Implementation of Classroom Monitoring Methods: A Study

from Bangladeshi Context

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April, 2017

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A thesis submitted to the

Department of English and Humanities of

BRAC University

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BRAC
UNIVERSITY

Inspiring Excellence

Submitted in partial fulfillment of the requirements

For the degree of

Bachelor of Arts in English

April, 2017

Acknowledgement

First of all, I would like to give thanks to Allah for giving me the ability to complete this research. Only for the grace of Almighty Allah, I could prepare the research paper. Then I want to express my respects & special thanks to my honorable supervisor Shenin Ziauddin who gave me the guidance in how to proceed with my research. She also gave her valuable time for my thesis and made my research work easier. Without her, I would not have been able to complete my work on time. I also want to give thanks to my teacher Mahmuda Akhter for helping me with this thesis.

Abstract

This research focuses on the types of classroom monitoring techniques of the teachers while teaching and learning English for the secondary level students in different Bangladeshi schools. Classroom monitoring techniques as; participating in activities, eliciting the information, motivating to participate in activities and giving helpful feedback are the important role of teachers while students' are engaging in individual or pair or group works. There are two types of monitoring; active or participate and discreet or vanish monitoring. Active monitoring is to monitor the classroom activities with equal participation of a teacher by helping with language items and continuously giving correction. On the other hand, discreet monitoring is to monitor the activities without providing frequent help and participating in the groups (Scrivener, 2011, p.68). How a teacher monitors the activities in class depends up to him/her preferences. The hypothesis of this study is: the teachers' preferences ways of monitoring at this level in Bangladesh and how much the learners' are benefited from it. To test the hypothesis, an interview session will arrange with the school teachers and a survey questionnaire will provide to know their perception about different classroom monitoring systems. In addition, students' questionnaire scripts will also provide to find out what types of monitoring are practiced in their class and which method they prefer most to be a successful learner. The study will also investigate the reasons of challenges and difficulties of implementing classroom monitoring techniques and possible recommendations to make an effective use of monitoring activities that promotes learners' performance.

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CHAPTER 1 – INTRODUCTION

1.0 Introduction:

English language is considered as a global language and plays a vital role for communication and improvement of economic conditions for every nation. In Bangladesh, for various historical and economic reasons English has gained significance on its own as foreign or second language. Foreign language learning has always been an important practical concern. Bangladeshi students learn English as a second language since the very beginning of their primary education. No doubt 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. The term 'learning' is closely related with the term 'teaching'. Again, teaching and learning depend on classroom monitoring. However, in the teaching-learning process, the teachers play a vital role. Moreover, success of the teaching depends on the environment of the classroom, attitude, intention and personality along with the association with the learners. So many efforts have been made to teach language effectively. Classroom monitoring plays a vital role in improving these difficulties in teaching language. In a classroom a major part of the teacher's job is to expose students to language so that they can learn how to use it. So as a teacher it is essential to know that which factors are really involve for quality teaching. There are few techniques which are used in classroom monitoring like participation, elicitation, motivation and error correction.

1.1 Problem Statement:

According to me, considering the situation of English language teaching class in Bangladesh, this research work is necessary. Classroom monitoring is very fundamental issue for successful learning. The teachers sometimes face problems to maintain this big issue like participate into discussion or group work elicit the information from the students, motivate them to speak in English and give feedback on their performance in a positive way. Few researches have been conducted considering teachers' belief and opinion regarding using participation, elicitation, motivation and error correction 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.

1.2 Purpose of the Study:

Purpose of the study is to explore the preferences of teachers about classroom monitoring method to influence the learners' performance in different schools of Dhaka city. The study will show what types of monitoring our students require in their reading and speaking skill. The difficulties and challenges of implementing classroom monitoring system in Bangladesh will be focus on the report.

Though English is a compulsory subject for secondary and higher secondary level in our country, students face problems to cope up with it. In this case, classroom monitoring can play a significant role to develop learners' position and performance. For instance, when a teacher monitors the individual's performance or group work by participating actively so that students can aware of his/her appearance and students ask for help if necessary. On the other hand, teacher may use the technique like does not offer frequent help to elicit their creativity. Moreover, it has found that most of our school teachers are unaware of classroom monitoring techniques. So teachers need to be well trained. In addition to this problem, one important factor is that 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. So, the report will try to present how an effective use of classroom monitoring method helps the teachers to improve learners' performance.

