A Small-Scale Study on the Learners Speaking Failure in English Language at the Undergraduate Level in Bangladesh

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Abstract

This research aims at investigating the cases of failure in developing of Speaking as Communicative Competence for the Tertiary Level Students. In today's globalized world, the language used most often is English. It has become the lingua franca for communication, business, education and opportunity in general. It occupies a place of prestige in our country. At present, the importance of English and the demand to teach learners for various communicative needs in our real life are greatly noticeable. But teachers of English in Bangladesh have emphasized on the acquisition of grammar and vocabulary rather than 'Communicative Competence'.

This study explores the lack of Communicative Competence and Speaking Failure at the Tertiary Level Students. It focuses on the factors which are responsible for speaking failure and offers possible explanations why the students have influenced by those factors. It also focuses on the experience and comprehension of teachers to promote Communicative Competence at Tertiary Level in Bangladesh.

The topic of this research has interested me much as it is a crucial issue in the context of Bangladesh. English being an important language in communication, the learners face challenges in their academic and service life. In the classroom of Tertiary Level, there is an absence of proper teaching method of English. There is a visible gap between teachers and learners of English. Here this research is trying to focus on the Speaking skill how it is being taught and what are the lacking and shortcomings in promoting Communicative Competence and Speaking Skill at Tertiary Level in Bangladesh.

Keywords: Speaking English, Language, Undergraduate Level, Bangladesh

Introduction:

The aim of this research is to find out the causes of failure in developing Speaking as Communicative Competence at the Tertiary Level Students in Bangladesh and recommend the easiest ways to come

out of the problems.

This research reflects the importance of Speaking skill and its realities at Tertiary Level as a part of CLT. Although the introduction of CLT marked a significant shift in Bangladesh ELT in theory, there is little evidence to suggest that the policy brought about any significant changes in teaching practice at the college level, particularly in rural areas.

The CLT-based textbook is the de facto syllabus which contains all the materials needed for four skills (i.e. reading, writing, listening and speaking) activities. But in reality only the skills of reading, writing, and grammar are usually learned in classroom teaching, particularly in rural colleges. This is because listening and speaking are not fixed either in college-based or college-leaving examinations. As a result, teachers and learners do not worry about these two essential skills for communicative English (Chowdhury & Farooqi, in press). So the aim of this study is to explore the present scenario of lacking Communicative Competence and Speaking Failure at the Tertiary Level and provide with probable solutions in this regard. In today's globalized world, English has become the 'lingua franca' for communication, business, education and opportunity in general. At present, the importance of English and the demand to teach this language to the Second Language Learners for various communicative needs in real life are greatly noticeable. But my personal observation, I have noticed that teachers of English Departments at different Government and non-government educational institutions of Bangladesh have emphasized on the acquisition of grammar and vocabulary rather than 'Communicative Competence'. From my personal teaching experience, I have observed that most of the learners speak the dominant and official language 'Bengali' in Bangladesh. Thus, the reality is that even after studying English for ten to twelve years, most of the students have problems in different skills of English such as writing, speaking, listening and reading. In fact, they cannot communicate well in English in their real life situationespecially through speaking. The area of inquiry has made me curious, and my honorable supervisor and I have formulated this inquiry of the research which has interested me much as it is a crucial issue and relatively new in the context of Bangladesh. English being an important language for communication, the learners face challenges in their academic and professional life. There is hypothetical belief that an absence of proper teaching method of English in the classroom of First Year Undergraduate Level creates a visible gap between teachers and learners of English. It means that the study also looks into this matter what a speaker needs to know in order to be communicatively competent in a speech community. Interestingly, students' opinions, ideas and experiences in the learning procedure are given importance in order to get a clear idea of the causes of failure in developing communicative competence in English. The study has had some limitations as it has not focused on a large scale study and a long term research. Moreover, the area of study is comparatively new from the perspective of Bangladeshi tertiary level study and the scope of further research will certainly be necessary and appreciable.

Related Work: In the late 1960s, British applied linguists said that having linguistics competence and exclusive grammar knowledge will not be supportive in real world communication. Afterwards, Halliday, Firth, Dell Hymes and Labov contributed to the development of Communicative Language Teaching (CLT). Hymes (1972) first coined the term 'communicative competence' where he meant by the term-the application of language skill to serve communicative purposes and learners need to develop communicative competence which is actually the ability to use the language they are learning appropriately in a given social encounter. In order to use language effectively, arguing against

Chomsky (1957), Hymes proposed that knowing a language involves more than knowing a set of grammatical, lexical and phonological rules. Halliday (1976) focuses on the functional account of language whereas Widdowson (1978) talked about the relationship between linguistic systems and their communicative values. Communicative Language Teaching (CLT) proposes that the goal of language is to develop communicative competence in connection with Chomsky's linguistic theory of speaker-listener speech community development. Therefore, the theory of learning is Brumfit and Johnson (1979) provides that activities involve authentic, meaningful, purposeful and real communication. Finally, Cannale and Swain (1980) mentioned four specific dimensions of CLT: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. These four specific areas of communicative competence pay systematic attention to functional as well as structural aspects of language (Littlewood: 1981:1) where teacher is a facilitator and task designer and a learner is a participant and user of communication. Speaking involves delivering speech which implies the ability either to tell or express pieces of information in the state of talking. One of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and activities. In fact, speaking relates to communication. Brown (1994:81) proposes that communication is likely to occur in the classroom when: 1) a significant amount of pair work and group work is conducted; 2) authentic language input in real life context is provided; 3) Students are encouraged to produce language for genuine, meaningful communication; and 4) classroom tasks are conducted to prepare students for actual language use outside the classroom. Larsen-Freeman (2000: 65) also maintains that it is important "to facilitate small group and paired activities in which students have opportunities to interact. The activities themselves often engage students in communicative tasks such as filling information gaps using authentic materials".

