Teaching Speaking and Listening Skills : From the Viewpoint of Foundation English Course (FEC) at International Islamic University Chittagong (IIUC)

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Abstract: In Second Language Acquisition (SLA) speaking and listening skills are the two much practised and much thought provoking skills. How these two skills are taught and learned has been investigated in this study. Teaching "speaking and listening skills" is very challenging and technical. In this article practical teaching techniques have been discussed with a different outlook and suggestions have been made for the English language teachers who are teaching speaking and listening skills. These two skills are related to each other and hence are discussed together. An empirical study has been done in this purpose to have a concrete opinion of the students about these two skills.

Key words: Speaking and listening skills, teaching techniques, students

INTRODUCTION

I have been teaching these two skills since the inception of Foundation English Course (FEC) in the Dept. of English Language and Literature (ELL) in International Islamic University Chittagong (IIUC). FEC is a short course of six months for the newly admitted students of IIUC who are really weak in English. Research exclusively on 'speaking and listening skills' is rare in Bangladesh, though there are many researchers who worked on English language and English language teaching from different angle and this article is my humble effort to trace out some problems and to give solutions to both the learners and the teachers.

'Think in Bangla, speak in English' is my imperative answer to those learners who can understand their teachers' English, but when they speak to people they can't understand them. Students feel that classroom-based speaking practice does not prepare them for the real world. Why do students so often highlight listening and speaking as their biggest problems? It is partly because of the demands of listening and speaking and partly because of the way speaking is often taught in Bangladesh. It usually consists of language practice activities (discussions, information-gap activities etc.) or is used to practise a specific grammar point. They do not get any pattern of real interaction. The students must be motivated to speak, or need to speak in order to complete the activity. For the last few years, I have seen that the learners are not motivated by a new language, they are motivated by an activity. It can be very difficult to get them to speak if they really do not feel interest.

Foundation English Course (FEC): To overcome the English Language deficiency of the students,

International Islamic University Chittagong (IIUC) introduced this programme, Foundation English Course (FEC), in 2001. Moreover, English is the medium of instruction in IIUC. Most of the students come from Bangla medium where they had little chance to build up their English skills. FEC is a six months course and we teach from New Headway book by Liz and John Soars and the book is published by Oxford University Press. Under this course we teach four skills i.e. reading, writing , speaking and listening skills. For reading and writing skills we take separate five classes per week and speaking and listening skills are taught together in the same class but the contact hour is same i.e. five classes per week. We have three sections in three different campuses (Male Campus, Female Campus and Permanent Campus at Kumira, Chittagong). For my empirical study I have collected data from the students of all the three above-mentioned campuses. Simple random sampling method is used for collecting data through questionnaires. I have collected data from 70 students (Male campus- 27 male students, Female Campus-23 female students and Kumira Campus-20 male students).

Teaching speaking skill in the classroom: Many students think that to be able to speak in English means to know the English language. Nunan[1] says that success is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place.

Speaking is fundamental to human communication. "In fact, it is difficult to find approaches which claim not to be communicative"[2]. We can think of all the different conversations we have in one day and compare these with the written communication we do in one day. In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. It cannot be a good balance. If the goal of our language course is truly to enable our students to communicate in English, then speaking skills should be taught and practised in the language classroom.

Making speaking skill effective in the classroom: FEC students do not talk in English willingly or we can say that they will not talk or say anything. One way to tackle this problem is to find the root of the problem and start from there. If the problem is cultural, that is in our culture it is unusual for students to talk out loudly in class, or if students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish our own classroom culture where speaking out loudly in English is the norm. One way to do this is to distinguish our classroom from other classrooms by arranging the classroom environment differently, in groups instead of lines etc. or by decorating the walls with posters of English language and culture. From the first day we can teach our students classroom language (English) and keep on teaching it and encourage our students to ask for things and to ask questions in English. Giving positive feedback also helps shy students to speak more. Another way to get students motivated to speak more is to allocate some marks for class performance and let the students know they are being assessed continually on their speaking practice in class throughout the semester. 95% students gave their opinion that marks for class performance motivate them to speak in English.