1.3 Objective of the study/Central Research Questions:

Since classroom monitoring is a vast topic and it is not possible to focus on every aspects of this topic so, I am only focusing on participation, elicitation, motivation and error correction. The aim and objective of this research study is to know the answers of following questions;

- What techniques of classroom monitoring are followed by the teachers?

- How the learners are benefited from it?

- What are the difficulties and challenges that Bangladeshi ESL teachers face in implementing Classroom Monitoring in their English classrooms?

- How and to what extent these difficulties can overcome.

1.4 Significance of the Study:

Significance of this study is to explore the current scenario of Bangladeshi schools considering the methods of English language classroom monitoring. Particularly this research will focus on the effective use of classroom monitoring methods using tools like participation, elicitation, motivation and error correction. In our country most of the school teachers are unaware of using effective monitoring methods. Mostly they prefer to use one method whatever they have trained and do not practice other methods though necessary. So, this research study is necessary to develop learners' performance in EFL/ESL classroom.

1.5 Limitations of the Study:

This thesis is done for academic purpose for fulfilling partial requirement of the researcher's bachelor degree. During this 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 enough to represent the whole realistic picture.
- Different schools have different system which some time very confusing.
- The sample has been taken only from the Dhaka city as a result it does not represent the whole country.
- Difficulty in getting permission for interviews and surveys at the school.
- The report only focuses on secondary class student.
- Schools remained closed during holidays and vacations.
- Lack of personal knowledge and ability.

CHAPTER 2 – LITERATURE REVIEW

2.0 Monitoring:

Monitoring, in general term can be defined as, the systematic process for regular observation and recording of activities taking place in a project and program to check the progress or quality of something over a period of time. In other words, monitoring is a continuing function that uses systematic collection of data on specific indicators (quantitative or qualitative variables) to provide the management of a program. Bartly (2011) mentioned that, 'monitoring is the systematic, purposeful and regular observation in a program' (p. 1). 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. In classroom situation, monitoring refers to continuous observation of classroom activities, learners' performance and progress. A teacher monitors the learners' performance to elicit the information, motivate to participate, and correct their mistakes through strategies. Researchers said, 'monitoring learner progress is finding out and recording how learners are progressing in their learning as they proceed from entry to exit point of a language learning course'. Brown (2000) mentioned that, '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'. So 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. Gower et al. (1995) mentioned about some techniques during

monitoring as termed like, stand back, quickly check, don't interrupt, spread attention, give correction where necessary and gather data for feedback (p. 50-51). So, in classroom situation a teacher monitors the learners' performance by following these skills;

- Questioning students during classroom discussions to check their understanding of the material being taught.

- Moving around the classroom during class work and interacting through target language with students about their work.

- Assigning, collecting, and correcting homework

- Administering and correcting tests; recording scores

2.1 Why is monitoring learner progress an issue?

The current educational context needs evidences of learner progress. So, monitoring learners' behavior and other developmental issues are big factor as an effective classroom management. But the reality shows that the shortness of time and the matter of large classroom and poor trained teachers' performance are the difficult issues for monitoring learner progress to manage well. However, teachers need to develop simple, time-effective and achievable systems for recording informal impressions. For example, strengths and weakness in students' oral or written language production can be diagnosed by giving tasks and activities.

2.2 Types of classroom monitoring:

Classroom monitoring is a great management issue for an effective teaching- learning process. Scrivener (2011) mentioned that, a teacher can play a role as monitor actively or

monitor discreetly when learners remain engage in classroom activities or individual or pair or group work. So, here Scrivener talks about two types of monitoring; active monitoring/ participate and discreet monitoring/ vanish. A teacher can monitor as actively being more visible and allow students to be more aware of his/her presence so that students can frequently ask for help and advice. Scrivener (2011) demonstrated some techniques of actively monitoring;

A teacher who is actively monitoring will be-

- walking around in the class

- viewing and listening into many different groups

- frequently offering spontaneous advice and corrections

- sitting down and joining a group for help (temporarily or for the whole task)

- participating in group discussions, offering ideas, helping with questions as a group member

That is why monitor actively is also termed as 'participate' (p. 69).

Advantages of Active monitoring: in some tasks students might not move forward. In that case ongoing advice, support, input and encouragement play a big role for the learners' development.

