

A Qualitative Exploration of English-speaking Sessions’ Influence on Writing Skill of Bangladeshi Rural Students

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
B.A. in English

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing 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/We have acknowledged all main sources of help.

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Approval

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Ethics Statement

The study participants were informed about the study specifying every step involved in the process, and their consent was collected before conducting the study. The participants' confidentiality was maintained strictly throughout the study.

Abstract

This qualitative multiple case study inspected the influence of three rural ESOL learners' exposure to a series of 12 one-to-one speaking sessions via mobile phone on their speaking skill as well as writing skill. The students were asked to write paragraphs on topics given by the researcher prior to the speaking sessions. While the speaking sessions were assessed by an adapted version of CEFR assessment scales (2001), these written samples were compared with another set of paragraphs that were collected from the participants after the speaking sessions. Both the written samples were assessed by the adapted version of Brown & Bailey's (1984) "Analytic Scale for Rating Composition Tasks". In addition, this study aimed to find out the participants' perspectives towards their experience and the challenges they faced during the study through semi-structured interviews conducted in Bangla. The transcribed interviews were coded for prominent themes through qualitative data analysis. The results revealed that all the participants progressed in terms of spoken interaction ability but not in the case of uttering English sentences independently over the period of two months. With regard to their written paragraphs, the participants' post-session writing samples showed improvement in terms of content, organisation, and vocabulary choice, than their initial pre-session written samples. Some notable challenges the participants faced during the speaking sessions were difficulty idea generation, organising thoughts, making correct grammatical sentences and choosing vocabulary. The outcome of the study is important for English teachers who may blend speaking and writing skills together in the same class in order to help learners in an ESOL context such as Bangladesh.

Keywords: Speaking skill; Writing skill; CEFR scales; Rural Students; ESOL/ESL/EFL.

Dedication

To my faculty and supervisor Dr. Sabreena Ahmed.

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Firstly, all my praises belong to Allah Subhanahu WA Ta'ala for always showering unconditional love. Thank you Allah for never abandoning me. All perfect praises belong to the Almighty alone and my salutation goes to the prophet Muhammad (PBUH).

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Chapter 1

Introduction

1.1 Background of the Study

Oral and written communication skills are highly demanded among all the skills required for 21st-century workplace success, which implies that before any other skill, employers seek these two skills while hiring any employee for their company (Rios et al. 2020). The magnitude of English communication skills for turning students' into human assets of the global economy is self-explanatory, and genuinely, its significance can never be denied (Gonye et al., 2012). At present, the status of English as an international language of communication is increasing its demand because of its significantly dominant contribution in connecting people across the globe through almost all the possible fields present such as science, communication, education, commerce and trade, politics, diplomacy, economics, tourism, sport, media, net-internet, entertainment and so on (Graddol, 2010; Bohara, 2018, Rao, 2019). Likewise, Crystal (2003) has noted that English has spread extensively worldwide and is ruling many prime fields, including education, international commerce and communication. Therefore, English is the optimal lingua franca for achieving uplifted socioeconomic mobility (Jenkins, 2009; Dewi, 2015; Sun, 2021). In such a context of the 21st-century globalised world, both oral and written communication skills are being emphasised everywhere as survival tools due to the growing personal and national need for successful international exchanges (Parmenter, 2000; Graddol, 2001; Gray, 2001; Khan, 2007). That being the case, it is absolutely a necessity for learners' to possess competence in these skills in order to improve the nation's competitiveness in the global economy because the global business does not speak in any language but English (Hurn, 2009; Borzykowski, 2017; Chang, 2018).

However, ESOL (English for Speakers of Other Languages) speakers across the world face constant struggle to improve their competency in English language skills (Al-Khsawneh, 2010; García & México, 2012; Ibna Seraj et al., 2021), especially in the communicative domains. Many ESOL countries across the globe have been making several changes in their country's existing language policy to increase English skill proficiency with the aim of maximising the standard of human capital by moulding skilled labour force and preparing the students to compete in the global economy for increasing nation's growth (Hamid, 2010; Chang, 2018; Rahman et al., 2019). For instance, Thailand has reformed its language policy to improve communicative abilities in English in response to the decision of accepting English as the official lingua franca in the ASEAN (Association of Southeast Asian Nations) Economic Community (AEC) (Kirkpatrick, 2012; William & Wisut, 2017; Nonthaisong & Mantero, 2017). The policy was mainly enacted due to the fear of retrenching skilled labour that grew with the adaptation of English as the official working language of AEC. The policy made English compulsory from the 1st grade to 12th grade and recognised it as the first language of broader communication associated with globalisation and the country's development (Huebner, 2019). The Thai Ministry of Education (MOE) has taken several other initiatives like distance learning and self-assess learning to solve poor competency in English skills among learners. A notable ambitious initiative is English-Speaking Year 2012, which ensures nationwide conversational speaking and English teaching in schools for at least 1 day each week (Kaur et al., 2016). Next, Japan realising the necessity of English language skills for the country's advancement has published a language plan called "English Education Reform Plan corresponding to Globalisation" in 2014 (Fujita-Round & Maher, 2017; Kubota, 2017; Agathokleous, 2019). Although English is one of the official languages and the only medium of instruction for all the subjects in Singapore, the government in 2010 enacted a campaign called "Speak Good English Movement" in order to

encourage Singaporeans to speak and write Standard English rather than Singlish (Chew, 2012; Sun & Rong, 2021). In addition to that, Malaysia, after the massive failure of the ETeMS (English for Teaching Mathematics and Science) policy in 2003, which changed the medium of instruction from Malay to English, has introduced another approach in 2009 called MBMMBI (Memartabatkan Bahasa Malaysia Mengukuhkan Bahasa Inggeris). The new policy replaced the former one and was implemented in 2012 in order to “uphold the Malay language and strengthen the teaching of English at all levels of schooling” (para.1) so that every child achieves proficiency, fluency and mastery in the English language alongside Malay (Ministry of Education Malaysia, 2009). Based on the discussion mentioned above, it can be said that deficiency in the skills of English is a global concern that hinders development while producing proficient users of the English language is on every nation’s bucket list.

1.1.1 Fostering Speaking Skill among Students

It is necessary for learners to engage in oral interaction with others to be proficient in speaking skill. In this regard, Maxom (2012), by putting absolute gravity on the usage of the language, notes that speakers must use the language in order to achieve true mastery over the skills, which implies that practising speaking is absolutely essential for English language learners’ to maximise the usage of the English language. The introduction of various speaking activities inside and outside of the classroom increases speaking practice among the learners’ which leads to the attainment of countless improvements in multiple aspects of language learning (Yen et al., 2015; Suganda et al., Cahyono & Mutohhar, 2017; 2018; Galante, 2018; Tristia, 2020; Kallinikou & Nicolaidou, 2019; Yang, 2020; Akhtar et al., 2020; Rifaat & Suryani, 2020). Nevertheless, it is almost impossible to carry out one-to-one true speaking sessions within a classroom setting mainly because of its time-bound nature (García & México, 2012) and several other issues. Considering this, various renowned public

and private educational institutes across the globe have already taken the initiative to introduce one-to-one speaking programmes, namely English language partner programme or English conversation partner programme to connect native and nonnative or international learners' so that the learners' who are lagging can improve their English language skills. These voluntary programmes usually demand a commitment of meeting at least once a week for one hour. For instance, in the United Kingdom, the University of Nottingham has introduced a language partner programme in 2009.

Similarly, the University of Oxford has a programme called language exchange network; anyone from the university can voluntarily be a conversation partner (University of Nottingham, 2009; University of Oxford, 2021). Additionally, in the United States, Boston University, University of Arkansas has a language partner programme (Boston University, 1975; University of Arkansas, 2021). Besides, Brock University, the University of Waterloo in Canada also has a conversation partner programme for speaking (Brock University, 2021; University of Waterloo, 1957). These programmes provide an opportunity to engage in speaking sessions to get a boost in their language skills.

1.1.2 Regular Mobile Phones as Alternative to Smartphones

The COVID-19 pandemic has brought a significant paradigm shift among people's perception about smartphones being a necessity, not a luxury. Given the circumstance, it is obligatory to look for alternative ways of inclusion so that every learner can take advantage of almost similar opportunities regardless of their demographic location or social class around the world. Currently, cell phones are the most accessible electronic device across the globe that connects people from a distance. Thanks to the most basic built-in audio calling feature of a mobile phone be it a smartphone or a regular phone/basic phone, it does the job of connecting people either online (through the internet) or offline (through the cellular network). Providing speaking practice opportunities via the built-in audio calling feature of a

mobile phone can be a favourable option for reaching rural students with the aim of improving their speaking competency. In addition to that, the existing literature suggests that there is a significant possibility of improving writing skills through the influence of speaking skill if the students get the opportunity to engage in speaking sessions (Cayer & Sacks, 1979; Sheth, 2016; Rauch, 2015; Elvita & Indrasari, 2017; Cahyono, 2017; Walker, 2018; Nan, 2018; Mahmudah, 2019; Akhtar et al., 2020).

Although globally mobile phone subscriptions have been successfully penetrating every economy and entering the lowest portion of the economic pyramid (Irina, 2012), according to a recent survey report published by the Worldwide Web Foundation, 46% of the world's population still cannot afford smartphone devices and remains offline (Alliance for Affordable Internet, 2020). This survey data indicates that the sustainable development goal of “universal access” or “connecting the other half”, which was launched by ITU and UNESCO, would not likely be achieved by the end of 2025 (Broadband Commission for Sustainable Development, n.d.). That is why education will not be accessible for everyone unless they possess minimal appropriate devices.

In the case of Bangladesh, around 77% of people in Bangladesh do not have the affordability of buying a smartphone (Alliance for Affordable Internet, 2020). Students' from disadvantaged backgrounds, who reside in the rural area and belongs to the lower-income group, cannot afford smart devices and there is always poor connectivity issue. Hence, they are often abandoned due to the digital divide (Online classes: Increasing the education divide, 2020).

1.1.3 The Context of Bangladesh

Achieving English proficiency has always been a priority for Bangladesh. Several changes have been made in the recent National Education Policy of 2010 to improve overall English Language Education (ELT) in Bangladesh; noteworthy changes include placing particular

emphasis on writing and speaking skills from the very beginning of primary education and incorporating English alongside Bangla as the medium of instruction in secondary and tertiary level classrooms. In addition, a major shift in the language teaching approach of secondary and higher secondary levels has been made by removing the traditional Grammar translation method (GTM) and introducing communicative language teaching (CLT) in the national English curriculum of the country in the 1990s, focusing on four skills, i.e. reading writing speaking listening (NCTB,1996, 2012). However, learners' competency level in English language skills is very low, even a tertiary level student of Bangla medium fails to speak English moderately (Chowdhury & Kamal, 2014; Hamid & Jahan, 2015), which might be attributed to the incomplete assessment policy and teachers reluctance of letting go of the GTM approach (Begum & Farooqui, 2008; Khan, 2010; Abedin, 2012; Ali, 2016). The stark opposite of the curriculum, the assessments are based on only two skills instead. The compulsory English textbook book of the secondary and higher secondary level class has been revised and communicative English tasks or activities have been integrated, since the introduction of CLT, for facilitating speaking among students' (Rahman et al., 2019; Ali, 2016). Teachers' however, tend to skip communicative activities and focus on the exam instead, due to the lack of assessment policy and the urgency to finish the syllabus in time (Khan, 2010; Nuby et al., 2020) following which, learners' from secondary and higher secondary level remain left with no opportunity to engage in spoken interaction, especially in rural schools.

1.1.4 VAB and Its Contribution to English Learning

Volunteer Association Bangladesh (VAB) is a USA-based organization that works for improving the education of poor students from rural Bangladesh for a brighter future, focusing on high school education. They have a programme called “VAB English language skill programme for rural high school students”, under which they arrange an English

conversation programme that connects urban university students with rural students via mobile phone in order to increase their speaking skill.

Amidst this COVID-19 pandemic, a Facebook notice of VAB on the official BRACU ENH group was perfect for stimulating the thinking of the advisor and researcher of the study about the existence of vast digital divide among rural and urban students', rural learners' lack of opportunity to engage in English speaking sessions and the effectiveness of such initiatives. The study advisor suggested the idea of the study to the researcher, which eventually led to the qualitative exploration of English-speaking sessions' influence on writing skill of Bangladeshi Rural students'

1.2 Statement of the Problem

The ability to speak English should enhance immensely with educational attainment. In Bangladeshi mainstream educational institutes, the English language is taught as a compulsory subject from classes 1 to 12, so it is not out of the ordinary to expect that any regular students studying at the secondary level must possess a satisfactory competence overall the skills of English language. Nevertheless, despite such a strong emphasis, it is observed that secondary level students have a frightfully weak grasp on all the skills, especially in speaking skill, which is very prominent in rural schools (Chowdhury & Kamal, 2014; Rahman et al., 2015; Hamid & Jahan, 2015). This fact is affecting both the individuals as well as the country because when an individual fails to become skilled enough to join the workforce and prosper in his/her career, the country also loses a potential human resource and economic contributor, who eventually becomes an unproductive burden to the family, society and the country respectively. In order to be a part of the global economy, English language skill is indispensable. Therefore, students must start to build an excellent command

over English language skills from the very beginning of their academic life so that they can develop into a proud capital of their country and drive economic growth.

To ensure uniform development of English language skills among all the learners, various organisations and ELT practitioners implement unique strategies for teaching English. One such attempt by the Volunteers Association for Bangladesh (VAB) is to speak with rural students via mobile phone in order to make them confident in speaking English. The current study collaborates with VAB to explore how English-speaking sessions via mobile phone may help rural secondary level students. It also attempts to find out whether the speaking sessions positively influence students' writing skill. To know about the effectiveness of this strategy, it is essential to inquire how the participants feel about the strategy of learning English and the challenges they encounter throughout the experience.

The study findings will help the English teachers of an ESOL context such as Bangladesh to rethink about the rural students who are weak in the English language.

1.3 Purposes of the Study

The primary purpose of the study is to find out the influence of exposing rural ESOL learners to a series of one-to-one speaking sessions on their speaking skill. If speaking sessions prove to be beneficial for their speaking improvement then the researcher will be looking at the influence of spoken improvements on their writing skill. Finally, the researcher explored the learners' perspective towards speaking sessions via mobile phone and the challenges they faced throughout the sessions.

1.4 Research Questions

The following research questions have been formulated to achieve the purposes of the research:

1. How do the students respond to the speaking sessions via phone? Does their speaking skill improve through the sessions?
2. Were there any influence of the improvements of their speaking sessions on their writing skill?
3. What do they think about their exposure to speaking sessions via mobile phone?
4. What challenges do the students face while speaking in English via mobile phone?

1.5 Scope of the Study

The purpose of the qualitative study was to find out the influence of exposure to a series of one-to-one speaking sessions via mobile phone on rural secondary level students' speaking and writing skills, students' perception regarding the experience and the challenges faced during the sessions. The number of participants of this study was three, and the duration was six months, where 687 BDT was spent arranging 36 speaking sessions and conducting 3 interview sessions using mobile phones. The setting of the study covered two different rural areas, namely Shyamnagar and Keshabpur of Khulna and Jessore district, respectively, which is an ESOL context. The location could be any rural area, but VAB assigned the researcher these two areas for the current study. Though the study is set for the Bangladeshi rural students, its scope is broader because it contributes to bridging the gap of existing literature regarding the influence of English-speaking sessions' on writing skill of Bangladeshi rural students'. The sessions were conducted using the built-in audio calling feature of mobile phones that can be a cheap alternative to reach rural ESOL students across the globe who are weak in English, cannot afford a smartphone, and suffers from the digital divide.

1.6 Significance of the Study

In Bangladesh, no study has been conducted to inspect the influence of engaging secondary level rural ESOL learners in a series of one-to-one speaking sessions on their speaking and writing skills in the Bangladeshi context using mobile phones' basic built-in audio calling function. That is why this research can greatly contribute to fulfilling the theoretical gap of knowledge in the current literature.

The participants of the study are English Speakers of Other Languages. That is why the idea of improving both the speaking and writing skills through students' engagement in speaking sessions will be useful for English teachers and learners of ESOL countries and any other country if the study demonstrates a positive result.

In the Bangladeshi teaching-learning context, learners are evaluated and graded in the examination based on their writing ability. This skill is regarded as proof of learners' achievement in English and is prioritised in English class, and all the remaining skills are moderately practised in class. The study result can draw the attention of the policymakers, of other ESOL countries with a similar scenario, towards the fact that writing can be improved through speaking.

Students are the asset of society and are the nation's representative in the future global economy. Bangladesh is a developing country, and around 77% of the people cannot afford a smartphone (Alliance for Affordable Internet, 2020). Students from disadvantaged backgrounds are often deprived of similar opportunities as urban students due to the digital divide. Arranging speaking sessions using the audio calling feature of a regular mobile phone can be a cheap alternative to reach rural students and enhance their speaking and writing abilities.

Finally, the research design can be adapted or replicated in future research and can be helpful for other researchers.

1.7 Limitations of the Study

The study had certain limitations that the researcher has tried her best to address.

Interviewing the participant was delayed as the researcher had to spent time to assess students' daily responses from speaking sessions and pre and post writing samples that is why the researcher had to hold over. The study participants were limited to three secondary level students and the nature of the study was qualitative multiple case study that is why the study failed to offer generalizability. Certain limitations created problems for the researcher.

Firstly, reaching the students were troublesome because two of the students did not own a mobile phone and used their parents mobile to speak with the researcher; the mobile phones were occupied most of the time. The evening was the only suitable time for the three of them to talk, and the students did not have the habit of staying up late. Speaking with them exclusively twice a week was challenging for the researcher because of their clashing schedule. Secondly, there were days when the students' wanted to chat, and the researcher could not hang up the call within 30 minutes. That is why the researcher could not talk with more than one student in one day. Finally, collecting the writing samples was the most difficult part, the researcher had to take the help of the participants' parents to get the samples.

1.8 Definition of Key Terms

Speaking sessions: This refers to the oral interaction/ oral communication/conversation between the researcher and the students through mobile phones. Each student interacted separately with the researcher for at least 30 minutes on specific topics. Each student got 12 sessions altogether, and two sessions took place within one week.

ESOL: English Speakers of Other languages (ESOL) refer to the students having a native language other than English. They learn the English language academically, reside outside of an English-speaking country, and use their native language prominently.

