

**Use of English beyond the Classroom Wall: A Study of
Undergraduate Students' Out-of-Class English Learning Activities**

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Abstract

The principal objective of this paper is to find out and discuss about the experience of 60 undergraduate students have regarding out of class activities. This paper will focus on some important issues like do they have motivation to involve in out of class activities, what kinds of motivation do they have, how much autonomy they have and how it works, what language skills they are expected to use inside and outside the class, what is their present level of four skills of English language, what are the barriers they face during out of class activities, how they overcome those barriers, which activities and domain is more common and it also look upon how multimedia plays role in out of class English language learning. To make this research more authentic I have collected some information from three private universities. I have prepared a questionnaire which consists of qualitative and quantitative questions for the students. From that I have found out that English plays a vital role in their life. Most of them practice it outside the class but more in private domain rather than public. Multimedia plays an important role in their life like movies, Facebook, Online NEWS, dictionary in mobile phone etc. There are some students who think teacher is the best source of learning and there is no adequate environment of learning English outside the class. However, for most of them to dealing with out of class activities is an interesting experience.

Chapter 1: Introduction

Language learning can be a challenging and exciting task, especially for those who learn a language as their second or foreign language. Education is not something to keep in a box, even when the box is classroom-shaped. The habit of learning, an urge to find out more, is developed when we feel inspired. The world outside the school is richly inspiring, constantly re-energizing. Learning can take place anywhere and in any place. If we only focus on classroom activities we will not be able to think out of box. Many students learn English inside the classroom but if they do not get the chance to use the language they will not learn it properly. I studied English at my school but I did not use English outside the classroom. In my university life I have suffered so many problems because I had not the courage to speak in English fluently. But I have overcome my difficulties I had read English novels, studied grammar books, try to talk in English with my cousins and friends, watched countless English movies, listen English music and so on. Though out of class I get less opportunity to talk in English but the non-classroom experiences and language challenges I went through quite rapidly increased my language skills in a way that I do not think would have been possible in the classroom. Formal classroom learning is one way to practice and learn a new language, but multitudes of opportunities for learning a new language exist outside of the classroom also. Multimedia (Internet, television, radio, Video games) and group work and projects can help students to utilize the language. Studies done on university level ESL and EFL students indicate that they use the opportunities more in private domain rather than public. However research in Second Language Acquisition indicates that using English outside the classroom is an important part of the language learning process.

1.1 Purpose of the study

This thesis furthers the research on what experience undergraduate students have regarding out of class activities. My purpose is to investigate some important issues which have not been addressed in previous literature like, do they have motivation to involve in out of class activities, do their autonomy works or not, what are the barriers they face while carrying-out out of class activities, how they overcome those barriers, which activities and domain is more common and it also look upon how multimedia plays role in out of class English language learning.

1.2 Objective of the study

I think my research perspective is interesting because it will represent the circumstances of out of class language learning activities done by undergraduate students of three different private universities. The paper will reflect a clear view of those activities which will benefits the students and make them aware of getting involved in those activities in conscious way.

1.3 Limitation of the study

It was not an easy task to deal with, though I have tried to work in detail but there were some limitations. It was not possible to find out all answers of my research questions through a questionnaire. I wanted to takeboth interview of students and teachers. But due to some administrative and other problems I could not do it. Students were so busy with their works and study, many of them were feeling bored to fill up all questions, they were not interested. I need to explain and convinced them. Due to some lack of interest some of them did not read the questions properly so it was a big problem for me. Therefore I only chose a

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questionnaire as my instrument. But I think if I could observe what they do outside the class how they practice English, or what they write in their dairy so that I could get more detail picture. Another limitation of my study is, I wanted to survey in public university and wanted to compare with private university but I do not have that much contact with students of public university. I have tried to convince some of them but when they saw the questionnaire they said we do not have that much time to fill up all questions. So this research can be studied later with more detail and comprehensive way.

Chapter 2: Literature review

Current pedagogy suggests that there is no universally correct way to learn a language that can be regarded as optimal for every individual. Yet teachers are often concerned about the progress of language learners. They are concerned about what their learners are doing, and its effectiveness for language development. Indeed, when language students' call upon their teachers for advice, one starting point for giving counsel is to review the range of strategies the learner is using and the learning activities the learner typically engages in. (Pearson, 2004, p. 1).

2.1 Definition of out-of-class English language learning activities:-

Out-of-class English learning activities are defined as students' activities in listening, speaking reading, writing, vocabulary learning, and grammar learning to improve their English outside of the classroom. Benson (2001: 62) defined, *out-of-class learning*, as "any kind of learning that takes place outside the classroom and classified out-of-class learning into three categories: (a) self-instruction (i.e., students' locating resources to help them improve the target language), (b) naturalistic language learning (i.e., students' learning to communicate and interact with the target language group unintentionally), and (c) self-directed naturalistic language learning (i.e., students' creating or searching out a language learning situation). Pickard (1996) indicated that listening to the radio, reading newspapers, and novels outside of the classroom appear to rank highest in students' learning activities; however, students made little use of the facilities in out-of-class English learning, such as English newspapers, satellite TV, and self-study materials in the library. Researchers, such as Brooks (1992) and Suh, Wasanasomsithi, Short, and Majid (1999), observed that watching television, going to the cinema, listening to music and interacting with native speakers are the major out-of-class activities students do. Spratt, Humphreys, and Chan (2002) discovered that

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most activities adult learners engaged in are related to communication and entertainment, such as watching movies and television in English and using the internet. Additionally, Hyland (2004) noted that the activities students do in English are speaking with family members, talking to people in the stores, talking on the phone, speaking with friends, listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspapers and magazines, watching TV programs, watching videos, surfing the internet, reading academic books, and writing e-mails in ranking order. (as cited in Shen, Tseng, Kuo, Su & Chen, 2005, p. 465).

Out-of-classroom learning offers fantastic opportunities and rewards to both learners and teachers alike. It makes learning more engaging and relevant. By taking learning beyond the classroom learners will find dozens of opportunities to make learning concepts, real and relevant by putting them into a more realistic context. Many concepts which seem too difficult to get a grasp of in the classroom are a lot easier to understand in the big wide world when they're set in context, and when the learner are more engaged and motivated to understand and learn. It can nurture creativity and imagination. Suddenly their minds are free to explore and the teacher can often end up with some very creative results no matter what subject they are teaching them. Develop learning through play and experimentation, Expose them to new opportunities and they will get the chance to enjoy almost limitless resources (10 reasons to take learning outside the classroom, n.d.).

Students in non-English speaking countries may be under the impression that they lack access to an authentic English environment. Outside the classroom, most students are immersed in a first-language environment with limited exposure to English. Out-of-class

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activities can be devised to show students that they are surrounded by English if they make a little effort to pay attention to the language as it is used in their daily lives.

A review of the pertinent literature from the fields of Applied Linguistics and Second Language Acquisition is needed to begin discussing research on the topic of English use outside of the classroom. In order to present the reader with theoretical knowledge of why language use outside of the classroom is important in the language acquisition process and with empirical evidence of what researchers have already learned about English use outside of the classroom, this literature review will cover two main topics: second language acquisition and previous studies on English use outside of the classroom by ESL students.

To understand the importance of out-of-class language use in the language learning process, the first section will review the literature on second language acquisition and the role that of out-of-class language use plays in the acquisition process. This section's literature is divided into three sub-topics: Input and Interaction, Communicative Competence, and Successful Language Learners. All three of these subtopics are important to examine because they show that language use outside of the classroom is an important part of the language learning process. For example, linguistic theory indicates that input and interaction are important factors in the language acquisition process. In a second language context, the potential for large amounts of input and interaction in the target language is great outside of the classroom. Communicative Competence is another language area that has the potential to be strengthened by using language outside of the classroom. By examining successful language learners we see that using language outside of the classroom is a trait shared by many learners who achieve high levels of language proficiency in a new language. Multimedia and group work also influence learners in out of class English language learning.

As such, the research on these three topics will be examined to expose the importance of out-of-class language use in a learner's language learning process. By examining this literature on second language acquisition, we see that out-of class language experiences play an important role in second language acquisition. Thus, research on this topic is important and needed in order to better understand the language acquisition process and the learners themselves. The second section of the literature review focuses on the literature regarding previous studies done in the area of English use outside of the classroom by ESL learners. Though there seem to be few studies concerning this topic, those that have been done can shed light on how much ESL learners do use English outside of the classroom and what kinds of activities they do most often.

2.2 Second language acquisition and the role that “out-of-class” activities plays in the acquisition process

2.2.1 Input and Interaction

Second language acquisition theory does not explicitly address out-of-class language use very often. Some of the theoretical literature does, however, refer to this topic implicitly. One example of this is Krashen's Input Hypothesis (Krashen, 1985). It is evident that learners need input to learn a language. Exposure to a language, in some form, is necessary to learn that language. Krashen's Input Hypothesis expanded on this notion further by stating that we develop language by receiving comprehensible input. This is language input just beyond the learner's current level of knowledge, which is referred to as $i + 1$ (Krashen, 1985). The input is challenging for the learner, but not too difficult so that it is incomprehensible. According to Krashen, input of this type is necessary for language acquisition. Many forms of input are

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available in the language classroom and this may be enough to learn a language; however, the availability of input can be great for the ESL learner outside of the classroom. One can see this with an example of an ESL student studying in the United States and taking an hour-long English class every day. The English input they are receiving in the classroom is one hour per day; whereas, they have 23 hours per day *outside* of the classroom to receive English input. This input can take the form of books, native speakers, movies, TV, the Internet, and countless other forms. Input may surround the learner outside of the classroom, but input that is challenging yet comprehensible is necessary in order for the learner to use it for language acquisition.

Long's Interaction Hypothesis (Long, cited in Mitchell and Miles, 1998) also implies the importance of out-of-class language use in the second language acquisition process. Interaction is "the interpersonal activity that arises during face-to-face communication" (Ellis, 1999, p. 3). Long's hypothesis states that the interaction between native-speakers (NS) and non-native speakers (NNS) and the speech adaptations both make while communicating are important to the NNS's language acquisition process. For example, when non-native speakers (NNS) and native-speakers (NS) talk and interact with one another, the NS will often modify the conversation to avoid misunderstandings or use modified speech to help the language learner comprehend meaning. Long believed that all these modifications made by the NS during communication with a NNS help the NNS to communicate in the language and scaffold them into language acquisition. These types of interactions between native and non-native speakers, which increase helpful input for the learner, are rare in the classroom. Although often challenging for the learner, interactions with native speakers outside of the classroom can give them opportunities to practice their language and negotiate meaning in an authentic context.

2.2.2 *Communicative Competence*

Studies of interaction have focused on how learners negotiate language meaning and language structure (grammar); yet, language learning extends beyond just acquiring the structure of a language. To effectively communicate in a second language, learners must also understand how members of a speech community use the language to accomplish communication goals. In other words, learners must learn the grammar of a language, but also how to use it appropriately. Hymes called this ability “communicative competence” (1971). Canale and Swain developed a framework for communicative competence in their 1980 paper and listed these components of communicative competence: 1) Linguistic/Grammatical competence, 2) Sociolinguistic competence, 3) Discourse competence, and 4) Strategic competence. *Grammatical competence* refers to the knowledge of the structural properties of a language: phonology, vocabulary, syntactic rules, etc. of a language. *Sociolinguistic competence* includes appropriate use of politeness, appropriate language adjustments according to interlocutor, and appropriate language use in different social contexts. The ability to create lengthy texts and combine phrases smoothly is called *Discourse competence*, while *Strategic competence* refers to an individual’s strategies that they employ to successfully communicate (Canale and Swain, 1980). In a formal classroom setting, many language classrooms have linguistic or grammatical competence as the goal of instruction. To gain knowledge beyond the structure of a language in the other three competencies, which are important to language acquisition, a learner would likely benefit from exposure to appropriate contexts outside of the classroom. If a learner is only using English inside of the classroom, for example, they are unlikely to gain communicative competence in the second language.