A completely different reason for student's silence may be that the class activities are boring or are pitched at the wrong level. Very often our communicative speaking activities are not quite as interesting or as communicative as we think they are and what all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or they talk noisily in their mother tongue (L1). 94% students think speaking activities should be more interesting. The 'communicative principle' is to teach with 'activities that involve real communication (which) promote learning' [3]. So may be we need to take a closer look at the type of speaking activities we are using and see if they really capture student's interest and create a real need for

communication. Mahmud[4] points out, "Speaking develops from listening and visual information and subsequent role-play activities".

Another way to encourage students to speak in English is simply to speak in English with their English teachers as much as possible in the class. Appendix-1 shows that only 6% students always speak in English with their teachers and 91% students sometimes speak in English with their teachers. If English teachers are shy about speaking in English, how can we expect students to overcome their fears about speaking English? The more English teachers practice the more they will improve their own oral skills as well as help their students improve their oral skills. 89% students says that their teachers' speaking in English encourage them to speak in English. When students work in pairs or groups they just end up chatting in their own language.

We have to give the students all the tools and language they need to be able to complete the task. If the language is pitched too high they may revert to their L1, likewise if the task is too easy they may get bored and revert to their L1. Also, we have to be aware of the fact that some students especially beginners, will often use their L1 as an emotional support. At first, they translate everything word for word to check whether they have understood the task before attempting to speak. 32% students say they check the meaning and 51% students say sometimes they check the meaning word for word. In the case of these students simply we have to be patient as most likely once their confidence grows in using English their dependence on using their L1 will begin to disappear. At this stage teachers should give emphasis on standard pronunciation of words, though Jones[5] says that it is important to remember that the pronunciation of English words is not governed by strict set of rules; most words have more than one pronunciation.

Another way to discourage students speaking in their L1 is to walk around the classroom monitoring their participation and giving support and help to students as they need it. If certain students persist in speaking in the L1, then perhaps we can ask them to stay after class and speak to them individually and explain to them the importance of speaking English and ask them why they do not feel comfortable speaking in English in the class. Maybe they just need some extra reassurance or they do not like working with certain students or there is some other problem that we can help them to resolve.

When all the students speak together it gets too noisy and out of hand and teacher may lose control of the classroom. A classroom full of students talking and interacting in English, even if it is noisy is exactly what we want, maybe we feel like we are losing control because the

class is suddenly student-centered and not teacher- centered. This is an important issue to consider. In this regard Long and Richards[6] say that learner centered classrooms where learners do the talking in groups and learners have to take responsibility for using communicative resources to complete a task are shown to be more conducive to language learning than teacher centered classes. Nevertheless, many classrooms all over the world continue to be teacher- centered, so the question we have to ask ourselves is, how much learner centered is our classroom?

Losing control of the classroom, on the other hand, is a different issue. Once again walking around and monitoring the students as they are working in groups can help, as we can naturally move over to the part of the classroom where the noise is coming from and calm the notorious students down and focus them back on the task without disrupting the rest of the students who are working well in their groups. 89% students think that teacher should monitor the class all the time. If students really get too rowdy then simply we can change the pace of the class and type of activity to a more controlled task, for example a focus on form or writing task where students have to work in silence individually. Once the students have calmed down we can return to the original or another interactive group activity.

Giving preparation time to the students: Research by Peter Skehan[7] on task-based learning shows that giving students preparation time significantly increases the range of language used in the performance of the task, whereas the accuracy of the language is not so influenced. If this is so, then it seems sensible to give students preparation time and encourage them to use the new language. FEC students need preparation time for their task because 93% students think 'guided preparation time' helps them a lot.

Suppose, we have been working on the language that would be useful for the following task: 'Having a conversation with a stranger in Chittagong Railway Station'. We wish students to perform the task. We have to give students 10 min to prepare and rehearse the task and give students guided preparation time.

A simple preparation guide for the task could be a few key questions like:

- How will you start the conversation?
- What topics are you going to talk about?
- How are you going to move from one topic to another?
- How are you going to end the conversation?

