Classroom Monitoring: Degree of Implementation in Schools of Bangladesh

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Abstract

This research attempts to find out the types of classroom monitoring techniques used in different Bangladeshi schools at secondary level, while teaching and learning English. And what type of monitoring method is preferred and used by their teachers. There are various techniques of classroom monitoring; this paper will discuss about three techniques. They are: elicitation, motivation and error correction. All of these methods are important for improving their second language learning, but the preferences vary towards a significant method among the teachers for this level of students. The hypothesis of this study is: the teachers prefer what extent of using these techniques in secondary level. To test the hypothesis, an interview session was arranged with the school teachers and a survey questionnaire was given to each of them to know their perception about different classroom monitoring methods. Also students' questionnaire scripts were collected to find out the current scenario and types of monitoring practiced in their learning. Along with that, the study will look at the reasons of challenges and difficulties of implementing classroom monitoring techniques in our context. Then the collected data were analyzed.

After analyzing the responses of the teachers and the students' written copies, some recommendations were provided to make an effective use of these different classroom monitoring techniques. Also some recommendations were given how the challenges and difficulties can be handled with ease in our classroom context.

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Chapter One- Introduction

1.1 Research Topic:

In our country the English language has significance on its own. It is the second language of Bangladesh. While learning English as a second language, students face a number of obstacles like lack in understanding the topic, not feeling motivated about the class or topic, doing errors in their writing etc. So here comes the responsibility of teachers to facilitate the students to triumph over this difficulty. Classroom monitoring plays a vital role in improving these difficulties in teaching language. The main responsibility of this monitoring depends upon the teacher and his main duty is to create the condition in which learning can take place. Success of the teaching depends on the environment of the classroom, attitude, intention and personality along with the association with the learners. There are few techniques which are used in classroom monitoring like elicitation, motivation and error correction.

1.2 Problem Statement:

Considering the situation of English language teaching in Bangladesh, this research work is necessary. As it looks into the issues and problems of applying elicitation, error correction and motivation in classroom from teachers' perspective, and help particularly the Bangladeshi students. Few researches have been conducted considering teachers' belief and opinion regarding using elicitation, error correction and motivation methods in classroom. Among these researches, only some of them focused the difficulties and challenges of using error correction method in Bangladeshi context. In Bangladesh, most of the schools have their own problems. As, sometimes classrooms are too big to maintain, or there are plenty of students are being taught

together in a small classroom. Both of these conditions are really difficult to handle by a teacher. As a result teachers find it difficult to implement elicitation, motivation and error correction method in classroom properly.

1.3 Significance of the study:

Particularly this study is going to represent the current scenario of the Bangladeshi students who come across many difficulties in learning English as a second language. One of the main reasons is teachers are not aware enough to use classroom monitoring methods in classroom. Even if they are using those methods in classroom, they only stick to one method and avoiding the others. May be the other method can work better on the students, but they never attempt to use it in the classroom. This study focuses on effective classroom monitoring method by using the tools like error correction, elicitation and motivation. Because, if at this level students are not taught of using this method in class by the teachers or not motivated or implemented then their learning practice may hamper. Only classroom monitoring method in classroom by teachers is not a solution of this problem; also the teachers have to be concerned with its usage. So that students feel comfortable while adapting the method in classroom. Furthermore, the research may help the teachers to get an idea about handling the difficulties of implementing this method in our context with ease. If they can make an effective use of classroom monitoring method in classroom that will positively facilitate students writing.

1.4 Objective of the study:

Objective of this study is to explore the preferences of teachers' about using a particular classroom monitoring method in different schools of Dhaka city. Classroom monitoring is not all about just monitoring student it also includes other topic such as interaction between teacher and student, proper feedback, correction, elicitation, motivation etc. Though class room monitoring is a vast subject for that it is not possible for us cover all the topics but we are just focusing on elicitation, error correction and motivation. The study will show what types of monitoring our students require in their writing. The difficulties and challenges of implementing classroom monitoring system in Bangladesh will be focus on the report.

Though, English is taught mandatory in our secondary and higher secondary level despite that most of the student has some problem with it. Moreover, most often it is found that majority of the teachers are either not aware of class room monitoring techniques or simply do not follow the system properly. In addition to this problem, another major difficulty is the infrastructure of schools. Most often it is found that class room are high congested on an average 40 to 50 or even more student in same class. Another important factor is the teacher, it does not matter that how well design your monitoring system or how well infrastructure you might have all will fail if you do not have well trained teachers. For that reasons, there should proper facilities to train up teachers. Moreover, the system has to create a learning environment which motivates the students to learn. If the teachers are motivated and enthusiastic, they can enrich the study materials and make it more interesting to the student. So, for that reason it has become very difficult for the teacher to follow up every student. The report will try to present how an effective

use of classroom monitoring method helps the teachers to have students feel motivated in classroom.

1.5 Research Question:

The aim of the research was to know the answers of following questions

• How feasible is Classroom Monitoring in Bangladesh?

• What are the difficulties and challenges that Bangladeshi ESL/EFL teachers face in implementing Classroom Monitoring in their English classrooms? How and to what extent these difficulties can overcome?

1.6 Methodology:

With a view to conducting a research study, what is necessary is to design the framework and select the appropriate research methodology. A research design is simply a framework or a plan for a study that may be used as a guide in collecting and analyzing data. On the other hand, the research methodology is a way to systematically solve the research problem. Methodology means the underlying principles and rules of organization of a philosophical system or inquiry procedure.

There are various methods of conducting the research, such as- Interview Method, Observation Method, Historical Method, Statistical Method, Questionnaire Method and the like. Given nature of the present study, it is required to collect data from the primary and secondary sources.

This is a primary research. All the data collected in this research are from direct sources not from any secondary sources. The methods employed for conducting this study are:

• To study the theoretical aspects for the development of the study, library and internet help were taken.

• A survey was conducted among teachers to know their perceptions and ideas towards using classroom monitoring method.

• Students written copies were collected to get to know the types of motivation they need, how elicitation performed in the class and what error they usually do.

• An interview session took place to know their views on classroom motivation method along with the problems of applying classroom monitoring method in classroom.

1.7 Limitations of the study:

This thesis is done for academic purpose for fulfilling partial requirement of the researcher's bachelor's degree. During the time of preparation of the paper, I have faced several problems such as-

- Time constraints.

- Only the participant of four schools is chosen that do not necessary represent the whole realistic picture.

- The sample has been taken only from the Dhaka city as a result it does not represent the whole country.

- Very small sample has been analyzed to show concrete evidence.

- Lack of proper standard and comprehensive guidance system to compare with.

- Different schools have different system which some time very confusing.

- Lack of collaboration from the schools as they are not willing to share information.

- Long held believes and perceptions of the teachers.

- Difficulty in getting permission for interviews and surveys at the school.

- The report only focuses on secondary class student.

- Public holidays and various board exams during which schools remained close.

- Political instability and law and order situation.

- Lack of personal knowledge and ability.

Chapter 2 – Literature review

2.1 Monitoring:

In general term monitoring can be defined as a systematic and routine observation and collection of information of an ongoing projects or programs. It can be more specified as "Monitoring is an intermittent (regular or irregular) series of observations in time, carried out to show the extent of compliance with a formulated standard or degree of deviation from an expected norm" (Brown, 2000). According to Kiesler & Sproull (1982) "Monitoring is a system of activities with three critical components: it requires the regular collection of information; it requires an evaluation of that information; and, most importantly, it requires that the evaluation result in an institutional action." From the definition we can say that monitoring a system require regular collection of information and after that evaluation of that information and to take necessary institutional action if necessary.

When we talk about class room monitoring, we can define it as, activities perused by teacher to keep track of student learning for purpose of making instruction decisions and proving feedback to student on their progress. When a teacher speaks of classroom monitoring they generally refer to following teacher behaviors-

- Questioning students during classroom discussions to check their understanding of the material being taught.
- Circulating around the classroom during classwork and engaging in one-to-one contacts with students about their work.

- Assigning, collecting, and correcting homework; recording completion and grades Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding

- Administering and correcting tests; recording scores

- Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction (Kathleen Cotton, 1988).

Not only limited to that, it has also included a wide range of activities such as – attendance maintaining, interaction with student, relationship among students, classroom environment etc.

2.1.1 Types of education monitoring:

Education monitoring system can be defined from many perspectives. Carig E. Richard (1988) has classified education monitoring in to three categories. They are-

- Monitoring for regulatory compliance,

- Monitoring for instructional diagnosis/remediation, and

- Monitoring for school performance outputs.

2.1.1.1. Compliance monitoring:

Compliance monitoring is one of the oldest from of monitoring and the purpose of it is to ensure that schools are running their operation in predetermined standard. It inviolable wide varieties of thing like- safety standard, cafeteria, teacher credentials, school bus condition, fire extinguisher and other safety equipment's etc. One of the major differences between compliance with other is that in only focus on input and governs by series of rules and regulations.

2.1.1.2 Diagnosis monitoring:

Diagnosis monitoring is a special sequence of activities that aims to improve students understanding of the curriculum subject. In diagnosis monitoring, student are pre-test to determine the current level of the student and then the instructor focuses on those subjects until they have good understanding on the subjects. Based on post-test result the teacher develops a remediation plan that includes reinstruction, practice and further practice. In this way they try to make sure that every student has mastered the subjects.

2.1.1.3 Performance monitoring:

Performance monitoring is the process of monitoring current level of performance of the school comparing with the other schools and institutions. It is quite opposite to compliance monitoring where focus is given on outcome of the result. For example, HSC and HSC or O/A level results can be used as tool to compare with other schools and to determine the current performance level of the school.

2.1.2 Comprehension monitoring:

Comprehension monitoring entails keeping track of whether or not one is successful in comprehending and if not, why not and initiating appropriate corrective measures. Reading cannot be successful without comprehension. Comprehension is a complex, dynamic process in which the reader plays an active role in constructing meaning from the text by using available skills and strategies (Block, 2004; Graves, Juel, & Graves, 1998). In the process of meaning construction, comprehension monitoring is an important factor (Alexander & Jetton, 2000; Auerbach & Paxton, 1997; Pressley & Afflerbach, 1995; Zinar, 2000), as it enables a reader to keep track of what he/she is reading in order to make sure it makes sense (Wray, 1994).