Chapter 2

Review of Literature

2.1 Introduction

The major focus of this study is to find out the influence of the exposure to speaking sessions on rural secondary level students speaking and writing skills. Additionally, this research aims to find out students' points of view regarding their participation in speaking sessions and the obstacles faced during the sessions. This chapter discusses relevant concepts, scholarly works, theories, approaches and remarks associated with speaking and writing skills. While discussing so, this chapter seeks to track down a gap in the literature concerning the influence of speaking sessions via mobile phone on both speaking and writing skills. Additionally, it seeks to assert the significance of this research to fill that gap. The chapter is divided into five following parts:

2.2 Part 1: Productive skills

According to Harmer (2007), the notion of productive skills refers to the language skills where the students are the ones responsible for generating the language. Speaking and writing fall under the term of productive skills. On the other hand, reading and listening are termed as receptive skills. Enhancing productive skills by exposing students to a series of one-to-one 12 speaking sessions is the central concept of the present study.

2.2.1 Concept of Speaking Skill

Many scholars have defined speaking skill variously. According to Thornbury (2005, p.2), speaking is a skill or ability to complete a task, and the way of completing it is speaking. He asserted that speaking involves instantaneous and orderly speech production, where the speech is produced according to interlocutors' production level. Similarly, McDonough et al.

(2013) define speaking as a skill that helps us produce utterances. It is driven by motive and desire; that is to say, speakers engage in communication to meet a specific desire or purposeful end. The purposes can involve conveying (ideas, opinions, wishes and desires), bargaining, resolving issues or building and keeping social kinship and bond. In order to achieve such speaking purposes, speakers are required to activate a wide range of relevant utterances. Whereas scholars like Quianthy (1990), Brown (2001), and Burns and Joyce (1997) define speaking as a process. The former one expresses speaking as a process of verbally conveying thoughts and knowledge in diverse situations. He adds that effective oral communication involves generating and delivering messages while monitoring “vocal variation, articulation, and nonverbal signals”. According to him, a competent speaker must have the ability to formulate information, ideas, and messages relevant to the “topic, purpose, and audience” (p.7). Likewise, Brown (2001) and Burns and Joyce (1997) describe speaking as a communicative process of forming meaning, including producing, receiving, and processing information. Nevertheless, Harmer (2007, p.284) labelled speaking as an ability of fluent interaction and pointed out that it requires knowledge regarding the language features and the aptness of processing information and language on the spot. Based on the above definition, speaking can be defined as a skill of conveying meaningful thoughts, ideas, emotions, and feelings by producing interactive oral utterances.

2.2.1.1 Impediments in Learning Speaking Skill

There are many complexities faced by English Speakers of Other Languages (ESOL) while they strive to learn speaking skill and want to become competent speakers. What follows is an account of common obstacles faced by English speakers across the world.

The dilemma of Fluency versus Accuracy: what matters the most?

Among ELT Practitioners, teachers and researchers, there has been an ongoing debate about what matters the most while teaching speaking skills to the learners; some emphasise

accuracy over fluency, some stress the other way round, and while others claim that students should learn fluency first and then they should focus on accuracy. Therefore, the first challenge English learners face in their way of becoming competent speakers is keeping the balance between fluency and accuracy; the section below describes scholarly views regarding the matter to reach a conclusion.

Firstly, speaking accuracy deals with the degree up to which the language generated by the speaker matches the conventions of targeted language (Yuan & Ellis, 2003), which indicates using correct grammatical forms, apt vocabulary and pronunciation. In a simpler way, Housen and Kuiken (2009) defined accuracy as the ability to generate error-free utterances. Whereas, fluency in speaking deals with the ability of communicating fluidly with ease and confidence at a compatible speed that fits with the convention of the targeted native speech community (Bailey, 2005). Moreover, De Jong et al. (2015, p. 2) expressed that fluency is smooth and speedy production of utterances without having pauses, repetitions, and repairs. Scholars like Cohen and Olshtain (1981), emphasising fluency, asserted that fluency proves to be most vital for communication than accuracy. Likewise, Brigg (2016), focusing on the significance of fluency, declared that students should focus on their fluency before accuracy.

In contrast, Ur (1996) labelled learning fluency while excluding accuracy as an enormous risk. Alternatively, Berns (1990, p.79) and Bygate (1987, p. 3) expressed that knowing only grammatical forms does not guarantee that learners can use them appropriately. Moreover, they stressed that having only the knowledge of something and the ability to use it are in contrast with each other, which indicates that focusing solely on forms is not enough when it comes to engaging in real communication. Although there are many debates about fluency or/and accuracy, it can be deduced that both of them are equally important. Independent focus on accuracy may hinder learners communicative competence and result in

unenthusiastic learners, whereas, a similar focus on fluency may produce overenthusiastic learners with full of faulty utterances. Accuracy has been emphasised in teaching speaking for a long time; however, the notion of fluency has started to get similar attention and has been regarded as an essential element for evaluating speaking proficiency. One example of this is the Common European Framework of Reference for Languages (CEFR) has considered fluency as a component for representing overall proficiency (Council of Europe, 2001). On the global scale (p.24) of CEFR, the speakers at the level of B2, C1, and C2 represents that they can interact “with a degree of fluency”, “fluently”, and “very fluently” respectively. Therefore, in teaching and learning, speaking fluency and accuracy should be balanced and learned simultaneously. Following this, Hemmens (2011) declares that creating successful L2 learners is the eventual goal, that is to say, that students will be able to communicate confidently and effectively regardless of the context with complete understanding of the target language. That being the case fluency and accuracy both are required in communication and in the choice of accurate language respectively, thus, the importance should not be placed on either/or it should be both. Besides, Nation (2003), while putting an end to the confusion of which aspect should be tackled first, expressed that accuracy can come before or after fluency and teachers’ should choose activities that support each other.

Complexities faced inside and outside of Classroom

Lack of oral practice environment is regarded as a big challenge for both the teachers’ and learners’. In a recent study conducted in an ESOL context, Malaysia, Ibna Seraj et al. (2021) reported that all of their participants agreed to the fact that they do not have an oral practice environment inside and outside the classroom, which is responsible for the hindrance of learners’ oral development. García and México (2012) confirm same issue found from a study conducted in Mexican context. The study of Al-Khsawneh (2010) indicated that that

the teaching method and the environment are the main problems of students' weaknesses in English. Likewise, another study in the Indonesian context reported that learners face issues like extensive use of native language and not getting quality of exposure to the speaking environment (Musliadi, 2016). Additionally, there is an acute need of introducing various speaking activities in the speaking classroom. However, in most ESOL classrooms, teaching grammar deductively following the traditional method is still prevalent (Dendup, 2020), resulting in growing dissatisfaction among learners as they fail to develop their speaking skill. In this regard, Thornbury (2005, p.28) points out that the lack of genuine speaking activities is responsible for learners' frequent complaints about the inefficiency of language teaching. Moreover, ESOL teachers' in the Chinese context has agreed that there are problems regarding planning and implementing oral activities, lack of teaching resources and large class size yet constraint time (Chen & Goh, 2011; García & México, 2012) hence, these problems hampers the development of speaking skill of ESOL learners. Furthermore, a study conducted in Turkish context revealed that learners fail to learn oral skill because teachers' does not have sufficient pedagogical knowledge and the classroom does not have technological equipment for support, it is also reported that there are problems regarding curriculum and assessment policy (Abdalla & Elhadi, 2015; Adhikari, 2011; Demir, 2017).

Personal Challenges

In terms of learners' personal difficulties, various studies across ESOL countries revealed some common internal challenges that inhibit the learning of speaking skill. For example, Musliadi (2016) reported some internal issues such as learners' innate phonetic ability, negative attitude towards the target language and lack of motivation; these problems affect ESOL learners' psychological domain and refrain them from learning speaking skill effectively, and it affects their confidence level and increases reluctance.

2.2.1.2 Significance of Participating in Speaking Sessions

Exposing learners to speaking practice environment is very important to foster their English communication skills. Engaging in oral interaction involves language comprehension and production simultaneously. Comprehension deals with hearing and recognising a stimulus; on the other hand, production involves recalling from the memory that fosters the testing effect (Roediger & Karpicke, 2006); testing effect refers to the fact that students can recall more information by testing themselves than by using the same amount of time to study (Carpenter, 2011). Additionally, production requires making choices of what to say; making task-relevant choices boosts the learning process (Carter & Ste-Marie, 2017). Speakers gain cognitive benefits, as they need to combine comprehension and production and fixate their full attention during speaking interactions (Jongman, 2021).

2.2.1.3. Popular Speaking Activities

There are many activities related to speaking skills that are practised and advised to practice by ELT practitioners are listed below.

Role-play: This is a great activity for the students to engage in the situation. In this activity, students play a given role and use their imaginary power to carry out interaction suitable for the role. These activities are really fun for the students because they get to pretend to be someone they are not and play along with the character; therefore, students show the most enthusiasm while role-playing takes place. Usually, teachers' provide additional information to the students taking part in role-playing regarding the role, characteristics, sometimes about how they should feel, i.e. doctors, teachers, vendors, celebrities and so on.

Information-gap Activities: This activity requires working in pairs. Both the students requiring some missing information ask each other questions to find out the information. Information gap activities include purposes like problem-solving, information gathering,

solving puzzles and so on. In addition, both the partners play a significant role in order to complete the required activity. Active participation between the pairs is key to the completion of the task. Since everyone gets to talk, it fosters speaking.

Informal discussion: As the name suggests, informal discussion takes place outside the classroom away from settings requiring formal speaking. Informal discussion occurs among people close to us such as family, friends and close relatives. It is more of a personal discussion that gives the liberty to use the casual and spontaneous expression.

Opinion/Ideas: Students enjoys sharing opinions and ideas. When they get an opportunity to share their own ideas and remarks with everyone along with a teacher, they feel a sense of appreciation and value towards them; therefore, they enthusiastically take part in any tasks that provides them with an opportunity to express their opinions or ideas.

Visual Comprehension/ Picture Stories: This is another fun activity that arrests students' attention. Teachers' provide pictures and take ideas from the students regarding what they see. This activity boosts their mental exercise and promotes better thinking and analytical ability. Since all the students get a chance to share their thoughts and stories that are evoked by watching the particular picture, it gives an opportunity for other students to see how varied others perceptions can be on the same topic, which lets them gather many ideas or stories generated by others.

Formal discussion: Formal discussion prepares the students for their future workplace. They learn how to communicate or exchange ideas within a formal setting by using appropriate formal language and evading colloquial expressions. This is a great exercise for the students as it prepares them to be future professionals.

Many students use informal language in the formal setting because of their exposure to the internet, social media and pop culture. This activity trains them to use proper language in formal settings.

Surveys and Interviews: Surveys and interviews also promote speaking. Teachers' provide students topics and give them a briefing about how to initiate an interview, what are the questions they are expected to ask from their participants, what to do if they do not get the required information and how they can ask to follow up questions to bring about the data that they are looking for. Therefore, conducting surveys and interviews provides an opportunity to engage in interaction with the participants.

Narrating event/ picture narrating: Narrating a story or event is also an activity that gives the learners the opportunity to talk. While narrating, students are expected to maintain a chronological order of the events that they are describing. Picture narrating is another form of narrating where teachers' show sequential pictures, and students are asked to tell a story based on the pictures while maintaining specific grammatical forms or structures announced by the teacher before.

Monologue: As the name suggests, a monologue is a big speech delivered by one person during a conversation. Alternatively, it is a long speech in a drama or theatre.

Conversation: Conversation is the key to developing and advancing language proficiency. Turkle (2016) believes that face-to-face conversation is the most humanising aspect of humankind. While conversing, it is not always necessary to stay present in a specific physical setting. With the emergence of advanced technology and the internet, people can take part in a conversation with their dear ones. Any kind of conversation in the targeted language plays a crucial role in developing learners speaking ability. Learners can initiate a conversation with the interlocutors without having to worry about a topic; thus, a conversation is a fluid activity that occurs any time in any setting. While learners take part in an active conversation with someone they find fun to talk to and the topic is of their interests, they enthusiastically keep the conversation going, but when the opposite occurs, they become reluctant to speak. Nevertheless, sometimes it is observed that learners are very motivated

and energised to take part in the conversation, but they lack the language to keep the conversation ongoing, sometimes they find it really hard to come up with appropriate vocabulary and become conscious of making mistakes; consequently, they fail to maintain the conversation.

2.2.2 Concept of Writing Skill

Writing skill is a significant part of communication. Chakraverty and Gautum (2000) regard writing as a significant portion of language learning and affirms that writing is a reflective activity that demands sufficient time for brainstorming a particular topic and analysing and classifying the required background information. Agreeing with the requisite time Brown (2001, p. 336) defines writing as a thinking process where students are in an advantageous position as they get time to plan and frequently revise before publishing in comparison to speaking. Therefore, the emphasis is placed on the importance of providing the students' time to think while they write.

Similarly, according to Nunan (2003), any piece of writing executed by a writer is a process that produces a product for the readers. He highlights writing as an act that requires both physical and mental work. He expresses that writing, at the primary level, is a physical act of putting words or ideas to some medium either handwritten or typed, while at the secondary level, writing is a cognitive activity, which requires brainstorming ideas and the mode of expression and finally organising the ideas into statements and paragraph for the reader to comprehend.

Moreover, some excellent aspects of writing were pointed out by Lieberman and Wood (2003), according to them writing creates occasion and opportunity for the writers to display and explain their inner thoughts in front of the audience. Besides, writers' get a scope to record encounters as well as learn ideas from others while exploring, shaping, analysing and revealing about the experiences and internal lives.

However, writing was simply described as another form of expression by Hutchinson (2005); emphasising the ways to improve writing skill; he states that writing skill advances by practising and processing that comprises putting words on paper and thinking about the information and grammatical structures, respectively.

Moreover, stressing the mechanism, Nadler et al. (2005) define writing as the use of apposite letters and symbols required for the standard usage of a given language. Based on the above definition, it can be concluded that writing is an act of brainstorming and arranging various signs in order to express meaningful thoughts, ideas, encounters, experiences and so on.

2.2.2.1 Impediments in Learning Writing Skill

Complexities in writing are shared between native English speakers and learners of English as a foreign or second language (Aragon Jiménez et al., 2013). Writing being one of the significant skills that comprises both physical and mental acts, is a complex and intellectual activity, and it needs practising and processing at the same time. This is why ESOL learners' encounter many difficulties while learning to write inside or outside the classroom environment. Emphasising the complexities of writing skills Maghsoudi and Haririan (2013) stated that learners need to revive their thinking, and while writing, they are bound to focus and arrange ideas. They added that writing fosters summarising, analysing and criticising skills.

In a recent study, Akhtar et al. (2019) have highlighted three major issues that ESOL learners' face while writing, the first one is language inaccuracy, learners' struggle with grammar, coherency and overall growth in their writing. The second issue is having a negative attitude towards the English language. They explained that apprehension, anxiety, fear of exam, cultural differences, lack of self-esteem and motivation are responsible for learners' pessimistic attitude towards academic writing, and lastly, they pointed that teaching

methods create complexities that hinders their writing skills. Similarly, Jalaluddin et al. (2008) found out that inaccurate use of grammar is a prominent problem that learners' face while writing. Next, Stapa and Majid (2006) noted that insufficient vocabulary hinders learners' ability to express themselves. Moreover, Ghabool et al. (2012) from their research found out that among language use, conventions, and punctuation ESOL learners' struggled most on the appropriacy of language use. Furthermore, Hyland (1996) expressed that learners' inability to generate ideas in the target language is a major problem for the writers of English as a Second Language. Whereas, Hamzah and Abdullah (2009) argued that a lack of exposure to the wide range of writing strategies is the reason why ESOL learners' are not being able to improve in their writing.

A study conducted by Gomaa-Moulds (2010) in ESOL Saudi Arabian context has revealed some difficulties learners face while writing; the first one is run-on sentences, Arabians use run-on sentences or endless sentences without using any punctuation marks, and this type of writing does not comply with the convention of English writing like Arabic. Thus, they struggle with punctuation marks. Students' first language thus affects the learning of the target language that is why they repeatedly make same mistakes. Next one is termed as Arabish, it is the act of translating Arabic into English, the students often use inappropriate word while translating, i.e. using peace instead of greeting since they have same meaning in Arabic, this causes confusion and problems of conveying the actual meaning. Additionally, learners' face difficulties regarding the organisation of writing.

Another study conducted by Aragon Jiménez et al. (2013) in Spain revealed that tertiary level students face issues with sentence mechanism, i.e. capitalisation and punctuation marks, difficulties in constructing sentences, i.e. incorrect syntax or incomplete sentences, along with spelling errors and paragraph organisation.

Based on the discussion, it can be said that ESOL learners' face complexities regarding various aspects of writing, the common issues among them are regarding grammar, conventions, capitalisation, punctuation, spelling, idea generation, organisation, and appropriate writing strategies. Apart from that, there might be some issue ESOL teachers' face while employing the suitable approaches of writing for pessimistic learners in a specific setting.

2.2.2.2 Popular Types of Writing Activities

Writing is an expressive skill (Sheth, 2016) that encompasses various types of writing activities depending on the modes of it. Writing is mostly purpose-driven; thus, they are reliant on the expected topic, targeted audience, context, genre, purpose, time and many more. Similar kinds of writing styles will not be suitable for different topics, genres and subjects. Some notable types of writing are mentioned below.

Expository writing: Similar to its name, expository writing usually exposes or explains concepts/subjects/issues in order to reach information from them to a broad audience. It is one of the most common types of writing. The author focuses on empirical information, facts involving statistics, proofs or shreds of evidence that are accepted, avoiding personal opinions. During such exposition and satisfying audiences' thirst, the author has to be careful about his/her tone. Regarding this, Tickoo (2007) points out that the tone of the writing should be brilliant enough to arrest the audience into convenient faith.

Narrative writing: Narrative writing unfolds, describes, narrates and reports about the assigned topic. It can be broadly kept under the term story writing that comprises some characters, plot, events, ideas and concepts.

Usually, the narrative writing is displayed in a linear or orderly fashion, meaning it maintains chronology in order to give the audience a real like feeling when they go through it.

However, there are other types of Narrative writing, i.e. nonlinear, quest and viewpoint. A

common topic for this type of writings is stories, describing events or issues, narrating autobiography, novels and fiction regardless of the time period.

Descriptive writing: Authors paint a picture using the art of detailing in audiences' mind with his words. Such writings are mostly based on lived experiences of the authors'; therefore, authors evade personal prejudice and intuitions while composing such writing. It encompasses a wide array of elements, including people, events, objects, arguments, processes, institutions and so on.

Argumentative writing: Argumentative writing deals with opinions, claims, arguments and counterarguments on the given topic. While composing such writing author presents his/her claim and provides pieces of evidence and logic regarding the claim. The main goal of argumentative writing is to convince readers into agreeing to the authors' logic, though the claim may not have absolute validity.

