

THE ROLE OF COOPERATIVE LEARNING IN DEVELOPING COMMUNICATIVE COMPETENCE IN ELT CLASSROOMS: A QUALITATIVE STUDY OF SECONDARY-LEVEL STUDENTS IN BANGLADESH

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requirements for the degree of

Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing my degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

This thesis is conducted considering all ethical guidelines. First, the verbal consents of all participants to record and to use their perceptions in this research are taken from them. Second, they are clearly informed about the purpose and objectives of the study and guaranteed that their identity will be kept confidential. They are also told that pseudonyms will be used in order to keep their identity private. Lastly, the participants are assured that the data is collected and used only for the purpose of this research paper.

Abstract

Many students of Bangladesh struggle to reinforce their English communicative competence regardless of learning English for several years. Recently in Bangladesh, cooperative learning has been widely practiced in ELT classrooms. Nevertheless, its influence on learners' communicative competence remains insufficiently investigated. This qualitative study explores the role of cooperative learning in developing communicative competence while focusing on students' perspectives, peers' and teachers' roles, and experienced advantages and challenges during the cooperative learning process. Data is collected through semi-structured online interviews with ten secondary-level students from class 7 to class 10 aged 13-15 years studying in different schools in Bangladesh. The data is analyzed by applying thematic analysis to recognize repetitive patterns and core themes of the study. Findings illustrate that cooperative learning improves students' grammatical competence, sociolinguistic competence, and strategic competence with a slight limited enhancement of discourse competence. Learners emphasize peers performing as scaffolders, correction and feedback givers, and inspiring figures, whereas teachers' major role during cooperative learning is to monitor, facilitate, and provide feedback. The advantages of cooperative learning reported by the learners include instant correction and feedback and more opportunities to practice and expand knowledge, together with easy and comfortable learning. However, the results display challenges encompassing conflicts, unequal participation, domination, insecurity, and fear of judgement among peers. The study concludes that despite cooperative learning remarkably improving the communicative competence of learners in ELT classrooms, the effectiveness depends on equal and fair participation, proper formation of groups, language-based learning, and appropriate classroom management.

Keywords: Cooperative learning; Communicative competence; ELT classrooms; Secondary-level students in Bangladesh; Qualitative study

Dedication

This research paper is dedicated to my beloved mother, whose unconditional love and support have been a great inspiration for me to pursue my academic goals.

Acknowledgement

I would like to convey my sincere gratitude to all who continuously guided, helped, and supported me to complete this work.

Firstly, I would like to thank Allah (SWT) for guiding and holding me firmly throughout this journey. All praise is due to Allah; without his mercy and support I would not be able to pursue my goals. Allah is the greatest.

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Chapter 1: Introduction

In today's era of globalization, functional communication in English has transformed into a significant skill for various purposes, including academic achievement, career entailment, and overall multicultural interaction. As the landscape of English Language Teaching (ELT) is progressing, the attention on enhancing learners' communicative competence in English is expanding gradually. Therefore, in this framework, the application of cooperative learning has obtained a prestigious place in the ELT field for promoting authentic language use, learner engagement, and practical communication not only in the classroom but also in real-life situations.

1.1 Background

Cooperative learning (CL) is the pedagogical approach of using pairs or groups of students in a way that learners work together to amplify their own and each other's learning. It is designed with the idea that learning is more advantageous when learners actively interact with their peers, exchange thoughts, and assist each other in comprehending content. During the mid-1960s, cooperative learning was not well recognized; as a result, it was significantly neglected by educators. Nevertheless, the educational practices have changed remarkably over time. The strategy of cooperative learning, thus, is now widely welcomed by all levels of educational areas. It is utilized internationally in classrooms of all subjects and age groups (Johnson & Johnson, 1994). Cooperative learning (CL) strategies often consist of think-pair-share, group investigation, team-based learning, and so forth (Tadesse et al., 2024).

Besides, over this modern language learning period, cooperative learning is an extensively recognized and study-supported method in ELT classrooms, as it significantly develops English

language skills. It includes well-structured pair work and group work where learners collaborate with each other to attain common academic goals while applying the target language, English, as a means of communication. Several researchers have claimed this approach helps to foster communication competence, especially in listening and speaking, since during this process, learners must participate in purposeful conversations and exchange meanings with their peers in the English language (Er & Aksu, 2014). Some frequently used cooperative learning strategies in ELT classrooms are role-play, task-based group work, think-pair-share, and jigsaw reading, supporting authentic or practical language work (Riel, 2022).

Additionally, ‘communicative competence’ is one of the commonly used terms in ELT classrooms, and it is closely related to the cooperative learning process because it ensures authentic and interactive communication in the target language (Hansson, 2020). ‘Communicative competence’ refers to the ability to apply a language functionally and appropriately in numerous communication conditions. Besides, according to Canale and Swain (1980), ‘communicative competence’ is “the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use” (Saleh, 2013). For strengthening communicative competence, cooperative learning is now broadly integrated in ELT classrooms and often is considered a perfect practice (Hansson, 2020).

In Bangladesh, however, the cooperative learning methods have recently been widely adopted across the primary, secondary, and tertiary education areas. Despite the fact that Bangladesh accepted Communicative Language Teaching (CLT), which involves group and pair work, in the 1990s, the actual application of pair and group activities was established in 2023 (Islam, 2008; Khandakar, 2023). Due to a remarkable change in the National Curriculum of Bangladesh, the

emphasis on competency-based learning and practical classroom activities started to increase. Thus, during 2023-2024, teachers were encouraged to include cooperative learning strategies such as group presentations, pair discussions, role play, and small-group projects in ELT classrooms. Besides, most of the schools began to modify their classroom necessities as well as teachers in order to adopt a cooperative learning environment. Nevertheless, the outcome of this implementation was dissatisfactory to certain people due to several reasons (Ridi, 2025).

1.2. Research Problem

Regardless of the fact that in Bangladesh, students start to learn English from a very early age, many still struggle with communicative competence in English. The learners not only face difficulties while speaking or listening but also experience anxiety and less confidence while communicating in English (Yasmin et al., 2024). However, the ELT curriculum of Bangladesh in 2023 widely encouraged practicing communicative competence through several cooperative learning strategies, for example, pair work, group presentation, group discussion, and team-based projects. Yet it is vague how these cooperative strategies influence the learners' communicative competence. Therefore, this vagueness foregrounds the need to explore the role of cooperative learning in developing communicative competence in ELT classrooms in Bangladesh.

1.3. Research Objectives

- To investigate the influence of cooperative learning on learners' communicative competence—grammatical, sociolinguistic, discourse, and strategic competence—in ELT classrooms from the perspectives of secondary-level students of Bangladesh.
- To examine the role of peers and teachers in influencing the students' communicative competence in ELT classrooms during cooperative learning.

- To identify the positive and negative effects of cooperative learning in ELT classrooms.

1.4. Research Questions

The research questions are the central focus of this study. Thus, the goal of this research is to find out the possible answers of the following questions:

1. What is the role of cooperative learning in developing students' communicative competence—specifically grammatical, sociolinguistic, discourse, and strategic competence—in ELT classrooms?
2. What roles do the peers and teachers play to influence the students' communicative competence during cooperative learning in ELT classrooms?
3. What are the positive and negative consequences of cooperative learning in ELT classrooms?

Chapter 2: Literature Review

This chapter discusses the existing literature that is associated with the topic of this research. It addresses the aspects of what cooperative learning is, several methods of CL, the utilization of CL in ELT classroom, CL in Bangladesh and so on

2.1 What is Cooperative Learning?

According to Johnson and Johnson (1994) and Johnson and Johnson (2025), cooperative learning (CL) is a widely used pedagogical approach that includes cooperation among learners to accomplish collaborative academic goals. They also state, in the classroom, every activity is designed by an objective framework, including individual, competitive, or cooperative. They argue that cooperative tasks should be the principal structure in most educational settings because it ensures both individual and group learning. Hence, cooperative learning is considered a systemic instructional method in which learners learn and work together in small pairs or groups to stimulate their peers' as well as their own learning development.

In the view of Felder and Brent (2007), cooperative learning is the only process that not merely enhances learning but also escalates learner contentment by involving them in high-performance teams. In their study, they highlight the concept of motivation in teamwork and how team members can influence the quality and accomplishment of the task. Besides, Riley and Anderson (2006) claim cooperative learning as an approach where students deepen their knowledge by describing tasks or content of tasks to others while concurrently learning from their group members. This process of sharing understandings creates an environment for learners to reinforce their knowledge and communication skills.

Furthermore, as reported by Yi and LuXi (2012), cooperative learning is not only about learners working or learning together but also about the organization of tasks that require planning, preparation, and guidance. They emphasize the importance of purposeful structure to secure effective learning and to prevent unequal participation in cooperative tasks. Also, according to Wichadee and Orawiwatnakul (2012), CL is a learning strategy that includes small groups consisting of mixed-ability-level students, where different learning tasks are utilized to enhance understanding.

2.2 Methods of Cooperative Learning

In accordance with Lyman (1981) and Raba (2017), one of the basic cooperative learning methods is think-pair-share, where the teacher asks a question to the pair, and first, students think individually and then share their understandings with each other. Sometimes, they discuss and share their ideas with larger groups as well. Moreover, as stated by Greenwood, Delquadri, and Hall (1989), classwide peer tutoring is another significant pair-based task in which learners work in pairs and take turns as tutor and tutee. They claim that these methods encourage students to exchange and express their ideas by improving fluency and interaction skills.

In addition to that, according to Aronson and Patnoe (1997), the jigsaw method is a small-group-based activity where each student becomes a master or expert of one subtopic, and first they study the subtopic, then discuss and teach the subtopics to each other; thus, every peer member learns the whole topic together. Besides, group investigation is another structured cooperative method, in the view of Sharan and Sharan (1992). During this method, several small groups of students choose or are assigned a topic, and then the group members divide the tasks among each other and do research or study and lastly present their answers or findings to the class. This approach includes planning, preparation, and presentation. Lastly, as noted by Slavin

(2014), group presentations and projects are considered significant methods of CL. In group presentations, groups of learners are assigned several topics, which they co-develop together, and then present their work to the class. Similarly, in research-based group projects, different groups are assigned to different projects, and it involves planning, study, and production.

2.3 Cooperative Learning in ELT Classrooms

In ELT classrooms cooperative learning is commonly described as the intended use of small and collaborative groups in which students work together to enhance their own and each other's learning, according to Jacobs (2004) and Gillies (2016). They also argued that cooperative learning is not “just group work”; it involves work design, useful interdependence, and individual responsibility. In ELT classrooms, these objectives are achieved through pair-based and group-based approaches, like think-pair-share, group projects, information-gap tasks, jigsaw listening or reading, group presentations, and peer tutoring (Gillies, 2016; Jacobs, 2004; Riel, 2022).

Besides, group presentations and projects are also commonly used, which require students to research, plan, and cooperatively present their findings. These tasks not only develop their language ability but also improve their organizational skills (Riel, 2022). Moreover, Riel (2022) also notes that cooperative methods like group investigation, group projects, peer tutoring, and collaborative writing in ELT or ESL classrooms assist cooperative learning while establishing active interaction among students in the target language, English.

2.4 Cooperative Learning and Communicative Competence Model

The idea of communicative competence has been one of the central concepts in the ELT landscape. Communicative competence in ELT is beyond the grammatical accuracy that

foregrounds the skill of using the target language effectively and properly in real-life situations (Hansson, 2020). Again, Hansoon (2020) reports it usually consists of sociolinguistic discourse and strategic aptitude, where students not only learn to construct a correct sentence but also to communicate meaningfully and respond appropriately in different interactive conditions. Additionally, communicative competence, according to Hymes (1972), relates to the level of language learning that allows learners to deliver their message to others and understand others' messages within a specific situation. He also adds that the competent language user is an individual who understands when, where and how to utilize the language appropriately rather than only knowing how to produce grammatically correct utterances. Later, Hymes's ideas were developed by Canale and Swain, who established a theoretical model of communicative competence in 1980 and it was again edited by Canale in 1983 (Saleh, 2013; Tas & Khan, 2020). This model describes that language proficiency includes not only grammatical proficiency but also the capability of using the language appropriately as well as effectively in real-life situations. According to Canale and Swain's (1983) model, there are four core components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Firstly, grammatical competence refers to the detailed knowledge of the linguistic structures, for example, syntax, grammar, vocabulary, pronunciation, and spelling. It assists learners to build and understand well-structured sentences as well as to utilize the rules of the language accurately. This competence involves the understanding of the linguistic foundation for precise and accurate communication. Secondly, sociolinguistic competence includes the learners' ability to produce and understand the language appropriately in different social contexts. Thus, it may consider a few social factors, such as settings, relationships, cultural norms, and so on. Besides,

it involves the ability of learners to modify or adjust their language based on the social situation, like formal or informal. This competence provides knowledge of how social and cultural factors can affect communication. Thirdly, discourse competence refers to the capability of connecting sentences and ideas in order to make coherent and cohesive communication. It involves the knowledge of how separate sentences are related to each other to produce meaningful discourse. Lastly, strategic competence focuses on the ability to utilize verbal and non-verbal strategies to solve communication issues that are created from misunderstandings. This may include using repetition, paraphrasing, and gestures to continue a productive and effective conversation (Canale & Swain, 1980; Canale, 1983; Tas & Khan, 2020). This model is fundamental to English language learning, especially in modern communication ELT classrooms. It encourages students to be proficient not only in grammar or syntax but also in using English effectively and appropriately in authentic contexts to continue meaningful communications.

Therefore, in that context, cooperative learning is depicted as a significant element since it ensures the authentic conversational or communicational settings for the students to practice and develop their competence. Furthermore, as stated by Kolegova and Levina (2025), several cooperative learning methods, like group-based projects, role-play, debates, discussions, and presentations, are used to reinforce these four components, promoting authentic language use and providing opportunities for the students to collaboratively structure their knowledge and understanding, which are connected with the elements of communicative competence directly.

2.5 The Role of CL in Enhancing Learners' Speaking and Listening Skills

According to Obidjonovich, Zakirovna, and Askaralievna (2020), listening and speaking skills are crucially associated with the establishment of communicative competence because in order to communicate in real-life situations, these are the two skills that are needed significantly. They

also argue that if a student knows how to listen and speak individually, she or he might still struggle to communicate appropriately and effectively if the skills are not practiced integrally. In addition to that, in the view of Pavlovskaya et al. (2022), listening and speaking skills assist students in enhancing their communication skills that enable them to communicate globally and effectively. In other words, these two skills help to develop the learners' communicative competence.

In the view of HÂN (2017), pair work, one of the methods of cooperative learning, plays an important role in improving learners' oral skills in ELT classrooms, providing a meaningful and authentic setting for students to communicate and use the language actively. HÂN (2017) also adds that pair work encourages students to interact in authentic conversation that ensures both fluency and accuracy. It creates more access for students to speak, as in pair work learners can talk concurrently with each other while avoiding the time-consuming nature of individual talking; thus, it helps to foster speaking skills. Similarly, in the view of Raba (2017), think-pair-share enables learners to reflect on a topic individually and exchange their understanding with peers and later express their thoughts to the whole class. This cooperative learning method helps to develop learners' speaking fluency and overall ability. Besides, a study developed by Al-Tamimi and Attamimi (2014) shows that CL strategies remarkably enhance oral proficiency and build positivity towards language learning. They claim that learners who participate in group discussions and group projects are most likely to produce affluent speech, ensuring better accuracy and fluency.

In addition to the oral ability, CL plays a significant role in enhancing listening skill as well. Ardi (2015) notes that cooperative learning strategies transform learners from "mere receivers" to active participants who infer, predict, and exchange ideas through collaborative discussions,

which assist them to improve their listening ability. Again, as Johnson (2011) states, peer communication is important for developing listening competence by actively listening, interpreting, and responding to the practical communication. Both Ardi (2015) and Johnson (2011) claim that CL methods like group discussions enable learners to participate in both receptive and productive use of language, which fosters their overall listening and speaking skills.

2.6 Cooperative Learning in Bangladesh

In accord with Khandakar (2023), the realistic application of cooperative learning in Bangladesh occurred in 2023 due to a sudden shift in the national curriculum of Bangladesh. In Bangladesh, particularly in the ELT context, group-based classroom debates, group discussions and presentations, and role play are the broadly practiced methods of cooperative learning, as noted by Jony (2020). He also adds that group debates and pair discussions are often utilized specifically in language learning classrooms. Moreover, according to Slavin (2014), group presentations and research-based group projects are the most commonly practiced cooperative methods in Bangladesh. According to Touhid (2018), pair work activities, such as peer teaching, think-pair-share, and dialogue practice, establish an authentic setting for the students to have meaningful conversations that assist them to practice speaking skills in real-life situations. She also argues that cooperative learning methods, for example, pair work in ELT or ESL classrooms at the tertiary level in Bangladesh, encourage students to participate actively, which not only reduces anxiety among students but also allows the learners to express themselves freely. Likewise, Azam (2024) claims that in Bangladesh CL guides students to foster their oral ability as well as learner autonomy. At the territory level of Bangladesh, CL methods, including group presentation, role play, and group-based projects, crucially encourage students to have practical

interaction with each other, Nisha (2024) states. Lastly, according to Jony (2019), the use of group work and peer work among the Bangladeshi students of secondary level, particularly in semi-urban or rural areas of Bangladesh, plays a significant role in developing their communicative competence and overall ability since it helps to shape their settings and motivation too.

