

**Students' Engagement Techniques Used by Teachers during Activities
of English Language Teaching in the Tertiary level**

By

Irin Zaman
16377001

A thesis submitted to the Department of Brac Institute of Languages in partial fulfillment
of the requirements for the degree of
Master of Arts in TESOL

Brac Institute of Languages
Brac University
December 2019

© 2019. Irin Zaman
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Irin Zaman
16377001

Approval

The thesis/project titled “Students’ Engagement Techniques used by Teachers During Activities of English Language Teaching in the Tertiary level” submitted by

Irin Zaman (16377001)

of Fall, 2017 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 11 September 2019.

Examining Committee:

Supervisor:
(Member)

Zohur Ahmed
Associate Professor, Brac Institute of Languages
Brac University

Program Coordinator:
(Member)

Dr. Faheem Hasan Shahed
Associate Professor, Brac Institute of Languages
Brac University

External Expert Examiner:
(Member)

Harunur Rashid Khan
Adjunct Faculty, Brac Institute of Languages
Brac University

Departmental Head:
(Chair)

Lady Syeda Sarwat Abed
Senior Director, Brac Institute of Languages
Brac University

Ethics Statement

I declare that this thesis paper titled **Student's Engagement Techniques used by Teachers During Activities of English Language Teaching in the Tertiary Level** is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of my degree of MA in TESOL. No part of this paper has been copied or plagiarized from published or unpublished work of other writers and that all materials, borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in appropriate place(s). I understand that the program conferred on me may be canceled/ withdrawn if subsequently it is discovered that the paper is not my original work and that it contains materials copied/ polarized or borrowed without proper acknowledgment.

Abstract

The research attempts to investigate the techniques that keep students engaged in their activities used by the teachers while taking class of English language at the tertiary level. A considerable part of work has been done on this area based on collected data collected through questionnaire survey among tertiary level students, focused group discussion, class observation and interviews of English teachers from two renowned universities in Dhaka. This research finds out the possible types of activities introduced by the teachers in the classroom and how the students' engagement techniques help to improve students' learning of the subject matter. The study also investigates the role and attitudes of teachers and learners in this regard. Firstly, it explores the relevant materials from the existing literature on the historical development of the techniques used by the teachers to engage the students in the activities. The research methodology has been designed by combining both qualitative and quantitative techniques in order to find the answers of the research questions. Then, it provides an elaboration of the research findings based on the analysis of the data. Finally, it reports on the brief summary of this study with the conclusive comments and recommendations based on findings. The study suggests that the teacher needs to design the classroom activities, lesson plan and materials for tertiary level learners by adjusting with the local cultural issues and students past educational background as well as developing a combination of number of methods like CLT and collaborative method in order to ensure students' better learning.

Keywords: Engagement techniques, CLT, Collaborative learning, Active learning, Motivation.

Acknowledgement

I would like to express my deepest appreciation to all those who provided me the possibility to complete this research. At the beginning, I would like to show my humble gratitude to Almighty Allah for allowing me to complete my thesis paper timely.

I would also like to express my heartfelt gratitude to my supervisor Zohur Ahmed Sir, Associate Professor of East West University, whose active guidance and thoughtful feedback helped me to write the thesis paper.

I would like to acknowledge that I am extremely grateful to Lady Syeda Sarwat Abed, Senior Director, Brac Institute of Languages, for all the support and inspiration that she has given me like many other students before me and to the department as a whole.

I want to mention Dr. Faheem Hasan Shahed, Associate Professor & Researcher—as well as the Coordinator of MA in TESOL Program at BIL—for his consistent advice and support to conduct the study and complete my MA in TESOL degree.

I would like to thank my family members for their continuous support in all my academic endeavors without which I would not be able to accomplish all that I have achieved so far.

I am also indebted to Md. Shahajada Masud Anowarul Haque, Sr. Asst. Librarian, Ayesha Abed Library, from whom I have received so much cordial support to collect valuable information and preparing references which helps me to furnish my paper.

Finally, yet importantly, I would like to thank all the teachers and participants whose contribution and real-life experiences have helped me in reaching the completion of the research.

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Acknowledgement	vi
Table of Contents	vii
List of Tables	ix
List of Figures.....	xii
List of Acronyms	xiii
Glossary	xiii
Chapter 1:Introduction	Error! Bookmark not defined.
1.1 Background and Context.....	Error! Bookmark not defined.
1.2 Research Objectives.....	Error! Bookmark not defined.
1.3Significance of the study.....	2
1.4Thesis outline	3
Chapter 2:Review of Related Literature	4
Chapter 3:Research Design.....	13
3.1. Research Question	13
3.2. Methodology of the Study	13
3.3. Participants.....	14

3.4. Data Collection Tools	14
3.4.1. Survey Questionnaire for students	14
3.4.2. Interviews of Teachers	14
3.4.3. Class observation	15
3.5. Data Collection Procedure	15
3.6. Process of data analyses	15
3.7. Ethical Consideration	15
3.8. Limitations	15
Chapter 4: Overview of the Findings	16
4.1. Findings from students' Survey	16
4.2. Findings from Focused Group Discussion	18
4.3. Findings from discussion with teachers	19
4.3.1. Interview with Teacher 1	19
4.3.2. Interview with Teacher 2	21
4.3.3. Interview with Teacher 3	23
4.4. Findings from class observation	24
4.4.1. Class session 1	25
4.4.2. Class session 2	25
Chapter 5: Analysis of the Findings	27
Chapter 6: Recommendation and Conclusion	29
6.1. Recommendation	29

6.2. Conclusion	31
References.....	32
Appendix A.....	36

List of Tables

Table 1: Findings from Students' Survey	1Error! Bookmark not defined.-18
---	----------------------------------

List of Figures

Figure 1: Double Helix model	4
Figure 2: Educational Interface	7

List of Acronyms

ELT: English Language Teaching

CLT: Communicative language teaching

EAP: English for academic purposes

GTM: Grammar Translation Method

EFL: English as a Foreign Language

Glossary

Thesis: An extended research paper that is part of the final exam process for a graduate degree. The document may also be classified as a project or collection of extended essays.

Glossary: An alphabetical list of key terms
This is an optional page and can be removed if not used.
Use one table row for each item to allow sorting using Word's table tools.

CHAPTER 1

INTRODUCTION

1.1 Background and Context

English is considered to be the de facto lingua franca of the modern world which is dominating a number of fields like global business, finance, science and technology, education, public relations and media, entertainment and so on. Most of the Asian countries have English as compulsory subject in their national curriculum.

In Bangladesh, English is used as the second dominant language after Bangla since the inception of the country. English is taught here as a foreign language in all levels of education (primary, secondary, tertiary). Still, students who are aiming for a good career and a good future need to learn English more seriously as a second language. Teaching English as a foreign language is a complex process for Bangladeshi teachers and equally complex for students to learn as well. Both the groups typically consider English to be the most difficult subject. In this circumstance, many of the private universities have changed their teaching process where they are emphasizing mostly learners-centered approaches. They tend to develop multiple strategies to promote student engagement in the classroom. As most of them are not familiar with ELT method in the classroom until completion of H.S.C level, they tend to see it very difficult to cope with the learning activities of university. Therefore, these students cannot engage themselves properly in the classroom tasks and the learning process is disrupted.

Again, in our private university context, students come to the university from different background like Bangla medium, English medium and from Madrasa. Majority of them are not used to with the task-based activities from their school and college life. Therefore, many learners seem to face difficulties while they are introduced to non-familiar task-based learning activities in university language classes. On the other hand, a classroom contains different types of learners like as kinesthetic, logical, visual, auditory etc. So, it seems quite difficult to understand the test/interest of individual's in a classroom and set the task according to their choice. That's why, these students often cannot engage themselves with classroom activities, and even lose their interest in class lectures. In this circumstance, teaching techniques can play a vital role in students learning process, as we all know that if a teacher can apply his or her techniques effectively and can engage the students in their activities then the learning will be also effective.

In this present situation, the main concern of the research is to find out what actually happens when teacher set the task to teach the language and what types of techniques, they are using to engage the students in the activity and how those techniques help the learners to grasp the content.