Methodology: This study is conducted in two government colleges and in a private university (both Govt. and non-government; urban and rural) of Chittagong division from first year Undergraduate level students. This paper draws on data from two methods, such as quantitative and qualitative methodologies. The quantitative measurement refers to the measurement of something that can be expressed numerically. Many tests are designed to collect information that can be counted and presented in terms of frequencies, rankings or percentages. Other sources of quantitative information are checklists, surveys and self-ratings. The close ended questions that are collected from both teachers and students have actually been analyzed by quantitative research method in the latter chapter. Moreover, there have been eleven close ended questions for students and also ten for teachers that are expressed numerically. The second method is a qualitative investigation from tertiary level students, where the aim is to gain only good results rather than to practice communicative activities in a spontaneous way (i.e. to read English magazine, to listen to English bulletin, audio and video clips, to participate in debate competition). The open-ended questions and interviews which are also collected from both teachers and students have in fact been presented by qualitative research method in the next section. In addition, there are five open-ended questions or interview questions for 5 teachers in order to explore the Obstacles against Developing Communicative Competence in Spoken English at the Undergraduate Level whereas realistic face to face interview has taken from 20 students highlighting three categories of questions a) personal b) descriptive and 3) conversational (introducing yourself in questioning –answering procedure). Participants: Two types of participants are generally involved in this research. a) Teachers b) Students Five teachers have participated in this study and they have requested me not to publish their name in this paper. At first some teachers have inspired and helped me but some haven't. Later, all of them feel curious to know about the research.

They also want to know about its aim and significance in order to overcome the speaking problems and lacking that are faced by the tertiary level students. But they inform that there is no scope to practice speaking skill in the large classes. In addition, the authorities from the educational institutions do not seem to be very supportive in case of any speaking classes specifically in order to improve their students' communication skill in English. Twenty students have participated in this study on questionnaires or close-ended and open-ended questions from three institutions. They are asked to give their opinions on the question papers, as the multiple choice items have been given to them. They are also asked to participate in a direct dialogue session whereas realistic face to face interview has conducted from 20 students highlighting three categories of questions a) personal b) descriptive and 3) conversational (introducing yourself in questioning –answering procedure) as a part of their open-ended question items. Although, some of them show less interest in answering open-ended questions and some others seem reluctant to participate at first, the students have completed the tasks appropriately when I motivated them to participate in realistic question and answer interview. Actually; this research has provided me with much experience which may be helpful for me to conduct any kind of research activity later.

Data collection procedures: Data means 'known or admitted facts'. Data collection refers to the gathering information in order to know a specific result about a topic. So data collection procedure plays a vital role to the success of our ever-changing educational systems. In this research, both close-ended and open-ended questions have been used to collect data from the tertiary level students. The data have been collected from three educational institutions both rural and urban areas of Chittagong division. The colleges are both public (fully funded by government) and private university (fully funded by the individual authority); the classes are conducted by both male and female teachers as well as by trained and untrained teachers. Not that, all the teachers have responded to the questionnaires and interview questions willingly. Only five teachers have responded to the questionnaires and the interviews or open-ended questions. But all selected students have felt interested in answering the questionnaires. Thus, twenty students have responded to both close-ended and open-ended questionnaires. Questionnaires having close-ended & open-ended questions are used in order to collect data from both students and teachers. Moreover, interviews or question-answer session with students have been conducted in order to find out the Obstacles against Developing Communicative Competence in Spoken English at the Undergraduate Level whereas realistic face to face interview has been taken from 20 students highlighting three categories of questions a) personal b) descriptive and 3) conversational which is recorded via smart phone. As classroom is the place where students have scope for overcoming their lacking in different aspects of language lessons, emphasize has been given on close-ended questionnaires for students of tertiary level related to speaking practice. Besides these, some questionnaires regarding teachers and institutional roles, speaking factors, speaking materials, time for speaking and its system have been designed to get the best result. As a part of open-ended questions, the students are asked to participate in a direct dialogue session highlighting three categories of questions a) personal b) descriptive and 3) conversational (introducing yourself in questioning –answering procedure) as a part of their open-ended question items. In addition, questionnaires in case of close-ended questions for teachers have emphasized on speaking materials and instructions, number of speaking classes, student's performance on speaking, effectiveness of pictorial speaking and nature of speaking. In case of open-ended questions or interview questions for teachers, emphasize has been given on communicative competence, effective ways to develop speaking, difficulties that students face to improve their

speaking, speaking method and its materials. So, data collection is an effective procedure that enriches the researchers to collect the materials and data which help them to know about the learners' limitations, challenges and effective ways of improving speaking skill like developing Communicative Competence. Indeed, speaking English successfully depends on avoiding those factors which are responsible for the causes of failure in developing speaking. At the same time, some specific factors will always function like catalysts for having a completely good command over second language, English.