Fitzgerald (1983) drawing on Brown (1980) listed four key aspects of metacomprehension:

1. You know when you know and when you do not know.

2. You know what it is that you know.

3. You know what it is that you need to know.

4. You know the usefulness of intervention strategies.

(Fitzgerald 1983, p. 250)

Firstly, understanding of the text largely depend on the reader how he or she read a particular text. If someone read a text out of his or her interest then the possibility of understanding text is much higher than when he or she forced to read a particular text. To ensure better understanding teacher's need to create interest and motivate students to learn.

Secondly, prior knowledge to particular subject increases the possibility of understating of the subject relative to the subject which is unknown. By simple checking the background knowledge of the subject it can be determined how much a person has the knowledge about the subject.

Thirdly, determining what someone needs to know can be done in many other ways. It can be simply by asking question or by helping them to understand what he or she needs to know.

Finally, when there is failure of understanding the intervention should take place. It can be done by reading text, making use of context and asking someone else. In addition to that, there are three more questions that are important for the teacher:

1. How is comprehension monitoring measured?

2. How can it be taught?

3. Is comprehension monitoring essential for effective reading (Mary Jane Gray Source, September 1987, pp-38)

2.1.3 How is comprehension monitoring measured?

There are several ways to measure comprehension monitoring. Hahn (1983) tells us that metacognitive research has obtained data through interview studies, error detection studies, and text structure studies.

2.1.3.1 Interview studies*:*

Interview studies goes into the heart of the comprehension monitoring by recognizing the use of various strategies, what are those strategies and use of different material in various strategies. In this process they ask question to the reader who they understood the text which forces reader to think about the strategies that are used. This process helps the teacher to understand the strategies student employ to understand the text.

2.1.3.2 Error detection:

Error detection studies focuses on specific problem within a larger passage. They provide the student with large passages and ask them to find out the inconsistencies of the passage by using reasoning, use of context, rereading and own judgment. If the students are able to identify the irrelevant and unnecessary information that means they are able grab the zest of the passages. This will help the teachers to diagnosis student performance in locating disruptive materials.

2.1.3.3 Text structure studies:

Text structure studies focus on the core of the passage that hold all the passage together. This means focusing attention on the structure and contribution of the each substructure in the passage. This may help the teachers to recognize the students who are able to identifying the core structure and sub structures in the passage and related them and those students who are not able to identifying beyond textual meaning.

2.1.4 How Can Comprehension Monitoring Be Taught?

There are several ways by which comprehension monitoring can be taught. The cloze technique encourages use of context in understanding text. It has been noticed that very few readers even the best of people made extensive use of context, so use of cloze would help to correct this problem. Another way to taught comprehensive monitoring is called QAR (Question-answer relationship) described by Raphael (1982) in an article. There are three questions and each question sequentially follow one after another. The first question is labeled as "Right There" and the answer is explicitly provided in the passage. The student has to find the answer of the question directly from the passage. The second question is "Think and Search," which requires finding relevant information from more than one sentence of the passage. After finding the information they need to connect the data to answer the question. Lastly, the next level question is" On My Own" and in this stage the student requires to provide answer from his or her perceived knowledge. Though relevant information will be provided but no direct answer would be found from the text. The student has to use context and their personal knowledge to answer the question. Besides that, another suggestion is provided by Babbs (1984), who recommends

using a card system. There are total nine cards and has different uses in different levels. The first two cards are-

 1."CLINK-I understand";

2."CLUNK -I don't understand."

The next five cards set to be used if number 2 is selected.

3. Read on.

4. Reread the sentence.

5. Go back and reread the paragraph

6. Look in the glossary.

7. Ask someone.

Each of the cards from 3 through7 recommends a comprehension monitoring strategy. There are still two more cards remain.

 8. What did it say?

9. What do I remember?

After each paragraph student asks question number8. If the student cannot respond without looking back, he or she rereads the paragraph. After each page, the student asks question number 9. If unable to respond, he or she rereads the page using card 8 after each paragraph. This should

lead to better recall than following a reading with no intermediates stops for checking under-standing.

2.1.5 Is Comprehension monitoring Essential in Reading?

As Mary Jane Gray Source (September, 1987) in her article describes various techniques about comprehension monitoring. He describes in his article that comprehension monitoring provides student the strategies to better under the passage and at the same hand also provides tools for the teacher to better diagnosis their student. These may lead to development of betters instructional techniques to meet reader need.

Teaching comprehension monitoring	
Presently Employed Practices	Recommended Practices
1.Reading to children	1.Question-answerr relationship(QAR)
2. Exposure to various types of material	2. Error detection technique
3. Study techniques (SQ3R)	3. Question exchange among children
4. Determining prior knowledge	4. Comprehension monitoring cards
5. Building background prior to reading	
6. Providing rereading questions	
7. Cloze procedure	

Mary Gray in her article describes all these 11 techniques and most of them are practiced in different institution one way or another. As teacher's main duty is ensuring better comprehension of his reader, so for better understanding and yield comprehension monitoring become essential.

2.2 Elicitation:

Classroom monitoring has many techniques 'Elicitation' is one of them. The term elicitation stands for bringing out ideas, information, language etc. from the students in the class. Elicitation is an important technique for various reasons. It helps develop a learner-centered interaction, it makes learning memorable as learners can link new and old information, and it can help produce a dynamic and encouraging environment. While teaching a second language, elicitation may be of benefit to help achieve a more successful outcome for the learners. It is the act of finding language data from the learner in order for the teacher to use the learners' existing language knowledge to inspire information-gap activities. As elicitation also provides the teacher and learners with active involvement, it sets the speed of the lesson development and shows students' strengths and weaknesses. Elicitation can cover grammar items, ideas, opinions, feelings, situations, contexts and words/phrases among other things.

According to Jim Scrivener it is a technique based on the principles that,

- Students probably know a lot more than we may give them credit for,

- Starting with what they know is a productive way to begin new work

- Involving people in a question and answer movement towards new discoveries is often more effective than simply giving lectures. (Scrivner, 1994 p.96)

By eliciting teachers can use a little 'teacher talk time' to increase 'students talk time'. Usually elicitation consists of giving clues and prompts in order to get the students to make an appropriate contribution. Elicitation should never be simply guessing about the topic. The students' concealed knowledge is drawn into the lesson by the teacher in elicitation, students who speaks very little are given the opportunity to contribute their opinions, knowledge and ideas providing a positive and active learning atmosphere, process and technique At higher levels elicitation might consists of simple questions like "look at the diagram and tell us what you understand from the picture." At lower levels however, the elicitation needs to be more guided by the teacher, particularly if it serves a specific aim, as it would when you are building up a context.

2.2.1 Techniques for Elicitation:

- The use of pictures to prompt suggestions.

- The teacher picks out the contribution of the students who is looking for a number of responses

- Use of students name and gestures to get contribution from individual students.

Due to the fact that elicitation reduces Teacher Talk Time (TTT), the learners are provided with more opportunity to practice their speaking skills leading to increased learner confidence which is a major objective for all teachers.

2.2.2 Advantages of eliciting in the classroom:

According to Roger Gower there are few advantage and disadvantages of elicitation these are given below:

a. Eliciting keeps the students alert by different ways like taking advantage of choosing people at random rather than just going along the row and mixing this up with giving a general question for the whole class to shout out their answers to. Teacher can combine these by taking the suggestion of one student and asking the whole class if they agree or having anything to add.

b. Eliciting helps the teacher to realize if the students are listening and understanding or not. If the answer has only come from one person, teacher will need to make sure everyone else has understood as well with concept checking questions or further elicitation of example sentences etc.

c. Eliciting helps you find out what they already know. By starting with easy questions and working your way towards more difficult ones, you will be able to boost their confidence with the first ones and realize the limits of their knowledge once their answers start to become incomplete or wrong. Finding out what students do and don't know will also help you spend lesson time on the most important things, and help you plan future lessons with that in mind.

d. Elicitation can mean more students talking time (STT) cut down on teacher talking time (TTT). The fact that students are responding to almost everything you say in almost every stage of the lesson should mean that they are speaking more often than they would be if they just listening to an explanation by the teacher. This effect can be increased if you can get them commenting on what the other students say in the eliciting stages.

e. Elicitation can show them how to work things out for themselves. (Gower, Philips and Walters , 1995, p. 36)

2.2.3 The possible disadvantages of eliciting in the EFL classroom:

a. Eliciting can be time consuming. As the example above shows, sometimes eliciting a word or explanation can take ten times as long as just explaining it. If students are getting more speaking during that time and are learning useful language analysis skills and incidental language this doesn't have to be a reason to abandon it, but it can still mean that students have forgotten about what the listening is supposed to be about (therefore making your lovely lead in stage a waste of time) by the time the vocabulary pre-teach finishes.

b. Eliciting doesn't always lead to more STT. If the elicitation is much longer than the thing you are trying to elicit, it can actually mean more TTT than if you had just given them the answer

c. One student can dominate answering your elicitation questions. This problem can be solved by nominating particular people to answer, give them the elicitation stage written down to go through with a partner etc.

d. Eliciting can get boring/ repetitive, teacher can introduce various different methods of elicitation like pictures, realia, sketches, mime, guessing from context etc.

f. The positive feedback might mean that the right answer doesn't stand out. , the right answer might not stick in students' minds, and the fact that it was the right answer might even be completely missed by distracted students. One technique is to give positive feedback to all the contributions but only write the one you were looking for on the board.(Gower, Philips and Walters , 1995, p. 36)

2.3 Error and Mistake:

According to Norrish (1987:7) Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong'. Ellis (1997) explains the errors reflect the gaps in the learner's knowledge; that is, an error is produced due to the fact that the learners cannot identify what is correct and incorrect. According to Jie in L2 prospective, an error happens from a lack of requisite knowledge of a language learner. As such, he/she makes such errors in his/her writing because he/she does not know grammatical properties in a new language. It is generally viewed that error and mistake are more or less same but there are significant differences between error and mistake. Norrish (1983:8) says that," a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong". Jie (2008) notes, "a mistake occurs as the result of processing limitations rather than lack of competence while an error is the breaches of rules of code" (p. 37).   Petter (2000) describes mistakes as an unsuccessful use of grammatical rules; that is, learners study the language structures comprehensibly but fail when using them. This failure is perceived as a mistake, while errors refer to "a noticeable deviation from the adult grammar of

a native speaker, reflecting the inter language competence of the learner" (p. 6). . From these definitions, it can be concluded that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non-systematic deviation from the norms of the language.