1.2 Research Objectives:

Primary objective:

- To examine whether tertiary level students are exposed to techniques in their EAP classrooms which can effectively engage them in the classroom activities and lessons.

Secondary objectives:

- To examine the approaches of English language teachers to engage their students in the classroom activities.
- To explore the learning behavior of EFL students in University context.
- To explore the right tools and techniques of student engagement in tertiary level education.

1.4 Significance of the study

This study will be significant because it will deal with the techniques to engage students through giving them variety of activities where the approach is not usually followed our context. In our context, English is considered a foreign language where most of the people are not skilled in the English language. Most of the educational institutes follow traditional GTM in the classroom. Among them some of the institutes follow CLT in the classroom. As the effort is appreciable to take the challenge to use CLT in the classroom to facilitate the learning through creating almost natural environment, so the study will be the relevant one where it will find out the techniques used by the teachers to engage students in activities and also find out the improvement of learners' through the outcomes.

The study will hopefully help the curriculum designers and English language teachers to get rid of the misconceptions regarding the rigid application of any particular English language teaching method in the classroom and help them rethink the selection of appropriate method

and techniques for language class. At the same time, it can help teachers to generate new teaching models of engaging students in the classroom.

1.3 Thesis Outline

Chapter One will describe a brief description about the study, including the background of the study the context, the scope and purpose of the study, research objectives, significance of the study.

Chapter Two will describe and discuss the existing literature based on the topic of the research. The relevant materials from extensive study journals, publications and experts' statements will help to understand us more about the topic.

Chapter Three will outline the research methods for this study. It shows and discusses the selected study areas, the data collection method, strategies and analysis strategy along with some challenges.

Chapter Four will include the most important parts which are the findings of the study from Teachers' interview, Students' interview, Focused Group Discussion and Classroom Observation.

Chapter five will present the detailed analysis of the findings part.

Chapter Six will present the recommendations and the concluding remarks.

CHAPTER 2

2.0 REVIEW OF RELATED LITERATURE

There are many scholars and educators who have found students' engagement to be a key contributor to facilitate learning process as well as academic success. In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education ("Hidden curriculum definition," 2014). In recent decades, the term student engagement has grown in popularity worldwide due to its effectiveness to develop students' intellectual and cognitive learning.

According to F. Barkley, "Student engagement is a process and a product that is experienced on a continuum and results from the synergistic interaction between motivation and active learning"(Barkley, 2010).

Barkley believes that engaged students really care about what they're learning as well as what they want to learn. She also added that when students are engaged, they exceed expectations and go beyond what is required. Engagement can function in a combined process of motivation and active learning. Barkley observed that the process may be better described in a double helix model in which active learning and motivation are spirals working together synergistically, building in intensity, and creating a fluid and dynamic event that is greater than the sum of their individual effects.

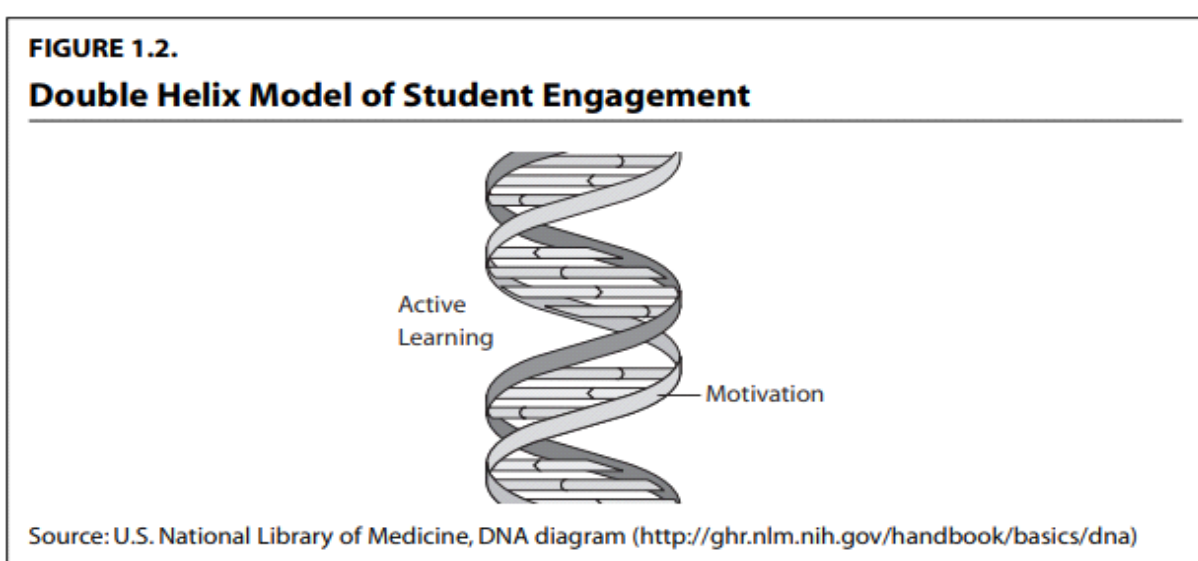


Figure 1: Double Helix model of student engagement

However, in the context of Bangladesh, this Double Helix Model of Student Engagement could work effectively but did not happen due to lack of proper expertise, especially in terms of English language teaching in the educational institutions. This is what has been explained in an article by (Haque, 2017), a former Deputy General Manager of BSCIC. Haque addresses the extreme lack of motivation among Bangladeshi students in English class lectures and text-contents (books, sheets). They are more interested in passing the exam by memorizing the ready-made answers from guide books, suggestions and notes. He addressed the lack of quality English teachers in our academic institutions where many of them have lack proper training before initiating teaching. Haque also talked about a major gap in current education system. Up to H.S.C. level education, the practice of two basic language skills: listening and Speaking is neglected in schools and colleges. All the four basic skills are needed to be taught simultaneously to ensure the effective learning of English language which would possibly be able to maintain synergistic interaction between active learning and motivation.

Student engagement is vital to academic achievement. Engaged students are attentive and participate in class discussions, exert effort in class activities, and exhibit interest and motivation to learn (Fredricks, Blumenfeld, & Paris, 2004; Marks, 2000; Skinner & Belmont, 1993). Students who are not engaged also are more passive learners and report being bored, anxious, or even angry about being in the classroom (Skinner & Belmont, 1993). Effective learning is therefore contingent upon the extent to which students are engaged in classroom learning activities (Chen, 2005; Finn & Rock, 1997; Osterman, 2000; Wang & Pomerantz, 2009).

According to Catherine Bovill, there are some factors that influence student engagement at institutions (Bovill, 2014). These are:

- **Teacher factors:** Teacher interaction style (enjoyment and shared focus, support, responsiveness, verbal praise), behavioral and academic expectations held
- **School factors:** Includes physical setting factors (physical layout and arrangement of classroom, sensory factors/noise levels, lighting etc), and consistent and structured approaches to the provision of student support and disciplinary measures
- **Student factors:** A student's physical, emotional, cognitive and behavioral state, including health issues and disability, peer relationships

- **Family and community factors:** A student's residential circumstances, family support for/involvement in education, and relationships with their family
- **Curriculum and resources factors:** Availability and type of learning resources including technology, dimensions of the learning tasks (level of difficulty, interest, meaningfulness to learner), task design, learning goals and objectives, and assessment approaches.

These varieties of factors explained by Dr. Bovill indicates how much they are, teacher, school, student, family, and curriculum factors are important for a learner's learning because all of those factors influence his/her pattern of accumulating the knowledge whether or how a learner is receiving the foreign language presented before him/her. In addition, some researches have shown how environment level factors like size of classroom, disciplinary practices, opportunities for participation in extracurricular activities, and culture has great influence in students' mind to drive them in class activities (Fredricks et al., 2004; Lawson & Lawson, 2013).

Michael Strong and his fellow researchers define student engagement as a work that stimulates students' curiosity, allows them to express their creativity, and enable them to develop positive relationships with others. They depict engagement as a goal driven; fulfilling basic human need and mention a list of strategies teachers need to employ to motivate students to achieve these goals (Strong, Silver, & Robinson, 1995).

