

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment

Md. Jahidul Islam

ID: 12103034



Inspiring Excellence

**Department of English and Humanities
BRAC University, Dhaka, Bangladesh**

March 2017

**Activity Route Map: How It Helps the Teacher to Make an Effective Classroom
Environment**

A Thesis Submitted to the
Department of English and Humanities
Of
BRAC University
By

Md. Jahidul Islam
ID: 12103034

In partial fulfillment of the requirements for the degree of
Bachelor of Arts in Linguistics and ELT
March 25, 2017

Submitted to: Ms. Shenin Ziauddin

Dedication

This paper is dedicated to my parents and all my teachers, who helped me to reach this far with their support, inspiration and guidance.

Declaration

This thesis is a presentation of my original research work, and has not been submitted for any other degree to this or any other university. Wherever contributions of others are involved, every effort is made to acknowledge with due reference to the literature.

Signature: _____

Date: _____

Acknowledgement

I am heartily thankful to my supervisor Ms. Shenin Ziauddin, whose guidance and constant support helped me to complete this thesis. I would like to thank my parents for their endless love, support and encouragement. I am very blessed to have them in my life. I am grateful to all the faculty members of the Department for ENH for their support. I have learnt a lot from them during this graduation period which will help me to go further. Finally, I would like to thank Fabee, Aklima and Shajib for their suggestions, inspiration and support throughout this study.

- Md. Jahidul Islam

Abstract

The purpose of this research is to identify the effects of different classroom activities and find how the teachers and learners are involved with different activities. The researcher has investigated four private universities of Bangladesh to collect important information about classroom activity. Moreover, the researcher has collected important information about classroom activity and incorporated it to research findings. In addition, the research has been designed based on distinctive questionnaires for both teachers and students regarding classroom activities as a part of research methodology and findings. On the other hand, the research findings have been analyzed thoroughly to establish the viewpoints of teachers and students. This research also discusses about how a classroom activity can facilitate learners in many ways. It also shows the role of different steps of classroom activities for authentic learning. Overall, this thesis discusses different issues regarding sequencing and mapping the route of a classroom activities.

Keywords: *Interaction, Learning goal*

Table of Contents:

Acknowledgement	v
Abstract	vi
Chapter 1	1
Introduction	1
Chapter 2	3
Literature Review	3
2.0. Introduction.....	3
2.1 Definition of Activity Route Map.....	3
2.2. Different Parts of Activity Route Map.....	4
3.1 Preliminary Criteria for Designing Activity Route Map.....	7
4.1 Different Types of Activities in Today’s Classroom	9
Chapter 3	15
Research Design	15
3.0 Introduction.....	15
3.1 Research Design.....	15
3.2 Participants.....	15
3.3 Instrumentation	18
3.4 Data Collection Procedures.....	18
3.5 Data Analysis Procedure.....	18
Chapter 4	20
Research Findings	20
4.0 Introduction.....	20
4.1.1 Findings from the Students’ Questionnaires	20
4.1.2 Findings from the Teachers’ Questionnaires	24
4.2.0 Findings from the Teachers’ and Students’ Survey	38
Chapter 5: Analysis and Discussion	40
Chapter 6	50
Conclusion	50

References 51
Appendices 53
 Appendix A 53
 Appendix B 59

Chapter 1

Introduction

Activities are important parts of today's classroom. In this modern world, everyday new methods and technologies are being incorporated into the classroom. In addition, researchers are finding new ways to make the classroom more effective and interactive for the students, so that they can get maximum outcome from their learning. Now-a-days, teacher emphasizes more on the quality of activity as it is the most significant part of the classroom. In addition, organized activity provides learners the most effective and interactive classroom environment. Considering this issue, routing and organizing an activity is a significant part of the classroom. Teacher-student interaction is only possible with a balanced classroom activity. The more organized activity provides the learners more scope to learn new knowledge. Effective learning can help the learners to reach their learning goal and this effective learning will not be possible without appropriate and organized classroom activities. Apparently, these teaching strategies are not separate from effective classroom activities. Classroom activities should be focused so that the learners can achieve their learning goal without further issues. Routing the classroom activity helps the teacher to keep the students in the right track. Keeping this mind that learners are the future leaders, a teacher has to provide more advantageous way of teaching new materials and lessons in the classroom. To do so, the activities should be designed in an organized manner following a route. Starting from the lead-in to post-activity, a teacher should follow a route of activity for adapting the learning process for the students. Learners' individual proficiency level and other criteria should be considered by a teacher while designing classroom activities. Teacher and student are interconnected in a particular classroom. Moreover, classroom will not be effective without an organized activity. The classroom activities should be focused so that it

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment 2

can raise learners' knowledge by providing them proper direction. Moreover, authentic learning for particular students depends more on teachers as they guide the learners to achieve their learning goal. The teacher has to understand the learners' need and guide them accordingly to fulfill their needs through effective classroom activities. In addition, learner's success in a particular classroom depends much on a focused classroom activities. It is very important to look for student's needs through step by step organized classroom activities. The research questions are:

1. What are the methods that are used by a teacher to make an effective classroom environment?
2. How can a student be benefited through different classroom activities?

Chapter 2

Literature Review

2.0. Introduction

The success of a classroom depends on an organized activity. Aimless activity is not only a barrier for learners, but also it does not bring authentic learning for the learners. In modern educational institution, most of the teachers follow specific steps for designing their classroom activities. In addition, teachers design classroom activities based on a route.

2.1 Definition of Activity Route Map

Activity Route Map (ARM) is an organized step of different activities. It promotes a balanced classroom environment. It is an organized route of different activities which have different sections (Scrivener, 2011, p.40). On the other hand, Tattersall et al. (2006) said, mapping a route of activity is to achieve particular requirement by fixed and combined activities of students to reach in a particular goal (p.314). Activity route map is an essential part of classroom activity which not only helps to set up an activity but also gives direction to a teacher about how to close an activity. Now-a-days, educational institution and different schools, colleges are tensed about the students' performance and outcome. So, the authorities are thinking of new methods regarding classroom activities which will help the students to achieve their learning goal. In addition, "following on the heels of widespread discontent with student outcomes, lowered teacher morale, and ineffective organization, school professionals have begun experimenting with new institutional models" (Griffin, 1995. p.30) to promote a balanced classroom activity. Activity Route Map (ARM) is changing the way by which a teacher designs materials for running an activity into a classroom. Teacher uses group of pair works to interact with students to get particular information from them and these interactions are considered as

instruction. To perform the ARM in a class, teacher organizes the activity in different sequential steps, for example: questioning, lecturing, lead-in, discussions, grouping students, assigning student and evaluating students' achievement. Without these routes of activities a teacher is not valid (Barth, 1990). Kielhofner (2002) said that, a teacher spends more than 2000 hours to design an activity per year. Moreover, it is very important to give more mental efforts to make a classroom successful (as cited in Earthman & Lemasters, 2009, p. 323). Therefore, ARM is a process where a teacher has to plan his or her activity in a well organized manner. It works for achieving a specific learning goal. In addition, it promotes different steps for classroom activity to make an effective classroom environment.

2.2. Different Parts of Activity Route Map

Activity Route map is all about classroom activities. It has the following steps:

- i. Before the class
- ii. Lead in and preparation for the activity
- iii. Setting up the activity
- iv. Running the activity
- v. Close the activity
- vi. Post activity (Scrivener, 2011, p. 40).

2.2.1 Before the Class

Success of a particular classroom depends on negotiation and proper planning. Planning a task depends on an actual interaction process (Fells, 1996, p.50). Teachers have to find proper methods regarding classroom activities which are suitable for most of the students. To do so, a teacher looks for students' ability, performance and other issues related to classroom activities.

On the other hand, teacher has to be familiarized with the topic that he or she is going to teach the students. It helps a teacher to grasp a broad idea about particular topic through different pre-organized knowledge about an activity. Moreover, a teacher can read through the material and their notes for organizing the activity (Scrivener, 2011, p. 40). Teacher can choose different types of materials before leading a class that helps them along with the students in many ways.

2.2.2 Lead in and Preparation of the Activity

Lead in and preparation is an important part of activity route map. It takes place before the beginning of the presentation by a teacher. It creates a link between the learners and particular activities. Sometimes choosing energetic words can attract students' attention. This is known as primacy effect based on psychology. A good beginning by a teacher is known as half done for a particular teacher. Moreover, a good lead-in is a key to successful teaching. It allows students to think more creatively. Through the lead-in and preparation, a student becomes aware about their learning goal. A teacher establishes a student friendly classroom through a good lead-in and preparation regarding an activity. In addition, it helps a teacher to maintain positive attitude and mental state among students. Moreover, good lead in and preparation grasps students' attention. A teacher can lead-in an activity following different ways, for example: gaining attention, setting up a teaching target, arousing motivation, making links and structuring. Teachers' communication in a lead in activities should be free and lively. Apparently, socializing and inducing the students are also important purpose of lead in activity. The main aim of lead in is to raise interest among the students towards learning. In addition, lead in activity works like magnet to draw students' attention (Jingxia & Jing, n.d.). Some of the important factors regarding lead in are being interest, relevant, student centered, brief and being authentic and close to students' life (Hollins, 2011, p.403).

2.2.3 Setting up the Activity

A teacher has to choose an activity which is suitable for all of the students. In addition, setting an activity depends on particular students of a classroom. A teacher sets different types of activities for students to accomplish his/her teaching objective. Making varieties of activities provides student scopes for learning new things. Moreover, it helps to increase teacher-student interaction. Teacher can raise students' interest through attractive activities which does not put pressure on them (Tomlinson, 2005, p.03).

2.2.4 Running the Activity

In this step, students can achieve their learning goals through authentic learning from their teacher. Students start to achieve their goal gradually (Jingxia & Jing, n.d.). In the meantime, students learn through different inputs from their teacher. Teacher instructs the students and students follow teachers' instruction for solving any issues regarding their lesson, which increases teacher-student interaction. In this step, students have to do different task for different activities. On the other hand, teacher carefully monitors the classroom activities.

2.2.5 Closing the Activity

Teachers close a particular classroom activity in the end of a class. It is one of the important parts of a classroom activity. Teachers close an activity to evaluate overall performance of the students. It includes feedbacks and valuable instruction, which keeps learners away from doing repetitive mistakes. In addition, it helps learners to achieve lesson objectives properly. (Tomlinson, 2005, p.21).

2.2.6 Post Activity

Reviewing all the activities in the end of a class is known as post activity. Post activities summarize the whole class and ask the students to recap and practice a similar task from their lesson.