Results and Discussion: Through this research, obstacles against Developing Communicative Competence in Spoken English at the Undergraduate Level and the causes of failure in developing speaking are attempted to discover along with its problems, solutions, improvement and the factors that prevent the tertiary level students from speaking. In fact, this data collection has been presented through charts and interviews in a structural way. In this dissertation, primary data has been collected which are actually the samples of recorded spoken production and it has been analyzed and discussed in order to find out the main areas behind the failures of speaking that occurred. Both qualitative and quantitative approaches have been used in order to unfold the findings of the data as close ended MCQ type questionnaires have been used in order to verify some other background factors. There are relevant findings, detailed study of the findings, and recommendations and limitations consecutively presented in this section.

The teachers' helpfulness in developing of speaking Analysis of the data collected from students:
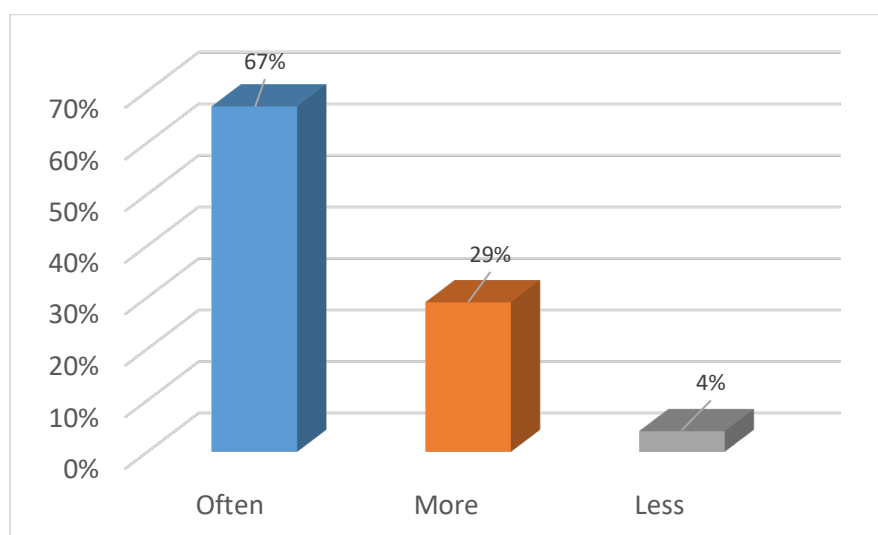
Fig 1: Teachers'helpfulness in developing of Speaking

In the first question of this research, among the one hundred students 67% students opined in favor of 'often', 29% students opined in favor of 'more' and 4% students opined in favor of 'less' .
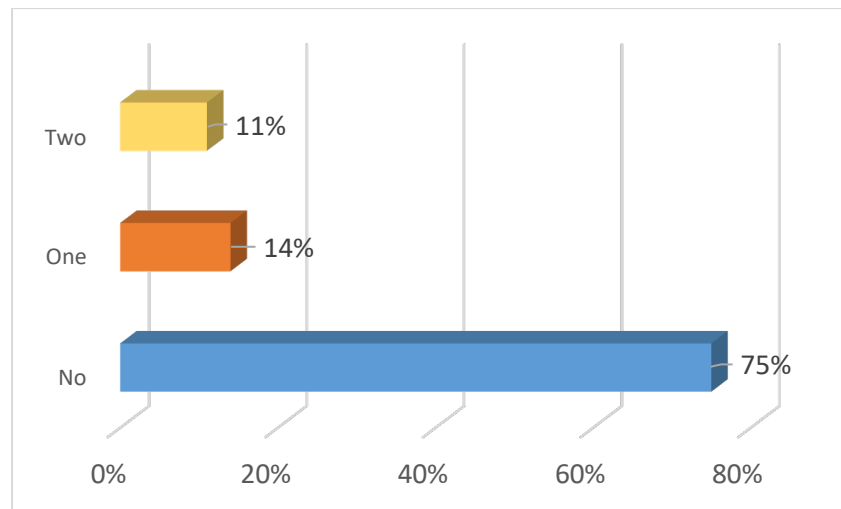
Number of speaking classes

Fig: 2- **Number of speaking classes.**

In the question number two, the students are asked to know about the number of speaking classes which are taken by the teachers. Among 100 students, 75% students opined in favor of 'no', 14% students opined in favor of 'one' and 11% students opined in favor of 'two'.
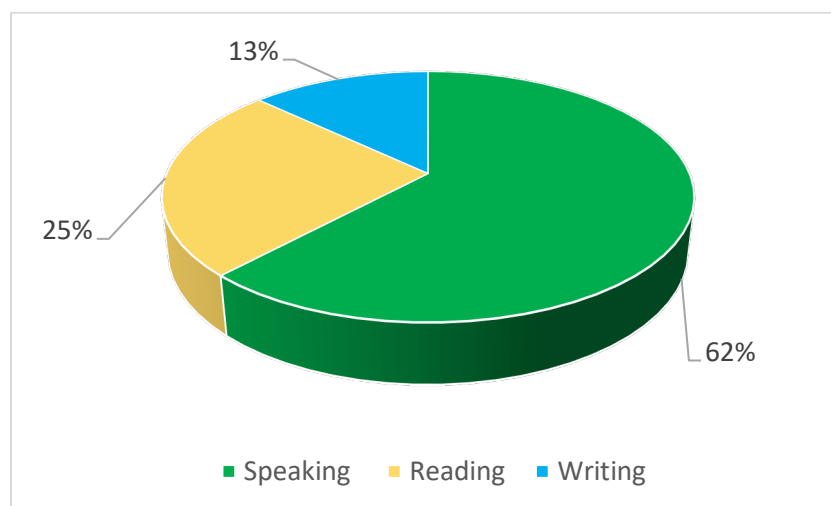
The way of learning English