Additionally, Weiner's Attribution theory suggests that the success or failure of a student in learning depends upon variety of factors such as ability, effort, luck, fatigue, ease or difficulty of the exam, and so forth, their understanding of the topic is exhilarated by their perceptions of previous failures or success in the past on similar or same topic. For example, if success depends on attributes over which they have control (for example: effort), students are more likely to have confidence than when success depends on external conditions over which they have no control (for example: difficult questions in the exam) (Weiner, 1986).

In their refined conceptual framework of student engagement, Ella R. Kahu and Karen Nelson have incorporated educational interface with student engagement. Figure 2 depicts the central role of the educational interface (Kahu & Nelson, 2018).

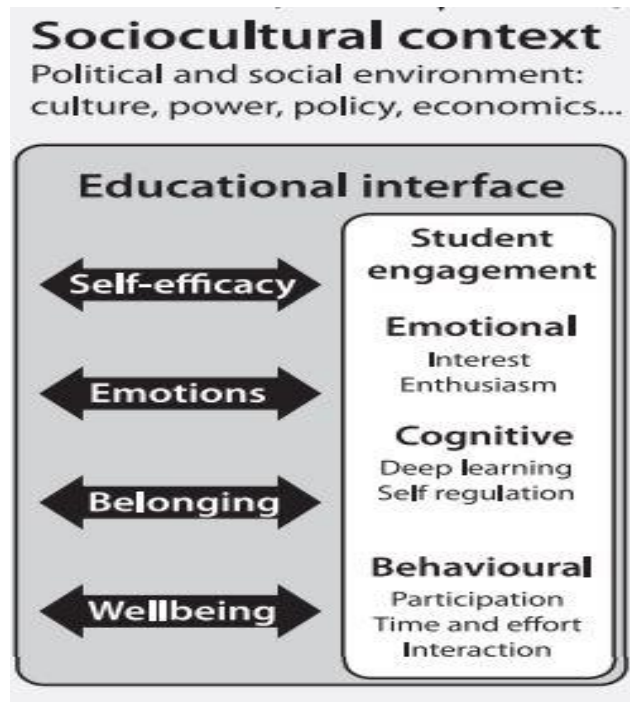


Figure 2: Refined conceptual framework of student engagement incorporating the educational interface. (Source: www. researchgate.net)

The interface refers to the place where students live and learn in higher education(Nakata, 2007). Students' academic experience is affected not only by their background, skills and motivations but also by the institutional and wider context they belong to. The student experience comprises more than just their engagement in the class. The framework reveals four constructs which illustrate important components of the student experience within the interface. These are:

- **Academic Self-Efficacy:** The student's belief in their own competency to accomplish the task at hand.
- **Emotions:** Nature of student's emotional response to the classroom experience. For example, positive topic related emotions: interest and enthusiasm; Negative topic related emotions: anxiety.
- **Belonging:** Students' engagement to the institution, teacher and other students; whether the student is alienated or cordially accepted by others (partially or completely).
- **Well-being:** An equal relationship between two or more person or group working together to accomplish a common purpose or task while respecting each other's

difference in terms of skills, knowledge, experience and capability.

These four psycho-social constructs are the best understood as mediating mechanisms. Student and institutional factors may interact to directly influence student engagement, or engagement may be mediated via one of these four mechanisms.

Scholars have shown great connection of student engagement with active learning. They recognize that learning is a dynamic process that consists of making sense and meaning out of new information by connecting it to what is already known. Charles C. Bonwell and James Eison neatly define active learning as “doing what we think and thinking about what we are doing (Bonwell & Eison, 1991).”

Motivation is another key factor in this regard without which one cannot connect himself with the lesson he or she is receiving. Motivation can be categorized into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation is a drive that comes from within a person. Extrinsic motivation is a drive that comes from outside of a person. When someone has no intrinsic motivation to learn about a subject, giving rewards can drive them to participate in the activity, which might then spark some intrinsic motivation within them. In this way, extrinsic motivation can lead to intrinsic motivation. Both types of motivation can effectively lead students to engage in the class activity. Researches (Association, 1992; Lowman, 1984; McMillan & Forsyth, 1991) have revealed that teachers' expectations have a powerful impact on students' motivation. Research indicates that positive feedback influences student motivation (Cashin, 1979; Lucas, 1990).

In that spontaneous motivational aspect of learning, language anxiety is a key psychological factor that directly affects the L2 learning process. It is a state of mental response, which may also be a cause for lack of command in target language (Naveh-Benjamin, 1991; Zeidner, 1998).

Robert C. Gardner in his study mentions that language anxiety can affect student's language learning achievement, communicative competence, and negative evaluation fear in the classroom environment (Gardner & Tremblay, 1994). This language anxiety also has negative impact on all basic language skills, especially speaking performance of the learners (Aida, 1994; Coulombe, 2000; Elkhafafi, 2005). Too much anxiety could develop frustration and encourage students to give up. W. E. Cashin addressed the fact that students

have a habit of working harder when they are worried about assessment. That is why his suggestion for the teachers is to set reasonable goals and expectations while assessing the students in the class. Though this isn't always the case, most ESL students already have intrinsic motivation to learn English. They have a goal in mind, whether it's related to business, academics or something else, and English is necessary for them to reach their goal. So they want to engage in learning the language (Cashin, 1979).

Self Worth Model by Brown and Weiner suggest that students are strongly motivated to preserve their sense of self-worth. When students do not achieve success, they would prefer to question their effort (they're lazy) rather than their ability (they're dumb). This model helps us to understand the reason why some students are reluctant to give effort in an assigned task if they think there is low chance of gaining success to accomplish the task(J. Brown & Weiner, 1984). That's why teachers have to set the task such a way that all the students are able to complete the task. Self-Efficacy theories(Bandura, 1977, 1982; Corno & Mandinach, 1983) imply the fact that students' belief about their ability to succeed at a learning task is more important than their actual skill level or the difficulty of the task. If a student is confident enough in his or her ability to perform a task successfully, the student will automatically be motivated to engage in the task.

Collaborative learning is an important feature in this regard where students tend to learn in peers. According to Wilbert James McKeachie, interaction with peers is an important factor of motivation (McKeachie & Gibbs, 1999). Research shows that engagement is higher in classrooms where students have developed strong relationships with their teachers and peers; where teachers support students' autonomy; where teachers hold high expectations and give consistent and clear feedback; and where tasks are variable, challenging, interesting, and meaningful (Fredricks, 2011). Blighstated the fact that students are more focused, are demonstrating better ability and are more supportive to the teaching method when they work in groups (Bligh, 1971). Umbach and Wawrzynski advocated that if the instructor applies collaborative teaching and learning methods, and if they value the behavior of their students and challenge them academically, students were more likely to have higher levels of engagement to show better learning outcomes (Umbach & Wawrzynski, 2005).

Ernest T. Pascarella and Patrick T. Terenzini point out that the most effective teaching and learning requires opportunities for active student involvement and participation (Pascarella & Terenzini, 2005). Ellen Skinner and Michael J. Belmont defines in their book that engaged students are attentive and participate in class discussions, give effort in class activities, and exhibit keen interest to learn. Conversely, students who are not engaged are becoming passive learners and therefore feel anxious, monotonous, or even angry while attending the class session (Skinner & Belmont, 1993). So that, teacher have to have consciousness that how he/she can engage the students in their activities, for instance, if the students are very fast then teacher can give students some conceptual task where they have think to complete the task, and this way will be engaged in their activity. For this reason, a teacher has to work out a lot on his class, material and students. In this circumstance, teachers always cannot follow the rules/structure given by the university authority. According to Alison Viscovic, while teaching, teachers of tertiary level usually do not engage themselves with formal structured courses. It means, it is quite tougher for the university teachers to bind themselves within a systematic teaching format than Primary and Secondary level teachers. Every teacher in tertiary level has their unique way of teaching which may greatly differ from the teaching strategy of other university teachers. As a result, it is very tough to encourage all those university teachers to develop a systematic and learning centered teaching pattern (Viskovic, 2005).

Socio-cultural factors play a key role in language learning. According to H. Douglas Brown, language is a part of culture and therefore culture is a part of language (Brown, 2000). Cem Alptekingive an analogy that language and culture are correlated with language learning process. Language learning process works with social interaction and for this reason; teachers need to associate socio-cultural aspects with language learning strategies. Learners who tend to learn second language usually have confidence on their own setting of second language learning. This strategy can create motivation and confidence among learners for learning second language (Alptekin, 2002). Teacher can prepare the material based on their own culture which will be easier and understandable to the student, and will be engaged in their activity.

