

The Purposes of English Language Learning of Higher Secondary Learners and the Reflection of their Needs in the Syllabus

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Abstract: As globalization advances, the need for use of global languages becomes predominant and the ability to communicate effectively and successfully in English is desired by the students of Bangladesh. Hence the ways of enhancing that ability are spreading, patronized by the government and other non-government entities. But the real question is, if these entities are fulfilling the requirements, both linguistic and demanded by learners. As this is a too big area for a self-employed researcher, the focus of this study is the higher secondary English curriculum set up by the government of Bangladesh. The paper endeavoured to find out whether the curriculum and real teaching-learning situation satisfies the students' needs and the linguistic parameters. The reality is somewhat optimistic since the linguistic aspects are focused on and pragmatic practices are adopted but when it comes to Communicative Language Teaching (CLT) then the scenario is not satisfactory enough. The article also reflects that there is a lot of room for improvement in this domain.

Introduction

The present study aims at investigating the needs of English language learners of Higher Secondary Level in Bangladesh. There is also an attempt to critically crosscheck the English language curriculum provided by National Curriculum and Textbook Board of Bangladesh (NCTB) and their learning process. In fact, this study tries to explore what is the needs and purpose of learning English of Higher Secondary Level learners and find out how much the curriculum as well as the learning process is helping them to meet their requirements.

According to the Bangladesh Bureau of Educational Information and Statistic (2012), the present education system of Bangladesh may be

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broadly divided into three major stages — primary, secondary and tertiary education. English is the only compulsory foreign language taught in the primary and secondary levels or in schools and colleges of Bangladesh. Students take English language courses for twelve years — from primary to higher Secondary. They try to learn English as a part of their academic learning and the purpose of this learning is general. The NCTB provides language curriculum for them. However, the appropriateness of the curriculum and its effective implication is yet to achieve the satisfactory level.

Background

National Education Policy 2010 of Bangladesh inscribes the need for learning English to fulfill the communicative purposes that will help preparing the country's future generation for the challenge of competitive globalized-world of the 21st century. Therefore, the curriculum focuses on skill-based process of teaching and learning of English so that the learners can use English in their real-life situations by acquiring necessary language skills. It also helps the learners to gather knowledge, to learn about the cultures and values of the people of English speaking countries. They are expected to develop positive attitudes, pursue higher education and have better access to local and global employment.

According to Hutchinson and Waters (1987), English has become the accepted international language of technology and commerce and has created a new generation of learners who know specifically why they are learning a language. The status of English in Bangladesh is very clearly defined so it is really necessary to find out the correlations, similarities, differences between the stated needs and purpose of the learners of learning English as a foreign language for a general purpose of learning.

Methodology

This experiment has been performed within a flexible guideline of the quantitative research technique. According to Creswell (2009) the objective of quantitative research is to test theories objectively by examining the relationship between variables. Those variables can be measured and analysed by statistical procedures.

Site and Participants

The research was conducted in three colleges of Dhaka city and 39 participants are selected randomly from the higher secondary level. They have learnt English as a foreign language for about 11 years as a part of their academic learning and the purpose was general. They are expected to have a good command over English.

Needs Analysis Form

A needs Analysis form was prepared to collect data for this research. Needs analysis, which is also known as needs assessment has a vital role in the process of designing the curriculum and carrying out any language course properly. There are many ways of conducting a needs assessment. Robinson (1991) lists a number of different methods for conducting needs analysis such as questionnaires, case studies, tests, interviews, and authentic data collection.

The needs analysis form is used here is prepared keeping in mind the concepts of the sociolinguistic approach of Munby (1978). There are questions to know about the Target-situation needs and Deficiency needs, Pedagogic needs, Strategy or Learning Needs of the students or learners.

Theoretical Base

A language course is designed keeping in mind many things like, it should suit the interest of the learners and fill the needs, motivate and facilitate them with the learning. The design of English for Specific Purposes (ESP) courses can prepare the learners to perform the professional communication whereas English as the general course help them to satisfy a common goal. According to Richards (2001) the ESP approach to language teaching is a response to a number of practical concerns: for instance, the need to prepare materials to teach students who have already mastered general English but now need English for use in employment or in their professional life.