2.2.3 *Successful Learner characteristics*

Literature which examines successful language learners also discusses the role of out-of-class language use in the second language acquisition process. Successful language learners are thus named because they have achieved a high level of language proficiency. Because some people seem more adept at learning languages than others, research has examined what makes some language learners “good” and if they have unique characteristics or strategies which they use while learning (as cited in Knight, 2007, p. 5-18).

Griffiths (2008) based on Rubin & Thompson (1982) discussed about the characteristics of GLLs. He mentioned, Good language learners *find their own way and take charge of their learning*. They determine the methods that are best for them as individual learners. They learn from others and experiment with different methods. They *organize their study* of the language. They are *creative*, they understand that language is creative and they experiment with the language and play with grammar, words, and sounds. They make their own *opportunities for practicing* the language inside and outside of the classroom. They learn to *live with uncertainty* by focusing on the meaning of what they can understand, by not getting flustered, and by continuing to talk or listen without necessarily understanding every word. They use *mnemonics* and other memory strategies to recall what they are learning. Good language learners make *errors which work for them* and not against them. They use *linguistic knowledge*, including knowledge of their first language, in learning a second language. They use *contextual clues* to aid their comprehension of the language. These learners are *willing and accurate guessers*. They use all the clues which the setting offers and thus able to narrow down what the meaning and intent of the communication might be. They learn *chunks of language as wholes* and *formalized routines* to help them perform beyond their competence. For example, they may learn idioms, proverbs, or other phrases knowing what the whole phrase means without necessarily understanding each individual part. Good

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language learners learn certain *tricks that keep conversations going*. They learn *certain production techniques* that also fill in the gaps in their own competence. They learn *different styles of speech or writing* to learn to vary their language according to the formality of the situation. (Pp.53-54) Learners have *strong motivation to communicate*. They will do many things to communicate-including using circumlocution, paraphrasing, gestures, etc. Good language learners *practice*. They seek opportunities to use the language. They *monitor* their own speech and that of others. Part of this monitoring is a function of active participation in the learning process. They *attend to meaning*. They know that in order to understand the message, it is not sufficient to pay attention to the grammar of the language. They attend to the context and mood of speech act, to the relationship of the participants, and to the rules of speaking.(as cited in Amiri &Baghchejoughi, 2011, p.289).

Nunan's (1991) research focused on 44 language learners that he identified as successful to see if they had shared patterns or experiences which could explain their language success. Participants in the study had learned English as a foreign language in various Southeast Asian countries and were considered "good" learners because they were bilingual and were all English teachers. Nunan surveyed the participants about what they did to learn English and what learning methods were most and least helpful for them. The results indicated that all of the good language learners agreed that formal classroom instruction was insufficient to learn a language. The learners were successful because they were willing to apply their language skills outside of the classroom by participating in activities such as reading newspapers, watching TV, talking with friends in English and talking to native English speakers (as cited in Knight, 2007, p. 19).

2.3 Learner autonomy

Learner autonomy was first defined as “the ability to take charge of one’s learning” (Holec, 1981, cited by Hui, 2010). According to Dam (1995), autonomous learners choose their own goals, time, materials, methods, and tasks, implement their choices, and then evaluate their actions. In an examination of the concept, Little (2007) revealed that the term derives from learner-centered theories within constructivist epistemologies; it is also referred to as “independent learning.” He further specified (2009) that autonomous learners take the initiative in carrying out actions. As a result, they feel more competent in the things they do. Furthermore, this form of learning enhances learner maturity because it develops critical reflection, decision making, and independent action. According to the above definitions, autonomous learning does not merely require conscious moves, but also meta-cognitive strategies such as planning, organizing, and reflecting on language learning. Some researchers speak of learning autonomy as a complex process that also involves affective and social factors such as learners’ attitudes toward the target language and learning (Thanasoulas, 2000) and may even include a political aspect in that it allows students to take greater control of their lives and added freedom of choice (Reinders, 2010) (as cited in Guo, 2011, p. 248). To Benson (2001), autonomous learner is able to freely determine the context of learning. Good language learners set their own goals, find their own strengths and weaknesses in learning, they evaluate their learning process, etc. The result of this study proved that GLLs were autonomous (as cited in Maftoon, Daftarifard & Lavasani, 2001, p. 106-111).

2.4 Motivation

Gardner and Lambert (1972) define motivation as a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course. Generally

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speaking, the optimal kind of motivation from within is identified as *intrinsic motivation*—that is, doing something as an end in itself, for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development. Intrinsic motivation is contrasted with *extrinsic motivation*—that is, doing something as a means to some separable outcome, such as gaining a qualification, getting a job, pleasing the teacher, or avoiding punishment (Ryan and Deci, 2000).

Intrinsic motivation

There is a considerable body of research evidence to suggest that intrinsic motivation not only promotes spontaneous learning behavior and has a powerful self-sustaining dynamic but also leads to a qualitatively different and more effective kind of learning than extrinsic forms of motivation. Thus, intrinsically motivated learning is not simply “learning for the sake of learning; nor is it simply learning for fun and enjoyment. Rather, intrinsically motivated learners are deeply concerned to learn things well, in a manner that is intrinsically satisfying and that arouses a sense of optimal challenge appropriate to their current level of skill and competence (Deci and Ryan, 1980).

Extrinsic motivation

Compared to their extrinsically motivated counterparts, research suggests that such learners are likely to display much higher levels of involvement in learning, engage in more efficient and creative thinking processes, use a wider range of problem-solving strategies, and interact with and retain material more effectively (Condry and Chambers, 1978; see also Amabile and Hennessy, 1992; Fransson, 1984). In many educational contexts, certain types of extrinsic goal are indeed positively valued (for instance, examination success, academic, career, or life ambitions).

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At bottom, what seems crucially important is not whether these motivational factors are intrinsic or extrinsic to the learning process, but whether they are internalized and self-determined (emanating from within the learner), or externally imposed and regulated by others (teachers, peers, curricula, parents, educational, and societal expectations). The clear message is that externally regulated motivation (the traditional “carrot-and-stick” approach) can have short-term benefits only, and that our real aim as educators must be to foster learners’ own motivation from within (Deci and Flaste, 1996) (as cited in Ushioda, 2008, p. 19-22)

2.5 Influence of multimedia & group work in out of class English language learning

As language educators, one should not ignore the educational applications of the latest technology. The language experts have explored the potentials of the available sources and exploited them to the maximum to upgrade the instructional strategies to enhance teaching and learning. Undoubtedly, this target has been achieved through multimedia and its manifold usage. These multimedia components are effective in terms of helping the students to elicit, explain and communicate information because they can break down complex concepts into simple, meaningful display. Finally, this module has created a great impact among the learners and it facilitates them to overcome their language deficiencies and thereby make, a number language learning methods have been adopted from time immemorial. The Grammar translation method, direct method, audio lingual method, the oral approach and situational language teaching method and communicative language teaching are a few of them introduced by the language experts.

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Gradually, the emergence of new media added new dimensions to English. Several dozen studies indicate that computer based multimedia can improve learning and retention of material presented during a class session or individual study period as compared to traditional lectures study materials that do not use multimedia. Multimedia allows language learners to explore, discover, ponder, search, question, answer and receive feedback. Undoubtedly, multimedia is capable of bringing authentic, like, real world impressions before the learners both inside and outside the classroom to give the maximum insight, or experience in the subject or field in which a learner is interested.

All language learners are different in terms of their requirement, enthusiasm, strength and weakness, motivation, style etc. The ability of the multimedia to be used as flexible self-study resource may be useful in accommodating these learner differences. Learners can focus on the area they are interested or weak and can learn at their own pace. They can take as much time as they like, they can repeat the same module number of times they prefer. Hence, the responsibility for any learning decision during the use of multimedia is passed over to the learner. The learner only can decide how to study, when to study, how to relate with the other subjects and projects. Therefore, any successful language learner is the responsible for his or her own learning. Multimedia with its wealth of in-built materials and its feedback makes the learning autonomous (Fatima, 2011, p. 1-3). Since the central role belongs to a student as an individual, it is important to be able to adopt the program for his/her personal needs (Dovedan, Seljan, & Vučković, n.d. para. 35).

The Center for Research on Multimedia Assisted English Language Learning seeks to develop and research best practices in multimedia and technology instruction for learning English. Research studies on instructional materials and strategies would explore three areas

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of multimedia and technology use that characterize critical literacy in today's rich global information environment for communication with world Englishes. These three areas of research include **1)** the instructional use of traditional media products (i.e., film, television, music, and journalism) that compose the bulk of popular culture, **2)** the instructional use of internet websites, and digital global communication tools, and **3)** the instructional use of video games and virtual social world contexts. The center would develop as well as employ current curriculum materials for field testing and research into the most effective uses of these three broad categories of multimedia technologies for critical English language learning (Center for Research on Multimedia Assisted English Language Learning, n.d.para. 1).

The instructional use of film, television, music, and other popular culture products for English language learning has a long established history. English speaking movies have provided a wealth of activities for language learners to acquire the linguistic skills, idiomatic contexts, and cultural situations of language. Television shows have been especially powerful demonstrations because they stereotype cultural beliefs and values to create humorous situations and language, thus when integrated well into language classrooms, they have provided enormous cultural learning. However, additional materials development and research on the effective integration of these multimedia products is needed to move their use beyond simple opportunities to hear phonetically “correct” English into the fuller context of learning how language and culture work together in social situations (Center for Research on Multimedia Assisted English Language Learning, n.d.para. 2). Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen. Students can polish their analytical skills by analyzing media using the theories and

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concepts they are studying. The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends. Students can experience worlds beyond their own, especially if the media is sharply different from their local environment (Why Use Media to Enhance Teaching and Learning, 2012).

The fastest growing area of English language use in the last decade has been in global communications technologies. Recent research studies have examined how *internet communications* can support English language learners as interlocutors within classrooms, between classrooms across the globe, and beyond classrooms in interest networks. Evidence is mounting that this highly communicative activity supports semantic and syntactic development of English, and just as importantly, learning of pragmatic situations for language decisions and cultural frameworks for idea expression. Additional evidence supports the production and publication of internet media and websites as a highly generative activity for engaging language learners in authentic communication (Center for Research on Multimedia Assisted English Language Learning, n.d. para. 3).

Today, there is a sea change in language teaching methodology, largely due to the arrival of the personal computer and the Internet. There is a demand for literate people to become skilled in the new forms of literacy related to the use of a variety of online tools - blogs, social networking sites, video and audio sharing tools and so on. The multimedia technology actively involves the users in responding and creating material. For the English language teacher, there is a great urgency to look beyond traditional forms of print media in order to consider how we prepare students for careers that require active participation in the new literacy of the digital age. In a traditional classroom, the teacher speaks and uses a

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blackboard to express oneself (Fatima, 2011, p. 6). Computer and internet technologies have been frequently used in language learning contexts to enhance student-centredness, student's engagement, interaction, and collaboration (Nah, 2008). More importantly, mobile learning as well as social media, e.g., Facebook, enable interactions between students both beyond and within their own institution and can effectively maintain student-centered learning environments (Fisher and Baird, 2007; Sharples, Taylor, and Vavoula 2005) (as cited in Shehri, 2001, para. 8).

The newest area for supporting English language learners involves the rapidly increasing popularity of *video gaming* and virtual world's participation. In these multimedia environments, participants must rely on quick comprehension and expression in order to move successfully from stage to stage or level to level of success. (Center for Research on Multimedia Assisted English Language Learning, n.d.para. 4).

The analysis of current EFL (English as a Foreign Language) education and literature indicates that most EFL practices can be characterized as traditional language learning settings in which teachers direct the learning process, and students are then assumed as passive receptors of knowledge. Furthermore, EFL learning has also been criticized as an in-class-only learning practice due to the rare opportunities an EFL learner is expected to encounter outside the boundaries of the classroom. These limitations of EFL learning could be addressed through more student-centered, meaningful, and contextualized language learning that extends beyond the boundaries of the classroom. Mobile technology and social networking have the potential to establish learning practices that are not only based on learners needs and experiences, but they can also involve learners in the overall learning process that sometimes goes beyond the classroom (as cited in Shehri, 2001, para. 1).