Disadvantages of Active monitoring: in many activities students do their task correctly. So possibly they do not need teacher's help and advice. In this situation, teacher's presence and frequent help for language items might be interference and it would clog to struggle a little to make use of their own resources.

On the other hand, 'Discreet monitoring is when a teacher maintains a presence in the room, but does not overtly offer help, interference, and correction' (Scrivener, p. 68). The aim of discreet monitoring is that, the students will aware of their teacher's presence but at the same time his/her watching and listening would not disturb them. Scrivener (2011) demonstrated some techniques of discreet monitoring;

The teacher could-

- Go into a corner of the room and sit quietly.

- read something to keep a small percentage of attention

- Swiftly and effectively solve the problem if they hit a significant problem and then go again in discreet monitoring role.

- sometimes vanish from the immediate eyeshot of the students (leaving the room for a few minutes)

Discreet monitoring actually focuses on the idea that, students will use their own resources without depending on course instructor. This type of monitoring basically helps the learners to elicit the information.

Advantages of discreet monitoring:

It does not disturb in any way the learners' ongoing performance. The learners are forced to use their own language items and resources so that they will not feel tempted to call on their teacher unless they hit a significant problem.

Disadvantages of discreet monitoring:

In some cases discreet monitoring demotivate the learners' progress. For example, in individual work, weak students do not feel free to ask for help or advice even though they hit a problem.

2.3 Some techniques of classroom monitoring:

Gower et al. (1995) mentioned about some techniques during discreet monitoring as termed like, stand back, quickly check, don't interrupt, spread attention, give correction where necessary and gather data for feedback (p. 50-51).

Stand back: teacher will take a few minutes for the students to go with it when he/she set up an activity, so that the teacher could get a chance to see which groups are doing satisfactorily and which groups need help before the teacher offering help.

Quickly check: it is necessary to check quickly whether the students are on right track or not, that is to say, to see if the students have understood the instructions about what they have to do. If any group is confused, the teacher will give instructions again.

Don't interrupt: unless and until students need help for language items or advice. If the teacher offers helps and corrections always, it might be interference of their tasks. Sometimes it is found that, students could not work properly and loss their concentration when teacher stands beside them and observe their ongoing tasks. This view also supports the Scrivener's idea (Scrivener, 2011, p. 68).

Spread attention: it will be better if the teacher spreads his/her attention to the whole class because nobody will feel neglected or drift away from the task. Evertson &

Weinstain (2011) have mentioned, teacher will aware of the language classroom interaction during monitoring the classroom whether learners are using the target language or not (p. 82).

Give correction where necessary: it basically depends on the nature and aims of the task or activity. If the task is controlled language practice and students make mistakes with their target language, teacher will need to correct it.

Gather data for feedback: gathering data for giving feedback is one of the major aspects of monitoring. Teacher will evaluate their performance of individuals within groups or pairs so that students can get chance to improve themselves. Goodman (1990) has said that, monitoring students' performance is a critical aspect of an effective classroom management because it requires data-based feedback on activities what they have performed in groups or with pairs for their improvement (p. 141).

Provide encouragement: it is essential to encourage students at the very beginning of the task so that they can keep their attention and confidence to work in groups or pairs. The teacher's enthusiasm and motivation help the learners increasing interest and maintaining classroom behavior.

2.4 Comprehension monitoring for reading:

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).

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 (Fitzgerald 1983, p. 250). Prior knowledge to particular subject increases the possibility of understating of the subject. By simple checking the background knowledge of the subject it can be determined how much a person has the knowledge about the subject. As well as, 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. At the same time, 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)

2.4.1 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.

Interview studies:

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

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, re-reading 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.

Text structure studies:

Text structure studies focus on the core of the passage that holds 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.

2.4.2 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.

2.4.3 Is Comprehension monitoring Essential in Reading?

As Mary Jane Gray Source (1987) describes in her article that comprehension monitoring provides student the strategies to better understand the passage and at the same time 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 2. Exposure to various types of material 3. Study techniques 4. Determining prior knowledge 5. Building background prior to reading 6. Providing rereading questions 7. Cloze procedure	1.Question-answerr relationship(QAR) 2. Error detection technique 3. Question exchange among children

Mary Gray in her article describes all these 10 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.

