

**Effects of Form Focused Instructions on outcomes in EFL learning:
Teachers' and students' perspectives**

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Keywords

Form Focused Instruction, English as a Foreign Language, Communicative Language Teaching, Secondary Level, Focus Group Discussion, Teacher, Student

Abstract

This study investigated the effect of Form Focused Instructions, or teaching language guided strictly by the grammatical forms on Secondary, and higher secondary level students' language learning. All these grammatical instructions in a foreign language, and a rigid attitude to learn, and maintain those rules very strictly create an obstacle in the naturalistic learning process of a student. Students in such level do not need to focus on grammatical instruction; rather they need a natural way of learning to boost up their proficiency in English as a foreign language. In a situation where any such kind of instruction has never left the classroom, language learning becomes difficult to be learned successfully by the students. In such context the focus of learning should not be guided by too much grammar rules and structures or form focused, rather it should be communicative or naturalistic learning that creates an effective EFL classroom.

Table of contents

Keywords	i
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Abstract	ii
Table of Contents	iii
List of Figures	iv
List of Tables	v
List of Abbreviations	vi
Declaration.....	vii
Statement of Original Authorship	viii
Acknowledgements	ix
Chapter 1: Introduction	1
Background	1
Context	1
Purposes	1
Significance, Scope, and Definitions	2
Thesis Outline	2
Chapter 2: Literature Review	3
Chapter 3: Methodology	5
Nature of the study.....	6
Research Design	5
Research Design.....	6
Participants.....	6
Instruments.....	6
Procedure and Timeline	6
Analysis	7
Ethics and Limitations.....	7
Chapter 4: Analysis and Discussion	9
Chapter 5: Analysis.....	10
Chapter 6: Conclusions	11
Bibliography	12
Appendices.....	13

List of Tables

Different between FonF and Forms- Focused Instruction:

List of Abbreviations

CLT -	Communicative Language Teaching
EFL-	English as a Foreign Language
FonM-	Focus-on-Meaning
L2-	Second Language
FFI-	Form-Focused Instruction
FonFs-	Focus on FormS
FL-	Foreign Language
ELT -	English Language Teaching
ILP-	Inter language pragmatics
NCTB-	National Curriculum and Textbook Board

Declaration

I declare that the Dissertation title “**Effects of Form Focused Instructions on outcomes in EFL learning: Teachers' and students' perspectives**” is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfilment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Statement of Original Authorship

The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: _____

Date: _____

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Fatima Farheen Nisha Chowdhury

CHAPTER 1: INTRODUCTION

Background:

Language is a means of interaction that helps us to exchange our thoughts and emotions with each others. Lao (2012) defines language as a combination of symbols in an organized way to communicate. Especially when it is a foreign language we start to adopt several methods and techniques to learn that language. A radical change has been marked in language teaching methods nowadays that started from grammar translation method, and now it is communicative language teaching method that is dominant in EFL learning.

EFL (English as a Foreign Language) learning has its own way to be internalized by every individual learner. The grammar rules are not neglected, but in our country there is a trend of teaching English language with only grammar rules from childhood with great effort, leaving aside all other possible ways of teaching a foreign language. People feel that language learning is such a thing that cannot be bound within any fixed rules or guidance. The more learning is unbound, the more learning is spontaneous. As Rodrigllez & Avent (2002) maintain, those who support Krashens' Input Hypothesis, may doubt the role grammar instruction plays in language learning; this group supports "comprehensible input" by arguing that this type of input would enormously help the learner to improve both their fluency and accuracy (Rodriguez & Avent, 2002; Stern, 1983; Yim, 1998).

Whatever the method is, teaching does make a significant difference in learning. And if it contains a lot of form-focused instructions, there is a possibility that learners will suffer from confusion and get detracted from a spontaneous learning process. This will slow down understanding and learning leaving teachers and administrators wonder what can be done to promote an effective learning environment in the classroom. (Borog, 1999; Ellis, 2001; Lightbown, 2000).

A common conception among teachers is that form-focused instruction can play a role in contributing to the developmental process of EFL learners, that it may enhance learning by raising

the learners' awareness about the rules of target language. But it is also noticed that in habit formation' method like in Audio Lingual Method, or even task based teaching of EFL practice provides focus on specific linguistic forms in which the learner ultimately build more or less conscious mental linguistic knowledge.

English language learning in Bangladesh, which is a foreign language in our country, is absolutely based on EFL classroom settings. In such a situation a language teacher is the only person who will decide and improvise methods fit for their learners. As there are no adequate authentic materials or teacher made materials, the teacher has no other way but to follow the textbook and depend on formal instruction. Nowadays, there are texts available to provide learners an atmosphere to learn language in a communicative way, but then the teachers are not adequately trained to follow communicative rules to teach this foreign language.

Hence, the task in this study will be to bring out how teachers in an EFL class in our country uses form focused instructions, and it will be an empirical endeavor to expand our understanding of EFL teachers' attitudes towards grammar teaching and difficulties that learners face following those form-focused instructions.

Statement of the problem:

English is a foreign language in Bangladesh and the government of Bangladesh gives an equal

emphasis on Bangla language learning. The objectives of and approach to teaching-learning of English have undergone radical changes over the past two decades in Bangladesh. Today the need for learning English for communication in a global world - be it for trade, commerce, job market, medical assistance, higher education or access to information - is indisputable. Being able to use the language for effective communication in real life situations locally and globally has become the prime purpose for learning English as a foreign language in Bangladesh. The national curriculum for secondary level of Bangladesh gives more emphasis on communicative language teaching to learn English.

The national curriculum (Secondary level)-2012 of Bangladesh suggests that “Communicative Language Teaching (CLT) approach that emphasizes learning all the four language skills in an integrated way. CLT approach advocates “learning by doing” and proposes that grammar is not to be taught explicitly”

But in reality, when English is used in classroom, the teachers are more focused on traditional teaching strategies that are based on Form Focused Instruction (Aniy, 2009). It's seems to us that Form Focused Instruction (FFI) is only the way to teach English as a foreign language. But, Ansarey (2012) said that “there are five types of teaching methods such as Grammar Translation Method (GLT), Direct Method (DM), Audio Lingual Method (ALM), Situational Language Teaching (SLT) and Communicative Language Teaching (CLT). Among these CLT is one of most effective methods in achieving communicative in Bangladesh”.

On the other hand Spada & Lightbown (2008) said that “some individuals, especially those who begin learning as young children, acquire high levels of second language ability without form-focused instruction (FFI). This outcome supports the hypothesis that FFI is not necessary for SLA”. Learners follow a natural order and sequence of acquisition (Ellis, 2006). They build their own built-in syllabus for learning grammar (Corder, 1967). Krashen (1981) also argued that grammar instruction played no role in acquisition. But in Bangladesh, EFL teachers are mostly using Form Focused Instruction (FFI) in their English teaching process.

So, this study expected to all secondary school teachers, trainer, school authorities, government organizations, agencies and policy makers to understand the present situation of EFL teaching in Bangladesh and the teachers and students views about the present EFL teaching instruction. And in the basis of these findings they may be able to decide what they need to do. It will hopefully give the opportunity to EFL teachers to identify their lackings. And it may also give the opportunity to them to make self judgment. Finally it would help policy maker and the Bangladesh Education authorities to take action to resolve the problem.

Purpose of the study:

The purpose of the study is to explore the EFL (English as a Foreign Language) teachers' views, and experience about their teaching English through Form Focused Instruction (FFI) in Secondary EFL classes. It also intends to explore the reasons from the teachers to use form Focused Instruction in their English teaching classes. At the same time, it is also intended to seek out the ways to use Form Focused Instruction (FFI) in EFL teaching- learning process of Bangladesh.