2.7 Teachers' and Peers' Role in Cooperative Learning

As stated by Gawande (2019), in CL, the role of a teacher has shifted from a traditional role of a controller to a facilitator, who simply facilitates and guides the students. One of the major responsibilities of a teacher is to make a positive environment for the students, ensuring every student is assigned different roles and responsibilities and contributing equally to the group work. He also claims that during cooperative learning most of the time teachers should remain uninvolved, preparing only the settings, materials, and environments for the students to feel comfortable. As a facilitator, the teacher only guides or prompts the students and sometimes manages conflicts among students to avoid dominance and unequal participation. Gawande (2019) and Veal (2022) argue that in cooperative learning the teacher's core role is to speak as little as possible, observe the group or pair work discreetly, and give feedback accordingly.

Additionally, according to Veal (2022), during cooperative learning, students' or peers' role is to collaborate, discuss, share ideas, and solve problems as a team. They should share responsibilities with each other and grow self-esteem and accountability. Besides, as noted by Chun and Cennamo (2022), a peer can play the role of a scaffolder while participating in cooperative learning, where a student with lower proficiency can learn or attain knowledge from a stronger peer. However, in the view of Shafiq (2024), in cooperative learning, dominance by specific group members can occur, which eventually hampers the progress of learning.

2.8 Benefits and Drawbacks of CL

Shafiq (2024) states cooperative learning has both positive and negative impacts on students. Firstly, he mentions that cooperative learning escalates student interaction by nurturing active participation, which assists students to foster not only their language ability but also their critical thinking ability. He also claims that learners can develop their communication skills, problem-solving skills and social relationships by actively participating in small group activities, as it promotes decision-making abilities to foster and provides chances of playing the significant role of a leader. Additionally, CL strategies guide learners to increase their self-esteem, confidence, and accountability, as they require mutual understanding and support (Shafiq 2024; Almuslimi 2016; Wichadee & Irawiatnakul 2012).

On the other hand, in keeping with Shafiq (2024), despite having several benefits of CL, there still are numerous drawbacks. One of the common disadvantages of CL is over-dependency, which leads to unequal participation or contribution of group members. Moreover, since groups consist of students of different levels, paces and abilities, time management becomes a complex issue to handle for the students. Additionally, according to Shafiq (2024), sometimes students experience interpersonal conflicts and dominance by certain peer members; as a result, the balance, harmony, and relationships among the group members get hampered, and it impacts the overall learning and teaching process.

2.9 Research Gap

Firstly, studies based on the cooperative learning process in the Bangladeshi context remain limited even though it has been a huge part of discussion and criticism in the Bangladeshi education system. Besides, most of the existing literature on this topic, including the literature of

Bangladesh, profoundly adopted the quantitative research method, examining only the numerical data, limiting qualitative research on CL that investigates broader and in-depth understanding of this approach. Furthermore, studies exploring the effects of cooperative learning on communicative competence in ELT classrooms in Bangladesh are very limited—specifically learners’ in-depth experiences and perceptions. Additionally, there is a notable lack of research that explores the peers’ and teachers’ influence on students’ communication competence or overall language learning process in ELT classrooms in Bangladesh. As a consequence, the extensive knowledge regarding the role of cooperative learning and its contribution to learners’ communicative competence, the peer and teacher roles, along with the positive and negative effects of CL in ELT classrooms of Bangladesh, stays underexplored, which this research aims to address.

Chapter 3: Methodology

This chapter presents a general review of the research methodology. It discusses the research design, methods of collecting data, data collection procedure, sampling method, participants, instruments, data analysis procedure, and ethical considerations.

3.1 Research Design

This research follows a qualitative research method to examine students' perspectives on the role of cooperative learning in enhancing communicative competence in ELT classrooms in Bangladesh. Most of the studies related to this field are quantitative, especially in the Bangladeshi context. Therefore, the researcher identified the necessity for conducting qualitative research on this particular area.

Qualitative research is a type of research that investigates and provides deeper understanding of real-world problems. It gathers and examines non-numerical data and answers the 'how' and 'why' instead of 'how many' or 'how much.' Moreover, by conducting interviews or observations, it collects participants' perspectives, experiences, and behaviors to have deeper insights (Tenny et al., 2022). As the researcher wills to gather in-depth information about the participants' experiences and perceptions, a qualitative research design is ideally appropriate for this study. Also, the research objectives of this study consist of complex and broader aspects that cannot be entirely explored through numerical data. The researcher aims to capture the deeper and descriptive insights and the answers to 'how' from the participants regarding the influence of cooperative learning on communicative competence. Therefore, qualitative research is the best-suited method to follow for this study.

3.2 Data Collection Methods

In order to collect data for this research paper, the researcher conducted semi-structured online interviews, encouraging participants to convey their perspectives liberally. A series of open-ended questions are employed to conduct the interview and acquire deeper insights about the participants' views.

3.3 Sampling Method

The name of the sampling method of this study is ‘purposive sampling’ since the samples are chosen based on specific criteria. The researcher specifically selected students who have experienced cooperative learning in their ELT classrooms. She has conducted all the interviews online based on the participants' accessibility, availability, and location.

3.4 Participants

In this research, the participants are 10 students from 8 different schools in Bangladesh. They are enrolled in different levels of the schools, and they are aged from 13 to 15 years old. The participants are from class 7-10, making them secondary-level students in Bangladesh. Also, the participants are from different institution types, including Bangla-medium, English-medium, private, and public. Lastly, the names of the participants are pseudonyms in order to protect their identities.

Table 1: Participants’ background information

	Participant (Pseudonym)	Age	Level	Gender	Institution Type	Medium of Institution
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1	Polly	15	10	F	Public	Bangla
2	Sneha	15	9	F	Private	Bangla
3	Rakib	13	8	M	Private	Bangla
4	Nisha	13	8	F	Private	Bangla
5	Abdullah	15	8	M	Public	Bangla
6	Antora	14	9	F	Private-public	Bangla
7	Arafat	15	8	M	Private	English
8	Othoi	14	9	F	Private	Bangla
9	Sara	14	7	F	Private	Bangla
10	Bayezid	15	8	M	Public	Bangla

3.5 Instruments

In this research, the core instrument consisted of 32-34 open-ended interview questions, self-devised by the researcher, that align with the study objectives. The questions are constructed to elicit personal responses from the students about the impacts of CL on their communication

competence, peers' and teachers' roles, and their experienced benefits and drawbacks during this learning process. In total, 10 online interviews are taken through WhatsApp and Messenger calls. The data is noted in notebooks, and also each interview is audio-recorded on a cell phone. The medium of the conversation between the researcher and interviewees is Bangla; as a result, the participants are able to express their experiences comfortably. The researcher transcribed the interviews in English later.

3.6 Data Collection Procedure

To collect data, at first the researcher selected students who have participated in cooperative learning methods in their ELT classrooms. Afterwards, she collected their parents' phone numbers and contacted them to get permission for conducting the interviews. Then, she fixed a schedule with the participants and conducted all the interviews one by one via WhatsApp and Messenger phone calls.

3.7 Data Analysis Procedure

After completing the procedure of data collection, the data is firstly transcribed into Bangla and then translated into English. Afterwards, the researchers read the interview transcriptions and listened to the audio recording of the interviews several times. During this process, she noted all initial ideas and generated codes by highlighting important segments. After generating the codes, she searched for themes by seeking repeated ideas and patterns and grouping similar codes together. Lastly, she checked and categorized the theme based on the research questions. This data analysis method supports getting a precise understanding and answers to the research questions.

3.8 Ethical Consideration

While conducting this study, several ethical considerations are acknowledged. First, the verbal consents of all participants to record and to use their perceptions in this research are taken from them. Second, they are clearly informed about the purpose and objectives of the study and guaranteed that their identity will be kept confidential. They are also told that pseudonyms will be used in order to keep their identity private. Lastly, the participants are assured that the data is collected and used only for the purpose of this research paper.

Chapter 4: Findings and Discussion

This chapter shows the results and discussion of the research paper. The findings are categorized into key themes to discuss the research questions.

4.1 The Role of Cooperative Learning in Developing Students' Communicative Competence

While mentioning the findings, the influence of cooperative learning in enhancing students' communicative competence is discussed under four elements of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

4.1.1 Influence on Grammatical Competence

The influences of cooperative learning on the grammatical competence of the students are stated below.

4.1.1.1 Improved Grammatical and Sentence Structure Proficiency

As a consequence of correcting each other's mistakes during cooperative learning, the students' grammar and sentence structure skills are significantly improved. During cooperative learning methods such as group discussion or pair work, if a student makes any grammatical error, the peers often give immediate feedback and assist each other to correct the mistake. As Polly mentioned, *"... if there was a grammatical mistake, we would say, 'Okay, you made a mistake here. You can say it this way.'"* Additionally, while learning English cooperatively, if a student faces any grammatical issue and gets stuck during a task, the teammates help each other and learn from one another. Rakib reported,

“... when I got stuck somewhere or wrote something, since I had a teammate ... many times if I made a mistake, they would point it out, or if someone else made a mistake, I would point it out. From there, I could learn grammar.”

As a result, the students receive an engaging learning environment where they become more aware and knowledgeable about the grammatical accuracy of the English language. Likewise, while learning English together, the students notice each other's sentences and discuss among themselves how to improve their sentence structures and make them more accurate. Sneha noted, *“Maybe I made a mistake in a structure. Maybe another member of my team knows it ... telling me ... it should be that way. So, I'm learning it from them and correcting myself.”* This statement depicts that by participating in CL, students are able to learn and get corrected from each other. Besides, the students encounter and acquire more complex and appropriate sentence structures with their peers during cooperative learning activities. Again Polly stated that *“Last year, I learned many complex ... sentence structures in a typical way, and yes, through group work ...”* This statement proves that through this cooperative learning process, the sentence formation ability of a student developed as well. The students help and correct each other's mistakes related to grammar and sentence structure in order to achieve a common goal as a team; therefore, they are able to improve their grammatical and sentence structure proficiency effortlessly.

4.1.1.2 Vocabulary Development

Moreover, the students' vocabulary is profoundly developed through peer interaction and exchanging knowledge with each other during cooperative learning. The students frequently come across new words and phrases while learning English together. *“I learned new words, phrases, and sentences,”* Arafat mentioned. Also, Sneha said, *“... through this group work or*

pair work, I came across much new vocabulary.” These responses display that working and learning as a team, they actively guide each other to improve their vocabulary. In addition to that, by sharing knowledge with each other, they are able to clarify their understandings about unfamiliar vocabularies and enrich their knowledge. While taking part in pair work or group work, they ask each other about the meaning and usage of unknown words. Sneha again reported,

“... when I was doing pair work with my seatmate, it would happen that she would tell me different words that I had never heard before. So I would listen to them and I would ask her, 'Okay, what does this mean? What does that mean? Okay, so explain the thing to me.' ... through this, ... I've also learned a lot from them ...”

Furthermore, continuous peer interaction during CL creates an engaging learning environment which allows the students to practice their English language skills and expand their vocabulary range naturally. *“... through group discussion or group work, vocabulary remains developed,”* Nisha emphasized. This statement demonstrates that while doing group discussion, peer interaction happens naturally; therefore, their vocabulary develops. So it can be claimed that the continuous interaction and exchanging knowledge between groupmates plays a significant role in developing the students' vocabulary.

4.1.2 Impact on Sociolinguistic Competence

The impacts of cooperative learning on students' sociolinguistic competence are referred to below.

4.1.2.1 Reduction of Hesitation and Fear

The cooperative learning process, furthermore, helps the students to reduce their hesitation, fear and inertia in using the English language in real-life conversation. Many participants at the beginning experience fear, shyness, hesitation, and lack of confidence while participating in cooperative learning methods, where they have to communicate in English. Also, they express the inertia of carrying on a smooth and appropriate English conversation in a real-life social situation. Nevertheless, through continuous participation in cooperative learning, the fear among the students gradually decreases. Othoi reported, *“The hesitation has gone away. I used to be a little afraid to speak in front of everyone, but that fear has lessened through speaking.”* Moreover, delivering group presentations in front of other people during CL plays a crucial role in reducing the students’ hesitation and boosting up their confidence. Polly described,

“... during group work, when we had group presentations, we had to go and give presentations in front of a whole auditorium full of people, we had to speak in front of everyone, and I think that reduced our inertia to a great extent ... The inertia that used to hold us back, or the resistance or hesitation that we used to have, has now decreased to a great extent.”

Hence, on account of these statements, by engaging in cooperative learning methods, most of the students no longer experience the same level of fear they had while communicating in English. Also, due to this reduction of hesitation, they grow the skill of communicating in English in real-life situations as well.

4.1.2.2 Developed Ability to Modify Language in Different Social Context

Besides, through cooperatively learning English, the learners gradually improve their ability to produce and understand the language appropriately in different social contexts. They also become more aware of different social factors such as settings, relationships, and so on. The learners' skill to modify or adjust their language based on the social situation, like formal or informal, enhances. As Bayezid mentioned, *"... when we used to talk to the teacher, we would use formal English, and when we communicated with friends... we would use informal English."* Also Sneha reported,

"... the way I'm talking to my friend, I might not be talking to my teacher that way. So, this difference, I actually might not have understood it before. I've understood it through this learning, through all this group work and pair work."

These statements indicate that they are exposed to different social communicative situations while studying as groups or pairs, allowing them to explore how English is produced, modified, and understood differently depending on different social factors. Therefore, cooperative learning plays an important role in assisting the students to develop the skill of understanding and producing language appropriately.

4.1.3 Effect on Discourse Competence

The influence of cooperative learning on students' discourse competence is limited; however, the findings are reported below.

4.1.3.1 Enhanced Idea Organization Skill

By sharing ideas with one another, the students' ability to organize ideas cohesively significantly enhances through cooperative learning activities. While participating in group work, students share their ideas with one another, and they discuss together, and therefore, their idea organization skills get better. Sneha said, *"... how that idea is actually coming to me, how it's coming sequentially ... all these are actually influenced a lot by what I've learned from group work or pair work."* Most of the participants mentioned that learning and working as a team makes organizing ideas or sentences coherently uncomplicated compared to learning alone. Nisha noted, *"when we work together ... we express and present it sequentially ... it becomes a habit ..."* Sometimes, they also take guidance from the bright students, which helps them to identify their weaknesses and acquire more effective ways to connect ideas. Arafat expressed, *"... I learned a lot from students who were upper level."* Additionally, this cooperative learning process enhances the learners' understanding of how to structure sentences and their ideas more coherently. Rakib stated, *"... I've learned how sentences are organized, which word goes where, which one comes after which."* However, whilst most of the learners' idea organization skills develop, some of the participants express dissatisfaction. When a participant named Othoi was asked about the progress, she said, *"I would not say so ..."* According to these statements, it can be stated that most of the learners' skill of cohesively connecting ideas and sentences is enhanced, while some decline the improvement.

4.1.3.2 Underdeveloped Transitional Skill

Despite the great enhancement of students' idea organization skills, there is slight progress in developing the transitional skills among the learners. Most of the students are not adequately familiar with connectors or transitional words, and their use is not usually noted. When

participants are questioned about the transitional words; they mostly answer that they do not know about them. However, a few students are knowledgeable about the connectors and practice using them often, significantly during group presentations and group discussions. Polly expressed, *“... in order to connect my words with the words of the previous speaker or to connect my words with the next speaker, we have had to use linking words in many cases.”* Also, Sneha said, *“... we used and placed the connectors...”* The students learn about connectors mostly from their textbooks rather than through active participation in the cooperative learning process. Rakib is asked about the linking words, and he says he knows about them a little. Nevertheless, when he was asked about whether he used them during cooperative learning, he reported, *“I do not think so.”* Therefore, it indicates that the application of transitional words remains limited, and the development of transitional skills is relatively minimal.

4.1.4 Influence on Strategic Competence

The effects of cooperative learning on learners' strategic competence in ELT classrooms are as follows.

4.1.4.1 Improved Communication Problem-Solving Skills

The communication problem-solving skills of the students significantly improve through cooperative learning in their ELT classroom. While participating in cooperative learning methods, the learners frequently experience various communication issues, for example, misunderstanding, confusion, mishearing, and so on. During such problems, they apply different verbal strategies such as repetition, clarification, and paraphrasing. Sneha said, *“I'll ask them to rephrase it, to say it again in a new way with a different structure or something ...”* Arafat said, *“... I ask for clarification...”* The most commonly used strategy among the students is

repetition. As Othoi said, *“I would say, ‘Explain this line again ... ’”* Also, Antora said, *“I tell her ... to repeat herself.”* Additionally, many other participants reported the same experience regarding the communication problem-solving strategies. Since the students are facing communication problems very often during the cooperative learning process, their capability of addressing and solving these issues enhances effortlessly over time. Hence, it helps them to become more conscious about how to solve communication problems appropriately.

The results of this research provide an insightful comprehension of the role of cooperative learning in developing the communicative competence of the secondary-level English learners in Bangladesh. Generally, the findings indicate that the cooperative learning approach creates an active, interactive environment for the students, which significantly supports the enhancement of English communication skills, improving communicative competence generally. Nevertheless, the contribution of CL is not the same across all communicative competencies. The development of grammatical, sociolinguistic, and strategic competence is considerably more than the improvement of discourse competence. Below, an in-depth analysis is discussed.

First and foremost, CL significantly provides a great benefit to grammatical competence, ensuring the improvement of vocabulary, grammar, and sentence structure abilities. The frequent experience of peer correction during cooperative learning activities in their ELT classrooms assists the learners in developing their grammar and sentence structure ability since their mistakes are being fixed and explained immediately, lessening the chance of making the same mistake again. Furthermore, due to the exposure to other members’ linguistic knowledge and sentence formation skill, the learners receive the opportunity to enhance their sentence formation ability as well. The development of vocabulary, moreover, is also crucially affected by the cooperative learning process. The interactive environment among peers exposes the students to a

wide range of vocabulary where they are exploring and gaining knowledge about unknown words and phrases with each other. The learners are continuously unfolding the meaning and function of the new words while achieving common goals together. These findings demonstrate that cooperative learning remarkably supports the development of grammatical competence of the learners in their ELT classrooms.