2.5 Motivation in class:

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behavior. Or, motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. According to Steers and Porter (1991), "motivation can be characterized as follows: needs or expectations, behavior, goals and some form of feedback" (p. 6). Dörnyei (2001) 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". Crookes and Schmidt (1991) describe motivation as the learner's orientation in relation to the goal of learning a second language. 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). 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).

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 first focuses on the term motivation and defines motivation specifying four aspects (Gardner, 1985, pp. 50-51).

1. A goal

2. Effortful behavior to reach the goal

3. A desire to attain the goal

4. Positive attitudes toward the goal

A goal is considered as a stimulus for arising motivation. In classroom, situation the teacher motivates the students to reach the goal. For example, in second language (L2) learning class, the goal is to acquire the language properly so that students can communicate through that language. In this case, the teacher's continuous motivation to participate in classroom discussion plays a very significant role to acquire L2.

Effortful behavior plays a significant role to reach the goal. If the students interact with the teacher and other classmates using the target language in class, it helps the students to reach the goal. In this case, a teacher should provide effective classroom activities where interaction is must and the teacher will monitor their performance.

A desire motivates a student to attain the goal. A desire or want effectively motivates learners to learn a foreign language for communication or getting other opportunities.

Positive attitudes toward the goal refers 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.

Dunkel (1948) differentiated between the kind of motivation and the intensity of motivation. The kind of motivation refers to the goal sought by the individual and the intensity of motivation refers to the degree of effort the individual expends to achieve that goal

Types of motivation:

Brown (1981) has identified three types of motivation: (a) global motivation, (b) situational motivation and (c) task motivation. Gardner and Lambert talked about two types of motivational orientation to L2 learning. (i) Integrative and (ii) instrumental motivation.

- **Global Motivation:** consists of a general orientation to the goal of learning a L2.

- **Situational Motivation:** varies according to the situation in which learning takes place.

- **Task Motivation:** it is the motivation for performing particular learning tasks.

- **Integrative Motivation:** a favorable attitude toward the target language community; possibly when the learner wishes to integrate and adapt to a new target culture through use of the language.

- **Instrumental Motivation:** occurs when the learner's goals for learning the L2, are functional. For example, passing an examination, career opportunities, or facilitating study of other subjects through the medium of the L2.

2.6 Elicitation:

Elicitation is another technique for classroom monitoring. Elicitation refers to drawing out ideas, information, opinions, language items etc. from the students in class. While teaching a second language, elicitation helps to

- develop learner-centered interaction

- produce innovative and dynamic learning environment

- Develop creativity of students as they have to brain storming for language items and other information.

As elicitation develops the teacher and learners with active involvement, so it creates a positive teacher-students relationship.

2.6.1 Principles of elicitation:

Scrivener (2011) has noted that, eliciting 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' (p. 73).

Eliciting enables a teacher to find out the problem and difficulties of students' levels of understanding. Scrivener also mentioned that, elicit can take place in language items, ideas, feelings, meanings, contexts, memories etc. by using pictures, gestures or questions. But elicit doesn't occur if the students' know nothing about the delivered items of the teacher.

2.6.2 Advantages of elicitation:

(a) Eliciting helps to develop a learner-centered classroom. As Gower, Philip & Walters (1995) state that, "Elicitation can mean more students talking time (STT) cut down on teacher talking time (TTT)" (p. 36). Scriviner (2011) have supported the idea and said that, "with this technique, there is a reduction in unnecessary teacher talk and a maximization of student talks (p. 74).

(b) Stimulating environment, while making learning memorable by linking new and old information.

(c) Eliciting is not limited to language and global knowledge. The teacher can elicit ideas, feelings, meaning, situations, associations and memories. So it helps to develop creativity of the learners.

(d) For the teacher, eliciting is a powerful diagnostic tool. Because it provides key information about what the learners know or don't know, and therefore a starting point for lesson planning. Scriviner (2011) states that," Eliciting helps the teacher to find out what the learners have already known" (p. 73).

(e) Eliciting also encourages teachers to be flexible and to move on another topic.

(f) It promotes the notion of an exchange of information, helps to break down traditional teacher-centeredness, and begins to establish a variety of interaction patterns in the classroom.

2.6.3 Disadvantages of elicitation:

(a) Eliciting can get boring and repetitive.

(b) One student can dominate answering elicitation questions.