Students use technologies for out-of-class interactions. The study investigated the usefulness and usage frequency of technologies such as mobile phones, social networking and email for informal interaction, compared to face-to-face interactions occurring in physical settings. The results seem to confirm that while informal, spontaneous interactions between students were most common face-to-face, some technologies performed a critical supportive role for „just-in-time information sharing and coordinating face-to-face meetings. Working on the basis that informal interactions are foundational to socially based informal learning, the study explored opportunities for technology use outside of the classroom, for collaborative and educational benefit (Goodwin, Kennedy & Vetere, 2010, p. 387).

Teachers should be placed in the role of facilitator whose task is to develop and maintain supportive class atmosphere. They will always be the ones who decide, direct, explain, connect old with the new, recognize nonverbal communication, and give moral support. Communication between a teacher and a student, and among students themselves, must not be lost. That is why it is important to adequately use technology and Internet in the classroom and make sure that alienation does not take place at any cost. Directed and wisely managed teaching should only profit by the use of computer technology. The ability of multimedia packages to motivate students should be used to do exactly that. They can only be seen as the helping tool for the classical teaching process, and the variety and flexibility that they offer should be used to bring out the best that students can give (Dovedan, Seljan, & Vučković, n.d. para. 42).

2.6 Influence of Group work

Out-of-class peer group work refers to what students do together outside the classroom which bears some relationship to their education in the most general sense. The term covers all forms of group learning activities. This includes study collaboration and also encompasses other university-related activities like clubs and campus functions. Group work which has been examined has mostly been assigned group projects. As the importance of group-work skills in professional life is becoming increasingly widely recognized more courses are including group projects to expose students to the challenges of working in groups and fully develop their ability to work as part of a group. There are different kinds of group work such as, Studying and working together during term time, Consulting teachers together, Consulting peers, Revising together before tests and examination, Discussion about certain topics, Forming study groups etc. (Yan & Kember, 2004, p. 419). Students themselves and making their own decisions as to which learning activities or tasks to perform and how to tackle them. Much of the research which has been conducted into student out-of-class behavior followed concerns over students failing to complete degrees. Out-of-class group project work addresses multiple needs and interests of students and creates a variety of authentic English language inputs (Bas, 2008; Hillyard, Reppen, & Vasquez, 2007). *Project Work* (Fried-Booth, 2002) presents various project activities on different scales. Some can be carried out within one class period; some require weeks. The adoption of project work “[encourages] students to move out of the classroom and into the world” and “helps to bridge the gap between language study and language use” (2002, p. 7). Project-based learning allows teachers and students to move beyond the limitations of a traditional English curriculum (Foss, Carney, McDonald, & Rooks, 2007). Engaging students in out-of-class projects offers the significant benefit of expanding the student learning environment (as cited in Guo, 2011, p. 247).

2.7 Previous Studies on Out-of-Class English Used by ESL Learners

As the previous section of the literature review indicated, language use that takes place outside of the classroom is an important piece of the language learning process. Research on second language acquisition has shown that interaction with English and using English out of the classroom is an effective way to learn and practice English. Several studies have examined what kinds of target language activities second language learners of English may be engaging in outside of the classroom. Most studies on out-of-class English use by English language learners indicate that students participate in only a limited amount of activities using English when outside of the classroom and indicate that students most often choose independent activities.

Suh, Wasanasomsithi, Short, &Majid(1999) interviewed eight ESL students at Indiana University and found watching television was the most common independent activity that the students participated in out of the classroom. The students indicated that watching television and going to movies improved their conversation skills. Some students in Suh *et al's*(1999) study also met with conversation partners to practice using English when outside of the classroom. One main finding of the results section of this study was that learners had different perceptions of what English activities outside of the classroom improved their conversation skills. What seemed to be helpful for one student was not helpful for another in the learning process. This study points out the important fact that different English activities used outside of the classroom will be preferred by and beneficial to different types of students.

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Out-of-class language use is also emerging as an important area of interest in research on learner autonomy (Benson, 2001). Chan, Spratt, and Humphrey's (2002) study on autonomous language learning had a much larger number of participants than the other studies previously reviewed in this section and were conducted on 508 undergraduate students at a university English program in Hong Kong. When surveyed on their English use outside of the classroom, learners indicated that they participated most frequently in independent activities using English outside of the classroom and the most common activities were sending emails, surfing the Internet and watching movies. *Hyland* (2004) also did a large study on 228 trainee and practicing ESL teachers in Hong Kong to examine their activities using English out of the classroom. The most common activities the participants participated in using English were writing emails, reading books, surfing the internet, watching TV, and listening to music. Using interviews, *Hyland* (2004) was able to gather more information about the reasons why the participants spoke little English out of the classroom and chose mostly independent activities. The reasons the participants gave for not speaking English were because doing so made it appear that they were showing off, made it seem like they were trying to be proud or superior (to those who spoke Cantonese) or because it made them feel uncomfortable. Even though they were future teachers of English, the culture that the learners belonged to, which is part of their identity, seemed to prohibit English language use outside of the classroom. The language learners in *Hyland's* study preferred the private, rather than the public domain for practicing English. *Hyland* (2004) stated that due to the results of the study, future research must consider the individual and the social/political factors affecting language use in order to further understand the reasons why learners avoid speaking English outside of the classroom (as cited in *Knight*, 2007, p. 24-25).

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Language learning strategy has received considerable attention among language researchers and teachers over the last three decades, and studies have advanced the argument that successful language learners are more likely to actively search for and create learning and use opportunities inside and beyond the classroom (Cohen 1998). One particular out-of-class learning strategy used by English learners on the Chinese mainland to improve their spoken English, namely their participation in 'English corners', and discusses its pedagogical implications. 'English corners' then focus on one English club, a mini English corner, in a Chinese coastal city. 'English corners' refer to regular meetings that English learners voluntarily organize in public places to practice spoken English on the Chinese mainland. They describe it as 'a weekly gathering in a park, a square or at a street corner where university and middle school students create their own learning environment with each other and passers-by, to practice English' (ibid.: 60; see also Li 2004). Many major cities have at least one English corner and most universities and colleges also have campus English corners (Martyn and Voller 1995; Li op. cit.). These 'English corners' are attended by hundreds of enthusiastic learners. For this reason, Martyn and Voller (op. cit.: 3) suggest that English corner activities are 'perhaps the best examples of learner independence' on the Chinese mainland (as cited in Gao, 2009, p. 60-61).

One study which aimed to document and verify what learners do outside of the classroom is Pearson (2004). He did a longitudinal study of English learning habits among eight Chinese students enrolled in a university course, English for Academic Purposes, and combined it with a questionnaire distributed to all 106 students in the same course. Results revealed that his informants were most frequently involved in the following five spare time language activities in English (in rank order): (1) listening to/watching NEWS on radio or TV; (2) studying in the library; (3) reading books, magazines, or newspapers; (4) watching TV programs, videos, or movies; and (5) listening to music or the radio. Results also showed that several informants rated

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out-of-class language learning more highly as regards both enjoyment and learning than their formal classroom-based learning (Pearson 2004: 4). Unfortunately, Pearson's 2004 study did not attempt to identify or quantify potential language gains specifically from spare time activities in English, but he did conclude that, among other things, learner motivation and awareness were important aspects of out-of-class language learning (2004: 7). A Finnish study by Piirainen-Marsh and Tainio (2009), which focuses on adolescents engaged in playing video games and the potential learning outcomes from such an activity. They found that the game enabled the players to practice, perform, reproduce, and play with different characters' styles and accents of English (Piirainen-Marsh & Tainio 2009: 165). Most English classroom instruction and activities in Taiwan adopt textbooks or pre-selected materials. While these materials provide valuable information to learners, students seem to have little interest in them. Textbooks often fail to achieve a meaningful level of involvement on the part of the learners; learning need not be confined to the classroom with set textbooks and practice (Griffiths & Keohane, 2000). Students need to develop the ability to acquire information that is available both inside and outside the classroom context (Field, 2007. Hyland agrees: "[Language learning] can take place at any time and in any place, including the home and the community" (2004, p. 180). In a study by Nunan (1989), a majority of students found classroom instruction itself to be insufficient for the development of English competence; on the other hand, engagement in outside classroom learning enhanced their language development, demonstrating the need to incorporate activities outside the classroom for greater learning success.

The teacher is not free of responsibility while students are engaged in out-of-class work. Instead, the teacher needs to provide students with assistance in acquiring the necessary materials and approaches to accomplish the task goal. This kind of learner-centered learning may be easier in theory than in practice. EFL teachers often doubt the feasibility of out-of-class activities. Little (2009) attributed these concerns to three problems: (1) a lack of

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an adequate English environment, (2) a lack of knowledge for carrying out the task, and (3) the rigidity of the established curriculum, schedule, textbook, or exams. A shift of responsibility toward learners and an adoption of new classroom practices require changes in teachers' perspectives and commitment (Thanasoulas, 2000) (as cited in Guo, 2011, p. 247-248).

Independent or autonomous¹ language learning has mainly been associated with Western and tertiary educational settings; it is sometimes perceived to be more problematic in Asian and secondary level contexts, and has been largely ignored in developing country contexts except where western development agencies are at work.. Ho and Crookall (1995) claim, for example, that Chinese students would feel uncomfortable with any educational approach which required them to challenge the authority of the teacher, and Chinese teachers might likewise be reluctant to surrender control to their students. While warning against stereotyping 'Asian learners', Littlewood (1999) suggests that socialization practices in family and school inevitably influence learners' attitudes and responses to academic freedom, and that therefore different types of learner autonomy may be suited to Asian educational contexts. Supporting this view, both Hart (2002) and Smith (2003) found that their Japanese university students responded well to classroom activities which promoted group rather than individual autonomy. Coleman (1996) observed Indonesian students forming small 'self-help' peer groups during university lectures in the 1980s, while Shamim (1996) observed Pakistani school girls maneuvering to sit in the 'action zone' in their classrooms where they could benefit from the teacher's attention. Canagarajah (1999) found Sri Lankan students to be quietly subverting the content of their university English classes (for instance, by glossing their textbooks with locally relevant comments and pictures), while at the same time often seeking private lessons outside of school in order to master the language in their own way (as cited in Lamb, 2004, p. 229-231).

Chapter 3: Research methodology

This research provides data of 60 undergraduate students from three different private universities.

3.1 Data collection

Data was collected through survey.

3.2 Instrument

The methodology of this research paper consists of following step:

- ◇ Questionnaire: Consist of close ended and open ended questions.

3.3 Participants

In this research to get the information, I have selected 60 undergraduate students of University of Liberal Arts Bangladesh, University of Asia Pacific and United International University. From each university 20 students were selected for survey. They are from different departments like, Media Studies and Journalism, BBA, English etc. Most of them are from first and second year. They are all aged from 21 to 25 years and there is a combination of both male and female students.

3.4 Research questions

1. Do learners use the opportunities that exist outside the classroom for developing their English language proficiency?
2. What types of activities do learners participate in using English outside of the classroom and how often do they participate in these activities?
3. How do motivation and learner autonomy play role in out of class activities?
4. What changes occurred in the way learners used out-of-class language learning opportunities during their course?
5. Do out of class activities increase the involvement of learner in learning process?
6. How do out of class activities develop four skills of English language learning?

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7. To what degree does multimedia and group work influence out of class English language learning?
8. What are the factors making it difficult for learners to use English out of class and how do they tackle their self-learning problems?

3.5 Procedure

There was a questionnaire consist of close ended and open ended questions. In the first part there were close ended questions where student put tick on one option and in the last question of this part they put tick on more than one option. In the second part they were asked two open ended questions, where they wrote their own comments. The results of the questionnaires were then calculated in percentage.

Chapter 4: Result and Discussion

4.1 Findings and analysis

1. How important is English in your daily life outside the classroom?

Very important: I use it frequently every day in many contexts		Important: Use it in different situations		Only use it occasionally		Not important at all: I never use it outside the classroom Total	
Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants
53.3%	32	33.3%	20	11.7%	7	1.7%	1
<p>Here 53% (32) claimed that English plays very important role in their daily life outside the classroom, they use it frequently every day in many contexts. 33.3% (20) said English is important and they use it in different situation. 11.7% (7) reported they only use it occasionally and other 1.7% (1) said it is not important at all, they never use it outside. It shows that most of the students use English outside the class.</p>							

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2. How do you learn best?