In addition to the development of grammatical competence, the findings also reveal the improvement of the sociolinguistic competence of the learners through cooperative learning. Based on the participants' responses, most of the learners often experienced hesitation and fear while conducting real-life conversation in English, which hampered their natural flow of communication by producing the language ineffectively. Nevertheless, after actively participating in cooperative learning methods, especially through group presentation and group discussion, the learners encounter a great reduction of fear and hesitation. The gradual growth of learners' confidence, therefore, increases the chances of having a smooth English conversation in real-life social situations. The similar results were reported by Touhid (2018) and Shafiq (2024) as well, who discovered the reduction of anxiety and the increase of self-esteem and confidence through group work and pair work. In the present research, most of the participants reported the reduction of hesitation and inertia through engaging in CL methods. Additionally, the cooperative learning process strongly assisted the improvement of the ability to modify language based on different social factors, such as formal and informal situations or relationships. Thus, the results illustrate that the application of CL in the ELT classrooms contributes positively to enhancing the sociolinguistic competence of the learners.

Moreover, according to the findings, while participating in cooperative learning methods, the students' discourse competence improved moderately. The ability to organize the ideas and

sentences in English improves to a great extent, which echoes the findings of the previous study by Riel (2022). However, in this present study, the implementation of transitional words or linking words while connecting the ideas is absent in many participants. Besides, when the participants are asked whether they prefer to organize and connect their ideas individually or cooperatively, three out of ten participants choose to work individually, as they experience challenges during CL due to a lack of consensus in ideas. Thus, the development of discourse competence is comparatively limited among the learners, and the willingness to participate in connecting ideas cooperatively is also low in their ELT classroom.

The improvement of strategic competence, additionally, is greatly influenced by the cooperative learning approach. Several verbal strategies, for instance, repetition, clarification, and paraphrasing, in order to overcome any communication problem, are actively used by the learners in their ELT classrooms during CL activities. In essence, by analyzing and discussing the findings, it can be concluded that in ELT classrooms in Bangladesh, the cooperative learning process strongly promotes the enhancement of the learners' overall communicative competence.

4.2 Role of Peer and Teacher

Peers and teachers play quite a few significant roles during cooperative learning in developing the communicative competence of the learners in ELT classrooms. Below, the peers' and teachers' roles are mentioned separately, respectively.

4.2.1 Peers' Role

Mostly, peers perform as scaffolders, correctors, feedback providers, and inspirational figures to other members, and the details are as follows.

4.2.1.1 Peer as Scaffolder

During cooperative learning, peers function as scaffolders since they provide support, help, and motivation to each other while working as a team. Peers continuously learn from each other and help one another to clear their confusions about certain concepts. Topics related to grammar or other subjects that seem tough to learn from the teacher's explanation become easier to understand from the peer's explanation. Nisha described, ***"When we are in group discussion... I understand it naturally from friends, but sometimes, I do not understand teacher's explanation..."*** Also Antora expressed, ***"We always supported each other. If we do not understand anything, we would learn from each other."*** Through this interactive environment the students learn more about the grammar and sentence accuracy of each other, improving grammatical competence. Moreover, peers motivate and push each other in a cooperative manner while learning, which creates a friendly environment for acquiring knowledge and also increases their confidence to have conversations in English. Antora reported, ***"They encouraged me a lot. They said, 'You can do it. You will do better next time.'"*** In this way, the learners improved their sociolinguistic competence naturally. The peers also regularly assist in learning and practicing language with one another, helping them to develop their overall English language skill and communicative competence. Bayezid expressed, ***"At the beginning, I was not good in English ... one member from the group was better in English ... I learned from him."*** Therefore, from these responses it is clear that most of the time peers play the role of a scaffolder to one another, involving active communication and discussion, boosting up confidence through cooperative learning in their ELT classrooms, which helps them to develop their communicative competence.

4.2.1.2 Peer as Corrector and Feedback Provider

As mentioned earlier, while doing cooperative learning, peers often recognize each other's errors and offer feedback to one another; as a result, the role of peers operates as correctors and feedback providers. *"... if there was a mistake, she would point it out to us,"* Polly stated. Bayezid said, *"If there were different mistakes, friend would point them out."* This immediate peer correction and feedback encourage the students to identify their own mistakes in grammar, sentence structure, or idea organization, decreasing the chances of making the same mistakes. Antora reported, *"When the mistake is being corrected in a group, it stays in memory more ... the chance of committing that mistake becomes less."* Hence, peers' role as correctors and feedback givers contributes meaningfully to developing the learner's communicative competence in the cooperative learning process, based on the participants' statements.

4.2.1.3 Peer as Inspirational Figure

Besides, peers are also often viewed as inspirational figures to other group members during cooperative learning. Students frequently observe and follow other peers' or top students' speaking ability and communication problem-solving skills and get inspired by them to enhance their own performances. Sneha expressed, *"I heard a sentence from one of my classmates, and I felt that their structure was much ... beautifully arranged ... So, I took inspiration from them... it has helped a lot in improving many things."* The stronger communicative competence of other peers inspires learners to set a standard for them to practice their communication skills. Furthermore, observing how peers are performing and addressing tasks motivates other members to follow similar approaches in their own performance. Sneha again reported,

“... So we would listen to everyone. So I think somehow it gave me a sense of wanting to be better, that I am listening to someone, how much is their fluency in English, how much do I need to improve myself...”

As a consequence of the perceptions of the students, considering peers as role models during cooperative learning naturally assists other members to improve their own speaking, grammatical, and communication-problem-solving skills, in general, communicative competence.

4.2.2 Teachers’ Role

The findings of the teachers’ roles during cooperative learning in ELT classrooms are indicated below.

4.2.2.1 Facilitate and Monitor

The crucial role of teachers during cooperative learning is to facilitate and monitor cooperative activities. Before the group tasks begin, the teachers give proper guidance to the learners regarding the topic, process, and tasks, making sure that students understand the procedures. Polly mentioned, *“... the main help she would give us was, after giving us any topic, she would explain that topic to each team separately...”* Again Bayezid noted, *“Teacher would tell us ... what we should do during the presentation.”* Further, while learners are participating in cooperative activities, the teachers monitor the groups to check the status of the work and whether everybody is actively contributing. The teachers also notice if any student or group needs any help and facilitate accordingly to prompt the performance. Othoi expressed, *“The teacher would watch, sometimes come; she would make rounds to see if everyone in the group was very active in doing the work.”* Abdullah noted, *“... If we asked any questions, he would*

explain us...” The teachers’ continuous monitoring during cooperative learning ensures that the learning environment stays communicative; thus, the students effortlessly develop their communication skill by interacting with peers. These statements exhibit, during CL the teachers most of the time monitor and facilitate the learners, which eventually supports the development of communicative competence of the students.

4.2.2.2 Correcting and Giving Feedback

Moreover, during cooperative activities or at the end of the performances, the teachers provide required feedback and correction to the learners. The teachers address errors that are made by individuals and groups and also explain the misunderstandings to them. Othoi emphasized, *“The teacher would point out the mistakes.”* Again Polly expressed, *“... my teacher ... said, ‘Okay, you have written your script like this; it’s good. You can enhance it a bit more like this...’”* Consequently, through the responses, it can be claimed that the teachers’ role as continuous feedback provider and corrector guides the learners in working on their mistakes and improving the quality of their speaking and grammatical skills; thus, communicative competence is developed.

The data of this research demonstrate the important roles of both peer and teacher during CL who actively contribute to the development of communicative competence of the learners in ELT classrooms. Peers’ continuous scaffolding, including support, assistance, and motivation while learning cooperatively, makes the learning process easy for several learners. The findings of peers performing as scaffolders contribute to the results of the previous study conducted by Chun and Cennamo (2022), where they present the peers’ role as scaffolders and how it affects others’ language ability. Furthermore, the peers’ on-the-spot guidance through recognizing mistakes functions as a source of correction and feedback for the other members of the team, which

enhances the grammar and sentence accuracy. Besides, the peers, specifically top students, are perceived as inspirational figures to other members; hence, through peer modelling and a healthy comparative attitude, learners are effortlessly improving their communicative competence.

Along with the peers' influential roles, the teachers perform the role of a facilitator by assisting and guiding the learners and an observer by monitoring the tasks during the cooperative learning, ensuring a communicative environment. Again, this finding supports the data of the earlier study by Gawande (2019) that highlights the teachers' role as controller and facilitator. Lastly, by providing correction and feedback to the learners individually and as groups, the teachers secure a supportive learning process. The findings additionally demonstrate that during CL, teachers mostly try to avoid direct involvement and try to talk as little as possible, encouraging the learners to actively interact with peers. In essence, this collaborative approach of peers and teachers in ELT classroom during cooperative learning contributes firmly to the enhancement of communicative competence of the learners.

4.3 Positive and Negative Consequences of Cooperative Learning

The learner experiences both positive and negative consequences of cooperative learning, and the findings are as follows.

4.3.1 Positive Consequences

The positive consequences of CL in ELT classroom include instant correction and feedback, more opportunities to expand knowledge, more chances to practice and lastly, easy and comfortable learning.

4.3.1.1 Instant Correction and Feedback

According to the findings from the interviews, most students express that one of the crucial positive consequences of cooperative learning is receiving instant correction and feedback from peers. Cooperative learning allows students to receive instant correction and feedback, which guides them to identify their mistakes at the moment they happen. This approach plays a vital role for the learners to minimize their errors since the errors are identified, discussed and corrected instantly. *“The positive side is friends correct the mistakes; the mistakes get immediately recognized ...”* Antora noted. While doing cooperative learning in their ELT classrooms, peers actively recognize each other’s mistakes and sometimes explain to each other why it is an error and how it can be corrected. Moreover, the corrections and feedback are not only provided by the peers but also by the teachers. Nisha reported, *“After the presentation, the teacher would comment on our work and correct our mistakes.”* These statements show that getting immediate correction and feedback is positively accepted by the learners. Moreover, the students also express that along with the teachers’ and peers’ correction and feedback, they become able to notice their own mistakes and do self-correction and self-improvement while learning English cooperatively. Sneha said, *“I actually find cooperative learning easier ... there are many more opportunities to correct myself there. And the chance of me making a mistake is a bit less. Since we all discuss and come to an understanding.”* Through this process the students are not only able to refine their language accuracy but also improve their communicative skill naturally; therefore, undergoing instant correction and feedback is considered a positive consequence.

4.3.1.2 More Opportunities to Expand Knowledge

Furthermore, another positive consequence of CL based on the students' perception is getting more opportunities to expand their existing knowledge. During cooperative learning, students learn as a team that consists of learners with different levels of abilities, understanding, and experience. This diversity builds an opportunity for the students to exchange ideas and perceptions, allowing them to acquire new knowledge from each other. Polly expressed,

“... when we are working, maybe five out of six members don't have an idea about something, but the remaining one member has an idea about that thing, so then the remaining members are learning about that topic from that one member. So, everyone's knowledge has increased.”

Further, Sneha noted, *“... when I'm discussing with a member ... then my knowledge is broadening a lot. I'm learning many new things, and it's definitely helping my personal skills a lot.”* Moreover, the learners are exposed to new information and perceptions during cooperative learning methods, which may not be available and possible to attain during individual learning. *“... when I was alone, I could not learn so much. But through group work and pair work I have been able to learn many new things from others.”* Rakib expressed. As a result, these statements illustrate that the students get more opportunities to explore knowledge from peers and broaden their understanding about the language, making it a strong benefit of CL.

4.3.1.3 More Chances to Practice

In addition to that, the learners also get more chances to practice the English language through interaction with peers during cooperative learning. Based on students' perspectives, they need to communicate in English with each other during group discussion or group work in order to

complete tasks, which creates a meaningful chance to practice and improve communicative competence in their ELT classrooms. Abdullah reported, *“Sir would give us tasks, and we could practice then.”* Furthermore, when students have to learn English individually, whether at home or in the classroom, there are very limited opportunities for them to practice. As a result, it restricts the chances to have an engaging conversation in the target language and work on communication skills. Cooperative learning, nevertheless, allows the learners to interact with peers without any hesitation, enabling continuous practice of communication. Abdullah again stated, *“...many shared their stories ... from that there was a lot of English practice...”* Also Bayezid said, *“... improved through communication, practice happened often.”* Thence, according to the responses of the participants, the cooperative learning process encourages practicing English communication with peers and assists in improving their communicative competence, ensuring a positive consequence.

4.3.1.4 Easy and Comfortable Learning

A further positive effect of cooperative learning is making English language learning easy and comfortable for the learners. Through cooperative learning, students often develop new friendships with peers, creating a warm environment for the students. Moreover, they also frequently form groups with their existing friends for learning, and this sense of familiarity makes the learning process easier and more comfortable for the students. This engaging and warm learning environment increases the interest and willingness of the learners. Polly expressed, *“I’m using English in my familiar surroundings ... I can feel comfortable, and gradually the inertia that was working within me ... gradually disappeared.”* Again Antora reflected, *“When we work together, it feels good, it feels fun, I feel interested in doing the work.”* Moreover, other participants are asked regarding this same issue, and most of them

expressed similar thoughts; therefore, it can be claimed that CL makes language learning easy and comfortable for the learners through familiar peer engagement, helping to enhance communicative competence.

4.3.2 Negative Consequences

During cooperative learning, learners experience some negative consequences as well; thus, the findings are stated below.

4.3.2.1 Conflicts among Peers

One of the most prominent negative consequences of cooperative learning is that due to the differences in opinions and lack of consensus, students often experience conflicts among peers. Cooperative learning methods involved multiple members with different opinions and ideas, making accomplishing a common decision challenging for the learners. Sneha noted, *“... so 10 people actually have 10 different opinions ... transforming those 10 different ways of thinking into one and coming to a final understanding, I felt that it was a bit challenging sometimes.”* This diversity in opinions, in many cases, leads to disagreements and quarrels, which create unnecessary chaos and tension within the groups. Othoi said, *“it's seen that people in groups have different opinions ... it was seen that the opinions were different, and sometimes there was a lot of conflict between us ...”* Again Polly expressed, *“... a small quarrel arises ... it happens that my idea may not match with their idea...”* These conflicts often ruin the group harmony and make achieving a common goal or learning uncomfortable. Most participants reported this issue with cooperative learning in their interviews, making it an intense negative effect.

4.3.2.2 Unequal Participation and Domination

Besides, other negative aspects of cooperative learning are unequal participation and domination among peers. The teachers generally assign different tasks to different students within a group or team, yet some learners do not participate in the assigned work or remain totally inactive. Often, certain peers are absent from the class or barely contribute to group activities. Rakib stated, *“A negative aspect is that when we work together ... some people don't want to learn. They don't try, they copy what others write ... it hurts us that we worked so hard.”* As a consequence, whilst some members remain idle during the cooperative learning method, the responsibility of completing the whole group task falls on a few active members, causing unequal participation. Polly said, *“Although it was called group work, I had to prepare posters alone, then I had to do group presentations alone...”* Despite this imbalance in participation, all group members usually receive the same amount of marks, including those who are inactive or absent. Rakib said, *“... it's hard or annoying ... when no one helps or cooperates, yet they get the marks, they get respect from the teachers, but they didn't actually do any work...”* Thus, these responses show how the active members are frustrated due to the unequal participation of other members of the group during cooperative learning methods.

Additionally, often group leaders or certain members employ excessive control over other members during cooperative learning activities. Sometimes, one or two peers force their decisions or ideas on other members; hence, the chance of sharing opinions becomes very limited. *“I have been a victim of domination ... the leader of the team ... she wanted to show herself a bit too much. She wanted to establish her own idea there.”* Sneha expressed. Besides, the group members often restricted the contribution of weak members in group tasks due to fear of getting low grades. As Othoi reported, *“... in our group who are weak but want to work, but*

the thing is that many of us are afraid of getting low marks, so we wouldn't give the weak people any work, so we would keep the weak people away." All together it can be declared that while conducting cooperative learning, there is a high risk of unequal participation and domination happening, which negatively affects the learning process of other learners.

4.3.2.3 Insecurity and Fear of Judgment

The event of domination and the shy nature of some of the students create insecurity and fear of judgement among the students during cooperative learning. The learners often feel anxious about whether their ideas are correct or will be accepted or valued by their peers. Othoi said, *"... in the case of hesitation ... I ... gave an opinion, and then I didn't know if others would like it or not, or if they would show attitude or not, so I felt hesitation with this thing."* Many participants expressed fear of being judged by other members of the group and making errors in front of peers, leading them to feel less confident and insecure. Sneha reported, *"... I felt dominate ... then I actually felt a little ... insecure in myself in some way ..."* Antora emphasized, *"I feel shy sometimes ... maybe they will make fun of me ..."* Therefore, these responses claim that there is a tendency to be afraid of being judged among the participants while doing group discussion or pair work, making it one of the prominent negative characteristics of CL as well.