On the other hand this study also explores the secondary levels students' views about the method of Form Focused Instruction in their English classes. It also intends to identify students' opinions about Form Focused Instruction as a method of English teaching instruction. It also intends to explore the students' expectations from their English teachers in their compulsory English classes.

The statement of the problem already highlighted the field of this study. The objectives set for the study were:-

General objective:

- To explore the teachers' views about teaching through form focused instruction in Secondary EFL (English as a Foreign Language) classes.

Specific objectives:

- To identify the reasons of EFL teachers to practice form focused instruction.
- To explore the ways to using FFL in Secondary English classes.
- To evaluate the students views about FFI while learning English at this stage.

Significance of the study:

Language teaching methods are very important for the purpose of learning and teaching in every language. It does not mean that all methods must be followed. We accept that method which is most effective to learn and teach any particular language. We know that English is one of most widely spoken language on earth and used in many areas such as technology, science, business (Ansarey 2012). The worldwide demand has created an enormous demand for quality teaching of English.

For that to make teaching more interesting and meaningful; different language teaching methods are used worldwide. Among them Communicative Language Teaching (CLT) is considered to be most effective method. It is widely used in teaching learning process in the field of foreign language teaching. It has been widely explored and studied by many countries in the field of English language teaching. In 1970 CLT was first proposed in England (Ansarey, 2012).

CIT is also accepted as English teaching method by the secondary curriculum of Bangladesh. But the real practice of teaching EFL is not look like that. Teachers of EFL in Bangladesh give more emphasie of Traditional Form Focused Instructions. These are teacher oriented and grammar and translation oriented (Haque et al, 1997 cited in Aniy,2009). Teachers' have the intention to prepare their students for the exam nothing else. Teachers do not know the goals and objectives of English language learning. If they know the goals and objectives of English language learning of Bangladesh, they would be aware about their duties and their works.

The effectiveness of CIT in English teaching learning is well known worldwide. Many countries give more emphasis on it in the field of foreign language teaching learning. But we do not know about the views of our secondary level English language teachers and students the use of Traditional Form

Focused Instruction? For that reason the present study may be able to contribute to the unoccupied research area of foreign language teaching-learning in Bangladesh.

Finally, findings of the study may influence the policy level decision making in Bangladesh to take appropriate initiative to improve the present English language teaching -learning conditions of Bangladesh. They can moderate the curriculum to make the EFL learning practice more effective. On the other hand these findings may also help the national level policy makers to realize the real scenario and practice of English teaching in Bangladesh.

Research Topic & Research Questions:

Research Topic: Effect of Form Focused Instruction's outcomes in EFL learning: Teachers' and Students' Perspectives

Most of the Secondary level ELT teachers' of Bangladesh are using form focused Instruction in their regular English classes. They may use it consciously or unconsciously. But the real fact is FFI does not adequately help our children to learn English as a foreign language. Because, now it is accepted that communicative learning is most effective foreign language learning method in

the whole world (Ansarey, 2012).

For that a big question is aroused in our mind what is our EFL teachers' view about teaching through form focused instruction in higher secondary EFL classes? To get the answer of this question, we need to seek answers to some supplementary question about the EFL teaching situation of Bangladesh.

Research Questions were set in accordance with the specific objectives of the study:

- Why does EFL teachers practice form focused instruction?
- How does the teacher actually teach English in the classroom using this method?
- What are students' views about FFI while learning English at this stage?

Specification of the problem:

The current study was conducted to explore the effect of form focused instruction outcomes in secondary level EFL learning of Bangladesh the main phrases and key words used in the title were spelled out and understood as described below:

a. Form Focused Instruction:

Form-focused instruction is a language teaching method in which learners are made aware of the grammatical form of language features that they are already able to use communicatively. Ellis

(2001) defined as "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form".

b. English as a Foreign Language (EFL):

Here EFL is the English subject that is a compulsory subject for the secondary students of Bangladesh.

c. Secondary Level:

The secondary level of the education system in Bangladesh is divided into 3 sublevels:

1. Junior Secondary (from grade VI to grade VIII)
2. Secondary (grade IX and grade X)
3. Higher Secondary (grade XI and grade XII)

This study concentrated on Secondary (grade ix & grade x) and Higher Secondary (grade xi & grade xii) School and College students' and their English teachers'.

Thesis Outline

The thesis consists of the following chapters:

Chapter One provides a brief outlines about the research and the thesis, including the background of the topic, the specific research problem, and associated research questions and objectives of the study; and lastly, the significance of the research.

Chapter Two outlines the research methods for this study by combining both qualitative and quantitative techniques. It provides a brief description of selection of the study areas, the data collection method and analysis along with the limitations.

Chapter Three explores the relevant material from the extensive bodies of literature on English as a Foreign Language to determine the significance of the study. It reflects on the nature and problems of the study.

Chapter Four provides a brief account of the study. It presents a brief account of the research work.

Chapter Five reports on the results of the study. It explains in detail the challenges to the study the barriers to policy implementation; and prospective areas of participation.

CHAPTER 2: LITERATURE REVIEW

English as a Foreign Language (EFL):

Foreign language is that language which is not the first language of the people, but that need to learn it for work or leisure (British Council, 2012). That means foreign language works as one kind of second language. So as to English is a widely used foreign and second language in the world. For that there have many factors contribute to the market for Teaching English as a Foreign Language. These may political, science & technological, communicational and historical factor also. Some are

think that English is working as a key in the fields of world trade.

To find out the factors for teaching English Maxom(2009) said that...

“The historical factor offers the legacy of the old British Empire that took the language around the world. The political factor gives the current dominance of the USA. Science and technology have developed with English at the forefront. In addition, there's a need for a global language to make international communications smoother, and tools such as the worldwide web truly accessible around the planet”.

Young researcher of Masaryk University; Holešinská (2006) uttered that “In terms of globalization it is necessary to learn foreign languages and therefore English language is on the school curriculum”

These days English is viewed as a language which gives you access to the world. Some want to study at prestigious English-speaking universities; some want a high flying career with international connections. Others just want a better chance in life and move to wherever the money seems to be, and then again, some just love Hollywood, international rock stars or their English girlfriend. Even the free spirited backpackers need English to get by in remote lands.

Ways to Instruct Second & Foreign Language learning:

There are three significantly different types of L2 instruction, namely focus-on-meaning, focus-on-form and focus-on-forms instruction, which are described below.

a) Focus-on-meaning instruction:

The focus-on-meaning (FonM) approach to L2 instruction corresponds with the noninterface view, by providing exposure to rich input and meaningful use of the L2 in context, which is intended to lead to incidental acquisition of the L2 (Norris and Ortega, 2001 cited in Ollerhead & Oosthuizen, 2005).

A FonM instructional approach can be widely found in contemporary English Language classrooms,

in techniques such as Krashen and Terrell's Natural Approach, some content-based ESL instruction and immersion programmes (Ellis, 1994).

b) Form-focused instruction

The term "form-focused instruction" (FFI) is defined by Ellis (2001) as "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form". It serves as a generic term for "analytic teaching", "focus on form", "focus on forms", "corrective feedback/error correction" and "negotiation of form". The term "form-focused instruction" is used to describe both approaches to teaching forms based on artificial syllabi, as well as more communicative approaches, where attention to form arises out of activities that are primarily meaning-focused (cf. Long and Robinson 1998).

On the other hand Spada (1997) defined as "form-focused instruction" (FFI) as "any pedagogical effort which is used to draw the learners' attention to language form either implicitly or explicitly".