From the above discussion we found that error is associated as systematic and mistake as non-systematic errors. Corder (1974) describes three types of error-

• **Pre-systematic error:** pre-systematic errors randomly occur when the learners do not know a particular rule of a target language.

• **Systematic error**: systematic errors occur when the learner knows the incorrect rules of the target language and also apply it.

• **Post-systematic error**: these errors occur when the learner knows the correct rules of target language but uses it inconsistently. These types of errors are considered as `mistakes'.

2.3.1 Sources of Errors:

Brown (1980:173-181) classifies sources of error in learning second language into these categories-1) inter-lingual transfer, that is the negative influence of the mother tongue of learner, 2) intra-lingual transfer, that is the negative transfer of items within the target language. In order words, the in correct generalization of rules within the target language; 3) context of learning, which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language; 4) communication strategies.

Schummann and Stenson (1978: 32) in his article "Error Analysis and Second language Strategies" talks about the sources of error. He classifies sources of errors into (1) interference that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language; (2) overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply; (3) performance error, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion;(4)markers of transitional competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition); (5) strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so; and (6) teacher-induced error, that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.

2.3.2 Causes of Errors:

Norrish (1983:21-26) classifies causes of error into three types that is carelessness, firs language interference, and translation. The three types of causes of error will be discussed briefly below.

a) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

b) First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference".

c) Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

In another article "A Non-Contrastive Approach to Error Analysis", Richards (1971:19-22) classifies causes of error into these catagories 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction. To make it clear, the four classifications above are explained briefly below.

1) Overgeneralization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for examples, "*He can sings*", "*We are hope*", "*it is occurs*".

2) Incomplete Application of rules

An example of incomplete application of rules can be seen in the question forms. Very often they are used, not to find out something, as they should, but as a means of eliciting questions through a transform exercise. The use of question may also be unrelated to the skills it is meant to establish.

Teacher's questions	Student's responses
Ask her how long it takes?	*How long it takes?*
How much does it cost?	*It cost five dollar*

What does he have to do?   He have to do write the address

3) False concepts hypothesized

False concepts hypothesized are something due to poor gradation of teaching items.

The form '*was*' for example, may be interpreted as the marker of the past tense, as in

"*One day it was happened*".

4) Ignorance of rule restriction

Closely related to the generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply. *They man who I saw him* violates the limitation on subjects in structure with *who.* This is again a type of generalization of transfer, since the learners is making use of previously acquired rule in a new situation.

2.3.3 Error correction:

Error connection is a very important part of learning L2 to find out the level of understanding he or she have about the language. Research by by Carroll & Merrill (1993), Doughty and Varela (1998) Iwashita (2003), Long, Shhunji, Ortega (1998), Lyster (2001), Lyster and Ranta, 1997 and White, Spada, Lightbown and Ranta (1991) other support the positive effect of corrective feedback. Watson (1924) Thorndike (1932) and Skinner (1957) in the Behaviouristic theory suggested that it is through correction that learning happens. According to Gower, Philips and Walters (1995), "Errors made by students help out a teacher to prepare future lessons by knowing how much new language have been absorbed and how much more practice is needed" (p. 164).

Bartram and Walton (2002), Posed some questions which helps to decide whether to correct errors or not –

 1. Does the mistake affect communication?

 2. Are we concentrating on accuracy at the moment?

 3. Is it really wrong? Or is it my imagination?

4. Why did the student make the mistake?

5. Is it the first time the student has spoken for a long time?

6. Could the student react badly to my correction?

 7. Have they met this language point in the current lesson?

 8. Is it something the students have already met?

9. Is this a mistake that several students are making?

10. Would the mistake irritate someone?

By answering this question a teacher should decide whether to correct the error or not and the repercussions in both case. Because both has positive and negative sides such as, to error correction may decrease student confident and motivation. On the other hand continuously ignoring error may lead the student to habitual to that and repetition of such behavior in future. There are several ways of error correction, According to Gower, Philips and Walters (1995) suggested three types of error correction can be used in the classroom (p.167).They are:

• Self correction

• Student-student correction

• Teacher correction

2.4 Definition of motivation:

Motivation is the term that commonly associated with the learning. Generally, it can be defined as the process that initiates, guides and maintains goal-oriented behaviors. (Usova and Gibson, 1986; cited in Crump, 1996: 5) defined motivation as "The extent to which certain stimuli, objects, or events affects the occurrence or non-occurrence of the behavior in question" According to Steers and Porter (1991: 6), "motivation can be characterized as follows: needs or expectations, behavior, goals and some form of feedback". Ryan and Deci (2000: 54) state that "to be motivated means to be moved to do something". Dörnyei (2001a) explains that human behavior has two dimensions – direction and magnitude (intensity). Motivation is related to these concepts, and "it is responsible for the choice of a particular action and the effort expended on it and the persistence with it."

Despite the unchallenged position of motivation in learning additional languages, there is, in fact, no agreement on the exact definition of motivation (Oxford & Shearin, 1994). Crookes and Schmidt (1991) describe motivation as the learner's orientation in relation to the goal of learning a second language. Dörnyei, (1998:117) comments, "Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept". Researchers still do not agree on its components and the different roles that these components play—individual differences, situational differences, social and cultural factors, and cognition (Renchler, 1992; Belmechri & Hummel, 1998). McDonough (1981:143) refers to the term ironically, calling it a dustbin that is used to 'include a number of possibly distinct components, each of which may have different origins and different effects and require different classroom treatment'. Dörnyei

(2001:7), though less ironical but equally sharp, maintains that researchers disagree about everything that relates to the concept of motivation; viewing it as no more than an obsolete umbrella that hosts a wide range of concepts that do not have much in common. The Complexity of motivation can be more appreciated if one takes into consideration that it is 'intended to explain nothing less than the reasons for human behavior' (Dörnyei, Csizér, & Németh, 2006). At its beginnings the concept was examined and understood within a behavioral framework trying to understand 'what moved a resting organism into a state of activity', with heavy reliance on concepts such as instinct, drive, need, energisation, and homeostasis (Weiner, 1990). This understanding of the concept was visibly not relevant to the educational context and this tradition continued to the sixties with the machine metaphor of motivation (Weiner, 1990). The cognitive revolution started in the sixties and by the seventies it rendered irrelevant the behavioral mechanical approaches to motivation. Such positivist approaches lost support in philosophy because they simply did not work (Locke, 1996:117). In the cognitive developmental theory laid down by Piaget, motivation is perceived as 'a built-in unconscious striving towards more complex and differentiated development of the individual's mental structures' (Oxford & Shearin, 1994:23). With the advance of the cognitive approaches the field became more relevant to educational psychologists and the cognitive shift led to concentration on the individual's role in his or her own behavior (Weiner, 1994).

There are many theories regarding motivation in learning L2. Among those, I am going to discuss two most popular theories such as **Gardner's Socio-education model &2. Dörnyei's Motivational Framework of L2 Motivation:**

    I.   **Gardner's Socio-education model:**

Social psychologists were the first to initiate serious research on motivation in language learning because of their awareness of the social and cultural effects on L2 learning (Dörnyei, 2003). In the early 80s, one of the most influential model of Language Learning motivation (LLM) developed by Gardner and associates. The model came to be known as the Socio-educational Model. Gardner was one of the pioneering researchers in second language acquisition (SLA) to focus on motivation. He chose to define motivation by specifying four aspects of motivation:

1. A goal

2. Effortful behavior to reach the goal

3. A desire to attain the goal

4. Positive attitudes toward the goal (Gardner, 1985, p. 50)

A goal, however, was not necessarily a measurable component of motivation. Instead, a goal was a stimulus that gave rise to motivation. Gardner focused on classifying reasons for second language study, which he then identified as orientations (1985, p. 54). He found two main orientations through his research:

1. Integrative: a favorable attitude toward the target language community; possibly a

Wish to integrate and adapt to a new target culture through use of the language.

2. Instrumental: a more functional reason for learning the target language, such as job promotion, or a language requirement.

In Gardner's Socio-educational model there are number of components which are using deferent attitudinal and motivational scales in what Gardner called the AMBT (Attitude/Motivation Test Battery). According to Gardener, Integrativeness is measured by three scales: attitudes towards the target language group, interest in foreign languages, and integrative orientation. Motivation is also measured by three scales: motivational intensity (the amount of effort invested in learning the language), attitudes toward learning the target language, and the desire to learn the target language. Attitudes toward the learning situation, which refer to the individual's reactions to anything associated with the immediate context in which the learning takes place, is measured by two scales: attitudes toward the teacher and attitudes toward the course.

Gardner's socio-educational model of motivation focused on the integrative motive. Motivation was the central concept of the model, but there were also some factors which affected this, such as integrativeness and attitudes. These were other factors that influenced individual differences, and were seen as complex variables.

Figure 1: Gardner's Socio-Educational Model of Motivation
(Adapted from Dörnyei, Z. (1994). *Modern Language Journal, 78,* p. 517)
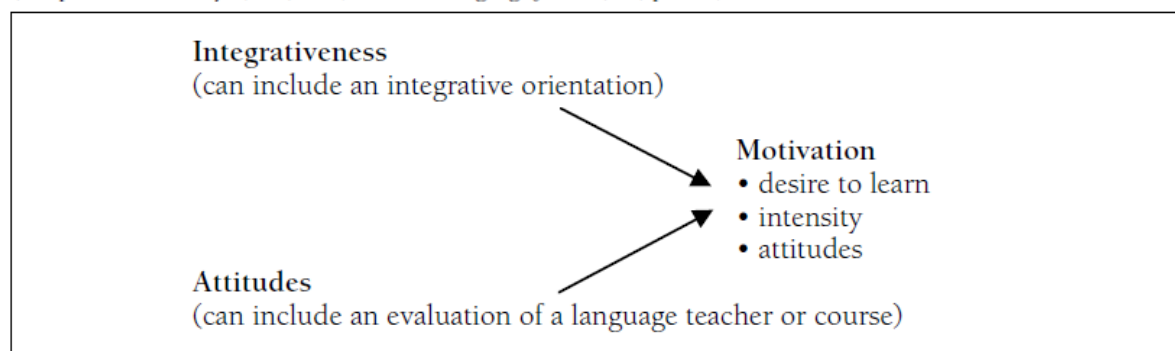
II.   Dörnyei's Motivational Framework of L2 Motivation:

Dörnyei was also concerned with expanding the model of motivation beyond two orientations, specifically in a FL setting. He stated that "the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages where" (1994a, p. 275). Contrary to Gardner's focus on integrativeness, Dörnyei(1994a) asserted that in a FL setting instrumental orientation would have a greater influence on language learners. He has developed three levels of factors –

1. Language level*:* It encompasses both integrative and instrumental motivational subsystems focusing on reactions and attitudes toward the target language.