The findings of this study offer a comprehensive understanding of both positive and negative effects of cooperative learning that the learners encounter in their ELT classrooms. One of the notable positive impacts of CL recognized in this research is receiving corrections and feedback immediately. Most participants reported that the instant correction and feedback during cooperative learning reduces the chance of making the same mistakes again. Also, the immediate explanatory feedback from peers and teachers promotes self-correction and self-improvement

among the learners. Therefore, this positive consequence assists the learners to avoid any grammatical, conversational, or idea organizational errors in English naturally, developing communicative competence significantly. Further, the results illustrate that the CL approach crucially guides the learners to discover more and enrich their knowledge by cooperatively learning English with different-ability students. While participating in group discussion, they share ideas and experiences with one another, increasing the extent of knowledge. As a result, the learners gradually improve their skill of using new vocabularies, strategies, and ideas effectively. This result aligns with the earlier research developed by Adri (2015) and Raba (2017) that highlights how cooperative learning methods encourage learners to exchange ideas with one another. Besides, the increasing opportunity of practicing the English language in a comfortable learning environment is demonstrated by the data. Frequent engagement with peers and friends through cooperative learning motivates the students to practice more. Again, this finding of getting more opportunity to practice more echoes the previous study of HÂN (2017), which emphasizes that pair work motivates the learners to practice their speaking more; thus, their oral skill improves. All together strongly supports the improvement of communicative competence. Further, the friendly communication among classmates during CL created a sense of belonging, which made the learning process enjoyable for the learners. Similar results are reported by Al-Tamimi and Attamimi (2014), which discusses the remarkable influence of CL in developing oral proficiency and creating a positive mindset towards learning.

In spite of the positive outcomes, the data display several negative effects of cooperative learning in ELT classroom. Conflicts among peers, unequal participation and domination, along with insecurity and fear of judgement among the group members negatively affected the cooperative learning process. Similar results are again emphasized in the earlier study by Shafiq (2024),

where he reports one of the key drawbacks of CL is over-dependency. So, these consequences seem to have a strong influence on learners because seven out of ten participants reported preferring individual learning instead of cooperative learning. According to the participants' perception, individual learning ensures more freedom and less stressful learning. Hence, all-inclusive, the findings and analysis reveal that the CL appears to have numerous benefits that profoundly help to improve communicative competence. Although the negative experiences influence the learners so significantly that seven out of ten participants are encouraged to choose individual learning over cooperative learning. Most participants expressed the limited effect on communicative competence, yet the learning process became very anxious for them to continue; thus, they chose individual learning.

4.4 Recommendation

According to participants' perceptions, various recommendations come up to increase the effectiveness of cooperative learning in improving learners' communicative competence in ELT classrooms. As discussed earlier, although the students mostly experience positive aspects of CL, seven participants out of ten still prefer to learn English individually. Therefore, they emphasize the necessity of a more functional process by providing some suggestions. First of all, the participants recommended that the cooperative learning activities, such as group work and pair work, should ensure the chance to express opinions and ideas for each member of the group. According to them, even though it is a cooperative process, everyone should get the opportunity to share and present their ideas actively. Secondly, another core suggestion is confirming equal contribution and presence during the group activities. They expressed the necessity for ensuring that all group members are present and participating equally in the classroom while doing cooperative learning tasks. Thirdly, one of the participants suggested forming teams with

mixed-ability students where the learners of different abilities can learn from each other and push one another towards good. Moreover, some participants highlighted the requirement of receiving training for both teachers and students so that the cooperative learning process becomes more flexible for both of them. According to them, if the students have training in working cooperatively before, peers will have the mindset of accepting and respecting each other's opinions. Therefore, it will ensure a positive collaborative learning environment for the learners. Besides, some students pointed out issues with enough physical space in classrooms and the number of students and teachers. Based on their experiences, due to small classrooms with a large number of students, the operation of smooth cooperative learning becomes difficult. Also, the teacher is not able to monitor and guide properly when the student number is too huge for them to manage. So, they recommended ensuring sufficient physical space and number of teachers so that the cooperative learning activities can run appropriately. Moreover, one of the participants suggested providing opportunities to utilize technology during cooperative learning activities, which can assist them to explore even more as a group. Lastly and most importantly, one participant recommended that in Bangladesh, English should be taught and learned as a language, not as a subject; otherwise, the limitation in communicating in English will continue forever.

Chapter 5: Conclusion

In conclusion, this chapter indicates the summary of the findings, recommendations, research limitations, and further investigations.

This study explores the role of cooperative learning in developing learners' communicative competence along with the roles of peers and teachers and the positive and negative consequences of CL during cooperative learning in ELT classrooms in Bangladesh. The findings of this research consist of the perspectives of secondary-level students of Bangladesh who have experienced or are experiencing cooperative learning in their ELT classrooms. Cooperative learning plays a remarkable role in improving multiple components of communicative competence, including grammatical competence, sociolinguistic competence, discourse competence, and lastly strategic competence, the results illustrate. This process improves students' grammatical competence, enhancing grammatical and sentence structure skills and vocabulary by exchanging knowledge and correcting one another through continuous peer interaction. Beyond that, students develop their sociolinguistic competence by reducing social anxiety and learning language appropriateness in different social contexts because during CL they have to come out from their comfort zone and communicate with peers in English. As a result, they become more capable of conducting smooth English conversations in real life as well. Moreover, the learners enhance their discourse competence as they develop their idea organizational and connecting skills; however, the transnational skill is one of the areas that needs improvement. Next, the strategic competence of the learners is significantly developed because the ability to solve communication problems through applying several strategies is enhanced. The research further demonstrates the crucial roles of peers and teachers, with peers performing as immediate correctors and feedback providers, inspiring figures, and scaffolders

who provide continuous help and support, while teachers function as facilitators and observers along with sources of feedback, supporting the enhancement of the learners' communicative competence. Furthermore, this active communicative learning process enables the students to interact and exchange knowledge in English meaningfully and practice with peers alongside giving and receiving instant feedback and correction, overall making learning comfortable. Nevertheless, the challenges, for example, conflicts among peers, unequal participation and domination, fear of judgement, and insecurity, restrict the maximum effectiveness of cooperative learning. Therefore, the findings suggest that CL is an influential learning approach for improving students' communicative competence if implemented in the right way in the classrooms. Its effectiveness relies on fair and equal participation, appropriate group formation, authentic language-based learning process, and lastly, proper classroom environment and management. Therefore, an integrated approach with all the recommendations is required in order to make this learning process more balanced and successful in ELT classrooms of Bangladesh.

Overall, this research delivers deep insights of secondary-level students of Bangladesh into the influence of cooperative learning. However, some research limitations need to be acknowledged. The number of the participants is comparatively small and homogenous. Also, the participants and their institutions, are urban-based, which can restrict the generalizability of the results. Therefore, future research can be on learners' perspectives with different educational backgrounds and educational settings, for example, rural-based, which may have different points of view on the cooperative learning process. Moreover, further investigation can be a comparative study on the perspectives of students from urban ELT settings and rural ELT

settings, which can additionally enhance the comprehension of how CL operates in diverse environments.

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Appendix A.

IQ-RQ Mapping

Research Questions

1. What is the role of cooperative learning in developing students' communicative competence—specifically grammatical, sociolinguistic, discourse, and strategic competence—in ELT classrooms?
2. What roles do the peers and teachers play to influence the students' communicative competence during cooperative learning in ELT classrooms?
3. What are the positive and negative consequences of cooperative learning in ELT classrooms?

	Interview Questions	Background Information	R Q1	RQ 2	RQ 3	Overall Thoughts
1.	How are you? May I know your age, institution type (public or private), medium (English or Bangla), academic year and for how long you have been learning the English language?	X				
2.	How would you narrate your overall experience of learning English so far?	X				
3.	How comfortable and confident do you feel interacting with people in English, both inside and outside the classroom?	X				
4.	Describe your current ability to communicate in English, for example, how effective, appropriate or fluent you are.	X				
5.	Are you familiar with cooperative learning methods like group work, pair work, group discussion, group presentation, group projects, etc.?	X				
6.	What types of cooperative learning activities do you participate in in your English class?	X				

7.	Did cooperative learning methods help you to improve your overall English language skill?		X			
8.	According to your perspective, do you think cooperative learning assists you in developing your grammar, vocabulary, and sentence structure skills in the English language, and how?		X			
9.	Do you and your peer members correct each other or guide each other if anyone makes grammatical mistakes? How does it influence your language learning process?		X			
10.	Do you think these cooperative learning activities help you to grow your English language communication skills naturally and comfortably in real-life contexts? How?		X			
11.	According to your perspective, do you think cooperative learning has assisted you to understand the appropriate use of English in different social contexts, for example, formal or informal situations? If yes, give an example, please.		X			
12.	Do you think CL has helped you to improve your ability to connect and organize your ideas in English? If yes, in what ways do you think the cooperative learning process guides you to connect or organize your ideas and sentences cohesively or clearly in English?		X			
13.	Is it easier for you to organize your ideas when speaking and writing in English in a team compared to speaking and writing alone? Why and why not?		X			
14.	Are you familiar with linking words? Tell me a time when you used them while giving a group presentation or writing an essay/paragraph as a group.		X			
15.	During cooperative learning, what do you do when you do not understand what your peer members are saying in English? Do you ask for repetition or clarification, or do you ask them to rephrase?		X			
16.	What do you do when you cannot remember a		X			

	certain word while communicating in English during group work, and what do you do when other peer members forget certain words while communicating in English?					
17.	Based on your experience, how does cooperative learning help you to grow the ability of overcoming any communication problem, like mishearing or misunderstanding something in English?		X			
18.	Tell me about your classmates and group members that you have worked with. How is your relationship with them?	X				
19.	Do you speak in English with your peer member while working as a team?			X		
20.	Do you feel comfortable speaking in English with your peer members? Why and why not?			X		
21.	Do your peers' behaviour and attitude affect your English learning process?			X		
22.	How do your peers' behaviour and attitude influence your participation, interaction and overall English learning process?			X		
23.	Do your peer members assist you while doing cooperative learning?			X		
24.	How do your peer members assist or support you while achieving a common goal together?			X		
25.	Have you ever encountered any negative experiences like domination, unequal participation, and other issues that might hamper your language learning process during cooperative learning? If yes, can you describe a few experiences?				X	
26.	What is your overall experience with your peer members while or after doing cooperative tasks together?				X	
27.	While doing cooperative learning, what does the teacher do in the classroom?			X		
28.	How does your teacher guide or assist you with the cooperative learning methods in your English class?			X		

29.	How does the role of the teacher contribute to your overall language learning process—specifically communicative competence?			X		
30.	According to your perspective, what are some positive and negative effects of cooperative learning on your communicative competence in the ELT classroom?				X	
31.	Based on your perception, in what ways have cooperative learning methods assisted you in improving or hampering your understanding, communication skills, and overall communication competence?				X	
32.	If you have to choose between cooperative learning and individual learning for learning English, which one would you choose? Why and why not?					X
33.	What are some changes that you would recommend to make cooperative learning more effective for improving communicative competence in the ELT classroom?					X
34.	Are there any other experiences or thoughts that you would like to share about working in groups and pairs in your English classroom?					X

Appendix B.

SAMPLE DATA TRANSCRIPTION AND TRANSLATION

Interview/Data 1

Participant no: 1

Participant name: Polly

Mode: Online Interview

Transcription of Data 1

- 1 Interviewer: তোমার বয়স কত এখন?
- 2 Polly: এই মুহূর্তে 15 বছর।
- 3 Interviewer: কোন ক্লাসে পড়ছো এখন?
- 4 Polly: ক্লাস টেন।
- 5 Interviewer: তোমার স্কুল কি প্রাইভেট নাকি পাবলিক?
- 6 Polly: পাবলিক।
- 7 Interviewer: তোমার স্কুলটা কি ইংলিশ মিডিয়াম নাকি বাংলা মিডিয়াম?
- 8 Polly: বাংলা মিডিয়াম।
- 9 Interviewer: তুমি কত দিন ধরে অথবা কত বছর ধরে ইংলিশ শিখছো?
- 10 Polly: প্রায় 11 বছর।
- 11 Interviewer: আচ্ছা। সো তোমার এই যে ইংলিশ শেখার ওভারঅল
- 12 এক্সপেরিয়েন্সটা কেমন?
- 13 Polly: এক্সপেরিয়েন্সটা বেশ খানিকটা বলা যায় যে খানিকটা কমপ্লেক্স।
- 14 কারণ
- 15 আমাদের দেখা গিয়েছে আমাদের দেশের প্রেক্ষাপটে ইংরেজিটাকে আমরা ঠিক

16 ভাষা হিসেবে না শিখে একটা বিষয় হিসেবে শিখি এবং যে কারণে দেখা যায় বছর
17 শেষে আমরা 10 থেকে 15 টা প্যারাগ্রাফ, লেটার, কম্পোজিশন মুখস্ত করে
18 পরীক্ষার খাতায় লিখে দিয়ে আসি বা মুখস্ত করা কোর্সের অ্যানসার গুলো লিখে
19 দিয়ে আসি এবং শেষে আমাদের শেখাটা কিছুই হয় না। কেবলমাত্র আমাদের বলা
20 যায় যে খানিকটা সময়ের অপচয় হয় এবং একটা সময় আমাদের প্রাতিষ্ঠানিক
21 শিক্ষার শেষে দেখা যায় যে আমরা আসলে ইংরেজি শিক্ষার যে মেইন বেসিকটা
22 আমরা সেটাই শিখতে পারিনি।

23 Interviewer: হ্যাঁ। তো এখন তোমার যে ইংলিশে কনভার্সেশন করার বা একটা
24 মানুষের সাথে কথোপকথন করার যে ইটা, এটা তুমি মানে এই কথোপকথন
25 ক্রিয়েট করার যে স্কিলটা এইটা এই ক্ষেত্রে তুমি কতটা কনফিডেন্ট অথবা
26 কমফোর্টেবল ফিল করো? ক্লাসের বাইরে কিংবা ক্লাসের ভিতরে?

27 Polly: বলা চলে যে ক্লাসের ভেতরে অথবা ক্লাসের বাইরে আমি ইংরেজি
28 কনভার্সেশন ক্রিয়েট করতে আমার হেজিটেশন তেমন একটা ফিল হয় না। কজ
29 আমার আমার মনে হয় যে আমি এটা আমি এটা ইউজ করতে হয়তোবা পারবো
30 এবং আমার সামনে যে মানুষটা থাকবে তার সাথে আমি ফ্লুয়েন্টলি আমি
31 ইংরেজিতে একটা একটা একটা বেসিক কনভার্সেশন ক্রিয়েট করতে পারবো।

32 Interviewer: আচ্ছা। সো তোমার বর্তমানে ইংলিশে কমিউনিকেট করার
33 স্কিলটাকে তুমি কিভাবে ডিসকাইব করবা? মানে কোন স্কেলে ফেলাবা? বেটার মানে
34 তুমি কি এখন বেটার পজিশনে আছো নাকি তোমার স্কিলটা মিডিয়াম লেভেলের
35 নাকি লো লেভেলের? মানে কতটুকু এপ্রোপ্রিয়েটলি তুমি ইংলিশ ল্যাঙ্গুয়েজটা ইউজ
36 করতে পারতেছো বলে তোমার মনে হয়?

37 Polly: টু বি অনেস্ট আমি আমার ইংরেজি শেখার স্কিলটা মিডিয়াম স্কেলে
38 ফেলতে চাই। কারণ আমি মনে করি আমার ইংরেজির স্কিল আরো অনেকটা
39 ডেভেলপ এর ডেভেলপমেন্টের দরকার আছে এবং এটার আরো অনেক

40 প্রনামিয়েশন লেভেল অথবা আরো অনেক কনফিডেন্স লেভেল অথবা অনেক
41 ক্ষেত্রে দেখা যায় যে আমি একটা টপিক সম্পর্কে ভাবতে পারছি বাট সেটা নিয়ে
42 সবার সামনে আমি বলতে পারছি না। সেক্ষেত্রে আমার কনফিডেন্স ল্যাক
43 ল্যাকিংয়ের অভাব আছে এবং এইসব কারণে আমি মনে করি যে আমার ইংরেজি
44 শিক্ষার স্কিল এখনো পর্যন্ত মিডিয়াম লেভেলে অবস্থান করছে।
45 Interviewer: আচ্ছা। তুমি কি এই যে কোঅপারেটিভ লার্নিং মেথডস যেমন
46 গ্রুপ ওয়ার্ক, পেয়ার ওয়ার্ক, গ্রুপ ডিসকাশন কিংবা গ্রুপ প্রজেক্ট এগুলোর সাথে
47 পরিচিত? Polly: হ্যাঁ আমি পরিচিত।
48 Interviewer: কখনো করেছে?
49 Polly: হ্যাঁ যখন ক্লাস নাইনে ছিলাম তখনই নতুন কারিকুলামের আওতায় এটা
50 করেছিলাম আমরা।
51 Interviewer: আচ্ছা। সো তোমার ইংলিশ ক্লাসরুমে কোন ধরনের মেথড
52 বেসিকলি ইউজ করা হয়? গ্রুপ ডিসকাশন নাকি গ্রুপ প্রজেক্ট নাকি গ্রুপ
53 প্রজেন্টেশন বা পেয়ার ওয়ার্ক কোন ধরনের মেথডে তুমি পার্টিসিপেট করেছে?
54 Polly: গ্রুপ গ্রুপ ওয়ার্ক এন্ড গ্রুপ প্রজেন্টেশন। এই দুটো মেথড বেশি ইউজড
55 হতো আমাদের ক্লাসে।
56 Interviewer: আচ্ছা। সো এই যে গ্রুপ ওয়ার্কের মাধ্যমে মানে কোঅপারেটিভ
57 লার্নিং করার মাধ্যমে তোমার কি মনে হয় যে তোমার ইংলিশ ল্যাঙ্গুয়েজ ইংলিশ
58 ল্যাঙ্গুয়েজের যে স্কিলটা এটা কি ইম্প্রুভ করেছে?
59 Polly: আমি মনে করি হ্যাঁ এটা ইম্প্রুভ করেছে। কজ গ্রুপে যখন আমাদের
60 অন্যান্য মেম্বারস ছিল তাদের সাথে যখন আমি আমার আমার মতামতটা
61 ইংরেজিতে প্রকাশ করতে পেরেছি এবং তারা যখন আমার আমার আমার
62 মতামতের উপর তাদের ফিডব্যাক দিয়েছে এবং আমাদের দেখা যায় যে একটা
63 সুন্দর একটা হেলদি কনভার্সেশন ক্রিয়েট হয়েছে এন্ড যখন আমাদের আমাদের

64 প্রেজেন্টেশনের বেলা ছিল এবং সেখানে গিয়ে আমি নিজে গ্রুপের সবার সাথে
65 মিলে কাজ করে একটা ইংরেজিতে প্রেজেন্টেশন ক্রিয়েট করে কয়েকটা পয়েন্টসের
66 উপর বা অনেক ক্ষেত্রে দেখা যায় বিভিন্ন টপিকের উপর প্রেজেন্টেশন ক্রিয়েট
67 করে আমি যখন সবার সামনে প্রেজেন্ট করেছি সেটা আমার মনে হয়েছে যে হ্যাঁ
68 আমার ইংরেজির বেসিকস বা আমার ইংরেজির লেভেল হয়তোবা আগের থেকে
69 ইম্প্রুভ করেছে।

70 Interviewer: আচ্ছা। সো তোমার এক্সপেরিয়েন্স অনুযায়ী তোমরা যখন মানে
71 একসাথে কোঅপারেটিভ লার্নিং করত, তখন মানে এটার মাধ্যমে কি তোমার
72 ইংলিশ গ্রামার, ইংলিশ ভোকাবুলারি, সেন্টেন্স স্ট্রাকচার এই যে মানে প্রসেসগুলো
73 এগুলো কি ইম্প্রুভ হয়েছে?