Persuasive writing: Slightly similar to argumentative writing, it aims to gain readers agreement into something. However, it exerts a forceful pressure by pursuing several unique techniques on the part of the readers, making them believe whatever the author writes. Consequently, the reader becomes compelled to gobble up everything presented by the author. The field related to the advertisement, political claims and campaigns, industrial brochures and so on falls under such writing. Persuasive writing should be able to change the preoccupied notion of the readers.

Reflective writing: It is a process of recording writers' analytical reflection or response to new knowledge, experiences, events and ideas.

2.3 Part 2: Prominent Theories Related to Productive Skills

There has always been methodological debate among scholars and teachers on how to address the teaching and learning of productive skills properly. Therefore, there is an abundance of course books in the market suggesting the best way of catering to the two

productive skills (speaking and written). When it comes to the mode of teaching the English language, a considerable number of various teaching theories and approaches have been tried, tested, and followed throughout the history of teaching languages. Even though there are many approaches and methods in teaching for teachers' to follow, the main concentration is placed on the overall communicative competence in the four domains of language, i.e. reading, listening, speaking, and writing. Consequently, there is a consistent eagerness among teachers' to increase learners' overall communicative competence either by tackling each skill separately or by combining the relevant skills (receptive/productive) together depending on the teacher's choice. The following section of the paper intends to demonstrate scholarly theories and approaches solely focusing on productive skills, respectively.

2.3.1 Speaking

There are various theories that are fully or partially connected with speaking skill; relevant theories and approaches are presented below.

2.3.1.1 Communicative Competence

Communicative competence is essential if one wishes to learn a different language (Cohen & Olshtain, 1981). Whenever the topic of learning speaking skill has been mentioned, the concept of “communicative competence”, a term introduced by Hymes in 1972, is the first to come to mind. Accordingly, Susanto (2012) affirmed that in teaching speaking, the existence of communicative competence has been viewed supremely and regarded as the foundation and the goal that must be achieved. According to Hymes (1972), communicative competence embodies the learners' knowledge and intellect on both grammatical and social aspect regarding how and when to use utterances accurately and appropriately in accordance with the demand of the communicative event. On the other hand, Bailey (2005) defined communicative competence as the ability to effectively interact or communicate with other spokespersons in order to create meaning, which is different than testing learners' proficiency

on isolated grammatical structure. Canale and Swain (1980, p.47) label communicative competence as global competence that involves four areas of competence: linguistic, sociolinguistic, discourse, and strategic competence.

Firstly, linguistic competence deals with having the knowledge to appropriately use the grammar, syntax, and vocabulary of a language. Secondly, sociolinguistic competence deals with the ability to use and respond to context-relevant language. Besides, it also refers to the ability to choose relevant words and phrases depending on the communicative event, the addressers' degree of formalities with people and changing or shifting language style accordingly. Thirdly, strategic competence is a self-explanatory term; it simply means to compensate for gaps in both skill and knowledge. Finally, discourse competence deals with knotting the elements of the sentence together, which further involves cohesion and coherence (Lazaraton, 2001). Cohesion usually refers to the link between grammatical and lexical items of a language. According to Richards and Richards (2011), cohesion is an association or correlation among various parts of a sentence, including grammatical structure and vocabulary. Coherence deals with the logical connection while constructing a text (Merriam-Webster, n.d.).

The concept of communicative competence, completely differing from the traditional view of language teaching and learning, cast a great influence on language education. Consequently, language education has been viewed from a very different perspective, and the central focus of language teaching and learning shifted from linguistic competence to communicative competence. It is important to mention that in the history of language teaching, only linguistic or grammatical competence was the heart of language education and was given the top priority; thus, students were expected to learn isolated pieces of the target language and merge all the pieces together while communicating (Lazaraton, 2001). However, linguistic competence is now regarded as an element that falls under a big umbrella

term of communicative competence. At present, communicative competence has been widely accepted to be the goal of language education (Savignon, 2017).

2.3.1.2 Theoretical Models of Speaking Production

Several models of communicative competence involve speech production. The two models discussed below are specific to the speaking skill.

A blueprint for the speaker: Levelt's model of speech production

Levelt (1989) proposed a psycholinguistic model of speech production that involves four crucial stages of speaking: conceptualization, formulation, articulation, and monitoring. Initially, speakers from their long-term memory generate ideas and additional information about a topic, which is called conceptualization. Next, they retrieve phonological forms, create a surface structure and add morphophonemic details, which is labelled as formulation;

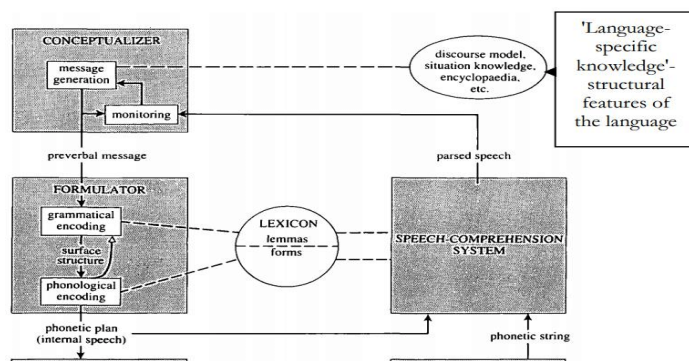


Figure 2.1 Levelt's model of speech production

after that, they articulate speech and finally monitors their speech by listening and corrects if any mistakes are heard. Additionally, it includes a speech comprehension element that is crucial for two-way interaction. The following figure no. 2.1 shows Levelt's model of speech production:

Bygate's model of speaking as a process

Similarly, Bygate (1987) developed a model of speech production, where he stresses that there are two aspects that need to be considered to achieve a communicative goal through speaking. They are the knowledge about the language and skill of using the language. He asserts, "There is a difference between knowledge about a language and skill in using it" (p.

3). Within this model, speaking is regarded as an internal process that involves three vital phases, i.e. planning, selection, and production, where every phase requires particular knowledge and skill. Firstly, during the planning phase, learners' need knowledge of discourse and norms (informational and interactional). Concurrently, planning and management (turn-taking) skills of the message are required for the learners.

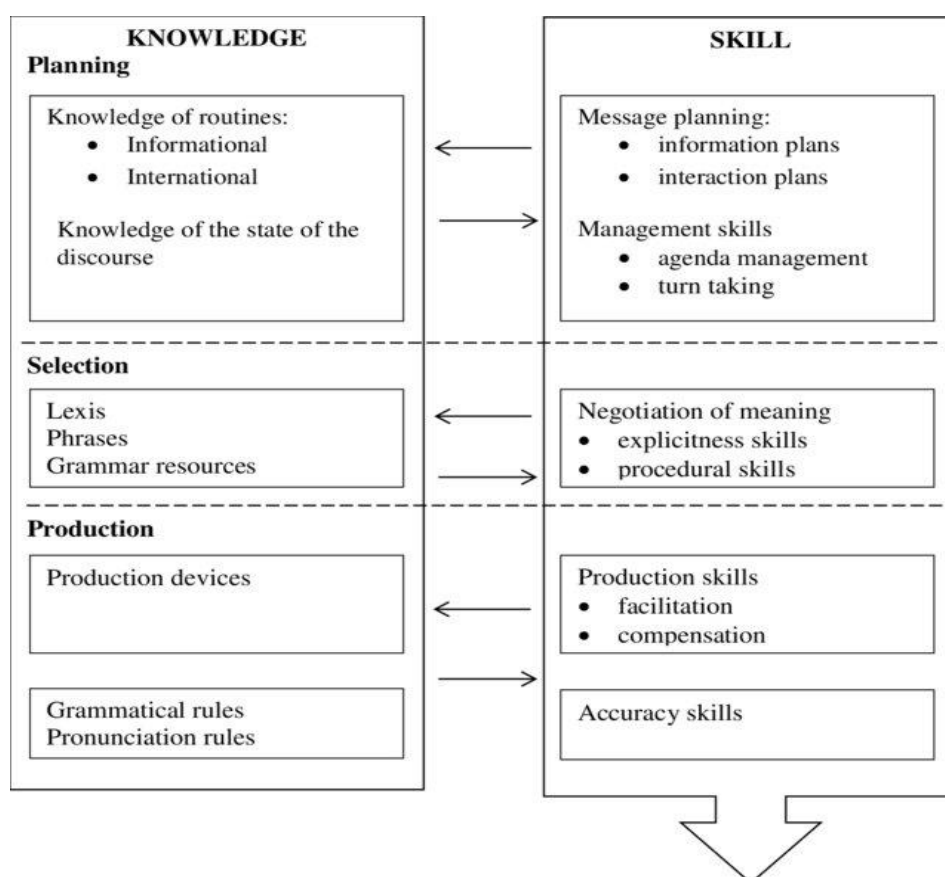


Figure 2.2. Speaking as a process (Bygate, 1987, p. 50).

The Natural Approach

Krashen and Terrell (1983) have developed a model called the Natural Approach, which focuses on the stages of L2 speech production. The process of L2 production is categorized into five stages: preproduction, early production, speech emergence, intermediate fluency,

and advanced fluency. Preproduction is the initial stage that can be referred to as the silent period, where learners produce imitative utterances rather than creativity, and all learners do not experience this period. Next is early production, where learners are able to express themselves in short phrases comprising one or two words. Although learners can memorize chunks of language during this stage of acquisition, they tend to make mistakes while using them. Thirdly, in the stage of speech emergence learners are able to interact using simple questions and easy phrases containing grammatical errors. After that, intermediate fluency occurs where learners' ability increases and they learn to express their opinions by using more complicated sentence structures, although frequent errors may still occur. Finally, advanced fluency, learners can use the target language with near native-like proficiency

2.3.1.3 Approaches to Teaching Speaking

There are theories of language learning and acquisition that are appropriate to the teaching of speaking. Thornbury (2007, p.38) affirmed that 'there have been at least three theories of language learning that are relevant to the teaching of speaking', namely behaviourist, cognitivist, and sociocultural theory.

Behaviourist theory

Behaviourism or behavioural psychology is an influential theory and can be applied to various aspects of human learning, including speech and language. Watson (1913) coins the term behaviourism first in his published paper called "Psychology as the Behaviorist Views It" (Malone, 2014). However, Skinner (1974) is considered to be the top contributor of the modern behavioural theory. His idea of operant conditioning deals with controlling behaviour by its consequences (Staddon & Cerutti, 2003). According to Skinner (1974), when a child becomes successful at producing language by imitating the parents or others, they are rewarded by something like praise or gifts. The reward actually reinforces the successful

attempts, therefore, the behaviour becomes more likely to occur again in the future while their unsuccessful attempts are forgotten and less likely to happen again in the future.

Richards and Rodgers (2001) believe that we are an organism having the ability to display a wide array of behaviours, these behaviours are evoked by stimulus, and then reinforcement decides whether the behaviour should be expressed or suppressed in the future.

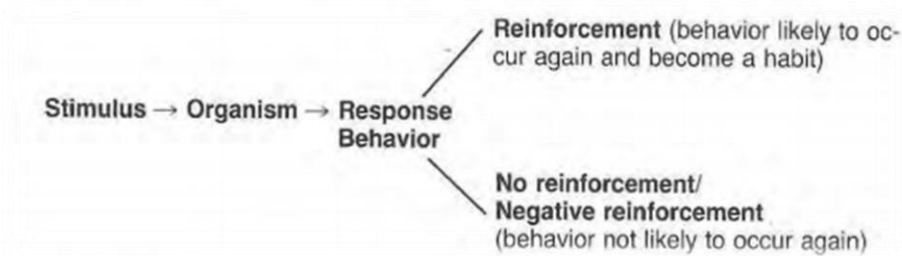


Figure 2.3. Model by Richards and Rodger (2001, p. 50)

Moreover, behaviourist theory asserts that language learning occurs by the formation of good language habits through frequent reinforcement, therefore, a three-phase approach ‘Present, Practice and Produce (PPP)’ is integrated as the components of learning aimed at boosting speaking skills by developing automatic habits (Thornbury, 2005, p. 38). The habits are expected to form through modelling, repetition, and controlled practice within repeated classroom activities. The students’ repeatedly listen to and imitate something, be it a taped dialogue or the teachers’ utterances, and then perform it in class. Thus, it shapes learners’ brains through behaviour. Since language development is supposed to occur by habit formation, mimicry and memorisation gained spotlight position, and learners begin to learn sentence patterns and dialogues by heart (Lightbown & Spada, 2006).

Cognitivist theory

The cognitivist theory deals with the human mind, which is capable of gathering, processing and storing information (Clark, 2018). Theorists claim the function of the human mind is not

limited to, like some programmes that can only respond to contextual stimuli rather it is capable of complex mental processes and learn through ‘active participation’ (p.176).

Thornbury (2005) opines that in cognitivist theory, the learners mind is view as a computer that has information processing capacity, learning and developing any skills like speaking or writing is done through movement of stages stretching from controlled to automatic. It focuses on applying conscious attention in the initial stages of a procedure; then it shifts to integrate recently acquired knowledge to the existing one through practice; finally, the procedure ends in a stage called autonomy where the knowledge is available for use. In this theory, the emphasis is placed on using learners’ internal processes to acquire knowledge (Clark, 2018). Many theorists are credited for the development of cognitive learning theory, among them Piaget’s (1913) stages of cognitive development, Gagne’s (1985) condition of learning, and Bloom’s (1999) taxonomy of cognitive development are notable.

Socio-cultural theory

Socio-cultural theory or Vygotskian theory (Vygotsky, 1978) is a significant theory that says that psychological advancement is obtained through the gradual understanding of the society and culture to which humans belong, and consciousness is evolved through the interaction with the external world. Vygotsky’s concept of external mediation within a socio-cultural setting that influences mental processes and language development is a significant contribution. According to Vygotsky (1978), language acquisition takes place through socio-cultural interaction, meaning through communication with the people around us. The theory stresses that language in its external form is used as a communicative function; after that, the language is internalised into our mind and becomes an essential part of our thinking; thus, language is internalised from the external domain of socio-cultural interaction to our cognitive domain (Verenikina, 2003). Another influential concept of the socio-cultural theory is the “Zone of Proximal Development” (ZPD) which Vygotsky (1978) defines as the

distance between learners' potential development level without guidance and with guidance from someone who is more capable. This idea of learners' potential development is something beyond a learner's current ability, but with guidance, the learner is capable of achieving it. Once learners gain assistance and support from their teachers, parents, peers or more knowledgeable others, they become able to carry out better performances. Bruner (1960) uses the term scaffolding for referring to the assistance that teachers', peers and knowledgeable others provide for learning. This supportive framework or scaffolding enhances their learning and helps them to attain independence.

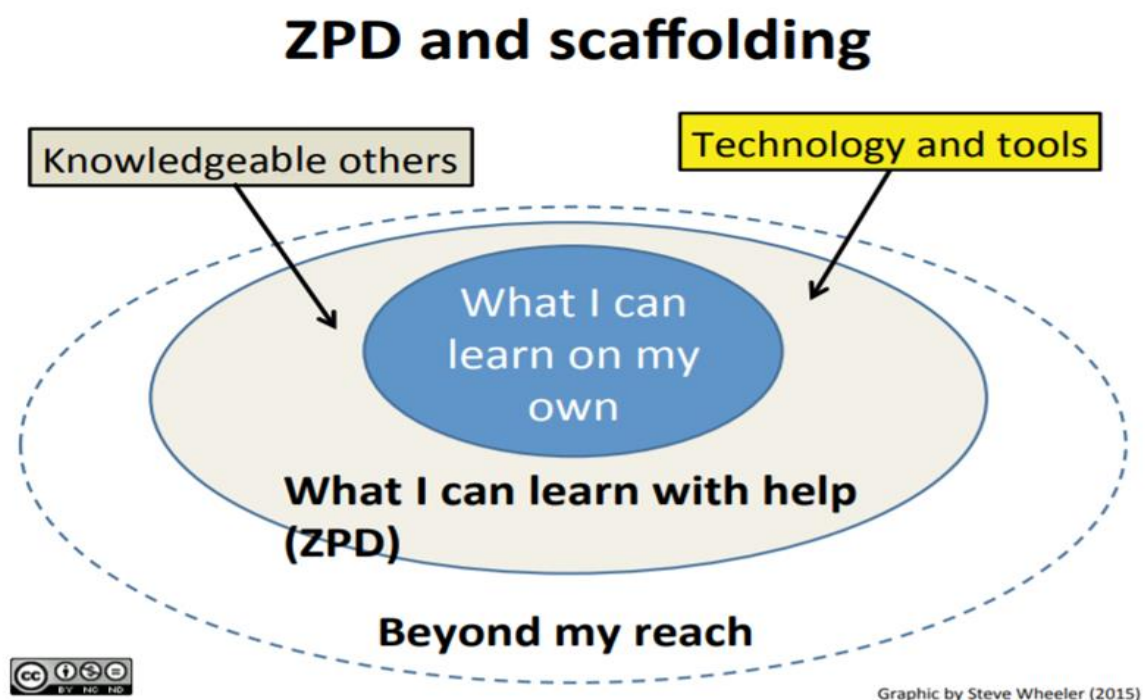


Figure 2.4. ZPD and Scaffolding (Wheeler, 2016)

Krashen's five hypotheses

Krashen (1982) has coined five main hypotheses of Second Language Acquisition (SLA). Many researchers have critically examined the hypotheses in order to find out whether they

are relevant to their context or not. Similarly, Abukhattala (2012), an ESOL teacher and researcher, provided a critical analysis of the SLA theory's five main hypotheses and their applicability in foreign language contexts, i.e., Libyan ESOL classes. His analysis deduced that the implications of the hypotheses should be adapted according to the teacher's individual situation in order to obtain the best results. Considering the fact that Krashen's hypotheses are frequently adapted and implicated in the teaching of speaking, they are relevant for discussion.

The Acquisition-Learning hypothesis

According to Krashen (1982), the Acquisition-Learning hypothesis deals with two distinct ways of increasing competence for adults in a second language, one of them is acquisition that involves the subconscious obtaining of knowledge through communication; information is stored in the brain. This process is used for developing native languages. In contrast, learning is the conscious acceptance of knowledge regarding a language that focuses the students' attention on the form of the language (grammatical form or structure). Learning is usually the product of formal language instruction.

The Natural Order hypothesis

In the Natural Order hypothesis, Krashen (1982) explains that 'the acquisition of grammatical structures proceeds in a predictable order(p. 12), which means certain forms are acquired early while others are acquired later in the learning process. Lightbown and Spada (2006) stresses that even if a structural item is taught first it does not guarantee that it will be acquired first i.e. third-person singular of the simple present tense is usually taught in the initial stages, however many advance level speakers fail to use it. Thus, in the process of deliberate teaching acquisition occurs independently and teachers' should not change the order of a grammatical teaching sequence.

