ESP to Achieve Engineers Desired Skills: A Bangladeshi Classroom Perspective

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Abstract: *This study tries to show that at the middle of a language course when the students do not respond to the activities practiced in the classroom and tries to become a passive learner, then activities using digital tools ensure students active participation and consequently can become a way of removing their reticence. Many activities ensure students active participation but the author choose only one digital activity based on the students' needs to practice in the classroom. This exercise with the practice of student's autonomy to some extent to achieve English language for a specific purpose can really be fruitful for tertiary level students. It brought change in the percentage rate of Bangladeshi tertiary level students who had many issues regarding their previous education system. Course moderation at the middle of course duration and inclusion of a particular digital activity sometimes can be beneficial for classroom of reticent engineering students.*

Keywords: Tertiary level students; ESP; Learner Autonomy; Active Participation; needs analysis; English for Specific Purpose

1. Introduction

In Bangladesh students come to the tertiary level after passing their secondary and higher secondary level education where they study the subject 'English' as a compulsory one for 12 years. Due to some methodological and other problems most of these students are not that much efficient in the language English as they are supposed to be and consequently when they come to tertiary level where they have to write all of their courses in the medium of English, they face the real trouble. Whenever these students were asked, they said that among the four skills of English language they are weak in the speaking skill and as they are all engineers from different disciplines, they can feel the importance of this language in their academic and professional life from their freshmen year. These students are from Textile, Fashion and Apparel and Industrial and Production Engineering departments, in short these are all engineers who understand the value of a second language like English in their educational and professional life. These students have two English courses in their 1st year, "Technical English" in 1st semester and "communicative English and employability skills" lab in 2nd semester through which they are supposed to be given knowledge of English language so that they can be competent to such an extent that they can continue writing their exam script in this language and can definitely have oral efficiency. In short oral and written competence are must for these engineers but here comes the reality of these students that they are not bad at writing but have less competence in using this language in speech. In theory class these students were not forced to participate in any of the activities that involves fluent speaking directly because most of these students have come to this level after 12 years of passive participation in the language classrooms so it is not quite intelligent to throw them in a situation they never encountered before. From 2nd semester when they had to have a course called "Communicative English and employability skills" lab where they have to participate in oral communication in a real-life classroom and undoubtedly no escape from this course as it was a compulsory one. In the initial classes the students were asked about their prior education, their lacking in different skills, and their desired goals to achieve, this was just to make them comfortable and have an idea of their present competence level so that new measures can be taken

to design the activities in a proper way if needed. After 3/4 classes it was quite clear that all of the students are not participating, some of them are participating and some of them are not and they become reticent though they are not in nature but the unwillingness made them reticent in the classroom. After observing their reticence, it was decided by the author that activities should be chosen that gives the students no options rather than active participation, and based on their needs analysis it was decided that one skill (speaking) these engineers need most in their academic and after academic level and to achieve that skill ensuring their active participation was possible at the middle of the course was power point presentation. While changing the activities that are supposed to be practiced in the classroom and replace them with one activity to bring out the best out of these students the author thought of doing research on the execution of this new plan. Initially the idea of English for specific purpose (ESP) crossed the mind and because "According to Anthony (1997), Dudley-Evans also stated that ESP is usually aimed at professionals or tertiary-level students with some target language basic knowledge but is not limited to these populations exclusively"(Ramírez, 2015).Though it was not possible to follow all the features of ESP but this study can be a help if any curriculum designer or teacher wants to design any lesson plan for tertiary level students focusing on any particular skill as the achievable target because " Dudley-Evans (2001) briefly explained Robinson's view of ESP as a goal-directed approach that has a limited time period and is aimed at adults in homogeneous learning environments"(Ramírez, 2015).From the above information it is clear that these students are adult tertiary level homogenous students who have a limited time of one semester and their goal is to achieve one skill particularly. The reason behind focusing on ESP is that "ESP is, fundamentally, research-based language education: a pedagogy for learners with identifiable professional, academic, and occupational communicative needs"(Hyland, 2007).While these students had to practice speaking through power point presentation for a couple of classes those who were facing the effects of affective filters became quite competent in delivering speeches overcoming those filters so, this study can be used to design any further lesson plans focusing on ESP to achieve a particular skill or skills.