Needs assessment or analysis is a basic part of curriculum development and is normally required before developing a curriculum or syllabus for a language teaching programme or course. Historically, it was introduced into language teaching through the ESP movement during 1960s to 1970s. Despite the fact this needs analysis was not used only for ESP, but also for second or foreign language learners in general. The

term 'Needs Analysis', was identified by Brown (1995) which is also called needs assessment. It is so because the activities which are involved in gathering information they will serve as the base of developing a curriculum to meet the learning needs of a specific group of learners.

Through the identification of needs, the problems of a target population and possible solutions are described. It is a continuing process which can be done again and again to improve the learning and teaching conditions. According to Witkin et al. (1995) a need has been described as a gap between 'what is' and 'what should be'. Brindley (1989) states that sometimes the term 'needs' is used to refer wants, demands, desires, expectations, motivation, lacks, constraints and requirements or it can also deal with the language skills and forms. These are the main factors that the learners will need to use in the target language to communicate effectively in a foreign language (FL) context.

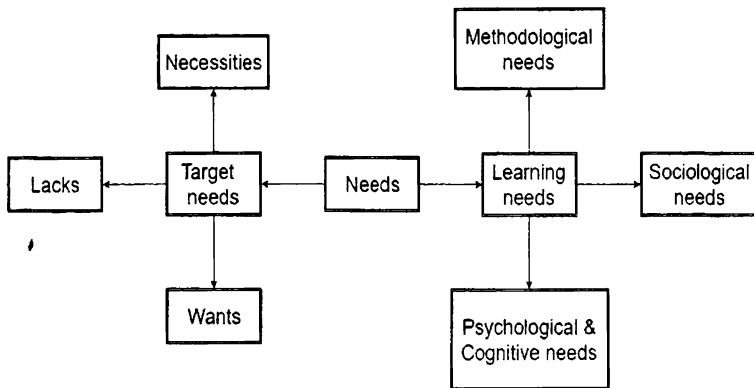


Fig-1: Types of needs

Moreover, Soriano (1995) says that needs analysis collects and analyses data to determine what learners 'want' and 'need' to learn, while an evaluation measures the effectiveness of a programme to meet the needs of the learners. After the correct identification, the concept 'needs' can be stated in terms of goals and objectives. And through the whole process this can be served as the standard for developing tests and assessments, teaching materials, teaching activities, evaluation strategies etc. Ferris (1998) says that it is of paramount importance to

know the students' perspectives with respect to the course content. According to Manolopoulou-Sergi (2004) other approaches to the term define needs as :

- what learners need to learn
- how they feel about learning
- how much effort they are likely to invest or,
- how much ability they possess for the process of learning (p. 89)

Moreover, the Council of Europe (2001) states that keeping in mind the appropriate way, age and interests of the learners foreign language learning (FLL) requires a cohesive relation among its components such as among the—

- identification of needs
- determination of objectives
- selection and creation of materials
- teaching/learning methods
- evaluation, testing and assessment etc.

According to Iwai et al. (1999), the term 'Needs Analysis' (NA) generally means the activities those are involved in collecting information which serves as the foundation for developing a curriculum that will meet the needs of a specific group of learners.

Several researchers (Richards 2012; Seedhouse 1995; Tarone & Yule 1989) have shown the importance of NA in general language classes in their studies. Learners are generally involved in activities while learning English because of the needs they feel for learning it. Richards (2012) points out several factors such as knowledge, views of learning, learning styles and motivation to make the teaching successful and useful and the requirement of the consideration of learner factors is a must. Stern (1992) also suggests the same way and says that NA enables the language course to meet the needs of particular group or learners at different levels of proficiency and with a variety of objectives in mind too.

The prominent focus of early NA was English for Occupational Purposes (EOP). As NA has been developed through various stages by shifting and expanding the scope of analysis, later it is divided into more specification such as:

- English for Academic Purposes (EAP)
- English for Specific Purposes(ESP) and
- General English.(General English courses)

According to Crookes & Schmidt (1991) a language programme which attempts to meet the learners perceived needs will be more motivating and successful. Furthermore, studies conducted by Richards (1990) and Savignon (1997) explain that, by obtaining input from the learners about an organized or existing programme through a NA is fundamental for the design, implementation, evaluation, and revision of the language programme.