	No		A little		Good		Best	
	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants
Alone	10%	6	25%	15	43.3%	26	21.7%	13
	Among the participants 43.3% (26) reported “good”. Another 25% (15) reported “A little”. 21.7% (13) reported “best” and other 10% (6) reported “no”.							
Pairs	10%	6	26.7%	16	50%	30	13.31%	8
	50% (30) claimed “good”. 26.7% (16) said “A little”. 13.31%(8) said “best” and other 10%(6) said “No”.							
Small groups	11.7%	7	35%	21	38.3%	23	15%	9
	38% (23) claimed “good”. 35. % (21) said “A little”. 15 % (9) said “best” and other 11.7 % (7) said “No”.							
Class	1.7%	1	13.3%	8	60%	36	25%	15
	60% (36) claimed “good”25 % (15) said “Best” 13.3 % (8) said “A Little” and other 1.7 % (1) said “No”.							
Outside class	6.7%	4	26.7%	16	41.7%	25	26.7%	16
	41. 7% (25) claimed “good”. 26.7 % (16) said “A little”. 26.7 % (16) said “best” and other 6.7 % (4) said “No”.							

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Do you believe using English outside the classroom can develop your English language proficiency?	Yes		Sometimes		No	
	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants
	61.7%	37	33.3%	20	5%	3
Among the participants 61.7% (37) said “yes”. 33.3% (20) said “sometimes” and other 5 % (3) said “no”. So it can be said majority believe using English outside the class can develop their English language proficiency.						
Do you use the opportunities to use English that exist outside the classroom?	40%	24	58.3%	35	1.7%	1
58.3% (35) use the opportunity to use English outside the class sometimes .40% (24) said “yes” and other 1.7% (1) said “no”.						
Do your teachers motivate you to use and practice English outside the classroom?	30%	18	53.3%	32	16.7%	10
53.3% (32) said, sometimes their teacher motivate them to use and practice English outside the classroom 30% (18) said “yes” and other 16.7% (10) reported “ no”.						
Do they give you any home assignment or project work?	51.7%	31	48.3%	29	0%	0

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51.7 % (31) said “yes” to this question. 48.9% (29) said “sometimes”. So it can be said that 100% participants are assigned in home assignment or project work more or less by their teacher.						
Do you do group study?	55%	33	41.7%	25	3.3%	2
55% (33) said “yes” 41.7% (25) said “sometimes” and 3.3% (2) said “no”. So I can say all most all of they prefer group study.						
Revising together before tests and examination.	55%	33	40%	24	5%	3
55% (33) participants said “yes” 40% (24) said “sometimes” other 5% (3) said “no”. More or all almost all of them revise together before tests and examination.						
Identify your own strengths and weaknesses	46.7%	28	41.7%	25	11.7%	7
46.7% (28) reported “yes” 41.7% (25) reported “sometimes” and other 11.7% (7) claimed “no”. All most all of them are quite autonomous.						
Evaluate your learning and progress	41.7%	25	45%	27	6.7%	4
45% (27) reported sometimes” 41.7% (25) reported “yes” and other 6.7% (4) claimed “no”. This result also shows their autonomy.						
Do you motivate your own interest in learning English?	48.3%	29	27	45%	13.3%	8
48.3% (29) said “yes”, 455 (27) said “sometimes” and other 13.3% (8) said “no”. Most of them are quite motivating						

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Do you learn English for enjoyment or pleasure?	38.3%	23	21.7%	31	10%	6
38.3% (23) said “yes”, 21.7% said “sometimes” and other 10% (6) said “no”. Majority have intrinsic motivation.						
Learn English to get good marks in exam and get a good job	66.7%	40	28.3%	17	5%	3
66.7% (40) said “yes” 28.3% (17) said “sometimes” and other 5% (3) said “no”. Almost all of them have extrinsic motivation to learn English.						
Learn from friends, not just from the teachers	16.7%	10	41.7%	25	41.7%	25
16.7% (10) said “yes” and another 41.7% (25) said “sometimes” other 41.7% (25) said “no”.						
Do you believe in independent learning	66.7%	40	31.7%	19	1.7%	1
66.7% (40) reported they believe in independent learning 31.7% said sometimes they believe on that only 1.7% (1) said “no” it also shows that all most all of them are autonomous.						
Discover knowledge in English on your own rather than waiting for knowledge from the teacher	36.7%	22	53.3%	32	10%	6
53.3% (32) claimed “sometimes”. 36.7% (22) said “yes” and other 10% (6) said “no”.						

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Very interested in talking to the native speakers whenever possible	46.7%	28	40%	24	13.3%	8
46.7% (28) said “yes” 40% (24) said “sometimes” and other 13.3% (8) said “no”. most of them are interested in talking to native speakers						

18. In your course of study, how often are you expected to use the following skills?

Skills	Always		Frequently		Less frequently		Rarely		Never	
	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants
Reading	50%	30	41.7%	25	8.3%	5	0%	0	0%	0
Here 50% (30) claimed “always”. 41.7 % (25) reported “frequently” other 8.3% (5) said “less frequently”. So it can be said in their course more or less they are expected to use their reading skill.										
Writing	46.7%	28	46.7%	28	6.7%	4	0%	0	0%	0
Among the participants all most all of them use their writing skill. 46.7% (28) do it always and another 46.7% (28) do it frequently. Only 6.7% (4) said less is expected to use it less frequently.										
Speaking	11.7%	7	38.3%	23	38.3%	23	11.7%	7	0%	0
This result is not as previous two, 38.3% (23) said “frequently” another 38.3% (23) said “less frequently” 11.7% (7) said “rarely” and 11.7% (7)										

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said “always”.										
Listening	6.7%	4	38.3%	23	41.7%	25	10%	6	3.3%	2
The result of “listening” and “speaking” is quite same. 41.7% (25) said “less frequently” 38.3% (23) said “frequently”, 10% (6) reported “rarely” only 3.3% (2) participants said they are not expected to use listening skill.										

19. How do you rate your present knowledge of the English language?

	0 (not enough to evaluate)		1(poor)		2(fair)		3 (good)		4 (very good)		5 (excellent)	
Speaking	Percent age	No. of participants	Percent age	No. of participants	Perce ntage	No. of participan ts	Perce ntage	No. of particip ants	Percent age	No. of participants	Perce ntage	No. of participants
	0%	0	3.3%	2	33.3%	20	41.7%	25	16.7%	10	5%	3
41.7% (25) claimed they are good in speaking in English. 33.3% (20) said their level of speaking is fair. 16.7% (10) said “very good”, 5% (3) said “excellent” and only 3.3% (2) said their present knowledge in speaking is poor.												

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Writing	0%	0	10%	6	6.7%	4	5%	3	43.3%	26	35%	21
<p>Among the participants 43.3% (26) said their ability in writing is very good. 35% (21) said “excellent”. 10% (6) said “poor” and 6.7% (4) said “fair”. Other 5% (3) said “good”. So it can be said their writing ability is better than speaking.</p>												
Listening	0%	0	3.3%	2	13.3%	8	41.7%	25	28.3%	17	13.3%	8
<p>41.7% (25) claimed they are good in listening in English. 28.3% (17) said their level of listening is very good. 13.3% (8) said “excellent” and other 13.3% (2) said “poor”. Only 3.3% (2) said their present knowledge in listening is poor.</p>												
Reading	0%	0	3.3%	2	11.7%	7	23.3%	14	40%	24	21.7%	13
<p>Among the participants 40% (24) said their skill in reading is very good. 23.3% (14) said “good”. 21.7% (13) said “excellent” and 11.7% (7) said “fair”. Only 3.3% (2) said “poor”.</p>												

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20. How often do the following happen to you? Rate according to your preference

(1. Never 2.Rarely 3.Less frequently 4.Frequently 5. Always)

	1		2		3		4		5	
	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants
Receive low grades in tasks involving class participation	10%	6	30%	18	46.7%	28	11.7%	7	1.7%	1
46.7% (28) responded, they less frequently low grade in task. 30% (18) said, they rarely get low grade. 11.7% (7) said frequently they are receiving low grade other 10% claimed “never” only 1.7% (1) said “always”.										
Feel nervous to communicate in English.	6.7%	4	21.7%	13	40%	24	20%	12	11.7%	7
40% (24) responded, they less frequently feel nervous to communicate in English. 21% (13) said, they rarely get nervous. 20% (12) said “frequently” other 11.7% (7) claimed “always” and only 6.7% (4) said “never”.										

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Have trouble leading class discussions in English	6.7%	4	26.7%	16	43.3%	26	23.3%	14	0%	0
43.3% (26) responded, they have trouble less frequently in leading class discussion in English. 26.7% (16) said, they rarely have that trouble. 23.3% (14) said frequently they are facing problem and other 6.7% (4) claimed “never”.										
Struggle with out-of-class assignments which require interaction with native speakers in English	3.3%	2	30%	18	50%	30	13.3%	8	3.3%	2
Among the participants 50 % (30) responded, they have struggled less frequently in out of class activities which require interaction with native speakers in English. 30.7% (18) said, they rarely face that struggle. 13.3% (8) said frequently they are facing problem, 3.3% (2) claimed “always” and other 3.3% (2) said they do not have that difficulty.										

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Have trouble wording what you want to say quickly enough in English	1.7%	1	28.3%	17	33.3%	20	30%	18	6.7%	4
33.3% (20) responded, they have trouble less frequently in wording quickly in English. 30% (18) said they frequently have that trouble. 28.3% (17) said, % (18) said rarely they are facing problem , 6.7% (4) claimed “always” and other 1.7% (1) said “ never”										
Find it difficult to enter in the discussion in English	8.3%	5	25%	15	41.7%	25	18.3%	11	6.7%	4
41.7% (25) responded, less frequently they find difficulty to enter in the discussion in English. 25% (15) said they rarely find difficulty. 18.3% (11) said, % (18) said frequently they find it tough , 8.3% (5) claimed “never ” and other 6.7% (4) said “ always”										
Have trouble understanding the subject	6.7%	4	30%	18	43.3%	26	16.7%	10	3.3%	2

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matter of a talk in English										
43.3% (26) responded, they have trouble less frequently have trouble understanding the subject matter of a talk in English. 30% (18) said they rarely have that trouble. 16.7% (10) said “ frequently’ , 6.7% (4) said “ never” , and other 3.3% (2) said “ always”										
Have difficulty understanding English news , movies talk shows etc	10%	6	18.3%	11	40%	24	18.3%	11	13.3%	8
40% (24) responded, less frequently they have difficulty in understanding English news, movies, talk shows etc. 18.3% (11) said they rarely find difficulty other 18.3% (11) said “frequently” they find it tough, 13.3% (8) claimed “always” and other 10 % (6) said “never”.										
Face problem in formulating an idea in writing in English	8.3%	5	25%	15	40%	24	20%	12	6.7%	4

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40% (24) responded, less frequently they faceproblem in formulating an idea in writing in English. 25% (15) said they rarely find any problem, 20% (12) said “frequently” they find it tough, 8.3% (5) claimed “never” and other 6.7 % (4) said “always”.										
I avoid using English except when it is really necessary	36.7%	22	23.3%	14	28.3%	17	11.7%	7	0%	0
36.7% (22) responded that they never avoid using English; they use it in every situation. 28.3 % (17) said “less frequently” 23.3% (14) said they rarely avoid using English, and other 11.7% (7) said they frequently avoid using it except when it is really necessary.										

21. The frequency of activities that you carried out in English outside the classroom and how much help do you get from those activities?