2. Background and Context

Students in Bangladesh in general are not willing to learn English language for enriching their knowledge of English language in particular but for their professional or academic needs. Students learn a language "not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes" (Robinson, 1980),and this statement is true in the case of Bangladeshi students. The main purpose of the author was to get some benefit from the course for the students by making them practice for a while. "ESP draws its strength from an eclectic foundation and a commitment to research-based language education which seeks to reveal the constraints of social contexts on language use and the ways learners can gain control over these"(Hyland, 2007),here these Bangladeshi students are having some problems in achieving the speaking skill and for that reason the author thought of moderating according to the student's needs .The author supports the statement that "English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty".(Lamri, 2016).

3. Objective of this study

The main objective of this study is to find out the reaction of tertiary level students when their syllabus got modified based on their needs analysis. These students were given opportunity of practicing autonomy but when they failed to draw benefit from those activities and consequently the teacher was forced to find a new activity to get the students benefitted. If one activity is practiced for a couple of classes to achieve a particular skill then how fruitful can this be, was another point to discover and if the reaction of the students is expected and the output of the student's performance is desired, then this study can be a way of solving problems for those who wants to acquire a skill for academic purpose in a limited period of time.

4. Significance of this study

4.1 Emphasis on verbal activity

Furthermore, it is a common belief that "participation in verbal interaction offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and to practice them in context" (Liu, 2005). "English for specific purposes (ESP) refers to language research and instruction that focuses on the specific communicative needs and practices of particular social groups"(Hyland, 2007)."By way of interviews, observations and questionnaires, research has demonstrated that engaging in classroom discussions is one of the most problematic areas for students, as identified by both teachers and students themselves" (Kim, 2006).

4.2 Role of the students in the learning process

"As the students are sited in the core of the learning process, they have to be dynamic contributors in their learning either in the classroom or out of it. Students use the adequate and favorite learning strategies and put a rapid and durable learning rhythm to achieve the stated objectives. They are more intrinsically than extrinsically oriented."(Lamri, 2016)."Learning is more individualized than standardized and students are more open to new ideas. They take responsibility for their own actions and accept related consequences". (Kashani, 2007)

5. Research Limitations

5.1 Drawbacks of this study and Issues in ESP

There are some burning issues in ESP. According to(Sierocka, 2008), the following are the problems and challenges in ESP:
1) Lack of ESP tradition and guidelines
2) Lack of specialist knowledge
3) Lack of materials

6. Literature Review

6.1 Definition of ESP

Different definitions were given on ESP and may be for that reason "producing a simple definition of ESP is not an easy task" (Strevens, 1977). According to (Ramírez, 2015),(Hutchinson & Waters, 1987) viewed ESP not as a product but as an approach, because according to them it "does not involve a particular kind of language, teaching material, or methodology", this is one of the three definitions mentioned by (Dudley-Evans & St John, 1998) in their book Developments in ESP: A Multidisciplinary Approach. According to (Anthony, 1997) Dudley Evans included another most important feature in the definition of ESP and that is "ESP is defined to meet specific needs of the learners" . Dudley-Evans and St John (1998) insisted on the idea that ESP should be defined neither as a subject-content directed discipline nor as a distinct area from General English. They considered ESP a discipline that attempts to meet the needs of a specific population of students, employs methodologies and materials from the discipline it is centered on, and focuses on the language and discourse related to it"(Ramírez, 2015).(Ramírez, 2015) mentioned that "Dudley-Evans (2001) also included three variables: ESP has to be related to specific disciplines, use a different methodology from the one used in General English, and be aimed at intermediate to advanced adult learners " Another definition is "ESP is English instruction based on actual and immediate needs of learners. ESP is needs based and task oriented" (Smoak, 2003). According to (Harding, 2007)"in ESP . . . the purpose for learning is paramount and related directly to what the learner needs to do in their vocation or job". Duan and GU (2004) define ESP as: "… a pedagogy in which the syllabus, contents, and methods are determined according to the needs of learner's specialized subjects". "ESP (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers. This broad definition can be taken to include business skills, such as English for Job-hinting or

Presentations, but many ESP teachers see their field as distinct from main stream Business English"(Day & Krzanowski, 2011). ESP, "involves teaching and learning the specific skills and language needed by particular learners for a particular purpose"(Day & Krzanowski, 2011). (Mackay & Mountford, 1978) "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose". "Much current ESP is strongly focused on rhetorical consciousness-raising, helping students to become more aware of the language, discourses, and communicative practices in their fields"(Hyland, 2007). The author here supports that "the goal of English for Specific Purposes is not primarily the teaching of a subject in English as a foreign language, but rather that the aim is to teach English with a specific content which is normally mixed with general topics. To reach that goal, we should pave the way for EFL teachers to undertake the task, because they are those who are solely qualified for the job"(Ataollah Maleki, 2008).