Approaches to NA

There are many Influential models of NA those include a sociolinguistic model (Munby, 1978), a systemic approach (Richerich & Chancerel, 1977), a learning-centred approach (Hutchinson & Waters, 1987), learner-centred approaches (Berwick, 1989; Brindley, 1989) and a task-based approach (Long 2005a, 2005b). Among these approaches, Munby (1978) has designed a model what is known as Communicative Needs Processor (CNP) foregrounding the variables that affect communication needs in terms of behaviour and meaning specifications. McDonough (1999) explains the worldwide acceptance of this theoretical work which has been broadly used as a working model as it is and also by modifying in many parts of the world to operate language teaching programmes. Many researches feel the same way and think that this model can be used to specify 'target situations' (Jordan, 1997; West, 1994). Here to develop a communicative syllabus, a profile of communication needs is presented beforehand. The profile consists of:

- communicative events
- purposive domain
- medium
- mode
- channel of communication
- setting of communication
- main communicator/s, person/s with whom the communicator/s communicate
- dialect

- attitudinal tone
- subject content and
- levels of English ability required for the communication.

On the other hand, according to West (1994), though the model provides an abundance of detail but it is impractical, inflexible, complex and time-consuming too. It does not include needs from the point of view of individual learner differences like learner's voice is not taken into account. In a same vein, West (1994) and Jordan (1997) say that it collects data about the learner rather than from the learner and criticises the model for considering 'implementational constraints'. Despite these criticisms, this model and sociolinguistic variables (age, race, gender, style etc.) remain important for effective communication.

The main purpose of conducting NA is to systematically gather information in order to design objectives of the curriculum. The specification of a group of language learners 'needs' before and during curriculum/course implementation is the main concern of the NA (Fatihi, 2003; Seedhouse, 1995; Watanabe, 2006). In the same way Richards (2011) thinks that the curriculum development process is a dynamic process which involves interrelated elements of NA, goals placement, implementation and programme evaluation. Nunan (1988) says that the NA refers to the techniques and procedures for collecting information about the learners to use them in designing the syllabus. According to Lekatompessy (2010), curriculum development should be viewed as a process which meets the learners' needs leading to the improvement of learners' learning.

There are many definitions to define curriculum. According to Candlin (1984 : 31), 'curriculum is concerned with making general statements about language learning, learning purpose, experience, evaluation, and the role and relationships of teachers and learners'. It is obvious that every education programme needs curriculum and syllabus where curriculum is the broader or umbrella term. Following the study of Paez & Sánchez (1991) it can be noted that curriculum lies on:

- Legal foundations
- Philosophical foundations
- Epistemological foundations
- Psychological foundations

- Social foundations and
- Pedagogical foundations

Curriculum development should be taken as a process which is prepared to meet the needs of the learners to improve their learning and to make the learning process a successful one. The design of the curriculum brings up important issues to the teachers while developing or designing a course. In some countries, governments have their own curriculum which are developed by experts in the regarding field.

According to Nation and Macalister (2010), in a language course, the ongoing needs and environment analysis, the selection, ordering, presentation, and assessment of the material should be based on a continuing careful consideration of the learners and their needs, the teaching conditions, and the time and resources available. Furthermore, Johns (1991) also considers the needs analysis as the first step in course design and believes it provides validity and relevancy for all subsequent course design activities. The communicative syllabus has some aspects to be discussed beforehand. They are:

- Communicative competence and
- Theoretical framework

The first model that was intended to serve both instructional and assessment purposes was the model proposed by Canale & Swain (1980). Later it was elaborated by Canale (1983). There are four components of communicative competence in the model:

- Grammatical competence — the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).
- Sociolinguistic competence — the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation).
- Discourse competence — the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).
- Strategic competence — the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

Theoretical approaches of language and learning

If we want to find out the relations between needs analysis, curriculum design, teaching and learning and the current situations then we must have a brief idea of the theories of language and learning to know how they are interconnected in the current situation.

Theories of language

There are three different theoretical approaches of language, they are: structural, functional, and interactional.