3.1 Preliminary Criteria for Designing Activity Route Map

Framing an activity for a particular class is not an easy task. Teacher has to think about different issues regarding learners. Teacher has to organize and design activity based on different issues of a particular student. Teachers have to modify and organize classroom activities for helping the students to achieve their learning goal. In a particular class, each student has different abilities from other. There are weak, advanced, and other categorized student too. On the contrary, their level of knowledge and learning strategies are different from other learners. However, teachers plan their activity looking at learners' proficiency level (McDonough, Shaw & Masuhara, 2013, p.7). To frame an activity, a teacher has to think about different issues regarding a student. A teacher considers particular student's age, particular interest on different subjects and topic, proficiency level, first language (L1), capacity, academic or educational qualification, students' attitude to learning, personality and learning style (McDonough, Shaw & Masuhara, 2013, p. 7).

3.1.1 Age

Age plays an important role in terms of designing an activity route map. Human mind is biologically designed to respond in specific time depending on their maturity level and needs. Therefore, considering learners' age, a teacher makes a decision about which activities are suitable for them and which are not. Moreover, it tells that whether games or individual role play is suitable for them or not. Meiers (2002) found that if a toddler wants to get admitted in a

traditional Germany school, the admission authorities give the particular candidate two things one is an apple and another is a coin. If the particular candidate chooses apple then the candidate is not accepted by the authority. On the contrary, if the candidate chooses a coin, then he or she is accepted by the admission authority. The test has been designed to check whether the student is mature enough or not. In addition, adults or matured learners are fond of money (as cited in Fertig & Kluve, 2005 p.3). Therefore, age plays important role in terms of designing an activity route map.

3.1.2 Interest of Students

Learner's acquisition depends more on their interest on particular topic. Therefore, teachers have to consider about learner's interest for organizing an activity route map. In addition, it can be a topic or any materials. On the other hand, in a particular class, some are good at science, some are bad at mathematics and some are good at art etc. In a words, "setting a high academic standard of interest influences teacher and students' performance (Frick, 2011, p.540). Therefore, learner's interest plays an important role in terms of designing an activity route map.

3.1.3 Proficiency Level of Students

For designing an ARM, course instructor has to maintain different proficiency levels of students. These are the proficiency level of students: distinguished, superior, advanced, advanced high, advanced mid, advanced low, intermediate, intermediate high, intermediate low, novice high, novice mid and novice low (American Council on The Teaching of Foreign Languages[ACTFL], 2012). Teacher has to follow these steps in terms of designing an ARM.

3.1.4 First Language (L1)

Teachers consider learners' first language in terms of designing an activity route map. First language (L1) dominated learners' classroom activities focus more on L1 based materials. On the other hand, L1 interference issue is common in language classroom. Interference is also known as "language transfer or cross-linguistic influence" (Allard, Bourdeau, & Mizoguchi, 2011, p.679). It can be translation from L1 to L2 or interfering L1 in terms of learning L2 to make the students understand. In a word, first language motivates learners to learn something in a meaningful manner. Therefore, a teacher has to consider these issues before designing an activity route map.

3.1.5 Students' Capacity

Students' capacity must be considered along with other criteria regarding ARM. Teachers have to consider student's biological or psychological issues in terms of designing an activity. Different students have different capacity to learn something in different ways. Therefore, a teacher has to rethink about students' capacity before designing an activity route map.

3.1.6 Academic Qualification

Students' backgrounds or qualification plays an important role in terms of designing an activity route map. Course designer or instructor has to design activity based on students' qualifications and backgrounds.

4.1 Different Types of Activities in Today's Classroom

In today's classroom teachers follows different activities to assist students' learning process. In addition, different activities require specific concentration which helps the learners to achieve their learning goals through effective interaction with other learners.

4.1.1 Group work

In today's perspective, the learning environment in a particular classroom has been changed. The classroom is being organized in different style for authentic group discussion to route particular activity as it helps to increase learner's interaction with their teachers and other members. In addition, "a classroom management involves both decisions and actions" (Scrivener, 2011, p.55). Active learning is not possible without a group work. On the other hand, some individuals feel comfortable to do their classroom activities by themselves. Therefore, now-a-days, the matter of concern is to find out ways in terms of interactive learning environment. Students learn better when they actively engage themselves with other members and do their activity in a communicative way.

4.1.2 Importance of Group Work:

Group works force learners to share their existing knowledge with other members in a particular classroom. Most of the teaching and learning activities require different types of focused activities which involve both teacher and learners. According to Collier, Johnson and Topping, student-student interaction can produce positive outcomes which are very important for a particular classroom. Student-student interaction can facilitate the learning process in different ways:

- i) Students hear different things that they themselves had not thought of. It elaborates known contents and by this way it facilitates the learners.
- ii) It helps the learners to judge better and worse interpretations.
- iii) Learner can find out better solution for a particular problem by comparing their point of view with others.

- iv) Eventually they can apply theory to practice (as cited in Biggs and Tang, 2011, p.165).

In addition, a group can manipulate vast information. Members of particular groups come from different backgrounds. So, their knowledge varies from each other. They can reach a particular goal within a very short period of time. On the other hand, the group members can solve their problem with the help of others. In addition, teacher has to give fewer efforts to monitor a group work. In a group work, teacher has to “allow the students to work on the task without too much further interferences” (Scrivener, 2011, p.41) and by this way a learner can achieve their learning goal easily. In a word, all group members have unique abilities which they can apply throughout their activities to solve any issues.

- ❖ As different learners have different knowledge regarding particular topic of a group work, their activities become very creative. Moreover, in a group students share their opinion with other member and by this way a wrong decision is corrected instantly. Doing a group work a student begins to access his or her joy and whatever it is that the student wants to do. No matter what is happening externally, a student desires to have an internal awareness of how to move a place of disconnection to connection. The student can communicate with the student, those they care about most in such a way that their bonding, intimacy and experience of connection become double and the scene of satisfaction and joy is visible among the students.
- ❖ A group work can develop communication skills and helps to achieve particular learners' lesson objective effectively. In addition, students can adapt their target language successfully by participating with others.

- ❖ In a group, a complex work can be done within a very short period of time. So, a student does not feel monotonous at all. Moreover, It “enables the students to invest much more of themselves in the lesson” (Gower, Diane & Steve, 1995, p.50).
- ❖ In a broader sense, group work gives the students opportunities to be socialized. It promotes different types of cultural elements among a particular group. The main aim of a group work in an educational institution is to gain academic achievement. Students not only learn how to communicate and give direction but also get to know about human’s behavior. Productive Group work helps student to learn in a well defined manner and it is “essential for students to discuss ideas, solve problems, discover information, and complete projects” (Fisher & Frey, 2012, p. 2).

4.1.3 Different Types of Groups

- i) **Buzz groups:** In this group, students are given a question on particular topic. They have to solve different issues by discussing with other group members. Each buzz group has to discuss on a specific topic or issue and report back to the whole group. Members of buzz group have to work face to face to solve any issues. Members of buzz group have to do brainstorming to find out particular solution of a task. (Biggs and Tang, 2011, p.166).
- ii) **Jigsaw groups:** In this groups, students have to do different sub-tasks and all the finished sub-tasks are combined together to solve the main task. In this type of group, each member has minimum input so that any complex tasks can be solved easily without having any issues. The only drawback of this type of group is that student has to do their sub-task and in a result they miss the whole task along with the result.

- iii) **Learning cells:** This type of group contains two learners who work together and works like a cell to solve particular problems (Biggs and Tang, 2011, p.166).
- iv) **Problem-solving groups:** In this group 10 or more students works together for learning how to make a conclusion and proper judgment on particular topic and it also try to figure out any strong differences in opinion.
- v) **Syndicate groups:** According to Collier, 1983, these groups are “formed out of 30 or so into four to eight students each” (Biggs and Tang, 2011, p.167). The tasks are divided into different parts so that they can complete a larger project or task in a fixed time.
- vi) **Reciprocal questioning:** These types of groups use WH question to find out solution of particular task. In addition, students ask question to each other. They ask different questions based on the content.
- vii) **Spontaneous Collaboration:** These types of groups are formed spontaneously by the students regarding any specific assignments or projects. In this group, the tasks are divided into many parts and they have to do different tasks based on their individual roles (Biggs and Tang, 2011, p.168).

4.1.4 Pair Work

Pair work helps to investigate any tasks closely. Pair work is combined of two people to solve any problems regarding any task. There are two types of pair work:

- i) **Teacher-Student Pairs:** There are many situations where the teacher has to talk with students. It helps to provide learners with opportunities to solve any issues. There are many informal chats, talking about, checking, understanding of language, eliciting

newly presented language, modeling newly presented language before closed pairs and students' question.

- ii) **Student-Student Pairs:** It is the most common type of activities in a classroom. In this pair work, two students have to talk about a particular topic and they have to discuss with their pair to solve any issue. (Hill, n.d.).

Chapter 3

Research Design

3.0 Introduction

This chapter is discusses about different data collection procedures of this research. The researcher has followed different methodologies to accumulate research findings. Teacher and students have played their significant role behind the entire data collection procedure of this research.

3.1 Research Design

The research is focused on classroom activities. Therefore, teacher and students are the major participants of this research. In addition, the researcher has surveyed and interviewed 8 teachers and 80 students of different private universities of Bangladesh. Moreover, the researcher has followed mixed strategies to conduct the research.

3.2 Participants:

Participants of this research have been divided into two parts:

- i) Teachers
- ii) Students

i) Teachers:

Eight teachers (T1, T2, T3, T4, T5, T6, T7, T8) have participated in this research. They have been interviewed and surveyed by the researcher. The researcher has designed teachers' interview and survey based on different questionnaires. Most of them teach in different private universities of Bangladesh. On the other hand, most of them are qualified English teachers. They have provided the researcher important information regarding this research. The teachers are

well experienced and all of them are professional English teachers. Most of them are teaching for more than eight years and some of the teachers are new at their teaching profession. Most of them teach different English language related courses.

Details of Participated Teachers:

Number of Teachers	Gender	Educational Qualification	Skill	Experience
T1	Male	MA	English Language	8 Years
T2	Female	MA in English	English Language	5 Years
T3	Female	MA in English	English literature	4 Years
T4	Female	PhD in Socio-Cultural Anthropology	Anthropology	4 Years

T5	Male	MA in English	English Language	6 Years
T6	Male	MA in English	English Language	4 Years
T7	Female	MA in English	Linguistics	10 Years
T8	Male	MA in English	Linguistics	10 Years

ii) Students:

Students are the major participants of this research. Approximately, 80 students have participated in this research. All of them are English medium students. Their backgrounds are varied from each other. Most of the students have come from Bengali medium institutions and some of them are from English medium institutions. The researcher has conducted the research in the following universities of Bangladesh:

- i) BRAC University
- ii) East West University
- iii) AIUB
- iv) University of Liberal Arts

Students from the above mentioned private universities have participated in this research. They have to put a tick mark on the questionnaire based on: strongly agree, agree, neutral, disagree

and strongly disagree option. In addition, they have to answer five open-ended questions. The researcher has designed an average mean score based on their response regarding each items.