7. Characteristics of ESP

There are many characteristics of ESP and according to (Dudley-Evans & St. John, 1998:4) the Absolute Characteristics are:
1) ESP is defined to meet specific needs of the learners;
2) ESP makes use of underlying methodology and activities of the discipline it serves;
3) ESP is centered on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

Variable Characteristics are:
1) ESP may be related to or designed for specific disciplines;
2) ESP may use, in specific teaching situations, a different methodology from that of General English;
3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4) ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners (Dudley-Evans & St. John, 1998:4).

(Carver, 1983) mentions following three common characteristics of ESP courses:
1) Authentic materials
2) Purpose-related orientation
3) Self-direction (Bojovic, 2006)

8. Curricular Accommodations and Modifications

"Both modifications and accommodations contribute to making the teaching and learning process inclusive and motivating for students"(Torres & Soto, 2016). Here the researcher wanted to make the students active by changing the pre-decided work plan. In ESP, "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" (H Basturkmen, 2006). As the author wanted

to make connection of this work with ESP ,a statement makes some points clear about the applied nature of this activity which is "I then go on to look briefly at some of the effect's ESP has had on language teaching and research, arguing that it has encouraged teachers to highlight communication rather than language, to adopt a research orientation to their work, to employ collaborative pedagogies, to be aware of discourse variation, and to consider the wider political implications of their role. Together these features of ESP practice emphasize a situated view of literacy and underline the applied nature of the field"(Hyland, 2007).

9. Why Power point presentation?

After making the students perform the above 4/5 activities it was very clear from the student's response rate that they were not active in the classroom, some of them were, but the rest of the students were having expectation that the teacher will come and give them lecture in the classroom, introduce some new grammar as this was an English class and the idea of active participation in the classroom was totally absent. Focusing on the idea that teachers "need to be able to use approaches and methods flexibly and creatively based on their own judgment and experience. In the process, they should be encouraged to transform and adapt the methods they use to make them their own" (Richards and Rodgers 2005, p. 250 as cited in Elzbieta Jendrych 2011, 671), the researcher decided to make power point presentation as the only activity that can make the students benefited in the long run by ensuring their active participation. The connection of this paper with ESP is that "The key defining feature of ESP is that its teaching and materials are founded on the results of needs analysis. The first questions when starting preparation for teaching an ESP course is almost always: What do students need to do with English? Which of the skills do they need to master and how well? Which genres do they need to master, either for comprehension or production purposes? Various commentators (notably Brumfit 1984a) have remarked that needs analysis is not exclusive to ESP and that much general TESOL – especially when following the communicative approach – is based on needs analysis. However, in ESP one can be more precise about learners' needs; their needs are defined by a learning or occupational situation in which English plays a key role"(Dudley-Evans & St John, 1998) though all the features of ESP are not taken care of. Here the author supporting the statement that "whereas course design plays a relatively minor part in the life of General English teacher, courses here usually being determined either by tradition, choice of textbook or ministerial decree, for the ESP teacher, course design is often a substantial and important part of the workload" (Hutchinson & Waters, 1987: 21),decided to take one activity for the students to draw a minimum level of competency from among them. "willingness to embrace and unite different disciplinary perspectives gives ESP its distinctiveness and helps to identify what it stands for"(Hyland, 2007)

List of the activities decided to be practiced and finally practiced in the classroom
1) Introducing yourself (the student)
2) Describing a picture or a product

3) Writing stories after watching an unreleased movie trailer from u tube
4) Character portrays of a friend
5) Listening stories from you tube and then writing summary of it
6) Re writing the article of a newspaper after reading
7) English debate
8) Group power point presentation
9) Pair power point presentation
10) Playing English drama
11) Watching English documentary and then writing a short review of that
12) Individual power point presentation
13) Individual power point presentation
14) Individual power point presentation
15) Individual power point presentation
16) Individual power point presentation