- The **structural** view focuses on the structurally related elements of a language, i.e. phonological units (phonemes), grammatical units (phrases, clauses, sentences), lexical items (function words and structure words) etc.
- The **functional** view sees language as a tool and its elements help us to understand how the language is processed and applied. It deals with the semantic and communicative aspects of language.
- The **interactional** theory of language focuses on the interpersonal relations between the child and the adult based on the linguistic intelligibility and likely arguing the idea of 'nature' and 'nurture'.

Learning theories

As many researchers have conducted in educational field so many learning theories are introduced by many scholars.

- Behavioural learning theory (Pavlov and Skinner, 19th and 20th c): Behavioural learning theory says that learning is a consequence of imitation and rehearsal of behaviour. It sees language as a result of habit formation. The cognitive ability of learner is less focused here.
- Innateness theory of learning (Chomsky, 1957): Innateness/Nativist/Mentalist theory of learning was introduced by Chomsky and it claims that there is a special learning device in human brain since birth which helps the child to deal with the linguistic purposes. It is termed as Language Acquisition Device (LAD).
- Cognitive theory (Piaget, 1936): Cognitive learning theory sees language as one aspect of a child's intellectual development. It explains how the brain works and networks between information.

It deals with the conceptual framework of information processing and thinking. Piaget describes four stages of cognitive development showing the process of dealing with unobservable change and mental knowledge.

- **Constructivist theory (Piaget, Vygotsky, and Bruner):** Constructivist learning theory deals with how people construct their own understanding and knowledge of the world through their interaction between their experiences and their ideas. It therefore has direct application to education. Schema, zone of proximal development, scaffolding, private speech; cognitive apprenticeship, mediated learning etc. are the basic concepts of Vygotskian theory of learning.

Findings and result

This section is divided into two parts. **Part-A** lists the ways to use the collected information and the NA form with the analysis of the needs of the learners are presented. In **Part-B**, a critical analysis of the curriculum and the learning process is presented to find out some answers with regard the analysis of the needs of the learners got from the survey.

Part-A

The NA form

Here the form which was developed to collect data from the learners is given. Both English and Bengali are used to get the spontaneous and clear answers from the learners. The instructions are given with each question. (Please see Appendix for detail).

Learners' Profile

Based on Munby's Model (1978), the profile of the learners are analyzed below. The aspects are:

1. **Participants:** 39 participants took part in this study. Their age range is 15-18 in average. They are from both the first and second year college students.
2. **Purposive domain:** As for the purposes of learning English, the responses of the students are represented from the data collected for needs analysis below –

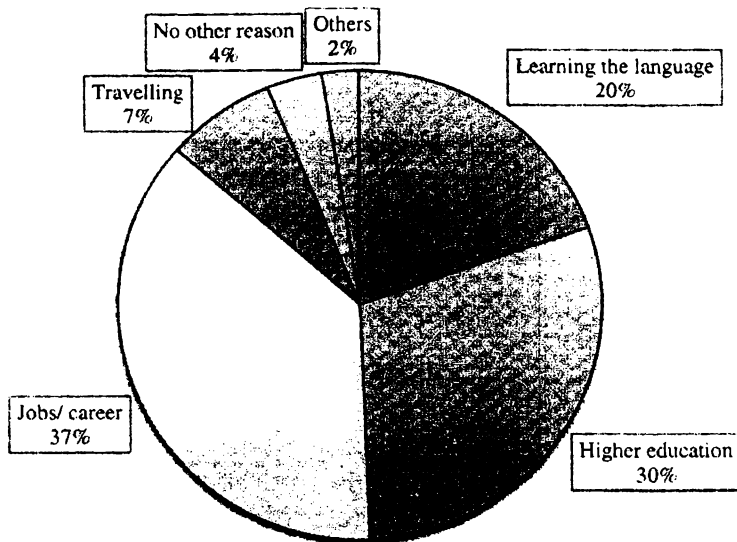


Fig-2: Purposive Domain

3. **Setting:** They have a huge range of setting and they are presented here with the preference.