Fig: 3- The way of Learning English

In the question number three, the students are asked to know about the way of learning English. Among 100 students 62% students opined in favor of 'speaking', 25% students opined in favor of 'reading' and 13% students opined in favor of 'writing'. Among 100 students, most of them like 'speaking' the most.
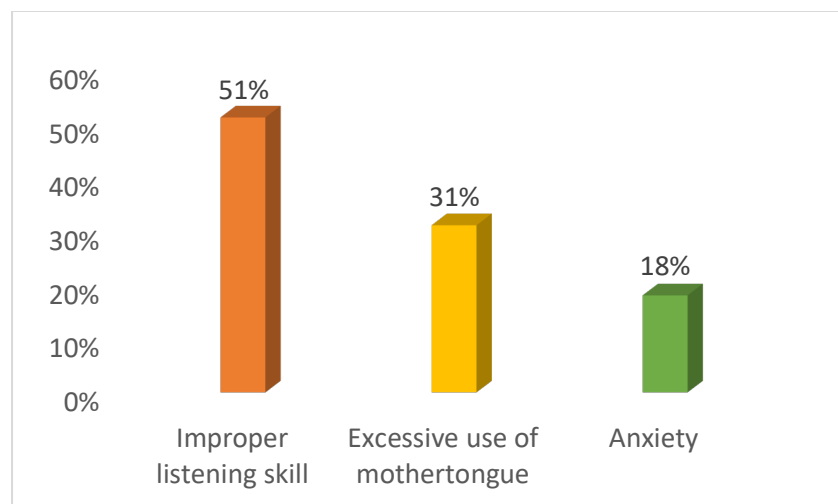
The preferred way of study
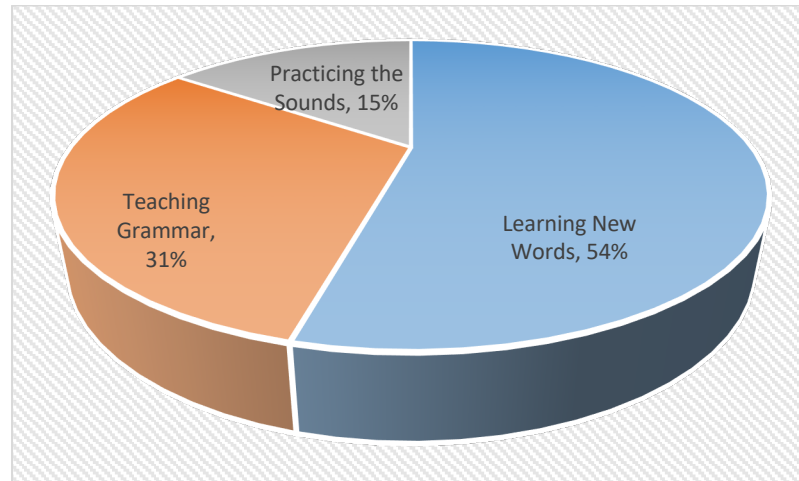
Fig: 4- The preferred way of study

In the fourth question, 54% students preferred to 'learning new words' of study English. 31% students opined in favor of 'teaching grammar' and 15% students opined in favor of 'practicing the sounds'.

The Prevention factors for speaking

Fig: 5- The prevention factors for speaking

In the question number eleven, the students are asked to choose the prevention factors for speaking. 51% students opined in favor of 'improper listening skill', 31% students opined in favor of 'excessive use of mother tongue' and 18% students opined in favor of 'anxiety'.

Causes of speaking failure

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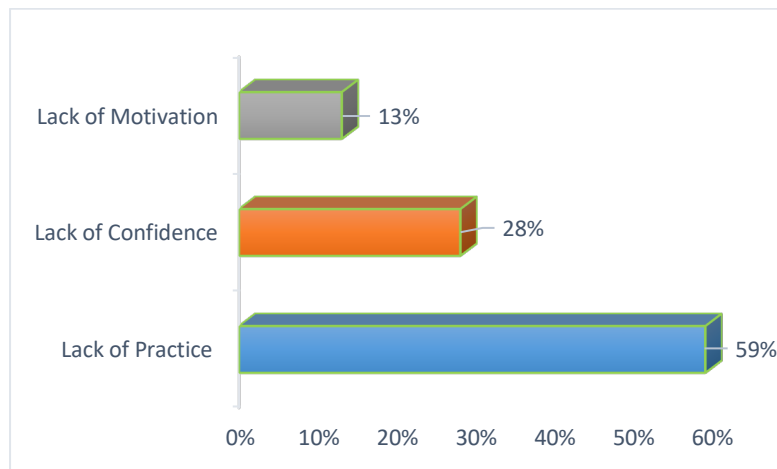
Fig: 6- Causes of speaking failure.

In the question number twelve, the students are asked to choose the causes of failure in developing speaking as a communicative competence. 59% students opined in favor of 'lack of practice', 28% students opined in favor of 'lack of confidence' and 13% students opined in favor of 'lack of motivation'.