3.3 Instrumentation

The researcher has surveyed and interviewed both teacher and students based on 14 statements. In addition, the researcher has designed 5 questions for both teacher and students. Appendix A has been designed for the teacher and it is divided into two parts: “Part A” and “Part B”. Part A consists of 14 statements and part B consists of 5 open-ended questions for teachers. Similarly, the students’ part has been named as “Appendix B”. It is also divided into two parts, whereas part ‘A’ consists of 14 statements and part ‘B’ consists of 5 open-ended questions for them. Meanwhile, each of the statement has five point scales.

3.4 Data Collection Procedures

The researcher has interviewed and surveyed the teacher in a formal setting at their office. On the other hand, the students have participated in the data collection procedure in their classroom. The researcher has conducted the data collection procedure in above mentioned four private universities of Bangladesh. 80 students and 8 teachers have participated in this data collection procedure. The parts of the open- ended questionnaire have been designed differently for both students and teachers.

3.5 Data Analysis Procedure

Data analysis procedure of this research depends on mean score. The researcher has analyzed the result of data findings through mean score. In addition, the researcher has analyzed the data in two ways: one is mean score of the data findings and another is percentages of its

results. In a word, the mean score helps the researcher to establish an overall viewpoint of the participants.

Chapter 4

Research Findings

4.0 Introduction

The aim of this chapter is to collect the teachers' and students' responses according to different questionnaires. The researcher has designed five open ended questions along with fourteen questionnaires for extracting desired information from them. Approximately, 80 students and 8 teachers have participated in this research. The researcher has divided the data collections procedures into two distinctive parts:

1. Students' Interview and Survey
2. Teachers' Interview and Survey

The score of particular responses from teachers and students have been designed as following:

Strongly agree=5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

4.1.1 Findings from the Students' Questionnaires

Number of Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score
1.	60	10	6	3	1	4.56
	300	40	18	6	1	
2.	35	25	17	2	1	4.13

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment 21

	175	100	51	4	1	
3.	58	12	5	4	1	4.52
	290	48	15	8	1	
4.	27	26	17	8	2	3.85
	135	104	51	16	2	
5.	30	24	21	2	3	3.95
	150	96	63	4	3	
6.	29	22	17	8	4	3.80
	145	88	51	16	4	
7.	37	19	16	6	2	4.03
	185	76	48	12	2	
8.	40	20	18	1	1	4.21
	200	80	54	2	1	
9.	29	20	10	11	10	3.58
	145	80	30	22	10	
10.	27	17	22	8	6	3.63
	135	68	66	16	6	
11.	38	21	18	1	2	4.15
	190	84	54	2	2	
12.	57	13	6	3	1	4.52
	285	52	18	6	1	
13.	35	19	19	5	2	4.00
	175	76	57	10	2	

14.	25	20	21	9	5	3.63
	125	80	63	18	5	

The first statement is “Classroom activities help the student to learn new things faster”. In this statement, 60 students strongly agree, 10 students agree, 6 students are not sure, 3 students disagree and only one student strongly disagrees. The mean score is 4.56.

The second statement is “Classroom activities should be designed chronologically”. 80 students in total have responded to this statement. From the 80 students, 35 students strongly agree, 25 students agree, 17 students are not sure, 2 students disagree and one of them strongly disagrees. The mean score is 4.13.

The third statement is “*Activity route map*- with the help of different activities helps to achieve a particular subject’s goal”. In this statement, 58 students agree strongly, 12 students agree, 5 students are neutral, 4 students disagree and one of them strongly disagrees. The mean score is 4.52.

The fourth statement is “*Activity Route map* saves time of the students by engaging them with peers, group based activities”. From the 80 students, 27 students strongly agree, 26 students agree, 17 students are neutral, 8 of them disagree and 2 of them strongly disagree. The mean score is 3.85.

The fifth statement is “Student can solve many problems & issues, regarding different lessons of a particular book or chapter through an *Activity Route Map*”. For this statement, 30 students strongly agree, 24 students agree, 21 students are neutral, 2 students disagree and 3 other students strongly disagree. The mean score is 3.95.

The sixth statement is “Teacher can monitor the students’ activity closely through an *Activity Route Map*”. For this item, 29 students strongly agree, 22 students agree, 17 students are neutral, 8 students disagree and 4 students strongly disagree. The mean score is 3.80.

The seventh statement is “Students’ individual efforts can be measured through an *Activity Route Map*”. For this statement, 37 students strongly agree, 19 students agree, 16 students are neutral, 6 students disagree and 2 students strongly disagree. The mean score is 4.03.

The eighth statement is “Participation provides the teacher and the student proper feedback.” In this statement, 40 students strongly agree, 20 students agree, 18 students are neutral, one student disagrees and another strongly disagrees. The mean score is 4.21.

For the ninth statement (Classroom activities should be organized from beginning to the end), 29 students strongly agree, 20 students agree, 10 students are neutral, 11 of them disagree and 10 of them strongly disagree. The mean score is 3.58.

The tenth statement is “A teacher designs classroom activities based on students’ capacity & proficiency level. In this statement, 37 students strongly agree, 17 students agree, 22 students are neutral, 8 students disagree and 6 other students strongly disagreed. The mean score is 3.63.

For the item number eleven (Classroom activities and learning goals are embedded), 38 students strongly agree, 21 students agree, 18 of them are neutral, 1 of them disagree and two of them strongly disagree. The mean score is 4.15.

For the item number twelve (Classroom activities help the learners to go beyond their existing knowledge), 57 students strongly agree, 13 students agree, 6 of them are neutral, 3 of them disagree whereas one of them strongly disagrees. The mean score is 4.52.

For the item number thirteen (Classroom activities minimize distance between teacher and learners), 35 students strongly agree, 19 students agree, 19 of them are neutral, 5 of them disagree and two of them strongly disagree. The mean score is 4.00.

For the item number fourteen (Learners learn better by finding particular solution of a problem by themselves), 25 students strongly agree, 20 students agree, 21 of them are neutral, 9 of them disagree and 5 of them strongly disagree. The mean score is 3.63.

4.1.2 Findings from the Teachers' Questionnaires

Number of Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score
1.	7 35	1 4	0 0	0 0	0 0	4.87
2.	6 30	2 8	0 0	0 0	0 0	4.75
3.	4 20	3 12	1 3	0 0	0 0	4.37
4.	6 30	1 4	1 3	0 0	0 0	4.62
5.	7 35	1 4	0 0	0 0	0 0	4.87
6.	4 20	2 8	2 6	0 0	0 0	4.25
7.	3 15	3 12	2 6	0 0	0 0	4.12

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment 25

8.	5 25	1 4	1 3	1 2	0 0	4.25
9.	5 25	2 8	0 0	1 2	0 0	4.35
10.	4 20	1 4	0 0	2 4	1 1	3.62
11.	5 25	1 4	2 6	0 0	0 0	4.37
12.	6 30	1 4	0 0	1 2	0 0	4.50
13.	4 20	1 4	2 6	1 2	0 0	4.00
14.	3 15	4 16	0 0	1 2	0 0	4.12

For the first item (Classroom activities help the students to learn new things quickly), 7 teachers choose the “*strongly agree*” option whereas 1 teacher choose the “*agree*” option. Nobody chooses the “*strongly disagree*” or “*disagree*” option. In addition, nobody is neutral towards this statement. The mean score is 4.87.

For the second statement (Classroom activities should be designed chronologically), 6 teachers choose the “*strongly agree*” option, two of them put a tick mark on “*agree*” option.

Nobody is neutral. Nobody chooses “*Disagree*” or “*Strongly Disagree*” option. The mean score is 4.57.

For the third statement (*Activity route map*-with the help of different activities helps to achieve a particular subject’s goal), 4 teachers strongly agree, 3 of them agree, 1 teacher puts a tick mark on “*Neutral*” option. Nobody chooses “disagree” or “strongly disagree” option. The mean score is 4.37.

For the fourth statement (*Activity Route map* saves time of the students by engaging them with peers, group based activities), 6 teachers choose “*Strongly Agree*” option, 1 teacher puts a tick mark on “*Agree*” option and 1 teacher chooses “*Neutral*” option. Nobody chooses “*Strongly Disagree*” or “*Disagree*” option. The mean score is 4.62.

For the fifth statement (Student can solve many problems & issues, regarding different lessons of a particular book or chapter through an *Activity Route Map*), 7 teachers strongly agree whereas one of them agrees. Nobody puts a tick mark on “*Neutral*”, “*Disagree*”, and “*Strongly Disagree*” option. The mean score is 4.0.

In the sixth statement (Teacher can monitor the students’ activity closely through an *Activity Route Map*), 4 teachers strongly agree, 2 of them agree. 2 teacher choose “*Neutral*” option. Nobody puts a tick mark on “*Disagree*” and “*Strongly Disagree*” option. The mean score is 4.25.

In the seventh statement (Students’ individual efforts can be measured through an *Activity Route Map*), 3 teachers strongly agree, 3 teachers agree and 2 teachers are neutral. Nobody chooses “*Disagree*” or “*Strongly Disagree*” option. The mean score is 4.12.

In the eight Statement (Participation provides the teacher and the student proper feedback), 5 teachers choose “*Strongly Agree*” option whereas one of them choose “*Agree*”

option. One of them is neutral and another teacher chooses “*Disagree*” option. Nobody puts a tick mark on “*Strongly Disagree*” option. The mean score is 4.25.

For the ninth statement (Classroom activities should be organized from beginning to the end), 5 teachers strongly agree, 2 of them agree whereas nobody is neutral, one of them disagree. The mean score is 4.35.

In the tenth statement (A teacher designs classroom activities based on students’ capacity & proficiency level), 4 teachers marks on “*Strongly Agree* “option, 1 teacher puts a tick mark on “*Agree*” option. Nobody puts a tick mark on “*Neutral*” option. 2 teachers disagree and another teacher strongly disagrees. The mean score is 3.62.

For the item number 11(Classroom activities and learning goal are embedded), 5 teachers strongly agree, 1 teacher disagrees, two of them are neutral, nobody disagrees or strongly disagrees. The mean score is 4.37.

For the item number 12 (Classroom activities help the learners to go beyond their existing knowledge), 6 teacher strongly agree, 1 teacher agrees and another teacher disagrees. The mean score is 4.50.

For the item number 13(Classroom activities minimize distance between teacher and learners), 4 teachers strongly agree, one of them agrees, 2 of them are neutral and another teacher disagrees. The mean score is 4.00.

For the item number 14 (Learners learn better by finding particular solution of a problem by themselves), 3 teacher strongly agree, 4 teacher agree and one of them disagrees. The mean score is 4.12.