The Monitor hypothesis

Monitor hypothesis of Krashen (1982) is also called the learning/acquisition distinction hypothesis. According to him, acquisition and learning have specific usage, acquisition initiates utterances automatically and subconsciously, and it is in charge of fluency, whereas learning has one purpose that is monitoring or edition. Monitor hypothesis limits the function of the learning system, saying that the only role of learning is to edit or change the form of produced utterances after the utterance is generated by the acquired system. Krashen's hypothesis asserts that monitoring should be limited because monitoring contributes to the accuracy of an utterance. Such monitoring or self-correcting forces the learners' to slow down and compels them to focus more on the accuracy, creating a barrier to fluency.

The Input hypothesis

The Input hypothesis is the most significant of his five hypotheses. Krashen (1982) states that learners acquire languages by comprehending the interlocutor's message, meaning language acquisition takes place when learners' receive messages that they can understand, this idea is called comprehensible input. He also expresses that comprehensible input should be one step beyond the learner's current language ability, represented as $i + 1$. This allows learners to progress with their language development continuously. Moreover, the hypothesis marks a significant period from input to production, called the silent period; the learners do not produce any original statements but internalize the information properly. Once this period is broken, there might be a tendency to develop a negative attitude towards learning the new language.

The Affective Filter hypothesis

The Affective Filter hypothesis is considered as a barrier during language acquisition. According to Krashen (1982), the hypothesis deals with the relationship between affective variables (motivation, anxiety, self-confidence) and the process of second language

acquisition by capturing how acquisition vary corresponding to the intensity of Affective Filters. Affect refers to emotional variables that can influence learning. According to Lightbown and Spada (2006, p.37), it is a "meraphorical barrier that prevents learners from acquiring language even when appropriate input is available". Only comprehending input is not sufficient, instead, the input must reach the language acquisition device (LAD) (Abukhattala, 2012). Due to the affective filter, the original message can be filtered out along its way to reaching LAD, which can negatively affect language acquisition. Therefore, minimizing the variables that hinder learning should be the priority. 'Affect' refers to feelings, motives, needs, attitudes, and emotional states.

Comprehensible Output hypothesis

Alternatively, Swain (1985) coined the Comprehensible Output hypothesis refuting Krashen's comprehensible input hypothesis. According to Swain (1985), learners acquire knowledge when they come across a problem or gap in their linguistic knowledge during a failed transmission of a message and they need to try again without explicit feedback from an interlocutor. This hypothesis claims that only crediting comprehensible input for enhancing communicative competence is inadequate because learners' output has a discrete and crucial role to play (Liming, 1990). This hypothesis emphasis on the role of assistance and scaffolding in enhancing students' potential while interacting and responding in the target language. This hypothesis has three functions for the learners. In the initial stage, they notice the gap when they encounter a problem and fail to convey something successfully with the interlocutors; this awareness gives them a chance to modify their output internally, after that, they produce utterances, examine the correctness and receive feedback from interlocutors; finally, they reflect on the language they learn. This process helps them to control and facilitate their language learning.

The Interaction hypothesis

Another relevant approach is called the Interaction hypothesis proposed by Long (1983). He stressed the significance of oral interaction in enhancing learners' second language acquisition. He believed that engaging in a conversation facilitates the learning process as speakers help each other comprehend their utterances and continue the conversation by modifying speech and simplifying interaction patterns. Long (1983) embracing the significance of comprehensible input proposed by Krashen (1982) states that the mechanism of modified interaction is essential for making language comprehensible. Therefore, instead of simplifying of the linguistic forms, learners' actually need "an opportunity to interact with other speakers, working together to reach mutual comprehension" (Lightbown & Spada, 2006, p.43).

2.4.2. Writing

Researchers, Linguists and scholars have composed several approaches to serve ESOL learners writing needs and highlighted several issues faced by ESOL writers. Inevitably, considering these issues over the years, original approaches have gone through many changes to enable ESOL learners to be good writers. In the following section, theories and approaches related to writing skill are discussed.

2.4.2.1 Theories Related to Writing

Choosing the appropriate approaches and strategies while keeping relevant theories in mind is crucial for improving the writing skills of ESOL Learners. Four famous theories in teaching writing are specified and interpreted by Hodges (2017) and are discussed below:

Cognitive process theory of writing

Cognitive process theory is introduced by Flower and Hayes (1981, p.366). This is considered as one of the initial theories that talked about how the significance of the cognitive process is emphasised by writing. Hodges (2017) points out that this theory was extensively welcomed and credited because there were no previous theories similar to this

one. Flower and Hayes (1981) worked for five years to finally come up with the theory based on their observation, analysis and empirical evidence. According to them, the theory of cognitive procedural phases that are involved in composing evolved "to lay groundwork for more detailed study of thinking processes in writing (1981, p.366)". This theory comprises four focal elements and focuses exclusively on the mental process of writing. Firstly, the writing process is aptly conceived as a series of discrete brainstorming demonstrated or organised by the writers while composing. Secondly, the process comprises a 'hierarchical' and 'highly embedded' system of organisation. Thirdly, it is a goal-oriented process that is aided by evolving goals of writers, and finally, writers establish major goals that are supported by sub-goals, which helps to build and enhance a writer's "sense of purpose" (Flower and Hayes, 1981, p.366).

Socio-cultural theory of Writing

Socio-cultural theory in writing is coined from Vygotsky's (1980) work that involves providing significance to elements like "motivation, affect, and social influences as components of writing" (Hodges 2017, p. 141). His work stated that children learn knowledge from the world around them; their learning increases if they are assisted by a more knowledgeable other (MKO). Linguists further generated socio-cultural theory that emphasised the significance of social and cultural engagement (Perry, 2012). Previously, writing has been seen as a work composed solely by the writer, but thanks to the socio-cultural views, now writing is seen as socially engaging activity where assistance can be sought from MKO be it the teachers, peers, mentors or other authors (Hodges, 2017). Additionally, writing is seen as both a discipline and a tool where students write to persuade, to inform and to learn. With the assistance from MKO learners can write effectively; the assistance involves various aspects including instructing, showing samples of writing, giving feedback and many more.

Social cognitive theory and self-efficacy in writing

Social Cognitive Theory coined as the Social Learning Theory by Albert Bandura during the 1960s. In writing, the social cognitive theory emphasises the interaction among cognitive, habitual instinct or behaviour and contextual influence to regulate enthusiasm and behaviour (Bandura, 2001). Additionally, it refers to the fact that learning occurs through an active reciprocal interaction within a social setting (LaMorte, 2019). Self-efficacy is a belief that learners possess regarding their capability of accomplishment and perseverance while executing a successful writing task (Bandura, 2001), that is to say that learners believe that they can complete their writing task even after being faced with many hurdles. According to this theory, learners tend to formulate perspective or belief based on their previous accomplishment and failure history, which plays a significant role in selecting the task for composing, the tasks with high self-efficacy gets chosen for composition, and the tasks with the opposite get avoided. Self-efficacy in writing originates from various sources such as comprehending previous competence or attainment, observing other samples, personal or emotional factors, environmental influences (Bruning & Kauffman, 2016). Self-efficacy beliefs being the crucial aspect of social cognitive theory, provide a base for motivation. When learners engage in composition, they reflect on their own perspectives, ideas and beliefs regarding the assigned topic (Hodges, 2017).

Ecological Theory

The ecological model of writing advocates for the importance of social and cultural encounters, for instance, bonding and association with the people who live in a society. Social and cultural encounters that the writer comes across contribute to broadening writers' attainment of experiences on various subject and consequently, those encounters influence a writer's perspective, ideas, tone, and purpose regarding the composition he or she is working on. Cooper (1986) coined this theory and referred writing as an activity by which writers

become connected with various systems constituted by the society (p. 367). Many scholars like Bronfenbrenner and Evans (2000) points that people gets affected by their 'proximal processes', meaning learners are swayed by their bonding and association with people they come across. Marilyn Cooper (1986) in her essay "The Ecology of Writing" proposed the ecological writing model based on the belief that through writing individuals are frequently occupying in the webs of dynamic social systems.

According to Hodges (2017), writing comprises both cognitive (i.e. thinking, reasoning or remembering) and social interaction and the development of this activity is dependent upon the engagement with other social elements. By such social encounter learners, attain experiences that influence their writing process. For instance when students in a writing session interact with each other, their composition get influenced by their peers and their content of writing within that setting, thus they create systems that are regulated or manipulated by the other writers and their writing models. Consequently, the writing quality (structure, content, and organisation) evolves. Thus, ecological theory of writing acknowledges the influence of the factors associated with individuals' social and cultural encounters on their writing, and these experiences becomes a part of their composition.

2.4.2.2 Approaches to Teaching Writing

Product-based approach

As the name suggests, the product-based approach emphasises the final product of writing instead of its process of achieving the product. This is the traditional approach to writing, where students are provided with a sample or model text to compose similar text by imitation. Pincas (1982) asserted that this approach follows four stages: familiarisation, controlled writing, guided writing, and free writing. While familiarisation refers to making the students enlightened of specific features of writing, in the latter two stages, the learners practice the

skills by gradually increasing their freedom. When their capabilities are increased, they move to the final stage of free writing. The main focus of such an approach is placed exclusively on the correct grammatical structure, form and spelling, thus, the feedback provided is also form and spelling focused. It is infamous for completely discarding the concern over the process of writing. At present, feedback is not exclusive to one or two aspects, it encompasses every aspects of a good composition instead, and thus, many ESOL practitioners still find this approach effective to produce quality product as it has some advantages. Selvaraj and Aziz (2019) mentioned that while composing persuasive, narrative and descriptive essays students learn to utilise specific 'pattern-product methods' to maintain systematic order. As mentioned by Sun and Feng (2009), the primary goal of this approach is achieving 'an error-free coherent text'.

Process-based approach

The process-based approach emphasises the process of writing through which the end product is achieved. Stanley (1993) defines the process approach as a 'creative act' requiring 'time' and 'positive feedback' in order to be completed with success. In the Process approach of writing, learners' knowledge, proficiency level, learning style, skills, goals, expectations, and needs are acknowledges and taken into consideration therefore, it can be termed as learner-centered approach. According to Harmer (1998), when students writes for the sake of writing then they are included into the process of writing. The process of writing involves four stages, namely- planning, drafting, reviewing and editing (Harmer, 1998). Kroll (1990) points out that, during the process of creating draft, getting feedback from others and revising their draft are vital phases of this process. Getting feedback from knowledgeable others gives students a chance to think critically from different perspectives, which helps the evolving text improve immensely; therefore, it fosters creativity. Stressing on the significance of feedback Maarof et al. (2011, p.30) asserts, "teacher feedback is regarded as a main requirement for

improvement in students' essay writing". In the process approach, emphasis is given to linguistic skills like planning, drafting, and organising but linguistic knowledge like grammatical form and structure are underscored (Badger & White, 2000).

Genre-based approach

This approach emphasises the social and cultural context of writing. Feez et al. (1998) define the Genre-based approach as a methodology that is formulated to assist language learning as a social process. Although this approach refers writing as 'pre-dominantly linguistic', it stresses on social context of the text and acknowledges that composition varies depending on the context it is being produced (Badger & White, 2000). This approach caters to social and cultural aspects and strives to achieve something by looking at the bigger picture. In this regard, Hyland (2015, p.18) expressed that "we do not just write, we write something to achieve some purpose". There are three stages of genre approaches to writing. In the first stage, a sample from a specific genre is presented and explored, next exercises are practised by manipulating and reconstructing apt language forms in accordance to its patterns, and lastly, the text is produced (Dudley-Evans, 1998, p. 154). This approach enables language instruction based on the templates or instances of a specific genre (Byrne, 1986). Since the various templates are provided to the learners, they learn a wide array of sentence patterns and structures suitable for various compositions. This approach stressing upon the social and cultural context of the text in which it is being produced focuses on the use of appropriate linguistic conventions and writing norms that are accepted by the audience. Elashri (2013) expressed that to flourish learners ability to effectively write in a specific genre, they should be equipped with various instanced of the same genre. It models ample instances of specific genres enabling students to feel at ease while composing the same kind of text. This approach is also critiqued because of its focus on the final product rather than its process.

Process-Genre approach

This approach is a combination of process and genre approaches. Appropriate language for the specific social and cultural context is chosen from the genre approach, and by going through planning, drafting, reviewing and editing, production is done taking from the process approach. Combining these two approaches author gets a chance to decide and present aspects that are relevant for his composition. This approach opens the door to many writing activities.

Process-Product approach

This approach is another combined approach; as its name suggests, it combines the process approach and product approach together to attain the advantages of both approaches. This approach enables the learners to learn the mechanism first and then move forward to the stages of the process approach (Selvaraj & Aziz, 2019).

2.4 Part 3: Speaking and Writing Influence

Exploring the influence and relationship among productive skills is important because of their value as the parameter of language proficiency and their significant role in communicative purposes. Productive skills are often termed as expressive skills because language proficiency is manifested by expressive modality, i.e. speaking and writing, and they share a mutual relationship (Sheth, 2016). Research focusing on a single skill has become most common, but the number of studies that focus on the interrelation among skills is considerably less (Hadah et al., 2020). Although over the decades, a handful of studies investigated the relationship and influence between speaking and writing skill. In an ESOL context, Indonesia, Elvita and Indrasari (2017) conducted a study in order to find out whether there is a correlation between secondary level students' speaking and writing ability of descriptive text or not, the result of the study affirmed that there is a significant correlation between students' speaking and writing ability. In the same context, Mahmudah (2019) and Cahyono (2017) conducted two studies concerning the correlation between speaking and writing skills; both pieces of

research showed that there is a perfect harmony between students' speaking skills and writing ability.

Similarly, another study conducted by Cayer and Sacks (1979) in a native English speaking context, America, investigated the writing sample of collage going students and found several features of speaking skills within the writing samples, thus they concluded that their writing skill is greatly influenced by their oral language ability. In the same context, a part of another research data showed significant relationship between speaking and writing skills (Rauch, 2015). Moreover, the result of two quantitative study conducted in the UK and Pakistan revealed speaking significantly influenced the learners' writing skill (Walker, 2018; Akhtar et al., 2020).

Although recently, Hadah et al. (2020) conducted a quantitative study among 32 tertiary level students in order to find out the correlation between the productive skills. The result revealed that there is a moderate correlation between these two skills. However, Muhammad and Latiff (2019) attempted at examining the interconnectedness between writing and speaking skills among tertiary level Saudi ESOL students'. The mix research was carried out among 150 students', and they used recorded and written samples as research instruments. The result came out negative, and they concluded that the strength of the correlation is very low between speaking and writing skills of second language learners. The findings also revealed that they could not find any generalisable trends as there are different proficiency levels in writing and speaking skills.

Nevertheless, Nan (2018) has demonstrated some strong-grounded points to establish the interrelation and positive influence among all the four skills based on the wholeness principles of system theory, the integration principle, transfer theory and theories of

physiology and psychology. What follows below is an account of highlighted interconnectedness between speaking and writing skills by Nan (2018).

Firstly, speaking and writing transfer positive influence and are interrelated. Writing is indirectly activated by speaking; therefore, development in writing can occur by the oral acquisition of language (Zhu, 1997) instead of depending only on the development of writing skills. Nan (2018) adds that the improvement of any specific language skill is a manifestation of effective cooperation with other skills, thus, if a learner engages in speaking frequently, the learner will be well informed regarding linguistic features, and eventually, they will be used more often in writing.

Next, an ample amount of speaking accelerates writing. Since speakers have to brainstorm quickly and deliver speedy utterances in a flash without getting any scope of polishing, editing and correcting; it is beneficial for writing skills as it helps to form a skill of generating linguistic information in a fluid manner, using apt languages and accelerating the thinking process.

Finally, an abundance of writing is beneficial for building the ability of appropriate speaking. Although, unlike speaking, writers get a lot of time in hand, there are various restrictions for them to follow while writing, such as sensible and logical construction or composition, worthwhile content, appropriate and correct statements and compelling arguments. Writing boosts the students' overall speaking skills or the ability to express their thoughts and ideas in an accurate and appropriate manner because their capability to arrange numerous words and phrases increases along with their use of suitable language and their ability to compose well-grounded and reasonable speech develops.

Based on the theoretical and pragmatic aspects mentioned below, it can be deduced that speaking and writing skills are interrelated and affect one another; nevertheless, due to

the nature of some research and other variables, it becomes tough to empirically prove the interconnectedness and correlation between them.

2.5 Part 4: Previous Studies and Research Gap

2.5.1 Existing Relevant Studies across the Globe

Speaking and writing skills are the two main productive domains of language. Scholars have been conducting various research to draw effective solutions in order to enhance learners' language skills, especially in these two domains. There are studies that focus on improving learners' one productive ability or both, also there are studies that try to enhance one skill by utilising other skill, an account of the relevant studies across the globe are presented below.

The effectiveness of implementing a conversation diary strategy on Indonesian students' English speaking skills through quantitative Classroom Action Research was explored by Prasanti et al. (2020). The Students (n=30) were provided with a conversation diary booklet and according to a given topic they were asked to write their ideas, they could use any sources of information; after writing their diary, they were asked for a speaking interview. This process of writing and speaking continued for 3-4 meetings and their developments were analysed afterwards. The study showed positive outcomes. The researchers deduced that after implementing the strategy, students speaking skills notably increased during interview sessions. They obtained vocabularies, dictions, and other information from various sources while writing conversation diaries thus, their anxiety level decreased and confidence boosted, they became motivated, enthusiastic and creative in expressing their ideas during speaking sessions.

Next, the effectiveness of scaffolding methods on the speaking skills of tertiary level Indonesian students was investigated by conducting a quantitative study (Naibaho, 2019). The study result demonstrated quite a positive outcome, thus, they deduced that by

implementing the scaffolding method in the classroom, L2 learners' indeed improved their speaking skills.

Similarly, another study explored how effective outdoor learning activity was in enhancing the speaking ability of tertiary level students' of Indonesia but the research type was a, qualitative study (Cahyono and Mutohhar, 2017). The result revealed that outdoor learning was beneficial for the students speaking performance and the activities also aided them with authentic material full of cultural and linguistic insights; they concluded that outdoor activities help students to reflect upon before communicating, and thus learners' transfer their practical experience into knowledge.

Additionally, Rifaat & Suryani (2020) conducted a study to examine the effectiveness of information gap activity to improve the speaking skill of nursing students. The quantitative data showed that that the activity was effective.

Another study inspected the impact of the role-playing activity on tertiary level Indonesian learners speaking skill, and the result showed significant improvement in terms of communication, interpersonal skills, and management development as learners has been interacting most of the time with each other (Suganda et al., 2018).