After the preparation stage, students give a 'live performance'. This can be in front of the class or group to group in a large class. This increases motivation and adds an element of real-life stress.

Improvisations: Improvisations work best if students are given roles and situations and asked to react immediately. Role play involves giving students role cards, instructions and time to prepare. Improvisations are more spontaneous. The teacher does not give details or language phrases to use. Improvisations can be introduced very briefly with a 'warm up'.
Improvisations encourage students to:

- use whatever language they have available to :Communicate;
- develop their own thoughts and gain confidence in coping with the unexpected situation;
- get practice in initiating communication from nothing;
- focus on getting the message rather than on repeating dialogues.
- use their imagination;
- imagine themselves using the language in real- life situations;
- be creative with language.

Role play: Role play is the most popular activity for the FEC students. Appendix-1 shows 98% students like this activity and no one dislike Role play. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun. It can be an integral part of the class. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. Ladousse[8], however, says that if the teacher isn't convinced about the validity of using role play the activity will fall flat on its face just as you expected it to. The joy of role-play is that students can 'become' anyone they like for a short time. The President, the Queen, a millionaire, a pop star and the choice is endless. Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme.

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer[9] advocates the use of role-play for the following reasons:

- It is fun and motivating
- Quieter students get the chance to express themselves in a more forthright way

- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In role play some of the possible roles of the teacher are:

Facilitator: students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.

Spectator: The teacher watches the role-play and offers comments and advice at the end.

Participant: It is sometimes appropriate to get involved and take part in the role-play yourself.

As students practise the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. 87% students think teacher should supply vocabulary for the Role play. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance when necessary. Galloway (ERIC Identifier ED357642) writes that teachers in communicative classrooms will find themselves talking less and listening more – becoming active facilitators of their students' learning. By doing so, they will learn new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language.

There are many ways to correct mistakes during role-play. 61% students say mistakes should be corrected during role-play but 30% students say 'no' i.e. they want to be corrected after the role-play. Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together. If we have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes. Sometimes fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves and some mistakes they hear. We have to be careful to keep peer-correction, a positive and profitable experience for all involved. Making a note of common mistakes and dealing with them in future classes ensure that the students don't lose motivation by being corrected on the spot or straight after the role-play. It would be better if we negotiate with

students and ask them how they would like to be corrected.

Intercultural learning: The aim of intercultural learning is to increase international and cross-cultural tolerance and understanding. We understand by the word 'culture' a way of life, a set of social practices, a system of beliefs, a shared history or set of experiences. So, we should make FEC students aware of Intercultural learning.

Intercultural awareness in language learning is often talked about as though it were a 'fifth skill' - the ability to be aware of cultural relativity following reading, writing, listening and speaking. There is something to be said for this as an initial attempt to understand or define something that may seem a difficult concept but, as Claire Kramsch[10] points out that if language is seen as social practice, culture becomes the very core of language teaching; cultural awareness must then be viewed as enabling language proficiency and culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing.

Language itself is defined by a culture and 92% students say culture helps them to understand language. We cannot be competent in the language if we do not also understand the culture. Again, Kramsch[10] points out that we cannot learn a second language if we do not have an awareness of that culture and how that culture relates to our own first language/first culture. It is not only therefore essential to have cultural awareness, but also intercultural awareness.

Following on from what Kramsch says above, intercultural awareness is not really therefore a skill, but a collection of skills and attitudes better thought of as a competence.

Intercultural communicative competence is an attempt to raise students' awareness of their own culture and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes. A. What are these attitudes and skills that make up the competence? In the words of Kramsch[10] these are :

- observing, identifying and recognising
- comparing and contrasting
- negotiating meaning
- dealing with or tolerating ambiguity
- effectively interpreting messages
- limiting the possibility of misinterpretation
- accepting difference

B. Kramsch[10] also points out that interculturally competent students should be able to...

- look at their own culture from the point of view of their own culture (i.e. have a good understanding and awareness of their own culture).
- be aware of how their culture is seen from outside, by other countries or cultures.
- understand or see the target culture from its own perspective (i.e. understand and be aware of what other people think of their own culture).
- be aware of how they see the target culture.