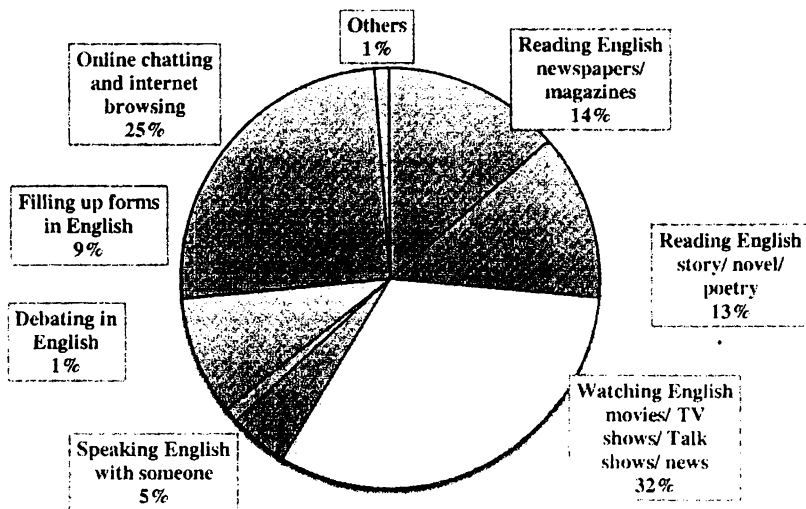


Fig-3: The settings

4. **Interaction:** They mainly want to interact with their friends, teachers, friends living abroad etc.

5. **Instrumentality:** From Fig-1, we can see that most of them want to learn English mainly to get a higher level job and the second priority is higher education.
6. **Dialect:** They are taught British accent but as they do not get the exposure to get in touch with native speakers the accent they get to learn often is Bangladeshi English accent.
7. **Target level:** They want to communicate with the people who share the same level of illegibility.
8. **Communicative event:** From the following figure we can see that to them listening skill is the most important one and then pronunciation and speaking skill.

Perceived importance

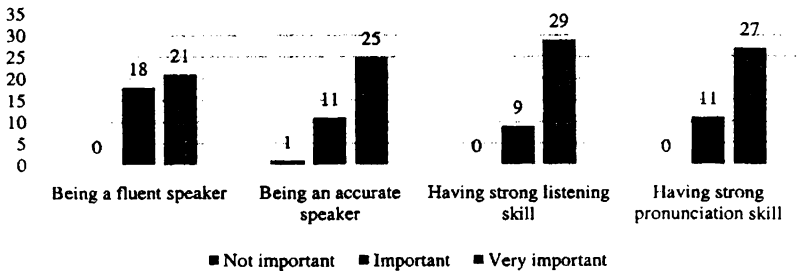


Fig-4: Perceived importance

The following chart shows their current level and the percentage-

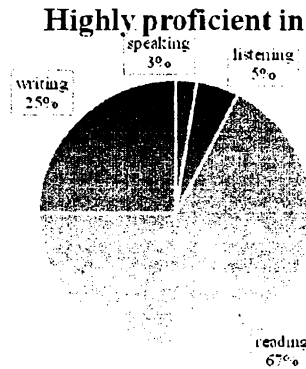


Fig-5: Current high proficiency level

9. **Communicative key:** According to their answers they want to understand better and become a fluent speaker and accurate too.

According to the Common European Framework of reference for Languages (2001) while learning English in A1 level they focus on learning each language skills (reading, writing, speaking and listening). While developing syllabus this factors should be kept in mind and make a framework suitable to the definite group of people.

Part-B

The emphasis on grammatical, functional-notional or macro skill objectives and grading:

It is instructed in the curriculum that formal grammar should be blended with communicative language practices, a 'communicative English grammar' should be introduced to the students. The English curriculum is divided into two papers. First paper deals with theme based texts and relevant tasks, with a view to working with macro skill and functional notional approach. Whereas, the second paper deals with grammar contents and relevant tasks and also free hand writing.

It's complicated to measure which one has the most emphasis. If we consider the marks distribution, only 45 marks out of 200 have been allotted to testing of grammar. The rest are mostly for writing and reading, with only 10 marks for speaking and listening each.

But it is instructed that graded grammar would be taught through communicative approach. And grammatical elements will be integrated into the text materials too. So, taking these instructions into consideration, we could assume that, grammar is like the arteries and veins of the language. And the focus on grammar isn't just given separately, but also through a holistic way of learning the language with the grammar.

Suppose we consider people who cannot read or write but can speak and listen. They can speak a language only by listening. They have no need to learn grammar to speak it. If they are taught the alphabets, they can also read and write sufficiently, without knowing grammar. So, I would say sufficient emphasis has been put on grammar.