Among all the four basic skills, reading, writing, listening, and speaking this is obviously required to apply all the skills while teaching and learning where speaking can be the initial step to overcome the language barrier of the student. Jeremy Harmer in his study had addressed the pedagogical issues of speaking skill development in EFL contexts (Harmer,

2001). Many ESL teachers think speaking class is similar to reading and writing class where there are tasks of following a lot of grammatical patterns and memorizing thousands of vocabulary. It is very common in second language scenario that most of the learners are not willingly speaking in the new language in front of audience. They don't speak of what they think in their mind and not voluntarily participate in any class discussion. Harmer believes the cause of the ESL learners' reluctance in speaking in second language for shyness or fear of speaking badly and therefore being humiliated by classmates; in short called inhibition. Harmer suggests that in ESL contexts, teaching speak effectively teachers should follow unique techniques. According to him, teachers often show one sided dictation to teach students in their own preferred traditional way rather than focusing on learner's autonomy and the ways to deal with speaking barriers like phoneme, morpheme, phonetics and phonology. Some teachers ignore teaching pronunciation to students rather focus on only passing examination. They may think that dealing with sound and intonation is a perilous task and it can only make the teaching worse. So they avoid the part and teach speaking in their own way without following any model. Harmer addressed the ESL learners as 'obedient imitators' who tend to follow the speaking patterns of the teacher. The demonstration of poor pronunciation of the teacher in the class can lead to shabby performance of the learner afterwards and therefore will disrupt the pedagogical accomplishment in speaking class.

In Bangladesh, the importance of teaching and learning English grammar has decreased both to teachers and to students. Teachers are now less aware of acquiring the sufficient grammatical knowledge needed for communicative function. Islam in his study describes the condition of teaching English grammar in Bangladesh. He portrays the scenario that the primary and secondary level teachers here mainly use the grammar translation method and they rarely have the exposure to communicative approach of teaching. There is no contextual interpretation of grammatical rules. After learning grammar this way, students can neither communicate in written nor in the spoken form of the language. In communicative language teaching, language teachers teach grammar rules to students inductively (Islam, 1997). However, (Hasina, 2002), in her research, explores the fact that most of the teachers in Bangladesh use deductive method where grammar rules are directly presented to students and therefore are told to memorize those rules.

From the literature reviews mentioned above, it is hypothesized that success rate of student engagement in language learning is not merely rely upon teaching strategies in rather it

greatly depends on student sociological background psychological state of mind. The motivating factors are effective to engage students in language learning tasks. The studies literature also mention the hindrances to apply those strategies in our Bangladeshi context. The lack of students' rich educational exposure up to higher secondary level, the lack of expert and trained instructors and lack of proper curriculum and lack of teaching resources are among the major issues that contribute to tough implication of the student engagement strategies in tertiary level language classes.

CHAPTER 3

3.0 RESEARCH DESIGN

This chapter will discuss the methodology of the study which is followed to meet the aims and objectives mentioned in Chapter 1. The first section of this chapter will present the questions of which we are going to seek the answer through the research. The second section will describe the overall methodology of the research. The third and fourth section will describe the participants and the instruments used in the study. The fifth and sixth section will outline the data collection procedure and process of data analysis. The last two sections will mention ethical issues and limitations of the study.

3.1 Research Questions:

The study attempts to seek answers to the following questions:

General question:

- What techniques do teachers use to engage learners in tertiary level English language classrooms?

Specific questions:

- What techniques teachers use to sustain students' concentration in English Language classes?
- What types of activities teachers use to maintain students' interest?
- How far the student engagement techniques help to improve students' learning/ comprehension of the subject matter?

3.2 Methodology of the Study

This proposed research is conducted by observing some English language classes of two universities in Dhaka city. After observing the classes, I take interviews with three University teachers were conducted. Then, a questionnaire is given to University students and later there is two focused group discussion sessions. All these primary data are collected from these four different activities. After collecting data, I have analyzed the data and then will conclude the discussion of the findings with some recommendations

The data is collected from two universities of Dhaka city through a questionnaire consisting of close-ended questions, interview of three English language teachers and observation of two classes. In order to collect data, the researcher has followed a structured procedure such as, questionnaire for students, class observation checklists, interview questions for teachers, data collection on research topic, analysis of data, interpreting results and drawing conclusion.

3.3 Participants

The researcher selected two universities in Dhaka city. The participants were forty-one students of tertiary level and three University teachers who are teaching English in Bangladesh for a long time. The tertiary level learners filled in a structured questionnaire. The language teachers were asked to respond according to structured interview questions.

3.4 Data collection tools

The researcher has collected data through questionnaire for students, interviews of teachers and class observations. To get an overall idea of EAP class at tertiary level, these tools were helpful for the research. The interview of teachers was recorded in mobile phone by taking their permission and then the recorded data was typed in through repeated listening.

3.4.1 Survey Questionnaire for students

For the study, a questionnaire was designed by the researcher. Forty-one students were asked to fill in the questionnaire. There were eight questions in the questionnaire. The participants are given instructions on how to fill in the questionnaire. In addition, The researcher provided assurance of confidentiality of all the data.

3.4.2 Interviews of teachers

The researcher selected three English teachers from public and private universities in Bangladesh to take interviews. There were nine open-ended questions for the teachers. With consent of the teachers, the researcher recorded face to face interviews of the teachers in a recording device. The teachers provided examples in reply to most of the questions that showed the vivid scenario of teaching process of L2 in tertiary level educational institutions in Bangladesh.

3.4.3 Class observation

Upon proper permissions from the authorities, the researcher observed a writing class and a spoken class in two of the most renowned private universities in Dhaka. In order to collect data from class observation, the researcher observed these two English language classes following a structured observation checklist made by me.

3.5 Data collection procedure

To gather the necessary data, the researcher collected data from students and teachers during class time and after the class. The researcher provided questionnaire to forty-one students of tertiary level. The researcher also conducted face to face interviews of three teachers through some specific interview questions.

3.6 Process of data analyses

After collecting the data through questionnaire survey among students, interviews of teachers, and observation of classes, the researcher analyzed them in qualitative frame of data analysis.

3.7 Ethical considerations

While conducting the research, the ethical issue was given the highest priority. The researcher took permission from tertiary institutions to observe class as well as teachers to take interviews. Interviews of the teachers were recorded with teachers' consent.

3.8. Limitations

Getting permission from the university authorities for class observation and interviews took a long time due to bureaucratic procedures. Therefore, because of time constraints, the researcher was not able to take more participants as sample to collect data for the research. As the sample was not at very large, the results of the research might not reveal the actual scenario of EAP classes in Bangladesh.

In addition, it was be difficult to fix appointments with teachers as well as to convince students to fill in the questionnaire. Also, since the study was confined in Dhaka city it would have been better if the research could be conducted in other cities of Bangladesh as well.

CHAPTER FOUR

4.0 OVERVIEW OF THE FINDINGS

4.1 Findings from Students' Survey:

I have collected survey of total 41 university students. Among these 41 respondents, 4 are from English Medium background (up to their H.S.C Level) and the rest 37 students are from Bangla medium background (up to H.S.C level). I provided them a questionnaire with 7 close ended questions in it to answer. The result of my collected survey is illustrated below:

- Activities students like most in English language class:

Name of Activity	Listening comprehension	Group activities	Story telling	Role play	Using audio visual materials	Pattern practice and pronunciation practice	Debating	Grammar games
Number of Students who agreed	20	38	25	22	19	12	12	9

- Teacher's involvement in different activities:

Option	Always	Most of the times	Sometimes	Rarely	Never
Number of students who Agreed	26	10	5	0	0

- Teacher gives enough opportunity to participate in the classroom:

Option	Always	Most of the times	Sometimes	Rarely	Never

Number of students who Agreed	24	15	1	1	0
-------------------------------	----	----	---	---	---

- Activities of the classroom are appropriate to real life situations:

Option	Always	Most of the times	Sometimes	Rarely	Never
Number of students who Agreed	9	25	6	1	0

- You understand your teacher's class lectures properly:

Option	Always	Most of the times	Sometimes	Rarely	Never
Number of students who Agreed	30	9	2	0	0

- You can perform properly according to teacher's instruction:

Option	Always	Most of the times	Sometimes	Rarely	Never
Number of students who Agreed	9	24	8	0	0

- Teacher corrects you when you made mistakes:

Option	Always	Most of the times	Sometimes	Rarely	Never

Number of students who Agreed	32	9	0	0	0
-------------------------------	----	---	---	---	---

The survey findings present a clear implication that most of the students are positive regarding the role of their course instructor. Also, the results indicate that the teacher is really following multiple strategies to engage his/her students in classroom activities. He/she is often involved in students' activities; both in times of doing the task and after finishing the task. However, the fact that the teacher is always giving corrective feedback indicates he/she may avoid the strategies of Self-correction for students.