Pre-listening activities: Listening skill is hard to develop for the FEC students. To have a clear understanding of the listening topic students can do a variety of work before listening.

In real life it is unusual for people to listen to something without having some idea of what they are going to hear. When listening to a radio phone-in show, they will probably know which topic is being discussed. When listening to an interview with a famous person, they probably know something about that person already. A waiter knows the menu from which the customer is choosing their food.

In our first language we rarely have trouble understanding the listening topic. But, in a second language, it is one of the harder skills to develop-dealing at speed with unfamiliar sounds, words and structures. Appendix-2 shows 59% students think listening skill is hard to develop and 23% say sometimes it is hard.. This is even more difficult if we do not know the topic under discussion, or who is speaking to whom. So, simply asking the students to listen to something and answer some questions is a little unfair and makes developing listening skills much harder.

Many students are afraid of listening and can be disheartened when they listen to something. It is also harder to concentrate on listening if you have little interest in a topic or situation.

Pre-listening tasks aim to deal with all of these issues: To generate interest, build confidence and to facilitate comprehension.

Aims and types of pre-listening tasks: Setting the context is perhaps the most important thing to do-even most exams give an idea about who is speaking, where and why. In normal life we normally have some idea of the context of something we are listening to.

Motivating the students is a key task for a teacher. If they are to do a listening about sports, looking at some dramatic pictures of sports players or events will raise their interest or remind them of why they like sports. Students may have limited general knowledge about a topic. Providing knowledge will build their confidence for

dealing with listening. 76% students think pre-listening tasks are helpful to them. This could be done by giving a related text to read, or, a little more fun, a quiz. Headway books by Liz and John Soars[11], which we follow for FEC students, are designed in this way.

When we listen in our first language we can usually concentrate on the overall meaning because we know the meaning of the vocabulary. On the other hand, for the second language, large numbers of unknown words will often hinder the understanding of listening and certainly lower the confidence of students. So teachers can select some vocabulary for the students to study before listening. By giving our students plenty of time to read and understand the main listening comprehension tasks, we can allow them to get some idea of the content of the listening. They may even try to predict answers before listening.

Developing students' listening skill: Comprehension check questions are by far the most common type of listening tasks our students are given in class. Data in Appendix-2 shows a very mixed opinion about comprehension check questions, as we see only 44% students think such kind of questions are helpful. If we look at the listening activity of any language course book, we will find these. Sometimes they will be multiple choice questions, sometimes true false statements and sometimes open W/H questions. In many ways there is nothing wrong with this, but how often do we really do these kinds of tasks in our everyday lives? Do we sit down to watch TV or listen to the radio with a set of questions in front of us? I very much doubt it. As such these types of activities are not so much developing our students' abilities to understand.

I have taught lessons that are thoroughly prepared and students listen to those for the sole purpose of getting the correct answers to a set of prescribed questions and that they could hardly fail to get an answer of the question wrong. I prepared the students by thoroughly pre-teaching all possible unknown words, checked that the students understood the context of the listening and then made sure that they had predicted the possible answers to all the questions.

In fact, the problems begin the moment the students step outside the classroom into the real world. They are surrounded by a vast range of spontaneous and unpredictable language. They have no control over the range of vocabulary they may encounter or the kind of things they will hear or need to respond to. This is why many times, even higher level students who do very well in the classroom find it so difficult to cope when faced with a 'real' situation. We simply have not taught them in

a way that will help them cope with this situation. 59% students think that the listening activities that are taught in the classroom are not enough to face 'real' situation and 34% students say sometimes these activities help them to face 'real' situation.