Two main types of FFI have been discussed in recent years, namely *Focus on Form* (FonF), where attending to the linguistic elements of language is usually part of a communicative or content-based activity, and *Focus on FormS* (FonFs), where discrete linguistic structures are taught in lessons separate from communication or content, often following some kind of language syllabus (Ellis, 2001),

b.1) Focus-on-formS instruction:

Focus-on-**formS** (**FonFS**) instruction is informed by a strong interface view, and occurs when parts of a grammar are taught as discrete units, in order of their linguistic complexity. This is the traditional approach to grammar teaching, and is based on an artificially reproduced, as opposed to an "organic", syllabus. In this approach, language is treated as an object to be studied and language teaching is viewed to be an activity to be practised systematically. Furthermore, learners are seen as students, rather than users of the language (Ellis 2001).

b.2) Focus-on-form instruction:

Focus-on-form (FonF) instruction, which draws on a weak interface view, involves strategies that draw learners' attention to the form or properties of target structures within a meaningful context. This is done primarily with structures that are potentially difficult, that are learnable according to the stages put forward in Pienemann's teachability hypothesis (Spada and Lightbown 1993) and that are likely to be used or needed in future communication. According to Norris and Ortega (2001), instruction may be regarded as FonF if it meets the following criteria: (i) that learners engage with the meaning of a structure before paying attention to its form, through tasks that ensure that target forms are crucial to the successful completion of the tasks; (ii) that instruction in a particular form occurs as a result of analysing learner needs; and (iii) that learners' attention be drawn to a form briefly yet noticeably, "thus achieving a difficult balance between unobtrusiveness and salience".

Different between FonF and Forms- Focused Instruction:

In 2008, Xiaotang made a comparison between Focus on Form (FonF) and focus on forms (Forms-Focused Instruction). Here is this:

Table: 1

Serial No:	Focus on Form (FonF)	Focus on Forms (Forms- Focused Instruction)
1.	The word <i>form</i> refers to language form in general;	<i>Forms</i> refers to discrete, isolated, specific language forms
2.	Learners first engage in meaning; then explore some linguistic features.	Primary attention to form

3.	Occasional shift of attention to form	Most attention to form
4.	Triggered by perceived problems in comprehension or production	Pre-selected in the syllabus
5.	Linguistic features are explored in contexts.	Forms are taught in isolation
6.	Analytical approach	Synthetic approach

Debate to the appropriate method of L2 Instruction:

Second language acquisition has placed much emphasis on the constructs of attention (Zyzik & Polio, 2008). For that people in worldwide investigated in a variety of empirical studies in laboratory settings. To foster the effective second language learning process, people give more emphasis on form-focused instruction, which is defined as "any pedagogical effort to draw learners' attention to language either implicitly or explicitly" (Spada, 1997). But the potential effectiveness of form focused instruction in language classrooms has been debated because of the many variables involved, including the variety of pedagogical procedures (Doughty & Williams, 1998,)

The first group refers to purely communicative instruction, or what they call focus on meaning instruction. For them, teaching with focus on meaning is paramount to spending little or no time on the discrete parts of language; instead, the interest is on the use of language in real-life situations. Such a mode of instruction is apparent in the Natural Approach (Krashen & Terrel, 1988).

The second group as the proponents of Focus on Forms Instruction believes that second language learners could not achieve high levels of linguistic competence (Grammar, vocabulary, phonology) from entirely meaning-centered instruction. Thus, they concluded that instruction makes a difference in SLA and mere exposure to input does not lead to develop into accurate acquisition (Ellis, 2001). It makes a positive difference (Clouston, 2008)

Most of the EFL classes in Bangladesh are dominated by the traditional pedagogy of language teaching methods, such as grammatical instructions or modified form of communicative input, which is not very suitable for EFL classrooms. As noted, a totally implicit approach depends on the availability of subsequent communicative input containing the form, and such opportunities are lacking in the EFL situation. Indeed, there are few opportunities for communicative input.

A second point to consider is sequencing. According to a teaching ability of second language acquisition (Pieneman 1984), certain developmental stages are fixed, whereas some may be influenced by instruction. If grammar teaching can be given when the learner is ready to progress, such instruction could speed up the learner's progress. Although the nature of these stages has not been clearly determined, there is no question of the importance of this hypothesis for the ESL situation. But in the EFL context it provides a strong rationale for introducing communicative language activities into the grammar classroom (Fotos, 304)

Researchers of early 70's have been trying to find out if formal instruction could affect the route of L2 learning in any fundamental way. According to Pienemann the influence of external factors such as formal instructions and learning settings is restricted to the rate and the ultimate attainment of the L2/ FL development (Zahang&Widyastui, 29). At a particular point of development of language, grammar is stable, if assessed through the emergence criterion' (Pienemann, 1998). This can be referred to the situation that an EFL student in our country goes through for a long time of period, from their elementary level till higher secondary level. Grammar rules are installed deeply in their brains,

The recently modified Critical Period Hypothesis (Lenneberg,1967) states that adults can learn L2 or FL very well(Ellis, 1997; Johnson& Newport,1989). Brain-based research further states that learners have the ability to process forms cognitivelyeither consciously or subconsciously (Brown, 2000;Genesee, 2000; Sousa, 2001; Wolfe, 2001) These findings support brain based research on adolescent or adult EFL learners.

Research done by Robinson support one part of the Cognition Hypothesis (Robinson, 2003), in that as far as structures are concerned, form-focused instructions are needed for gaining explicit knowledge which in turn, can access their useable implicit knowledge (Karen L. Ziemer Andrews, 2007)

The instructional suggestions have been backed up by authors such as Bardovi-Harlig (1999), who pointed out the necessity of conducting research about the role of instruction in Inter language pragmatics (ILP) development in order to make stronger the link between ILP and second language

acquisition and foreign language learning.(Ahmed 100)

“There is increasing consensus that form-focused instruction helps learners in communicative or content-based instruction to learn features of the target language that they may not acquire without guidance. Research suggests that both types of instruction can be beneficial, depending on the language feature to be learned, as well as characteristics of the learner and the learning conditions.(Spada & Lightbown, 2008)”

Therefore, this research was conducted to find a probable solution that is, form-focused instructions overuse creates barriers in production of spontaneous speech and writing in secondary level EFL classroom.

English as a Foreign Language in Bangladesh:

In the Pakistan period of Bangladesh, English was the second language communication. Educated and even fairly educated people had to use English for official, professional, educational and other purposes. However, after the war of liberation in 1971, in independent Bangladesh the official status of English language changed to of a foreign language (Ainy, 2009).

Though Bangladesh is a monolingual country, people could do almost everything in Bangla thus not using English in their real life communication. They started facing problem when they were required to communicate in English. Most recently, the EFL situation in post- liberation Bangladesh has regained an important unofficial status (Ainy, 2009). English is used in many government, semi-government and private organization along with Bangla.

Place of English in Secondary National Curriculum of Bangladesh:

English is studied as a compulsory subject in our primary and secondary curriculum to meet specific purpose, e.g. to provide overseas employment, to help to transact foreign trade and commerce and to facilitate higher studies. It is taught also to enable learners to be acquainted with culture, tradition, history and the country in general of the target language and pleasure about the world (Ainy, 2009). Students of Bangladesh are taught English total 12 years in their primary to secondary level.

English and Bangla given the same weight in secondary curriculum of Bangladesh.