74 Polly: ব্যাটার সেইং লাস্ট ইয়ার বা আমরা যখন গ্রুপ ওয়ার্কে ছিলাম তখন
75 আমার ইংরেজি ভোকাবুলারিজের অনেকটা ইম্প্রুভমেন্ট ঘটেছে দেন সেন্টেন্স
76 স্ট্রাকচার ইয়া। আমি লাস্ট ইয়ার অনেকগুলো কমপ্লিট আমি অনেকগুলো টিপি ক্যাল
77 ওয়েতে কয়েকটা অনেকগুলো সেন্টেন্সের স্ট্রাকচার শিখতে পেরেছি এন্ড হ্যাঁ গ্রুপ
78 ওয়ার্কের মাধ্যমে আমার ইংরেজির অনেক বেসিক ইম্প্রুভ হয়েছে।

79 Interviewer: আচ্ছা। সো তোমরা যখন এই যে গ্রুপ ওয়ার্ক করত তখন গ্রুপ
80 মেম্বারদের মেম্বারদের সাথে কাজ করার সময় তোমার অথবা তোমার তোমার কোন
81 একজন গ্রুপ মেম্বারের যদি গ্রামাটিক্যাল মিস্টেক হতো তখন কি তোমরা একে
82 অপরকে ধরিয়ে দিতো?

83 Polly: হ্যাঁ অবশ্যই আমরা কোন একটা গ্রামাটিক্যাল মিস্টেক হলে আমরা
84 নিজেরাই বলতাম যে আচ্ছা তোর তো এখানটায় ভুল হয়েছে। তুই এভাবে বলতে
86 পারিস। তখন সেই মেম্বারটা অফকোর্স সে হ্যাপি ফিল করতো বা আমাকে যদি

87 এভাবে কেউ ধরিয়ে দিতো আমি অফকোর্স লাইক প্লিজ ফিল করতাম যে আমার
88 যে আমার মেম্বারসরা আমাকে জাজ করছে এন্ড সে আমার ভুলগুলো ধরিয়ে দিয়ে
89 আমাকে আমার বেটারমেন্টের জন্য সে তার এফোর্ট দিচ্ছে।
90 Interviewer: আচ্ছা। সো তোমার কি মনে হয় এই যে গ্রুপ ওয়ার্কে ইংলিশে
91 কনভার্সেশন মানে ইংলিশে কমিউনিকেট করার সময় তোমার যে ইংলিশে
92 কমিউনিকেট করার যে স্কিলটা এটা কি ন্যাচারালি গ্রো করেছে বা তোমার রিয়েল
93 লাইফে আরো কমফোর্টেবল তুমি ফিল করেছো এই যে একসাথে ইংলিশ শেখার
94 মাধ্যমে?
95 Polly: হ্যাঁ আমি আমার রিয়েল লাইফে আরো অনেক কমফোর্টেবল ফিল
96 করেছি। যেমন গতবছর গ্রুপ ওয়ার্কিংয়ের সময় আমাদের যখন গ্রুপ
97 প্রেজেন্টেশনগুলো ছিল দেখা গিয়েছে একদম পুরো একটা অডিটোরিয়াম ভর্তি
98 মানুষের সামনে আমাদেরকে গিয়ে প্রেজেন্টেশন দিতে হয়েছে, সবার সামনে গিয়ে
99 কথা বলতে হয়েছে এবং আমার মনে হয় তাতে আমাদের ইনারশিয়াটা অনেকাংশে
100 কেটে গিয়েছে এবং যার কারণে দেখা যায় এখন আমরা যেকোনো ধরনের
101 এনভাইরনমেন্টে গিয়ে আমরা ইংরেজিতে আমাদের পারফরমেন্সকে শো করে
102 আসতে পারি বা আমরা আমরা সিম্পলি সেখানে গিয়ে আমাদের নিজেদেরকে
103 প্রেজেন্ট করতে পারি। আমাদের আগে যেরকম ইনারশিয়া ফিল হতো বা আগে
104 যেরকম রেসিস্টেন্স বা হেজিটেন্স থাকতো এখন সেইটা অনেকাংশেই কমে
105 গিয়েছে। বাট আই উইল সেই যে একদম কমপ্লিটলি চলে গিয়েছে। কজ এখনো
106 অনেক কিছু দেখা যায় যে আমরা ভয় পাচ্ছি বা আমাদের মধ্যে একটা ভীতি
107 কাজ করছে কিন্তু গ্রুপ ওয়ার্কিংয়ের মাধ্যমে এটা অনেকাংশেই কেটে গিয়েছে।
108 Interviewer: আচ্ছা। সো এই যে একসাথে কাজ করতে গিয়ে বা তোমাদের
109 কোঅপারেটিভ লার্নিং করতে গিয়ে তোমার কি এই আন্ডারস্ট্যান্ডিংটা গ্রো করেছে
110 অথবা বেটার হয়েছে যে ফরমাল সিচুয়েশনে আমরা এক ধরনের ইংলিশ ইউজ

111 করি এবং ইনফরমাল সিচুয়েশনে আমরা হচ্ছে এক ধরনের ইংলিশ মানে ইউজ
112 করি। এটা কি গ্রো করেছে?

113 Polly: আমি মনে করি হ্যাঁ। যেমন আমরা যখন গ্রুপের মেম্বারদের সাথে কথা
114 বলতাম তখন অফকোর্স ইনফরমাল ইউজ ইংলিশ ইউজ করতাম এবং যখন
115 আমরা আমরা বাইরের গ্রুপ মেম্বারদের বাইরে আমাদের টিচারদের সাথে যখন
116 প্রেজেন্টেশনের সময় বা গার্ডিয়ানদের সময় সাথে বা অন্যান্য স্টুডেন্টদের সাথে
117 আমাদের ক্লাসের অন্যান্য স্টুডেন্ট অথবা আমাদের আপার ক্লাস বা লোয়ার
118 ক্লাসের অন্যান্য স্টুডেন্টদের সাথে আমরা যখন কমিউনিকেট করতাম তখন
119 আমরা ফরমাল ইংলিশ ইউজ করতাম। কারণ দুইটা ক্ষেত্রে একটা টাইমেই আমরা
120 বুঝতে পারছি যে আচ্ছা এইখানে এই ইংলিশটা ইউজ করতে হবে এবং ওনাদের
121 সাথে কথা বলার সময় আমাদের ফরমালি এভাবে এটা বলতে হবে।

122 Interviewer: আচ্ছা। সো তোমার কি মনে হয় এই যে কোঅপারেটিভ লার্নিং
123 করার মাধ্যমে তোমার ইংলিশে আইডিয়া অর্গানাইজ করার বা ধারাবাহিকভাবে
124 সেন্টেন্স কোহেসিভলি কানেক্ট করার যে এবিলিটিটা এটা ইম্প্রুভ হয়েছে?

125 Polly: আমি মনে করি হ্যাঁ হয়েছে। কারণ আমাদের দেখা যায় যে অনেক
126 সময় আমাদের হঠাৎ করে ক্লাসে এসে স্যার যখন বলতেন যে তোমাদের এই
127 বিষয়টাতে একটা প্রেজেন্টেশন ক্রিয়েট করতে হবে। ওই ওই মুহূর্তে দেখা যায় যে
128 আমাদের ওইটা সম্পর্কে হয়তোবা অতটা বেশি জানাশোনা নাও থাকতে পারে
129 কিন্তু অ্যাট দ্যাট মোমেন্ট আমরা যখন কুইকলি চিন্তা করে ওটা ওটা নিয়ে
130 আমাদের আইডিয়াগুলোকে একসাথে করে একটা অর্গানাইজ করার মাধ্যমে একটা
131 একটা ইনপুট বের করতাম এবং যখন দেখতে পেতাম যে প্রত্যেকের আলাদা
132 আলাদা চিন্তা ভাবনা ওখানে প্রতিফলিত হইতেছে এবং প্রত্যেকে ডিফারেন্টলি চিন্তা
133 করতেছে এবং প্রত্যেকের চিন্তা করার যে লেভেলটা সেটা অফকোর্স গ্রো

134 করতেছে। সো আই উইল সেই দ্যাট গ্রুপ ওয়ার্ক আমাদের যে আমাদের চিন্তা
135 করার এবিলিটি আমাদের মেন্টাল এবিলিটি এটা অনেকাংশে ইম্প্রুভ করতেছে।
136 Interviewer: আচ্ছা। তোমার কাছে কি এটা বেশি সহজ মনে হয় যে তুমি
137 একা একা ইংলিশে স্পিকিংয়ে অথবা রাইটিংয়ের আইডিয়াগুলো একা একা
138 অর্গানাইজ করবা বা ধারাবাহিকভাবে সাজাবা নাকি গ্রুপে হচ্ছে একসাথে তুমি এই
139 কাজটা করাটা বেশি কমফোর্টেবল ফিল করো?
140 Polly: আসলে আমি একা একা করতে বেশি পছন্দ করি।
141 Interviewer: আচ্ছা কেন একা করতে প্রেফার করতেছে?
142 Polly: কারণ দেখা যায় আমি কারণ দেখা যাচ্ছে অনেক সময় আমার গ্রুপের
143 মেম্বারদের সাথে আমার আইডিয়াটা মিলছে না। তো সেক্ষেত্রে দেখা যায় যে হয়
144 আমার আইডিয়া আমার ঠিক করতে হয় বা আমার আইডিয়া ওর ধাঁচে নিয়ে
145 যেতে হয় অথবা ওর আইডিয়া আমার ধাঁচে নিয়ে আসতে হয় এবং এজন্য
146 আমার মনে হয় যে একা একা যখন আমি কাজ করি তখন আমি আমার নিজের
147 নিজের থটটার উপর কাজ করতেছি। সো অ্যাট দ্যাট মোমেন্ট আমি কাজ করার
148 জন্য বেশি স্বাধীনতা বা বেশি ফ্রিডম ফিল করি কাজ করার জন্য।
149 Interviewer: আচ্ছা। তুমি কি লিংকিং ওয়ার্ডস অথবা কানেক্টিভ ওয়ার্ডসের
150 সাথে পরিচিত?
151 Polly: হ্যাঁ।
152 Interviewer: কখনো একসাথে কাজ করতে গিয়ে তোমার এই লিংকিং ওয়ার্ড
153 ব্যবহার করতে হয়েছে বা কোন গ্রুপ প্রেজেন্টেশন দিতে গিয়ে তোমার এই
154 লিংকিং ওয়ার্ড ব্যবহার করতে হয়েছে এরকম কোনো এক্সপেরিয়েন্স কি আছে?
155 Polly: হ্যাঁ আছে। যেমন অনেক ক্ষেত্রেই দেখা যায় যে আমাদের লিংকিং
156 ওয়ার্ডগুলো আমরা যখন হঠাৎ করে যখন প্রেজেন্টেশন দিচ্ছি আমাদের একজন
157 মেম্বার আমাদের গ্রুপের ছয়জন মেম্বার একটা প্রেজেন্টেশন দিচ্ছে তো সেক্ষেত্রে

158 দেখা যায় যে অন্য একজনের প্রথম পূর্ববর্তী বক্তা প্রিভিয়াসলি স্পিকার উনার
159 উনার কথার সাথে আমার কথার মিল করানোর জন্য বা আমার কথার সাথে
160 আমার পরবর্তী স্পিকারের মিল ঘটানোর জন্য আমাদের অনেক ক্ষেত্রেই আমাদের
161 লিংকিং ওয়ার্ড ইউজ করতে হয়েছে।

162 Interviewer: আচ্ছা তোমরা যখন এই যে কোঅপারেটিভ লার্নিং করত
163 একসাথে গ্রুপ মেম্বাররা যখন ইংলিশ শিখত তখন যদি তোমরা মানে কথা বলার
164 সময় ইংলিশে কথা বলার সময় তোমার কোনো গ্রুপ মেম্বারের কোনো কথা বা
165 কোনো একটা জিনিস যদি তুমি না বুঝো তখন তুমি এই জিনিস বা তুমি
166 কনফিউজড থাকো তখন এই জিনিসটা কনফিউশনটা ক্লিয়ার করার জন্য অথবা
167 কোনো কিছু না বোঝারটা বোঝারটা ক্লিয়ার করার জন্য তুমি কি রিপিটেশন অথবা
168 ক্লারিফিকেশন অথবা রিফ্রিজিং এর জন্য আস্ক করো?

169 Polly: টু বি অনেস্ট আমি যদি আমার কোনো গ্রুপ ওয়ার্কের সময় আমার
170 কোনো মেম্বারের কথা বুঝতে না পারি সো আমি ওই মুহূর্তে তাকে জিজ্ঞাসা করি
171 না। কজ হয়তোবা সেই মুহূর্তে সেটা তাকে জিজ্ঞাসা করলে তাকে বিব্রত করতে
172 পারে। তো এজন্য দেখা যায় যে একদম হয়তোবা বেশ কিছুক্ষণ পর যখন আমরা
173 আমাদের গ্রুপের কাজের বাইরে আছি তখন হয়তোবা আমি তাকে জিজ্ঞাসা
174 করলাম যে এই জিনিসটা কি হয়েছিল বা এটা বলতে তুমি আসলে কি বুঝিয়েছো
175 এবং তখন আমি হ্যাঁ আমি রিপিটেশন রিপিটেশন এই প্রসেসটা বেশি ফলো
176 করতে পছন্দ করি।

177 Interviewer: আচ্ছা। তো তোমার এক্সপেরিয়েন্স অনুযায়ী এই যে
178 কোঅপারেটিভ লার্নিং করার মানে করার সময় ধরো তুমি কোনো একটা
179 আনকমফোর্টেবল সিচুয়েশন ফেস করলে। ফর এক্সাম্পল তুমি কোনো একটা
180 ওয়ার্ড ভুলে গেলে অথবা কোনো একটা সেন্টেন্স তুমি ভুলে গেলে বা ভুল

181 উচ্চারণ করলে। হ্যাঁ? এই সিচুয়েশনটা ওভারকাম করার ক্ষেত্রে তুমি মানে কি
182 ওয়ে ফলো করত বা এই যে ওভারকাম করার যে স্কিলটা এই স্কিলটা তোমার কি
183 কোঅপারেটিভ লার্নিং করার মাধ্যমে ইম্প্রুভ হয়েছে বলে তোমার মনে হয়?
184 Polly: হ্যাঁ আমার মনে হয়। যেমন আমি যদি কোনো একটা প্রেজেন্টেশনের
185 সময় একটা ভুল ওয়ার্ড ইউজ করতাম বা একটা ভুল সেন্টেন্স ইউজ করতাম বা
186 আমি যদি কোনো গ্রামাটিক্যাল মিস্টেক করতাম আমার আসলে তখন খুবই
187 খারাপ লাগতো এবং আমি হয়তোবা সেই দিনের প্রেজেন্টেশনটা দেওয়ার পরেই
188 একদম সেই দিন পুরো চুপচাপ থাকতাম। দেন বাসায় এসে সেই জিনিসটা বারবার
189 প্র্যাকটিস করতাম এন্ড আমার একটা অভ্যাস হচ্ছে আয়নার সামনে দাঁড়িয়ে
190 প্র্যাকটিস করা। তো সেইদিন দেখা যায় যে আমি আমার ভুলটা নিয়ে ঘাটাঘাটি
191 করার পরে বা দেখা যায় Google বা বা অন্যান্য বইয়ের সোর্সেস নিয়ে ঘাটাঘাটি
192 করার পরে আয়নার সামনে গিয়ে নিজে নিজে বলতাম বা আমার মাকে বা
193 আমার বাবাকে বলতাম যে আমার প্রেজেন্টেশনটা আমাকে একটু হেল্প করো
194 অর্গানাইজ করতে। তারা আমাকে হেল্প করতেন এবং আমি বারবার প্র্যাকটিস
195 করার মাধ্যমে ওই যে আমাদের ভুল সেন্টেন্স প্রোনান্স করা বা ভুল প্রোনান্স
196 করা কোনো একটা ওয়ার্ড সেই জিনিসটা আমি ওভারকাম করতে পেরেছি এন্ড
197 হ্যাঁ অফকোর্স আই উইল সেই দ্যাট গ্রুপ ওয়ার্কের মাধ্যমে আমার এই যে
198 মিস্টেকগুলো আবার কারেক্ট করার ক্যাপাবিলিটি অনেক অংশে বৃদ্ধি পেয়েছে।
199 Interviewer: আচ্ছা। সো তোমার এই ওভারঅল এক্সপেরিয়েন্স অনুযায়ী এই
200 যে গ্রুপ ওয়ার্ক বা পেয়ার ওয়ার্ক কিছু ভালো দিক এবং কিছু খারাপ দিক বলো।
201 Polly: ওয়েল ভালো দিকের মধ্যে আমার মনে হয় যে আমরা একে অপরের
202 সাথে কমিউনিকেট করতে পেরেছি, আমাদের একে অপরের আইডিয়া অন্যদের
203 সাথে শেয়ার করতে পেরেছি ফলে আমাদের চিন্তার পরিধি বৃদ্ধি পেয়েছে ফার্স্ট
204 অফ অল দেন সেকেন্ডলি দেখা যায় যে আমরা যখন কাজ করছি তো হয়তোবা