(c) Eliciting does not always lead to more STT (Student Talking Time). If the elicitation is much longer than the thing the teacher is trying to elicit, it can actually mean more TTT (Teacher Talking Time).

2.7 Error correction:

Definition of Error/ Mistake: An error refers to something that is not correct; a wrong action or statement. 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.

A 'mistake' is an error caused by a fault: the fault being misjudgment, carelessness, or forgetfulness. Norrish (1983) says that, "a mistake is an inconsistent deviation that is sometimes the learner gets it right but sometimes wrong" (p. 8).

Corder (1974) has described 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'.

2.7.1 Causes of errors:

According to Norrish (1983) there are three reasons for occurring errors;

a. Carelessness: It is often closely related to lack of motivation. Many teachers support that it is not always the student's fault if he loses interest. The reason is that perhaps the materials or style of presentation do not suit him/her.

b. First Language Interference: 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: It is one of the common causes of error. This happens when learners translate their first language sentence or idiomatic expression in to the target language word by word.

Error correction is very important strategy for understanding the level of students' progress under classroom monitoring. Skinner (1957) in the Behaviorist 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).

On the other hand, error correction or given feedback in class motivates students' in both positive and negative way. Scrivener (2011) has given some ideas for indicating or correcting errors:

- Tell students that there is an error
- Use facial expression; surprise, frown, raised eyebrows, interest etc.

- Repeat sentence up to error

- Echo sentence with changed intonation or stress. For example, 'You go to a disco yesterday?' or 'He wanted to eat a kitchen?'

- Ask a question (for example, 'was this last week?') (pp. 287-288).

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

- Does the mistake affect communication?

- Are we concentrating on accuracy at the moment?

- Why did the student make the mistake?

- Could the student react badly to my correction?

- Have they met this language point in the current lesson?

- Is it something the students have already met?

- Is this a mistake that several students are making?

- Would the mistake irritate someone?

By answering this question a teacher should decide whether to correct the error or not. 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. According to Gower, Philips and Walters (1995) suggested three types of error correction can be used in the classroom (p.167).They are:

1. Self correction: students correct their errors individually. Sometimes this may be the quickest, most appropriate, most useful way of correcting errors.

2. Student-student correction: this technique is about when student A makes an error, elicit a correction from student B. If student B also fails to correct it right, then get another student C to help her. Thus the effect helps to involve many students in thinking about the problem and getting a solution. Scrivener (2011) termed it as the 'chain' (p.288).

3. Teacher correction: Teacher corrects errors when students make errors or mistakes.

CHAPTER 3 – METHODOLOGY

3.0 Introduction:

Research methodology focuses the type of this research and the research design. This chapter describes the participants, instruments used for collecting data and also the data collecting procedure. The study aimed at to know the teachers' preferences and perception about the classroom monitoring including participation, elicitation, motivation, error correction methods and also the difficulties and challenges to implement these methods in our context.

3.1 Research design:

Brown (1988) categorized researches into two types: primary research and secondary research (as cited in Nunan, 1997, p. 8). This research is 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 are the primary data for identification of practicing classroom monitoring in our country.

There are generally two types of research methods; qualitative and quantitative research methods. Qualitative research is useful for studies at the individual level, and to find out, in depth, the ways in which people think or feel. Qualitative data collection methods include unstructured or semi-structured techniques; for instance, group discussions, individual interviews, observation/ participations. On the other hand, quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. Quantitative data is any data that is in numerical form such as statistics, percentages, etc. In this research both quantitative and

qualitative methods are applied. It is called mixed method approach. I have used this method because 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. That is why this approach is 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 citedin, Johnson, R. Bruke, Anthony J. Onwuegbuzie, and Lisa A. Turner). Combinations of both close-ended and open-ended questions are used for survey questionnaire. In this study data are presented with tables, 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 twelve 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:

Firstly, to collect the data from these schools, the researcher asked for permission to the school authority. 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 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 were 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. Twelve 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 Teachers:

Name:

Age:

Teaching experience:

Personal information of Students:

Name:

Class:

Total students:

School:

In the second part of the questionnaire, questions were asked to the teachers and their perspective about practicing Classroom Monitoring methods, which were particularly classroom participation, 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.

In the third part of the questionnaire, questions were 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?

✓ Do you follow 'Elicitation' technique 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'?