The National Curriculum and Textbook committee of Bangladesh has specified that the English syllabus aims to focus on the four skills of listening, speaking, reading and writing as learner-centered activities within communicative contexts. And the objectives of English learning are to help students develop competence in all four language skills, i.e. Listening, Speaking, Reading, Writing, to help students use the competence for effective communication in real life situations, to help students acquire appropriate language and communicative competence for the next level of education, to support them gain accuracy and to facilitate learners to be skilled human resources by using English language appropriately (National Curriculum, 2012/ English/ 6-12) .

Although our national curriculum gives more emphasis on child- centered communicative but in reality , teacher are focused on reading, translation , grammar and writing as these are the exam oriented skills (Haque et al, 1197 cited in Ainy, 2009).

English learning situation in the secondary institutions of Bangladesh:

In Bangladesh educational institutions belong to both government and private sector. But the English learning situations among the institutions are not same. It may vary from institutions to institutions. Ainy (2009) said that “The students in most of the government schools in the rural areas are not aware about the aims and objectives of learning English, except that they have to pass the exams”. Of all the students some benefit from the study of English, no doubt, but some others do not need to study. English is at all for 12 long years by the national curriculum of Bangladesh. Because, English is a compulsory subject for the students of class 1 to 12 in all general school & intermediate colleges of Bangladesh (Bangladesh National Curriculum -2012).

Teaching methodology currently used in English teaching of Bangladesh:

Traditional teaching method (teacher centered grammar- translation method) is used in almost all secondary institutes (School & College) of Bangladesh (Aniy, 2009). For that it is not suitable for teaching communicative English. Teachers give most concentration to meet the requirement of present examination system. That is why; even if a teacher knows how to make his or her learners

practice oral skills, she /he does not find it worth practicing. There is a need for a methodology change in the teacher “foreign” literature to bring it more into line with the learner centered, collaborative approach of the communicative method (Bassnet & Grundy, 1993 cited in Ainy,2009). Communicative Language teaching is to facilitate learners in creating meaning not in developing grammatical structures (Ansarey, 2012).

It is a recognized theoretical model in English language teaching today. Many applied linguists regard it as one of the most effective approaches to ELT. Bangladesh government is also give more emphasis on it.

Ansarey (2012) said that “In Bangladesh, the main focus of communicative language teaching method is to help the students to learn a language so that they can use it to communicate meaningfully in any real life situation. The methods assume that the learners of English language will be able to communicate socially on an everyday basis with native or expert English language speakers. The communicative approach makes teachers and students consider language in terms of the communicative functions it performs in real situations, as well as its structures (vocabulary and grammar)”.

In 1970 CLT was first proposed in England. Now it is a widely used English teaching method in all over the world. Its main function is to permit interaction and communication; the primary elements of language are not only grammatical and structural features but also the functional and communicative meaning. According to Piepho (1981) the objectives of CLT are:

- An integrative and content level: language as a means of expressions.
- A linguistic and instrumental level: Language as a semiotic system and an object of learning.
- An effective level of interpersonal relationships and conduct: language as a means of expressing values and judgments about oneself and others.
- A level of individuals learning needs: remedial learning based on error analysis
- A general level of extra-linguistic goals: language learning within the school curriculum (Qtd in Ansarey,2012)

Ansarey (2012) said in her “Communicative Language Teaching in EFL Contexts: Teachers Attitude and Perception in Bangladesh” research work that EFL teachers of Bangladesh are whilst aware of

the achievements, but they observe many difficulties in implementing CLT in their classrooms. These difficulties stem from four directions, namely, the teacher, the students, the educational system, and CLT itself.

CHAPTER 3: METHODOLOGY

The research method is important as it provides direction to the selection of research techniques, participants and analysis categories (Merriam, 2002 as cited in Banu, 2012). The research method in Education can be qualitative, Quantitative or mixed. It is argued that research questions must lead the methodology and design (Guba & Lincoln,1994). The research question guided the research methodology and design of the study.

3.1 Nature of the Study:

It was an explorative study. For that the Qualitative research approach was accepted in this study. The study applies an explorative approach to explore the teachers' views about teaching through form focused instruction in a secondary EFL class. Here reasons to practice Form Focused Instruction (FFI) and ways to practice FFI method in secondary classes explored. At the sometime students' views about FFI while learning English also be explored.

A qualitative research methodology was used that involved the use of various methods to generate various types of data. In this study mainly primary data is going to be collected. .

3.2 Research Design:

The research design is a blueprint of research which informs the selection of research tools and participations and determination of logical categories for analyzing the collected data (Merriam,2002 as cited in Banu, 2012). The current study conducted by using a qualitative data collection tools. This study involved Semi-structure Interview and Focus Group Discussion (FGD) as the data are qualitative in nature.

3.3 Research area:

The study was basically confined to the Dhaka city.

(a) Teachers

(b) Students of Grade 9-12

This study was included only mainstream secondary schools but was not consider Madrasha and Vocational institutions.

3.4 Participants:

The participation of the study was all secondary school teachers and students of Dhaka, Bangladesh. Here, gender, age and socio-economic conditions of the population did not consider. Though the

topic of the research is Effect of Form Focused Instruction's outcomes in EFL learning: Teachers' and Students' Perspectives

And the objectives of this study were to identify the reasons to practice Form Focused Instruction by EFL classes in Secondary level, to explore the ways to practice Form Focused Instruction in these classes and to explore the students' views about FFI while learning English in this stage. For that participants of this study were the secondary level teachers' and students' of Dhaka, Bangladesh.

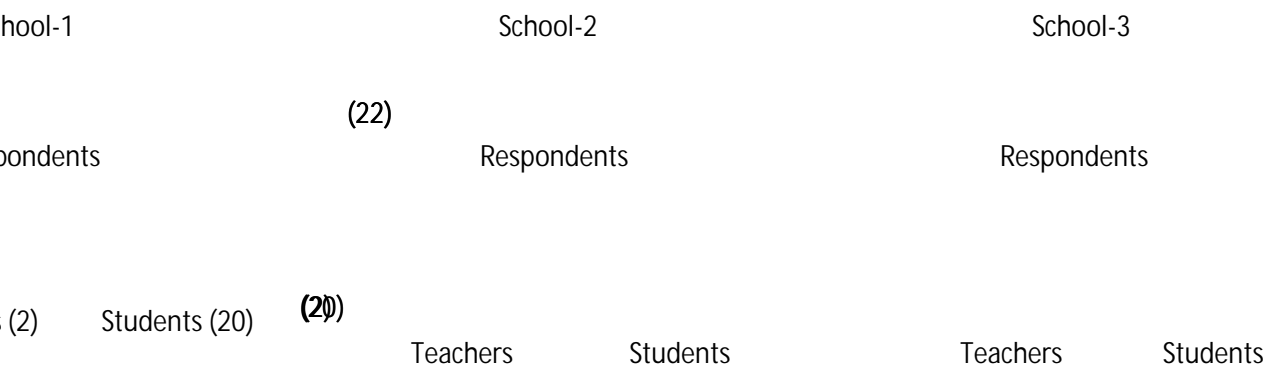
3.5 Sampling Procedure:

Sample of the study were selected from the three different secondary schools of Dhaka city. Having limitation of time and lack of fund researcher was selected the sample purposively. So researcher; at first selected 3 secondary schools purposively then 6 teachers and 60 students were selected conveniently from these three school.

Though this study is for EFL learning classes; for that teachers whose tough EFL were selected for this study. That means teachers' were selected from the EFL class teachers'. Teachers' were selected equally from three different schools without considering the gender, age and socio-economic conditions.

At the sometime students were also selected purposive convenient way for this study. They were selected equally from this three different schools.