Making listening more authentic: Firstly we should select tasks that are 'authentic', by which I mean real tasks that real native speakers would do if they were listening to a similar text. In the course of my daily life, I never listen to anything for the sole purpose of answering true/false questions or multiple choice questions or any other kinds of questions. These are all sound means of testing ability, but we do not improve our students' ability by testing it, we only ascertain their level of development.
'Authentic' tasks should be one that resembles as much as possible the original purpose for which the text was intended. If we listen to a train announcement, we do so in order to make sure of the time of the train we want to catch. If we listen to someone giving directions we do so in order to be able to find a destination. As teachers and designers of teaching material, we should try to bear this in mind when we set tasks for our students. The purpose of the text should define the task we assign our students and in so doing we develop our students' abilities to understand and process what they hear rather than just achieving a score.

Language is a constantly developing form and when we listen in our native language we still hear words that are new to us or that we may not fully understand. This does not however lead us to check lists of unknown words in dictionaries or learn word lists before we listen. We have evolved a process of deducing the meaning of new words. This is a process we also need to develop in our students. By constantly pre-teaching and preparing students we are undermining the development of this process. Students need to be challenged and to struggle to find meaning for themselves, with our guidance and support, in order to develop this ability. To make this happen we need to do less pre-teaching and more developmental and post listening work so that students' first listening to a text is as close as possible to an 'authentic' experience. We can then use this first listening experience diagnostically to assess the problems that they are having and what we need to do to overcome those problems.

Students can easily be de-motivated when faced by tasks that are very challenging, particularly the first few times, but if we show them that we will gradually lead them to an understanding of the text, they will gradually start to relax more about dealing with more difficult texts. And if we show them for several times, they will gradually

understand a challenging text, then, in the long run they will develop a much greater sense of understanding and bear far less stress when dealing with challenging situations in the real world. 93% students point out that challenging listening tasks help them to face challenging situations in the real world.

Use of mother tongue in Second Language Acquisition (SLA): The issue of whether or not to use the mother-tongue (L1) in the English language (L2) classroom is complex. Strevens[12] suggests that the extent of learners' command of their mother tongue, including whether they are literate, will affect their progress in the SL.

Atkinson[13] suggests a careful, limited use of L1 to help students get the maximum benefit from activities which in other respects will be carried out in the target language. The mother tongue may be useful in the procedural stages of a class, for example:-

- setting up pair and group work
- sorting out an activity which is clearly not working
- checking comprehension

Beyond these basically managerial functions of L1, Atkinson suggests using the L1 for translation as a teaching technique.

Atkinson[14] believes that L1 language and culture are a valuable resource. In general, students seem sceptical about the use of L1 in the classroom, particularly at higher levels but at the FEC level they feel the necessity of using L1 without any doubt. 84% students think mother tongue helps them understand second language, i.e. English language. However, the bilingual / bicultural teachers are in a position to enrich the process of learning by using the mother tongue as a resource and then, by using the L1 culture, they can facilitate the progress of their students towards the other tongue, the other culture.

Establishing and maintaining discipline in the classroom: Teaching teenagers can be a frustrating and stressful experience. They tend to be less motivated than other age groups, they can have a low world awareness and can be unpredictable. Often they do not want to be in class.

From the first lesson we can make it clear to the students what is and is not permissible. We have to take into account the students' likes and dislikes. Students appreciate it and 86% students support it. We have to ensure that we provide the right level of challenge. For the too easy topic students will become bored and disruptive and for the too difficult topic they will feel de-motivated, switch off and become disruptive.

It would be better if we change the focus and pace of the lesson regularly. Also, we have to be aware of what is happening in our classroom and keep our eyes and ears open to all parts of the room. Personal contact will encourage the students to participate in the lesson and will give us an idea of how the lesson is going. We have to look out for signs of lost interest or distraction.

We should avoid activities that require a lot of movement as we will find that there is often very little space in a classroom for this type of activity. Also we should avoid activities that require a lot of cutting and pasting. We should not forget to highlight good work and praise the positive things in students. 89% students think they should be appreciated for their good works.

What students need: FEC students need overall guidance. From my teaching experience I have realized that students need-

- Exposure to a variety of spoken text types.
- The ability to cope with different listening situations.
- An awareness of formal and informal languages and practice at choosing appropriate language for different situations. Appendix-3 shows that only 20% students are aware of the formal and informal languages and 47% students are not aware.
- To be taught patterns of real interaction.
- To have intelligible pronunciation and be able to cope with streams of speech.
- Preparation / Rehearsal time.