Finding from the teacher's close-ended questions (Quantitative Research Method):

Source of materials:

**Analysis of data collected from teachers**
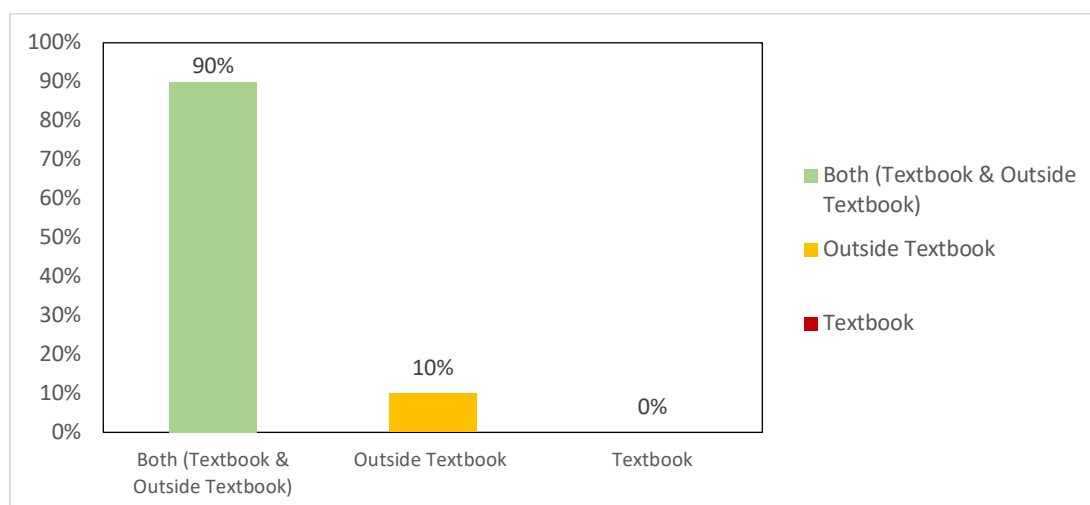
Fig: 7– Source of Materials

In the question no one, the teachers asked to know about the source of materials. Here among sixteen teachers, fifteen of them preferred to use materials from the text book and outside the text book .That means they marked on 'both' and one of them opined that he used outside text book source in developing students speaking skill. To sum up that 90% teacher's opinion went out in favor of 'both' and 10% teacher's opinion in favor of 'outside text book'.

Number of speaking classes:
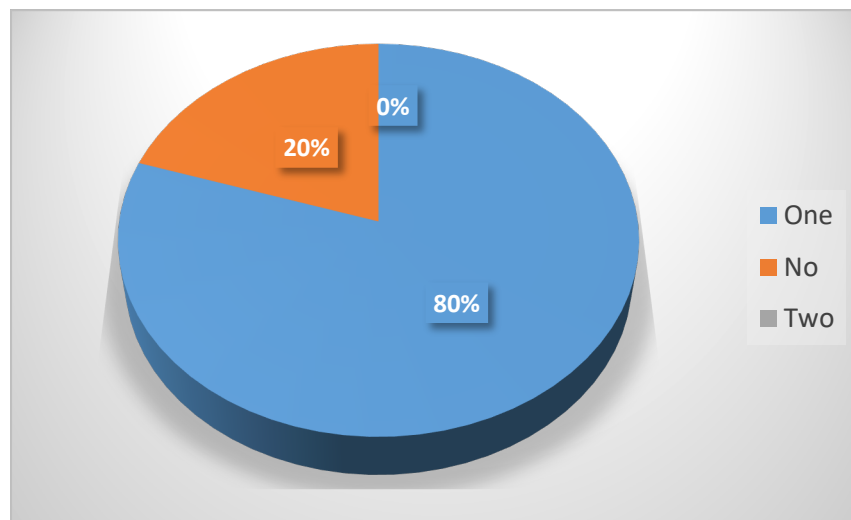
Fig: 8- Number of Speaking Classes

In the second question of this research, among the sixteen teachers 11 teachers opined in favor of (one) speaking class that mean 80% teachers opined in favor of 'one' speaking class and 5 teachers opined in favor of 'no' speaking classes that mean 20% teachers opinion went in favor of 'no' speaking classes and no teachers opined in favor of 'two' classes.
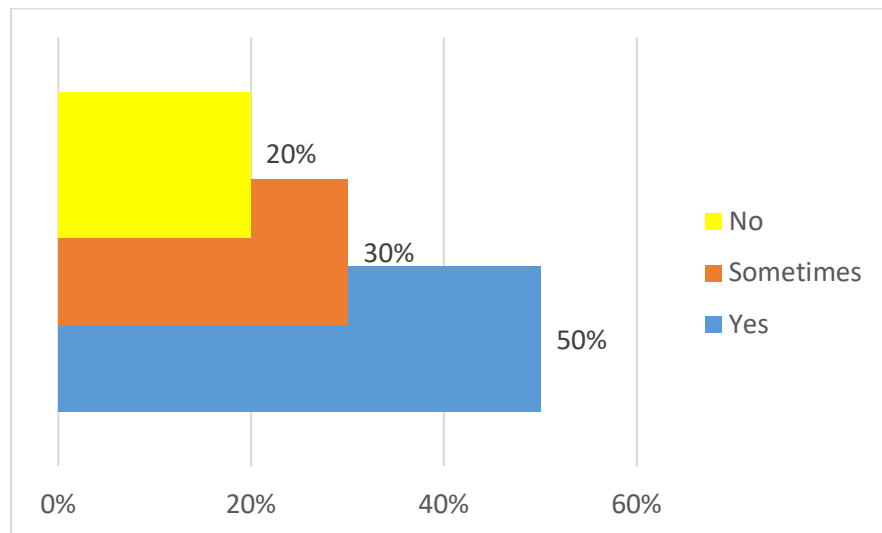
Performance of the students:

Fig 9- Performance of the students.