3.6 Sample design: (3 Schools)
Sample



3.7 Instruments or Data collection tools:

Two qualitative techniques were used to collect data in this study and these are: Semi- structure Interview and Focus Group Discussion (FGD). The researcher interviews the teachers to identify the reasons to practice Form Focused Instruction (FFI) and to explore the ways to practice FFI in secondary level EFL classes in Dhaka city, Bangladesh.

And the FGD is for the secondary students of these three selected schools. By this tools researcher tried to explore the students' views about FFI while learning English at this stage.

Semi- structure Interview: six teachers were interviewed to identify the reasons and ways to practice of FFI in secondary level EFL classes. Semi- structure questionnaires were made to facilitate the interview sessions. A pilot test was conducted in Chittagong through which the draft questionnaire was tested. Based on the feedback obtained, necessary corrections and modifications were made to the interview schedule.

Focus Group Discussion (FGD): Apart from the interview, a total six FGD's were carried out to explore the students' views about FFI while learning English at this stage. The range of these FGD was 45 to 60 minutes, and the participants of each group were 10 students of secondary level of these selected schools. During the sessions with the students, the researcher used an FGD guideline containing open-ended questions to explore various aspect of research topic. The discussions were audio - taped using a digital recorder. And there was two research assistant with the research to record the discussion by recording and writing.

3.8 The development of research tools followed following steps:

- I. Review of literature and consulting with Supervisor.
- II. Preparing draft tools
- III. Editing the tools as per supervisor's instruction
- IV. Try out tools in Chittagong

V. Try out consulting with Supervisor

VI. Finalizing research tools.

3.9 Data Collection Process:

The researcher conducted the whole data collection process by herself with the help of data recorder in FGD. Approximately, twelve working days in September - October , 2013 employed for data collection.

Before collecting the data researcher got a written consent form the school authority. And all interviews were conducted by the researcher. In interview secessions, researcher used the semi - structured questionnaires to get necessary data from the interviewee teachers. During these secessions, researcher created a comfortable and friendly environment.

In FGD sessions, researcher briefed the roles and duties of the participants in the Focus Group Discussion. Researcher gave the equal opportunity of the participants to talk in this session.

3.10 Data Processing and Analysis:

Data was sorted out manually by various issues and analyzed thematically. The study involved a great deal of analysis that aims to provide a holistic picture. Much care was taken in order to ensure the quality of collected data.

3.11 Ethical consideration:

Every possible step was taken to ensure high ethical standards in completing the study. There was nothing in the study that may be harmful for respondents. No one was forced to provide information. The research objectives were clearly explained to the respondent before data collection. Only those who were willing to provide information were interviewed. The researchers abstained from collecting data from those who denied or show any kind of disinterest in providing information. Thus, verbal (and written, when applicable) consent of the respondents was taken before collecting data. The researcher was highly committed to the respondents to keep the privacy of their information and source of data as well as put heartiest endeavor to be unbiased in collecting data. The research report will not reveal the identity of the respondents. A promise of maintaining confidentiality will be done at the top of each questionnaire and checklists.

CHAPTER 4: ANALYSIS & FINDINGS

Analysis:

The researcher conducted the whole data collection process. Approximately twelve working days in September to October, 2013 were employed for data collection. Data were sorted out manually by various issues and analyzed thematically. The study involved a great deal of analysis that aimed to provide a holistic picture. Much care was taken in order to ensure the quality of data collection. The researcher interviewed six EFL teachers from three different secondary institutions (schools and colleges) and conducted FGD with the secondary (class 9-12) students of these institutions to ensure the quality and validity of the research. The interviews with the teachers were arranged separately in separate places to avoid getting biased data. All of the interview transcripts were made by the researcher. Some category headings were generated from the data and under these all of the data were accounted for. The supervisor was asked to verify the seeming accuracy of the category system and after discussion with him data analysis was finished.

There is no universal way of presenting qualitative data as each qualitative study is unique (Merriam, 1998). The best way therefore is to present the data in a format that is easy for readers to make sense of the study and draw their own interpretations. In this study the data are presented and analyzed in the order in which the study was conducted. I have used acronyms to represent actual comments of various participants.

FGD= Focus Group Discussion

Interview

Teachers' views on Grammar teaching:

Most of the interviewees said that students should teach grammar because without grammar learning a student will never be able to learn English language properly. Among of them, Interviewee #1 (September 10, 2013) said that *“It is mandatory by the National Curriculum of Bangladesh, so we must need to teach grammar according to the curriculum”*.

Most of the teachers said that they teach grammar to their students as per grammar rules. Here it is to be noted that some teachers have also said that it depends on students' needs, and ability level of learners. Interviewee # 6 said that *“Depend on student 's ability..... If they are already proficient then they no need to teach rules, but still as a teacher I would defiantly teach grammar”*

One interviewee teacher also said that students should be taught grammar. Without grammar their language learning is not completed effectively. Teachers also think that grammar is the heart of any language. Without grammar learning it is impossible to learn any language properly. For that reason they have to learn grammar first.

Interviewee #4 (Date October 19, 2013) said that *“grammar means the rules and structure construction”*. After learning grammar they have to practice them.

Teachers' thought on effective English teaching:

“First of all we teach rules to the students' then give example, work to do in class” (Personal communication: Interviewee #2. Date September 14, 2013). Some teachers also said that there are too many methods in the field of English language for teaching effectively.

By these methods students get the chance to explore and learn English as a foreign language. Interviewee # 3(September 18, 2013) said that *“there is no exact method. But there is another thing that we have a full fledged syllabus and curriculum. So we have to teach them according to that, because exams are set from those areas”*. They also said that they learned these methods of teaching English during their training and from senior and junior trained colleagues. They teach their students the basics of grammar, then they teach rules.

That' means their effective teaching method is mainly grammar based. Mainly, they teach grammar to their students in their English classes of secondary level. They instruct their students through the lecture methods. It is interesting that most of interviewee teachers said that the use the board to explain the rules and structure of grammar.

Techniques to link the grammar items to teach Communicative English:

Most of the Interviewee teachers ' were not aware of ways to link the grammar items to teach communicative English. Their main intention is to teach grammar and they are not much conscious to teach communicative English. They give more emphasis on finishing syllabus and not focused on what their students learn. Their teaching activities are mainly exam oriented not communicative competency oriented.

Interviewee # 2 (September 14, 2013) said that *“these techniques are given in textbook and I follow the textbook exactly”*. He also said that *“Nowadays books are very nicely written, in a word teacher friendly”*.

Ways to teach grammar:

Almost all interviewee said that they explain the grammar rules and structure to their students in their English classes. That' means they teach grammar through explanation.

“I do explain those rules, because without rules they will not be able to do their exercise, and other class work regarding English language” (Personal communication: Interviewee #6. Date October 23, 2013). At the same time one interviewee (Interviewee# 4) said that students need to learn grammar structure and rules properly that is why he teach them with extra effort. It is interesting that most of teachers said that they use the board to explain the grammatical rules and structure.

Student' participations:

Almost half of the total interviewee teachers said that they gave the opportunities to the students to participate in their English classes. All teachers said that they gave classroom practice activities from the Textbook. Interviewee #5 said that *“As the communicative way of teaching has captured a big part of the student's interest, we have to practice them in the class”*.

Most of the interviewee teachers said that they assessed their students' classroom practice work regularly. And they give teacher feedback about how students' work and how accurately they learn and where they have misunderstandings.