205 হয়তোবা যখন ছয়জন ছয়জন সদস্যের হয়তোবা পাঁচজন সদস্যের কোনো বিষয়ে
206 ধারণা নেই কিন্তু বাকি একজন সদস্যের সেই বিষয়ে ধারণা আছে তো তখন সেই
207 একজন সদস্যের কাছ থেকে বাকি সদস্যরা জানতে পারছে সেই বিষয়টা নিয়ে।
208 তো প্রত্যেকের জ্ঞান বৃদ্ধি পেয়েছে। দেন থার্ডলি আমরা যখন কথা বলছি তখন
209 আমাদের মধ্যকার যে ভুলগুলো হচ্ছে সেই ভুলগুলো আমাদের মেম্বারসরা ধরিয়ে
210 দিচ্ছে বা আমাদেরকে সেগুলো কারেক্ট করার জন্য হেল্প করছে। আবার পেয়ার
211 ওয়ার্কের ভুল মানে খারাপ দিকগুলো আমার যেটা মনে হয় সেটা হচ্ছে পেয়ার
212 ওয়ার্কের সময় অনেক সময় দেখা যায় যে আমাদের মতের মিল হচ্ছে না। তো
213 সেক্ষেত্রে ছোটখাটো একটা বড় একটা ঝগড়ার সৃষ্টি হয় বা দেখা যায় যে
214 মনোমালিন্যের সৃষ্টি হয় এবং সেই মনোমালিন্যের প্রভাব অনেক দূর পর্যন্ত গড়াতে
215 পারে। আবার দেখা যায় যে আমার আমার আইডিয়া হয়তোবা তার আইডিয়ার
216 সাথে মিলছে না এবং সে দেখা যায় যে সেটা মেনে না নিয়ে সে তার নিজের
217 জায়গাতে অনড় থাকছে। তো পরবর্তী স্টেপ না হয়ে সে তার নিজের মতামতটা
218 জাহির করার জন্য সবসময় ব্যস্ত। তো এক্ষেত্রে দেখা যায় যে আমাদের যে
219 বাকস্বাধীনতা বা গণতন্ত্র এই জিনিসটা সে নষ্ট করে ফেলছে এবং তখন দেখা যায়
220 যে প্রত্যেকের মতামত হয়তোবা প্রদর্শিত হচ্ছে না। আবার অনেক ক্ষেত্রে দেখা
221 যায় যে আমরা যখন গ্রুপ ওয়ার্ক করছি হয়তোবা তখন কেউ একজন তার
222 যেকোনো একটা অসুস্থতার ভান করে সেখান থেকে চলে গেল। তো তখন দেখা
223 যায় যে গ্রুপটা সবার যে ইন্টারেক্টিভ লার্নিং মেথড আমরা সেটা ফলো করতে
224 পারছি না আমরা দেখা যায় যে তাকে ছাড়াই সেটা করছি এবং পরে দেখা যাচ্ছে
225 যে সে সেই সেই মুহূর্তে আমাদের যে লেসনটা আমরা পেয়েছিলাম সেটা সে
226 পায়নি। সো আমার মনে হয় এগুলো পেয়ার ওয়ার্ক বা গ্রুপ ওয়ার্কের যে
227 অ্যাডভার্স সাইড বা প্রোস এন্ড কন্স এগুলো।

228 Interviewer: আচ্ছা। তো তোমার এক্সপেরিয়েন্স অনুযায়ী তোমার কি মনে হয়
229 এই যে একসাথে ইংলিশ স্টাডি করার যে প্রসেসটা এটা তোমার ইংলিশে
230 কমিউনিকেট করার যে যে ওয়েটা বা ইংলিশ শেখার যে ওয়েটা এইটাকে সহজ
231 করে দিয়েছে নাকি কঠিন করে দিয়েছে?

232 Polly: সহজ করে দিয়েছে।

233 Interviewer: কিভাবে সহজ বলে তোমার মনে হয়?

234 Polly: যেমন আমি যখন আমার পরিচিত পরিচিত পরিমণ্ডলে আমি যখন
235 ইংরেজি ব্যবহার করছি এবং তখন আমি আস্তে আস্তে যেহেতু তারা আমার
236 পরিচিত আমার কাছের মানুষ তো দেখা যায় যে আমি তাদের সাথে ইংরেজি
237 ব্যবহার করার মাধ্যমে আমার কমফোর্টেবল ফিল করতে পারছি এবং আস্তে
238 আস্তে আমার মধ্যে যে ইনারশিয়াটা কাজ করতো সেটা আস্তে আস্তে আস্তে
239 আস্তে কেটে গিয়েছে এবং পরে দেখা যায় যে আমি একটা অপরিচিত একটা
240 এনভায়রনমেন্টে গিয়ে আমি ইংরেজিতে গিয়ে আমার মতামতটা শেয়ার করতে
241 পারছি বা একটা অপরিচিত পরিমণ্ডলে গিয়ে আমি ফ্লুয়েন্টলি বা উইদাউট এনি
242 রেসিস্টেন্স আমি আমার মতামতটা প্রকাশ করতে পারছি। আবার অনেক ক্ষেত্রে
243 দেখা গিয়েছে যে যেহেতু পরিচিত মানুষদের সাথে আমি ইংরেজিতে কনভার্সেশন
244 করছি তো পরে দেখা যায় যে আমি ওখান থেকে বাইরে ওখানে মানে সেই একটা
245 সময় তো সেটা চলে যাবে তো সেখান থেকে আমি বাইরে এসে আমি একদম
246 যেখানে চিনতে পারছি না সেখানে আমি গিয়ে খাপ খাইয়ে নিতে পারছি। আমার
247 ইংরেজির ক্ষেত্রে আমার আগের যে ইনারশিয়াটা বা আগে যে রেসিস্টেন্স কাজ
248 করতো যে না আমি বলবো না আমাকে আমাকে হয়তোবা মানুষ জাজ করবে
249 সেই ধারণাটা অনেকাংশে কেটে গিয়েছে।

250 Interviewer: আচ্ছা। সো এই যে কোঅপারেটিভ লার্নিং প্রসেসটা তোমার
251 ইংলিশ লার্নিং প্রসেসকে কোনোভাবে কি ক্ষতি করেছে?

252 Polly: না আমি মনে করি না আমার এই কোঅপারেটিভ লার্নিং প্রসেসটা
253 আমার ইংরেজি লার্নিং প্রসেস এর কোনো ক্ষতি করেছে। র‍্যাডার আই ফিল দ্যাট
254 এটা আমার আরো হেল্প করেছে।

255 Interviewer: আচ্ছা। সো তোমার বর্তমানে যাদের সাথে তুমি গ্রুপ ওয়ার্ক
256 করেছে তাদের সাথে তোমার বর্তমানে সম্পর্ক কেমন?

257 Polly: আমার মতে মোটামুটি হ্যাঁ মোটামুটি বলা চলে।

258 Interviewer: সো তোমরা যখন গ্রুপ ওয়ার্ক করত একসাথে ইংলিশ শিখত
259 তখন তোমরা কি একে অপরের সাথে ইংলিশে কথা বলত?

260 Polly: যখন আমরা গ্রুপ ওয়ার্ক করতাম ঠিক তখনই হ্যাঁ ঠিক তখনই করতাম।
261 হ্যাঁ এর বাইরে আর কখনো করতাম না।

262 Interviewer: আচ্ছা। তো তোমরা যখন ইংলিশে একে অপরের সাথে কথা
263 বলত তখন কি তুমি কমফোর্টেবল ফিল করত?

264 Polly: হ্যাঁ আমি কমফোর্টেবল ফিল করতাম। যেহেতু এরা আমার পরিচিত
265 মানুষ সো আমার মনে হতো না যে এরা আদৌ আমাকে জাজ করেছে। কজ
266 আমরা সবাই যেহেতু প্রত্যেকের মতামত বা আমরা সবাই যেহেতু প্রত্যেকের
267 পারফরমেন্স দেখছি এবং আমাদের মনে হতো না যে আদৌ আমাদের সামনে
268 বসা মানুষটা আমাদেরকে জাজ করতেছে র‍্যাডার উই ফিল দ্যাট সে একচুয়ালি
269 আমার আমার হয়তোবা আমার যে মতামতটা বা আমার আমি যে কথাগুলো
270 বলছি সেটা সে মনোযোগ সহকারে শুনছে এন্ড যদি ভুল হয় সে সেটা আমাদের
271 ধরিয়ে দিবে।

272 Interviewer: আচ্ছা। সো এই যে তোমার গ্রুপ মেম্বারদের গ্রুপ মেম্বারদের যে
273 ব্যবহার বা তাদের অ্যাটিটিউড এইটা তোমার ইংলিশ লার্নিং প্রসেসকে কিভাবে
274 এফেক্ট করেছে? পজিটিভ ভাবে নাকি নেগেটিভ ভাবে?

275 Polly: আই উইল সেই পজিটিভ ভাবে। হয়তোবা কখনো কখনো আমার মনে
276 হয়েছে যে হয়তোবা ও আমার প্রতি একটু বেশি বিদ্বেষমূলক আচরণ করছে বা
277 হয়তো আমার কখনো কখনো মনে হয়েছে যে ও হয়তোবা একটু বেশি আমার
278 সাথে ডার্ক স্মার্টনেস দেখাতে চাচ্ছে। বাট আমার মনে হয় এটা আমার পজিটিভলি
279 একটা এফেক্ট ফেলছে।

280 Interviewer: আচ্ছা। সো তোমরা যখন একসাথে কাজ করত তখন তোমার
281 যে গ্রুপ মেম্বাররা পিয়ার্সরা এরা কি তোমাকে সাপোর্ট করতো সবসময়? নাকি
282 দেখা গেছে এমন সিচুয়েশন তোমার ফেস করতে হয়েছে যে তোমার একাই গ্রুপ
283 ওয়ার্কটা করতে হচ্ছে বা তোমাকে তারা ইনক্লুড করছে না অথবা তোমার
284 গ্রুপের কোনো একটা মেম্বারকে তারা ইচ্ছা করে ইনক্লুড করছে না, এরকম
285 সিচুয়েশন কি কখনো ফিল করেছো?

286 Polly: এরকম সিচুয়েশন আমি ফিল করেছি। যেমন যেহেতু আমি গ্রুপের
287 ক্যাপ্টেন ছিলাম এবং দেখা যাচ্ছে যে অনেক ক্ষেত্রেই আমার আমাকে
288 অনেকগুলো অ্যাসাইনমেন্ট একা একাই করতে হয়েছে। যদিও সেটা গ্রুপ ওয়ার্ক
289 বলা হয়েছিল আমার একা একাই আমার পোস্টার প্রিপেয়ারিং করতে হয়েছে দেন
290 একা একাই গ্রুপের প্রেজেন্টেশন করতে হয়েছে এবং আই উইল সেই অনেক
291 মানে মুসলিমদেরকে আমার একা একাই গিয়ে আমার সবার সামনে প্রেজেন্টেশন
292 দিতে হয়েছে। আমি কখনো দেখি নাই আমার গ্রুপ মেম্বাররা আমাকে বলেছে যে
293 আচ্ছা চলো আমিও তোমার সাথে তোমাকে প্রেজেন্টেশন করতে হেল্প করবো।
294 দেখা গেছে যে অনেক ক্ষেত্রে জোর করে ওদেরকে নিয়ে আমার আমার সাথে
295 একজন কো স্পিকার হিসেবে রাখতে হয়েছে। আর আমি দেখেছি অনেক ক্ষেত্রেই
296 আমার গ্রুপের একজন মেম্বারকে অন্যরা এভয়েড করতে চাইছে এবং ওকে
297 হয়তোবা ওরা গোনার মধ্যে নিচ্ছে না এবং আমার মনে হয়েছে যে এটা এটা

298 একটা ডিসক্রিমিনেটিং একটা মেন্টালিটি বাট যেহেতু যেহেতু আমি দলনেতা সো
299 ওরা আমার কথা মেনে নিতে মেনে নিতে কাইন্ড অফ বাধ্য ছিল বাট ওরা
300 উইলিংলি আমাদের গ্রুপের যে লাস্ট মেম্বার ওর মতামত গুলো নিতে চায় নাই
301 জাস্ট আমি আমি ওদেরকে বাধ্য করতাম বলে ওরা ওর মতামতটা শুনতো।
302 Interviewer: আচ্ছা কখনো কি এই যে গ্রুপ ওয়ার্ক করতে গিয়ে তুমি কখনো
303 বুলিং এর অথবা ডমিনেশনের শিকার হয়েছো?
304 Polly: না আমি কখনো বুলিং এর ডমিনেশনের শিকার হইনি।
305 Interviewer: সো তোমার এই যে পিয়ার্সদের সাথে যে এক্সপেরিয়েন্স এটা
306 তোমার ওভারঅল ইংলিশ ইংলিশে যে কমিউনিকেট করার স্কিলটা এটাকে ইমপ্রভ
307 করেছে?
308 Polly: ইয়া ইমপ্রভ করেছে আমি মনে করি এটা আসলেই ইমপ্রভ করে...
309 Interviewer: আচ্ছা সো তোমরা যখন এই যে কোঅপারেটিভ লার্নিং করত
310 তখন টিচার কি করতেন টিচারের রোল কি ছিল?
311 Polly: টিচারের রোল ছিল যেহেতু আমাদের ক্লাসে অনেকগুলো টিম ছিল
312 যেমন আমাদের ক্লাসে মোট 10 টা টিম ছিল তো এজন্য আমাদের প্রত্যেক
313 প্রত্যেকটা টিমের জন্য এক একটা স্পেসিফিক জায়গা বরাদ্দ ছিল তো টিচার
314 যেটা করতেন প্রত্যেকটা টিমের কাছে গিয়ে ঘুরে ঘুরে দেখতেন আমাদের কাজের
315 অবস্থা কি এবং আমাদের আমাদের যদি কোন একটা দেখা যায় যে বোটরমেন্ট
316 হচ্ছে তো উনি সেক্ষেত্রে আমাদের প্রশংসা করতেন আবার দেখা যায় যে
317 আমাদের যদি কোন ক্ষেত্রে এডভাইসের দরকার হতো তো উনি সেখানে বলে
318 দিতেন যে তোমাদের এখানে এইটুকু ল্যাক আছে তোমরা এইখানে এভাবে এভাবে
319 ফিল করতে পারো এভাবে এটা পূরণ করতে পারো এন্ড তিনি আমাদের আরো
320 এভাবে বলতেন যে আচ্ছা তোমরা এই জিনিসটা এভাবে না করে তোমরা এভাবে
321 করো বা এভাবে চিন্তা না করে বা এভাবে চিন্তা করো এবং উনি আমাদের মেইন

322 যে হেল্পটা করতেন সেটা হচ্ছে আমাদের যেকোনো একটা টপিক দেওয়ার পর
323 সেই টপিকটা আমাদেরকে প্রত্যেক প্রত্যেকটা টিমকে আলাদা আলাদা ভাবে
324 বুঝিয়ে দিতেন যে এই টপিকটা আসলে এভাবে বোঝাচ্ছি এবং তোমরা এভাবে
325 কাজটা করে এগিয়ে যেতে পারো

326 Interviewer: আচ্ছা সো টিচারের এই রোলটা তোমার ইংলিশ লার্নিং প্রসেসকে
327 এন্ড স্পেসিফিক ভাবে তোমার ইংলিশে কমিউনিকেট করার যে স্কিলটা এটাকে
328 কিভাবে এফেক্ট করেছে? বোথ পজিটিভও বলতে পারো নেগেটিভও বলতে পারো।

329 Polly: আমি মনে করি একদম পজিটিভলি হেল্প করেছে যেমন আমার অনেক
330 প্রেজেন্টেশনে আমার যে টিচার উনি আমাকে হেল্প করেছে এবং উনি বলেছেন
331 যে আচ্ছা তুমি তোমার স্ক্রিপ্টটা এভাবে এভাবে লিখেছো ভালো তুমি আরেকটু
332 এভাবে এনহ্যান্স করতে পারো তোমার লেভেলটা আরো বা তোমার প্রেজেন্টেশনটা
333 আরো ভালো হবে এতে এবং তিনি আমাকে প্রেজেন্টেশন করার সময় কিভাবে
334 জেসচারস আমাদের বডি জেসচারস দেন আমাদের আই কন্টাক্ট এরকম সব
335 বেসিক কিছু জিনিস আমাকে তিনি শিখিয়েছেন এবং তিনি আমাকে একচুয়ালি
336 আমাদের যেহেতু উনি ইংলিশ টিচার সো উনি আমার গ্রামাটিক্যালি অনেক
337 মিস্টেক ধরায়ে দিতেন এবং আমার আমার প্রত্যেকটা প্রেজেন্টেশনের স্ক্রিপ্ট আমি
338 উনাকে দেখায়ে দিয়ে দেখায়ে দিয়ে আমি প্রেজেন্টেশন সেই স্ক্রিপ্টটা বলতাম
339 আমার কোন ভুল হলে উনি আমাকে সেটা ধরায়ে দিতেন দেন আমি ওটা আবার
340 ঠিক করে দেন আমি আমার প্রেজেন্টেশন ডেলিভারি আমার প্রেজেন্টেশনে
341 আমার স্পিচ ডেলিভার করতাম সো অফকোর্স উনার রোলটা আমার ক্ষেত্রে
342 অনেক পজিটিভলি এফেক্ট করেছে।

343 Interviewer: আচ্ছা সো তোমাকে যদি এখন এই যে ইংলিশ শেখার ক্ষেত্রে
344 এই যে গ্রুপ স্টাডি অথবা কোঅপারেটিভ লার্নিং এন্ড একা একা ইংলিশ শেখার

345 যে বিষয়টা এই দুইটা প্রসেসের মধ্যে যেকোনো একটা যদি চুজ করতে বলা হয়
346 তখন তুমি কি কি চুজ করবা?