4.2 Findings from Focused Group Discussion (FGD):

After the survey, I have arranged focused group discussion with the students of those two universities in two different sessions where I have asked total 8 questions to them.

While asking whether the teacher is cooperative or not, both the groups delivered positive answers. All of them said that their class teacher is truly co-operative and he or she provides them multiple extra opportunities to assist in their learning.

When I asked them what type of instruction they expect from their teacher, the students said that their teacher always provide them clear and understandable lectures. They added that the teacher writes lectures on the board and explains where necessary.

The students gave positive answers when I asked them whether the teacher motivates them to engage in activities or not. They also added that they can ask the teacher any questions without fear. In case of presentation, the teacher motivates them by telling them to go ahead even if they forget something.

They said that the teacher continuously monitors their performance in the class to ensure their engagement in the lecture. He or she asks questions to students to make sure they understand the lesson.

When I asked them about the applied techniques of their teacher to make the lesson interesting, they said that their teacher tells them personal stories and makes fun a lot. He or she also used to ask them personal questions to make the class environment friendly.

The students informed us that they enjoy their class very much where serious environment is not there in the classroom.

They said their teacher delivers corrective feedback to them without making negative comments about student's incorrect or broken English speeches. The teacher informs them about their mistakes in an indirect way so that the student won't feel embarrassed for making mistake.

Video materials, booklet, text book, report are the materials that the teacher brings in the classroom, according to the students of both FGD sessions.

4.3. Findings from Discussion with Teachers:

I have taken the interview of total three University teachers of English language. Due to their busy schedule and unique way of explaining things, three instructors have given me answers which are not homorganic in language style as well as structure. All of them have expressed me of a number of practical teaching situations along with many of their applied teaching techniques in the classrooms in details. The extract of the three different interviews are illustrated below:

4.3.1. Interview with Teacher 1:

1. Pre, while and post task: The teacher who gave the first interview always emphasizes on mainly three things 'pre task'; 'while task' and 'post task'. This is very important technique where a teacher should have lesson plan which contains pre while and past task. Teacher should make the lesson plan such a way where students become know what the purpose of the lesson/class is. If the students will know that if they can perform in the class, then it will help them in future, then only they will engage in the task with full enthusiasm. So, let them give chance to know the purpose and make them aware about their lesson. However, LP should be very thorough because warm up activity, wrap up everything should have connectivity with teach other.

2. Introduce the class with brainstorming: Start the class with brainstorming or pre discussion where the students become know the topic, and get engaged in the lesson. This is most important technique for a teacher. If a teacher cannot bring attention of a student beginning of the class then that students will lose his/her attention for whole class.

3. Give the students challenging task: I give the students challenging task, which lead them engage in the lesson.

4. Keep the classroom friendly: I try to build the rapport with students. I understand their problems, as well as they also understand what I want to say. I try to keep the class room friendly. I also discuss lot of things on outside topic. Again, they have also consultation hour to making rapport. In the class I always, behave very friendly. Otherwise it will be very difficult to making rapport.

5. Have some fun during the class time: The duration of a class is huge. If the teacher always give the lecture or involve them only in the activities,it will not work. Let them chance to have fun in the class so that they can reduce their monotony during the class. Funny part we make in the class to bring concentration. I tell them some funny things related with topic while teaching.

5. Instruction should be clear: Instruction is another thing. I try to give clear instruction to them. Sometime I ask them “what I said just now”, this means, I want their attention in the lesson. Another thing is, depend on the situation, class, level of ability I have to adopt different types of instructions. If I find that my students are with very good ability then I don’t need to explain in detail, one instruction is enough for them. If you find mixed ability level students then I give instruction in details for them. I use understandable and easy language whether they can get me easily. My instruction is motivational and meaningful to students also. I do believe that my instruction is meaningful. I don’t give instruction only by myself I also ask them to repeat or paraphrase what I have said.

6. Let the students know the purpose of learning: Let them know why they are listening, speaking, reading or writing. While one student will know that why he will read then only he will read and will eagerly get engaged in the activity, otherwise he will not read/ write/ listen when I give the task.

7. Focus on the learning outcome: I focus on the learning outcome, understand what is the purpose of this class, that’s why I make a plan the lesson plan such way that how I can bring

the students' concentration in the lesson. Functional thing is whether it will work or not, if it is functional, if the students know about the purpose of knowing of "Present continuous tense", then they can describe what is happening now, if they don't know they cannot describe. So, when I tell my students that if you know about the present continuous tense, then you can describe about what is happening in the present, otherwise not. Then they become involve and they can realize the fact. This is call functional. If someone is not attentive in the class, then I actually ask question, elicit question, what is the lecture, and give them answer.

8. Ask questions suddenly and frequently to keep their attention in their lesson: In between your lecture you can ask some conceptual questions, like (yes/no) they don't need to give the answers in detail, but let them think. If they can give answer, that means they have understood, if not that means they cannot follow my instruction. As their English is not so good, so you have to think about that it. If I find very good student is my class, I give them some difficult questions. I give them chance to think. I give space to everyone whether weather weaker/stronger both students can get the chance to participate in the class.

9. The method he applies: I use direct method but I like to use elective approach where I can take any approach in my situation, Sometimes I pick up GTM, CLT, use of Bengali, etc.

10. Way of giving corrective feedback: I usually do not correct anything in speaking. I corrects in my writhing class, if I think this part students should correct then I give a note beside their writing where they need improvement. In the tertiary level we try to skip giving feedback in the classroom, if I correct them in front of the class then that boy/girl might not expose in front of the class in the next day. We give focus on participation more than connecting. Then, if they participate then they will correct by themselves by observing others.

11. Use of technology: we use Technology, booklet, realia in the class. They are habituated with technology more, so it's more important to have mobile phone where they have mobile dictionary, for doing assignment they need search internet.

4.3.2. Interview with Teacher 2:

1. Topic should be interesting and appropriate: Speaking: in order to engage the students in activity I always make sure that my students are interested to talk, I try to keep the topic interesting and also according to their level so that they will be interested to participate and

learn during speaking. Topic is most important. Reading and writing Students are more interested to speaking than writing and reading. It seems to harder to them.

If I find that they are not interested to write and read I select an interesting topic. For that reason, they show their interest to the topic and I ask them to make a group and then I asked for debate then I asked to 'now you have to write form your point of view'.

If we find that the students are not willing to write anymore, then we have to take instant decision, then instead of writing 2/3 paragraph I ask to write main summary.

2. Elicit the ideas from different students: randomly I elicit the ideas form different student. The students who are tempt to feel shy; I call their name to talk. They have to talk with their pair (pair work). I set the pair whether 2 shy students will not set together. So, I give one confident speaker with one shy speaker, and then one shy speaker can get influence by the confident speaker.

3. Calling names during activity: It is quite effective to grab your student's attention if you remember their name and always address them by name. It makes the student believe he or she is valued by you.

4. The method he applies: We use CLT approach mainly but it depends on the topic where I have to give lot of information to ss. That's why I have to mix the methods.

5. Involve students in multi activities: I order to have their concentration I need to make sure that there are different kinds of activities. Example: discussion, pair work, visual activities. Only one activity is difficult to hold their concentration for whole class. It's easier to keep different activities in our class.

