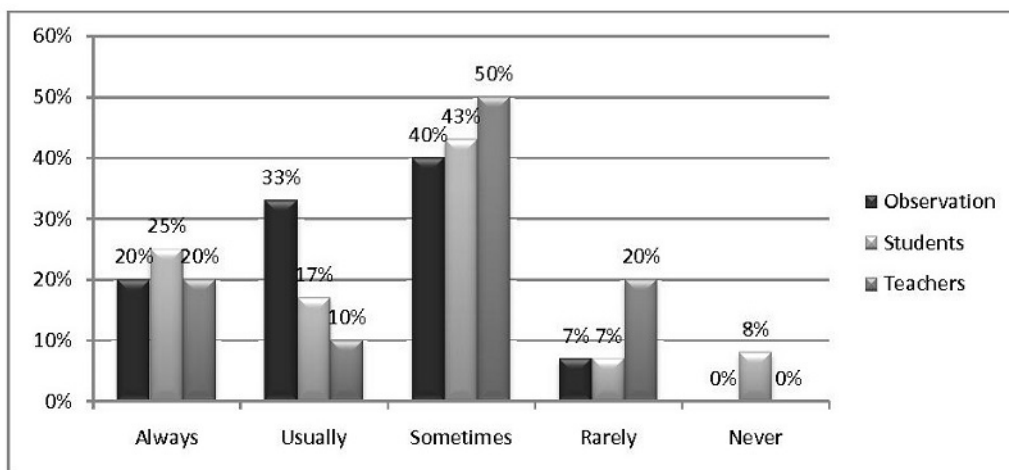


Figure 4.2.3: Doing speaking activities

In almost every lesson in the textbook there are speaking activities for the learners to develop their speaking skills. It is found from the observation that 20% of the teachers give learners speaking practice always, 33% usually, 40% sometimes, and 18% rarely give learners speaking practice. In the students' questionnaire, 25% of the students said that their teachers use these activities always, 17% usually, 43% sometimes, 7% rarely, and 8% said that their teachers never use these activities. On the other hand, from the teachers' survey data, it is found that 20% use the speaking activities with their learners always, 10% usually, 50% sometimes, and 20% of the teachers rarely use them.

#### 4.2.4. Test of listening and speaking skills in the internal exams

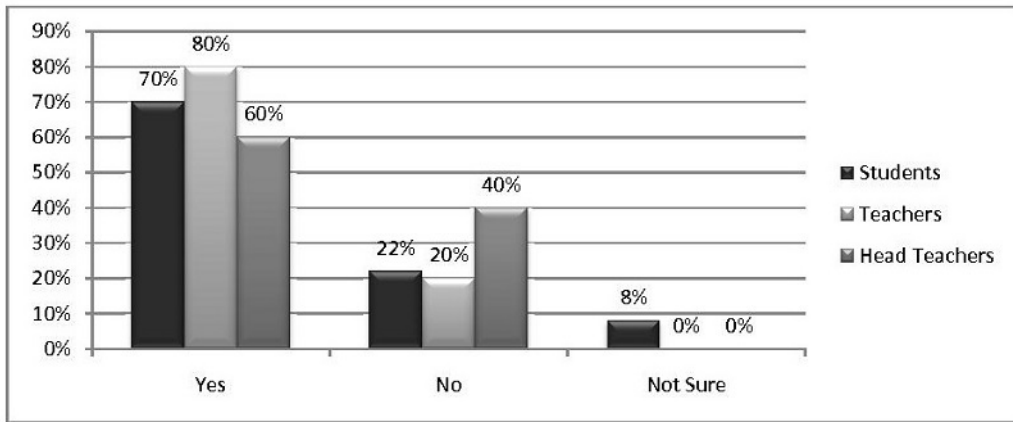


Figure 4.2.4: Test of listening and speaking skills in the internal exams

In response to the question of whether listening and speaking skills are tested in the internal examinations, 70% of the students, 80% of the English teachers, and 60% of the head teachers said that these skills are tested in their schools through monthly class tests. On the other hand, 22% of the students, 20% of the teachers, and 40% of the head teachers said that listening and speaking skills are not tested in their schools.