In the 3rd question, 6 teachers ticked on 'Neither good nor bad', 5 teachers ticked on 'Good˙ and 5 teachers ticked on ˋweak' that mean 40% teachers opined in favor of 'Neither good or nor bad', 30% opined in favor of 'Good˙and 30% opined in favor of ˋweak˙.

Difficulty in comprehending the speaking instruction:

Fig 10: Difficulty in Comprehending the speaking instruction

In the 6th question, the teachers are asked wheter their students found any difficulty in understanding the speaking insrtuctions given in the English text book. Among 16 teachers, 7 taechers that mean 50% opined in favor of 'yes', 5 teachers that mean 30% opined in favor of 'sometimes˙and 4 teachers that mean 20% opined in favor of 'no' difficulty in comprehending the speaking instruction.

The availability of time in speaking:
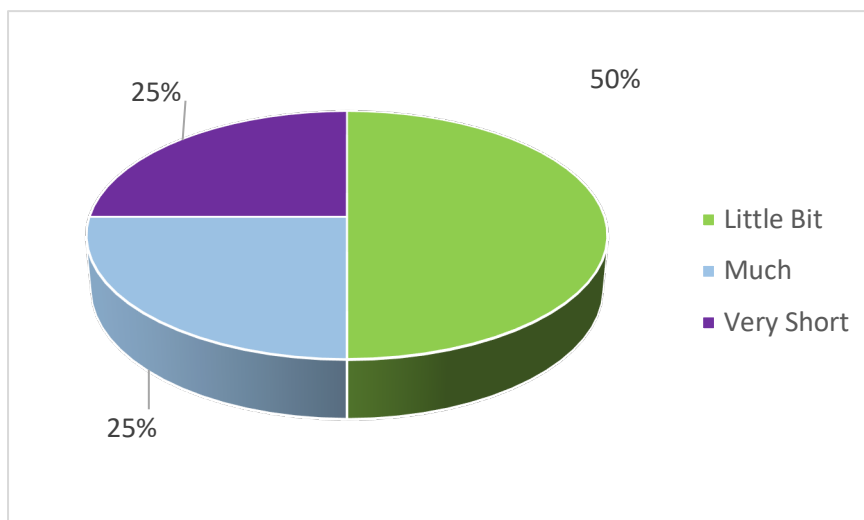
Fig 11- The availability of time in Speaking

Question number eight was about the availability of time to improve the leearners speaking. Among 16 teachers, 8 teachers that mean 50% expressed their opinion in favor of 'little bit', 4 teachers that mean 25% expressed their opinion in favor of 'much'and 4 teachers that mean 25% expressed their opinion in favor of 'very short'.

Correction of errors:
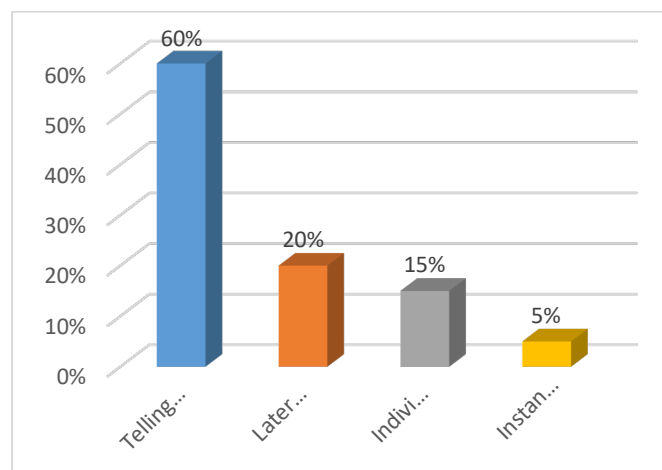
Fig: 12- Correction of errors.

Question number 9 was about the nature of errors correction of their students speaking. Among 16 teachers, 8 teachers that mean 60% opined in favor of 'telling the correct answer', 4 teachers that mean 20% opined in favor of 'later by not mentioning the name', 3 teachers that mean 15% opined in favor of 'individually' and 1 teacher that means 5% opined infavor of 'instantly by constant interruption'.

Arrangement of extempore speaking competition :

Fig: 13- Arrangement of extempore speaking competition

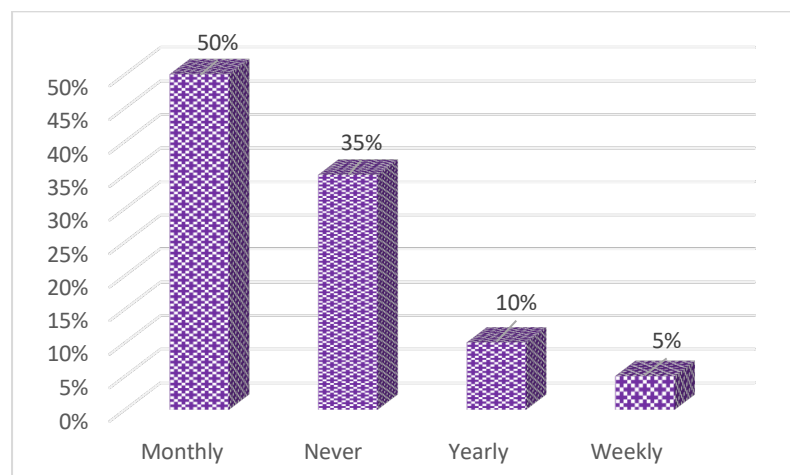Number of 10th question was about the arrangement of extempore speaking competition to improve students' fastness in communication where 8 taechers that mean 50% opined in favor of 'monthly', 5 teachers that mean 35% opined in favor of 'never', 2 teachers that mean 10% opined in favor of 'yearly' and 1 teacher that means 5% opined in favor of 'weekly'.