In addition to that, the study of Azeez and Bajalani (2018) also focused on facilitating speaking skills of tertiary level students. The quantitative study looked at the impact of mobile-assisted language learning (MALL) on facilitating speaking sub-skills of Kurdish English learners'. The result showed positive outcome, they concluded that incorporating MALL devices indeed improved the students' speaking sub-skills like fluency, accuracy, speech acts and communication strategies.

Moreover, Namaziandost and Esfahani (2018) attempting to improve the speaking skills of Iranian learners utilised writing practice. In other words, through frequent practice of

writing, they aimed to enhance Iranian learners' spoken fluency. The quantitative research demonstrated positive results, and they found that through writing practice training, appreciable improvement has been achieved on both the skills; speaking and writing. They concluded that writing practice could be beneficial for enhancing both writing and speaking proficiency.

On the other hand, Chen et al. (2017), focusing on writing skills, conducted a study among young American learners'. They investigated the scaffolding effects of mobile-assisted (IPads & App) narrative writing practices on the American learners writing skills. The result of the case study based research affirmed that ELL's narrative writing quality had been increased along with learner's motivation through mobile-assisted learning practices.

Walker (2018) also emphasised enhancing British learners' ability of narrative writing. The quantitative study inspected the influence of oral storytelling on narrative writing within a year 8 classroom located in Cambridgeshire, United Kingdom. The study result showed that through oral storytelling, learners indeed improved in their narrative writing.

In a similar manner, Akhtar et al. (2020) explored the impact of oral communication skills in enhancing the writing skills of secondary-level Pakistani students. The study took place in a private grammar school between two groups of students (n=30), controlled and treatment. The result of the quantitative study showed notable improvement in the creative writing skills of the students of the treatment group compared to the controlled group.

Rausch (2015) investigated the effects of argumentative speaking instruction on secondary level American students' ability to write likewise. Additionally, the qualitative study delves into the relationship between speaking and writing proficiency. The proficiency level of the participants' stretches from high intermediate to advance. The study revealed that

purposeful oral instructions are indeed transferable to written skills like critical analysis and organisation to some extent. Such instructions seem to be advantageous for enhancing written ability. The study also found out that for developing learners other writing conventions additional instructions are required.

Besides, Ahmed (2019) looked at the impact of using a MALL application, WhatsApp chatting, in enhancing tertiary level Yemeni students' writing and reading skills by boosting their motivation. The study showed affirmative development in boosting learners' motivation to read and write. Additionally, effective improvements were seen in their reading and writing performance, along with vocabulary and grammar.

Furthermore, Yen et al. (2015) conducted a mixed-method study to investigate whether the speaking and writing skills of Taiwanese teenage learners can be improved by an ESOL instructional course using Facebook, and skype platforms, in which students engage in role-playing, based learning activities. The study affirmed an advanced understanding of ESOL learning and showed that integrating role-playing strategies has been benefitted the students' speaking and writing skills.

However, a quantitative study was conducted by Tan et al. (2020) to examine the influence of small group discussion method on oral communication skill and the self-efficacy belief of secondary level Filipino students' (n=30). The students' performances were measured by comparing the sample test data collected before and after the intervention of small group discussion. The findings showed negative outcomes, and it was found out that the implication of small group discussion did not notably affect the students' perception of Self-efficacy, as the statistical mean scores were almost the same. Although statistical results implied that the students' perception of self-efficacy was not influenced, they believed that small group discussions increased students' mutual interaction to some extent.

Additionally, Darmi and Albion (2017) conducted quantitative research among Malaysian undergraduate learners to investigate the effects of using the basic built-in functions of mobile phones to enhance oral interaction. They have compared two groups of learners', one group used mobile phones while the other group did not. The comparison revealed that both of the groups showed equal improvement in English language proficiency. They deduced that the results of the former group should not be attributed to the use of mobile phones only because the participants' exploration of mobile phones was not enough for oral interaction practice, and the other group might have applied an alternative method for practising oral communication before the assessment. Therefore, the study could not manifest a positive outcome, so they deduced that integrating mobile phones did not enhance oral production.

2.5.2 Existing Relevant Studies in Bangladesh

In the Bangladeshi teaching-learning context, writing is the only ability assessed for scores in the examination and is a determiner of progress. Despite the fact, academic writing is the least developed language skill (Afrin, 2014) because educational institutes do not have a well-integrated syllabus on academic writing (Rahman & Hasan, 2019). Alam and Sinha (2009) claimed that the negligence towards academic writing skill in our language classes produces weak learners in the English language and academic writing. Therefore, numerous researchers highlighted various problems faced by Bangladeshi students in writing. For instance, Suvin (2020) conducted a study focusing on Bangladeshi secondary level learners' writing complexities and writing errors. The study revealed that the students make most mistakes in sentence structure, vocabulary, grammar, capitalisation, spelling, punctuation and often fail to maintain academic writing patterns while writing essays and applications. Likewise, Rahman and Hasan (2019) explored academic writing difficulties experienced by Bangladeshi masters level students at UUM (Universiti Ultra Malaysia). The results

demonstrated that students face difficulties while paraphrasing and writing in their own words, organising ideas, finding relevant references, using apt language, selecting vocabulary, and referencing and citation.

Moreover, Afrin (2016) explored the writing obstacles of non-English major undergraduate students at a private university in Bangladesh. The study notes that grammatical problems, inadequate practice, lack of motivation and previous institutional background were the prime reasons behind the weakness of non-English major students. Spelling, tense, subject-verb agreement and punctuation were the categories in which students made the most mistakes.

In another study, Afrin (2014) explored the reasons behind the difficulties faced in tertiary level writing classes. The study revealed that students having a feeble foundation in writing due to having irregular attendance in school, a dearth of qualified teachers, and ineffective curriculum and previous academic accomplishments.

Concerning speaking skills, there is a growing interest in developing English speaking skills among masses of all levels in Bangladesh because of its wide array of significance in day-to-day life. However, speaking skill is yet to be included in the public examination system. Despite English being a compulsory subject from primary level, learners of Bangladesh displays poor competency in speaking skill, which leads to problems regarding English-speaking skill. A recent study conducted by Mridha and Muniruzzaman (2020) noted many significant barriers like an absence of natural communication with peers, inadequate speaking practice, negligence of teachers' regarding the inclusion of contextual conversation in class, the inefficiency of teachers' and unfriendly student-teacher interaction in Bangladeshi tertiary level English classrooms. Besides, interference of the mother tongue, lack of vocabulary, immersion, fossilisation and anxiety were found to be responsible for learners' poor competency in speaking skill.

Another study conducted among higher secondary level students in Bangladesh shows that there is a lack of students' exposure to the practice in oral English, insufficient pedagogic materials in schools, very high student-teacher ratios, and lack of teachers' training programmes (Brunfaut & Green, 2017). Considering the discussion it can be said that the amount of recent studies relating to speaking and writing skills is inadequate in the Bangladeshi context.

2.5.3 Research Gap

The existing scholarly literature on improving learners English speaking and writing skills emphasised the usefulness of using various electronic devices, applications (Yen et al., 2015; Darmi & Albion, 2017; Chen et al., 2017; Azeez & Bajalani, 2018; Ahmed, 2019) and strategies (Rausch, 2015; Prasanti et al., 2020). Some studies focused on the effectiveness of various activities (Cahyono & Mutohhar, 2017; Rifaat & Suryani, 2020; Suganda et al., 2018) and methods (Tan et al., 2020; Naibaho, 2019) with the aim of increasing only the learners' speaking skill. On the other hand, some researchers utilised writing practice to improve speaking skill (Namaziandost & Esfahani, 2018) and some explored the other way round (Akhtar et al., 2020; Walker, 2018). Besides these, some authors delve into the exploration on how both the skills share an interconnected relationship and may positively influence one another; most were successful in tracing significant positive outcomes (Cayer & Sacks, 1979; Sheth, 2016; Rauch, 2015; Elvita & Indrasari, 2017; Cahyono, 2017; Walker, 2018; Nan, 2018; Mahmudah, 2019; Akhtar et al., 2020). On the contrary, few others tried and failed to display notable outcomes (Hadah et al., 2020; Muhammad & Latiff, 2019).

To date, there have been no attempts to inspect the influence of rural ESOL learners' exposure to a series of one-to-one 12 speaking sessions on their speaking skill as well as writing skill in the Bangladeshi context using the basic built-in audio calling feature of mobile phones. The current study endeavours to bridge this gap of knowledge and delve into

the perspective of the students regarding their exposure and the challenges they face during the sessions. In Bangladesh, the existing studies related to language skills mostly focused on the barriers and challenges faced while learning these skills (Afrin, 2014; Afrin, 2016; Alam & Sinha, 2009; Rahman & Hasan, 2019; Mridha & Muniruzzaman, 2020; Suvin, 2020). In addition to that, the focus is either on the teaching practices, and the ways of developing these skills (Morozova, 2013; Rahman et al., 2015; Akter, 2019) or on the perspective regarding the assessment of English language skills (Brunfaut & Green, 2017). Hence, this study aims at exploring the influence of secondary level rural ESOL learners' exposure to a series of one-to-one 12 speaking sessions on their productive skills using mobile phones. Additionally, the study explores students' perspectives regarding the exposure and the barriers they face while participating.

2.6 Chapter Summary

The first part of the chapter introduced the concepts, challenges, popular activities and the relationship between speaking and writing skills. The latter part has demonstrated prominent theories and approaches related to speaking and writing skills along with the relationship between them. The final part of the chapter presented an account of previous studies relating to productive skills that have been conducted across the global context and in the Bangladeshi context, while doing so the gap of knowledge has been found and highlighted.

Chapter 3

Methodology

3.1 Introduction

This chapter presents the adopted research method for conducting this study regarding the influence of speaking sessions via mobile phone on secondary level rural ESOL learners speaking and writing ability as stated earlier in chapter one. The first research question aims at finding how students respond to the speaking sessions and do their speaking skill improves during the sessions or not. The second research question explores if there were any influence of their speaking improvements on their writing skill. The third research question aims at investigating their perspective or viewpoint regarding their exposure to speaking sessions via mobile phone. Finally, the challenges that are faced by the students while speaking English via mobile phone are inquired. This chapter explains the applicability of the cognitivist approach as the paradigm or interpretive framework of the study considering all the philosophical assumptions, the rationale behind choosing a qualitative case study methodology. The research plan of the chapter includes the theories related to the conceptual framework of the study and the framework itself, the researcher's role, settings, study participants and the process of selecting them, an overview of data collection and analysis procedures, and finally ethical concerns.

3.2 Philosophical Assumptions and Interpretive Framework

The philosophical assumptions of the researcher are regarded as crucial aspects that are folded or implemented into the interpretive framework or the paradigm of a qualitative study (Denzin & Lincoln, 2017; Creswell & Poth, 2018). According to Creswell & Poth (2018), the assumptions or beliefs namely ontological, epistemological, axiological and

methodological are considered as “guiding philosophy behind qualitative research” (p. 19). Dainty (2008) argued that “research methods cannot be viewed in isolation from the ontological and epistemological position adopted by the researchers.” The philosophical assumptions and the interpretive framework or paradigm of the current study are described in the table (table 3.1) below, and the table is adapted from three sources i.e. Creswell (2007) table of “Philosophical Assumptions with Implications for Practice” (p.20), Crotty’s (1998) four elements of research design “Figure 1” (p.5) and Lincoln et al. (2011).

Table 3.1: The Philosophical assumptions of the study

Philosophical assumptions						Interpretive Framework
Ontological	Epistemological	Axiological	Rhetorical	Methodological	Methods	Paradigm
The researcher reports speaking and writing performances and multiple subjective perspectives of the participants’.	The researcher relies on oral assessment reports derived from audio-recorded speaking sessions and sample writing as evidence of their improvements, additionally relies on subjective evidence i.e. participants’ quotes collected during interviews. The researcher became an insider as she spent plenty of time with the participants.	Along with the participants’, the researcher is value-laden her perspectives and biases are present in the study but while interpreting and narrating the study the researcher attempted her best to minimise the biases.	The third-person point of view has been adopted to narrate the study with an observational tone.	Qualitative Multiple Case study Approach	Data collection: Recording of speaking sessions, documents (snaps of writing samples) and semi-structured interviews. Data Analysis: CEFR assessments (2001), Analysis of students’ pre and post-writing samples by an adapted version of Brown & Bailey’s (1984) Analytic Scale For Rating Composition Tasks. Transcribed interviews were coded for prominent themes through qualitative data analysis.	Pragmatism

Ontological assumptions according to Guba (1990) and Creswell (2007) deal with the nature of reality. As for the current study the reality is participants varying improvements in speaking skill, the influence of their exposure to a series of 12 one-to-one speaking sessions on writing skills and their multiple views regarding their experience derived from the recorded speaking sessions, writing samples and semi-structured interviews. Epistemological assumptions deal with questions like what counts as knowledge, how the researcher gained that knowledge and the relationship between the knower and the known, as mentioned in the table the researcher considered subjective evidence collected from participants' as knowledge and to gain that knowledge she relied on audio recorded sessions, writing samples and interviews. The researcher attempted to build a close relationship with the participants and became an insider as she spent plenty of time with them during the series of practice sessions and interviews. Axiological assumptions involve the role of values in a study. The researcher acknowledged the fact that both the party's (the researcher and the participants) values and biases were there nevertheless, the researcher tried to lessen personal values and biases and placed herself away while interpreting the findings. Rhetorical assumption deals with the understanding of the language of research (Lincoln et al. 2011), the researcher of the current study adopted the third-person narrative style so that the study can be demonstrated in an observational tone while presenting details of every participant. Methodology according to Cresswell (2007) refers to the process of the research, and the qualitative multiple case study approach is suited for carrying out this research, where the researcher embraced both deductive and inductive processes of analysing the collected data to answer the research questions. According to Crotty (1998) methods refers to the techniques to gather data and analyse them, methods used for this study are previously mentioned in the table (please see table 3.1).

The aforementioned philosophical assumptions of the researcher laid the foundation for defining the worldview of the researcher and the researcher has chosen “Pragmatism” as the paradigm for conducting the research. The reason behind choosing pragmatism as a research paradigm is its flexibility in choosing and applying any suitable philosophical and methodological approaches or techniques, that works best for the investigation of a specific research problem (Enoh, 1995; Tashakkori & Teddlie, 1998; Delputte, 2013; Žukauskas et al., 2018). The notion of Pragmatism is originated from the Greek word “pragma” (meaning action, affair, deed, work or act) that is derived from the word *prassō*, which stands for “to practice, and/or to achieve” and it is the central concept of pragmatism (Pansiri, 2005; Singh, 2007; Rosenthal & Thayer, 2011; Kalolo, 2015). Pragmatism identifies as an empirical, experimental and practical action-oriented approach devoted to practice, which applies to and depends on experience focusing on real-life inquiry and practical consequences (Morgan, 2014; Kalolo, 2015; Plowright, 2016; Rosenthal & Thayer, 2020; Kelly & Cordeiro, 2020). Pragmatists recognise that there can be single or multiple realities embedded in the environment that is open to empirical investigation, the reality or truth is something that is presently in action and can be verified by experiments and human experience (Goles & Hirschheim, 2000; Tashakkori & Teddlie, 2008; Morgan, 2014; Adeleye, 2017; Creswell & Poth, 2018; Žukauskas et al., 2018). The researcher, therefore, adopted an experimental or consequential mode of pragmatist worldview where she addressed a real-life problem by taking practical actions to achieve practical outcomes or consequences. The problems addressed by the researcher are rural ESOL secondary level learners’ weakness in English language and lack of English interaction opportunity. The actions taken by the researcher involves conducting a series of one-to-one speaking sessions with the participants where the participants and the researcher interacted on various topics; in addition to that, collecting two

different writing samples before and after their exposure to speaking sessions, finally conducting qualitative interviews.

3.3 Research Plan

The research plan or design of the study was developed by acknowledging the existing literature and the research questions. As mentioned earlier the researcher conforms to the pragmatist worldview in experimental form, which deals with the impact of the researcher's actions i.e. exposing rural students in a series of 12 one-to-one speaking sessions on an existing problem i.e. weakness in the English language and lack of English interaction opportunity. The main objective of this study is to investigate whether the influence of speaking sessions proves to be beneficial for increasing the participants' speaking skills as well as writing skill or not, additionally aims to find out the participants' viewpoints regarding their exposure to the speaking sessions and the obstacles they faced during the sessions. The following sections of the chapter includes further discussion on various components of the research plan.

3.4 Theories Associated With the Conceptual Framework of the Study

The conceptual framework of the study is formulated based on the following theorists' work.

Firstly, the concept of "Zone of Proximal Development" (ZPD) and "Scaffolding" from the sociocultural theory by Vygotsky (1978) has been considered while creating the conceptual framework of the study. ZPD refers to the potential abilities of an individual, which only flourishes when the individual gains guidance or assistance from someone who possesses more knowledge than the individual does. The guidance or assistance are referred to as "Scaffolding". Since the speaking sessions allow the participants to interact with the researcher in a series of one-to-one 12 speaking sessions and avail support and guidance

while interacting, this Vygotskian (1978) concept has been best suited for building the conceptual framework of this study.

Secondly, the Interaction hypothesis proposed by Long (1983) has also been considered. According to him, second language acquisition occurs through oral interaction. As this study aims at improving the participants' speaking skills by providing speaking interaction opportunities, this theory is relevant for the research.

According to these theories, development in English is something beyond the study participants' current ability, but when they are engaged in one-to-one oral interaction with the researcher, they obtain support and guidance from the researcher, which might help them to be able to carry out better performances.

Finally, Hodges's (2017) interpretation of the Ecological theory, which was originally coined as "The Ecology of writing" by Cooper (1986), helped the researcher to formulate the conceptual framework of the study. According to Hodges, the Ecological theory claimed that social and cultural encounters (i.e. social bonding and associations) that the writer comes across contribute to broadening the writer's attainment of experiences on various subjects. Those encounters influence a writer's perspective, ideas, tone, and purpose, reflecting on the composition he/she creates. Following his claim, when the rural students' are exposed to a series of 12 one-to-one speaking sessions they are creating a social association or bond with the researcher, through this experience they are expected to gather knowledge in various aspects, including the sessions' topics and their writing perspectives, ideas, tones, purposes are also expected to be influenced positively.

Apart from these theorists work, some study results that showed correlation and influence between speaking and writing skills (Cayer & Sacks, 1979; Cahyono, 2017; Elvita & Indrasari, 2017; Mahmudah, 2019; Hadah et al., 2020) also helped the researcher to create

the conceptual framework of the study. Please refer to chapter 2 for a detailed discussion on these theories and studies.

3.5 The Conceptual Framework of the Study

The conceptual framework for the study (see figure 3.1) had five main stages. Each stage of the framework carried the significance of its own right.