#### 4.2.5. Introduction of listening and speaking skills tests in the public examinations

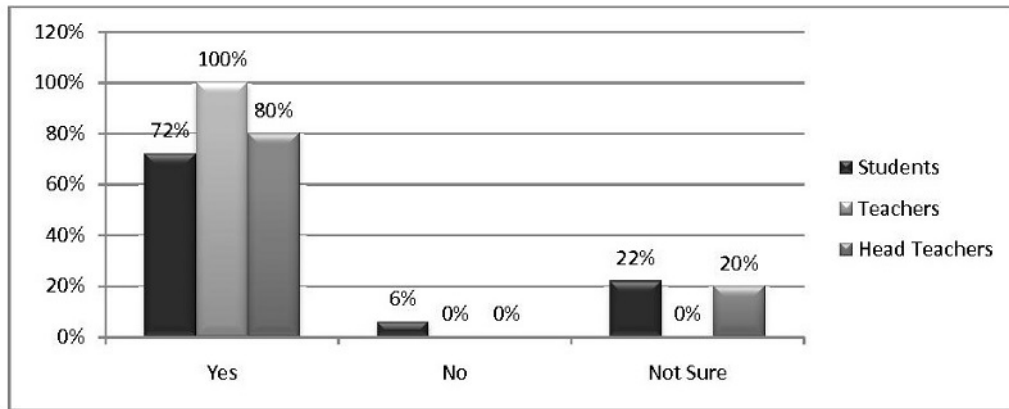


Figure 4.2.5: Introduction of listening and speaking skills tests in the public examinations

In reply to the question of whether testing on listening and speaking skills should be introduced in the public examinations, 72% of the students, 100% of the teachers, and 80% of the head teachers voted for the inclusion of the test in the public exams while 6% of the students are against it while 20% of the teachers and head teachers are not sure whether it should be introduced or not.

### 4.3 Discussion on the Research Questions

This study has been carried out with four research questions which are (1) to assess the current state of teaching listening and speaking skills, (2) to find out the state of listening and speaking skills tests in the internal examinations, (3) to identify the problems of these tests, and (4) to find out the solutions to the problems. To decide the outcome of the study, some of the variables related to teaching listening and speaking skills were used in the data collection tools to understand to what extent these two skills are taught in the class. Three research tools, i.e., a survey questionnaire each for students and teachers, and a classroom observation checklist, were applied in this study using the same set of variables. Among these three tools, classroom observation has been considered to be more valid and reliable than the other two tools and has therefore been used to show the results regarding teaching listening and speaking skills. There are some reasons behind this consideration. Regarding the questionnaire for teachers, there are more opportunities for the teachers to provide subjective responses as they evaluated themselves and gave their personal opinions about their own practices. On the other hand, the students' responses might have been biased by some internal and external factors. They were most often influenced by the teachers. Their favoritism towards their teachers seemed to affect their responses as students had been given instructions prior to filling in the questionnaire.

To show the results of the exploration of teaching listening and speaking skills in the real classroom, the levels of frequency of *always* and *often* in the observation

checklist were taken as positive whereas the levels of frequency of *sometimes*, *rarely*, and *never* were considered as negative.

From the classroom observations, it is found that teaching listening and speaking skills has increased to some extent after the introduction of tests of these two skills compared to the time before testing was introduced. Classroom observation data shows that 67% of the teachers use English in the class to create an appropriate linguistic environment to give students exposure so that they can develop their listening skills. But the findings from the English in Action Research Report 2011 shows that 62% of the teachers did not use English during their English lessons. That means, earlier, 38% of the teachers used English in the class, but now, 67% are now using English in the class. In terms of using listening activities given in the textbook, 60% of the teachers use them always or usually while 40% use them sometimes or rarely. In case of teaching speaking skills, 53% of the teachers use speaking activities. Though the current status is not very satisfactory in the case of teaching speaking, it is better than the era before the test was introduced when around 87% teachers did not engage students in speaking practice (Roshid, 2008).

Regarding the second objective, that is, the state of listening and speaking skills tests in the internal examinations, it is found that 70% of the schools hold tests on these two skills and, in most cases, these are tested through continuous assessments, which means that marks are given on the students' classroom performance in listening or speaking tasks in the class.

In response to the third objective, it is found that around 30%-40% of the schools are not testing listening and speaking skills of the learners because of various problems. As mentioned by the teachers and head teachers during interviews, there are barriers to implementing the decision and those who do give the tests also face problems. The problems of listening and speaking skills tests are as follows:

- Students are weak in English, especially in listening and speaking, and so they are afraid of these tests.
- Most of the classes in our country are large and it is difficult to arrange tests for them, especially tests on speaking skills.
- There is a lack of materials for testing listening and speaking skills, and most of the teachers are not confident about producing materials on their own.
- Many teachers have not received any training and even the trained teachers have no idea about testing listening and speaking skills as these were not dealt with in the training courses they attended.
- There is a lack of equipment in the schools, such as CDs, CD players, or multimedia devices, for taking these tests, especially for testing listening skills.
- Many students as well as teachers are not interested as these skills are not tested in the public examinations.