2. Learner level*:* learner level focuses on the individual's reaction to the language and the learning situation. At this level different cognitive theories of motivation are included. Cognitive theories of motivation view motivation as a function of someone's thoughts, not as an instinct, need, drive, or state. The source of action, then, is when information is encoded and transformed into a belief (Dörnyei, 1994a, p. 276). Different factors of cognitive theories, such as learned helplessness (Weiner, 1992), a resigned, pessimistic state which develops when someone feels success is impossible, could be added to this model.

3. Learning situation level: It takes into account specific motivational factors connected with the teacher, the course, and the group of language learners with which an individual interacts. This level consists of extrinsic and intrinsic motives in different areas. Extrinsic motivation consists of doing "something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when we do something because we get rewards enough from the activity itself" (Schmidt et al., 1996, p. 14). These two motives are not necessarily mutually

antagonistic. However, extrinsic motivation can undermine intrinsic motivation. Traditional school settings often cultivate extrinsic motivation (Brown, 1990, p.388), but under certain circumstances classroom rewards can be combined with or lead to intrinsic motivation.

Dörnyei (1996) specified that each of these different levels, language, learner and learning situation, seem to have an effect independent of the others. He stated that "...each of the three levels of motivation exert their influence independently of the others and have enough power to nullify the effects of the motives associated with the other two levels" (1996, p. 78). However, in regard to his framework, he also said that "many of its components have been verified by very little or no empirical research in the L2 field" (1994a, p. 283).

Figure 2: Dörnyei's Components of Foreign Language Learning Motivation

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence • Language Use Anxiety • Perceived L2 Competence • Causal Attributions • Self-Efficacy
LEARNING SITUATION LEVEL	
Course-Specific Motivational Components	Interest Relevance Expectancy Self-Efficacy
Teacher-Specific Motivational Components	Affiliative Drive Authority Type Direct Socialization of Motivation • Modeling • Task Presentation • Feedback
Group-Specific Motivational Components	Goal-Orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

The notion of resultative motivation:

According to Gardner (1985) theory, he considers motivation as the independent variable and achievement in the target language as the dependent variable (see Figure 1 above). The more an individual is motivated, the higher are his or her achievements. Through complicated statistical procedures contends Gardner (2000) tried to find evident, 'it seems logical to conclude that the differences in integrative motivation are responsible for the variation observed, even though correlation does not mean causation' (p. 21).

Similarly, the other theories on motivation assume as well that motivation is the predecessor of achievement. Dörnyei (2001, 198) expressed caution as to the relationship between LLM and achievement, for a direct cause-effect cannot be assumed between the two. The relationship can at best be indirect, since motivation is the antecedent of action rather than of achievement itself. Dörnyei and Otto's (1998) cyclic model argues that there is no liner relationship between achievement and motivation. As there are possibilities that one positive outcome can lead to another goal. There are other factors that also affect motivation such as learners' ability, learning opportunities, and the instructional quality of the learning task.

According to Williams (1994, 78-79), it is impossible to establish whether motivation leads to successful achievement, whether success leads to higher motivation, whether it is a mixture of both, or whether both are affected by other factors . In fact, there has been a title given to motivation that results from success in language learning and it is referred to as the resultative motivation (Ellis, 1997, 75). However a word of caution is necessary here since learners' success alone is not a guarantee for increased motivation. Learners who strive for mastery goals are more

likely to benefit from their success than learners who strive for performance goals (Dwick [1986] in Dickinson, 1995). From an achievement theory perspective, (see a review in Oxford & Shearin, 1994) the need for achievement can itself be the motive for choosing to do things. Csella (1999) stated that "the relationship between motivation and achievement can vary because of the different contexts in which the learning takes place".

Chapter 3: Research Methodology

This chapter presents an overview of the research methodology. The chapter begins the type of this research with the research deign. Then it describes the participants, instruments used for collecting data and also the data collection procedure. The study was designed to know the teachers' perception and preference toward classroom monitoring, elicitation, motivation and error correction methods, and also the difficulties and challenges to implement this method in our context.

3.1 Research Design:

The research is a primary research. Brown (1988), categorized researches into two types: primary research and secondary research (as cited in Nunan, 1997, p. 8). This research considered as a primary research because it is derived from the primary sources of information. According to Nunan (1997), in primary research first hand data or primary sources of information are used to explore the original information. In this research students' questionnaire were the primary data for identification of practicing classroom monitoring in our country.

Traditionally there are two types of research methods- qualitative and quantitative methods. But in this research both quantitative and qualitative methods were applied. It is called mixed method approach. Mixed method approach helps the researcher to get a bunch of effective data to explore a better picture of the collected data in all possible ways. It also provides a broader perspective to look into the study. For these reasons mix method approach is used in many researches. Thus it is becoming increasingly a part of research practice and also taking place of the third major research approach along with qualitative research and quantitative research.

(Johnson, R. Bruke, Anthony J. Onwuegbuzie, and Lisa A. Turner).That is why this approach was applied in this research as well. To make the research easier and make it better understanding. In this approach both methods presented in a single questionnaire. According to John Creswell, "Mixed methods research is a research design (or methodology) in which the researcher collects, analyzes, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry" (as cited in, Johnson, R. Bruke, Anthony J. Onwuegbuzie, and Lisa A. Turner). Combinations of both close-ended and open-ended questions were used for survey questionnaire. In this study data are presented with tables, graphs, charts and required explanations.

3.2 Theoretical Framework:

The survey was conducted in four different schools of Dhaka city. The schools were chosen randomly. Two of the schools were Bengali medium schools and the rest were English medium schools. For the research, a number of total fifteen English language teachers ' of these schools participated in the survey. A written questionnaire was provided to each of them, in order to gather their responses. While filling up the questionnaire a short interview session was also arranged by the researcher.

3.3 Data Collection Procedure:

To collect the data from these schools, the researcher asked for permission to the school authority first. Then an official recommendation letter was submitted to the respective principles of those schools. After they gave permission to conduct a survey in their schools, the researcher went school to school for data collection. All of the surveyed schools were the private schools of

Dhaka city. In this research both the teachers and the students were the survey participants. So, a questionnaire was given to all of them. Before they started responding to the questions detailed information was provided to them. Ample time was given to every teacher for filling up the questionnaire. Besides, the survey conductor was present during that time for their further help and quarries. In each school, the questionnaires were filled by the teachers and students in the same procedure. Lastly, with the permission of these teachers' the written questionnaires of the students were also collected. All the teachers were very cordial and cooperative while the survey was being conducted. They were very busy with their own work but they were very careful and sincere with their responses.

3.4. Instrumentation:

To administer the survey two questionnaires was used one for the students and another for the teachers. The questionnaire was prepared taking into account the issues faced by the teachers and students. The questionnaire allowed them to identify the problem areas of our classroom monitoring system and its use in appropriate ways to motivate students in learning in our country.

The following instruments were used to conduct the survey:

1. Survey questionnaire for students and teachers

2. An interview session was arranged with the teachers

3.4.1: Written Questionnaire:

A questionnaire was used as a tool to gather the responses of the teachers and students. Fifteen teachers and thirty students of these schools were surveyed with the help of this questionnaire. Using the questionnaire, the researcher tried to find the type classroom monitoring techniques followed in our school along with teachers' perception about classroom monitoring technique and also the problems of implementing this method in our context.

So the researcher did not provide any questionnaire to the students first. At first questionnaire was provided to the teachers with detailed instructions and then questionnaire was provided to the students. According to Jo McDonough & Steven McDough , "Questionnaire is a very common and popular tool for collecting data among educational researchers in general and ELT research in particular." (1997, p. 171). As it was an ELT research, so the researcher also chose that tool. Besides, asking questions is one of the feasible ways to gather information from the participants.

A single questionnaire can contain both close-ended and open-ended questions. Questionnaire items can be relatively closed or open ended (Nunan, 1997, p. 143). A closed question is one in which the range of possible responses is determined by the researcher. An open item is one in which the subject can decide what to say and how to say it. Nunan, (1997), also pointed out that, questionnaires can consist entirely of closed questions, entirely of open questions or a mixture of closed and open questions (p. 143). As mixed method approach was used in this study, so a combination of both close-ended and open-ended questions were present in the questionnaire.

There are several ways of designing a questionnaire. Among According to Seliger and Shohamy, "The Likert scale is one very widely used rating scale used in empirical study". Among them, rating scale is a common one. (1989, p. 173). In this rating scale system, each question is provided with five different options. They are: strongly agree, agree, neutral, disagree, and strongly disagree. Where the options `strongly agree' scores 5, `agree ' scores 4, `neutral ' scores 3, `disagree ' scores 2 and strongly disagree ' scores 1.The survey questionnaire used in this study had twenty four questions in total. Two tables were used to the responses from the students and teachers. Twenty close-ended questions and four open-ended questions were asked to the teachers.

The questionnaire can be divided into four different sections. In the first part of the questionnaire asked about their personal information about the students and teachers. The questions were:

Personal information of Students:

Name:

Age:

Class:

School:

Personal information of Teachers:

Name:

Age:

Teaching experience:

E-mail address (if any):

Grade(s) are you presently teaching:

In the second part of the questionnaire, questions were asked to the students related to the Classroom Monitoring method, which was particularly about Elicitation, Motivation and Error correction. The questions were:

- Teachers are enthusiastic about teaching and communicate appropriately with the students.

- Teachers should teach individual students according to their different needs and abilities.

- Teachers use class time effectively.

- Elicitation/warming up by the teacher help you to get an idea about the topic.