4.1.3 Findings from the Students' Questionnaires in Percentages.

No. of Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	75%	12.5%	7.5%	3.75%	1.25%
2.	43%	31.25%	21.25%	2.5%	1.25%
3.	72.5%	15%	6.25%	5%	1.25%
4.	33.75%	32.5%	21.25%	10%	2.5%
5.	37.5%	32.5%	21.25%	2.5%	3.75%
6.	36.25%	27.5%	21.25%	10%	5%
7.	46.25%	23.75%	20%	7.5%	2.5%
8.	50%	25%	22.5%	1.25%	1.25%
9.	36.25%	25%	12.5%	13.75%	12.5%
10.	33.75%	21.25%	27.5%	10%	7.5%
11.	47.50%	26.25%	22.5%	1.25%	2.5%
12.	71.25%	16.25%	7.5%	3.75%	1.25%
13.	43.75%	23.75%	23.75%	6.25%	2.5%
14.	31.25%	25%	26.25%	11.25%	6.25%

4.1.4 Findings from the Teachers' Questionnaires in Percentage:

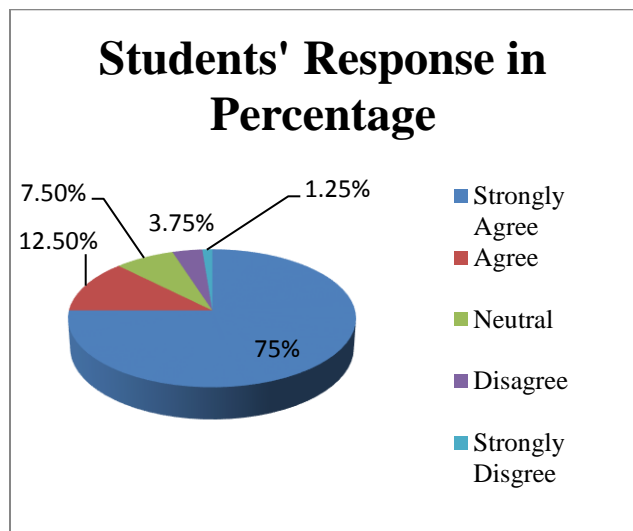
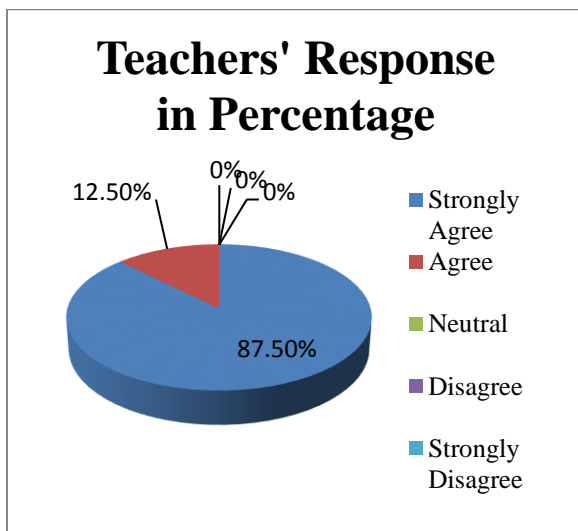
No. of Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	87.5%	12.5%	0%	0%	0%
2.	75%	25%	0%	0%	0%
3.	50%	37.5%	12.5%	0%	0%

4.	75%	12.5%	12.5%	0%	0%
5.	87.5%	12.5%	0%	0%	0%
6.	50%	25%	25%	0%	0%
7.	37.5%	37.5%	25%	0%	0%
8.	62.5%	12.5%	12.5%	12.5%	0%
9.	62.5%	25%	0%	12.5%	0%
10.	50%	12.5%	0%	25%	12.5%
11.	62.5%	12.5%	25%	0%	0%
12.	75%	12.5%	0%	12.5%	0%
13.	50%	12.5%	25%	12.5%	0%
14.	37%	50%	12.5%	12.5%	0%

4.1.5. Findings from the Teachers’ and Students’ Response:

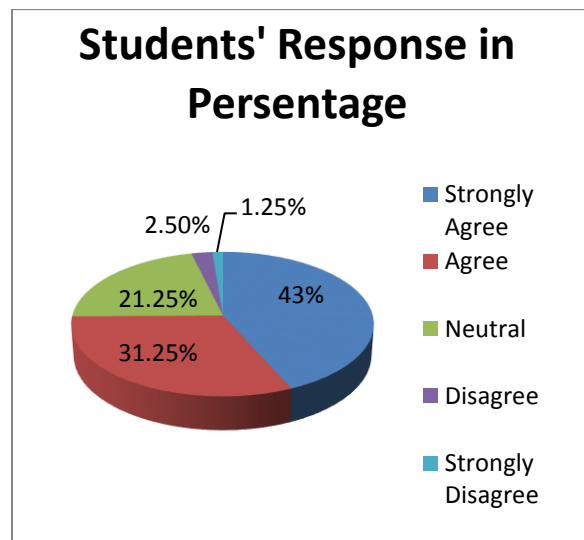
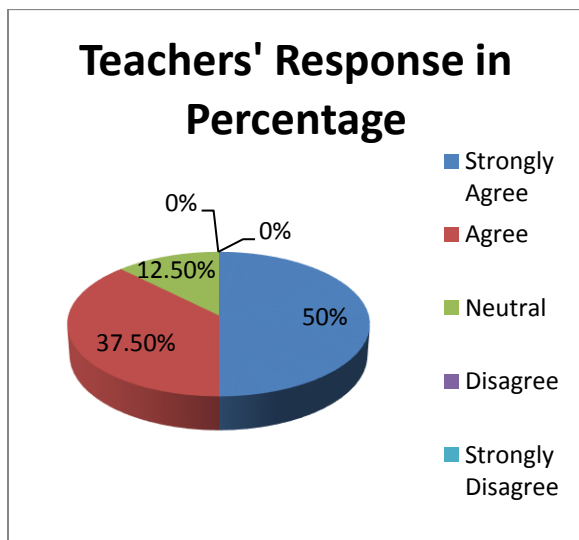
For item number one, 87.50% of the total teachers strongly agree, 12.50 agree and nobody disagrees or strongly disagrees.

For the same item, 75 percent of the total students strongly agree, 12.5% agree, 7.5 percent of the total students have been neutral, 3.75% students disagree and only 1.25 percent students strongly disagree.



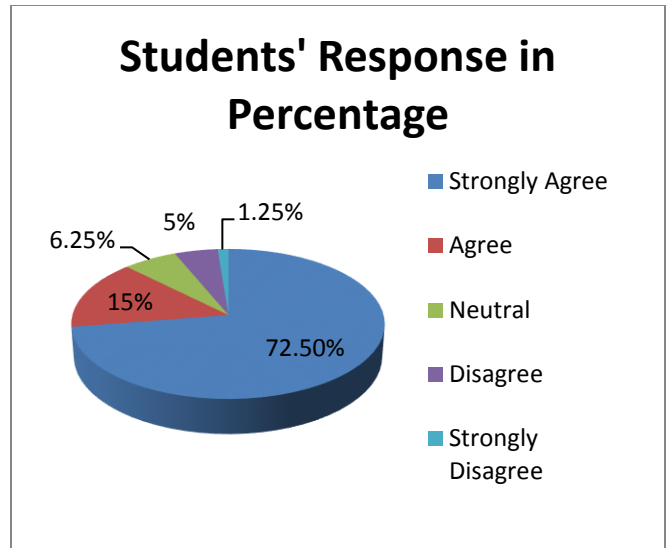
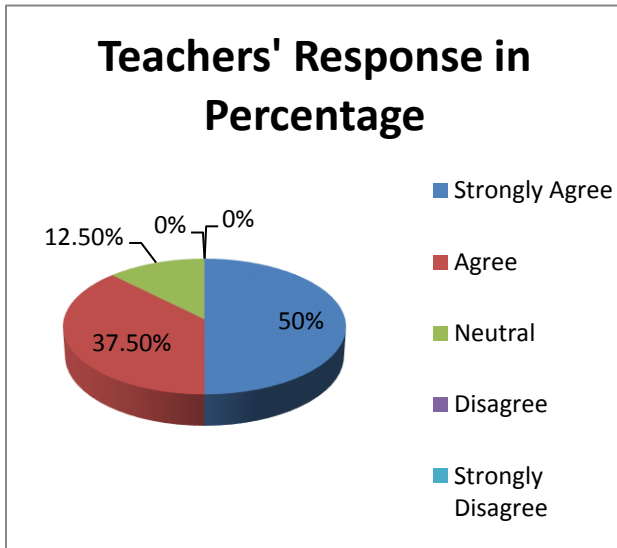
For the second item, 50% of the total teachers strongly agree whereas 37.50 of them agree and 12.50% teachers are neutral. Nobody puts a tick mark on “Disagree” or “Strongly Disagree” option.

For the same item, 43.75 percent students strongly agree, 31.25 percent students agree, 21.25 percent of the total students are neutral, 2.5 percent students disagree and only 1.25 percent students strongly disagree.



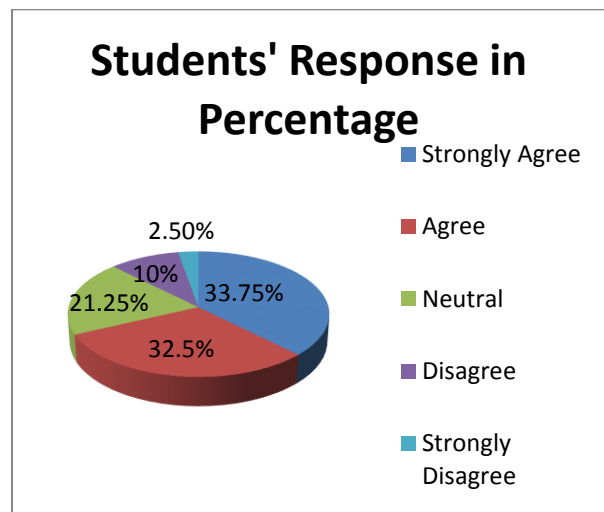
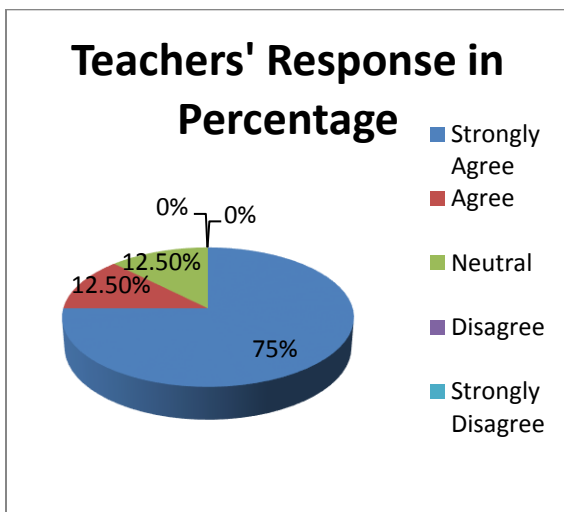
For the item no three, 50% of the total teachers strongly agree, 37.5% agree, 12.5 % are neutral and nobody disagree or strongly disagree.