Suggestions and recommendation: To make the teaching of these two skills effective some suggestions are proposed below:

- While preparing for a task, making students aware of any relevant L1 (Mother tongue) strategies that might help them to perform that task successfully.
- Giving students one or more short dialogues where one speaker is either too formal or informal. Students will at first identify the inappropriate language and then try to change it.
- Using tape script of informal speech, focus on examples of vague language.
- Developing interactive listening exercises. Face to face listening is the most common and the least practised by course books. Any form of 'live listening' (the teacher talking to the students) is suitable.
- Raising student's awareness by using a dialogue that contains both transactional and interactional languages . It could be two friends chatting to each

other (interactional) and ordering a meal (transactional). In this regard Brown and Yule[15] suggest, when teaching spoken language, to give focus on teaching longer transactional turns and to teach interactional language by using an awareness-raising approach.

- Before a spoken task, giving students some preparation and rehearsal time. Students will need guidance on how to use it. A sheet with simple guidelines is effective.
- Trying to use real life tasks as a part of our teaching.
- Being mobile and monitoring the class.
- Before starting an activity giving clear instructions or demonstrations. Make sure students understand what they have to do.
- Never, underestimate student's abilities or intelligence. They may have very limited knowledge of English but they still have the interests and aspirations. Keep them interested by providing stimulating content and meaningful activities.
- Having additional material prepared to cope with faster and slower pupils' needs and Do not let activities go on too long.
- One of the most important things is English pronunciation. Otlowski (1998) points out that in many language programmes the teaching of pronunciation was pushed aside, as many studies concluded that little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation; the strongest factors to affect pronunciation seem to have little to do with classroom activities. In this regard one can watch BBC TV channel for British pronunciation and CNN TV channel for American pronunciation.

Apart from these suggestions I would like to include an effective speaking activity. The following activity is useful to get every student talking. It can be used with all levels because the students determine the language required to communicate. We have to set up and demonstrate this activity carefully before letting the class go ahead.

Take 3-4 large pictures/photos and stick them on card. Pictures can come from newspaper supplements, travel brochures, calendars, magazine advertisements, etc. Pictures specific to students' interests will motivate them e.g. film stills, cartoons, posters, famous paintings. Draw puzzles shapes on the back of each picture (4-5 shapes) and cut out the picture pieces. Give each student in the class a jigsaw piece. They must not show their piece to anyone. Students then mingle and question each other about what is on their puzzle piece to try and find people

with pieces of the same jigsaw. The object of the game is to find all pieces and put together the jigsaw. The student who will complete first the picture puzzles will win. Larsen-Freeman[16] suggests the same activity in a different way- " ... the teacher has the students divide into groups of three. Since there are twenty students, there are six groups of three students and one group of two. One member of each group is given a picture strip story. There are six pictures in a row on a piece of paper, but no words. The pictures tell a story. The student with the story shows the first picture to the other members of his group, while covering the remaining five pictures."(P-126) M) To make speaking and listening skills more effective classes should be taken separately. 86% students think these two skills should be taught separately.

CONCLUSIONS

Foundation English Course (FEC) in IIUC has become very effective for the students who are poor in English. After doing this course they have gained the courage to communicate with each other in English what was quite impossible for them before doing FEC. From my experience I have tried humbly to suggest the teachers of speaking and listening skills in general. From time immemorial people have natural ability to communicate with his fellow mates and for necessity they have invented different techniques to exchange news and views. Learning a second language is a matter of practice. For that reason skills like speaking and listening need continuous effort and perseverance. If any teacher believes in the importance of teaching speaking and listening skills in the classroom but is having difficulties making speaking and listening activities effective in the classroom can find the paper helpful and beneficial. I hope, this paper of mine will be an effective guideline to the teaching of English speaking and listening skills from the perspective of Bangladesh.

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