- Balance between teachers and students talk time

- Existing teaching method is adequate to motivate students.

- Use of group work, pair work facilitates the students.

- Teachers should allow interrupting their lecture if students have a relevant question.

- Error correction techniques are useful for overcoming their errors.

- Instant feedback needs more sensitivity rather than any other technique.

In the third part of the questionnaire questions were asked to the teachers and their perspective about practicing Classroom Monitoring methods, which were particularly Elicitation, Motivation and Error correction techniques are focused. In this section the participants were asked questions about following topics:

- Knowledge about Classroom Monitoring Methods should be present.

- Teachers should have training regarding Classroom Monitoring Method.

- Teachers should use 'Elicitation' technique in classroom

- Need to be concerned about both what students learn and how they learn.

- Encourage students to participate in class through asking questions or giving opinion

- Motivational tools are effective in encouraging learners.

- Current management system of your institution is helpful to motivate your students

- Identifying noninvolved students and taking instant action is compulsory.

- Error correction assist student to locate their frequent mistakes and shows the way to overcome their mistakes

- Have to choose appropriate strategies for giving feedback and correcting learners' language.

- Elicited feedback facilitates better student understanding of the material

The fourth and final part of the questionnaire was designed with some open -ended questions to know about the opinion of the participants regarding the practice and implementation of Classroom monitoring in our country. The open-ended questions were divided into four parts to know about the difficulties and challenges. The details of these four parts of the questions are given in the appendix.

- Do you have any training regarding Classroom Monitoring Method?

- 'Elicitation' technique followed in your classroom as a Classroom monitoring tools?

- Do you follow any motivational tools to motivate learners?

- Please mention what other problems that you faced while correcting errors of your students'?

3.4.2 Interviews with teachers':

While filling up the questionnaire for the survey purpose, the researcher conducted a short interview session with the teachers as well. So that if the teachers had any query regarding the questionnaire it can be answered immediately. The interview session was really helpful for the survey conductor, as it helped to know the teachers' view more precisely.

3.5 Participants:

To conduct the survey 15 participants were randomly chosen by the survey conductor. All the participants are English language teachers of different schools of Bangladesh. They teach English at primary and secondary levels. They are from private schools of Dhaka city. The

survey conductor visited all the participants and they were requested to complete a survey questionnaire. Among the fifteen participants seven are male participants and eight were female. All of them are very mature and experienced as they have been in the language teaching industry for a while. The following table groups the teachers according to their age groups.

Age	Female	Male
30-40	4	2
40-50	4	4
Above 60	0	1
Total	8	7

Table 1: Age distribution of survey participants

Four of them, who are aged in between 30 and 40, have only five years of experience. The rest have already bagged more than ten years' of experience in their teaching career. For the research fifteen English teachers of these schools were surveyed, who are currently teaching English language to the 7`n, and 8`n grades students in these institutions. The table below shows the experience level of the teachers.

Experience level Female Male

Experience Level	Female	Male
1-5 years	2	2
5-10 years	3	2
10-15 years	3	0

15-20 years	0	3

Table 2: Teaching experience of survey participants

Along with the teachers, students' written copies were collected for the research. A total number of thirty students' written copies were collected from these schools. The age limit of these students was 13-16 years.

3.6 Data Analysis Procedure:

For the purpose of preparing my report I have used both quantitative and qualitative techniques. In the process I have used both survey and interviews. Quantitative technique is used for interviews and qualitative for survey.

3.7 Obstacles Encountered:

Getting the permission from the school authority was a tough one, as in every institution they wanted to know the reason of conducting this kind of survey in their school. While conducting the survey, some of the teachers were really careful and sincere with their responses. Also they gave the information to the survey conductor as per asked. But some of the teachers gave average answers in a hurry. While collecting questionnaire copies of the students, there were some problems regarding privacy issues of the institutions.

Chapter 4 (Analysis and Finding)

In this chapter the questionnaire, research findings and data analysis will be discussed in different sections with the help of graphs and tables. The chapter starts with the experience of the teachers. Then it describes different parts of the evolving themes from the questions of the questionnaire. Mainly the first part of the questionnaire is involved with the information about the participants. So, the task of discussing findings starts from the second part of the questionnaire. The chapter ends with focusing on the challenges of implementing error correction methods in Bangladeshi context. In the next chapter some recommendations will be given on the basis of analysis of this chapter.

4.0 Experience of the Teachers:

Fifteen teachers of four different schools participated in the survey. Among them most the teachers have experience of teaching for years in this profession. The following graph shows the experience level of these participants.
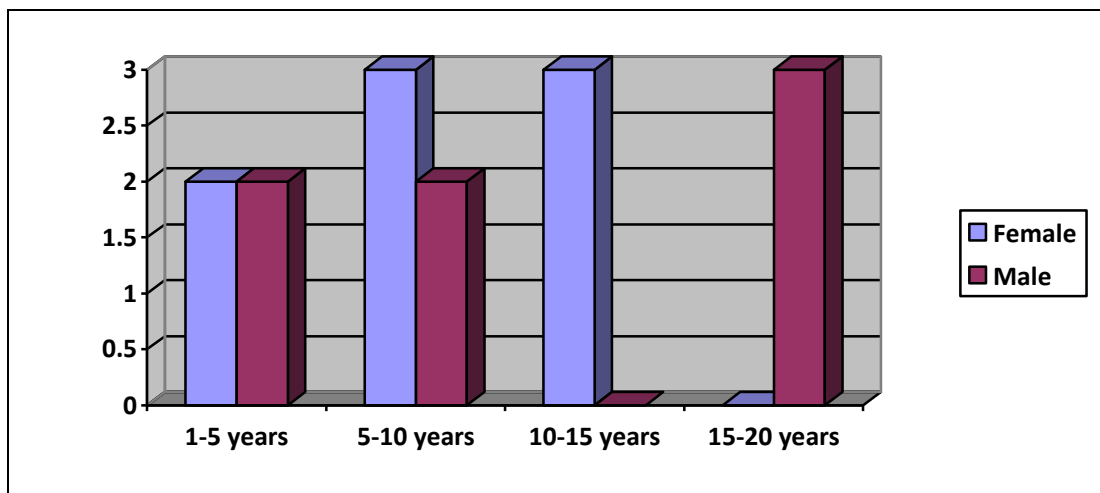
Figure 3: Experience of the Teachers

4.1 Analysis of teachers' survey`:

It is already mentioned earlier that the survey was conducted on the both teachers and students. For better understanding about teachers' view these parts has been divided into four major topics like – classroom monitoring, Elicitation, Motivation and Error correction. For this purpose, a questioner has been made and it contained ten close ended questions.

4.1.1. Classroom monitoring:

In these topics two questions has been put to the teachers. The questions are-

- ➢ Knowledge about Classroom Monitoring Methods should be present.

- ➢ Teachers should have training regarding Classroom Monitoring Method.

To answer these two questions five options has been given –agree, strongly agree, neutral, disagree and strongly disagree. The answer of these questions is represented in the following graph.

Teachers opinion about classroom monitoring

15	
10	
5	
0	

|Strongly agree|Agree|Neutral|Disagree|Strongly disagree|

Knowledge about Classroom Monitoring Methods should be present.

Teachers should have training regarding Classroom Monitoring Method
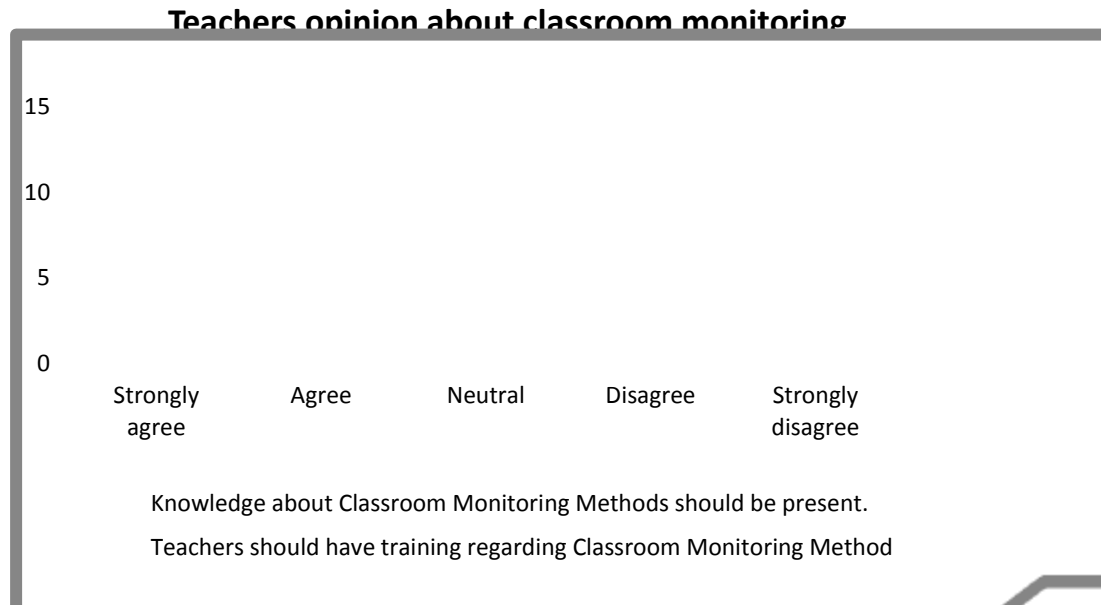
Figure 4: Teachers Opinion about classroom monitoring

In these survey fifteen teachers has given their opinion. For the first question, Majority of the teachers (80%) strongly admitted that knowledge about classroom monitoring method s should be present among the teachers. On the other hand (20%) of the teachers are agreed with the statement.

On the other hand, majority (73%) of the teacher strongly agreed with the second question and (27%) of the teachers agreed with the statement. They think that teachers should have training regarding class room monitoring.

4.1.2 Elicitation techniques and uses:

Elicitation is a very important tool in teaching and learning second language. In this topic three questions were given to the teachers along with five options such as –agree, strongly agree, neutral, disagree and strongly disagree. The questions are-

➢ Teachers should use 'Elicitation' technique in classroom.

➢ Need to be concerned about both what students learn and how they learn.