Extra class load and High teachers' - students' ratio:

“Our class duration is not enough to practice communicative approach of EFL teaching and the teacher- students' ratio in EFL classes is very high. So, these are extreme barriers to conduct EFL classes through CLT approach” (Personal communication: Interviewee #6. Date October 23, 2013).

The most of teachers expressed the same opinions.

Thinking on Traditional methods of instruction:

“I think without traditional grammar teaching, actual language is not learnt properly....there will be always a gap. So it is always better to know the rules before you practice. Communicative way of teaching is also good, but it is half done method, it only helps to communicate, not to write correctly, nor to be grammatically correct “(Personal communication: Interviewee #4. Date October 19, 2013).

All interviewee teachers gave most emphasis on grammar based English learning process. Some of the teachers said that they learned grammar in a traditional way and they have trust on it. Here it is noted that Interviewee # 1 said that *“I have learned grammar in a very traditional way, I do have a good capture on the language. So I think my students will also be helpful from learning grammar”* (Personal communication: Interviewee #1. Date September 10, 2013).

Some also said that traditional grammar has its own way to get into language deeply and they also believed that if the rules are once acquired by a student, he/she will never forget them.

Although one of the interviewee teachers said that his belief about the traditional grammar based

teaching method has changed a little bit....incase of good different ways of teaching methods, but not leaving the grammar rules (Personal communication: Interviewee #3. Date September 18, 2013).

Teachers have no concern about the communicative way of language instruction. Some also think that the grammar teaching is still very effective.

Focus Group Discussion (FGD):

Starting of English learning:

Different students started learning English at different ages. Participants of the first FGD mainly started their English learning from class-1, 5, 6, 7. Most of the participants of all FGD started their English learning from the class-1. Although some participants of the FGD #2 started their English

learning at age -play, or nursery classes

Ways to learn English:

Most of the participants of the class 9, 10, 11, 12 said that learning grammar is their only and one way to learn English. They learn grammar from the grammar book in a straight way with the assistance from their family members and teachers. They said that their teachers took their English classes on the basis of traditional GTM method. They did not like this way of teaching, but without grammar knowledge they are helpless, because there is no other way they had been taught (FGD #1: September 20, 2013). Most of the groups' participants said that they have little time to practice English in the classroom.

Only FGD # 6 said that *“Sometimes they were given passage for reading exercise, they prefer that type of learning, with the proper assistance from their teacher”* even though, there have been the instructions to give more emphasis on practice to improve the language skills in the national curriculum and textbooks for secondary level.

Interest on grammar learning:

Most of the students did not like to learn grammar directly, although a few of them said that without grammar knowledge they are helpless. But all of the participants welcomed the change of English teaching method from their heart (FGD # 6: October 19, 2013). They hated to learn grammar rules by heart. Rather they are happy now that they have creative learning opportunities. They wanted to learn in an interactive and innovative way, not in a traditional way.

FGD # 4 said that they hated to learn essays by heart, as they had never taught how to write their own essays. They were not taught vocabulary and their use in a proper way. They just learned some

grammar, which they are still unable to use accurately. But they successfully remember all the rules.

Nature of their English classes:

Their English classes are conducted by the lecture method of instruction. Sometime their teachers also use board to explain the grammar rules and structure. That ' is almost one way process of instruction. They have little chance to practice in the classroom. Although some participants said that frequently they got the chance to practice English in their English class. They also said that their English teachers assessed their practice work and gave feedback.

Interest on changing English teaching method:

All participants always wanted to escape from the traditional grammar based teaching methods. They did not like this way of teaching. They expected the change of present teaching method. They want to learn in an interactive and innovative way, not in a traditional way.

Students' belief about effective ways of English learning:

Most of the students said that the most effective methods of instruction is that method that will give them practical language learning opportunity and that will make them more competent in English. They gave more emphasis on communicative methods of instruction where four skills (reading, writing, speaking, and lessening) get equal priorities

Findings:

Conflicting views on Instruction:

Teachers' views regarding English language instruction are totally different from students' expected English language instruction methods. Teachers gave emphasis on traditional grammar oriented teaching method. But on the other hand students expect the participatory and practical based communicative learning methods. Moreover, the national curriculum of Bangladesh gives more emphasis on communicative learning.

Positive attitude towards English:

Both teachers and students show positive attitude toward English. Both of them have the positive attitude toward English learning. Both of them know the importance of English language learning.

Traditional method of instruction:

Almost all teachers and students said that their English classes are conducted by the traditional grammar oriented Form Focused Instruction. Teachers mainly depended on this method to conduct their teaching -learning process in the secondary level classes.

Teachers' oriented teaching:

In the secondary level English classes of Bangladesh are mostly teacher oriented. That ' means teaching process of these classes is one way process. Here everything depends on the teachers ' interest. Students' interests are not considered.

Exam oriented teaching:

All functions of the English classes in the secondary level of Bangladesh are exam oriented. Teachers give more emphasis on exam than students' learning. That is why the use Form Focused Instruction as their method of instruction in their English classes. They thought that traditional form focused instruction is most suited to the students to do better in their exam.

Textbook oriented teaching:

English teachers of Bangladesh rely more on textbooks. They think that textbooks are well written and these are teacher friendly. That is why they gave their student practice work from the textbook.

Syllabus oriented:

Teachers are syllabus oriented. They arrange all their activities to finish the syllabus. They conduct their daily lessons to finish the syllabus on time. That is why they use traditional form focused instruction; because they believe that traditional grammar oriented form focused instruction is teacher oriented and teachers' friendly.

Students' interest not considered:

Through the whole English teaching process in Secondary level classes in Bangladesh, students' interest and opinions were not considered. Students expect change to from the present form focused instruction. They like the communicative English learning process.

Less practical opportunity:

Teachers mainly gave lectures about different rules and structure of grammar. Although, some teachers also used board to explain different forms of grammar rules and structures, student' participation is rare in these classes. Less practical knowledge gathering opportunities are available for the students in the secondary classes of Bangladesh.

Not interactive:

Though English teachers of Bangladesh are mostly rely on traditional grammar oriented form focused instruction, there offer less participation opportunity for the student. English classes in Bangladesh are less interactive.

One way method of Instruction:

Traditional grammar oriented form focused instruction is a teacher oriented teaching method. And the method of English teaching in Bangladesh is traditional grammar oriented. For that teachers are at the centre of the teaching process of secondary classes in Bangladesh. That is why it is a one way method of instruction.

Not innovative:

Though English teachers of Bangladesh are syllabus and textbook oriented, so they are not interested to innovate any new topic, technique, process into their traditional teaching methods. So innovation is absent in the secondary English classes of Bangladesh.

Grammar as an obstacle in smooth language learning:

Secondary students of Bangladesh thought that grammar is an obstacle to their smooth language learning. Grammar made them confused. It made them always busy guessing if a certain item is right or wrong. They expect communicative teaching method for them in their English language classes.

Extra class load:

Most of the said that they have extra class load. For that they cannot be able to give the practice opportunity to their students. They also said that it is a time consuming.

High teachers' - students' ratio:

All most every teacher said that in their EFL classes' teacher- a student is very high. It may 50 to 60. They think that it also hamper the proper use of CLT approach.

Teachers' unwillingness to use Traditional grammar method:

Almost all teachers did not agree to change the traditional grammar based form focused instruction. They thought that without traditional grammar teaching, actual language learning is totally impossible. There will be always a gap. So it is always better to know the rules before you practice. They thought that communicative way of teaching is a half done method; it only helps to communicate, not to write correctly, nor to be grammatically correct.