		Always	Often	Sometimes	Never	Very helpful	Quite helpful	Helpful	Not helpful at all
Read newspapers and magazines	Percentage	25%	28.3%	41.7%	3.3%	60%	18.3%	16.7%	5%
	No of students	15	17	25	2	36	11	10	3

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41.7% (25) responded sometimes they read newspaper and magazines on the other hand 60% (36) think it is very helpful. So, it can be said they do not read newspaper and magazines regularly but they find activity to be very helpful. Very few said they never do it and it is not helpful at all.									
Read academic books and articles	Percentage	35%	33.3%	26.7%	5%	51.7%	18	18.3%	0%
	No of students	21	20	16	3	31	30%	11	0
Majority (35% +33.3%) said they read academic books and articles. 51.7 % (31) think it is very helpful also. None of them said it is not important at all. Only 5% (3) said they do not do it.									
Read novels, comics and short stories	Percentage	13.3%	18.3%	56.7%	11.7%	35%	40%	21.7%	3.3%
	No of students	8	11	34	7	21	34	13	2
56.7% (34) said sometimes they read novel, comics and short stories, 40% think it is quite helpful. 11.7% (7) never do this and only 3.3% (2) think it is not helpful at all.									
Independent study in a library	Percentage	18.3%	23.3%	51.7%	6.7%	45%	36.7%	18.3%	0%
	No of students	11	14	31	4	27	22	11	0
51.7% (31) said sometimes they do independent study in library, 45 % (27) think it is very helpful. 6.7% (4) never do this and 18.3% (11) think it is helpful.									

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

Write email	Percentage	28.3%	25%	45%	1.7%	26.7%	41.7%	23.3%	8.3%
	No of students	17	15	27	1	16	25	14	5
45 % (27) said sometimes write emails, 41.7 % (25) think it is quite helpful. Only 1.7% (1) never writes email and 8.3% (5) think it not helpful at all.									
Personal writing	Percentage	13.3%	21.7%	51.7%	13.3%	43.3%	31.7%	20%	5%
	No of students	8	13	31	8	26	19	12	3
51.7% (31) said sometimes they engage themselves in personal writing, 43.3 % (26) think it is very helpful. 31.7% think it is quite helpful so it can be said majority believe that personal writing can be beneficial. 13.3% (8) never do this and only 5% (3) think it is not helpful at all.									
Write feature articles and blog	Percentage	11.7%	13.3%	33.3%	41.7%	18.3%	30%	33.3%	18.3%
	No of students	7	8	20	25	11	18	20	11
41.7% participants never write feature, articles and blog. Only 11.7% (7) do it always. 33.3% think it is helpful and 18.3% (11) think it is not helpful at all.									
Internet research / Chat	Percentage	35%	28.3%	31.7%	5%	40%	33.3%	18.3%	8.3%
	No of students	21	17	19	3	24	20	11	5

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

35 % (21) do internet research and chat 31.7% do it sometimes; other 28.3% do it often. 40% (24) think it is very important, 33.3% (20) think it is quite helpful. Only 5% (3) never do it and 8.3% (5) think it is not helpful at all.									
Read or watch news on-line	Percentage	35%	26.7%	28.3%	10%	41.7%	31.7%	18.3%	8.3%
	No of students	21	16	17	6	25	19	11	5
35% (21) read or watch news online and 28.3% (17) do it often, only 10% (6) never do this. 41.7% (25) think it is very helpful and 31.7% (19) it is quite helpful. Only 8.3% (5) think it is not helpful at all.									
Use Facebook	Percentage	53.3%	31.7%	23.3%	8.3%	28.3%	31.7%	23.3%	16.7%
	No of students	32	19	14	5	17	19	14	10
53.3% (32) always use Facebook . 31.7% (19) use it often. 31.7% (19) think it is quite helpful. Only 8.3% (5) never use it and 16.7% (10) thinks it is not helpful at all.									
	Percentage	43.3%	25%	31.7%	0%	43.3%	25%	21.7%	10%
	No of students	26	15	19	0	26	15	13	6
Among the participants, majority that is 43.3% (26) said they always watch TV program, videos and movies. However, nobody said that they do not watch these. 31.7% said they watch these sometimes. 43.3% (26) think that it is very important to watch these. On the other hand 10% (6) thinks it is not important at all.									

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

Concentrating on the content of films, narrations, and books and discussing with friends.	Percentage	18.3%	33.3%	48.3%	0%	40%	35%	20%	5%
	No of students	11	20	29	0	24	21	12	3
<p>Among the participants, majority that is 48.3% (29) said they sometimes concentrate on the content of films, narrations, and books and discuss with friends. 33.3% (20) do it often 18.3% (11) do it always. Nobody said “not at all” .though they do not do it always but majority that is 40% (24) think that it is very important. 35% (21) think it is quite helpful, only 5% (3) think it is not important at all.</p>									
Go to Cinema hall with friends to enjoy English movies	Percentage	21.7%	21.7%	33.3%	23.3%	45%	20%	20%	15%
	No of students	13	13	20	14	27	12	12	9
<p>Here among the participants, 21.7(13)+ 21.7(13)=43.4% (26) said they always and often go to cinema hall with friends to enjoy English movies. 33.3% (20) do it sometimes. 23.3% (14) never go to cinema hall to watch English film.45% (27) do think that it is very important.20 (12) +20 (12) =40% (24) think it is quiet helpful and helpful. 15% (9) it is not important at all.</p>									

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

Listen to NEWS	Percentage	21.7%	40%	38.3%	0%	46.7%	36.7%	16.7%	0%
	No of students	13	24	23	0	28	22	10	0
<p>Here among the participants, $21.7(13)+ 21.7(13)=43.4\%$ (26) said they always and often go to cinema hall with friends to enjoy English movies. 33.3% (20) do it sometimes. 23.3% (14) never go to cinema hall to watch English film.45% (27) do think that it is very important.$20(12) +20(12) =40\%$ (24) think it is quiet helpful and helpful. 15% (9) it is not important at all.</p>									
Listen to songs	Percentage	35%	30%	28.3%	6.7%	38.3%	26.7%	25%	10%
	No of students	21	18	17	4	23	16	15	6
<p>$35(21)+30(18)=65\%$ (39) always and often listen English songs 28.3% (17) do it sometimes, only 6.7% (4) never do this. Majority that is $38.3(23)+ 26.7(16)=65\%$ (39) think it is very and quite helpful . So we can say their action and thought both are quite same. 10% (6) think it is not helpful at all.</p>									
When I listen an English song, I listen it carefully and try to understand all of the words	Percentage	16.7%	26.7%	41.7%	15%	45%	28.3%	16.7%	10%
	No of students	10	16	25	9	27	17	10	6

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

41.7% (25) said, when they listen an English song, they listen it carefully and try to understand all of the words sometimes. 26.7% (16) do it often. Only 16.7% (10) said they do it always and only 15% (9) said they never do it. Majority that is 45(27) +28.3(17) =73.3% (44) think it is very and quite helpful. Only 10% (6) think it is not helpful at all									
Speak with colleagues /fellow students	Percentage	8.3%	8.3%	41.7%	41.7%	36.7%	35%	25%	3.3%
	No of students	5	5	25	25	22	21	15	2
Among of the participant that is 41.7% (25) said, they sometimes speak with colleagues and fellow students in English. Other 41.7 % (25) said they never do it only 8.3 % (5) and another 8.3% (5) do it always and often. However, (36.7% (22) and 35% (21)) think it is very and quite helpful. Only 3.3% (2) think it is not helpful at all									
Having conversation with a friend who is a native speaker of English	Percentage	6.7%	16.7%	58.3%	18.3%	43.3%	35%	18.3%	3.3%
	No of students	4	10	35	11	26	21	11	2

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

Majority that is 58.3% (35) said, sometimes they have conversation with a friend who is a native speaker of English. 18.3% (11) do it never and only 6.7% (4) do it always. Though they do not do it always but majority that is 43.3% (26) and 35% (21) think it is very and quite helpful. Only 3.3% (2) think it is not helpful at all.									
Do project work with friends	Percentage	16.7%	36.7%	46.7%	0%	36.7%	36.7%	16.7%	10%
	No of students	10	22	28	0	22	22	10	6
46.7% (28) said, sometimes they do project work in English with their friends. 36.7% (22) do it often. Only 16.7% (10) do it always. Nobody said “never”.36.7% (22) and other 36.7% (22) think it is very and quite helpful. Only 3.3% (2) think it is not helpful at all.									
Talk on the phone in English	Percentage	6.7%	16.7%	31.7%	45%	28.3%	36.7%	26.7%	8.3%
	No of students	4	10	19	27	17	22	16	5
Here majority that is 45% (27) never talk on the phone in English. 31.7% (19) do it sometimes and only 6.7 (4) do it always. 36.7% (22) and 28.3% (17) think this is quite and very helpful. Only 8.3% (5) think this not helpful at all.									
Speak with family member in English	Percentage	20%	0%	36.7%	43.3%	35%	33.3%	20%	11.7%
	No of students	12	0	22	26	21	20	12	7
Here majority that is 43.3% (26) never speak with family member in English. 36.7% (22) do it sometimes, nobody said they do it often 20% (12) do it always. 35% (21) and 33.3% (20) think this is very and quite helpful. Only 11.7% (7) think this not helpful at all.									

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

Play video game	Percentage	15%	26.7%	43.3%	15%	10%	20%	31.7%	38.3%
	No of students	9	16	26	9	6	12	19	23
<p>Here majority that is 43.3% (26) sometimes play video games. 26.7% (16) do it often, only 15% (9) do it always and other 15% (9) said they never play it. Only 10% (6) think it is very helpful. Majority that is 38.3% (23) think it is not helpful at all.</p>									

22. Out of class activities develop four skills of English language learning.

Read the following statements and express your degree of agreement/ disagreement by ticking the appropriate column.

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants	Percentage	No. of participants
Listening:										
Improve my pronunciation	28.3%	17	53.3%	32	11.7%	7	6.7%	4	0%	0
<p>53.3% (32) said they agree with this statement, 28.3% (17) responded “strongly agree” 11.7% (7) are in neutral position only 6.75 b(4) disagree with this.</p>										

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

Can understand native speakers speech	15%	9	58.3%	35	16.7%	10	10%	6	0%	0
58.3% (35) agree with this statement, 16.7% (10) responded "neutral" 15. % (9) strongly agreed with this. Only 10% (6) disagreed.										
Comprehend even with the pace of conversation	25%	15	36.7%	22	20%	12	18.3%	11	0%	0
36.7% (22) agree with this statement, 25% (10) strongly agreed.20% (12) are in neutral position. Other 18.3% (11) disagreed.										
Speaking										
Can talk with native speaker well	16.7%	10	25 %	15	28.3%	17	30%	18	0%	0
30% (18) disagreed, 28.3% (17) are in neutral position. 25%. (15) agreed. 16.7% (10) strongly agreed.										
I can overcome	13.3%	8	23.3%	14	30%	18	33.3%	20	0%	0

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

my shyness during conversation in English										
33.3% (20) disagreed. 30% (18) are in neutral position. 23.3% (14) agreed that they can overcome their shyness during conversation in English. Only 13.3% (8) strongly agreed.										
Speak fluently without grammatical errors	23.3%	14	18.3%	11	38.3%	23	20%	12	0%	0
38.3 % (23) are in neutral position. 23.3% (14) strongly agreed. 20% (12) disagreed. 18.3% (11) agreed.										
Reading										
Increase reading speed	43.3%	26	43.3%	26	6.7%	4	6.7%	4	0%	0
43.3 % (26) strongly agreed that their reading speed can be increased. Other 43.3% (26) agreed. 6.7% (4) are in neutral position other 6.7% (4) disagreed.										

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

Can read with correct pronunciation	33.3%	20	40%	24	18.3%	11	8.3%	5	0%	0
40 % (24) agreed that reading with correct pronunciation is possible. 33.3% (20) strongly agreed. 18.3% (11) are in neutral position other 8.3% (5) disagreed.										
Improve my vocabulary and spelling	30%	18	46.7%	28	16.7%	10	6.7%	4	0%	0
46.7 % (28) agreed that their vocabulary and spelling can be improved. 30. % (18) strongly agreed. 16.7% (10) are in neutral position other 6.7% (4) disagreed.										
Writing										
Can write without grammatical error	16.7%	10	43.3%	26	26.7%	16	13.3%	8	0%	0
43.3 % (26) agreed it is possible to write without grammatical error. 26.7% (16) are in neutral position other 16.7% (10) strongly agreed. 13.3% (8)										

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

disagreed.										
Improve freehand writing	23.3%	14	52.3%	32	16.7%	10	6.7%	4	0%	0
52.3 % (32) agreed out of class activities help improving free hand writing. 23.3% (14) strongly agreed. 16.7% (10) are in neutral position only 6.7% (4) disagreed.										
Can write in an organized way	21.7%	13	46.7%	28	23.3%	14	8.3%	5	0%	0
46.7 % (28) agreed out of class activities help to write in an organized way. 23.3% (14) are in neutral position, 21.7% (13) strongly agreed. Only 8.3 % (5) disagreed.										