➢ Encourage students to participate in class through asking questions or giving opinion.
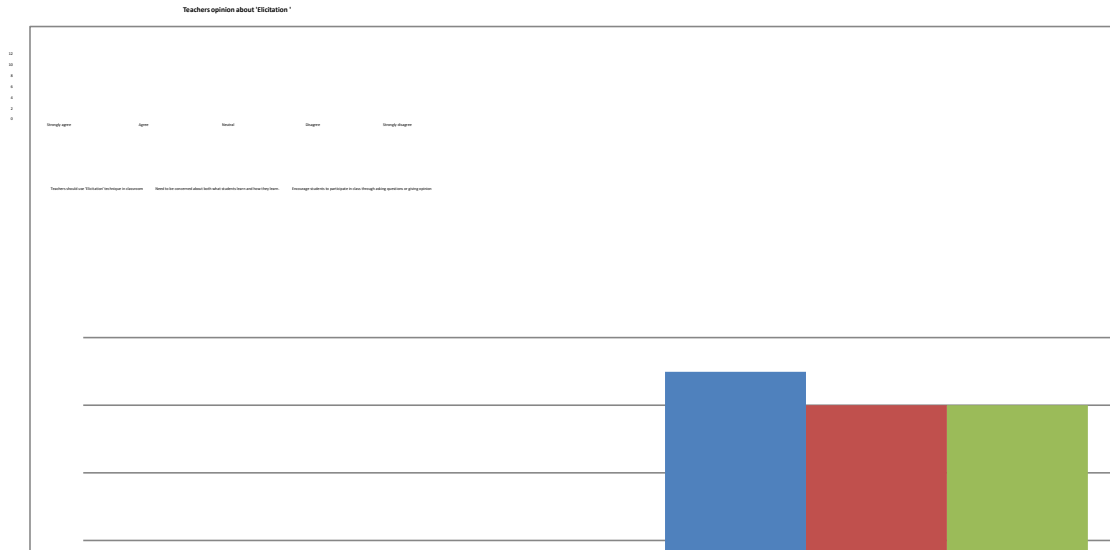
Figure 5: Teachers opinion about 'Elicitation'

From the graph, answer of the first question, we can say that it has got positive answers. Majority of the teachers (73%) agreed with the statement and another 27% also strongly agreed with the statement. They think that, elicitation techniques increase understanding of the text and make the lesson essay for the student.

In the second question, it is shown that majority of the teacher think that they should be concern of what student learn and how they learn. Here, 67% of the teacher strongly approved and another 33% have the same opinion with the statement. It is very vital for the teacher to make sure that, their learning should be relevant to the contemporary world.

Lastly, 67% and another 20% agreed that class participation can be increased by encouraging student to ask question and by giving opinion to the subject matter. On, the other hand, 13% of the teachers were neutral in the topic.

4.1.3. Motivation

Motivation is another important tool in learning second language. In the questioner, three questions and five options are given by the researcher. The questions were given below:

➤ Motivational tools are effective in encouraging learners.

➤ Current management system of your institution is helpful to motivate your students.

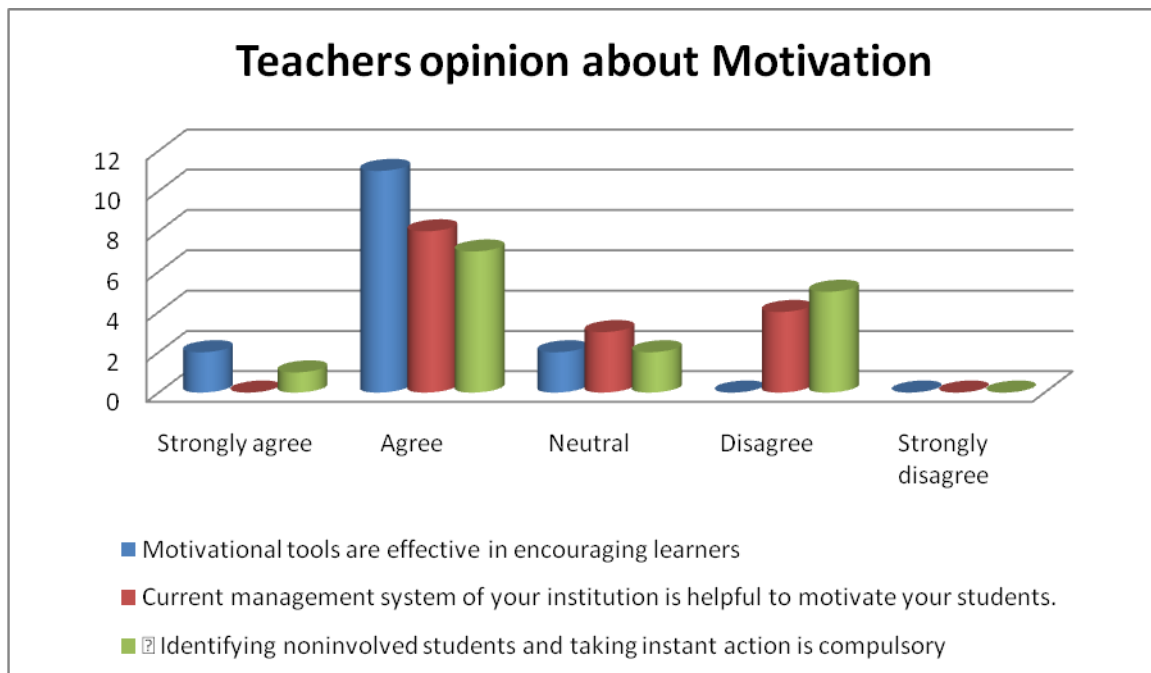➤ Identifying noninvolved students and taking instant action is compulsory.

Figure 6: Teacher's opinion about Motivation

For the first question, eleven teachers (73.33%) agreed that motivation tools are effective in encouraging student to learn. One the other hand, two teachers (13.33%) strongly agreed and other two teachers (13.33%) were neutral. Those who are agreed with the statement think that motivational tools play an important role in keeping student focus and assist them for future.

In the second question teachers have different opinions. Eight teachers (53%) agreed that current management system is helpful to motivated student. They belief that current system is doing well and benefits in motivating student learn. On the other hand four (27%) teachers were neutral and 3 teachers disagreed with the statement.

For the last one, 47% of the teacher agreed and 7% strongly agreed that finding noninvolved students are essential. They belief that it is the best interest of the learners, teacher should engage them in classroom participation along with other activities because their participation will make sure that they are clear about the topic. Moreover 33% of the teachers disagree and another 13% were neutral.

4.1.4. Error Correction:

Error correction is another tool of learning as it shows student their mistakes and gives a chance to correct their mistake. Error correction provides student feedback by which student can learn about their mistake. Three questions are provided in the survey :

➢ Error correction assist student to locate their frequent mistakes and shows the way to overcome their mistakes.

➢ Have to choose appropriate strategies for giving feedback and correcting learners' language

➢ Elicited feedback facilitates better student understanding of the material
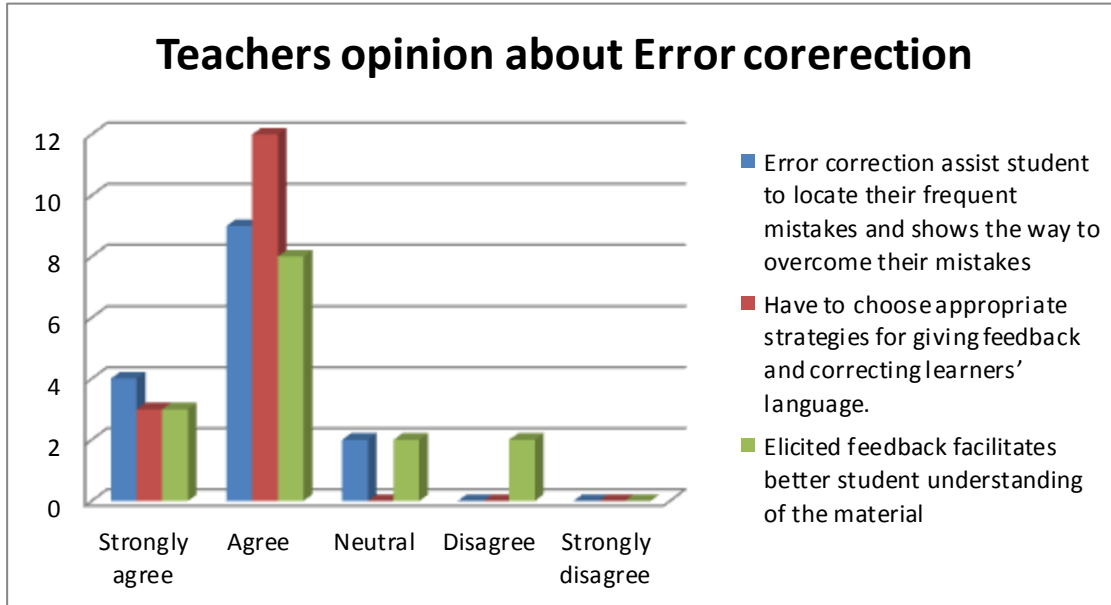
Figure 7: Teachers opinion about Error correction

For the first question, nine teachers (60%) agreed that error correction helps student to find out their mistake and overcome them. On the other hand, four teachers (27%) strongly agreed with the statement and three teachers were (13%) neutral about the statement. That shows that majority of the teacher belief that error correction actually helps the student to overcome their mistake.

In the second question, from the graph it can be seen that all most all the teachers agreed that certain guideline should be followed for giving feedback. Fifteen teachers (80%) agreed and another three teachers (20%) disagreed. Guide line shows the way to the student to how to achieve their goals.

Lastly, eight teachers (54%) agreed and also three teachers (20%) strongly agreed with the statement. That means majority of the teacher belief that elicited feedback assist better understanding of the text. On the other hand, two teachers were (13%) neutral and other two teachers (13%) disagreed with the statement.

4.2 Analysis of student's survey:

The survey was conducted both the teachers and students. For better understanding about students' view, students parts has been also divided into four major topics like – classroom monitoring, Elicitation, Motivation and Error correction. For this purpose, a questioner has been made and it contained ten close ended questions and four open ended questions.

4.2.1. Classroom monitoring:

In the student survey questionnaire three questions were given. Each question has five options like the teacher's questionnaire and close ended question. The questions are-

- ➢ Teachers are enthusiastic about teaching and communicate appropriately with the students.