But the curriculum focuses on teaching-learning English as a skill-based subject so that learners can use English in their real-life situations. In the first paper textbook activities, the emphasis on macro skills is reflected. But in the marks distribution of the exam, only 10 marks are

- notional approach needs reasonable amount of though emphasized in the curriculum, it is not the class works or examinations.

ate for the students?

ndents, 38% of them have problems with of them think, given emphasis on grammar should be given. Though reviewing the ows that enough emphasis is given on wise. So, it is safe to say emphasis given

notional approach, as 12% of the pronunciations, and 48% with eaking, as mentioned above, is unctional notional approach is

of the level of language needs on curriculum. It gths and weaknesses ea for better learning n for the teachers hile learning the

skills. But for speaking and listening, as mentioned before, the emphasis given is significantly inappropriate.

To what extent you agree or disagree with the assumption underlying the syllabus especially in relation to the belief of language and language learning theories?

Now if we refer to the syllabus of 11-12 then we can only find out that the curriculum has been developed by following the Communicative Language Teaching (CLT). There is no mention of the theoretical background and detail framework.

But we can assume that most of the communicative curriculum follows mainly two things:

- The grammatical/structural aspect of a language and the
- The functional aspect of a language.

If we go through the curriculum then we will find that there is an emphasis on grammar and also it talks about the functional parts of language and the use of language for the communicative purposes in real life situations and observing the directions, objectives and outcomes we can say that it followed a combined application of Behavioural and Constructivist learning theory for fulfilling the purpose.

I partly agree with the idea as to me the cognitive development is very important too. The approaches from Cognitive theory of Learning help us to know the way the whole process of learning works and when it is known by the teacher and students they can follow the appropriate way to learn something. By applying those techniques in the class the teacher can get better learning outcome and the student can get that too. The student can apply the process for themselves even while learning alone.

Selection of the Content of the Curriculum, Changes that may bring to it and Disagreement:

The selection of the content should be more appropriate. They don't reflect the interest of the student much.

Changes that may bring to it and Disagreement

- There is no complete and proper framework to follow in the curriculum. So a detail and clear framework should be given.

- Though CLT does not follow a single theory but most of the times the CLT curriculum follows a combination of theories. It will be very helpful if there is a discussion of the underlying beliefs and theories which are used here.
- In the curriculum for paper one; there is only themes but no definite content like paper two. A list of contents should be given to get a clear view of what is to teach and to be learned.
- The curriculum says that it is a CLT followed curriculum. But the idea does not reflect while grading and assessing. There should be a proper distribution of the grades for each of the skill.
- From the needs analysis it is seen that 38% of the learners think that practicing English Conversation will help them to improve their English. But in the curriculum there is a little grade for this and the learners do not get enough motivation and the scope to practice is very little.

help to improve English learning

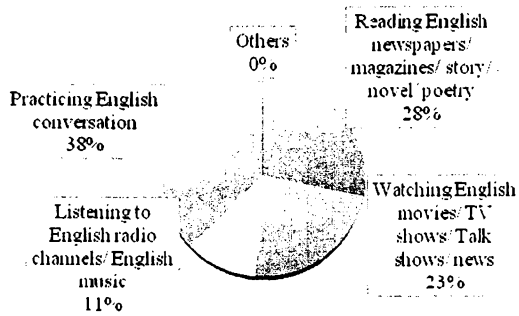


Fig-9: Improvement

- This graph shows that the topics of the text books are moderately interesting to the students. So the content should be selected such a way that the topics of the book can be presented and described in a better way.

From the chart we can see that their attitude toward English and the motivation levels are influenced by the kind of elements they deal with containing English such as in at home they watch English TV programmes, read English newspapers etc. According to Wentzel and Wigfield (2009) the enjoyment of learning increases interest and motivation for a subject. So by gathering information and analyzing them what else the learners do

to learn English willingly besides the formal academic setting should be identified and those elements need to be included in the curriculum contents and teaching process to get better results.