In the item number three 72.5 percent students strongly agree, 15 percent students agree, 6.25 percent of the total students are neutral, 5 percent students disagree and only 1.25 percent students strongly disagree.



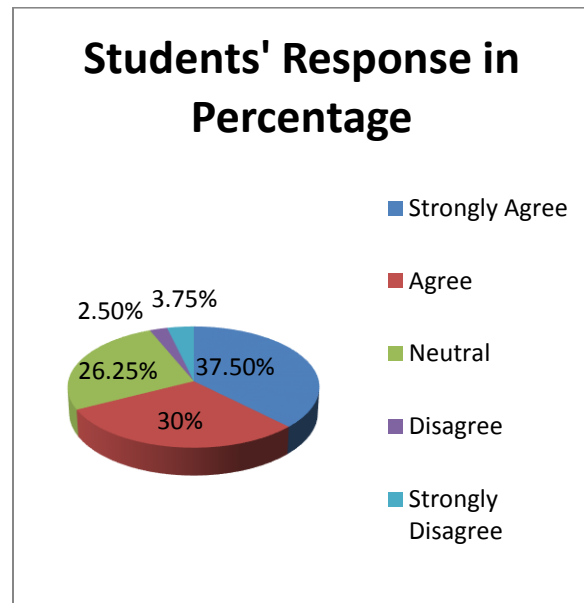
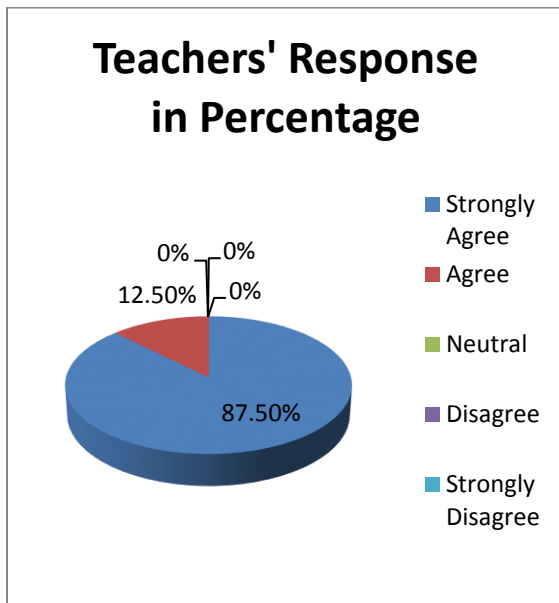
For the item no. 4, 75% teachers strongly agree, 12.50% agree, 12.50% of the total teachers are neutral. Nobody disagrees or strongly disagrees.

In response to item four, 33.75 percent students strongly agree, 32.5 percent students agree, 21.25 percent of the total students are neutral, 10 percent students disagree and only 2.5 percent students strongly disagree.



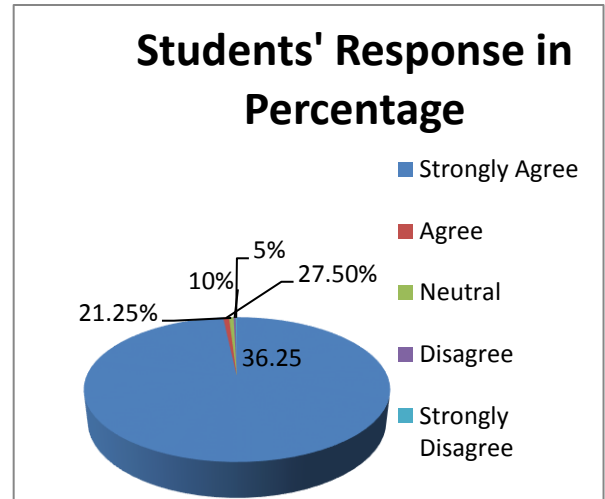
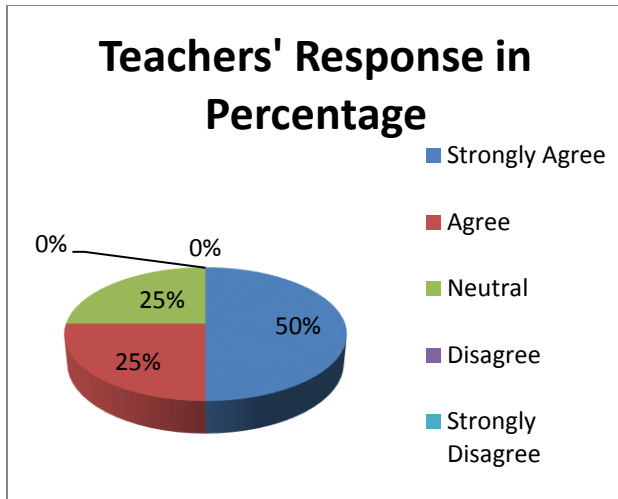
In the item number five, 87.5% teachers strongly agree, 12.50% agree and none of them disagree or strongly disagree.

In the item five 37.5 percent students strongly agree, 30 percent students agree, 26.25 percent of the total students are neutral, 2.5 percent students disagree and only 3.75 percent students strongly disagree.



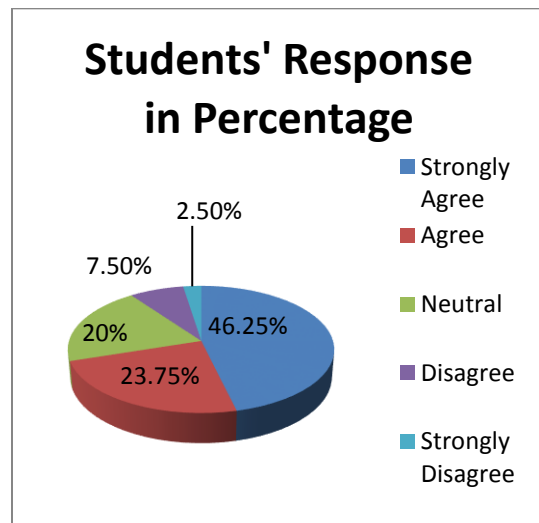
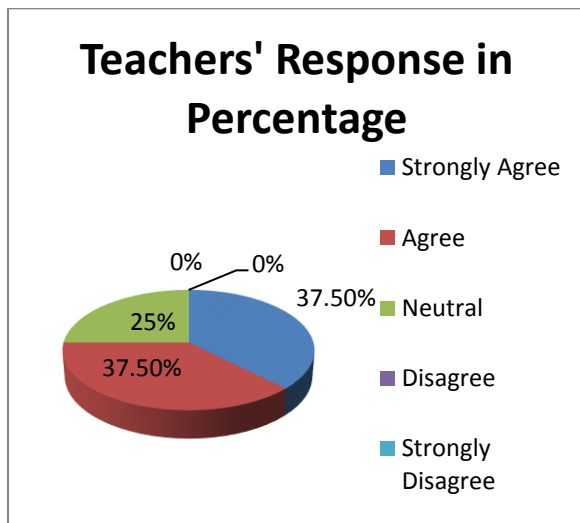
For this item number six, 50% of the total teachers strongly agree, 25% of them agree, another 25% are neutral; none of them disagree or strongly disagree.

In the item number six, 36.25 percent students strongly agree, 27.5% agree, 21.25 percent of the total students are neutral, 10% students disagree and 5 percent of the total students strongly disagree.



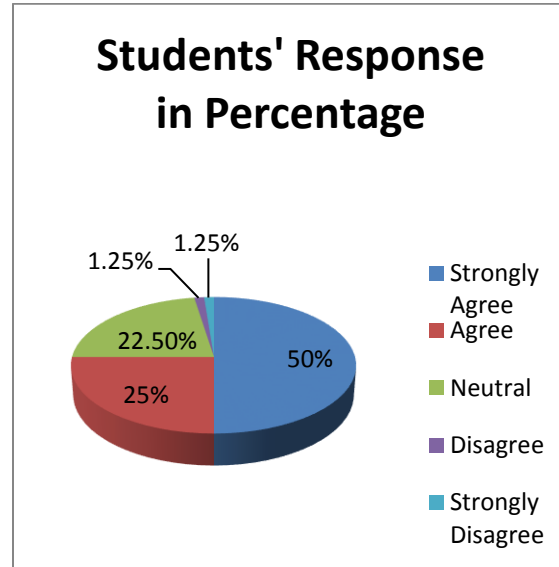
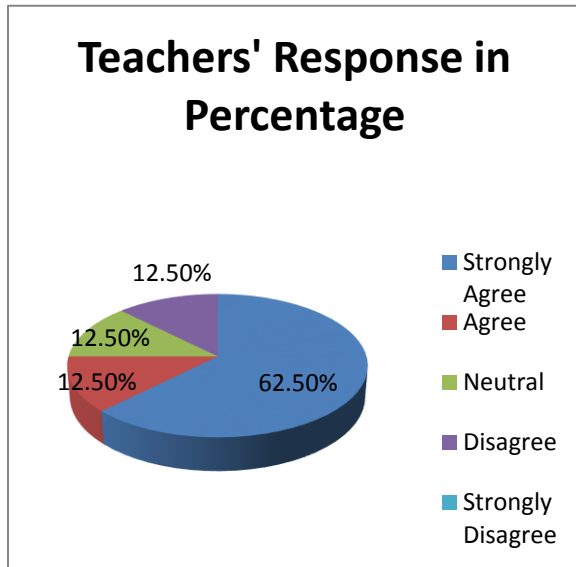
For the item number seven, 37.5% teachers strongly agree 37.5% agree, 25% teachers are neutral and nobody disagrees or strongly disagrees.

In the item same item, 46.25 percent students strongly agree, 23.75 percent students agree, 20 percent of the total students are neutral, 7.5 percent students disagree and only 2.5 percent students strongly disagree.