6. Collaborative learning: Most effective technique is let them collaborate with each other and let them come to a decision. It enhances their critical thinking ability. It makes the class room student centered class.

7. Supportive relationship: Of course. I believe in emotional intelligence, Supportive relationship. We need to understand others in order to communicate activity, to empathetic ss also learn how to build the supportive relationship.

8. Way of giving corrective feedback: In speaking: If they heard on pronounce something wrong, then instead of telling directly I ask them whether 'it is wright on wrong what you

tell'. If I correct in front of the class it will be insulting for them. I let them correct by themselves. It became more effective.

Writing: In writing I give marginal feedback, corrective feedback beside the wrong sentence. I write correct/rewrite the sentence/I underline the incorrect sentence or word. They correct that by themselves. It is more effective for them.

However, the students who got the lower marks I write 'C' on the paper that means you have to come to me at consultation hour. At the same time, for the other students who knows the marks, rather than saying in front of the class. We call them to come in consultation hour.

9. Use of technology: Sometimes I use, it depends on the topics. If it is very new or hard to them then we try to engage them by using technology. We do use technology sometimes, not always for listening we have to use technology.

4.3.3. Interview with Teacher 3:

1. Start the class by giving practical example: As it is four difference components (speaking/reading/writing/testing), So we use different techniques in speaking class. I start the class by giving practical example, for example, I try to make it little bit humorous, where students feel enthusiastic to talk. After that I go for the discussion, I write some points on the board, students give the feedback what their understanding is, based on it I move on for worksheet. Then I pick up volunteer randomly then I go for the discussion together.

2. Motivate the students by taking response: I am open to take others suggestion what students given by themselves. If they are reluctant to work, I try to accommodate their wants so they are enthusiastic to work.

3. Group work and pair work: Group work/pair work is mostly effective. We have made group work/pair work where we give more emphasis in group work. I try to divide the work among shy students and confident students where they have to work together.

4. The method she applies: I follow task oriented and student-oriented method. Let them understand, then give them work sheet, they ask them what they have understood, then you tell the answers.

5. Write the topic and main points of lesson on the board/ Use of board: Write the topic and important points on the board whether if some students cannot understand or miss any point then they can get the point from the board. Again, if any student comes to the class late, then instead of disturbing by asking to the other students, they can find the topic from the board.

6. Keeping friendly relationship: It is very difficult to keep their motivation in the class. Sometimes I ask questions to them, everyone looks on the desk, they don't what to answers. So, they tell miss ask him/her. Then I tell them why don't you start, by this way I continue to class (don't take the comment of students negatively, take it positively). I try to motivate them that's why they are listening to me.

7. Encourage shy students: For shy students during activity I call their name and ask question. I motivate them by telling. You are doing excellent take your time. You are doing well they gradually improve I have seen. For the shy students, during activity, I call their name and ask question. I motivate them by telling 'you are doing excellent, take your time'. By this way they gradually improve what I have seen in my class.

8. Encourage participation: When they work in group, I am walking around them, and asking them question. Sometimes I bring some students in front of the class to tell something on the lesson. I tell them, if you come you will get extra marks, then it works like a magic. Again, I tell them that who will bring your H.W. will get extra bonus marks. It will also work like a magic. We believe in empathy. We don't tell anything in front of the classroom, we take quiz generally, then we can have a discussion, that where we have the faults.

4.4 Findings from Class observation:

From my class observation of two different class sessions from the two universities, I have observed that most of the events as well as the environment are similar.

The classroom environment of both universities is fairly satisfactory to me because the classrooms are spacious and well-furnished and equipped with technological facility of Computer and projector, wide whiteboard etc. and have adequate air and ventilation. The only unsatisfactory factor I have noticed is the student number in one class which is more than 30; in the other class the number of students is 21 which is ok.

In terms of observing the classroom activity, the extracts from the two separate class sessions are illustrated below:

4.4.1 Class session 1:

This class session is a Fundamental English Spoken Course where the ultimate objective is to develop the interactive skills of the students in English Language. At the very beginning of the class, the teacher asked all the students to segment them in group of 5 members. After that, he told them to develop a story with a given 5 points written on the board within 5 minutes. Within this time, the class environment was relaxing and the students were enjoying the session. After 5 minutes, there were several interesting topics found and the teacher changed one word from every topic to create a new one. He then told them to discuss again with these new topics and then describe the story of the topic after group discussion.

Throughout the group discussion session, the teacher won't interrupt any group rather he observed every group by loitering in the whole class and ask every group if they needed any help. The teacher then asked for a volunteer from each group to present his story. The teacher told the story teller to relax and take 2 more extra minutes to organize the story (if needed).

Everyone enjoyed the narrated stories and after every story, all clapped. Throughout the story telling time, the teacher won't interrupt the narrator while speaking. Even if the student was making grammatical mistakes, the teacher won't correct him while story telling. After the story, the teacher point by point corrected the student of his grammatical mistakes with a smile and ease.

After the story telling session, the teacher asked the students to open the book and read a particular story from a single page. The students from each group were asked to make 3 questions from the story and had to ask the questions to other groups. For this reason, every student was attentive in reading the story for the upcoming question answer session. The class then ended with the homework of reading the story in full.

4.4.2 Class session 2:

This class was of a Fundamental Writing English Course where the class session is of report writing topic. At the very beginning, the teacher warms up the students by asking them whether they have taken breakfast or not. Then he wrote the title of the topic on the board

and asked the students to open the book and discuss with their friends around for 5 minutes about report. The teacher smiled when necessary and walked around the whole class. After 5 minutes, the teacher asked the students in general about the topic. The teacher listened to all answers and added his own ideas and corrected them.

Then the teacher asked them to divide themselves in 5 groups. Then before assigning a task she again explained how to work in a group and how to read. She told them to read the pages and asked every group where they are facing problems in understanding the topics. In this way, all the students were engaged in the topic. Then the teacher told them to close the book and wrote important points in the board about the topic and explained. She told students where to underline from the book as important points. After that, the teacher gave homework for next class to the students and dismissed the class.

CHAPTER FIVE

5.0 ANALYSIS OF THE FINDINGS

From the findings section above, it can be perceived that the language learning and teaching environment in the private universities is much co-operative than dominating one. English Language Teachers are more supportive than ever before in tertiary level education. Since CLT is widely popular in the classrooms of Universities as the core teaching model, the teachers still prefer their own distinctive modified techniques with some common features of CLT such as friendly interaction with students, active student participation, peer learning and others alike.

The students of all these classes have clearly stated that they prefer collaborative learning in the form of peer activities. Most of the interviewed Students informed me that their English teachers are co-operative; provides understandable and interesting lectures, often provides corrective feedback and always encourage them to participate in the class. All these statements can deliver us a clear idea that the Language teachers in these universities are highly conscious of the student engagement issue and therefore giving much effort to engage their student in classroom activities. Almost all the students are comfortable with peer learning in language classes; both in writing and spoken class. The teacher also informs us they regularly practice this activity and it's effective to grab student's attention in the content. Thus, the highly practiced collaborative learning is an effective strategy. However, during class observation, I have found some students are not actively participating enough as they supposed to and seemingly waiting for class ending. It is tough for the teacher to focus on each and every student's activity within the 1 and half hour class session with around 30-40 students. Still, the teacher tries his best to check whether everyone is active in the class or not.

From teacher's interview, I have derived a great number of practicing teaching strategies which are highly effective to attract students' attention as well as facilitate learning. The language teachers always prefer a friendly and supportive approach of teaching in the class. They use peer activity, role-play, story-telling, realia, showing video clips and audio clips and many other tasks with the ultimate purpose to develop their student's language skill. Most of the students are comfortable with these activities and those who are not yet used to are eventually getting used to it. They highly appreciate student participation in the class activity and attempts to find out those students who are not participating in the class

activities to enable them in class participation. They prefer corrective feedback with minimal interrupting the student so that the student won't feel inhibition in participating. From the Warm up session to the ending of the class, most of the activities are preplanned by the teacher in lesson plan.