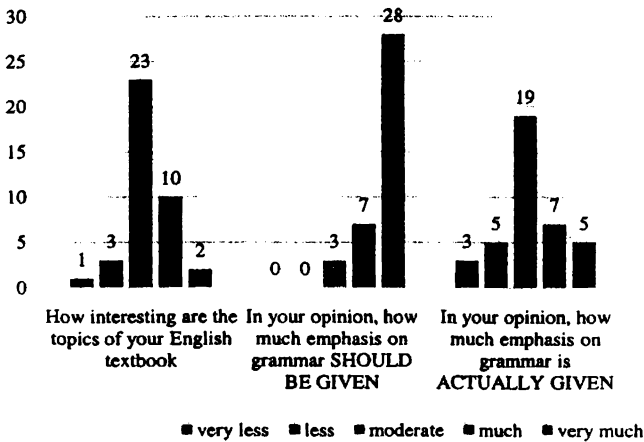


Fig-10: Individual Opinions

- Here as we can see they think that the emphasis on grammar items should be given more as they think that the emphasis is currently there in the curriculum is not enough to learn English.
- From the graph (Fig-11) we can see that though it is a communicative curriculum the learners don't get the opportunity to practice the skills much. And 14 out of 39 learners think that text book exercises are followed very less.

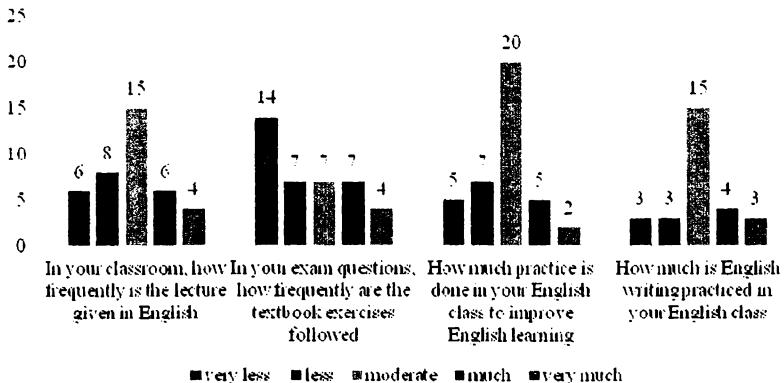


Fig-11: Practice in the class

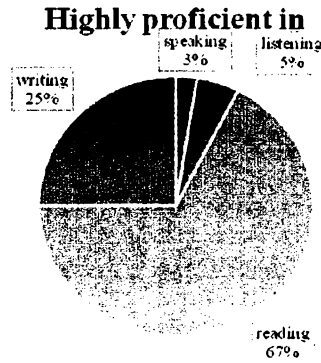


Fig: 14: High proficiency

- These graphs (Fig-13, 14) proves the same demand too.
- The content and direction of the curriculum should be more appropriate so that the teacher can understand the idea of CLT better and can use things within the reach to teach the learners.

What else is used in your English classes

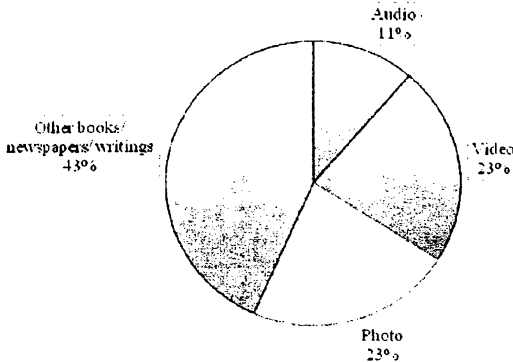


Fig-15: Materials used

Conclusion

Curriculum is considered as a blue print of the final success and achievement in any educational programme. While designing a curriculum for the EFL students the knowledge of socio-economical, socio-cultural and contextual background of the country or the group

of learners is a must. Therefore Needs analysis is a mandatory process and step in the development of a suitable curriculum as it reflects the demand of the target group. It also helps in developing language materials not only following the global demands but also respecting the local demands and conditions. Needs analysis is not a onetime job it is to be repeated during the life of each course.

From the above mentioned needs analysis and comparing the needs with the current objectives and goals of the curriculum we can say that there are some changes that we can bring to the curriculum to make it more suitable to the English language learners of class eleven and twelve. Last but not least, a curriculum alone cannot do the whole job, we need to make sure of the other things related to teaching and learning, like the activities of teachers and students, task designing, proficiency level and proper training of the teachers etc.