Data Collection and Findings:

In this paper, primary data have been collected by the help of questionnaire survey and recorded questions and answers of the students. There were twenty students as participants and five teacher participants who have responded in the questionnaires. The teachers have provided their opinions too by the help of open-ended questions. On the other hand, recorded voice of the participants in question- answer session have also been collected as file for further study. Students and teachers have provided their own ideas of Speaking English in the questionnaire where ten specific close-ended questions are chosen for teachers and eleven particular close ended questions are selected for students in order to trace out some ideas on spoken English Class. Each has identified one out of four or five options. Moreover, eight specific questions are asked to each student participant in order to test their speaking skill although some ideas and clues were provided to them earlier so that they feel motivated in the question - answer session. In the analysis, both qualitative and quantitative approaches are applied in order to clarify the detailed ideas in connection to the discussion of the findings. As a result, it has proceeded according to the arrangement of the multiple choice questions and the findings in percentages. Findings & Analysis of the data collected from students: The students have responded quite negatively in this query because most of them believe that the teachers help in developing speaking is not much because most of the teachers have used Bengali as a medium of instruction in the classroom which results in lack of practice in case of English communication.

Findings from open ended questions (Collected from teachers)

1) In response to open ended question number one which was opinion about the Communicative Competence, 80% teachers opined that communicative competence depends on practicing speaking skill in order to communicate with others and to develop the speaking skill of tertiary level students for the sake of their career. Among them, 20% teachers opined that communicative competence is a modern approach which can be very effective for students' language skill development and for their learning and teaching English.

2) In reply to open ended question number two that inquires about the difficulties that students face to improve their speaking skill, 80% teachers state that shyness, nervousness, shortage of vocabulary, lack of practice, lack of interest and lack of proper environment are the difficulties that students face to improve their speaking skill. Only 20% teachers point out that the students cannot get well trained teachers who will be able to speak English with them fluently. I feel sorry to say that no English teachers speak fully English even in the class room with their students.

3) While answering open ended third question on whether the teaching speaking method at first year undergraduate level is traditional or not, 60% teachers think that the teaching of speaking at tertiary level is traditional, but it should be modern. Though syllabus at tertiary level is modern, exam method is traditional. As the students sit for the speaking test in the final exam, it should be modern. 40% teachers argue that the teaching of speaking method at tertiary level is not traditional. 4) In response

to open ended fourth question for the effective ways to develop the communicative competence of students at undergraduate level, 80% teachers point out that arranging a debate competition in every week, organizing a speaking club where there is so much scope to practice speaking, performing group and pair works as well as oral test at least in every week would be helpful. 20% teachers argue that a system should be applied by the government so that students can get an opportunity to practice and speak in the classroom.

5) While replying open ended fifth question on the materials which would be necessary for the classroom to improve the speaking skill of the students, 60% teachers mentioned related materials for the classroom such as: multi-media classroom, audio-video cassettes, listening DVD player, English bulletin, watching English movie, reading English magazines and newspapers, Foreign text book, pictures, projectors and other teaching aids.

Findings from the Communicative Competence audio test of the students:

There is a session of recorded interview in order to explore the Obstacles against Developing Communicative Competence in Spoken English at the Undergraduate Level whereas realistic face to face interview have been taken from 20 students highlighting three categories of questions

 a) personal

 b) descriptive and

3) conversational.

These are the following interview recording observations regarding obstacles—

1. There are a lot of pauses and no use of fillers like 'well', 'actually' etc.

2. Students sometimes repeat same sentences while responding.

3. Students face difficulty in grammar correction like 'my father name' instead of 'My Father's name'.

4. They are not quite confident in their own accent as their voice seems low while speaking.

5. There are pronunciation mistakes committed by the students due to the Influence of Local Accent of their mother tongue.

6. Most of the students fail to be fluent and accurate at the same time.

7. Extra linguistic features like fatigue, nervousness or slip of tongue are frequently in function.

8. They also face listening problems as they fail to understand the question in the first attempt in some occasions.

9. Most of the students have answered queries in short responses instead of formal way of sentence making answers.

10. Some students are very weak in speaking although they have understood the questions.

11. Many students fail to respond well in descriptive and conversational part whereas success rate has been high in personal information responses.

12. In some cases, students fail to use appropriate words due to lack of practice.

Final Outcome

This paper has discussed on the overall findings and analysis which were collected from both teachers and students. In order to develop speaking, the students have to practice speaking skill in pairs and groups both inside and outside the classroom. Moreover, a speaker him\herself cannot automatically take the responsibility of the speaking task. The teacher is then the right person to equip the speaker with the capability of taking the responsibility of his\her own speaking. And to do that- the teacher has to have adequate qualification along with proper training. More specifically, the teacher must have a thorough knowledge of the all the linguistics elements and a very good command of all the skills of the target language in order to overcome the obstacles against developing communicative competence in Spoken English at the Undergraduate Level.