The most important part is to consider the level of students. As most of the class activities are new to majority of students in the class, the teacher don't introduce the task to them in a way that they cannot themselves relate with the task as well as content. Easy, interesting and relatable content selection is a very important matter by considering the students level and past background, in this regard. The classroom environment is quite satisfactory to facilitate student engagement. Still, there are ample opportunities to enrich the classroom environment. In English listening class sessions, the engagement strategies seem not adequate enough to me with only audio and video clip showing through sound facility. Sometimes, the sound facility won't work properly to produce clear and loud sound for the whole class and thus students cannot comprehend the phrases of the audio or video clip properly.

Though the language classes I've observed are different in nature, I have explored that the mentioned factors as well as techniques are equally important in both English speaking and writing classes.

CHAPTER SIX

6.0 RECOMMENDATION AND CONCLUSION

6.1 Recommendation:

From the study, it is clear that the current practices of English language classes in Bangladeshi private universities are adhering to the strategies that are mentioned in literature review. Still, the strategies are not adequate enough to engage all the students in class lessons due to multiple socio-cultural factors.

While developing each day's lesson plan, teachers must consider the Background and Level of all their students. Each learner has his or her own learning pattern. So, the teachers need to give their 100% focus throughout the class to observe each of their student's gradual performance.

It is recommended that the class size should be limited within 25 students. Number of student more than that may struggle the teacher to properly take care of every student in the class. The lesser the number is, the higher the chance that the teacher can pay attention to every individual student throughout the class.

In our context, majority of university students study English to get a higher grade or merely to pass the exam. Teachers need to motivate those students to focus more on developing their language skills than passing the exam. Tell the students that if they develop their skills, their grade will automatically go up. Shyness and inhibition are very common problems among our university students. Teachers must effort to remove or at least reduce these behavioral tendencies from their student's attitude. Collaborative learning, regular class participation and corrective feedback are most important activities to solve this issue. So, teachers must practice these activities in every single class. Put this line in your student's head- "Learning English language is a fun, not of a boring kind."

Precise content selection is a crucial factor in student engagement. Teachers should not include any teaching content which their students cannot relate at all. Try to avoid culturally or religiously sensitive topics that may hurt any student's feelings. If not possible to maintain these boundaries in content selection, support your students by giving them some time and then give them some clues to introduce with the topic.

Using the same activity in each class could bring and monotony among students. So, variation in tasks in different classes or within a single class can increase student's involvement in class activities and thus facilitate engagement. The teacher should provide students real choices in the classroom in terms of assignments, open ended writing and presentation so that the students can easily relate the topic by themselves. He or she must enable students to meet their individual learning needs.

The teacher's should emphasize more on listening skill development of their students. The existing technology must be needed to develop in this regard. By including good quality earphones (if possible) or clear and loud sound system in the computer of the class, teachers can show students authentic movie clips, documentaries, short films in English and even can present audio clips of native English speakers. Sustaining of the enthusiasm in students for learning is a must. The teacher has to enable the students to find the solution of the problem themselves rather than forcing them to memorize everything in the books and sheets.

In Speaking class sessions, teachers should involve every student to express their views of the class topic. It is quite tough within a class span of 1 or 2 hours to involve everyone in speaking activities separately. Regular use of pair and group tasks can help students in this regard. In terms of accent and tone, make your student focus on appropriateness rather than accuracy because your students are not native English speakers to follow the exact British accent.

Lastly, the teacher's must always remember that all their students are belonging to EFL learner group, not ESL learner group or native one. Many of these students previously may have never been exposed to the task of formal presentation in English. Most of them have never been attended classes where the class lecture was completely in English rather the lecture was in partial Bangla and partial English. For those students, it is quite difficult to understand teacher's lecture in university in the first place. Keeping that in mind, teachers must ensure that their students can understand their English lectures properly and must keep asking if anyone is facing difficulty to understand the lecture or any other exposure (audio clip, lecture-sheet, notes, books etc.).

6.2 Conclusion:

Student engagement in learning and leading is highlighted as an important element in the development of student's language skills. I admit, there are some drawbacks in currently practicing student engagement strategies in our private universities. For instance, the usual class-session is too short (say one and a half hours) to practice 3-4 different kinds of tasks. Still, there are ample opportunities to upgrade the current student engagement strategies and make it 100% effective one. We need to create a learning community in the classroom where students would find themselves among community of learners rather than isolated individual. Teachers should open more options to the students where the students will feel more interest to use creative tools in their academic development.

Every student has different interest, experience, reading and learning style. Therefore they tend to prefer self-selected learning materials. Many students in class might like to be connected to teachers in the same way we are. They lack the opportunity to ask questions to teacher since they normally communicate with teachers through class representatives. On the other hand, weak students are not interested to talk to teachers because of fear. For that reason while making materials/task teacher should be aware.

Our teachers can learn a lot from practicing teaching models of successful countries and can innovate new ways to motivate students in learning. They should know the appropriate use of multiple academic contents, technological equipment and others. And for this, teachers should get proper training. Nowadays, there are lots of tools and apps which are really effective in teaching English. Teachers can bring innovation while using social media, blogs, articles etc. for teaching purpose. In this way, the pedagogical teaching instruments can play highly effective impact to promote active learning as well as motivation to engage students.

References:

- Ahmed, M. K. (2018). Pedagogy in speaking: Challenges addressed by teacher-student in the ESL context. *International Journal of Applied Linguistics and English Literature*, 7(3), 97. <https://doi.org/10.7575/aiac.ijalel.v.7n.3p.97>
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155–168. <https://doi.org/10.1111/j.1540-4781.1994.tb02026.x>
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56(1), 57–64. <https://doi.org/10.1093/elt/56.1.57>
- American Psychological Association (1992). *Learner-centered psychological principles: Guidelines for school redesign and reform*. American Psychological Association, Washington.
- Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology*, 80(3), 260–267. <https://doi.org/10.1037/0022-0663.80.3.260>
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*. US: American Psychological Association. <https://doi.org/10.1037/0003-066X.37.2.122>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*. US: American Psychological Association. <https://doi.org/10.1037/0033-295X.84.2.191>
- Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
- Basak, A. (2014). English language teaching and learning in Bangladesh: CLT perspective. *IOSR Journal of Humanities and Social Science*, 19(12), 09–13. <https://doi.org/10.9790/0837-191220913>
- Bangladesh Education Commission (1974). *The Report of the Education commission 1974*. Dhaka, Bangladesh: Ministry of Education.
- Bligh, D. A. (1971). *What's the use of lectures?* Harmondsworth: Penguin Books.
- Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. Washington DC: School of Education and Human Development, George Washington University.
- Bovill, C. (2014). An investigation of co-created curricula within higher education in the UK, Ireland and the USA. *Innovations in Education and Teaching International*, 51(1), 15–25. <https://doi.org/10.1080/14703297.2013.770264>

- Brown, J., & Weiner, B. (1984). Affective consequences of ability versus effort ascriptions: Controversies, resolutions, and quandaries. *Journal of Educational Psychology*. US: American Psychological Association. <https://doi.org/10.1037/0022-0663.76.1.146>
- Cashin, W. E. (1979). *Motivating students* (IDEA Paper No. 1.). Kansas State University, Center for Faculty Evaluation and Development in Higher Education, Manhattan.
- Chen, J. J.-L. (2005). Relation of academic support from parents, teachers, and peers to Hong Kong adolescents' academic achievement: The mediating role of academic engagement. *Genetic, Social, and General Psychology Monographs*, 131(2), 77–127. <https://doi.org/10.3200/MONO.131.2.77-127>
- Corno, L., & Mandinach, E. B. (1983). The role of cognitive engagement in classroom learning and motivation. *Educational Psychologist*, 18(2), 88–108. <https://doi.org/10.1080/00461528309529266>
- Coulombe, D. (2000). *Anxiety and beliefs of French-as-a-second-language learners at the university level*. Unpublished doctoral dissertation. University of Laval, Quebec, Canada.
- Finn, J. D., & Rock, D. A. (1997). Academic success among students at risk for school failure. *Journal of Applied Psychology*. US: American Psychological Association. <https://doi.org/10.1037/0021-9010.82.2.221>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Fredricks, J. A. (2011). Engagement in school and out-of-school contexts: A multidimensional view of engagement. *Theory Into Practice*, 50(4), 327–335. <https://doi.org/10.1080/00405841.2011.607401>
- Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. *Learning and Instruction*, 43, 1–4. <https://doi.org/10.1016/j.learninstruc.2016.02.002>
- Gardner, R. C., & Tremblay, P. F. (1994). On motivation, research agendas, and theoretical frameworks1. *The Modern Language Journal*, 78(3), 359–368. <https://doi.org/10.1111/j.1540-4781.1994.tb02050.x>
- Groccia, J. E. (2018). What is student engagement? *New Directions for Teaching and Learning*, 2018(154), 11–20. <https://doi.org/10.1002/tl.20287>
- Harmer, J. (2001). *The practice of English language teaching*. New York: Longman (Pearson Education Limited).
- Haque, S. R. (2017). Problems of learning and teaching English in Bangladesh. *Daily Sun*. Retrieved from <https://www.daily-sun.com/arcprint/details/265627/Problems-of-learning-and-teaching-English-in-Bangladesh/2017-11-02>