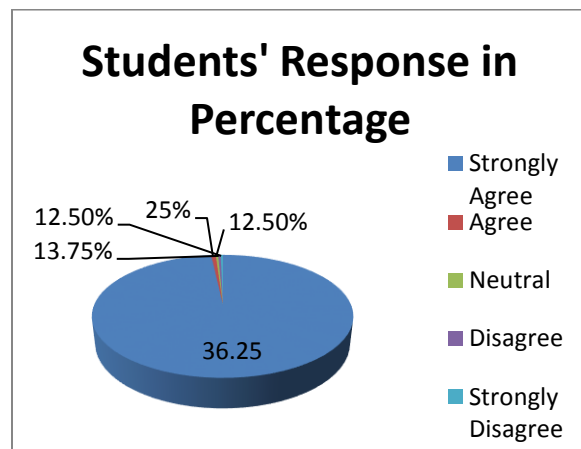
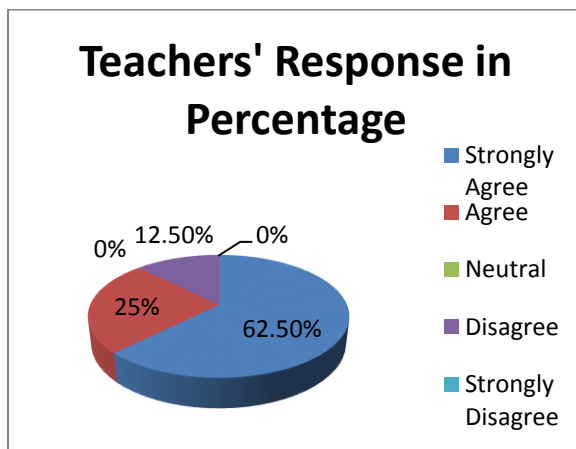
For the item number eight 62.50% of the total teachers strongly agree. 12.5% of the total teachers agree, 12.5% teachers are neutral, another 12.5% of the total teachers disagree and no one strongly disagrees.

On contrary, 50 percent students strongly agree to this item, 25 percent students agree, 22.5 percent of the total students are neutral, 1.25 percent students disagree and only 1.25 percent students strongly disagree.



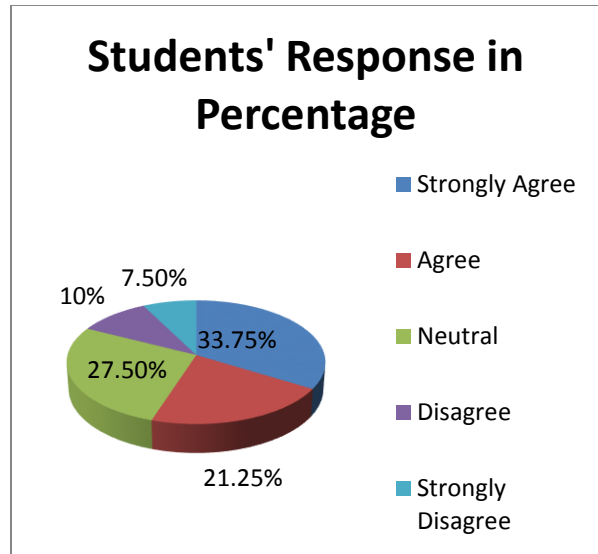
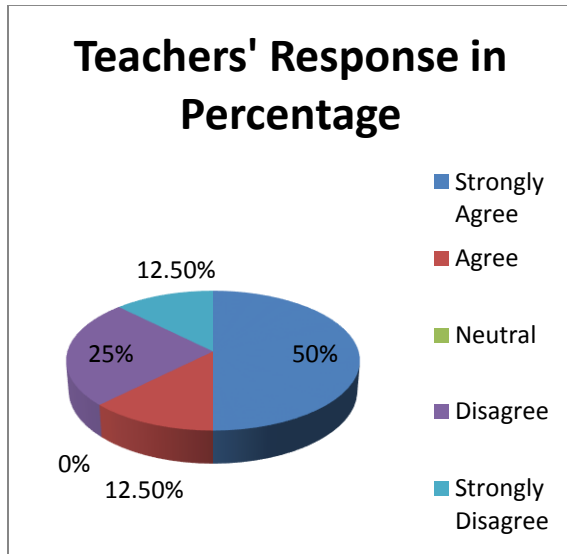
For the item number nine, 62.50% of the total teachers strongly disagree, 25% of them agree, none of them are neutral, 12.5% teachers disagree and none of them strongly disagree.

On contrary, 36.25 percent students strongly agree, 25 percent students agree, 12.5 percent of the total students are neutral, 13.75 percent students disagree and only 12.5 percent students strongly disagree.

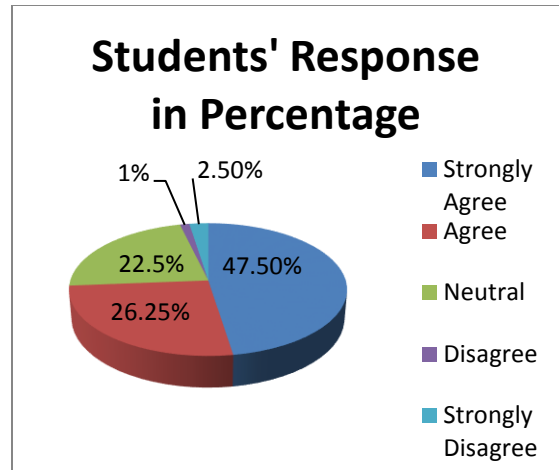
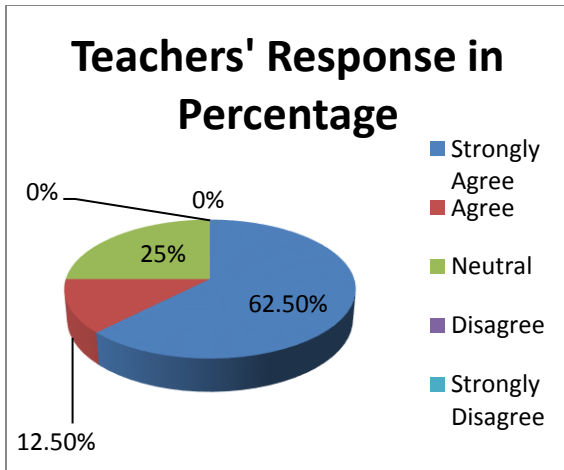


For the item number ten, 50% of the total teachers strongly agree, 12.5% agree. None of them are neutral towards this item, 25% of them disagree and 12.5% of them strongly disagree.

In the item number, ten 33.25 percent students strongly agree, 21.25 percent students agree, 27.5 percent of the total students are neutral, 10 percent students disagree and only 7.5 percent students strongly disagree.

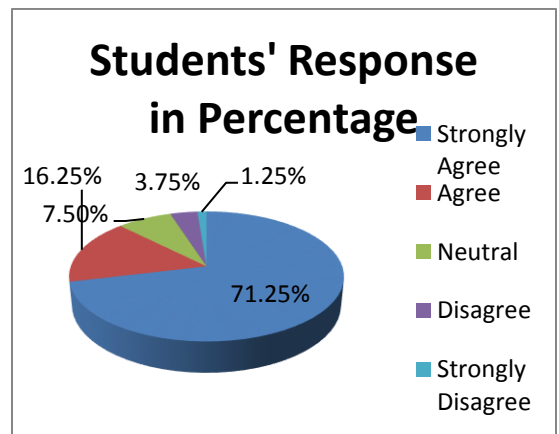
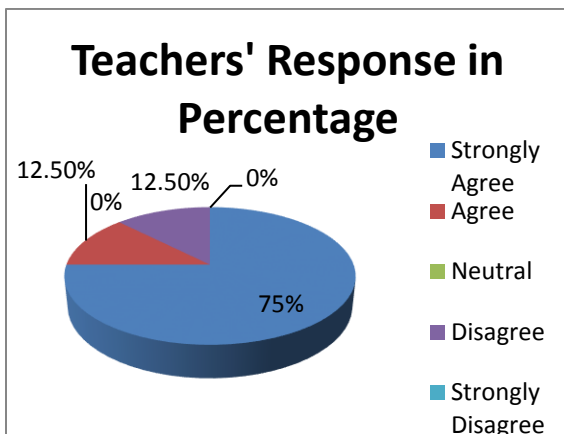


For the item number eleven, 62.50% teachers strongly agree, 12.5% teachers agree, 25% teachers are neutral. Nobody disagrees or strongly disagrees. For the same item, 47.50% of the total students strongly agree, 26.25% of the total students agree, 22.5 % of them are neutral, 1.25% students disagree and 2.5% of the total students strongly disagree.



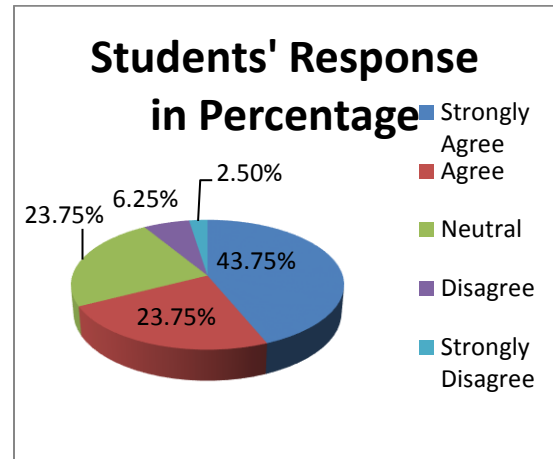
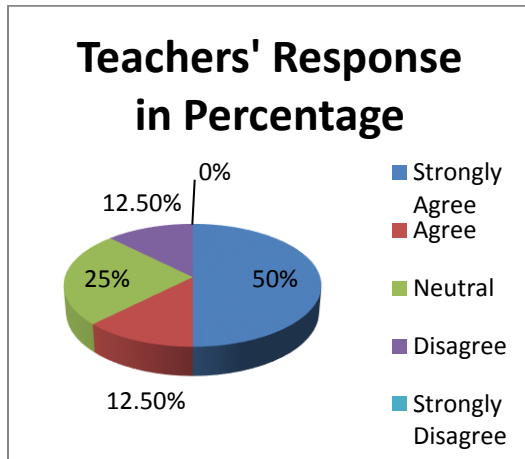
For the item number twelve, 75% of the total teachers strongly agree whereas 12.5% of the total teachers agree, no one is neutral, 12.5% of the total teachers disagree and nobody strongly disagrees.

For the item number twelve, 71.25% of the total students strongly agree, 16.25% students agree, 7.5% students are neutral, 3.75% of them disagree and 1% of the total students strongly disagree.



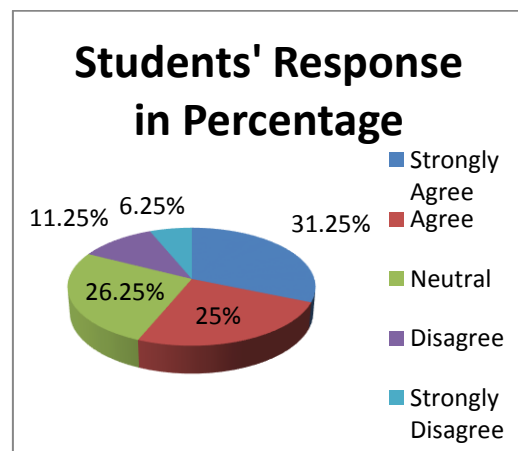
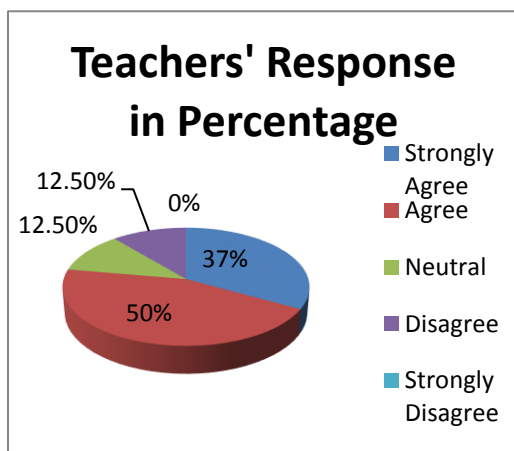
For the item number thirteen, 50% of the total teachers strongly agree. 12.5% teachers agree, 25% teachers are neutral, 12.5% of the total teachers disagree and nobody strongly disagrees.