23. What has made it difficult for you to use English out of class?

Difficulties	Percentage	No. of participants	Analysis
My feelings e.g. feeling nervousness/non-confidence/anxiousness	48.3%	29	48.3% (29) said their feelings e.g. nervous/ non confident/ anxious are responsible for making it difficult to use English out of class
I have no one to speak to	31.7%	19	31.7% (19) said they do not have any one to speak to.
I do not have enough time	15%	9	15% (9) said they do not have enough time, so it can be said most of them have time to carryout out of class activities
It is too difficult to communicate in English	41.7%	25	41.7% (25) responded that it is too difficult to communicate in English.
I am only interested in academic English	26.7%	16	26.7% (16) said they are more interested in academic English.
I do not like making mistakes	60%	36	60% (36) do not like to make any mistakes.
I mix mostly with people from	53.3%	32	53.3% (32) they do not have

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my own country			that much touch with foreign people .They mostly mix with the people of their own country.
It is not easy to start a conversation in English on the spot	55%	33	55% (33) think it is not easy to start a conversation in English on the spot.
I have not made any English-speaking friends yet	40%	24	40% (24) have not made any English speaking friends yet.
I do not get motivation from teachers	31.7%	19	31.7% (19) do not get motivation from teachers
I do not have internet access at home	30%	18	30% (18) do not have internet access at their home.
I do not understand native speakers accent when I watch NEWS or movies	23.3%	14	23.3% (14) do not understand the accent of English speaker when they watch NEWS or movies.
Teacher maintain traditional instruction-based learning that is why I do not get interest to use or practice English out of class	40%	24	40% (24) responded that their teacher maintains traditional instruction based learning and that is the reason why they do not get interest in using English out

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			of class.
My parents always watch Bangla programs I do not get chance to watch English programs	61.7%	37	61.7% (37) said their parents always watch Bangla programs.
There is lack of an adequate English environment outside the class	23.3%	14	23.3% (14) think there is lack of adequate English environment outside the class.
I do not get help from my friends during project work	11.7%	7	Only 11.7% (7) don not get any support from their friends during project work.

24. How do you overcome those difficulties?		
Medium that they have chosen to overcome those difficulties	No .of participants	Significant comments
1. Internet Browse	35 (positive) 2 (negative) 2 (do not have access)	<p>> I usually browse internet, I think internet is one of the best source of learning English.</p> <p>> Internet helps me to think out of box, and keep me updated and gives me so much academic and non academic information.</p> <p>> Internet is only for entertainment not for academic work.</p> <p>> I do not have internet access at my home. I try to use internet at my friend's house and university.</p>
2. Skype , Facebook	(positive) 3 (negative)	> In class I always read and write in English but do not communicate in English with friends, I try to communicate

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		<p>with my cousin through Skype, Viber, FB. I speak and chat with them in English.</p> <p>> Do chatting in English with foreign friends through FB.</p> <p>> I do not think Facebook can help me it makes my habit bad usually I write broken English in chatting that I also apply in my writing sometimes.</p> <p>> I do not think Facebook chatting can help me for this I am getting habituated write in short version of English like “u” instead of “you”, “@hom” instead of “at home” , “g8” instead “great” etc.</p>
<p>3. Practice grammar through internet</p>	<p>4</p>	<p>>I practice grammar through internet whenever I get chance.</p>

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		<p>>I can take part in grammar test and get instant result and solution.</p> <p>>Variety of test are there which are so interesting</p>
4. Online NEWS	30	<p>> Online NEWS saves my time and keeps me updated. Most often I go outside without reading Newspaper but outside when I get chance I check NEWS in online. In this ways you can keep your NEWS inside your pocket.</p> <p>> Through online NEWS I get most current NEWS I do not have to wait for upcoming Newspaper..</p> <p>>There are many Newspaper which have online version like “Pratham Alo”, “kaler kanthao”, ”Ittefak”, “Daily star”, “independent</p>

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		<p>Newspaper”. If you have just one access of internet you will have all this papers to read very easily.</p> <p>>You can also watch CNN, BBC NEWS at online.</p>
5. Newspaper	25	<p>>Read newspaper, magazines help to improve my reading speed.</p> <p>>This is the best way of learning you can learn English besides that you can keep updated</p>
6. Cartoon/Animated movies	6	<p>>I usually prefer animated movies like “the jungle book”, “Megamind”, “Ice age” etc this are fun loving activities and also help me to learn proper accent of English.</p> <p>>Cartoon is the best way of learning English you will have fun and also knowledge of English</p>

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7. Movies	35 (positive) 2 (negative)	<p>> English movies help me to develop my listening and speaking skills. During watching movies I try to understand their speech.</p> <p>> I do not think watching movies can help me because we do not practice their English in our daily life. I do not understand their speech very much their pronunciation is different.</p>
8. Listen music	10 (positive) 2 (negative)	<p>> Listening English music is like peace of heaven; I really enjoy it and try to understand the meaning.</p> <p>> I do not understand English song they are too fast I cannot get the meaning that is why I do not like it.</p>
9. Personal writing	10	<p>> I practicing English through free hand writing, I write dairy which improve my writing.</p>

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		> Write personal things in my dairy which helps me to evaluate myself.
10. Read stories, novel	8	>Read short stories which increase my reading speed and increase my vocabulary stock.
11. Dictionary in mobile	18	<p>>Whenever I get chance I find out the meaning of unknown words from my mobile dictionary. It helps me everywhere.</p> <p>>I also have that dictionary access in my mobile which helps me to deal with lots of synonyms and antonyms of a word.</p> <p>>You can easily have your word stock in your mobile dictionary I use it always. It increase my confidence</p>
12. Take help from teacher	15	>I try to focus on my academic study, talk with my teachers.

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		<p>> I try to speak in English with my teacher but the problem is I do not get enough chance to communicate in English outside the class.</p> <p>> Teacher is the best source of learning and solving my problems.</p> <p>> I strongly believe that what we learn inside the class we do not forget. Our teacher is the best guide .We do not have guide outside the class.</p> <p>> I do not find any proper way to overcome those difficulties. I think my teacher should help me.</p>
13. Take help from friends	13 (positive) 2 (negative)	<p>>My friends inspire me, I try to write on a topic daily and give to my friend who good in English.</p>

		<p>> I try to speak with my friends and my family members in English up to optimum level.</p> <p>> Though I do not have much more friends to speak in English. I always try to make friendship with foreign friends to improve my speaking skill or communication skills.</p> <p>> My friends are not so friendly they have time to gossip but not to teach or help.</p>
<p>14. Read different articles /feature</p>	<p>4</p>	<p>> I read different articles in Newspaper which gives me information and I try to follow the pattern of writing.</p> <p>> I always read articles /feature in online though all are not that easy to read but it gives you information about different aspect and can</p>

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		increase your reasoning power and reading speed.
15. Practice alone with the help of books.	5	<p>> I do practice alone with the help of academic books, I think if you learn your academic books well you can have all knowledge.</p> <p>>At first I try to study my academic books then other material.</p>
16. Practice can be a solution	10	<p>> I practice grammar at home and do group study.</p> <p>> English practice to overcome difficulties. I need to practice English outside the class inside the class can not be the only source.</p> <p>> I practice English whenever I get chance I watch movies and listen music.</p>

25. Do you believe out of class activities increase the involvement of learner in learning process?		
Yes (35)	Yes to some extent (6)	No (9)
Yes, I believe this strongly; only class cannot be a learning source.	To some extent the more important is to learn proper English inside class room then we need to speak outside	I do not think outside practice is enough. Teacher is the best source. Internet is only for entertainment and I do not understand English movies or songs. I do not think Facebook chatting can help me. It led us to broken English
Yes, I think it is right. Its gives me huge opportunities.	To some extent out of class activities increase the involvement but teacher should involve us more in class activities which will promote the actual learning system	No I think classroom activities increase the involvement of learner in learning process. I think my teacher can involve me more.
Yes I believe it but teacher should motivate us more in outside activities they should guide us.	To some extent but I think if I get chance to speak in English inside the classroom then I can improve my English.	Not at all, there is no guidance outside the class nobody is there to monitor us.

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<p>Yes, I do not just believe it, I strongly admire this concept.</p> <p>Outside activities give you the actual chance to practice and use English it helps you to live in English.</p>	<p>I believe it to some extent, but I strongly believe that what we learn inside the class we do not forget. Our teacher is the best guide .We do not have guide outside the class.</p>	<p>I do not think so, because class is the main base of learning if you cannot learn English properly in class you cannot practice it outside also. So learning effectively in class is more important.</p>
<p>Out of class sounds initiative.</p> <p>I always say there is no end to knowledge. You should spread our knowledge outside the class.</p>		<p>Outside the class there is not so much practice zone available there is nobody whom with we can speak in English properly</p>
<p>Yes, I believe, but I need to be more careful about my using and practicing English outside the class.</p>		

4.2 Discussion

According to the survey, I have found that more or less students are aware of out of class activities that help to develop their English language skills and give them chance to practice. When they were asked open ended question, whether they believe out of class activities increase the involvement of learner in learning process or not, 35 participants said yes, one of them said *“Yes, I believe this strongly; only class cannot be a learning source.”* Another one said *“Yes, It gives me huge opportunities that I do not find in my class”* other one said, *“Yes, I do not just believe it, I strongly admire this concept. Outside activities give you the actual chance to practice and use English and live in English”*. Their thoughts are visible in Krashen’s discussion. Krashen discussed about comprehensible input, which is referred to as $i + 1$ (Krashen, 1985) is challenging for the learner, but not too difficult so that it is incomprehensible. According to Krashen, input of this type is necessary for language acquisition. Many forms of input are available in the language classroom and this may be enough to learn a language; however, the availability of input can be great for the ESL learner outside of the classroom. (as cited in Knight, 2007, p. 7). 6 participants said to some extent they believe that out of class activities increase the involvement of learner in learning process. One of them said *“I believe it to some extent, but I strongly believe that what we learn inside the class we do not forget. Our teacher is the best guide .We do not have guide outside the class. Out of class activities increase the involvement to some extent but teacher should involve us more in class activities which will promote the actual learning system”*. Among them only 9 participants said “no”. One of them said *“I do not think so, because class is the main base of learning if you cannot learn English properly in class you cannot practice it outside also. So learning effectively in class is more important”*. Other one said *“When I try to speak in English outside the class my friends laugh at me for my broken English when I watch English movies and do not understand the speech I often ask my friend*

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to translate they said just watch you will understand do not need to understand the language...so I think I do not have any medium to learn English outside the class...nobody is there to guide me properly". The problems that the student mentioned in this comment is common for many people, because if they practice or use English outside the class they need a guide who will correct them. But it is not always possible to have a guide. So in that case students should have the courage and interest to ask questions willingly to their friends who are good in English as well as have interest to help and the teacher who is friendly enough to help students outside the class also. However, among the participants a good number of participants believe that out of class activities increase the involvement of learner in learning process.