347 Polly: আমার মনে হয় একা একা শেখার জিনিসটা আমি চুজ করতে বেশি
348 কমফোর্টেবল ফিল করব।

349 Interviewer: আচ্ছা তোমার তো কোঅপারেটিভ লার্নিং এর সাথে
350 এক্সপেরিয়েন্সটা বেশ পজিটিভ তারপরও তুমি কেন একা একা শেখাটাই চুজ
351 করতে চাচ্ছ?

352 Polly: কারণ দেখা যায় যে অনেক ক্ষেত্রেই আমি যেভাবে জিনিসটা ভাবি
353 আমার টিম মেম্বারসরা সেভাবে জিনিসটা ভাবছে না ওরা হয়তোবা অন্য একটা
354 এঙ্গেলে ভাবছে তো দেখা যায় আমার চিন্তার ধারাটা পরিবর্তন করে আমাকে
355 আমার আমাকে ওদের ওয়েতে হাঁটতে হচ্ছে আমি আমার একটা স্বতন্ত্রতা বজায়
356 রাখতে পারছি না সো আমি একা একা শেখাটাকে বেশি প্রেফার করি।

357 Interviewer: আচ্ছা তুমি যেহেতু বললা তুমি একা একা শেখাটা প্রেফার করো
358 তো তোমার কি মনে হয় এই যে কোঅপারেটিভ লার্নিং এর যে প্রসেসটা এই
359 প্রসেসে কি কি চেঞ্জস আনলে এই প্রসেসটা আরো বেশি ইউজফুল এন্ড হেল্পফুল
360 হবে ইংলিশ লার্নিং এর ক্ষেত্রে?

361 Polly: ইংলিশ লার্নিং এর ক্ষেত্রে আমাদের দেখা যায় যেহেতু আমাদের টিমের
362 সবার আলাদা আলাদা সোশিও ইকোনমিক কন্টেক্সট আছে আলাদা আলাদা
363 মেন্টাল বা আলাদা আলাদা রিলিজিয়াস কন্টেক্সট আছে সো দেখা যায় যে সবার
364 চিন্তা সবার সাথে মিলতেছে না সো ইন দ্যাট কেস আমাদের যেটা করা যায় যে
365 আমাদের একটা আমাদের গ্রুপ ওয়ার্কের ক্ষেত্রে আমরা দেখা যায় আমরা সবাই
366 হ্যাঁ আমরা সবাই একসাথে বসে কাজ করব একসাথে বসে কাজ করার পরে
367 প্রত্যেকে তার আইডিয়া অন্যদের সাথে শেয়ার করবে এবং অন্যদের সাথে শেয়ার
368 করার পরে অফকোর্স তার আইডিয়া শুনে অন্যরা একটা ফিডব্যাক দিবে

369 পজিটিভ বা নেগেটিভ আমার মনে হয় প্রত্যেকটা মেম্বারের আলাদা আলাদা ভাবে
370 হ্যাঁ অফকোর্স তারা একটা গ্রুপ প্রেজেন্টেশন দিবে হ্যাঁ একটা ইন্ডিভিজুয়াল টাঙ্ক
371 বাট আমার মনে হয় প্রত্যেকের মতামতটা আলাদা আলাদা ভাবে শোনা উচিত
372 কারণ যেহেতু প্রত্যেকের দৃষ্টিভঙ্গি আলাদা প্রত্যেকের মতামত আলাদা হবে অনেক
373 সময় দেখা যায় পরিস্থিতি চাপে পড়ে আমাদেরকে অন্যদের মতামতের মতামতের
374 সাথে হেঁটে হাঁটাতে না বলতে হচ্ছে যদিও আমাদের আদৌ তার মতামতের সাথে
375 সম্মতি প্রদানের ইচ্ছে বা যদি আমাদের আদৌ তাদের মতামতের সাথে না করার
376 বা আমার তাদের সাথে অপোজিং বা সেজন্য অপোজ করার ইচ্ছা থাকে না স্টিল
377 আমাদেরকে করতে হয় আমাদের গ্রুপ কাজের সাপেক্ষে সো আমার মনে হয় যে
378 প্রত্যেকে যদি আলাদা আলাদা ভাবে তাদের মতামতটা প্রকাশ করতে পারতো এবং
379 প্রত্যেকে যদি সেই স্কোপটা থাকতো এবং প্রত্যেকে যদি অনেক অনেক ক্ষেত্রে
380 দেখা যাচ্ছে যে গ্রুপে একজন মেম্বার বা দুইজন মেম্বার পিছিয়ে পড়তেছে তার
381 তার সেরকম ব্যাকআপটা নাই সে হয়তোবা সেভাবে ইংরেজিটা কখনো ভাবে নাই
382 বা ভাইবা দেখে নাই সো আমার মনে হয় যে ছোটবেলা থেকে যদি আমাদের
383 ইংরেজি শেখার ক্ষেত্রে আরো ভালো গাইডেন্স দরকার বা আরো আরো ভালো
384 গাইডেন্স দেওয়া হয় যেমন আমাদের বেটার ইংরেজি গ্রামার শেখা কিংবা
385 ইংরেজিটাকে শুধুমাত্র সাবজেক্ট হিসেবে না দেখে একটা ল্যাঙ্গুয়েজ হিসেবে দেখে
386 এবং এটাকে খুবই ওয়েলফুলি লার্ন করা যদি আমাদের ছোটবেলা থেকে এইসব
387 অপরচুনিটিগুলো প্রোভাইড করা হয় আমার মনে হয় সেটা আমাদের গ্রুপ
388 ওয়ার্কিং এর ক্ষেত্রে আরো বেশি এফেক্টিভ হবে।
389 Interviewer: আচ্ছা সো লাস্টলি আমি তোমাকে এই লাস্ট একটা কোশেচন
390 করবো এই যে ইংলিশ লার্নিং মানে ইংলিশ ক্লাসরুমে এই যে কোঅপারেটিভ

391 লার্নিং করতে গিয়ে তোমার এমন একটা এক্সপেরিয়েন্স যেটা এখনো তোমার কাছে
392 মেমোরবল হয়ে আছে সেটা বোথ পজিটিভও হতে পারে নেগেটিভও হতে পারে
393 এমন একটা এক্সপেরিয়েন্স আমার সাথে শেয়ার করো।

394 Polly: হ্যাঁ তো লাস্ট ইয়ার যখন আমাদের ইংরেজি প্রেজেন্টেশন ছিল আমাদের
395 একটা প্রেজেন্টেশন ছিল যে আমাদের যেকোনো 10 টা কবিতা খুঁজে বের করে
396 ইংরেজি এবং বাংলা যেকোনো 10 টা কবিতা খুঁজে বের করে আমাদেরকে সেই
397 কবিতার নাম সেই লেখকের নাম সেই কবিতার কয়েকটা পংক্তি সেই কবিতার
398 সেই পংক্তিগুলো কি বুঝিয়েছে ওভারঅল সেই কবিতাটার মাধ্যমে লেখক কি
399 বুঝিয়েছেন সেই কবিতার টোন এবং সেই কবিতার মাধ্যমে আমি কি বুঝতে
400 পারছি এরকম এরকম বেশ কিছু এনালাইসিস এর আমাদের একটা প্রেজেন্টেশনে
401 করতে হয়েছিল এবং সেই প্রেজেন্টেশনটা প্রথমে আমাদেরকে স্যার বলেছিলেন
402 তোমরা 10 টা কবিতা এভাবে প্রিপেয়ার করে নিয়ে আসবে দেন আমাদের যখন
403 আমরা স্কুলে গেলাম তখন স্যার আমাদের বললেন যে না তোমাদের 10 টা না
404 তোমরা যেকোনো একটা কবিতা নির্বাচন করবে এবং সেই একটা কবিতার সম্পূর্ণ
405 এনালাইসিস তোমরা ক্লাসের সবার সামনে বসে করবে এবং সেই একটা কবিতা
406 তোমরা নির্বাচন করলেও সেটা আমার উপর আমার উপরও নির্ভর করবে অর্থাৎ
407 তার উপরও নির্ভর করবে যে আমরা আসলে কোন কবিতাটা ঠিক করতে পারবো
408 দেখা যায় যদি আমাদের চুজ করা কবিতাটা তার ভালো না লাগে আমরা সে
409 হয়তোবা চুজ করে আরেকটা কবিতা দিতে পারে এজ এ রেজাল্ট তো আমি তো
410 তখন আমাদের গ্রুপে আমরা একটা বুকস নামে একটা কবিতা ঠিক করেছিলাম
411 যদিও পরে হচ্ছে আমাদের স্যার চেক করে দিয়েছিলেন মানে আমাদের যে
412 কবিতাটা আমরা নিয়েছিলাম উনি বলেছিলেন যে না এটা হয়তোবা বেটার হবে না
413 তোমরা বি দা বেস্ট অফ হোয়াটেভার ইউ আর বাই ডগলাস মেলস তোমরা যদি
414 এই কবিতাটা সিলেক্ট করো তোমাদের হয়তোবা এটা তোমাদের বলতে ভালো হবে

415 তো উনি ক্লাসে এসে জাস্ট আমাদের বলেছিলেন যে তোমাদের তোমার আমাদের
416 টিমের জন্য যে টোয়লাইট টিমের জন্য তোমাদের এই কবিতাটা ইউজ করা
417 বেটার হবে এবং ঠিক পাঁচ মিনিট পর স্যার আমাকে বললেন যে তুমি এখন যাবে
418 এবং তুমি হচ্ছে প্রেজেন্টেশনটা দিবে এন্ড আমি আমার প্রেজেন্টেশন ক্রিয়েট
419 করার জন্য আমার স্পিচের যে স্ক্রিপ্ট সেটা ক্রিয়েট করার জন্য অত টাইমও পাই
420 নাই সো আই থট প্রোবাবলি আমি গিয়ে সব একদম একটা হাঙ্গামা করে ফেলবো
421 বাট স্টিল আমি বললাম যে আচ্ছা ঠিক আছে আমি যাচ্ছি আমাকে যেহেতু স্যার
422 বলেছেন আমি যাই এবং আমি যখন সবার সামনে গিয়ে প্রেজেন্টেশনটা দিলাম
423 স্যার মানে মানে আমার জাস্ট মনে হচ্ছিল যে আমি যখন আমি আগের
424 প্রেজেন্টেশনগুলোতে দেখেছি যে একজন হয়তো প্রেজেন্টেশন দিচ্ছে অন্যরা
425 হয়তো কথা বলছে কিন্তু আমার মনে আছে আমার প্রত্যেকটা প্রেজেন্টেশনের
426 শেষে সেইদিনের প্রেজেন্টেশনের সময় ক্লাসে একটা পিভ্ড অফ সাইলেন্স ছিল
427 এবং প্রত্যেকটা স্টুডেন্ট আমার প্রেজেন্টেশন খুব এটেন্টিভলি শুনেছিলেন এট দা
428 লাস্ট প্রত্যেক প্রত্যেকে দাঁড়িয়ে আমার যখন স্পিচ শেষ হয়েছে প্রত্যেকে দাঁড়িয়ে
429 হাততালি দিয়ে বলেছিল যে তোমার স্পিচ অনেক সুন্দর হয়েছে এবং তারপরে
430 আমাদের প্রত্যেক প্রত্যেক গ্রুপ ওয়ার্কের যে প্রেজেন্টেশন তারপরে একটা টাস্ক
431 ছিল যে স্যার অন্য অন্য টিমদের কাছে জিজ্ঞাসা করবেন যে এই টিম যে
432 প্রেজেন্টেশনটা দিল সেই প্রেজেন্টেশনের ফ্লু গুলো কি কি আছে তো তখন যখন
433 স্যার এরকম বলতেন তো সেদিনও অবশ্যই স্যার অন্য টিমদের কাছে জিজ্ঞাসা
434 করেছিলেন যে আচ্ছা তোমরা কেউ বলতে পারবে প্রেজেন্টেশনের ফ্লু কি ছিল
435 ক্লাসে কেউ এমন ছিল না যে বলেছিল যে আমার প্রেজেন্টেশনে কোন ফ্লু ছিল
436 কিন্তু পরে স্যার হাসতে হাসতে বলেছিলেন যে ওর প্রেজেন্টেশনের ফ্লু হচ্ছে ও
437 আমাদের প্রেজেন্টেশনে আমেরিকান ইংলিশ ইউজ করেছে কিন্তু একচুয়ালি ওর
438 হয়তো বাংলাদেশে ইংলিশ ইউজ করলে বা বাংলাদেশি কন্টেক্সটে আমরা যেরকম

439 ইংরেজি ইউজ করি সেরকম ইংরেজি ইউজ করলে আরো বেশি স্টুডেন্ট ওর
440 স্পিচ বুঝতে পারতো তো আমার মনে হচ্ছে যে এই এই মোমেন্টটা আমার কাছে
441 খুবই মেমোরেবল হয়ে থাকবে আমার একদম লাইফলং একটা একটা
442 এক্সপেরিয়েন্স এবং আই উইল জাস্ট নেভার ফগেট দিস এক্সপেরিয়েন্স।

Translation of Data 1

1 Interviewer: How old are you now?
2 Polly: 15 years old at the moment.
3 Interviewer: Which class are you in now?
4 Polly: Class Ten.
5 Interviewer: Is your school private or public?
6 Polly: Public.
7 Interviewer: Is your school English medium or Bangla medium?
8 Polly: Bangla medium.
9 Interviewer: For how long, or for how many years, have you
10 been learning English?
11 Polly: Almost 11 years.
12 Interviewer: Okay. So, how is your overall experience of
13 learning English?
14 Polly: The experience is quite, you could say, somewhat
15 complex. Because, in our country's context, we've seen that
16 we don't learn English as a language, but as a subject. And
17 because of that, at the end of the year, we memorize 10 to 15

18 paragraphs, letters, compositions and write them in the exam
19 paper, or write the answers to memorized questions, and in
20 the end, we learn nothing. It's just a waste of time, you
21 could say, and at the end of our institutional education, we
22 see that we haven't actually learned the main basics of
23 English learning.

24 Interviewer: Yes. So, how confident or comfortable do you
25 feel in your ability to have English conversations, or to
26 converse with someone, in creating this conversation skill?
27 Outside the class or inside the class?

28 Polly: Let's say, inside or outside the class, I don't feel
29 much hesitation in creating English conversations. Because I
30 think that I can probably use it, and I can fluently create a
31 basic conversation in English with the person in front of me.

32 Interviewer: Okay. So, how would you describe your current
33 English communication skills? I mean, on what scale would you
34 place it? I mean, are you in a better position now, or is
35 your skill at a medium level, or a low level? I mean, how
36 appropriately do you think you can use the English language?

37 Polly: To be honest, I would place my English learning skills
38 on a medium scale. Because I believe my English skills still
39 need a lot of development, and there's a need for improvement
40 in pronunciation levels, confidence levels, or in many cases,
41 I can think about a topic but I can't speak about it in front

42 of everyone. In that case, I lack confidence, and for these
43 reasons, I think my English learning skills are still at a
44 medium level.

45 Interviewer: Okay. Are you familiar with cooperative learning
46 methods like group work, pair work, group discussions, or
47 group projects?

48 Polly: Yes, I am familiar.

49 Interviewer: Have you ever done them?

50 Polly: Yes, when I was in class nine, we did this under the
51 new curriculum.

52 Interviewer: Okay. So, what kind of methods are basically
53 used in your English classroom? Group discussion, group
54 project, group presentation, or pair work, which method have
55 you participated in?

56 Polly: Group work and group presentation, these two methods
57 were mostly used in our class.

58 Interviewer: Okay. So, through group work, I mean, through
59 cooperative learning, do you think your English language, the
60 English language skill has improved?

61 Polly: I think yes, it has improved. Because when we had
62 other members in the group, when I was able to express my
63 opinion in English to them, and when they gave their feedback
64 on my opinion, and we saw that a nice, healthy conversation

65 was created, and when it was time for our presentation, and
66 there I worked with everyone in the group to create an
67 English presentation on a few points, or in many cases, on
68 various topics, and when I presented it in front of everyone,
69 I felt that yes, my English basics or my English level has
70 probably improved from before.

71 Interviewer: Okay. So, according to your experience, when you
72 used to do cooperative learning together, did it improve your
73 English grammar, English vocabulary, sentence structure,
74 these processes?