- ➢ Teachers should teach individual students according to their different needs and abilities.

- ➢ Teachers use class time effectively.

Students view about classroom monitoring

18
16
14
12
10
8
6
4
2
0

Strongly   agree   Neutral   Disagree Strongly
agree   disagree

Teachers are enthusiastic about teaching and communicate appropriately with the students

Teachers should teach individual students according to their different needs and abilities.

Teachers use class time effectively
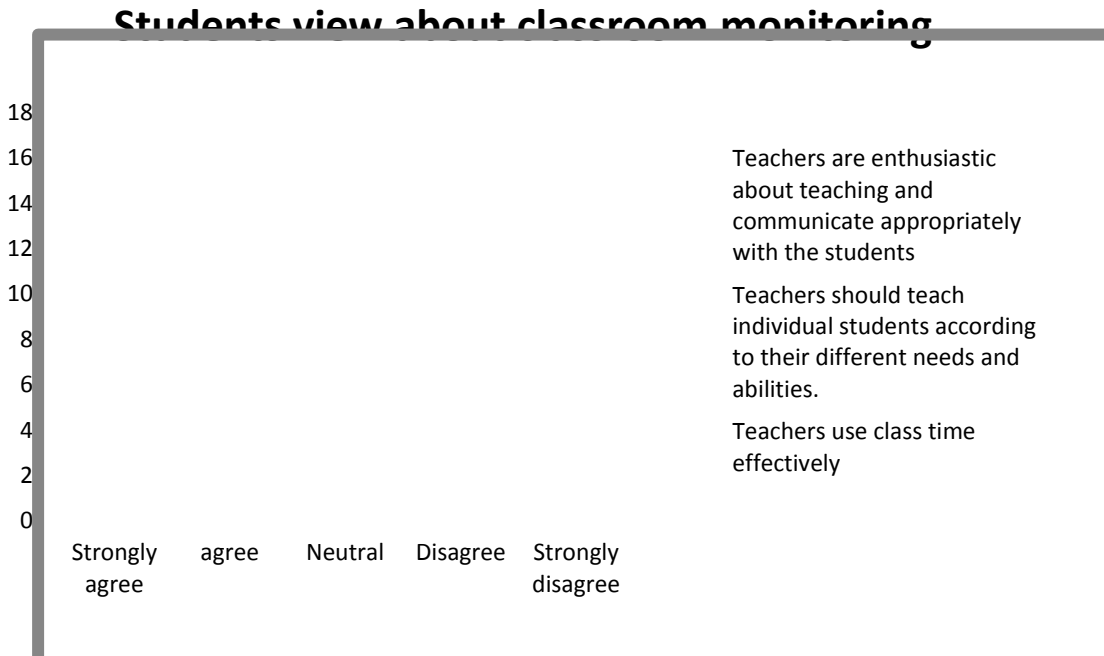
Figure 8: Students view about classroom monitoring

From the above graph we can observe that, 58% of the students agreed and another 21% strongly agreed that teachers are enthusiastic in teaching. They think teachers are sincere in teaching and try their level best to communicate with them. Besides that, 14% of the students disagreed and 7% had neutral opinion in this topic.

In the second question, from the graph we can find that the outcome is conflicting. Among the 30 students 50% agreed that the teacher should teach individual student according their need. As different students have different needs therefore they think it will help them overcoming their problem. On the other hand, 27% of the students disagreed and another 23% has no opinion.

Lastly, 60 % of the student's agreed that teachers are using their time effectively. Moreover, 27% of the student strongly supported this statement and another 13% has neutral opinion. That shows that almost all of the students are pretty happy how teachers utilized their time.

4.2.2 Elicitation:

Elicitation is one of the important tools in learning second language it help students for better understanding of the topic. For survey two question are given

➢ Elicitation/warming up by the teacher help you to get an idea about the topic.

➢ Balance between teachers and students talk time.

Students view about 'Elicitation '

. Elicitation/warming up by the teacher help you to get an idea about the topic

Balance between teachers and students talk time
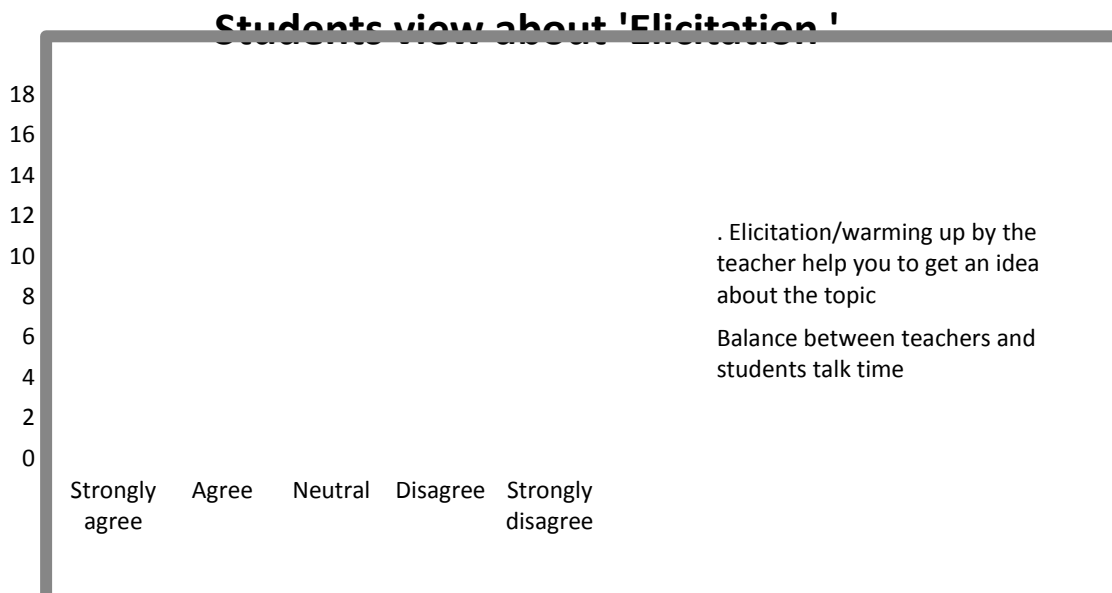
Figure 9: Students view about 'Elicitation'

For the first question, eighteen students (60%) agreed that elicitation helps them understand the topic. If the topic is unknown then elicitation provide them with the idea about the topic and help them to grasp the content. Moreover, 27% student strongly agreed with the statement and 4% of them were neutral.

In the last question, 30% of the student disagreed that the teacher and student has proper balance between the talk times. It is found that most often students have very little opportunity to

participate in the class. Moreover, 47% of the student agreed that student and teacher has proper balance the talk time and rest 23% lied on neutral passion.

4.2.3. Motivation:

Motivation plays significant role in our life. Three questions has been given in this topic-

-Existing teaching method is adequate to motivate students.

-Use of group work, pair work facilitates the students

-Teachers should allow interrupting their lecture if students have a relevant question

Students view about Motivation

. Existing teaching method is adequate to motivate students.

. Use of group work, pair work facilitates the students.

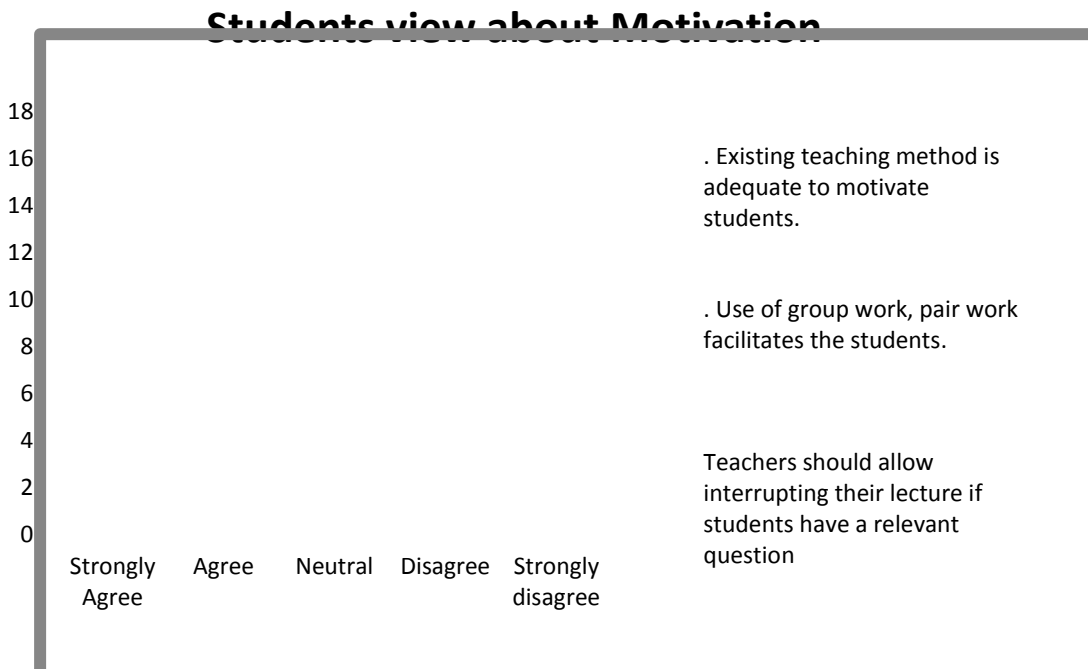Teachers should allow interrupting their lecture if students have a relevant question

Figure 10: Students view about Motivation

From the above graph we found that, most of the students are unhappy with the current system. 53% of the student has no opinion and 40% disagreed with the statement. That means they are

not satisfied with the current teaching method. Meanwhile, 7% of the student strongly disagreed with the statement.

In the second question 44% of the students agreed that use of group work and pair work facilitate learning. Moreover, 27% of the student disagreed and another 10% strongly disagreed that group work facilitate learning. Furthermore, 10 % of the student has neutral opinion on this question.

Finally, in the third question 44% students agreed that student should interrupt during lecture if they have relevant question. The result shows variety of opinion in this regard where 20% of the student disagreed and another 13% strongly disagreed. Besides that, 23% of the student had neutral opinion.

4.2.4 Error Correction:

Another part of survey is error correction. Two question were given -

- ➢ Instant feedback needs more sensitivity rather than any other technique.