The fourth and final part of the questionnaire, questions were asked to the students about classroom monitoring methods, particularly about Participation, 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.

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 12 participants were randomly chosen by the survey conductor.

All the participants are English language teachers of different schools of Bangladesh.

They teach English at 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 twelve participants seven were male participants and eight

were female. All of them are very matured 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	Male	Female
30-40	4	5
40-50	1	2

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.

The table below shows the experience level of the teachers.

Experience level	Male	Female
1-5 years	2	2
5-10 years	3	2
10-15 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.

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 survey and qualitative for interview.

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 – FINDINGS AND DISCUSSION

4.0 Introduction:

In this chapter the questionnaire, research findings and data analysis will be discussed in different sections. 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.

Twelve teachers of four different schools participated in the survey. Most of the teachers have experienced of teaching for years in this profession.

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.

In these survey twelve teachers has given their opinion. For the first question, Majority of the teachers (80%) strongly admitted that knowledge about classroom monitoring methods should be presented 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:

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.

From answer of the first question I 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 non-involved students and taking instant action is compulsory

For the first question, eight 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. Seven 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 three (27%) teachers were neutral and two 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

For the first question, seven teachers (60%) agreed that error correction helps student to find out their mistake and overcome them. On the other hand, three teachers (27%) strongly agreed with the statement and two 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, it can be seen that all most all the teachers agreed that certain guideline should be followed for giving feedback. Nine teachers (80%) agreed and another three teachers (20%) disagreed. Guide line shows the way to the student to how to achieve their goals.

Lastly, six teachers (50%) agreed and also three teachers (25%) 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 (15%) neutral and one teacher (10%) disagreed with the statement.

4.2 Analysis of students' 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

In the first question, 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, 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/warming up by the teacher help you to get an idea about the topic.
- Balance between teachers and students talk time.

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:

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

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 below-

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

- Error correction technique useful for overcoming their error

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 Class:

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 depressed if teacher give feedback in front of the class.

Sometimes balance between the TTT (Teacher Talking Time) and STT (Student Talking Time) 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 of time as a result it hampers the course.

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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.

- What techniques of classroom monitoring are followed by the teachers?

✓ The participants in this research survey were very much encouraging about

   Classroom monitoring usage. Their perception along with understanding is clear

   about Classroom monitoring. They have mostly talked about elicitation,

   motivation and error correction methods.

- What are the difficulties and challenges that Bangladeshi ESL/EFL teachers face

   in implementing Classroom Monitoring in English classrooms?

✓ 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 Bengali medium schools

     classrooms 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.

- How and to what extent these difficulties can overcome?

✓ However, teachers face a lot of challenges to implement Classroom monitoring techniques effectively in our context. However, being conscious about some problems like untrained teachers, large classes etc. authority can make sure to implement Classroom monitoring in a very effective way in our country.

5.2 Recommendations:

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

✓ 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.

✓ 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.

✓ 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.

✓ 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.

✓ 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.

✓ 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:

1. This study is only focused the secondary level, so for the further study the levels such as: primary, higher secondary and tertiary levels can be included.

2. 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.

3. As small numbers of participants were surveyed, a large number of participants can be surveyed.

5.4 Conclusion:

To make an effective learning, classroom monitoring methods play a vital role. Moreover, teacher and students need to be cooperative with each other for applying any new dimension in their classes. Again, students should respond to these classroom monitoring methods for their successful learning.

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Appendix: Survey Questionnaire

- **Personal information for the teacher:**

Name:

Age:

Teaching experience:

1. **Classroom monitoring:**

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

2. **Participation:**

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation as a group member helps					

to develop students' creativity					
frequent offering help & ideas hinder students' performance					

3. Elicitation:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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					

4. Motivation:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Motivational tools are effective in encouraging learners					
Current management system of your institution is helpful to motivate your students					
Identifying non-involved students and taking instant action is compulsory					

5. Error correction:

Questions for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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					

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'?

- **Personal information for the students:**

Name:

Class:

Total students:

School:

1. **Classroom monitoring**

Questions for Students	Strongly Agree	Agree	Neutral	Disagree	Strongly 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.					

2. **Participation:**

Questions for Students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Teacher's participation in group/pair work hinders your performance					
During individual work you feel free to ask frequent questions if necessary					

3. Elicitation:

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

4. Motivation:

Questions for Students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

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					

5. **Error correction:**

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