Majority claimed that English plays very important role in their daily life. Therefore outside the classroom, they use the opportunity frequently every day in many contexts and they claimed that it helps them to develop their English language proficiency. Motivation is the first condition to learn a language. It will lead the students from inside to outside the class. Students who are motivated have a desire to undertake their study and complete the requirements. According to Gardner and Lambert (1972) *intrinsic motivation* is, doing something for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development. Intrinsic motivation is contrasted with *extrinsic motivation* – that is, doing something as a means to some separable outcome, such as gaining a qualification, getting a job, pleasing the teacher, or avoiding punishment (Ryan and Deci, 2000) (as cited in Ushioda, 2008, p. 19-22). In this research I have found Majority that is 66.7% (40) learn English to get good marks in exam and get a good job so it can be said almost all of them have extrinsic motivation to learn English. On the other side, 46.7% (28) said they motivate their own interest in learning English, 11.7% (7) have no motivation. So it can be said, extrinsic motivation is more within students than intrinsic motivation. Teacher plays

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the most important role in their development so it is required to get motivation from teacher, here 53.3% (32) said, sometimes their teacher motivate them to use and practice English outside the classroom , 30% (18) said teacher do it always and other 16.7% (10) reported “ no”. Out of class activities are such thing which can be carried out without autonomy. Learner autonomy was first defined as “the ability to take charge of one’s learning” (Holec, 1981, cited by Hui, 2010). According to Dam (1995), autonomous learners choose their own goals, time, materials, methods, and tasks, implement their choices, and then evaluate their actions. It is also referred to as “independent learning.” (as cited in Guo, 2011, p. 248). Here among the participants, 45% (27) sometimes evaluate their learning and progress, 41.7% (25) reported they do it always. This result shows that they are quite autonomous. As we have seen they have motivation and autonomy, so we can claim that they are good language learners (GLLs). Griffiths (2008) based on Rubin & Thompson (1982) discussed that good language learners find their own way and take charge of their learning. They make their own opportunities for practicing the language inside and outside of the classroom; learners have strong motivation to communicate (as cited in Amiri & Baghchejoughi, 2011, p.289).

Here I have seen some of the characteristics of GLLs (Good Language Learners) in my participants. In language classes students are expected to use almost all four skills but not equally. Here participants claimed almost all of them use their writing and reading skills. But the result of speaking and listening is not like the previous two. Majority claimed they are not expected to speak and listen in English much. In my survey I have found most of the participants claimed their present knowledge in speaking and listening is good and in writing and reading is very good. But When I analyzed their writing in open ended question section I have found some participants’ writing is not up to the mark. I had to clarify the whole questionnaire and make them understood. I had to translate many lines. So it can be said that their reading skill is fair. But this result does not go with all of them.

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Out-of-class English learning activities are defined as students' activities in listening, speaking reading, writing, vocabulary learning, and grammar learning to improve their English outside of the classroom (as cited in Shen, Tseng, Kuo, Su & Chen, 2005, p. 465). Hyland agrees: "[Language learning] can take place at any time and in any place, including the home and the community" (2004, p. 180). In a study by Nunan(1989), a majority of students found classroom instruction itself to be insufficient for the development of English competence; on the other hand, engagement in outside classroom learning enhanced their language development, demonstrating the need to incorporate activities outside the classroom for greater learning success (as cited in Guo, 2011, p. 247). In my research I have found all most all of the participants try to engage themselves in many out of class activities. Most of them are a quite often assigned in home assignment or project work, revise together before tests and examination and do group study. These activities help them to work in a team outside the class and make their own decisions as to which learning activities or tasks to perform and how to tackle them. Other than these academic activities they also engage themselves in different independent activities like internet browsing, reading Newspaper, story, watch movies, video gaming etc. a great number of participants always do internet browsing and chat, use Facebook, watch TV program, videos and movies, go to cinema hall with friends to enjoy English movies,listen English songs and they think these are very helpful also. Majority responded sometimes they read Newspaper and magazines, novel, comics and short stories, engage themselves in personal writing, concentrate on the content of films, narrations, and books and discuss with friends, listen an English song, they listen it carefully and try to understand all of the words, have conversation with a friend who is a native speaker of English, and play video games. However, though they do these activities sometimes but they think these are very important except Video gaming, they do not think it is that much helpful for English language learning Due to engaging in these activities they

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claimed their skills of English language learning have been developed. By practicing listening activities, 53.3% agreed that their pronunciation has been improved. 58.3% agree that they can understand native speakers' speech 36.7% agreed that they can comprehend even with the pace of conversation. Almost over 40% agreed that their reading speed have been increased and vocabulary have been improved and they can also read with correct pronunciation. Additionally over 40% participants claimed their free hand writing has been improved and they can write without grammatical error and write in an organized way. So it can be said almost half of the students claimed these independent activities improve their language skills.

The way is not that smooth as it seems. As Little (2009) mentioned three problems: (1) a lack of an adequate English environment, (2) a lack of knowledge for carrying out the task, and (3) the rigidity of the established curriculum, schedule, textbook, or exams (as cited in Guo, 2011, p. 248). Here in my survey I have found, when they engage themselves in out of class activities they also face so many difficulties. The major obstacles for making it difficult to use English out of class are:

- Negative feelings e.g. nervousness/ non confidence/ anxiousness ,
- Difficulty to communicate in English, do not like to make any mistake,
- Do not have that much exposure to native speakers because mostly mix with the people of their own country ,
- It is not easy to start a conversation in English on the spot,
- Have not made any English speaking friends yet, parents always watch Bangla programs
- Teacher maintains traditional instruction based learning and that are the reasons why they do not get interest in using English out of class.

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In my opinion apart from their interest about practicing English outside the class, there are some people who are responsible to remove the barrier in their learning. Among them the teacher plays the most important role. It is not the matter whether they are inside the class or outside. They should always concern about their students activities which are related to their language learning.

Gradually, the emergence of new media added new dimensions to English. Several dozen studies indicate that computer based multimedia can improve learning and retention of material presented during a class session or individual study period as compared to traditional lectures study materials that do not use multimedia. Multimedia allows language learners to explore, discover, ponder, search, question, answer and receive feedback. Undoubtedly, multimedia is capable of bringing authentic, like, real world impressions before the learners both inside and outside the classroom to give the maximum insight, or experience in the subject or field in which a learner is interested. The learner only can decide how to study, when to study, how to relate with the other subjects and projects. Therefore, any successful language learner is the responsible for his or her own learning. Multimedia with its wealth of in-built materials and its feedback makes the learning autonomous (Fatima, 2011, p. 2-3). Since the central role belongs to a student as an individual, it is important to be able to adopt the program for his/her personal needs (Dovedan, Seljan, & Vučković, n.d.para. 35). Computer and internet technologies have been frequently used in language learning contexts to enhance student-centredness, student's engagement, interaction, and collaboration (Nah, 2008). More importantly, mobile learning as well as social media, e.g., Facebook, enables interactions between students both beyond and within their own institution and can effectively maintain student-centred learning environments (Fisher and Baird, 2007; Sharples, Taylor, and Vavoula 2005) (as cited in Shehri, 2001, para. 8). In my research I

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have experienced that all most all of the participants are using multimedia to the optimal level.

By analyzing second open ended question that is, how they overcome difficulties that they face during using English outside the class, they gave different answers. Most of them have chosen, multimedia; they use it for entertainment also for academic purpose. Almost all of them are using multimedia as an instrument to get rid of from the obstacles that hinder them to use English outside the class. But there are few exceptions which shows some opposite sides. Here majority of the students said they browse internet and one of them mentions that internet is the best source and other said it helps them to think out of box. But 2 participants do not have internet access, one student think it is only for entertainment not for academic use. 22 participants use Facebook to chat or communicate with friends and cousins but 2 participants think the way they write in Facebook, it makes their writing bad usually they write broken English in chatting then they apply in academic writing also. One of them said about this *“I do not think Facebook chatting can help me for this I am getting habituated write in short version of English like “u” instead of “you”, “@ hom“ instead of “at home” , “gδ” instead “great” etc.”* 4 participants practice grammar through internet, which gives them chance to practice grammar and evaluate their grammatical knowledge. 30 participants read and watch online NEWS. One of them said *“Online NEWS saves my time and keep me updated. Most often I go outside without reading Newspaper but outside when I get chance I check NEWS in online. In this ways you can keep your NEWS inside your pocket”*. 35 participants watch English movies according to them it helps to develop their listening and speaking skill one of them said *“English movies help me to develop my listening and speaking skills. During watching movies I try to understand their speech. It gives us chance to learn English through entertainment”*. 2 participants’ response negatively about movies one of them said *“I do not think watching movies can help me because we do not*

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practice their English in our daily life. I do not understand their speech very much their pronunciation is different". 10 participants said they listen music one of them said *"Listening English music is like peace of heaven; I really enjoy it and try to understand the meaning"*. 2 participants do not think they can understand English song. One of them said *"I do not understand English song they are too fast I cannot get the meaning that is why I do not like it."*

Other than these activities some of the participants try to solve their problems by reading NEWS paper, write personal things in dairy to evaluate them self, read short stories to increase reading speed and increase vocabulary stock, 18 participants use dictionary in mobile. One of them said *"Whenever I get chance I find out the meaning of unknown words from my mobile dictionary. It helps me everywhere"*. 15 students think that their teacher is the best problem solver and guide they believe what they learn from their teacher in class is important .One of them said *"I strongly believe that what we learn inside the class we do not forget. Our teacher is the best guide .We do not have guide outside the class."* Other one said *"I do not find any proper way to overcome those difficulties. I think my teacher should help me."* 13 participants take help from their friends. One of them said *"My friends inspire me, I try to write on a topic daily and give to my friend who good in English"*. One participant think foreign friends can help him. He said *"Though I do not have much more friends to speak in English. I always try to make friendship with foreign friends to improve my speaking skill or communication skills"*. One of them express his feelings about his friend negatively he said *"My friends are not so friendly they have time to gossip but not to teach or help"*. 10 participants think practice is the best solution to overcome difficulties. One participant said *"To be honest, I have been speaking English since I was a little kid and I am more comfortable in English, I do not have that much difficulty I always think and live in English."* So here we can see that he does not have that much barrier. One participant wants

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to change his family environment. Other said *“I try to Increase confidence level, try to make correct pronunciation, give up traditional instruction based learning. I always believe in that learning which keep you engages and led you to solve your own problem; English is such language which can never be learnt without your own initiatives”*. 4 participants read articles and features which helps to increase their reasoning power and reading speed. Many of the participants said they still do not overcome their problems because of their shyness. One of them said *“I feel shy to speak in English in front of my teacher and friends who are good at English because my English is not good.”* Another one said *“I watch movies and understand their language well but out of class I do not find any one whom with I can speak in English because our mother language is Bangla , everybody communicate with each other in Bangla, if I try to talk with them in English they laugh said ‘futani korish naki, tor ki bangle bolte problem hoi’.”* Only 16.7% (10) said they learn from their friends not only from teachers and another 41.7% (25) said “sometimes” other 41.7% (25) said “no”. And when they were asked whether they speak with their friends or colleagues outside the class or not, among them 41.7% (25) said, they sometimes speak with colleagues and fellow students in English. Other 41.7 % (25) said they never do it , only 8.3%(5) do it always. However, most of them think it is very important. This is quite same with the result of Hyland .Hyland (2004) did a large study on 228 trainee and practicing ESL teachers in Hong Kong to examine their activities using English out of the classroom. The most common activities the participants participated in using English were writing emails, reading books, surfing the internet, watching TV, and listening to music. Using interviews, Hyland (2004) was able to gather more information about the reasons why the participants spoke little English out of the classroom and chose mostly independent activities. The reasons the participants gave for not speaking English were because doing so made it appear that they were showing off, made it seem like they were trying to be proud or superior (to those who spoke Cantonese) or because it made them

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feel uncomfortable. Even though they were future teachers of English, the culture that the learners belonged to, which is part of their identity, seemed to prohibit English language use outside of the classroom (as cited in Knight, 2007, p.25). Majority that is 43.3% (26) never speak with family members in English although they think it is quite helpful. So it can be said they do not get the chance to do this out of class activity which could help them a lot to improve their language proficiency because they spent most of the with their family . If they could communicate with them in English then they could get a great amount of time to practice. In my study I have found, by practicing speaking activities 30% (18) disagreed that they can talk with native speaker well, 28.3% (17) are in neutral position. 25% (15) agreed that they can speak well. 33.3% (20) disagreed that they can overcome their shyness during conversation in English. 30% (18) are in neutral position. 23.3% (14) agreed that they can overcome their shyness during conversation in English, only 13.3% (8) strongly agreed. When they were asked whether they can speak fluently without grammatical errors or not 38.3 % (23) were in neutral position. 23.3% (14) strongly agreed. 20% (12) disagreed. 18.3% (11) agreed. So it is visible that their speaking skill was not much developed.