- There is a lack of clear instructions or guidelines from the concerned authority asking the schools to implement the decision to test listening and speaking skills.
- There is lack of monitoring to oversee the implementation of the tests at the field level.
- Teachers may be biased in giving marks as happens in the case of science practical examinations.
- Teachers themselves are weak in English, especially in listening and speaking skills, and so they are not confident enough to teach and test these two skills.
- It is time consuming to test speaking skills through individual interviews.

The fourth objective of this research was to find out the possible solutions to the problems of listening and speaking skills, and the respondents, i.e., English teachers and head teachers, have provided the following suggestions to overcome the problems:

- Every school and English teacher should be given clear directions/instructions from the concerned authority about the test.
- Every school should be provided with necessary equipment and materials for teaching and testing these two skills.
- Training should be arranged on how to conduct and assess tests on listening and speaking skills.
- Schools should be monitored to ensure the implementation of listening and speaking skills tests.
- Listening and speaking skills practice should be ensured before giving these test.
- Number and duration of classes should be increased.
- The ratio of teacher to students should be reasonable.
- Subject-based qualified teachers should be recruited.

The Backwash Effect theory has been used in this study to see if the test has any positive or negative effects on teaching and from the findings it can be said that the introduction of listening and speaking skills tests has not influenced teaching these two skills much. On average, 70% of the students, teachers, and head teachers said that their schools test listening and speaking skills but class observation revealed that only 53%-67% teachers teach these two skills by taking class in English and doing listening and speaking activities with learners. Therefore, it can be said that testing of these two skills does not have much influence on teaching. However, the rate of teaching listening and speaking skills has increased to some extent compared to the era before the test of these two skills was introduced. For example, earlier, only 27% of the teachers used English in the class and 13% taught speaking skills involving students in pairs and groups (Roshid, 2008) whereas, according to the findings of this research, 67% of the teachers use English, 60% teach listening, and 53% use speaking activities in the class.

## 5.1 Summary of the Findings

Though the findings of the research do not demonstrate a very positive scenario of teaching and testing of listening and speaking skills after the introduction of tests of these two skills in the internal examinations, the condition has improved to some extent. It is seen that 67% of the teachers teach listening indirectly by creating an appropriate linguistic environment in the classroom, 60% use the listening activities given in the textbook, and 53% teach speaking skills by doing the speaking activities from EFT. In terms of testing these two skills, 70% of the schools give students listening and speaking tests through continuous assessments. Around 84% of the respondents (students, English teachers, and head teachers) think that this test should be introduced in public examinations which will motivate as well as compel the teachers and students to teach and learn these two skills respectively.

## 5.2 Recommendations

The following recommendations are based on the findings of this research:

- A separate or specialized training on listening and speaking skills tests should be arranged for the teachers. Apart from this, a module or some sessions on listening and speaking tests can be included in the existing training program.
- An online course could be designed by a2i or NCTB or video sessions could be uploaded on the NCTB website to train the teachers on designing and administering these tests, and assessing students' performance in these two skills.
- Each school should be sent a formal letter of order/instructions to compulsorily administer listening and speaking skills tests in the internal examinations.
- An initiative should be taken by the proper authority to send texts for listening exercises in the textbooks or CDs to each secondary institution.
- An immediate step could be taken or a feasibility study should be conducted on how to introduce the test of these two skills in the public exams.
- A bank of materials on listening and speaking skills can be produced and supplied to schools so that teachers can use them for testing as well as teaching if they want to.
- A decision should be made whether the government or the school itself will provide multimedia equipment, CD players, and other devices needed to practice and test these two skills. This should be implemented as soon as possible.
- The government should take initiatives to train untrained English teachers and stop providing training to already trained teachers by establishing a central coordination unit and maintaining a database of the teachers to keep track.
- The government should make it mandatory for every training institute and projects to have their own "Monitoring and Evaluation Unit" to monitor the implementation of listening and speaking skills tests.

- A manual containing detailed guidelines about the tests should be prepared and sent to schools and uploaded on the websites of the Ministry of Education, the NCTB, the Education Board, and other relevant locations.