The initial pre-speaking stage dealt with collecting the first writing samples from the students before the speaking sessions took place; those were later used for assessing and comparing with the assessment of writing task 2 of post-speaking sessions.

The second stage involved two parts, i.e. exposure and assessments. The first part included students exposure and engagement to a series of 12 one-to-one speaking sessions with the researcher via mobile phone for at least 30 minutes twice a week based on various topics appropriate for their age group and suitable to their interests. The second part of the second stage involved assessing the participants' ability by adapting CEFR scales (2001) to determine their improvements in speaking skill (see appendix A.1, A.2, A.3).

The third stage of the conceptual framework comprised paragraph writing by themselves. The fourth stage included assessing students' writing samples collected before and after the speaking sessions to trace their improvements by looking at both the writing samples. These writing samples were assessed by adapting Brown & Bailey's (1984) "Analytic Scale for Rating Composition Tasks".

The final stage involved conducting semi-structured interviews aimed at answering research questions 3 and 4, which is "What do they think about their exposure to speaking sessions via mobile phone?", and 5, which is "What challenges do the students face while speaking in English via mobile phone?". The study's conceptual framework is presented

below (see figure 3.1), and the topics of the speaking sessions and writing sample are presented in chapter 4.

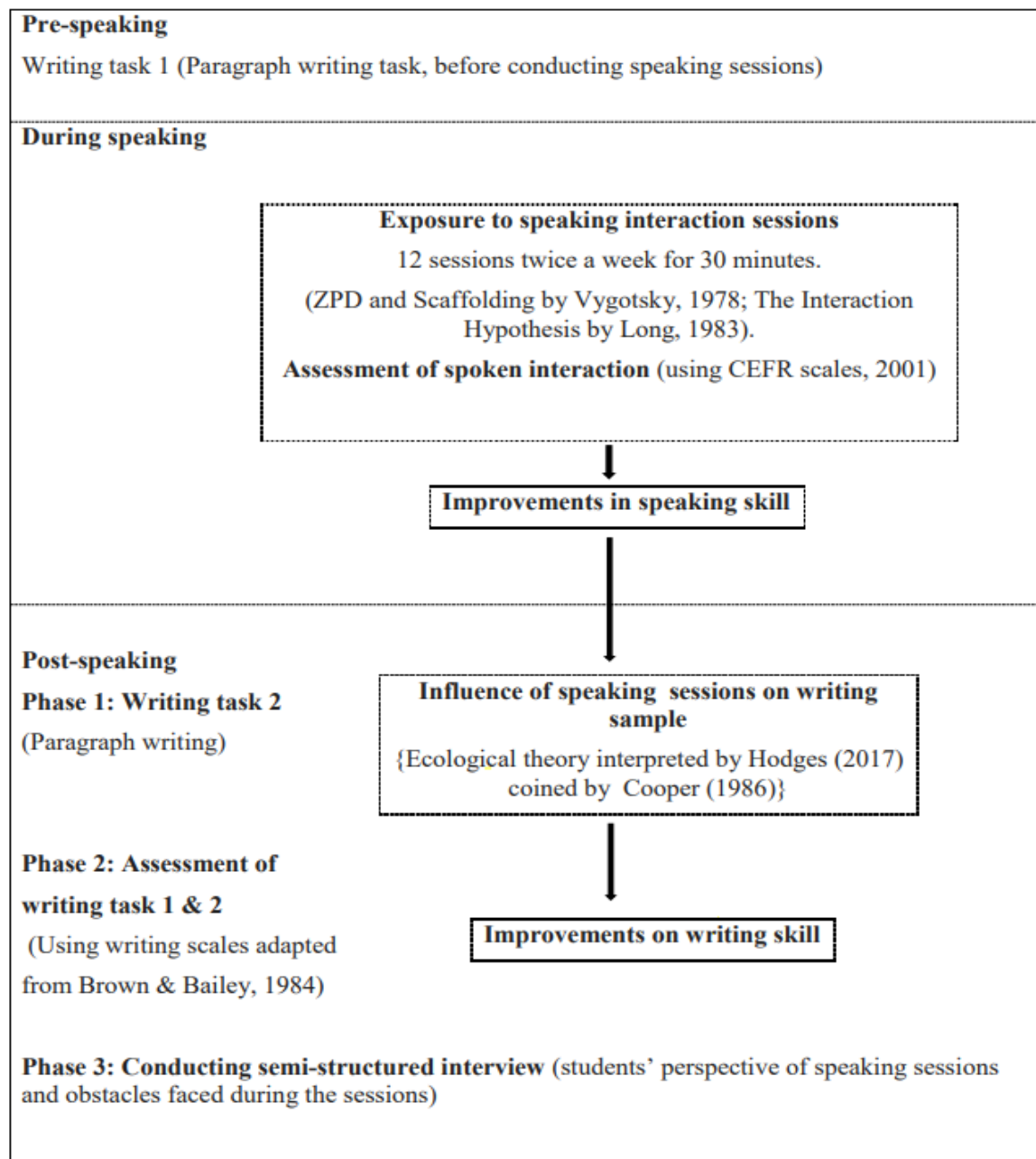


Figure 3.1. The conceptual Framework of the study

3.6 Selecting the Case Study Approach

This qualitative study was adopted using a multiple case study methodology. Case studies are empirical investigations or inquiry of a “contemporary phenomenon” based on “knowledge and experience”, it involves all-embracing intensive exploration of “single bounded systems” or “multiple bounded systems” employing various systematical ways of collecting and gathering data to reveal how the system works (Yin, 2009, p.18; Creswell, 2007, p.73, Farquhar, 2012, p.6; Creswell, 2012; Gerring, 2016).

There are several reasons for choosing the case study approach for this research. The qualitative case studies offer a holistic, rich and thick descriptive account of a phenomenon with a discrete replicable feature because they are anchored in contemporary real-life situations, which are valuable for generating hypotheses and can be used in designing future research or can be applied to likewise studies (Ponterotto, 2006; Naumes & Naumes, 2014, Merriam & Tisdell, 2016). Although the design of a qualitative case study is not suited for statistical generalisation, researchers from different context can apply its “analytical generalization” (Yin, 1994, p.38). Additionally, Walton (1992) explained, “cases are wrapped in theories” (p. 122); its theoretical proposition, therefore, can be considered while conducting studies in similar contexts (Grbich, 1999; Yin, 2012). Besides, Case studies offer intensity and particularity as well as diversity by relying on “multiple sources of evidence” and diverse analytical techniques that help to establish credibility (Gummesson, 2007; Yin, 1994, p.13; Patton, 1999). For instance, a case study can adapt various data collecting methods like observation, oral histories, surveys, interviews, documents and records, which provides the opportunity for multiple layers of analysis revealing diverse perspectives along with the advantage of triangulation of the outcomes (Farquhar, 2012). Moreover, Case studies offer an understanding of empirical instances and detailed insights about the researchers’ field experiences and views along with participants’ thoughts, feelings and perspectives;

therefore, it broadens readers' experiences in "constructing theoretical interpretation" that contributes to the field's literature (Walton, 1992, p.128; Holloway, 1997; Merriam & Tisdell, 2016).

A case study can incorporate a single case as well as several cases; when a researcher looks at several cases, then it is called the multiple case study approach, which is the adopted approach of the current study (Yin, 2014; Gerring, 2016). Qualitative case studies are categorised by Stake (1995) into three main types of studies, namely intrinsic, instrumental and collective; these categories can be mutually inclusive. According to Stake (1995) and Crowe et al. (2011), the first one is usually adopted to explore an unusual or exceptional phenomenon that is unique, extraordinary and discrete, whereas the second one is employed to explore a fixed issue while focusing on going beyond the phenomenon to gain a broader insight. The final one is adopted to examine multiple cases consecutively or simultaneously to generate an extensive afresh appreciation of a specific issue. However, the design of the current study falls under multiple and collective domains of qualitative research where the researcher simultaneously examined three cases to trigger broader appreciation and anew consideration regarding the absolute necessity of providing rural ESOL students with an opportunity to engage in speaking sessions to enhance their English proficiency. It is also instrumental as it exclusively focuses on a particular level of students' (i.e. secondary level) specific necessity.

The multiple case study approach is best suited for the current study because the evidence that originates from a multiple case study is "robust and reliable" (Baxter & Jack, 2008, p.550). In addition, this type of study permits a broader "discovering of theoretical evolution and research questions" as they are backed up with empirical evidence (Stake, 2000; Eisenhardt & Graebner 2007; Gustafsson, 2017, p.9). The current study comprises empirical evidence from audio-recorded speaking sessions, interview data and students

writing samples. According to stake (2000), multiple case studies are “holistic” and “interpretive”, which fully conforms to the current study as the researcher has investigated the influence of a series of one-to-one 12 speaking sessions on students speaking ability as well as writing ability, based on the communal relationship between speaking and writing skills that makes the study as holistic. In addition, the researcher has carried out a series of 12 one-to-one speaking sessions along with interview sessions by interacting with the participants, which was useful for interpreting the results of the study.

Based on the discussion, it can be said that the researcher has adopted a multiple instrumental case study approach to explore a contemporary real-life problem related to the spoken ability in English and lack of exposure to the speaking environment of rural ESOL learners’ by diving deeper into multiple cases. The researcher adopted systematical ways of collecting and gathering data (speaking sessions, writing samples, interviews) to achieve practical explanations and comprehension regarding the influence of the phenomenon in the context. Three secondary level students studying in three different schools in two rural areas of Bangladesh have been chosen for this research.

3.7 The Researcher’s Role

According to Creswell (2007), in qualitative research, the researcher’s role is critical, as the researcher is responsible for collecting data and implementing analysis. The role of the researcher in the current study was that of a facilitator as a participant because the researcher was the primary instrument of collecting data and analysis. The researcher collected data by engaging in a series of one-to-one 12 speaking sessions with each participant as a facilitator (mentor) as well as a participant. In addition, the researcher was responsible for prompting writing tasks and collecting samples before and after the speaking sessions as well as for conducting semi-structured interviews where the researcher endeavoured to elicit information from the participant through verbal interaction. Finally, the researcher assessed and analysed

speaking interaction performance and writing samples to examine the influence of speaking sessions on students' speaking and writing improvements as well as uncover the students' perspective concerning their exposure to speaking sessions and the challenges they faced during the sessions. The researcher acknowledges the fact that the participants' as well as the researcher is value-laden; therefore, there is a potential for biases in the study. However, the researcher has tried her best to be upright fair and unbiased, the researcher has adopted a third-person narrative style while interpreting and narrating the study in order to detach herself from personal biases that could affect the outcome of the study. Additionally, the researcher shared no prior contact or relationship with any of the participants, which can cause prejudice or judgments.

3.8 Setting

The context of the study covers two different rural areas, namely Shyamnagar and Keshabpur of Khulna and Jessore district respectively. As mentioned earlier the researcher has worked with Volunteer Association Bangladesh (VAB) to carry out the current study, the areas were selected by the association. Since the main purpose of the study is to find out the influence of the rural students' exposure to speaking sessions, selecting participants from these rural contexts served as a convenient site for this study.

3.9 Selecting the Participants

Snowball sampling was adopted to select the participants which is similar convenience sampling (Bryman, 2016). The researcher initially communicated with the VAB organisation and then the researcher was redirected to the participants, who were relevant sources of information, eager to participate in speaking sessions and wanted to share their experiences and perspective with the researcher.

3.10 Participants' Profile

The table below presents the profile of the three participants or cases including their name (pseudonym), age, gender, the name of their current educational institutes, what class they read in and their merit positions, their exposure to English speaking environment outside the classroom, their learning methods, the area they currently live and had lived and their socioeconomic status. The researcher believes that the information does have a certain impact on participants' performance in speaking sessions and while completing the writing task, these details will be useful in comprehending their overall responses.

Table 3.2: Participants' Profile

No of cases	Name, age and gender	Current Educational Institution	Previous educational institute	Class & Roll	English exposure outside of the class	Learning method	Availability of smart devices and exposure to the internet	Socioeconomic Status
1	Mashuk, 16, Male	Vetkhali A Karim Secondary School, Shyamnagar, Satkhira	Same	Class-10 Roll- 02	N/A	GTM	Smartphone available but hardly online	Low
2	Fatima, 14, Female	S.S.G. Borondali High school, Keshabpur, Jessore	Borondali Adorsho prathomik bidyaloy	Class -9 Roll- 04	N/A	GTM	No smart devices, Button phone available	Low
3	Shupti, 13, Female	Satbaria Girls High School, Keshabpur Jessore	Little childcare school, Mirpur, Dhaka	Class- 8 Roll- 03	N/A	GTM	No smart devices, Button phone available	Middle

3.11 Data Collection Procedures

The researcher has collected data from speaking sessions, participants' writing samples and semi-structured interviews. The data collection instruments were a mobile device, i.e. the audio calling feature of mobile phones, Audio recording application, Google Mail, Facebook messenger, and the researcher.

3.11.1 Audio Recorded Data from a Series of Speaking Sessions

The researcher had collected data by engaging with three secondary level participants in a series of speaking sessions. There were 36 speaking sessions, where each student got 12 sessions. The researcher conducted two speaking sessions each week where the students were exposed to an English-speaking sessions environment for 30 minutes. Speaking sessions were conducted using a mobile device and recorded using an audio recording application called "Automatic Call Recorder".

3.11.2 Students' Writing Samples

The researcher has collected data from the participants' two different writing samples. Initially, the researcher intended to select the usual writing samples that they wrote for their academic purposes. Nevertheless, after collecting their writing samples, the researcher found out that each participant has copied from guidebooks called "Poppy guide", "Novodut" and "Lecture", their writing samples were on "Traffic Jam", "Nakshi Kantha" and "Hygiene" (See in Appendix C.2). This is why the researcher had to assign writing task 1 for them on an easy and common topic called "My best friend" to see their actual writing ability. After collecting the samples of writing task 1, the researcher has conducted a series of speaking sessions. On completing the speaking sessions, the researcher has assigned writing task 2 on two different topics called "An embarrassing moment of my life" and "A celebration that

went wrong” (see in the appendix C.1), then collected their writing samples. Each sample was collected via either Google Mail or Facebook messenger.

3.11.3 Semi-structured Interviews

An Interview is a tool used by researchers to understand the inner-view or the thought process that exists inside (Stuckey, 2013), and it has been used as a research technique to collect desired data based on the research question. There are six types of interviews, namely structured interview, semi-structured interview, narrative interview, in-depth interview, focus groups interview and oral history (Stuckey, 2013, Muratovski, 2016, Morgan et al., 2016). The researcher chose semi-structured interviews among these types of interviews because semi-structured interviews usually progress in a conversational manner (Longhurst, 2009) that offers feasibility and autonomy to the participants so that they can bring the points that are important to them. Although the interviewer or the researcher often prepares a list of preplanned questions, the researcher avoids asking leading questions and stay away from prejudice and biases. Semi-structured interviews had been conducted using mobile device for investigating rural ESOL learners’ opinions regarding their experience of participating in a series of speaking sessions and the challenges they faced during the sessions.

3.11.3.1 Designing the Interview Protocol Along With Piloting

An interview protocol is an instrument or a form developed by the researcher that contains predetermined questions or instructions that helps the researcher to uncover or inquire specific information from the study participants (Patton, 2015; Cresswell, 2007). Jacob and Furgerson (2012) have provided some pieces of advice that help novice researchers to formulate decent interview protocols. The researcher has considered selective guidelines suggested by Jacob and Furgerson (2012) to generate an interview protocol for interviewing the participants of the current study. The guidelines that have been followed to shape and generate the interview protocol for the semi-structured interview are discussed below.

The research questions (RQs) have been generated in accordance with the research; subsequently, the interview questions (IQs) were generated aligning with the RQs (please see Appendix E) based on the advice “research should guide your questions” provided by Jacob and Furgerson (2012). Following some of the later guidelines of Jacob and Furgerson (2012), the researcher has made open-ended questions starting with the basic background data for the semi-structured interviews offering the participants feasibility to talk about the aspects that they feel necessary. The questions are arranged in an easy to difficult order, also the phrase “tell me about...” is used to start some of the questions to engage in the conversation as according to Jacob and Furgerson (2012), it is a great way to start a question. Moreover, the researcher has used prompts, i.e. some bullet points under IQs that can be helpful for enriching the data and for staying on track. The researcher has placed two quotes, i.e. “You are allowed to improvise IQs”, “Be precise” on the interview protocol to remind her of the advice of Jacob and Furgerson (2012) that she can make on the spot revisions and she should refrain from making the interview very long. Apart from these, the researcher has also received feedback on the IQs from an Assistant Professor in the Department of English and Humanities at BRAC University and made further improvising as expert’s feedbacks are important, according to Patton (2015). After receiving the feedbacks, the researcher has modified one question and added two new questions to the IQs. Finally, the researcher has a pilot test the IQs with her younger brother, who is also a secondary level student, to make sure that her IQs are clear to understand, as advised by Jacob and Furgerson (2012).

3.11.3.2 Conducting the Actual Interviews

Following the completion of a series of speaking-practice sessions with the participants via mobile phone and collecting the writing sample 1 and 2, the researcher conducted semi-structured interviews with three of her participants based on the developed interview protocol using a mobile phone. The researcher has talked with each student beforehand and informed

them about the interview. While talking the researcher got their verbal consent, fixed a time and date suitable for conducting the interview because the participants' uses their parents' mobile phone. After finalising the time and date, the actual interview took place according to the respective schedule fixed for three different participants. The interviews were recorded using the call recorder option of the researcher's android mobile phone. The language used for the interview was Bangla.