Discussion:

Globally, it is accepted that modern teaching is a two- way process (Chen, 2011). But the present secondary level English teaching scenario of Bangladesh are the totally different. Most of participants of this study said that their classroom English teaching is a one way process. On the other hand, these are also the teachers centered teaching process. But modern education systems of the world give the more emphasis on child center teaching method.

Most of the English classes of Bangladesh are conducted in the traditional lecture method of instruction. But almost all developed and developing countries give more emphasis on child centered or child oriented teaching methods. Modern education systems are giving more focus on student's interest and expectation. But the scenario of our English classes does not look like that. Teachers are giving their full concentration on exams. They are more eager to finish their curriculum and syllabus in time.

English teachers of Bangladesh conduct their classes with the grammar based form focused instruction. They teach their students grammar through formal instruction. But it is claimed that language should be acquired through natural exposure, not learn through formal instruction (Hassaji & Fotos, 2004). At the same time, secondary level students also dislike this grammar based English teaching process.

It is therefore believed that formal grammar lessons would develop only declarative knowledge of grammar structures, not the procedural ability to use forms correctly, and there is no interface between these types of knowledge since they exist as different systems in the brain (DeKeyser, 1998,

2001; Ellis,2001; Skehan,1998 cited in Hassaji & Fotos, 2004). Similar opinions have also been expressed by the participant students of this study. They think that grammar based form focused instruction make them confused.

Is this study, it was found that most of the English teacher thought that they should teach grammar to their students, they also thought that without grammar their students will not be able to learn English properly. But it not correct at all, because the natural process of language learning is the most effective way of any language learning.

Practical classroom practice of English language teaching and the national curriculum instruction are not alike. National Curriculum (Secondary Level) of Bangladesh gives most importance to communicative learning. The National Curriculum and Textbook Board of Bangladesh has specified that the English syllabus aims to focus on the four skills of listening, speaking, reading and writing as learner- centered activities within communicative contexts. But the real scenario of Bangladesh English classroom is totally different. English teachers of Bangladesh give their full concentration on grammar teaching on the basis of Form Focused Instruction (FFI).

Traditional grammar based form focused instruction would develop the declarative knowledge of grammar structure and rules and make confuse and reduce the confidence of the students to use the language fluently. On the other hand, Communicative Language Teaching improves the students' abilities to use English in real life contexts (Littlewood, 2007 cited in Ansarey, 2012).

Bangladeshi English teachers are focused on examination and exam orientated skills of their students. Similar results are also found by the Haque et al (1997). They found that English teachers of our country are focused on reading, translation, grammar and writing as these are the exam oriented skills.

All the respondents of this study had shown the positive attitude towards English language and the importance of English learning. That is similar to Ansarey's (2012) findings.

Most of the students of this study said that their interests are not considered in their English classes. They have little opportunity to participate in English classes.

Teachers have believed on form focused instruction. They think that they learned English in the same form focused instruction way and now they are good in English so in this way their students are also will be good in English. The same results were also found by Zalal (2012).

Recommendations:

Base on the findings the followings recommendations are to improve the present English teaching practice and make the teaching more effective. The recommendations are:

- Further research with larger random sample and with different population groups from different parts of Bangladesh should be undertaken.
- Student- teacher ratio should limited in 1:30 or 1:40 within a logical time (Moniruzzaman Mia Education Report -2003)
- Make the English classes' child centered not teachers centered.
- Match the curriculum and current assessment system of English. Give more focus on students' communication skills.
- Students' poor communicative abilities are a the very concerning problem in English language teaching. Take necessary steps to overcome the problem.
- Students' low motivation is also another important problem in English teaching. Motivate the students.
- Make teachers aware the need to make the English classes more effective.

- Give the priority to students' interest.
- Make the classes interactive and participatory.
- Create a communicative environment in all English classes of Bangladesh and ensure the participation of all students.
- Class size should not be large.
- Class load of the teachers should decrease.
- Conduct formative assessment and give feedback.
- Increase the number of teachers appoint new teachers where needed.
- Class time needs to be increased for carrying out activities of communicative language teaching.
- Ensure that all teachers follow the government instructions on English teaching.
- It should be insuring that every teacher will be providing feedback on their student learning.
- Teachers must provide all students learning feedback. And ensure participation of all students in the

learning process.

- Every school should have a monitoring cell which will observe the classes of the teachers and give report to the head teachers.
- Give more concentration on Peer group discussion.
- Ensure all educational facilities in schools that are available for effective English learning.
- Develop teacher' student' relationship and ensure child friendly environment in classroom.
- Develop parents' teachers' relationship and communication.
- Teachers and Head teachers should make contact with the parents. Parents will give the information about the learner's activities at home and learning process. So the teachers, students and parents could be concerned about the procedure.
- For fruitful group work, the group leader should be selected randomly.
- There should be a procedure where students can give their feedback about the teachers without any fear.

Conclusion:

The present study intended to explore the teachers' views about teaching through form focused instruction in Secondary EFL (English as a Foreign Language) classes. Based on their opinions almost all EFL teachers of Bangladesh are using grammar based form focused instruction to conduct their English classes.

In order to explore the teachers' views six semi structure interview of EFL teachers' and six focus group discussion (FGD) of Secondary students' were conducted to answer the research questions and to fulfill three specific objectives, to identify the reasons of EFL teachers to practice form focused instruction, to explore the ways to use FFL in Secondary English classes and to evaluate the students views about FFI while learning English at this stage.

The study explored that most of the teachers of secondary EFL classes are teaching various types of grammar structure and rules to their students' by traditional form focused instruction and they think that FFI is the most effective way to teach English. They are not aware of their students' interest and expectations. They are more focused on their students' result and examination. Mostly English teaching of secondary level in Bangladesh is a one way process and teachers' are using lecture methods to teach.

To sum up, from the analysis, it can be concluded here that the present EFL teaching situation of Bangladesh is very concerning. School authority and government should take necessary steps to make the EFL learning more effective.

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Appendix

FGD QUESTIONS:

For Students

1. Could you tell when (age) and where (school/home) did you learn English?
2. Did you like learning grammar while you were learning English? Why or Why not?
3. How can you describe the way your teacher taught you grammar at the school and at the school now?
4. How did you like those ways of grammar teaching?
5. What did you believe were the effective ways of learning grammar?
6. Have your beliefs about effective ways of grammar learning changed now or do they remain the same?
7. What has made you change or not change your beliefs about effective ways of grammar learning?
8. How effective do you think traditional grammar learning helps learning English better? Why do

you think that?

INTERVIEWS QUESTIONS:

For Teachers

1. Do you think students should be taught grammar? Why do you think that?
2. If students should be taught grammar, should they be taught the rules? Why or Why not? If yes, how should the rules taught?
3. When teaching grammar, do you change your lesson plans? What makes you change or not change your lesson plan?
4. What are your ideas about effective ways of teaching English? Where do those ideas come from?
5. How do you choose grammar items to teach Communicative English? What factors affecting your choice of grammar items to teach? Why do you choose them that way?
6. How do you structure your English language lessons to be an effective one, i.e. into what stages do you divide your lessons? Why do you structure your lessons that way? What are the aims of each stage? What are your common activities in each stage? Why do you think students should do those activities?
7. How do you often present grammar items in the classroom? Where do those ideas of presenting

grammar come from? How do you know the way you present grammar is effective?

8. When teaching grammar in language class, do you explain grammatical structures or rules to students? Why and why not?

If yes, how do you analyze grammar to your students? Where did learn that way of analyzing grammar? How do you know the way you analyze grammar is effective?

9. How do you have the students practice grammar in the classroom? Why do you have them practice that way? Where do those ideas come from? How do you know it is effective to your students?