For the same item, 43.75% of the total students strongly agree, 23.75% students agree, 23.75% students are neutral, 6.25% of the total students disagree and 2.5% of the total students strongly disagree.



For the item number fourteen, 37% of the total teachers strongly agree, 50% teachers agree, 12.5% of them are neutral and 12.5% of them strongly disagree.

For the item number fourteen 31.25% of the total students strongly agree, 25% students agree, 26.25% students are neutral, 11.25% students disagree, 6.25% of the total students strongly disagree.



4.2.0 Findings from the Teachers' and Students' Survey

Response to question no. 1:

Most of the teachers respond positively to this question. Each of the teachers uses different classroom activities for their teaching purposes. Classroom activity varies from teacher to teacher. Some of them emphasize more on different classroom activities and some of them are quite opposite from others. More or less all of the teachers use activities in their classroom.

The researcher has asked the students about their general types of activities in the classroom and the students respond that they use a lot of group and pair work. In addition, they have to do individual task in classroom. They have to do different reading, writing and speaking tasks based on their course book and teachers' instruction.

Response to question no. 2:

According to the teacher's response, they think without classroom activities learners' effective learning is not possible neither the classroom become interactive. They have also added that classroom activities help them to organize the classroom from the beginning to the end.

In this question the researcher asked the students about their different activities. In response, they have said that they use to do a lot of group and pair work which involve them with other learners. They share their thought and idea with other learners to solve any issues.

Response to question no. 3:

The teachers have been asked to choose one or more option from a list of options. From the options some of them choose group work, teachers-students talk, pair work. On the contrary, some choose scaffolding and role play. Most of them use published materials and barely use the authentic materials. All of them use to provide feedback to the students at the end of a class.

The third question for the students was about how they get help from other when they stuck with their activity. Most time the students ask their teacher for particular solution. In a particular group and pair work they ask other members for particular solution.

Response to question no. 4:

The question was about the method of maintaining the communicative classroom. Most of the teachers use group work, pair work, role play activities to make the learners involve in a particular classroom.

The researcher asks student, whether they can solve any issues regarding any task by themselves or not. In response, they indicate two situations, one is class test and another is classroom discussion. In terms of class test or examination, they have to do it by themselves and they can get help from their teacher and other members in classroom discussion regarding different activities.

Response to question no. 5:

The question was whether the classroom activities involve both students and teachers or not. The researchers got positive response from this question. The teacher said that teachers give task to the student and students have to finish their task in time. In the mean time they need help from the teacher. Therefore teacher-student cooperation is needed in a particular classroom.

In the fifth question the researcher wanted to know whether the student can gather new knowledge or not. Most of the students respond positively to this question. They acquire new knowledge about new topics by classroom activities. They share different thought with each other in different classroom activities.

Chapter 5: Analysis and Discussion

A mathematical representation scale has been designed based on the mean score for analyzing and explaining the survey results.

- a) Strongly Agree = 4.50- 5.00
- b) Agree = 4.00- 4.49
- c) Neutral = 3.50- 3.99
- d) Disagree = 3.00- 3.49
- e) Strongly Disagree = 2.50- 2.99

Students' viewpoints:

In the item number 1, the mean score is 4.56. So, most of the students strongly agreed with this statement. The score is comparatively higher than other scores.

In the item number 2, the mean score is 4.13. It represents that most of the students agreed. As there were 50 students, the score is a good score comparatively to other scores.

In the item number 3, the mean score is, 4.52. So, almost everybody strongly agreed with that statement. It is a high score.

In the item number 4, the mean score is 3.85. The score is a “*Neutral*”. It represents that most of the students were neutral to the statement.

In the item number 5, the mean score is 3.95. So, this result also represents that most of the students were neutral to that statement.

In the item number 6, the mean score is 3.80. It is a neutral score. Most of the students were neutral towards that statement.

In the item number 7, the mean score is 4.03. Most of the students were agreed with that statement.

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment 41

In the item number 8, the mean score is 4.21. This is also a good score. It shows that most of the students agreed with that statement.

In the item number 9, the mean score is 3.58. So, most of the students agreed with that statement.

In the item number 10, the mean score is 3.63. That represents a neutral score. Most of the students were neutral towards the statement.

In the item number 11, the mean score is 4.15. So, most of the students agreed with that statement.

In the item number 12, the mean score is 4.52. It represents that everybody strongly agreed with that statement.

In the item number 13, the mean score is 4.00. It means every student agreed with the statement.

In the item number 14, the mean score is 3.63. It is a neutral score.

Number of Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Viewpoints
1.	60 300	10 40	6 18	3 6	1 1	4.56	Strongly Agree
2.	35 175	25 100	17 51	2 4	1 1	4.13	Agree
3.	58 290	12 48	5 15	4 8	1 1	4.52	Strongly Agree
4.	27 135	26 104	17 51	8 16	2 2	3.85	Neutral

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment 42

5.	30 150	24 96	21 63	2 4	3 3	3.95	Neutral
6.	29 145	22 88	17 51	8 16	4 4	3.80	Neutral
7.	37 185	19 76	16 48	6 12	2 2	4.03	Agree
8.	40 200	20 80	18 54	1 2	1 1	4.21	Agree
9.	29 145	20 80	10 30	11 22	10 10	3.58	Neutral
10.	27 135	17 68	22 66	8 16	6 6	3.63	Neutral
11.	38 190	21 80	18 48	1 12	2 2	4.15	Agree
12.	57 285	13 52	6 18	3 6	1 1	4.52	Strongly Agree
13.	35 175	19 76	19 57	5 10	2 2	4.00	Agree
14.	25 125	20 80	21 63	9 18	5 5	3.63	Neutral

Teachers' Viewpoints:

In the item number 1, the mean score is 4.87. So, everybody strongly agreed towards the statement. It is a high score.

In the item number 2, the mean score is 4.75. It represents most of the teacher agreed with that statement.

In the item number 3, the mean score is 4.37. It indicates a "Agree" viewpoints of teachers.

In the item number 4, the mean score is 4.62. This score represents a "Strongly Agree" score. Most of the teachers were neutral regarding this statement.

In the item number 5, the mean score is 4.87. It represents a "Strongly Agree" score. Most of the teachers strongly agreed with that item.

In the item number 6, the mean score is 4.25. So, it is represents an "Agree" score. Most of the teachers agreed towards that statement.

In the item number 7, the mean score is 4.12. It shows that everybody agreed with this statement.

In the item number 8, the mean score is also 4.25. It indicates an "Agree" score whereas most of the teachers agreed with the statement.

In the item number 9, the mean score is 4.35. It represents a "Agree" score whereas most of the teachers agreed.

In the item number 10, the mean score is 3.62. It is a neutral score. Most of the teachers were neutral regarding this score.

In the item number 11, the mean score is 4.37. It indicates an "Agree" score whereas most of the teachers have agreed with the statement.

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment 44

In the item number 12, the mean score is 4.5. It shows that most of the teacher strongly agreed with this statement. It is a high score.

In the item number 13, the mean score is 4.00. It represents an “Agree” score whereas most of the teachers have agreed with this statement. It is also a high score.

In the item number 14, the mean score is 4.12. Most of the teachers agreed with the item. It is a high score.

Number of Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Viewpoints
1.	7 35	1 4	0 0	0 0	0 0	4.87	Strongly Agree
2.	6 30	2 8	0 0	0 0	0 0	4.75	Strongly Agree
3.	4 20	3 12	1 3	0 0	0 0	4.37	Agree
4.	6 30	1 4	1 3	0 0	0 0	4.62	Strongly Agree
5.	7 35	1 4	0 0	0 0	0 0	4.87	Strongly Agree
6.	4 20	2 8	2 6	0 0	0 0	4.25	Agree
7.	3 15	3 12	2 6	0 0	0 0	4.12	Agree
8.	5	1	1	1	0	4.25	Agree

	25	4	3	2	0		
9.	5	2	0	1	0	4.35	Agree
	25	8	0	2	0		
10.	4	1	0	2	1	3.62	Neutral
	20	4	0	4	1		
11.	5	1	2	0	0	4.37	Agree
	25	4	6	0	0		
12.	6	1	0	1	0	4.50	Strongly Agree
	30	4	0	2	0		
13.	4	1	2	1	0	4.00	Agree
	20	4	6	2	0		
14.	3	4	0	1	0	4.12	Agree
	15	16	0	2	0		

Analysis of Students' Viewpoints from Percentages:

No. of Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Viewpoints
1.	75%	12.5%	7.5%	3.75%	1.25%	4.56	Strongly Agree
	375	50	22.5	7.5	1.25		
2.	43%	31.25%	21.25%	2.5%	1.25%	4.13	Agree
	215	125	63.75	5	1.25		

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment 46

3.	72.5%	15%	6.25%	5%	1.25%	4.52	Strongly
	362.5	60	18.75	10	1.25		Agree
4.	33.75%	32.5%	21.25%	10%	2.5%	3.51	Neutral
	168.75	110	52.5	17.5	2.5		
5.	37.5%	30%	26.25%	2.5%	3.75%	3.95	Neutral
	187.5	120	78.75	5	3.75		
6.	36.25%	27.5%	21.25%	10%	5%	3.80	Neutral
	181.25	110	63.75	20	5		
7.	46.25%	23.75%	20%	7.5%	2.5%	4.03	Agree
	231.25	95	60	15	2.5		
8.	50%	25%	22.5%	1.25%	1.25%	4.21	Agree
	250	100	67.5	2.5	1.25		
9.	36.25%	25%	12.5%	13.75%	12.5%	3.58	Neutral
	181.25	100	37.5	27.5	12.5		
10.	33.75%	21.25%	27.5%	10%	7.5%	3.63	Neutral
	168.75	85	82.5	20	7.5		
11.	47.50%	26.25%	22.5%	1.25%	2.5%	4.15	Agree
	237.5	100	60	10	2.5		
12.	71.25%	16.25%	7.5%	3.75%	1.25%	4.25	Agree
	356.25	65	22.5	7.5	1.25		
13.	43.75%	23.75%	23.75%	6.25%	2.5%	4.00	Agree
	218.75	95	71.25	12.5	2.5		