So from this discussion it can be said along with numerous good effect of multimedia there are some negative effects also remain. Like Facebook, though many participants use Facebook to communicate with their friends and cousins which engage them in practicing English. But two of them point out one important aspect that is Facebook is leading them towards broken English. So it has to be taken into account. Some of them said they do not get help from their friends, so that they cannot communicate in English outside the class that is why they have chosen Facebook or Skype through which they make new friends whose native language is English and communicate with them. This type of interactions between native and non-native speakers, increase helpful input for the learner, is rare in the classroom. Although often challenging for the learner, interactions with native speakers outside of the

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classroom can give them opportunities to practice their language and negotiate meaning in an authentic context (as cited in Knight, 2007, p.13). So, on that point of view Facebook or Skype is playing a vital role for practicing English but they need to concern about their writing. All most all of them watch English movies. This helps them develop their listening and speaking proficiency. Some of them said they do not understand the language but I think if they always try to watch English movies and try to get the meaning of the speech and give full concentration then they will gradually get interest and get the meaning. For this I suggest before selecting a movie they should think about the genre they like most. If they do not get interest from the story of movies they will not be able to concentrate. From my analysis I have found they do less reading or writing practice like reading novel, stories, article, independent study in library, write personal things etc. They do these sometimes, only few of them do it always. I have found almost same result in Spratt, Humphreys, and Chan research (2002) they discovered in their study that most activities adult learners engaged in are related to communication and entertainment, such as watching movies and television in English and using the internet (as cited in Shen, Tseng, Kuo, Su & Chen, 2005, p. 465). Though they are chatting with their friends or cousins through Facebook or Skype but they are not always surrounded by these. They do this in their leisure time. But if they could always speak in English with friends, parents or other people outside the class, so it would help them to engage in real speaking activity. And this also helps them to get the guideline whether they are correct or not. They also can get the feedback instantly. Which multimedia does not support always. Usually during chatting they do not corrected by other, they only convey their messages, nobody care there to correct each other. From this I can say real communication that means communicate with friends and others face to face is not a major activity here. Many of them dependent on their teacher, they believe teacher is the best guide; they will not get the guidance outside the class. They believe on what they learn in class. But

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I think the role teacher plays in class they should also play it outside the class activities they are not free of responsibility while students are engaged in out-of-class work. Instead, the teacher needs to provide students with assistance in acquiring the necessary materials and approaches to accomplish the task goal(as cited in Guo, 2011, p.248). My result is quite same as the result of, Chan, Spratt, and Humphrey's (2002) considering mine and other researches it can be said though there is huge opportunity outside the class to develop all skills but due to some social and other practical obstacles real communication in English is not that much visible, they prefer to use English in private domain rather than public for this reason speaking development is not so fast. Though students are taking advantages from out of class activities but overall I will say still there are some problems so students have to take more initiatives willingly and consciously as well. Moreover they have to take every possible beneficial opportunity that present in the outside environment that will help to develop their all skills evenly. Outside the classroom, most students are immersed in a first-language environment with limited exposure to English. Out-of-class activities can be devised to show students that they are surrounded by English if they make a little effort to pay attention to the language as it is used in their daily lives.

Chapter 5: Conclusion and Recommendation

Recently there has been increasing stress placed on the importance of what is termed 'lifelong education' as a means of enhancing the learning of English. It has been emphasized that language learning is not limited to the classroom, but can take place at any time and in any place, including the home and the community. The use of out-of-class learning may vary from individual to individual. However, as Nunan's studies of successful language learners from a variety of contexts and language learning backgrounds demonstrate, 'the determination to apply their developing language skills outside the classroom' (Nunan, 1991: 175) can play a crucial role for learners in terms of their second language development (as cited in Hyland, 2004, p.180). For learners living in the target language environment, the opportunities for language learning are numerous. The literature shows that many students do not or are not able to take advantage of these valuable learning opportunities. In my study students said they face many problems during carrying-out out of class activities these are like, their feelings e.g nervousness, anxiousness and non confidence, Struggle with out-of-class assignments which require interaction with native speakers in English, they mostly mix with own country people and communicate in Bangla, their parents always watch Bangla programs, they do not like to make mistakes etc. Still students are trying to use the opportunities and they believe that these opportunities will help them to practice and develop their language skills. Some of them think what they learn in class is important, they depend on their teacher; they think their teacher is the best guide of them and outside the class there is no guidance. I think teachers play most important role in both class and outside the class. When they assign students in any project or group work outside the class they should also guide, motivate and facilitate them as they do it inside the class. They should ask students about the update of their work. So that students will seriously involve in their work. There are some out of class activities like watching movies, listening music, reading novels, internet browsing, Facebook chatting, writing email etc, where teacher involvement is not possible so

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students need their own motivation and should have autonomy to carry out these activities outside the class. In my study I have found they are quite motivated and autonomous. So they are trying to carry out these activities to progress in their academic lives. Although they have motivation and autonomy but they are not expected to use all four skills equally in both inside and outside the class. In class they are expected to use more writing and reading skills rather than speaking and listening skills. But to improve these two skills many of them watch English movies, listen NEWS, songs, do voice chat with their friends or cousins who are native speakers of English through Facebook, Skype etc. But the result is these do not help them that much because nobody correct them or guide them in this type of communication. In my view, though Facebook or other social network helps them to practice English but along with these if they could interact in English more with their friends or family face to face then it would help them more because a friend or family member who is good in English will correct them instantly. But some of them said their friends are not friendly enough to help them. So they feel uncomfortable and shy to speak in English in front of their friends. So it creates an obstacle, thus they do out of class activities more in private domain rather than public, as I have seen in previous researches. I am not against of Facebook or Skype but I think when they use these, they should try to speak and write correctly, they should not do it only sake of conveying message but also to improve their skills. Here almost 35 students out of 60 watch English movies and many of them concentrate on the content of the film and discuss with their friends and they believe that it helps them to develop their listening and speaking skill. Few of them said, they do not understand the dialogs of the movies. I think if they watch good English movies and try to understand their dialog with full concentration, it will really help them. In this way they will learn English through entertainment. Most of them read online NEWS, do grammar practice though internet, use dictionary in mobile etc. which I think are helpful to develop their English. Overall I have found multimedia plays very important role in student's life, it gives them the opportunities to practice English out of class. Sometimes they read novel, short stories, articles, NEWS etc. Over 40 percent agreed

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that these reading activities help them to increase their reading speed, read with correct pronunciation and improve their vocabulary and spelling. But I think they should do these always. Because habit of reading good English novels or short stories can improve their reading and writing skills more. They write emails, practice free hand writing, do personal writing in diary etc. As reading over 40 percent students agreed these activities help them to write in an organized way and write without grammatical errors. I think personal writing is a good practice but in that case, they can show their writing to close friends or family person who is good in English so that they can correct their mistakes instantly with care. I have found all most all of the participants are assigned in home assignment or project work, revise together before tests and examination and do group study sometimes. Along with these they can also discuss about something interesting in English in their leisure time, check each other's writing, join language club together, and talk over phone in English etc. These activities will help them to work in a team outside the class and make their own decisions and help them to know which learning activities or tasks to perform and how to tackle them, so while choosing any activities they should keep in their mind which activity is more beneficial and which are not. They should use English in public domain and private domain both equally. Since language use outside of the classroom is an important component of second language acquisition, we can encourage students to practice English outside of the classroom and incorporate this into the classroom. If the out-of-class English use is studied of different types of ESL learners, we can build upon what they already do and encourage different activities. Focusing on what goes on outside of the classroom allows us to see a more comprehensive portrait of the learner and thus we can better assist them with their language learning process. (as cited in Knight, 2007, p.70).

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Appendix



Dear participant, this is a form of a survey relating to “Out of class English language learning activities” done by undergraduate students of Bangladesh. I am asked to conduct a research for my dissertation in Masters of Arts program. The aim of my research is to find out the information about undergraduate students who are using English outside the classroom. I want to know do they have motivation to involve in out of class English language learning activities, how these activities help them to develop their English language skills, what kind of difficulties they face and how they overcome those. This survey is anonymous. If you want to explain or qualify your answers, do not hesitate to give your own comment in the required place. Thank you in advance for your cooperation.

Name :

Age:

Gender:

Nationality :

First language:

What level are you studying?

Name of the University:

(✓) the answer that applies to you

10. How important is English in your daily life outside the classroom?

Very important: I use it frequently every day in many contexts	Important: Use it in different situations	Only use it occasionally	Not important at all: I never use it outside the classroom Total

11. How do you learn best?

	No	A little	Good	Best
Alone				
Pairs				
Small groups				
Class				
Outside class				

	Yes	Sometimes	No
12. Do you believe using English outside the classroom can develop your English language proficiency?			
13. Do you use the opportunities to use English that exist outside the classroom?			
14. Do your teachers motivate you to use and practice English outside the classroom?			
15. Do they give you any home assignment or project work?			
16. Do you do group study?			
17. Revising together before tests and examination.			
18. Identify your own strengths and weaknesses			
19. Evaluate your learning and progress			
20. Do you motivate your own interest in learning English?			

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

21. Do you learn English for enjoyment or pleasure?			
22. Learn English to get good marks in exam and get a good job			
23. Learn from friends, not just from the teachers			
24. Do you believe in independent learning			
25. Discover knowledge in English on your own rather than waiting for knowledge from the teacher			
	Yes	Sometimes	No
26. Very interested in talking to the native speakers whenever possible			

27. In your course of study, how often are you expected to use the following skills?

Skills:	Always	Frequently	Less frequently	Rarely	Never
Reading					
Writing					
Speaking					
Listening					

28. How do you rate your present knowledge of the English language?

Speaking	0	1	2	3	4	5
Writing	0	1	2	3	4	5
Listening	0	1	2	3	4	5
Reading	0	1	2	3	4	5

29. How often do the following happen to you? Rate according to your preference (1. Never 2. Rarely 3. Less frequently 4. Frequently 5. Always)

	1	2	3	4	5
11. Receive low grades in tasks involving class participation					
12. Feel nervous to communicate in English.					
13. Have trouble leading class discussions in English					
14. Struggle with out-of-class					

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

native speaker of English								
28. Do project work with friends								
29. Talk on the phone								
30. Speak with family members								
31. Play video game								

31. Out of class activities develop four skills of English language learning.

Read the following statements and express your degree of agreement/ disagreement by ticking the appropriate column.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Listening					
4. Improve my pronunciation					
5. Can understand native speakers speech					
Speaking					
1. Can talk with native speaker well					
2. I can overcome my shyness during conversation in English					
3. Speak fluently without grammatical errors					
Reading					
4. Increase reading speed					
5. Can read with correct pronunciation					
6. Improve my vocabulary and					

OUT OF CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES

spelling					
Writing					
4. Can write without grammatical error					
5. Improve freehand writing					
6. Can write in an organized way					

32. What has made it difficult for you to use English out of class?

(√) according to your preference, you can (√) multiple option

- _____ My feelings e.g. feeling nervousness/non-confidence/anxiousness
- _____ I have no one to speak to
- _____ I do not have enough time
- _____ It is too difficult to communicate in English
- _____ I am only interested in academic English
- _____ I do not like making mistakes
- _____ I mix mostly with people from my own country
- _____ It is not easy to start a conversation in English on the spot
- _____ I have not made any English-speaking friends yet
- _____ I do not get motivation from teachers
- _____ I do not have internet access at home
- _____ I do not understand native speakers accent when I watch NEWS or movies
- _____ Teacher maintain traditional instruction-based learning that is why I do not get interest to use or practice English out of class
- _____ My parents always watch Bangla programs I do not get chance to watch English programs
- _____ There is lack of an adequate English environment outside the class
- _____ I do not get help from my friends during project work
- Other: _____

20. How do you overcome the difficulties?

21. Do you believe out of class activities increase the involvement of learner in learning process?