10. Do you correct your students' grammatical errors, and provide feedback in the classroom? Why and why not? If yes, how do you often correct them? Where do your ideas of error correction come from?

11. In general, what do you believe are the main characteristics of effective language learning, traditional grammar teaching or in communicative language teaching? Why do you think that way?

DATA COLLECTION

Some response from FGD, and Interview

Students FGD : 1

1. Different student started learning English from different classes, such as class- 1, 5, 6, 7.

They started learning from grammar book straight away,

2. They didn't like to learn grammar they way they were taught.

3. Listening part has been added to their books and curriculum , they are happy, but there is no implementation of that part in their class, ie, there is no practice.

4. In a very traditional way. GTM method.

5. They did not like he way of teaching, but without grammar knowledge they are helpless, because there is no other way they were been taught.

Sometimes they were given passage for reading exercise ,they prefer that type of learning, with the proper assistance from their teacher.

6.They want to learn in an interactive, and innovative way, not in a traditional way.

They like multiple choice for grammar practice, not in a FFI way.

listening and speaking practice, to improve their communication in English.

FGD: 2

1. They started learning English from very little age- play, nursery class. They got guidance from their parents as well, along with the teachers' assistance from school.

2. Some students said yes - some said no. There was a Mixed reaction from students.

3. Yes they have noticed, they have welcome it from their heart and happy to be a part of this change of English teaching method.

4. They have noticed that nowadays only those teachers take their English class who are competent to teach English, not like before such as a maths, or geography teacher is teaching English.

5. They did not liked at all the traditional way of teaching. They always wanted to escape from that method , that is why they have neither learnrt grammar, nor they can cope up with the fast track communicative learning now. Still they are getting interested towards English learning now.

6. They have now reached to a level of fluency, they like TBLT (Task based language teaching)

They are now happy with their teachers' teaching ,and the text books they are following.

FGD: 3

1. Some started learning English from the age of 3 at home, But at school they were taught from class 1.

2. They did not like to learn direct grammar, They liked those teachers who taught them with lots of examples, ideas, and then the grammar rules.

3. Change is all over the world, so in English teaching they have experienced step by step so many changes. Some times in text books, in teachers teaching methodology,

4. They hated to learn grammar rules by heart. Rather they are happy now that they have creative section.

5. those way long before was not effective at all, but still they had to learn them in order to apply while constructing correct English (production of a foreign language needs some sort of rules to be followed

6. Listening should be taught with extra importance, because if they can't understand by listening, then how will they communicate.

Some traditional minded teachers are still practicing their old method of teaching, that is creating an obstacle in their smooth learning.

FGD: 4

1. This group started their English journey from class 1.

2. They hated to learn essays, as they were never taught how to construct their own essays. They

were not taught vocabulary and their use in a proper way. They just learned some grammar , which they are still unable to use accurately. But they successfully remember all the rules.

3. There is a vast change, they're wishing if they could have such good books, and exposure to the language as now students get.

4. They were important rules, still they are important... but at the same time the application was not taught properly, that's why they are still struggling with their English.

5. They want to learn in a mixed method. They value the grammar and direct method, but they want to learn accurately, and for the purpose of their daily use, not only for bookish purpose.

6. Practice makes men perfect, so practice speaking among friends, teachers, family...it will build a confidence and trigger their fluency, then slowly they will start for accuracy in English language.

Teachers Interview :1

1. Depends on the curriculum - if it is mandatory to teach grammar rules then they should be taught accordingly. Grammar makes any language learning stronger, and perfect.

2. Depends on students. If they are already proficient then no need to teach grammar rules, but still as a teacher I would definitely teach grammar.

3. Changes depends on students understanding.

4. teaching grammar in a deductive way,

Give them brainstorming time,

Take feedback from students,

Give my opinions, not pressurize them with my methods.

5. Group work/ communicative way

6. I follow the lesson plan, the curriculum set by the school authority. Sometimes I make some extra notes, or activities to get my students involvement, and interest.

7. Read out rules from the books, then explain those rules with examples. I think this is a good way to reach students understanding level.

8. Yes, I do explain those rules, because without rules they will not be able to do their exercise, and other class work regarding English language.

I check their class work , or given task. This is how I can understand which student could

understand or not.

9. Activities given in the textbooks my students practice grammar. These books are well written, and used for many years for English language learning.

10. They are changed only for the changes of the textbook, but I still believe that without grammar language can not be taught.

11. I have learned grammar in a very traditional way, I do have a good capture on the language. So I think my students will also be helpful from learning grammar.

12. Traditional grammar has its own way to get into the language deeply. If the rules are once acquired by a student, he/she will never forget them.

13. Yes I do correct my students and give them feedback, to learn the specific rule that they have made mistake on.

14. I think we do not have enough , and proper trained teacher to teach in a new method all ao a sudden, . We are teaching from a long time, we can not suddenly change our methods, even they are good. It will take some time to change.

Interview: 2

1. Grammar should be taught. Without grammar learning a student will never get to learn English language properly.

2. Depends on the students need, and ability of language level.

3. Yes of course, they should learn rules with proper demonstration, examples.

4. First teach them rules then give examples, work to to in class etc.

We take ideas from trained teachers, and senior colleagues.

5. Teach them the base of grammar, then teach rules,

6. Make lesson plan accordingly to finish the syllabus of course, but still keep in mind to reach the level of the students understanding. But most of the time failed. Because must finish syllabus before exam.

7. As it is given in the text books, nowadays books are very nicely written, in a word teacher friendly.

8. Yes structures and rules should learned properly, that is why I teach them with extra effort. The

way I analyse or lecture my students they are able to follow those , and produce them accurately. This is how I know that the way I explain is useful to them.

9. Yes we do have practice, its given in the text book, As the communicative way of teaching has captured a big part of the students interest, we have to practice them in the class.

10. Yes the grammar teachings are still very effective. But they are delivered in a different way, and for that we must take special training.

11. Grammar learnings are always there , and it will be there always. Maybe the system will change, like as in deductive way, or communicative way, but without grammar English language learning will not be learned by the students correctly.

12. Our teachers learnt in that way, we learnt in that way....now students are very demanding, they do not want to learn or work hard on studies, that is why they don't like grammar.

13. Yes ,we do correct their grammatical errors, these are dangerous. Once they are used to write, or speak wrong grammatically, they will never be able to correct their errors by themselves.

14. I think without traditional grammar teaching ,actual language is not learnt properly....there will be always a gap. So it is always better to know the rules before you practice. Communicative way of teaching is also good, but it is half done method, it only helps to communicate, not to write correctly, nor to be grammatically correct.

Interview: 3

1. Yes of course, they should be taught grammar. Without grammar language learning is not done .

2. Yes, Grammar means the rules, structure construction etc....they should learn the rules, and then practice them.

3. If any student fails to understand I take personal care of them...but normally I do not change my lesson plan, because it hampers the whole class, and we have to maintain a syllabus.

4. Now a days there are lots of methods, students get chance to explore and learn. So there is no exact method. But there is another thing that we have a full fledged syllabus and curriculum. So we have to teach them according to that, because exams are set from those areas.

5. I choose as it is required in the syllabus. Sometimes I bring some of my own ideas, such as dialog practice , by giving them daily life situation.

6. It is already structured...I just have to pick chapters and teach them.

7. Rules -then example, they learn, and then give them task to do in the class.

8. We write them on the board...and try to explain them with examples. They are effective.

9. Chapter wise they proceed, They know the rules and then they practice them in the class.

10. My beliefs has changed a little bit.. in case of good and different ways of teaching methods, but not leaving the grammar rules.