14.	31.25%	25%	26.25%	11.25%	6.25%	3.63	Neutral
	156.25	100	78.75	22.5	6.25		

Analysis of Teachers' Viewpoints from Percentages:

Item No.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Viewpoint
1.	87.5%	12.5%	0%	0%	0%	4.87	Strongly Agree
	437.5	50	0	0	0		
2.	75%	25%	0%	0%	0%	4.75	Strongly Agree
	375	100	0	0	0		
3.	50%	37.5%	12.5%	0%	0%	4.37	Agree
	250	150	37.5	0	0		
4.	75%	12.5%	12.5%	0%	0%	4.62	Strongly Agree
	375	50	37.5	0	0		
5.	87.5%	12.5%	0%	0%	0%	4.87	Strongly Agree
	437.5	50	0	0	0		
6.	50%	25%	25%	0%	0%	4.25	Agree
	250	100	75	0	0		
7.	37.5%	37.5%	25%	0%	0%	4.12	Agree
	187.5	150	75	0	0		

8.	62.5%	12.5%	12.5%	12.5%	0%	4.25	Agree
	312.5	50	37.5	25	0		
9.	62.5%	25%	0%	12.5%	0%	4.35	Agree
	312.5	100	0	37.5	0		
10.	50%	12.5%	0%	25%	12.5%	3.62	Neutral
	250	50	0	50	12.5		
11.	62.5%	12.5%	25%	0%	0%	4.37	Agree
	312.5	50	75	0	0		
12.	75%	12.5%	0%	12.5%	0%	4.50	Strongly
	375	50	0	25	0		Agree
13.	50%	12.5%	25%	12.5%	0%	4.00	Agree
	250	50	75	25	0		
14.	37%	50%	12.5%	12.5%	0%	4.12	Agree
	185	200	37.5	25	0		

Analysis of Survey Results:

The survey result from research findings shows that, most of the teachers follow different activities in a classroom. They follow particular activity step by step which helps them to create an effective classroom environment and increase students' interaction. Most of them use to provide feedback at the end of the class. They maintain communicative classroom activities through different pair work and group work and it involves both teacher and students.

Most of the students respond positively to their survey questionnaires. They use different group work; pair work and role play activities into the classroom which involve them with other

learners. They solve their problem through communicative classroom discussion. In addition, when they get stuck with their activity, they take help from the teacher and other group members. Classroom activities enhance their interaction process and it helps to achieve their lesson objective without further issue.

Chapter 6

Conclusion

The intention of this research was to figure out different issues regarding classroom activities and how the teachers and students overcome those issues following an organized step of classroom activities. Moreover, an aimless activity does not bring positive result for both teachers and students. Teacher-students interaction is only possible through focused classroom activity that is why following a route of activity really helps the teachers and learners in many ways. Therefore, the research was focused on different classroom activities and discusses how it accomplish students' learning goal. In addition this research explained that classroom activities are not separate from each other rather it works together to achieve the learning goal.

In today's world, setting a classroom activity is a controversial process. Therefore, activity route map is helping learners by directing them to do what are supposed to do within an appropriate time. It also minimizes unnecessary activities from the classroom through guiding the teacher with focused activities. Therefore, teacher and students are being benefited expediently.

References

- American Council on the Teaching of Foreign Languages. (2012), *ACTFL Proficiency Guidelines 2012*(3rd ed.). ACTFL, INC: Author. Retrieved from www.actfl.org
- Allard, D., Bourdeau, J., & Mizoguchi, R. (2011). Addressing Cultural and Native Language Interference in Second Language Acquisition. *CALICO Journal*, 28(3), 677-698. Retrieved from <http://www.jstor.org/stable/calicojournal.28.3.677>
- Bigs, J. & Tang, C. (2011). *Teaching for Quality Learning at University* (4th ed.). England: Open University Press.
- Earthman, G & Lemasters, L. (2009). Teacher attitudes about classroom conditions. *Journal of Educational Administration*, 47(3), 323-335. Retrieved 1 October, 2016, from <http://dx.doi.org/10.1108/09578230910955764>
- Fells, R. (1996). Preparation for negotiation: Issue and process. *Personnel Review*, 25(2), 50-60. Retrieved 2 December, 2016, from <http://dx.doi.org/10.1108/00483489610110087>
- Fertig, M & Kluve, J. (2005). The Effect of Age at School Entry on Educational Attainment in Germany . *Discussion Paper Series*, 13(121), 2-32. Retrieved 10 August, 2016,from <http://ftp.iza.org/dp1507.pdf>
- Frick, W. (2011). Practicing a Professional Ethic: Leading for Students' Best Interests. *American Journal of Education*, 117(4), 527-562. doi:1. Retrieved 08 October, 2016,from <http://www.jstor.org/stable/10.1086/660757> doi:1
- Fiseher, D & Frey, N. (2012). *Engaging The Adolescent Learner*. Retrieved, from http://aldnetwork.org/sites/default/files/S4%20Fisher%20and%20Frey_2012_Collaborative%20Learning.pdf
- Gower, R, Diane, P & Steve, W. (1995). *Teaching Practice Handbook*. (New Edition ed.), Monitoring (pp. 50), England: Macmillan Heinemann English Language Teaching

Griffin, G. (1995). Influences of Shared Decision Making on School and Classroom Activity: Conversations with Five Teachers. *The Elementary School Journal*, 96(1), 29-45.

Retrieved from <http://www.jstor.org/stable/1001664>

Hill, D. (n.d.). Pairwork and Groupwork. Retrieved February 5, 2017, from

https://www.nile-elt.com/sites/default/files/files/1161_S4.pdf

Hollins, E. (2011). Teacher Preparation For Quality Teaching. *Journal Of Teacher*

Education, 64(4), 395-407. Retrived February 10, 2017, from

<http://dx.doi.org/10.1177/0022487111409415>

Jingxia & Jing(n.d). “How to Have a Good Lead-in in English Classrooms”. Retrived from

<http://www.tesol->

[spain.org/uploaded_files/files/\(Liu%20Jingxia\)How_to_have_a_good_lead-in-2.pdf](http://www.tesol-spain.org/uploaded_files/files/(Liu%20Jingxia)How_to_have_a_good_lead-in-2.pdf)

Mcdonough, J, Shaw, C & Masuhara, H. (2013). *Material and Methods in ELT*. (3rd

ed.). England: Blackwell Publishing Ltd.

Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*.

Macmillan Books for Teachers.

Tattersall et al.. (2006). Modelling routes towards learning goals. *Campus-Wide Information*

Systems, 23(5), 312-324. Retrieved 10 January, 2017, from

<http://dx.doi.org/10.1108/10650740610714071>

Tomlinson, B. (2005). *Materials Development in Language Teaching*. UK: Cambridge

University Press

Activity Route Map

Appendices

Appendix A

Part 1

Questionnaires for Teachers

General Information:

Your age: ____ Gender _____ Academic Background _____ Years of experience ____.

Direction: Please put a tick mark based on your opinion about each statement.

Note: Each of the items has 5 points scale, where *Strongly Agree=5, Agree=4, Neutral=3,*

Disagree=2, Strongly Disagree=1

1. Classroom activities help the students to learn new things quickly.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

2. Classroom activities should be designed chronologically.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

3. *Activity Route Map*-with the help of different activities helps to achieve a particular subject's goal.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

4. *Activity Route Map* saves time of the students by engaging them with peers, group based activities.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

5. Student can solve many problems & issues, regarding different lessons of a particular book or chapter through an *Activity Route Map*.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

6. Teacher can monitor the students' activity closely through an *Activity Route Map*.

- a) Strongly agree
- b) Agree
- c) Neutral

d) Disagree

e) Strongly disagree

7. Students' individual efforts can be measured through an *Activity Route Map*.

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

8. Participation provides the teacher and the student proper feedback.

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

9. Classroom activities should be organized from beginning to the end.

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

10. A teacher designs classroom activities based on students' capacity & proficiency level.

a) Strongly agree

b) Agree

- c) Neutral
- d) Disagree
- e) Strongly disagree

11. Classroom activities and learning goals are embedded.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

12. Classroom activities help the learners to go beyond their existing knowledge.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

13. Classroom activities minimize distance between teacher and learners.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

14. Learners learn better by finding particular solution of a problem by themselves.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

Appendix A

Part 2

(Open Ended Questions)

Direction: Please answer the following questions:

1. Do you follow different activities in the classroom?

2. How do classroom activities help you to create an interactive and effective classroom environment?

3. Which of the following teaching methods do you use frequently in the classroom? You can choose more than one options.

- a) Group Work
- b) Teachers-Students Talk
- c) Pair Work
- d) Authentic/Published Materials
- e) Scaffolding

f) Role play

g) Feedback

4. How does a communicative classroom maintain different classroom activities?

5. Do classroom activities involve both teachers and students? How?

Activity Route Map

Appendix B

Part 1

Questionnaires for Students

General Information:

Your age: _____ Gender: _____ Class: _____.

Direction: Please put a tick mark based on your opinion about each statement.

Note: *Each of the items has 5 points scale, where Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1.*

1. Classroom activities help the students to learn new things quickly.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

2. Classroom activities should be designed chronologically.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

3. *Activity route map*-with the help of different activities helps to achieve a particular subject's goal.

Activity Route Map: How It Helps the Teacher to Make an Effective Classroom Environment 60

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

4. *Activity Route map* saves time of the students by engaging them with peers, group based activities.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

5. Student can solve many problems & issues, regarding different lessons of a particular book or chapter through an *Activity Route Map*.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

6. Teacher can monitor the students' activity closely through an *Activity Route Map*.

- a) Strongly agree
- b) Agree
- c) Neutral

d) Disagree

e) Strongly disagree

7. Students' individual efforts can be measured through an *Activity Route Map*.

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

8. Participation provides the teacher and the student proper feedback.

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

9. Classroom activities should be organized from beginning to the end.

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

10. A teacher designs classroom activities based on students' capacity & proficiency level.

a) Strongly agree

b) Agree

- c) Neutral
- d) Disagree
- e) Strongly disagree

11. Classroom activities and learning goals are embedded.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

12. Classroom activities help the learners to go beyond their existing knowledge.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

13. Classroom activities minimize distance between teachers and learners.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

14. Learners learn better by finding particular solution of a problem by themselves.

- a) Strongly Agree

- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

Appendix B

Part 2

(Open Ended Questions)

Direction: Please fill up the following survey based on your opinion and experience:

1. What are the activities you usually do in the classroom?

2. Do activities really involve you with other learners? How?

3. How do you get help from other at the time you are stuck with your classroom activities?

4. Do you always solve any issues regarding your task by yourself? How?

5. Do you gather new information through different classroom activities?

Thank You!