These were the activities decided to be practiced by the author in the classroom of 35 students for 16 weeks to complete the course "Communicative English and Employability Skills", they were 1st year students of Textile Engineering, Industrial and Production Engineering and Fashion Design and Apparel Engineering disciplines of 2016-2017 session. These activities were decided after discussing them with the students but when the class started the student's participation and their performance were not satisfactory. It was necessary to ensure the active participation of those students otherwise the expectation of good result from them was pointless. Based on their demand and need one activity that crossed the authors mind was selected which was power point presentation through which the active participation of these students will be ensured and the repeated practice of one activity exploring different topics will make them competent in speaking. So, the author made a new list of activities that has been given below and changed the plan, this activity was selected to make the students practice a particular skill by exercising autonomy because here the students are practicing one skill but they are giving presentation on different topics of their own interest like their favorite movie, the last interesting tour they went on, their hidden interest and so on. The revised list actually these are the activities that took place in the classroom is:
1) Describing a picture or a product
2) Group power point presentation
3) Pair power point presentation
4) Individual power point presentation
5) Individual power point presentation
6) Individual power point presentation
7) Individual power point presentation
8) Individual power point presentation
9) Individual power point presentation
10) Individual power point presentation
11) Individual power point presentation
12) Individual power point presentation
13) Individual power point presentation
14) Individual power point presentation

10. Role of the ESP teacher

'Providers of material' is basically the role of an ESP teacher according to (Dudley-Evans & St John, 1998). "In ESP teaching, some basic elements have to be taken into consideration, the most important of which are the learner needs, goals and motivation. Furthermore learners "attitudes towards learning and learning strategies are emphasized and seen as fundamental to the ESP process"(Lamri, 2016). "the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace"(Lamri, 2016).From the definition above it is very clear that ESP is different in its methods and materials from general English but there is another important difference in ESP and that is the role of the 'teacher'. In ESP teaching the teacher will not play the part of a traditional authority rather he/she will perform as a evaluator, researcher, materials selector , course designer, and so on (Dudley-Evans & St John, 1998). The ESP teacher in the classroom is"…a knowledge provider and a facilitator of students" learning and no more as a resourceful authority."(Kashani, 2007). According to (Sierocka, 2008) "generally in ESP classes the interaction is similar to that in a General English class, however, in the more specific ESP classes the teacher becomes more like a language adviser and consultant having equal status with the learners who are often experts in the subject matter." So, in this field his status is more than a teacher. Many researchers and educationists also acknowledge that the job of an ESP teacher "involves more than teaching".so no doubt that according to the above scholars and other specialists, the following are the key roles of an ESP practitioner:
- Teacher
- Course designer and materials provider
- Researcher
- Collaborator
- Evaluator (afrin & das, 2016)

11. Learner Autonomy

"Fostering autonomy in a class is fundamental to help students to assume active and responsible participation in and outside the class, which in turn will lead to the accomplishment of goals"(Torres & Soto, 2016).In the author's context students were autonomous in choosing the topics they are interested in making their presentation on. According to (Holec, 1981) Autonomy is "the ability to take charge of one's own learning" . "Fostering autonomy does not mean expecting the learners to do everything on their own".(Torres & Soto, 2016) and for that reason the student in the above context were not given opportunity to choose activities to perform because the activities they choose were not good enough to make them active and this activity from the authors part supports that "An ESP course ……… consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation"(Benyelles, 2009).Here as the students were engineers and their syllabus was a general one so it was designed with activities applicable for general students who had an experience of learning English language for 12 years so the author keep the idea in mind that "in certain situations, such as pre-study or pre-work courses in which learners have not yet begun their academic or professional work and have poor subject knowledge, methods of teaching ESP courses will be similar to those of general English" (Ataollah Maleki, 2008).