75 Polly: Better saying last year or when we were in group work,
76 my English vocabulary improved a lot, then sentence
77 structure, yeah. Last year, I learned many complex, I learned
78 many sentence structures in a typical way, and yes, through
79 group work, my English basics improved a lot.

80 Interviewer: Okay. So, when you used to do this group work,
81 while working with the group members, if you or any of your
82 group members made a grammatical mistake, would you point it
83 out to each other?

84 olly: Yes, of course, if there was a grammatical mistake, we
85 would say, Okay, you made a mistake here. You can say it this
86 way. Then that member would of course feel happy, or if
87 someone pointed it out to me like that, I would of course
88 feel pleased that my members are judging me and they are

89 putting in their effort for my betterment by pointing out my
90 mistakes.

91 Interviewer: Okay. So, do you think that while communicating
92 in English in group work, your skill of communicating in
93 English has grown naturally, or do you feel more comfortable
94 in your real life through learning English together?

95 Polly: Yes, I have felt much more comfortable in my real
96 life. For example, last year, during group work, when we had
97 group presentations, we had to go and give presentations in
98 front of a whole auditorium full of people, we had to speak
99 in front of everyone, and I think that reduced our inertia to
100 a great extent, and because of that, we can now go to any
101 kind of environment and show our performance in English, or
102 we can simply go there and present ourselves. The inertia
103 that used to hold us back, or the resistance or hesitation
104 that we used to have, has now decreased to a great extent.
105 But I will say that it hasn't completely gone away. Because
106 we still see that we are afraid of many things, or there is
107 a fear working within us, but group working has reduced it
108 to a great extent.

109 Interviewer: Okay. So, while working together or while doing
110 cooperative learning, has your understanding grown or become
111 better that we use one type of English in formal situations

112 and we use another type of English in informal situations?

113 Has this grown?

114 Polly: I think yes. For example, when we used to talk to the

115 members of the group, we would of course use informal

116 English, and when we communicated with our teachers,

117 guardians, or other students of our class, or other students

118 of our upper class or lower class, during presentations, we

119 would use formal English. Because at the same time, we were

120 understanding that, Okay, this is where we have to use this

121 English, and this is how we have to say it formally while

122 talking to them.

123 Interviewer: Okay. So, do you think that through cooperative

124 learning, your ability to organize ideas in English or to

125 connect sentences cohesively in a sequential manner has

126 improved?

127 Polly: I think yes, it has. Because we often see that

128 suddenly the teacher comes to class and says that you have

129 to create a presentation on this topic. At that moment, we

130 may not have that much knowledge about it, but at that

131 moment, when we quickly think and put our ideas together to

132 create an organized input, and when we see that everyone's

133 different thoughts are reflected there, and everyone is

134 thinking differently, and everyone's level of thinking is of
135 course growing. So, I will say that group work has greatly
136 improved our ability to think, our mental ability.

137 Interviewer: Okay. Do you find it easier to organize ideas
138 in English speaking or writing alone or to arrange them
139 sequentially alone, or do you feel more comfortable doing
140 this together in a group?

141 Polly: Actually, I prefer to do it alone.

142 Interviewer: Okay, why do you prefer to do it alone?

143 Polly: Because it often happens that my idea doesn't match
144 with the ideas of my group members. So, in that case, either
145 I have to correct my idea or I have to take my idea in their
146 style, or they have to bring their idea in my style, and
147 that's why I think that when I work alone, I am working on
148 my own thought. So, at that moment, I feel more freedom or
149 more freedom to work.

150 Interviewer: Okay. Are you familiar with linking words or
151 connective words?

152 Polly: Yes.

153 Interviewer: Have you ever had to use these linking words
154 while working together or while giving a group presentation?
155 Do you have any such experience?

156 Polly: Yes, I have. For example, in many cases, when we are
157 suddenly giving a presentation, when six members of our

158 group are giving a presentation, then it happens that in
159 order to connect my words with the words of the previous
160 speaker or to connect my words with the next speaker, we
161 have had to use linking words in many cases.

162 Interviewer: Okay, when you used to do this cooperative
163 learning, when group members used to learn English together,
164 if you didn't understand something or a word or something
165 while speaking in English, or if you were confused, would
166 you ask for repetition or clarification or rephrasing to
167 clear this confusion or to understand what you didn't
168 understand?

169 Polly: To be honest, if I can't understand what any of my
170 members are saying during group work, I don't ask them at
171 that moment. Because maybe asking them at that moment can
172 embarrass them. So, I wait until we are outside of our group
173 work, and then I ask them, What was this thing? What did you
174 actually mean by saying this? And then yes, I prefer to
175 follow the repetition process more.

176 Interviewer: Okay. So, according to your experience, during
177 cooperative learning, let's say you faced an uncomfortable
178 situation. For example, you forgot a word or you forgot a
179 sentence or you mispronounced it. In overcoming this

180 situation, what way would you follow, or do you think that
181 this skill of overcoming has improved through cooperative
182 learning?

183 Polly: Yes, I think so. For example, if I used a wrong word
184 or a wrong sentence or if I made a grammatical mistake
185 during a presentation, I would feel very bad, and I would
186 probably remain silent for the whole day after giving that
187 day's presentation. Then I would come home and practice that
188 thing again and again, and I have a habit of practicing in
189 front of the mirror. So, on that day, after digging into my
190 mistake or after digging into Google or other book sources,
191 I would stand in front of the mirror and say it myself, or I
192 would ask my mother or my father to help me organize my
193 presentation. They would help me, and by practicing
194 repeatedly, I was able to overcome that thing of pronouncing
195 a wrong sentence or mispronouncing a word, and yes, of
196 course, I will say that through group work, my ability to
197 correct these mistakes has increased a lot.

198 Interviewer: Okay. So, according to your overall experience,
199 tell me some good and some bad aspects of this group work or
200 pair work.

201 Polly: Well, among the good aspects, I think that we have
202 been able to communicate with each other, we have been able
203 to share our ideas with others, as a result of which our

204 scope of thinking has increased, first of all. Then
205 secondly, we see that when we are working, maybe five out of
206 six members don't have an idea about something, but the
207 remaining one member has an idea about that thing, so then
208 the remaining members are learning about that topic from
209 that one member. So, everyone's knowledge has increased.
210 Then thirdly, when we are talking, the mistakes that we are
211 making are being pointed out by our members, or they are
212 helping us to correct them. Again, what I think are the bad
213 aspects of pair work is that sometimes we don't agree with
214 each other during pair work. So, a small quarrel arises or a
215 misunderstanding arises, and the impact of that
216 misunderstanding can go a long way. Again, it happens that
217 my idea may not match with their idea, and they don't accept
218 it and they remain rigid in their own place. So, instead of
219 moving to the next step, they are always busy asserting
220 their own opinion. So, in this case, our freedom of speech
221 or democracy is being destroyed, and then it happens that
222 everyone's opinion may not be displayed. Again, in many
223 cases, when we are doing group work, maybe someone pretends
224 to be sick and leaves. So, then we are not able to follow
225 the interactive learning method of the group, we are doing
226 it without them, and later it turns out that they didn't get

227 the lesson that we got at that moment. So, I think these are
228 the adverse sides or pros and cons of pair work or group
229 work.

230 Interviewer: Okay. So, according to your experience, do you
231 think that this process of studying English together has
232 made the way you communicate in English or the way you learn
233 English easier or more difficult?

234 Polly: Easier.

235 Interviewer: How do you think it is easier?

236 Polly: Like, when I'm using English in my familiar
237 surroundings, and since they are people I know, people close
238 to me, it seems that by using English with them, I can feel
239 comfortable, and gradually the inertia that was working
240 within me, that has gradually disappeared. And later it
241 turns out that in an unfamiliar environment, I can share my
242 opinion in English, or in an unfamiliar environment, I can
243 express my opinion fluently or without any resistance.

244 Again, in many cases, since I am conversing in English with
245 familiar people, it later turns out that I am able to adapt
246 outside of that, meaning that time will pass, so coming out
247 of that, I can adapt to a place where I don't recognize
248 anyone. In my case with English, the previous inertia or the
249 previous resistance that used to work, that I won't speak,
250 that maybe people will judge me, that idea has largely

251 disappeared.

252 Interviewer: Okay. So has this cooperative learning process
253 harmed your English learning process in any way?

254 Polly: No, I don't think this cooperative learning process
255 has harmed my English learning process in any way. Rather, I
256 feel that it has helped me even more.

257 Interviewer: Okay. So how is your current relationship with
258 those with whom you have done group work?

259 Polly: In my opinion, pretty good, yes, pretty good you
260 could say.

261 Interviewer: So when you used to do group work together,
262 learning English together, did you talk to each other in
263 English?

264 Polly: When we used to do group work, right then, yes, right
265 then we used to. Yes, we never did it outside of that.

266 Interviewer: Okay. So when you used to talk to each other in
267 English, did you feel comfortable?

268 Polly: Yes, I used to feel comfortable. Since these are
269 people I know, so I didn't feel like they were judging me at
270 all. Because we are all seeing everyone's opinions or we are
271 all seeing everyone's performance, and we didn't feel like
272 the person sitting in front of us was judging us, rather we
273 felt that he was actually listening carefully to my opinion

274 or the things I was saying, and if there was a mistake, he
275 would point it out to us.

276 Interviewer: Okay. So how has the behavior or attitude of
277 your group members affected your English learning
278 process?Positively or negatively?

279 Polly: I will say positively. Maybe sometimes I felt that
280 maybe he was behaving a little more maliciously towards me,
281 or maybe sometimes I felt that he was trying to show a
282 little more dark smartness with me. But I think it had a
283 positive effect on me.

284 Interviewer: Okay. So when you used to work together, did
285 your group members, your peers, always support you, or have
286 you faced situations where you had to do the group work
287 alone, or they were not including you, or they were
288 intentionally not including a member of your group, have you
289 ever felt such a situation or were they always supporting?

290 Polly: I have felt such a situation. For example, since I
291 was the captain of the group, and it turns out that in many
292 cases I had to do many assignments alone. Although it was
293 called group work, I had to prepare posters alone, then I
294 had to do group presentations alone, and I will say many,
295 meaning I had to go alone and give presentations in front of
296 everyone. I have never seen my group members tell me, Okay,
297 let me help you with the presentation. It has happened that

298 in many cases I had to forcibly keep them as a co-speaker
299 with me. And I have seen that in many cases, others are
300 trying to avoid a member of my group and maybe they are not
301 counting him, and I felt that this is a discriminating
302 mentality, but since I am the leader, they were kind of
303 forced to accept my words, but they...Willingly, the last
304 member of our group whose opinions they didn't want to take,
305 I just, I used to force them, that's why they would listen
306 to his opinion.

307 Interviewer: Okay, have you ever been bullied or dominated
308 while doing group work?

309 Polly: No, I have never been bullied or dominated.

310 Interviewer: So, this experience you had with your peers,
311 has it improved your overall English, your skill to
312 communicate in English?

313 Polly: Yeah, it has improved. I think it really has
314 improved.

315 Interviewer: Okay, so when you used to do this cooperative
316 learning, what did the teacher do? What was the teacher's
317 role?

318 Polly: The teacher's role was, since we had many teams in
319 our class, like we had a total of 10 teams in our class, so
320 a specific place was allocated for each team. So what the
321 teacher did was, she would go around to each team and see

322 the status of our work and if we had any, if it seemed like
323 we were improving, then she would praise us in that case.
324 And again, if it seemed like we needed any advice, then she
325 would tell us there, that you have this much lack here, you
326 can fill it in this way, you can complete it in this way.
327 And she would also tell us like this, that okay, don't do
328 this thing like this, do it like this, or don't think like
329 this, think like this. And the main help she would give us
330 was, after giving us any topic, she would explain that topic
331 to each team separately, that this topic actually means this
332 and you can move forward by doing the work like this.

333 Interviewer: Okay, so how has the teacher's role affected
334 your English learning process and specifically your skill to
335 communicate in English? You can say both positively and
336 negatively.

337 Polly: I think it has helped completely positively. For
338 example, in many of my presentations, my teacher helped me
339 and she said, okay, you have written your script like this,
340 it's good, you can enhance it a bit more like this, your
341 level will be higher or your presentation will be better
342 with this. And she taught me some basic things like how to
343 use gestures, our body gestures, then our eye contact, while
344 giving the presentation. And she actually, since she is our
345 English teacher, so she would point out many grammatical

346 mistakes of mine and I would show her the script of each of
347 my presentations and I would say that script in the
348 presentation. If I made any mistakes, she would point it out
349 to me, then I would correct it again, then I would deliver
350 my presentation, I would deliver my speech in my
351 presentation. So of course, her role has affected me very
352 positively.

353 Interviewer: Okay, so if you are asked to choose between
354 these two processes now, in the case of learning English,
355 this group study or cooperative learning and learning
356 English alone, which one would you choose?

357 Polly: I think I would feel more comfortable choosing the
358 thing of learning alone.

359 Interviewer: Okay, you have quite a positive experience with
360 cooperative learning, then why do you want to choose
361 learning alone?

362 Polly: Because it is seen that in many cases, the way I
363 think about something, my team members are not thinking
364 about it that way. They are probably thinking about it from
365 a different angle. So it is seen that I have to change my
366 line of thinking and I have to walk in their way. I am not
367 able to maintain my individuality. So I prefer learning
368 alone more.

369 Interviewer: Okay, since you said you prefer learning alone,
370 what do you think, what changes can be brought in this
371 cooperative learning process so that this process becomes
372 more useful and helpful in the case of English learning?

373 Polly: In the case of English learning, it is seen that
374 since everyone in our team has different socio-economic
375 contexts, different mental or different religious contexts,
376 so it is seen that everyone's thoughts are not matching with
377 everyone else's. So in that case, what can be done is that
378 in our group work, we see that we all, yes, we will all sit
379 together and work, after sitting together and working,
380 everyone will share their ideas with others and after
381 sharing with others, of course, others will give feedback
382 after listening to their ideas, positive or negative. I
383 think each member should have, yes, of course they will give
384 a group presentation, yes, an individual task, but I think
385 everyone's opinion should be heard separately because since
386 everyone's perspective is different, everyone's opinion will
387 be different. Many times it is seen that under pressure of
388 the situation, we have to say no to walking with others'
389 opinions, even though we don't really have the intention to
390 agree with their opinions or if we don't really have the

391 intention to disagree with them or to oppose them, still we
392 have to do it for the sake of our group work. So I think if
393 everyone could express their opinion separately and if
394 everyone had that scope and everyone, in many cases it is
395 seen that one member or two members in the group are falling
396 behind, they don't have that kind of backup. Maybe they have
397 never thought about English that way or seen it that way. So
398 I think that from childhood, if we need better guidance in
399 the case of learning English or if better guidance is given,
400 like learning better English grammar or seeing English not
401 just as a subject but as a language and learning it very
402 willfully, if these opportunities are provided to us from
403 childhood, I think that will be more effective in the case
404 of our group working.

405 Interviewer: Okay, so lastly, I will ask you this last
406 question. In this English learning, I mean in the English
407 classroom, while doing this cooperative learning, such an
408 experience that is still memorable to you, it can be both
409 positive and negative, share such an experience with me.

410 Polly: Yes, so last year when we had an English
411 presentation, we had a presentation that we had to find any
412 10 poems, English and Bengali, find any 10 poems and we had
413 to present the name of that poem, the name of the author, a
414 few lines of that poem, what those lines of the poem meant,

415 overall what the author meant through that poem, the tone of
416 that poem and what I am understanding through that poem, we
417 had to do such analysis in a presentation. And in that
418 presentation, first our sir told us, you will prepare 10
419 poems like this and bring them. Then when we went to school,
420 then sir told us that no, you will not, you will select any
421 one poem and you will do the complete analysis of that one
422 poem sitting in front of everyone in the class. And even if
423 you select one poem, it will depend on me, that is, it will
424 depend on him, which poem we can actually fix. It is seen
425 that if he doesn't like the poem we have chosen, he may
426 choose another poem to give. As a result, so I, then in our
427 group, we had fixed a poem named Books. Although later our
428 sir changed it, I mean the poem we had taken, he said that
429 no, it will probably not be better. You, Be the Best of
430 Whatever You Are by Douglas Malloch, if you select this
431 poem, it will probably be better for you to say this. So he
432 just came to the class and told us that this poem will be
433 better for you, for our team, for the Twilight team, to use.
434 And exactly five minutes later, sir told me that you will go
435 now and you will give the presentation. And I didn't even
436 get that much time to create my presentation, to create the
437 script of my speech. So I thought probably I will go and

438 just make a mess of everything. But still I said that okay,
439 I am going, since sir has told me, I will go. And when I
440 went in front of everyone and gave the presentation, sir, I
441 mean I just felt that in the previous presentations I have
442 seen that one person is giving the presentation, others are
443 probably talking, but I remember at the end of each of my
444 presentations, during that day's presentation, there was a
445 pin drop silence in the class and every student was
446 listening to my presentation very attentively. At the last,
447 everyone stood up and when my speech was over, everyone
448 stood up and clapped and said that your speech was very
449 beautiful. And then after each group work's presentation,
450 there was a task that sir would ask the other teams that
451 what are the flaws in the presentation that this team gave.
452 So when sir used to say like this, then definitely on that
453 day also sir asked the other teams that okay, can anyone
454 tell what was the flaw in the presentation? There was no one
455 in the class who said that there was any flaw in my
456 presentation. But later sir said laughing that the flaw in
457 his presentation is that he has used American English in our
458 presentation. But actually if he had used Bangladeshi
459 English or if he had used English like we use in the
460 Bangladeshi context, more students could have understood his
461 speech. So I feel that this moment will be very memorable to

462 me, it is a lifelong experience and I will just never forget
463 this experience.