### 5.3 Conclusion

Listening and speaking skills tests in the internal examinations at secondary level education in Bangladesh has been introduced with the expectation that it will enhance the teaching of these two skills. This research reveals that around 30% of the schools are not implementing this decision for different reasons. This research also reveals that the practice of teaching listening and speaking skills in the classrooms has increased to some extent after the introduction of the tests.

### References

- Ahmadi, S. M. (2016). The importance of listening comprehension in language learning. *International Journal of Research in English Education*, 1(1), 7-10. Retrieved from <https://www.sid.ir/FileServer/JE/57002920160102.pdf>
- Ahmed, S. S. (2005). Communicative English in Bangladesh: A feedback. *Stamford Journal of English*, 2, 17-23.
- Akter, Z. (1999). English language testing system in Bangladesh and communicative competence: An investigation. *National and Regional Issues in English Language Teaching: International Perspectives. Conference Proceedings*. Dhaka: British Council.
- Alam, M. M. (2018). Challenges in implementing CLT at secondary schools in rural Bangladesh. *IIUC Studies*, 13, 93-102. Retrieved from <https://doi.org/10.3329/iiucs.v13i0.37649>
- Ali, C. M., & Sultana, R. (2016). A study of the validity of English language testing at the higher secondary level in Bangladesh. *International Journal of Applied Linguistics and English Literature*, 5(6), 64-75. Retrieved from <https://dx.doi.org/10.7575/aiac.ijalel.v.5n.6p.64>
- Ali, M. M., Hamid, M. O., & Hardy, I. (2020). Ritualisation of testing: Problematising high-stakes English-language testing in Bangladesh. *Compare: A Journal of Comparative and International Education*, 50(4), 533-553. Retrieved from <https://doi.org/10.1080/03057925.2018.1535890>
- Ali, S. M. O. (1973). *Structural approach of English teaching*. Dhaka: Nawrose Kitabistan.
- Amiryousefi, M. (2019). The incorporation of flipped learning into conventional classes to enhance EFL learners' L2 speaking, L2 listening, and engagement. *Innovation in Language Learning and Teaching*, 13(2), 147-161. Retrieved from <https://doi.org/10.1080/17501229.2017.1394307>
- Ara, A. (2005). Teaching of English in Bangladesh: Problems and solutions. *Stamford Journal of English*, 1, 59-62.
- Barman, B., Sultana, Z., & Basu, B. L. (2006). *ELT theory and practice*. Dhaka: Friends' Book Corner.
- Bashir, A., & Ferdousy, S. (2006). Problems and strategies of teaching English in large classes at university in Bangladesh. *Stamford Journal of English*, 2, 38-52.
- Billah, M. M. (2005, Nov 20). Teaching English through English medium. *The New Nation*.

- Choudhury, S. (2005). Interaction in second language classroom. *BRAC University Journal*, 2, 77-82.
- Dutta, S. K. (2006). Grammar translation method vs. communicative language teaching: Objectives and strategies. *Stamford Journal of English*, 2, 66-80.
- Hamid, M. O., & Erling, E. J. (2016). English-in-education policy and planning in Bangladesh: A critical examination. In R. Kirkpatrick (Ed.). *English language education Policy in Asia* (pp. 25-48). Switzerland: Springer. Retrieved from [https://doi.org/10.1007/978-3-319-22464-0\\_2](https://doi.org/10.1007/978-3-319-22464-0_2)
- Haque, M. S., & Baki, R. (2012). In quest of the marginalized English language skills: A qualitative expedition. *International Journal of Linguistics and Literature (IJLL)*, 1, 27-46.
- Haque, S. (1999). ELT issues in Bangladesh: An overview. *National and Regional Issues in English Language Teaching: International Perspectives. Conference Proceedings*. Dhaka: British Council.
- Heaton, J. B. (1990). *Classroom testing*. London: Longman.
- Hughes, A. (1989). *Testing for language teachers*. Cambridge: Cambridge University Press.
- English in Action. (2011). Perceptions of English language learning among primary and secondary school teachers and students participating in EIA. *English in Action Research Report*. Dhaka: English in Action.
- Islam, M. S., Hossain, Z., & Akter, R. (2005). Choosing an appropriate methodology. *Stamford Journal of English*, 1, 145-150.
- Islam, S. (2010, July 4). NGOs role in secondary level English teaching. *The New Nation*.
- Jahan, A. (2008). Teaching speaking skills at tertiary level: An empirical investigation. *Journal of Daffodil University of Business and Economics*, 3(1), 155-171.
- Karim, A., Ahmed, Z., Shahed, F. H., Rahman, M. M., & Mohamed, A. R. (2019). Challenges affecting the implementation of £50 million in-service training program for English teachers in Bangladesh. *The Qualitative Report*, 24(10), 2457-2485. Retrieved from <https://nsuworks.nova.edu/tqr/vol24/iss10/5>
- Khan, H. R. (2005). Perception of trainee teachers: Implications for effective teaching of English. *Stamford Journal of English*, 1, 119-129.
- Khan, R.A. (2005). The weak link in English language teaching practices. *Stamford Journal of English*, 1, 156-162.
- Long, D. R. (1987). Listening comprehension: Need and neglect. *Hispania*, 70(4), 921-928.
- Loumbourdi, L. (2018). Communicative Language Teaching (CLT). In J. I. Lontos (Ed.). *The TESOL encyclopedia of English language teaching*. John Wiley & Sons, Inc. Retrieved from <https://doi.org/10.1002/9781118784235.eelt0167>
- Nunan, D. (1988). *Syllabus design*. New York: Oxford University Press.
- Peter, E. (1991). Listening: The neglected language art. *ERIC Digest* [ED: 328926].
- Quader, D. A. (2005). Teacher training for teachers of English: A project of National University. *Journal of the Institute of Modern Languages*, 18, 1-28.
- Rahman, A. (1988). English language teaching in Bangladesh: Problems and prospects. *Journal of the Institute of Modern Languages*, 3, 94-111.