3.12 Data Analysis Procedures

3.12.1 Analysing Participants' Responses from Speaking Sessions

Participants' daily responses from audio-recorded speaking sessions were assessed through adapting a small section of the CEFR (Common European Framework of Reference) assessment framework (2001) (see Appendix A.1, A.2 & A.3). According to the Council of Europe (2001), the Common European Framework of Reference (CEFR) scales describe what the learners can do in six ascending ranges of competency namely Breakthrough or beginner (A1), Way stage or elementary (A2), Threshold or intermediate (B1), Vantage or upper intermediate (B2), Effective Operational Proficiency or advanced (C1) and Mastery or proficiency (C2) (Yılmaz & Gürocak, 2016). A1 is considered as the lowest level and C2 as the highest-level learners are further classified in three groups in the global scale (see Appendix A.1), with levels A1 and A2 being the "Basic User", B1 and B2 being the "Independent User" and finally with C1 and C2 levels being the "Proficient User". With this classification, learner's progress in terms of their existing language along with their communicative strategies becomes evident, while they advance from Basic level to further levels. The CEFR demonstrates an action-oriented approach describing a set of "can do's" at each level outlining what a learner can do within the 5 language skills: Listening, Reading, Spoken Interaction, spoken production and Writing. CEFR speaking scales emphasis on two

aspects, i.e. on the learner's production and their interaction ability. Since CEFR is a broad framework for learning teaching and assessment, focusing on the full framework will go beyond the purpose of the research therefore, a small section of CEFR spoken skills are used to assess students' improvements in speaking during the speaking sessions. Speaking skill is divided into two sections: interaction and production, under spoken interaction; "Conversation" and "Informal discussion" are being looked at and under spoken production; "Sustained Monologue (describing experience)" is being looked at for the assessment purpose of this study. In the original framework within the A2 and B2 levels, two parts indicated higher and lower proficiency but are not labelled. That is why the lower part within the scales is termed as 2.1 (low), and upper part is termed as 2.2 (high) for avoiding confusion and for the sake of convenience. (see Appendix A.2)

However, the two aforementioned assessment grids only cover what the participants' can do and does not look at the qualitative aspects of spoken language; therefore the grid for assessing the "qualitative aspects of spoken language use" is slightly customised and used to assess participants range, accuracy, fluency and coherence (see Appendix A.3).

After completing the assessment of participants daily responses, the assessments were further examined by an expert to ensure the logicity and correctness of the assessment and changes were made according to the expert's feedback.

3.12.2 Analysing Participants' Writing Samples

Writing samples of the paragraphs were assessed using a framework adapted from Brown & Bailey's (1984) Analytic Scale for Rating Composition Tasks (see Appendix B). The adapted framework is divided into six elements of a paragraph, namely organisation, content, grammar, punctuation, spelling, and vocabulary, which are assessed through five different rating scales ranging from excellent to unacceptable. Two different paragraphs' samples were collected before and after students' exposure to speaking sessions. Initially, the researcher

collected paragraph writing samples from each participants' before engaging in speaking sessions twice a week. Nevertheless, the researcher found that the paragraphs they submitted were on "traffic jam", "Nakhsi Kantha" and "Hygiene", which were the exact copy-paste from two guidebooks, namely "Poppy" and "Nobodoot". Hence the idea of considering them for initial assessment was discarded. The researcher asked them to re-write by themselves on a simple topic called "My best friend" and considered that sample of writing for the initial assessment. After that, the researcher carried out 12 speaking sessions with each participant and asked them to write again on different topics, i.e. "Celebration that went wrong" and "An embarrassing moment of my life", which are unlikely to be plagiarised and considered the writing sample for final assessment. Next, the researcher assessed two writing samples using a framework called "analytic scale for assessing writing task" adapted from Brown & Bailey's (1984) analytic scale for rating composition task. After completing the assessment of participant's two different writing samples, an expert examined the assessment to ensure the accuracy and changes were made according to the expert's feedback.

3.12.3 Analysing Participants' Interview Data

The researcher has used qualitative thematic analysis to analyse this study's interview data, adapted from Braun and Clarke (2006) (see Appendix G to H.2). Analysing qualitative data using a thematic strategy is regarded as a common method (McLeod, 2001; Creswell, 2009; Braun & Clarke, 2006). Thematic analysis is a process of identifying, interpreting, and presenting qualitative themes (patterns) from the data (Braun & Clarke, 2006). The following table no. 3.3 shows the process followed by the researcher:

Table 3.3: Adopted thematic analysis process, adapted from Braun and Clarke (2006).

Phases	Process descriptors
1. Familiarising with the data	Reviewing transcription verbatim and listening to the audio recordings.
2. Identifying initial codes	Highlighting interesting data that identifies feature of a data.
3. Generating initial codes	Generating initial codes by assigning interpretive code names for each data sets
4. Identifying the patterns across the codes to form subthemes	Combine codes into possible sub-themes with close reference to RQs, themes should be supported by enough codes gathered from the data.
5. Refining and generating final themes	Reviewing previous phases, making changes, refining initial codes and subthemes then generating final themes.

The table (table, 3.3) above shows the adopted thematic analysis method for exploring interview data adapted from Braun and Clarke (2006). Phase 1 of the thematic analysis process required becoming familiar with the data. In order to complete the initial phase, the researcher reviewed interview transcripts verbatim and listened to the audio recordings. In Phase 2, the researcher highlights interesting data that identifies features of data. In phase 3, the researcher generates initial codes by assigning names for the identified section. During phase 4, the researcher reviewed all the codes and sorted them by identifying patterns and combining them to generate sub-themes so that groups of related codes support themes. In phase 5, the researcher reviews the previous phases, modifies the initial codes, subthemes if necessary, and generates final themes.

After generating the initial codes, sub-themes, and final themes, an expert rated them to ensure inter-coding and inter-rater reliability. The raters' agreement on the themes of the transcription was calculated in percentage (see Appendix H.1 & H.2).

3.13 Ethical Considerations

Ethical consideration regarding confidentiality and the role of the researcher as the study instrument was taken into account throughout the study. Initially, the study participants were contacted by Volunteer Association for Bangladesh and asked for their consent; after being assured of their eagerness to participate in speaking sessions, their contact details were provided to the researcher. The researcher started the sessions with them only after getting their verbal consent. The researcher verbally informed the participants that they were going to be recorded and specified the duration, process and documents she needed throughout the study. While conducting the semi-structured interview, the participants were ensured that their privacy would be maintained; that is why the researcher used pseudonyms instead of their actual names. The researcher acknowledges that she is value laden but the researcher has tried her best to ensure playing an impartial role from her part. The researcher had no prior association with the participant of the study that was a plus point for the researcher to stay neutral.

3.14 Trustworthiness of the Study

Triangulation has been recognised as a qualitative research tactic to test efficacy by merging data from diverse sources (Carter et al., 2014). According to Patton (1999), Triangulation deals with the use of multiple methods or data sources in qualitative research to develop a thorough comprehension of phenomena. Triangulation was categorised into four different types by Denzin (1978) and Patton (1999). They divided triangulation as (a) method triangulation, (b) investigator or analyst triangulation, (c) theory triangulation, and (d) data

source triangulation. In order to achieve the credibility and trustworthiness of the study, the researcher adopted data source triangulation and investigator or analyst triangulation. The researcher collected data from 36 audio-recorded one-to-one speaking sessions conducted with the participants of the study. Additionally, the researcher collected the writing samples and finally conducted semi-structured interviews. Thus, the researcher triangulated the data from three different sources.

The inspection of the researcher's assessments, inter-coding and inter-rater reliability that was examined and rated by an expert were considered as analyst triangulation for this study. The assessments and analysis (speaking responses and writing samples) of the researcher were examined by an expert, who is an Assistant Professor of the Department of English and Humanities at BRAC University, to ensure the accuracy, correctness and reliability of the assessments, after getting the experts feedback the researcher made changes according to the expert's feedback. After generating the themes from the interview transcripts and going back and forth to the recorded interview sessions, the researcher sent a set of interview transcripts to an expert to rate the themes. The raters' agreement on the themes of the transcription was calculated in percentage (see Appendix H.1 & H.2).

The researcher has maintained an electronic audit trail to establish confirmability and credibility; the audit trail displays the study's chronology, authenticity, and thoroughness (see Appendix I). Lincoln and Guba (1985, p. 318- 319) regarded audit trails as one of the principal techniques for establishing the 'confirmability' of qualitative findings.

3.15 Chapter Summary

This chapter initially presented the philosophical assumptions and interpretive framework behind the study, the research plan, the theories associated with the study's conceptual framework, and the framework itself. After that, the rationale behind choosing multiple case

studies, the role of the researcher, the setting, the procedure of selecting the participants' and the participants' profile were included. Finally, data collection and analysis procedures were demonstrated, along with the ethical consideration and trustworthiness of the study.

Chapter 4

Results and Discussions

4.1 Introduction

The study's main objective is to explore the influence of exposing Bangladeshi rural secondary level ESOL learners to a series of speaking sessions via mobile phone. Initially, the researcher investigates how the students respond to speaking sessions and whether their speaking skill improves or not by assessing students' responses from the speaking sessions. Then, the researcher delves into the investigation concerning if there were any influence of the improvements of speaking sessions on students writing skill by assessing students writing samples collected before and after their exposure to speaking sessions. Moreover, the researcher explores students' viewpoints about their exposure to speaking sessions via mobile phone and the obstacles they faced during speaking in English via mobile phone from the data collected through semi-structured interviews. This chapter will demonstrate the results and discussion of the study based on the following research questions:

1. How do the students respond to the speaking-practice sessions via phone? Does their speaking skill improve through the sessions?
2. Were there any influence of the improvements of their speaking sessions on their writing skill?
3. What do they think about their exposure to speaking sessions via mobile phone?
4. What challenges do the students face while speaking in English via mobile phone?

The results and discussion of the study have been arranged into four parts according to the chronology of the research questions, where the first three parts contain the results, and the final part comprises an overall discussion.

4.2 Part 1: Assessment of Students' Response to Speaking Sessions in terms of their Spoken Interaction, Production and Qualitative Aspects

In each speaking session, the researcher has interacted with each participant separately via mobile phone. The duration of each session was at least 30 minutes altogether; the researcher has conducted 36 speaking sessions where each three of the students individually got 12 one-to-one speaking sessions. To answer the first research question, which is “How do the students respond to the speaking-practice sessions via phone? Does their speaking skill improve through the sessions?” students' responses from speaking sessions are initially presented and assessed based on students spoken interaction ability and production ability. Additionally, the qualitative aspects of their responses are assessed, which comprises range, accuracy, fluency and coherence. Part 1 is divided into two sections. In the first section, the responses of three participants from speaking sessions were assessed by slightly customising the CEFR illustrative assessment grid descriptors for spoken interaction and production (see Appendix A.2). In the second section, the range, accuracy, fluency and coherence of their responses from speaking sessions are also assessed using the CEFR assessment grid for qualitative aspects of spoken language use (see Appendix A.3).

The CEFR demonstrates an action-oriented approach and has six ascending levels of proficiency ranging from A1 to C2, describing a set of “can do’s” at each level outlining what a learner can do. For each case, the responses from 12 sessions are assessed, the assessments are done based on learners' performance on one day exclusively.

4.2.1 Section 1: Assessment of Students' Response to Speaking Sessions regarding their Spoken Interaction and Production

The researcher has analysed audio recordings from a series of one-to-one 36 speaking sessions to find out students' responses during their exposure to speaking sessions and then

assessed the responses using the CEFR scales (2001) regarding the students speaking interaction and production ability. Interaction deals with mutual communication where the researcher and the student interacted or communicated with each other. On the other hand, production deals with students expressing themselves or producing monologue without any help from the researcher.

4.2.1.1 Mashuk's Response regarding Speaking Interaction and Production (Case 1)

The following table (table 4.1) includes the daily assessment of the responses of Mashuk found in 12 speaking sessions using an adapted CEFR Illustrative scales (2001) of spoken interaction and production as mentioned at the beginning of the chapter. The researcher has analysed audio recordings from speaking sessions to find out Mashuk's responses during his exposure to speaking sessions and then assessed the responses using CEFR scales regarding his speaking interaction and production ability.

Table 4.1: Assessment of Mashuk's responses using CEFR Illustrative scales of spoken interaction and production

		Day	Topics	Interaction		Production
				Conversation	Informal Discussion	Sustained Monologue (describing experience)
Initial sessions	Mashuk (Case 1)	1	Introduction	Below A1 (Below Beginner)	N/A	A1(Beginner)
		2	My family	Below A1(Below Beginner)	N/A	A2.1(Elementary, Low)
		3	My daily routine	Below A1(Below Beginner)	A2.1(Elementary, Low)	A2.1(Elementary, Low)
		4	My hobby	A1(Beginner)	A2.1(Elementary, Low)	A2.1(Elementary, Low)
		5	My favorite person (father)	A2.1 (Elementary, Low)	A2.2(Elementary, High)	A2.1(Elementary, Low)
Middle Sessions		6	Respond to an Imaginary situation	A2.1 (Elementary, Low)	A1(Beginner)	A1(Beginner)
		7	Nuclear family vs extended family	A2.1 (Elementary, Low)	N/A	N/A
		8	Role-playing as a Vegetable seller	A2.2(Elementary, High)	A2.2(Elementary, High)	A2.1(Elementary, Low)
		9	Birthday Celebration	A2.1 (Elementary, Low)	A2.2 (Elementary, High)	A2.1(Elementary, Low)
Final sessions		10	Celebrating Independence day	A2.2(Elementary, High)	B1.1 (Intermediate, Low)	A2.1(Elementary, Low)
		11	Eve-teasing	A2.1(Elementary, Low)	N/A	N/A
		12	Childhood memory	B1 (Intermediate)	B1.1 (Intermediate, Low)	A2.1(Elementary, Low)

The 12 speaking sessions is categorised into three sessions i.e. initial, middle and final sessions for the sake of convenience. Each session comprises four days, for instance, initial sessions include day 1st to day 4th, middle sessions include day 5th to day 8th and the final sessions include day 9th to day 12th. Each day within the sessions comprises the responses in terms of Mashuk's spoken interaction and production ability. Spoken interaction ability includes two parts, i.e. the ability to take part in a conversation and informal discussion. On the other hand, spoken production includes only the ability to sustain a monologue or solo speech in terms of describing experiences without the help of the researcher.

What follows is the account of the assessments of the responses of Mashuk (case 1) found in the audio-recorded speaking sessions in terms of his speaking interaction and production. In the table (table 4.1), the assessments are presented first and then the rationale behind the assessment is explained based on the CEFR assessment grid.

Initial Sessions

Spoken Interaction

Conversation: On the first three days of the initial sessions, Mashuk was assessed to be at below A1 or beginner level because there was no exchange of any basic opening and closing greetings. Even when the researcher (R) expressed thanks, he remained silent and refrained from establishing any social contacts such as greetings and farewells, introductions and giving thanks, which are fundamental elements of a conversation. Nevertheless, on day four, the R assessed that his conversation ability improved and was at A1 or beginner level because he could respond to the simple and short questions, i.e. *I am good (Day, 4)*. The R did not promote him to the levels beyond beginner level because he could not keep the conversation going by himself.

He stopped after answering one question, and he did not ask for repetition or reformulation when he failed to understand something; the researcher had to take the trouble to guess and repeat the question by reformulating the pattern. Moreover, he refrained from expressing how he felt and did not exchange everyday polite forms of greeting, address or even thanks.

Informal discussion: The topics for the first two days were not suitable for assessing Mashuk's ability in informal discussion. The researcher has assessed Mashuk to be at the elementary level or A2.1 with lower proficiency for the following two days because he could talk about practical issues related to everyday routine and playing cricket given that the researcher has to ask questions clearly and slowly, which complies with the A2.1 level descriptors. For example,

R: Can you tell me what you usually do within a day?

M: silent

R: I mean, for example, I follow a routine for my everyday life; I get up at 5 a.m. I brush my teeth ... When do you usually get up?

M: I get up at 6'clock, then I brush my teeth, I eat food ... (Mashuk, Day 3).

R: Where do you go to play? I mean do you play in a field nearby your house or at school.

M: I am go to play in field near our house. (Mashuk, Day 4)

Spoken Production

Sustained monologue (describing experience): On the first day, his spoken production was assessed to be at the beginner level (A1) as he presented a memorised introduction of himself, where it is observed that he could talk about what he does and where he lives. For instance,

I am Mashuk, I live in vetkhali, under Shyamnagar upozila Satkhira district, I read in class 10... (Mashuk, Day 1).

On the three following days of the initial sessions, it was observed that he could provide a brief introduction about his family along with some information about their living condition and educational background, as well as his present day-to-day tasks, his playmates that is

why he is assessed and promoted to the elementary level with lower proficiency level (A2.1).

The following instance is observed on day 2,

... my father's name is Md. Zahir Rayhan and my mother's name is Josna begum. There are five people in my family, I have a younger brother, her name is mahidul islam, he is a student of kobi najrul govt. college and I have an elder sister her name is oishi, she is a student of class one in tengrakhali govt. primary school ... (Mahsuk, day 2).

Middle Sessions

Spoken Interaction

Conversation: On the 5th day, the researcher has assessed Mashuk to be at the elementary level with lower proficiency (A2.1) because he could take part in a very short conversation, express what he liked and responded to greeting i.e. thanks, directed to him. For instance, when the R asked him who is his favourite person he mentioned his father, and upon asking why he liked his father, he said expressed.

... he work hard for us... (Mahuk, Day 5).

In addition to that, when he was given an imaginary situation and asked what will he do to help a friend when he and one of his friends were cycling and his friend met an accident, he replied,

...uh um I am help my friend um in my cycle and go to hospital (Day 6).

Similarly, while conversing with him about the nuclear and extended family, he was assessed to be at the elementary level with lower proficiency (A2.1) because even though the topic was new to him he was asking for clarification and was able to express what type of family he liked most. For instance,

R: Which type of family do you like most?

M: small family

R: You mean nuclear family.

M: Yes yes.

R: why??

M: People are not fight (giggles) (Day 6).

Mashuk was not promoted to further levels on the first three days of middle sessions, as he was bad at expressing greetings first and could not keep the conversation going without the help of the researcher. However, on the final day of midsession, day 8th, he was assessed to be at the elementary level with higher proficiency (A2.2) because he could participate in the conversation and understood what the researcher was asking because of the clear, standard speech. However, he was fully dependent on the researcher for voluntary repetition or reformulation. For example, he did not know what the word “guess” meant; the researcher understood it when he kept quiet and asked, if he knew what the word meant, he replied in negative. After the researcher explained it to him, he could produce further utterances.

R: Do you know what a role-playing activity is?

M: Uh I am not in sure

R: Just guess what can be a role playing activity. It is a speaking activity.

M: Yeah (silent)

R: Just guess, do you know what does guess means?

M: No

R: Guess kora mane dharona kora , amra bolina j ei tui ki janish amar pocket e ki ache, tarpore arekjon bole nah ami Janina, tarpore bolina j andaje bol, dharona kore bol, bolina?

M: Ji

R: Sei andaje j bolata, setake engrejite bole guess kora (....) Now can you please guess what is a role playing activity? What can be a role playing activity?

M: (silent) a role-playing activity is a (silent) suppose any (silent)

R: Banglay bolo Jodi English e bolte somossha hoy. ja mone hoy bolo.

M: A role-playing activity is a suppose I am a teacher or any other thing. (Day 8th)

In addition to that, he could participate in the role-playing conversation, as it seemed to be among his topics of interest; moreover, for the first time, he was able to use basic expressions in his words, i.e. *thank you come again bye*.