12. Learners' active participation

"Students' oral participation can help students fill the gap between what they want to say and whether they are able to say it"(Hamouda, 2012). "The linkage between classroom participation and students' academic achievement is Undeniable"(Hamouda, 2012). According to (Liu, 2005) the students whose performance and achievement are better belong to that group who were active participants . According to (Tatar, 2005)there is no denial of the fact that active participation is the pre requisite of language learning. The most realized fact in language learning is that active participation of the students and involvement in the classroom activity are essential, so if the students offer more utterances of the particular language then the possibility of making their spoken language correct and better get enhanced. This idea is called "Matthew Effect" where the "rich get richer, poor get poorer"(Chau, 1999). "When students produce the language that they are studying, they are testing out the hypotheses which they have formed about the language. When they respond to the teacher's or other students' questions, raise queries, and give comments, they are actively involved in the negotiation of comprehensible input and the formulation of comprehensible output, which are essential to language acquisition. Students, who are actively involved, reported higher satisfaction and higher persistence rates"(Tsui, 1996)."The importance of learner participation is also stressed by Jackson (2002) who contends that participation provides the setting in which students can construct and shape identities as members of the classroom. Moreover, research has shown that participation in classroom activities is important in order for effective learning to take place" (Tsui, 1996).

13. Needs analysis and ESP

"In general, the term 'needs' is defined as the differences between the actual state regarding the group or situation in relation to a specific question and the desired state. They reflect the existence of a certain problem that requires an intervention and must be dealt with"(Lamri, 2016)."Needs analysis should not be (and is not) of concern only within the field of ESP, but also that of General English because the needs of the learners is of paramount importance in any language process"(Koci, 2016). (Dudley-Evans & St John, 1998) states that "The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation." ESP course design is the product of a dynamic interaction between these elements which "… are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent". "the concept of need has been expanded beyond the linguistic skills and knowledge required to perform competently in a target situation. On one hand, it has moved to include learner needs, or what the learner must do in order to learn, incorporating both the learner's starting point and his/her perceptions of need"(Hutchinson & Waters, 1987) . "The analysis of the specific needs serves as the introduction to an ESP course design",(Lamri, 2016). "Clearly however, the imperative of need, to understand learners, target contexts, discourses, and socio-political context, means that the starting point for any ESP activity must be a strong research

base"(Hyland, 2007). According to (Dudley-Evans & St John, 1998) needs analysis is compulsory in ESP though not unique. "Needs analysis is a complex process which has to take into account what (Huchinson & Waters, 1987) define as "target needs", what learners need to do in the target situation. In other words, what are the linguistic elements needed to achieve specific communicative purposes"(Lamri, 2016)."The rationale for needs analysis is that by identifying elements of students' target English situations and using them as the basis of EAP/ ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers".(Johns, 1991)

14. Research Methodology

14.1 Research questions

The objective of this study is to answer the following questions:
a) Is it possible to change the course design after the course has started based on the demands of the students' needs analysis?
b) Does this change bring the required output?
c) Can emphasis on one activity to get grasp on one skill be fruitful?

14.2 Subjects of the study

280 students of textile engineering department and industrial and production engineering department took part in this experiment. They are of the same age and have the same educational background though some of them have come from a different background but all of them have come here facing the entrance exam of Dhaka university technology unit of Bangladesh. All of them had to have compulsory English courses in their secondary school certificate (SSC) and higher secondary certificate (HSC) examination, generally these students studied English as a course for 12 years. Now these students have come to the tertiary level where they have the medium of instruction and writing in English.in tertiary level these students have English courses calls Technical English in semester 1 and in semester 2 they have a lab called communicative English and employability skills lab. After these two semesters these students will not have any English language courses till graduation.

15. Instruments

The researcher used a questionnaire of 33 questions for the survey. The questionnaire included different questions that can assess the students' current level of competency and can draw the attention to those drawbacks that should be given importance later on while designing any other syllabus for language course.

16. Data entry

All The data of this survey have been prepared by using MS OFFICE XP and MS Word.

17. Discussion on the findings

It was very clear from the following percentage of needs analysis that these students wanted to acquire speaking skill and for that reason the author decided to practice one activity for couple of classes because 92% of 280 students wanted to communicate in English but due to their anxiety and uncomfortable feeling 60% of them cannot establish a conversation in English.

Questions	Yes	No
1. Do you like to communicate in English?	92%	8%
2. Do you feel uncomfortable while speaking?	60%	40%

These students had come from an education system where most of them did not receive lectures in English language classroom in English and though other skills of English language were given importance though not equally but speaking skill was the most neglected one, consequently among these students 82% are having problems in speaking.