- Hidden curriculum definition. (2014). Retrieved November, 2019, from <https://www.edglossary.org/hidden-curriculum/>
- Islam, A. K. M. W. (1997). Should english grammar be taught in Bangladesh? *Journal of the Institute of Modern Language*, 24–25.
- Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: understanding the mechanisms of student success. *Higher Education Research & Development*, 37(1), 58–71. <https://doi.org/10.1080/07294360.2017.1344197>
- Lawson, M. A., & Lawson, H. A. (2013). New conceptual frameworks for student engagement research, policy, and practice. *Review of Educational Research*, 83(3), 432–479. <https://doi.org/10.3102/0034654313480891>
- Lowman, J. (1984). *Mastering the techniques of teaching* (2nd Ed.). San Francisco: Jossey-Bass.
- McKeachie, W. J., & Gibbs, G. (1999). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (10th Ed.). Lexington, Massachusetts: D C Heath & Co.
- McMillan, J. H., & Forsyth, D. R. (1991). What theories of motivation say about why learners learn. *New Directions for Teaching and Learning*, 1991(45), 39–52. <https://doi.org/10.1002/tl.37219914507>
- Marks, H. M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal*, 37(1), 153–184. <https://doi.org/10.3102/00028312037001153>
- Nakata, M. (2007). The Cultural Interface. *The Australian Journal of Indigenous Education*, 36(S1), 7–14. <https://doi.org/DOI: 10.1017/S1326011100004646>
- Naveh-Benjamin, M. (1991). A comparison of training programs intended for different types of test-anxious students: Further support for an information-processing model. *Journal of Educational Psychology*, 83, 134–139. <https://doi.org/10.1037/0022-0663.83.1.134>
- Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3), 323–367. <https://doi.org/10.3102/00346543070003323>
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.
- Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M. I., & Singh, M. K. M. (2019). English language teaching in Bangladesh today: Issues, outcomes and implications. *Language Testing in Asia*, 9(1), 9. <https://doi.org/10.1186/s40468-019-0085-8>
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. Cambridge University Press.

- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*. US: American Psychological Association. <https://doi.org/10.1037/0022-0663.85.4.571>
- Strong, R., Silver, H. F., & Robinson, A. (1995). Strengthening student engagement: What do students want (and what really motivates them). *Educational Leadership*, 53(1), 8–12
- Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46(2), 153–184. <https://doi.org/10.1007/s11162-004-1598-1>
- Viskovic, A. R. (2005). ‘Community of practice’ as a framework for supporting tertiary teachers’ informal workplace learning. *Journal of Vocational Education & Training*, 57(3), 389–410. <https://doi.org/10.1080/13636820500200293>
- Wang, R., & BrckaLorenz, A. (2018). International student engagement: An exploration of student and faculty perceptions. *Journal of International Students*, 8(2), 1002–1033. <https://doi.org/10.5281/zenodo.1250402>
- Wang, Q., & Pomerantz, E. M. (2009). The motivational landscape of early adolescence in the United States and China: A longitudinal investigation. *Child Development*, 80(4), 1272–1287. <https://doi.org/10.1111/j.1467-8624.2009.01331.x>
- Weiner, B. (1986). *Attribution, emotion, and action. Handbook of motivation and cognition: Foundations of social behavior*. New York, NY, US: Guilford Press.
- Zeidner, M. (1998). *Test anxiety: The state of the art*. New York, NY, US: Springer. Retrieved from <https://link.springer.com/book/10.1007%2Fb109548>
- Zepke, N., Leach, L., & Butler, P. (2014). Student engagement: students’ and teachers’ perceptions. *Higher Education Research & Development*, 33(2), 386–398. <https://doi.org/10.1080/07294360.2013.832160>

Appendix-A

Questionnaire for Survey

MA in TESOL, BRAC UNIVERSITY

Questionnaire for students (Tertiary level)

Personal profile:

What was your medium of language in academic life? Please put tick mark in the given box.

Stages of Academic life	Medium of Instruction		
	Bengali	English	Others
SSC			
HSC			

Please put tick mark the given questions.

1. What of the following activities do you like most in the English language class?
(You can choose more than one)
 - Listening comprehension
 - Group activities/pair activities
 - Story telling
 - Role play
 - Using audio visual materials
 - Pattern practices & pronunciation practice
 - Debating
 - Grammar games
2. Does your teacher involve you in different activities (like: group work, pair work, role play, presentation etc.)?
 - Always

- Sometimes
 - Most of the times
 - A little bit
 - Never
3. Does your teacher give you enough opportunity to practice in the classroom?
- Always
 - Sometimes
 - Most of the times
 - A little bit
 - Never
4. Are the activities of the classroom relevant to real life situations?
- Always
 - Sometimes
 - Most of the times
 - A little bit
 - Never
5. Do you understand your teacher's lecture properly during class?
- Always
 - Sometimes
 - Most of the times
 - A little bit
 - Never
6. Can you perform properly according to your teacher's instruction?
- Always
 - Sometimes
 - Most of the times
 - A little bit
 - Never
7. Does teacher correct you when you make mistakes?
- Always
 - Sometimes
 - Most of the times
 - A little bit
 - Never

Thank you for your time and cooperation

FGD

Please answer the following questions.

1. Do you consider your teacher as a cooperative person? Why?
2. What type of instruction you expect from your teacher?
3. Does your teacher motivate you properly to get engaged in activities? How?
4. Does your teacher monitor your roles and performance during in activities/lesson?
How?
5. What does your teacher do to make the lesson interesting?
6. How do you feel (motivation) in your EL classroom?
7. In case you make any mistake, what does your teacher do? How does she/he give feedback to you?
8. What types of materials (technology/realia/booklet) are being used by your teacher?

Appendix - B

Interview Questionnaire for Teacher

MA in TESOL, BRAC UNIVERSITY

Personal profile

1. Designation: 2. Teaching Experience:

Please answer the following questions

1. What types of engagement techniques do you follow while teaching English?
 - a. In speaking class
 - b. In reading class
 - c. In writing class
 - d. In listening class
2. What do you think about those techniques regarding their effectiveness to keep students' engaged in their lesson/task?
3. What do you do to hold the learners' concentration throughout the lesson?
4. According to you which techniques are mostly effective for learning?
5. Which method or approach do you follow for English speaking class? Explain please.
6. How do you correct or give feedback to them when the students make mistakes?
7. Do you use technology to engage students in the activities? Explain why?
8. Do you hold supportive relationships with your students? Why and how?
9. What types of instructions (meaningful and motivated) do you give to your students?

Thank you for your time and cooperation

Appendix – C
CLASS OBSERVATION

Checklist

Date: Department:

Total no. of students present: Duration of class:

Observer:

The points I am going to observe:

Educational resources:

Use of instructional strategies:

Teacher's instructions are meaningful and motivated:

Use of varieties activities like group work, pair work, questioning, etc:

The amount of teacher talk and student talk:

Interaction between students and teacher:

Uses of instructions are appropriate to students needs:

Teacher provides appropriate feedback on activities:

Teacher corrects the errors made by learners:

Students understanding to the teachers lecture:

Student participation actively and lively:

Sufficient time was given to complete the tasks/topics:

Teaching method was relevant with materials:

Response of students to the teachers lecture:

Use of aid/equipment

Able to create and maintain interest of the Ss

Able to involve and encourage lecture