Conclusion and Future Work:

The research here deals with findings, recommendations and limitations of the study. In the findings, this study has dealt with the lacking and problems which are encountered by the students through speaking skill. Through recommendations, this research has suggested to perform some activities may be helpful for the tertiary level students. Moreover, there are some limitations in this research. Avoiding those limitations might have brought better results.

Summary of the findings:

Academic

I.   Though the students at tertiary level are interested in speaking, there is no scope to practice of their speaking skill.
II.   The teachers don't take any speaking classes because the Stakeholders and higher authority do not make any system to take exam on students' speaking test.
III.   As the teachers are not well-trained, they do not speak English even in the classroom.
IV.   Although the speaking competitions need to be arranged monthly, the authority does not support it.

Personal

V.   The students feel shy while speaking in English and getting less time for practice is also an issue.
VI.   Influence of local accent of mother tongue leads to pronunciation failure.
VII.   The students feel afraid of speaking in front of others.
VIII. Lack of concentration and awareness on the words while they speak has been a key issue.

Social

IX.   Lack of comfort rather stress is another issue for the causes of speaking failure.
X.   Absence of social support and friendly environment for practice is also visible.
XI.   Though the teaching of speaking method is traditional which has got the percentage 60%, it should be modern.

Psychological

XII. Lack of motivation, positive attitude and confidence in speaking English are also common causes.

XIII. Lack of practice and confidence in speaking are also common among the tertiary level students.

XIV. Interest of speaking in English for most of the students is very little as they are Reluctant Speakers.

Recommendations:

The recommendations which can promote successful practice of speaking in English are:

I. If the class sizes are unusually large, the teachers should divide the students into small groups in order to practice speaking activities because speaking is impossible in a large class.

II. Teachers should be well-trained so that they can be aware of their proper role in class and can promote the students' speaking skill.

III. It is important to take easy and interesting shorter texts which may support for speaking.

IV. English movie and bulletin as well as audio-video cassettes should be used for listening in order to get correct accent.

V. Multi-media classroom should be provided to promote the students' speaking.

VI. The Ministry of Education and the higher authority should apply a system so that students can get an opportunity to speak in the classroom.

Limitations of the study:
This research has some limitations and these are:
i. This research has focused only twenty students instead of all students at tertiary level in Bangladesh. Some students may have opined without thinking properly.

ii. Though this study has tried to find out the solutions of speaking failure, it is impossible without the help of the total educational system and teachers may have different opinions too.

iii. This study has got many limitations as it depended on tertiary level students whose proper speaking development has not been fully improved.

iv. The students have performed better outside the classroom when they have talked to me but they have not performed well inside the classroom.

v. This research has been conducted with a step by step procedure while it has analyzed twenty separate students for each with variety of tests while there were break downs. vi. It is impossible to train all teachers although it is mentioned that all teachers should be well-trained and teachers or students from public universities may provide different result.

Strengths of the study:
i.   Three different educational institutions have been chosen from three different parts of Bangladesh.

ii.   ii. The researcher has had administrative support.

iii.   iii. Students have been the real trainees of the researcher.

iv.   iv. Teachers were actually working with the researcher in the field of English language.

v.   v. The study has been conducted in a long term session under the guidance of the supervisor.

vi.   vi. The Findings were verified and based on real firsthand experience as reliable information.

The hypothesis regarding the study over the responsible factors of unsuccessful English language speaking is really tough to identify as no one can really recognize the exact reasons behind their ability to speak in English. Moreover, most of the learners depend on guessing and assumptions and no one is certain about specific factor rather they are quite puzzled due to the interferences of many responsible factors. The learners therefore need to have a conspicuously direct relation to a syllabus construction, the teacher's qualification and training, materials development, use of equipment and the testing instrument as Haque and Maniruzzaman (1994:79) contend- "The speakers' needs and wants tremendously control the whole package of teaching materials, aids and equipment and the application of teaching techniques and strategies, the employment of classroom activities and most importantly, the method of teaching and the construction of the syllabus". That is, the teaching process has to take into account of what linguistic items the speaker needs to speak when and why, how he /she can easily speak what he /she wants to speak, and how he/she can be used to applying what he/she has spoken in his/her real life situations. It is inevitable that the syllabus has to contain the linguistic items the speaker lacks and wants in the sequence in which in he/she will best learn and internalize them in order to use them correctly, appropriately and spontaneously in his/her real life communication. Corder(1973:296) postulates that a finished syllabus is the overall plan for the speaking process. It, too, must specify what components, or speaking items, must be available, or spoken by a certain time; what is the most efficient in which they are spoken; what items can be learned "simultaneously"; what items are available from stock, i.e. already know; and the whole process is determined by considerations of how long it takes to produce or speak a component or item. The process is under continual by means of stock checks, or tests and examinations. In other words, the syllabus first specifies the linguistic items according to the speaker's needs and wants. Therefore, the teacher has to be appropriately and adequately trained in psycholinguistics, sociolinguistics, pedagogy and the target language in order to meet what the individual speaker demands in the classroom. A kind of teacher students' group effort can lead to a great improvement of speaking, especially in case of writing and speaking.

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