- ➢ Error correction technique useful for overcoming their error

Students view about Error correction

Error correction techniques are useful for overcoming their errors.

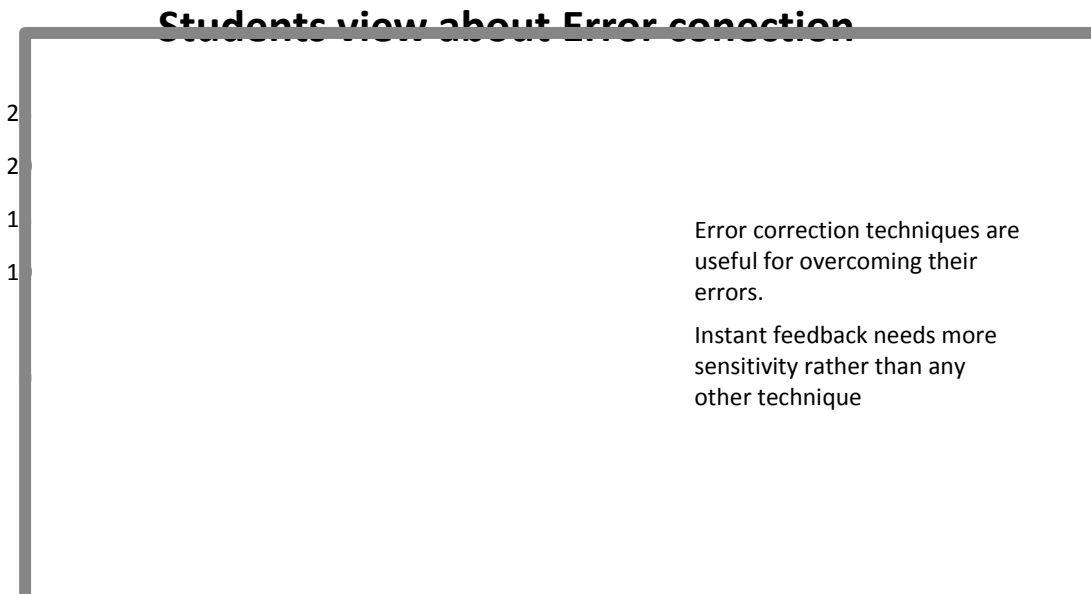Instant feedback needs more sensitivity rather than any other technique

Figure 21: Students view about Error correction

Here in question number one, 50% of the students agreed and another 17% strongly agreed that error correction is useful for learning. Error correction provide opportunity to correct own mistake so that it does not occur in future. On the other hand 20 % student disagreed with the statement and 13% had neutral opinion.

In the last question, majority of the student think instant feedback needs more sensitivity rather than other technique. 80% of the student agreed with the statement and another 13% also strongly agreed. Besides, 7% of the students had neutral opinion.

4.3. Findings of the Research:

- Most of the teachers agreed that classroom monitoring is necessary in teaching

- Majority of them ticked 'strongly agree' when it was asked that knowledge of classroom monitoring should be present.

- All of the teachers accepted the fact that the institution should provide training program for classroom monitoring which will help them to enhance learning.

- The participants also think that teachers are enthusiastic in teaching and the teacher should teach individual student according their need. Different student has different needs that why they think it will help them overcoming their problem.

- The greater part of the student is quite happy how teachers utilized their class time.

- Majority of the students agreed that error correction helps them locate their common mistake area and teachers should be sensitive while correcting their mistakes.

- Classroom monitoring is practicable in Bangladeshi institutions but it is not well practiced because of no having appropriate training for the teachers. Teachers use various techniques to motivate students but not in an organized manner as they are not considerably aware of these method.

Thus, it may be concluded that most of the teachers have the correct perception and understanding of Classroom Monitoring Method but still this perception needs attention to improvise and practice more in schools to help the students in their learning.

4.4 Difficulties and Challenges of Implementing Classroom Monitoring in Classroom:

While talking about using Classroom Monitoring techniques in Bangladeshi classroom the teachers face few difficulties and challenges as well.

Usually classrooms are too large and overcrowded in Bangladesh so it is difficult for the teachers to use classroom techniques in the classroom• Students feel shy to participate in elicitation or in error correction techniques. Sometimes they feel sad if teacher give feedback in front of the class.

Sometimes balance between the TTT and STT cannot be maintained and the class became only teacher oriented class. Majority of the classes in Bangladeshi schools are teacher oriented, sometimes it is difficult to get output from students and mostly they play the role of listener only.

Time constraint is a reason which disrupts classroom monitoring because as every class has a limited time, at times monitoring takes a lot time as a result it hampers the course.

Chapter 5 – Conclusion

5.0 Introduction:

This chapter summarizes the research and discusses the answer to the research questions and end with recommendations along with further research.

5.1 Summary of the findings:

In this part the research questions will be discussed.

• How feasible is Classroom Monitoring in Bangladesh?

The participants in this research survey were very much encouraging about Classroom monitoring usage. Their perception along with understanding is clear about Classroom monitoring. However they face a lot of challenges to implement Classroom monitoring techniques effectively in our context. However removing some problems like non trained teachers, large classes etc. it can be possible to implement Classroom monitoring in a very effective way in our country.

• What are the difficulties and challenges that Bangladeshi ESL/EFL teachers face in implementing Classroom Monitoring in English classrooms? How and to what extent these difficulties can overcome?

According to the participants major difficulties of implementing classroom monitoring methods are:

- According to the teachers most of the classrooms are either too large to maintain students properly. In most of the Bangla medium schools classroom are really big with more than fifty students each class. So it is really very difficult for a single teacher to monitor the class by applying monitoring techniques and in such a huge class it is difficult to motivate them individually. To solve this problem school authority can provide more than one teacher in every classroom.

- Then students themselves are an obstacle to implement this method in classroom. As most of the students are not interested in classroom participation. Inattentiveness in classroom is one of the major reasons of that problem.

5.2 Recommendations:

These recommendations were given considering the situation of classroom monitoring techniques used in Bangladesh.

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1. It is recommended that training to the teachers are needed in classroom monitoring is necessary. Though the teachers get training on Classroom monitoring and develop their skills but they do not have the scope to use that in the real situation. Some lack the guidance to use it in real situation. So, if the teachers are given some practical training where they will teach students using classroom monitoring methods then it will help in their actual profession. There is also a need of teachers to be supervised whether they are implementing the learning of the trainings in their classes or not

2. Large class is the core of all the problems. In most of our schools either classrooms are too large to maintain or there are plenty of students in a small classroom. Both situations create problems in effective teaching. So the school authority needs to pay attention in this issue.

3. Introvert and weaker students take their errors as a fault that must not be done, so these students should be treated with extra care by the teachers while correcting otherwise their learning process might stop progressing

4. After studying English for so many years, students could not communicate in English effectively as a result sometimes in L2 classes they feel shy to participate. So it needs to be practiced more and more. Teacher should encourage them more to practice English, teacher should encourage though they are wrong. For more practice more time and more resources are needed to make this language learning successful.

5. Also the teachers need to be careful while correcting errors of the students. If they correct all the errors of the students at a time in hurry they might not do the correction properly.

6. The teachers also need to be concern about using different error correction methods in classroom. Because all the methods may not work for everyone but a combine action of all methods can help students more.

Overall the teachers need to create a supportive classroom environment so that the learners participate in the activities without hesitation.

5.3 Further Research:

• This study is only focused the upper secondary level, so for the further study the levels such as: elementary, secondary and tertiary levels can be included.

• In this study only a questionnaire and interview session with the teachers were arranged.

So, classroom observation and students' interview can be included to get a better result.

• As opposed to small number of participants, a large number of participants can be surveyed.

5.4 Conclusion

Teachers and learners need to be cooperative with each other for applying any new dimension in their classes. If the students are not ready teacher alone cannot move forward. So, students play a vital role for teachers and also for the implementation of classroom monitoring.

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Appendix: 1

Survey Questionnaire

About the survey:

This survey questionnaire is designed for Bangladeshi EFL/ESL teachers teaching in private schools in Bangladesh. This survey aims to explore the types of classroom monitoring error correction methods is preferred by the teachers' in the Bangladeshi context, also the difficulties and challenges implementing this method in our context.

i) **Personal information:**

Name:

Age:

Class:

School:

ii) **Personal information:**

Name:

Age:

Teaching experience:

E-mail address (if any):

Grade(s) are you presently teaching:

1. Classroom monitoring:

Questions for Students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.Teachers are enthusiastic about teaching and communicate appropriately with the students					
2. Teachers should teach individual students according to their different needs and abilities.					

3. Teachers use class time effectively.					

2. Elicitation:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. Elicitation/warming up by the teacher help you to get an idea about the topic					
5.Balance between teachers and students talk time					

3. Motivation:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. Existing teaching method is adequate to motivate students.					
7. Use of group work, pair work facilitates the students.					
8.Teachers should allow interrupting their lecture if students have a relevant question					

4. Error Correction

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Error correction techniques are useful for overcoming their errors.					
10. Instant feedback needs more sensitivity rather than any other technique.					

3. Classroom monitoring:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Knowledge about Classroom Monitoring Methods should be present.					
2. Teachers should have training regarding Classroom Monitoring Method.					

2. Elicitation:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.Teachers should use 'Elicitation' technique in classroom					
4. Need to be concerned about both what students learn and how they learn.					
5.Encourage students to participate in class through asking questions or giving opinion					

3. Motivation:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5.Motivational tools are effective in encouraging learners					
6.Current management system of your institution is helpful to motivate your students					
7. Identifying noninvolved students and taking instant action is compulsory.					

4. Error Correction:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. Error correction assist student to locate their frequent mistakes and shows the way to overcome their mistakes					
9. Have to choose appropriate strategies for giving feedback and correcting learners' language.					
10.Elicited feedback facilitates better student understanding of the material					

5. Do you have any training regarding Classroom Monitoring Method?

_____
_____
_____
_____

6. Is 'Elicitation' technique followed in your classroom as a Classroom monitoring tools?

_____
_____
_____
_____

7. Do you follow any motivational tools to motivate learners?

_____
_____
_____
_____

8. Please mention what other problems that you faced while correcting errors of your students'?

_____
_____
_____
_____