Questions	Yes	No
1. Did your feel demotivated to speak in English because of the teaching practices in your school and college level?	82%	20%
2. Do you like the method of English teaching in your primary and secondary level?	64%	36%
3. Did your English teacher in school used to give lecture in the classroom in English?	44%	56%
4. Do you think the other three skills of English except speaking were given more importance in your primary and secondary education?	64%	36%
5. Do you hold your English teachers in school responsible for developing your anxiety while speaking in English?	49%	51%

Among these students 64% did not like the method of teaching English language in their previous education and 44% agreed that they did not receive English lectures in English language classes which means the teachers used the native tongue while giving lectures. In the primary, secondary and higher secondary level in Bangladesh English is a compulsory subject but unfortunately 64% students agreed that except speaking other three skills were given importance though not equally and among these students 49% holds their teachers responsible for developing their anxiety while speaking. Considering the above factors students were given opportunity to practice autonomy and choose the activities to practice they are comfortable with and which they think will be interesting. As after 4/5 classes it was clear that the activities chosen by them were not appropriate to develop their competency in speaking and consequently the author decided one activity that can ensure the students active participation and there was no escape from that. When these students were forced to participate actively and they started to give presentation on the topics they like they started developing their competency in speaking exploring different topics they made their presentation on.

Questions	Yes	No
1. Are you afraid of speaking now?	40%	60%
2. Do you now think more practice can make you overcome your affective filters (anxiety, fear)?	95%	5%
3. Did you feel the urge of letting people know of what you have prepared?	63%	37%
4. Did the repeated practice of making a presentation for English lab on the topics that you liked has made you efficient in English?	73%	27%
5. Do you think presentation improved your efficiency in using the appropriate grammar where necessary?	75%	25%
6. Do you think motivation was necessary for learning a particular language?	87%	13%
7. Do you think other activities could improve your conversational skills in English if they were practiced in the classroom?	92%	8%
8. Did the different topics presented by different presenters made you put more concentration in the classroom?	91%	9%
9. Do you think your need has motivated you to initiate the attempt of giving a presentation in English in the classroom?	80%	20%
10. Did you find preparing presentation for 1-12 classes is sometimes monotonous/boring?	60%	40%
11. Do you think it is possible to achieve the communicative competence through giving ample number of presentations in the classroom?	69%	31%
12. Do you think you understand your fellow students and can identify the problems in their speaking skills?	77%	23%

After completion of the course students were asked whether they are afraid of speaking now or not and 60% of hen told that they are not afraid of speaking now and 40% was still afraid of speaking and 95% have been able to overcome their affective filters (anxiety and fear),among these students 63%were willing to let people know about their work, and 73% think that repeated practice of making a presentation for English lab on the topics that they liked has made them efficient in English. 75% student think that presentation has given them the opportunity of using appropriate grammar where necessary.91% students put more concentration in the classroom to know the different topics of presentation presented by different students. 80% students find that their need of this language has worked as the motivational factor behind learning this language. Now 91% of these students do not feel uncomfortable while giving presentation and the author finds that it as an achievement and 70% think that they have been able to overcome the problems that they faced at the initial level.

Questions	Yes	No
1. Do you feel uncomfortable while giving presentation now?	91%	9%
2. Have you overcome the problems that you faced while speaking now?	70%	30%

18. Conclusion and Recommendation

Among these students 60% think that they are felt bored while preparing presentation for 12 classes otherwise the activity was quite fruitful because the ratio of reticent and passive learners decreased with practice. Students who have different goals and have a really little to achieve that can take help from the idea of the author tat one activity for

couple of classes in a classroom of engineers can bring benefit to some extent if other problems do not arise.

Appendices

Appendix 1

Needs analysis Survey before starting the English lab

Name: Class roll:

1.	Do you think the following activities will benefit you while learning English language?		
		YES	NO
	Pair work		
	Group work		
	Extempore speech		
	Watching videos		
2.	Do you think speaking was the tough skill among the four language skills?		
		YES	NO
3.	Do you think speaking is the skill that you need most in your academic and professional life?		
		YES	NO
4.	Did your feel demotivated to speak in English because of the teaching practices in your school and college level?		
		YES	NO
5.	Do you think presentation can improve your speaking ability?		
		YES	NO
6.	Do you think the other three skills of English except speaking were given more importance in your primary and secondary education?		
		YES	NO
7.	Did you feel the urge of letting people know of what you have prepared?		
		YES	NO
8.	Do you like to communicate in English?		
		YES	NO
9.	Do you hold your English teachers in school responsible for developing your anxiety while speaking in English?		
		YES	NO
10.	Do you think communicative language syllabus helped you develop your English in your primary and secondary education level?		
		YES	NO
11.	Do you think you understand your fellow students and can identify the problems in their speaking skills?		
		YES	NO
12.	Did your English teacher in school used to give lecture in the classroom in English?		
		YES	NO
13.	Did you know that there are four language skills for every language?		
		YES	NO
14.	Did your English teacher in school used to give lecture in the classroom in English?		
		YES	NO
15.	Did your teacher in college used to give lecture in English?		
		YES	NO
16.	Do you think the other three skills of English except speaking were given more importance in your primary and secondary education?		
		YES	NO
17.	Are you afraid of speaking?		
		YES	NO
18.	Do you feel uncomfortable while speaking?		
		YES	NO
19.	Do you have any suggestion about the activities that you can practice in the lab class?		

Appendix 2

Survey of the performance output of the student's English lab

Name: Exam roll:

1.	Did all the students participated spontaneously in all the activities performed initially in the classroom?	
	YES	NO
2.	Do you think speaking was the tough skill among the four language skills?	
	YES	NO
3.	Have you been able to solve the problems that you faced at the initial classes regarding speaking?	
	YES	NO
4.	Do you think more practice can make you overcome your affective filters (anxiety, fear)?	
	YES	NO
5.	Did the repeated practice of making a presentation for English lab on the topics that you liked has made you efficient in English?	
	YES	NO
6.	Do you think you understand your fellow students and can identify the problems in their speaking skills?	
	YES	NO
7.	Do you think presentation improved your efficiency in using the appropriate grammar where necessary?	

	YES	NO
8.	Did your teachers motivated you to learn English or they were the fear factors in your school and college level?	
	YES	NO
9.	Do you think motivation was necessary for learning a particular language?	
	YES	NO
10.	Did you feel the urge of letting people know of what you have prepared?	
	YES	NO
11.	Do you think other activities could improve your conversational skills in English if they were practiced in the classroom?	
	YES	NO
12.	Did the different topics presented by different presenters made you put more concentration in the classroom?	
	YES	NO
13.	Do you think your need has motivated you to initiate the attempt of giving a presentation in English in the classroom?	
	YES	NO
14.	Did you find preparing presentation for 1-12 classes is monotonous/boring?	
	YES	NO
15.	Do you think it is possible to achieve the communicative competence through giving ample number of presentations in the classroom?	
	YES	NO
16.	Do you think your English teacher in school and colleges could do something to make your English better?	
	YES	NO
17.	Was there any difference in your confidence level from presentation 1 to presentation 12?	
	YES	NO
18.	Were you interrupted while giving a presentation in the first 3-4 classes?	
	YES	NO
19.	Do you like to communicate in English?	
	YES	NO
20.	Did you feel the urge of letting people know of what you have prepared?	
	YES	NO
21.	Do you think communicative language syllabus helped you develop your English in your primary and secondary education level?	
	YES	NO
22.	Do you think you understand your fellow students and can identify the problems in their speaking skills while giving presentation?	
	YES	NO
23.	Do you like the method of English teaching in our primary and secondary level?	
	YES	NO
24.	Did you know that there are four language skills for every language?	
	YES	NO
25.	Have you overcome the problems that you faced while speaking now?	
	YES	NO
26.	Do you think that your anxiety in attending English classes was developed in your primary and secondary level?	
	YES	NO
27.	Did your English teacher in school used to give lecture in the classroom in English?	
	YES	NO
28.	Did your teacher in college used to give lecture in English?	
	YES	NO
29.	Do you think the other three skills of English except speaking were given more importance in your primary and secondary education?	
	YES	NO
30.	Do you hold your English teachers in school responsible for developing your anxiety while speaking in English?	
	YES	NO
31.	Are you afraid of speaking now?	
	YES	NO
32.	Do you feel uncomfortable while giving presentation now?	
	YES	NO
33.	Do you think primary and secondary level education in Bangladesh do justice to English language learners?	
	YES	NO

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