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Appendix

The needs analysis form:

Institution:

Class: XI & XII

Group: Science/Business Studies/ Humanities

Gender: Male/ Female Age:

Please read the following questions carefully & tick mark the chosen answers and write your opinions where needed: (নিচের প্রশ্নগুলো যত্নসহকারে পড়ুন ও নির্বাচিত উত্তরে টিক চিহ্ন দিন এবং প্রয়োজন অনুসারে নিজের মত দিন)

1. Which side of English language are you best at? (ইংরেজি ভাষার কোনদিকে আপনি সবচেয়ে বেশি দক্ষ)
 - a) Speaking (বলা)
 - b) Listening (শোনা)
 - c) Reading (পড়া)
 - d) Writing (লেখা)
2. Which one below of English language do you have problems with? (Multiple options may be chosen) (ইংরেজি ভাষার নিচের কোনটিতে আপনি সমস্যার সম্মুখীন হন? একাধিক চিহ্নিত করা যাবে)
 - a) Pronunciation (উচ্চারণ)
 - b) Conversation (কথোপকথন)
 - c) Writing (লেখা)
 - d) Reading (পড়া)
 - e) Grammar (ব্যাকরণ)
3. Others: (write in short) (অন্যান্য: সংক্ষেপে লিখুন)
4. Apart from class activities, which of below, do you do? (Multiple options may be chosen) (শ্রেণি কার্যক্রমের বাইরে, নিচের কোনটি করে থাকেন? একাধিক চিহ্নিত করা যাবে)
 - a) Reading English newspapers/ magazines (ইংরেজি পত্রিকা/ম্যাগাজিন পড়া)
 - b) Reading English story/ novel/ poetry (ইংরেজি গল্প/উপন্যাস/কবিতা পড়া)
 - c) Watching English movies/ TV shows/Talk shows/news (ইংরেজি সিনেমা/নাটক/টকশো/খবর দেখা)
 - d) Speaking English with someone (কারো সাথে ইংরেজিতে কথা বলা)
 - e) Debating in English (ইংরেজিতে বিতর্ক)
 - f) Filling up forms in English (ইংরেজিতে ফর্ম পূরণ)

g) Online chatting and internet browsing (অনলাইন চ্যাটিং ও ইন্টারনেট ব্রাউজিং)

5. Others: (write in short) (অন্যান্য: সংক্ষেপে লিখুন)

6. How do you describe your current level in English? Tick mark the chosen answers: (আপনার ইংরেজি ব্যবহারের বর্তমান অবস্থা কীভাবে বর্ণনা করবেন? নির্বাচিত উত্তরে টিক চিহ্ন দিন)

	Excellent	Good	Medium	Bad	Very bad
Speaking					
Listening					
Reading					
Writing					

7. Tick mark the chosen answers: (নির্বাচিত উত্তরে টিক চিহ্ন দিন)

	Very less (খুবই কম)	Less (কম)	Moderate (মোটামুটি)	Much (বেশি)	Very much (অনেক বেশি)
a. How comfortable are you while speaking English? (ইংরেজিতে কথা বলতে আপনি কেমন স্বাচ্ছন্দ্য বোধ করেন?)					
b. How comfortable are you in free hand English writing? (ইংরেজি ফ্রি হ্যান্ড রাইটিং-এ আপনি কেমন স্বাচ্ছন্দ্য বোধ করেন?)					
c. How good are you in understanding the lecture given in English only by listening? (ইংরেজিতে দেয়া বক্তৃতা শুনে বুঝতে পারাতে আপনি কতটুকু দক্ষ?)					
d. How good are you in understanding English while reading? (ইংরেজি পড়ে বুঝতে পারাতে আপনি কতটুকু দক্ষ?)					

15. Tick mark the chosen answers: (নির্বাচিত উত্তরে টিক চিহ্ন দিন)

	Not important	Important	Very important
Being a fluent speaker			
Being an accurate speaker			
Having strong listening skill			
Having strong pronunciation skill			
Having rich vocabulary			
Having strong reading skill			
Having strong writing skill			
Improving exam score			

16. Write your opinion briefly (আপনার মত সংক্ষেপে লিখুন)

	Obstacles to improve this skill (এই দক্ষতা ভাল করার পথে বাধা)
Speaking	
Listening	
Reading	
Writing	