- Rahman, H. (1999). English language teaching in Bangladesh: Didactics on the pragmatics of a foreign language teaching policy. *National and Regional Issues in English Language Teaching: International Perspectives. Conference Proceedings*. Dhaka: British Council.
- Rahman, M. M. (2009, 23 January). English teaching, learning in Bangladesh. *The New Nation*.
- Rahman, M. M., & Pandian, A. (2018). A critical investigation of English language teaching in Bangladesh: Unfulfilled expectations after two decades of Communicative Language Teaching. *English Today*, 34(3), 43-49. Retrieved from <https://doi.org/10.1017/S026607841700061X>
- Rahman, M. M., et al. (2019). English language teaching in Bangladesh today: Issues, outcomes, and implications. *Language Testing in Asia*, 9(9). Retrieved from <https://doi.org/10.1186/s40468-019-0085-8>
- Rahman, S. (2015). English language policy initiatives and implementation in Bangladesh: Micro political issues. *The Asian EFL Journal*, 2015(88), 59-96. Retrieved from <http://asian-efl-journal.com/wp-content/uploads/AEJ-TA-88-November-2015.pdf>
- Renau, M. L. R. (2016). A review of the traditional and current language teaching methods. *International Journal of Innovation and Research in Educational Sciences*, 3(2), 82-88. Retrieved from <https://repositori.uji.es/xmlui/bitstream/handle/10234/162491/71818.pdf>
- Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International Journal of Education and Information Studies*, 4(1), 2277-3169. Retrieved from [https://www.ripublication.com/ijeisv1n1/ijeisv4n1\\_13.pdf](https://www.ripublication.com/ijeisv1n1/ijeisv4n1_13.pdf)
- Roshid, M. M. (2008). Performance of teachers in implementing communicative approach in English classes at the secondary level: An evaluation study. *The Teacher's World*, 33, 177-186.
- Sadanand, K. (2012). *Teaching Listening and speaking*. Hyderabad: Orient Blackswan Private Limited.
- Seliger, H. W., & Shohamy, E. (1989). *Second language research methods*. Oxford: Oxford University Press.
- Shahidullah, M. (1999). Towards an appropriate methodology for ELT in Bangladesh. National and regional issues in English language teaching: International perspectives. *Conference Proceedings*. Dhaka: British Council.
- Silberstein, S. (1994). *Techniques and resources in teaching reading*. New York: Oxford University Press.
- Sultana, D. (2009). English for Today of class VI: A review. *NAEM Journal*, 4, 36-46.
- Sultana, S. F. (2005). Towards organizing a teacher development movement: Bangladesh perspectives. *Stamford Journal of English*, 1, 69-76.
- Yasmin, F. (2008). Attitude of Bangladeshi students towards communicative language teaching (CLT) and their English textbook. *The Teacher's World*, 33, 49-59.
- Yildirim, S., & Yildirim, Ö. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(4), 2094-2110. Retrieved from <https://dergipark.org.tr/tr/download/article-file/291966>