Informal discussion: Mashuk as assessed to be at the elementary level with high proficiency (A2.2) on day fifth. As he understood the topic of discussion about his favourite person, he could respond to the clear and slow questions about his father, what he does and why he regards his father as his most favourite person in simple phrases; he also could

disagree with the researcher. On day 6th, he went back to beginner level (A1) as he failed to make any response or suggestion on his own; after the R provided him with a sample answer, he was able to respond. The topic of day seventh was new, and the R had to explain everything first in the Bangla language. Then the participant was encouraged to generate utterances regarding what he understood; this is why the topic is not suitable for an informal discussion. On day 8th, his ability to participate in an informal discussion as a vegetable seller increased to elementary level with high proficiency (A2.2) because he made a guess and was successful to identify the topic of discussion, he could call for the buyer so that his vegetables gets sold i.e. *Hi, madam, there are a lots of fresh vegetable. Can you buy it?*, moreover, he could respond to the suggestion of the buyer regarding discount when the buyer wanted to leave if there was no discount. He initially agreed and said, “you can go”, and nevertheless, when he was made understood that he should not talk like this with his customers, he tried to convince the buyer to buy his vegetables, implying the next seller does not have beautiful vegetables at this rate he said. In his words,

Oh no I am sorry but if you do not mind ah um you can take it on 30 tk (after agreeing for discount) and you know that is is so very beautiful next seller you do not buy it at buy it et ah in buy it in that money in this money (Day 8th).

Spoken Production

Sustained monologue (describing experience): On day 5th, Mashuk was on the elementary level with low proficiency (A2.1) because he could talk about people (i.e. his father) in very short phrases and tell why he liked his father. As discussed in the informal discussion part on day 6th, then he went back to beginner level (A1), and on day seventh, he was not assessed (please see informal discussion part for the rationale). On the 8th day, he was assessed to be at elementary level with low proficiency (A2.1) because even though he could take part in an imagined role-playing activity the R herself has facilitated and directed

his spoken production, he failed to produce long speech on his own accord without the support of the R.

Final Sessions

Spoken interaction

Conversation: On day 9th Mashuk is assessed to be at the elementary level with low proficiency (A2.1) where he could handle very short social exchanges; although he could enter unprepared into conversation on a familiar topic, he needed researchers help to keep the conversation going. Also, the R made him understand what does personal celebration mean. Even though he was able to express what he liked (*M: I want to talk about Birthday, Day 9*), he did not asked for reformulation or repetition even if he did not understand anything. For instance, he was stuck and could not complete the sentence (*I cut the cake and umm ah...*), the researcher had to suggest that he could use the sentence “blue the candle” to which he responded by saying, *bilu the candle...* without even asking for any clarification. The researcher understood from his pronunciation that Mashuk heard the word “blew” for the first time and then explained the word to him.

On day 10th, Mashuk was assessed to be at the elementary level with high proficiency (A2.2) because he could participate in a short conversation regarding celebrating Independence Day. For example, when the R asked him to give detailed information on how the celebration was held, he could express some of the information provided that the researcher had to ask further questions to dig out information. Some of his utterances are,

I do many things in this program at first at first eh hmm this program was star-ted uh with read holy Quran andAnd Gita ...Then our head teacher give a big speech for us and then

He understood researcher’s standard and clear speech directed at him, and he asked for repetition when the R asked if there was any food given to them on that event.

On day 11th, Mashuk went back at the elementary level with low proficiency (A2.1) because he could not participate in a short conversation with the R as the topic of “Eve teasing” was new to him, he understood everything, but he had a lack of ideas to express and was dependent on the researcher’s input.

On day 12th, Mashuk was assessed to be at intermediate (B1) level because he participated in unprepared conversation regarding childhood memory; he could follow and answer clearly articulated speech directed to him, for example,

R: Is it far away from your grandparents’ home?

M: It is not very far away it is about 5 kilometer far away (Day, 12)

Nevertheless, he could not engage in extended conversation and sometimes it was heard to get what he was trying to express.

Spoken production

Sustained monologue (describing experience): On day 9th, the R took a long time describing her experience during a speaking exam and said if it was today, how she would have made up a story about birthday celebration and describe it to the examiner. Mahsuk observed the sentences used by the R and uttered similar phrases while he was asked to narrate an imaginary story about how he celebrated his last birthday. This is why assessed to be at the elementary level with lower proficiency (A2.1) and not promoted further. He did not produce the utterances independently and could only produce minimal incomplete or sometimes complete utterances, which does not conform to the advanced grid descriptors. On day 10th, Mashuk was at the elementary level with lower proficiency (A2.1) because he could only utter one or two sentences at a time while describing an event (i.e. celebration of the Independence Day) that took place at his school, given that the researcher had to ask him several questions to make him express. He was fully dependent on the researcher and could not express himself in a simple list of points. On day 11th, the researcher could not assess his

ability regarding spoken production as he was only imitating the utterances heard from the researcher. On the final day, he is assessed to be at the elementary level with lower proficiency (A2.1) because he could describe his family, living conditions, educational background, and people and places in simple terms. He could not describe past activities and personal experiences and could not compare objects and possessions

4.2.1.2 Fatima's Response regarding Speaking Interaction and Production (Case 2)

In the following table (table 4.2), the daily responses of Fatima (case 2) from 12 audio-recorded speaking sessions was assessed in terms of her ability regarding speaking interaction and production using an adapted CEFR Illustrative scales of spoken interaction and production, and then categorised into three sessions i.e. initial, middle and final sessions for the sake of convenience. Each session comprises four days; for instance, initial sessions include day 1st to day 4th, middle sessions include day 5th to day 8th, and the final sessions include day 9th to day 12th. Each day within the sessions comprises the findings or responses regarding Fatima's spoken interaction and production ability. Spoken interaction ability includes two parts, i.e. the ability to take part in a conversation and informal discussion; on the other hand, spoken production includes only the ability to sustain a monologue or solo speech in terms of describing experiences without the help of the researcher. The rationale or explanation of the assessment is presented after the table.

Table 4.2 Assessment of Fatima's responses using CEFR Illustrative scales of spoken interaction and production

	Fatima (Case 2)	Day	Topics	Interaction		Production
				Conversation	Informal Discussion	Sustained Monologue (describing experience)
Initial sessions		1	Introduction	Below A1 (Below Beginner)	N/A	A1(Beginner)
		2	My daily routine	Below A1(Below Beginner)	N/A	N/A
		3	My family	Below A1(Below Beginner)	N/A	A1(Beginner)
		4	Nuclear Family	Below A1(Below Beginner)	N/A	N/A
Middle Sessions		5	Extended family	BelowA1(Below Beginner)	N/A	N/A
		6	My favorite person (Mother)	A1(Beginner)	A1(Beginner)	N/A
		7	Respond to an Imaginary situation	N/A	N/A	N/A
		8	Dialogue between two friends	A1(Beginner)	A1 (Beginner)	N/A
Final sessions		9	How to make a cup of tea	Below A1(Below Beginner)	N/A	N/A
		10	My Hobby	A1(Beginner)	A1 (Beginner)	N/A
	11	A visit to Sundarban	A1 (Beginner)	A2.1 (Elementary, Low)	A1(Beginner)	
	12	Eid celebration	A1 (Beginner)	A1 (Beginner)	N/A	

Initial Sessions

Spoken Interaction

Conversation: Fatima was assessed to be below beginner level (below A1) on each day of initial sessions regarding her conversation ability. As she struggled to understand the meaning of everyday expressions (i.e. what did you do today? ... who supports you the most in your family?...) after directly delivering to her in clear, slow and repeated speech by a sympathetic speaker, she could only respond to how she is and ask how people are.

Informal discussion: The researcher (R) did not assess Fatima's informal discussion ability because she did not understand most of the researcher's utterances; the researcher had to explain the meaning of every question, to which she could not express herself in English; rather she answered in Bangla language.

Spoken Production

Sustained monologue (describing experience): Fatima was assessed to be at the beginner level (A1) on the 1st and 3rd day while talking about herself and her family because she could describe herself, what she does and where she lives, and she could talk about her family in simple terms after the researcher translated the questions. For example, "my name is Fatima, I read in class 9 in S.S.G. Borondali High school, Keshabpur, I am 14 years old". However, Fatima was not assessed on the 2nd and 4th day of the initial sessions because she hardly understood the questions, and most of the time, she was asking the R what would be her response.

Middle Sessions

Spoken Interaction

Conversation: On day 5th, Fatima was assessed to be below beginner level (Below A1) because she did not understand every expression directed at her; she could not react to

introductory expressions in English. On the seventh day she was not assessed because she barely understood when the R described an imaginary situation when her friend was in danger; the R had to make her understand how she could respond to such a situation in English, she was only listening and often asking for the spelling and repetition in Bangla if needed. On the day 6th and 8th Fatima was assessed to be at beginner level because she could exchange introductory and leave taking expressions like “hello, how are you, thank you”.

Informal discussion: On the sixth and eighth day, Fatima was assessed to be at the beginner level (A1) concerning her informal discussion ability because she could understand some words and often guessed the meaning correctly based on the familiar words. The R first used English utterances and asked if she could understand what the R was saying then she would guess and tell the R in Bangla whatever she understood. After that, she tried to express in English with the help of the researcher. For example,

Researcher (R): Where are you going?
Fatima (F): I going Jessore.
R: Whom are you going with?
F: Umm bujhini.
R: Whom mane ki?
F: Janina, apni bolen?
R: kar sathe giyecho Jessore e? English e bolba.
F: My mother going
R: Why did you go there?
F: dress buy (Day 8).
...
R: What does your mother do?
F: tailoring (Day 6).

However, the R did not assess her on the fifth and seventh day because she was fully dependent on the researcher.

Spoken Production

Sustained monologue (describing experience): The R did not assess Fatima’s spoken production ability due to lack of speech production on her own accord.

Final Sessions

Spoken Interaction

Conversation: On day 9th Fatima was assessed to be below beginner level (below A1) regarding her conversation ability because she could not understand every expression except for responding to how she was. On the three following days, day 10th, 11th and 12th, she was promoted to be at the beginner level (A1) because she understood most of the expressions directed to her, and she was also able to use greetings like “thank you, welcome, hello and take care” she also could ask how people are.

Informal discussion: On 9th, the R did not assess Fatima’s ability to participate in the informal discussion because she was fully dependent on R and was not able to participate completely in English. On the 10th and 12th days, Fatima was assessed to be on the beginner level (A1) because she could infer the meaning of some vocabularies and tried to make herself understood using 2/3 words.

Researcher (R): What is your hobby?

Fatima (F): drawing

R: Why do you like to draw?

F: Bujhti parini?

R: Kototuku bujhcho seta chinta kore bolo? (Repeating the question again)

F: silent.

R: why maneki?

F: umm keno ami drawing kori?

R: hae eito very good, keno tumi drawing korte pochondo koro. Now tell me why you like to draw?

F: I like it. Apni bole den.

...

R: Who taught you to draw?

F: Silent

R: Who teach you to draw?

F: My mother (Day 10)

On the 11th day, Fatima was promoted to A2.1 level because she was observed to respond to the researcher’s question more in simple terms. For example, during the discussion of her

visit to Sundarban, she expressed, *I see tiger, monkey, fox, bird etc ... I go with father ... No, I go boat.*

Spoken Production

Sustained monologue (describing experience): On day 11th Fatima was assessed to be at level A1 because she could use short expressions regarding what she saw, whom she went with, and how they reached there to share aspects about her visit to Sundarban. On the rest of the day of the final sessions, the R did not assess her spoken production ability, as she generated no sufficient utterances.

4.2.1.3 Shupti's Response regarding Speaking Interaction and Production (Case 3)

In the following table (table 4.3), the daily responses of Shupti (case 3) from 12 speaking sessions were assessed using “CEFR Illustrative scales of spoken interaction and production” and then categorised into three sessions, i.e. initial, middle and final sessions for the sake of convenience. Each session comprises four days; for instance, initial sessions include day 1st to day 4th, middle sessions include day 5th to day 8th, and the final sessions include day 9th to day 12th. Each day within the sessions comprises the findings or responses concerning Shupti's spoken interaction and production ability. Spoken interaction ability includes two parts: the ability to take part in a conversation and informal discussion. On the other hand, spoken production includes only the ability to sustain a monologue or solo speech in terms of describing experiences without the help of the researcher. The account of the assessments of the responses of Shupti (case 3) found in the 12 audio-recorded speaking sessions in terms of her speaking interaction and production is presented first in the following table and below that the rationales for assessment is explained.

Table 4.3: Assessment of Shupti's responses using CEFR Illustrative scales of spoken interaction and production

		Day	Topics	Interaction		Production
				Conversation	Informal Discussion	Sustained Monologue (describing experience)
Initial sessions	Shupti (Case 3)	1	Introduction	Below A1 (Below Beginner)	N/A	A1 (Beginner)
		2	My family	A1 (Beginner)	N/A	A1(Beginner)
		3	My daily routine	A2.2 (Elementary: High)	A2.2 (Elementary: High)	A2.1(Elementary: Low)
		4	My leisure period	A2.2 (Elementary: High)	A2.2 (Elementary: High)	A2.1(Elementary: Low)
Middle Sessions		5	Things that I love	A2.2 (Elementary: High)	B1.1 (Intermediate: Low)	A2.1(Elementary: Low)
		6	Celebrating International mother language day	A2.1(Elementary: Low)	B1.1(Intermediate: Low)	A2.1(Elementary: Low)
		7	A visit to the house of Michael Madhusudan Dutta.	A2.2(Elementary: High)	B1.1(Intermediate: Low)	A2.1(Elementary: Low)
		8	How to make a cup of tea.	A2.2(Elementary: High)	N/A	N/A
Final sessions		9	Eid Celebration	A2.2(Elementary: High)	B1.1(Intermediate: Low)	A2.1(Elementary: Low)
		10	My favorite person (Math Teacher)	A2.1(Elementary: Low)	A2.2(Elementary: High)	A2.1(Elementary: Low)
		11	Nuclear family vs extended family	Below A1 (Below Beginner)	N/A	N/A
		12	Role playing as vegetable seller	Below A1 (Below Beginner)	Below A1 (Below Beginner)	Below A1 (Below Beginner)

Initial Sessions

Spoken Interaction

Conversation: On the 1st day, Shupti was at below beginner level (below A1) because she failed to express what she likes and dislikes; she barely exchanged introductory and leave-taking expressions. On the 2nd day, she was exchanging greetings like “hello ... what about you” that is why she is assessed to be at the beginner level (A1). On days third and fourth, Shupti was at the elementary level with high proficiency (A2.2) because she could easily establish social contacts like greetings and farewells, i.e. Hello how are you?, Thank you, talk to you later. She could understand clear, standard speech on familiar matters directed at her, and she often asked for repetition, i.e. *what? I do not understood*. She could participate in short conversations on topics of interest (i.e. daily routine, leisure period) in her words, ... *in the afternoon I like to play with my younger sister afia ...what about you?* She could express how she feels in simple terms, for example, *My hobby is gardening... I have many flower tree.*

Informal discussion: On the 1st and 2nd day, Shupti instead of engaging in a discussion like interaction regarding herself and her family, just shared some memorised basic sentences. That is why the researcher (R) did not assess her interaction ability. On the 2nd and 3rd day, Shupti was at the elementary level with high proficiency (A2.2) because she could identify the topic of discussion in both of the informal discussion sessions with the researcher, but the R had to provide speech clearly. She could discuss what she usually does in a day, i.e. *I help my mother to cook, I play with my cousins in the evening, I pray sometimes*. She also could respond to suggestions and could express disagreement, usually with a simple yes or no. However, she could not give or seek personal views and opinions about a matter.

Spoken Production

Sustained monologue (describing experience): On the 1st and 2nd day, Shupti was assessed to be at the beginner level (A1) in her spoken production. She could describe herself and her family in simple and short memorised expressions such as what she and her family does, where they live, which complies with the descriptors of level A1 in her words, *My name is lamia Shupti, I live in kehsabpur, I am a student of class 8, my father is a electrician .*

On the 3rd and 4th day of the initial sessions, Shupti was assessed to be at the elementary level with low proficiency (A2.1) because even though she could give short, basic descriptions of her daily activities and what she does as a leisure activity or hobby, her spoken production was limited to one or two sentences at a time. The R had to ask several questions to dig out information; she was not able to describe something in simple lists of points.

Middle Sessions

Spoken Interaction

Conversation: On the 5th and 7th day of middle sessions, Shupti was assessed to be at elementary level with high proficiency (A2.2) concerning her conversation ability because she could exchange greetings like *how are you?, thank you apu, bye see you*. She could understand clear speech but often the R had to repeat. She could participate in short conversation and would express small utterances given that the R constantly had to ask questions. On the 6th day, she was assessed to be at elementary level with low proficiency (A2.1) because she could handle small expressions but could not keep the conversation going. 8th day, she did not exchange any form of introductory and leave taking expressions and she struggled to participate in discussion about making a cup of tea therefore, she is assessed to be at below beginner level (below A1).

Informal discussion: On the first three days of middle sessions, Shupti's ability to take part in informal discussion was at intermediate level with low proficiency (B1.1) as she could follow main points whenever the speech is clearly articulated. Additionally, she could provide personal opinions i.e.

I don't know why but I love the color black, No I don't like black dress, we made a shohid minar ... with umm patkathi ..., we give flower to the shohid na national monument.

She could make her expression understood regarding how they made a national monument with jute sticks, wore saree and gave flowers on the 5th day. Moreover, she talked about her visit to the house of Michael Madhusudan Dutta, where a fair took place and she bought many thing including "pitchers, kitchen accessories and bracelets". She was also successful in expressing her opinions and disagreements politely. However, on 8th day of middle session she was barely participating and did not know many vocabularies needed to explain how we make a cup of tea therefore, the R did not assess her performance.

Spoken Production

Sustained monologue (describing experience): On the first three days of midsession, which comprises day 5th to 7th Shupti was assessed to be at elementary level with low proficiency (A2.1) because she could not describe the respective topics in small list of points. She could only provide short responses to the questions, which the R asked her to answer, even after she was asked to describe elaborately. In addition, she could not use simple descriptive language to compare between objects and possessions and could not explain what she likes or dislikes about something. However, on the day 8th the researcher did not assessed her spoken production ability as mentioned before.

Final Sessions

Spoken Interaction

Conversation: Shupti was on the elementary level with high proficiency (A2.2) with regard to her conversation ability on day ninth. She could use greetings and talk about how she celebrated last Eid-Ul-Fitr, given that the R was asking questions to keep the conversation going. On days 11th and 12th, her conversation ability was demoted to below beginner level (below A1) because she did not use any form of greetings and showed no interest in participating as the topic was new. Nevertheless, on day 10th her conversation ability was assessed to be at elementary level with low proficiency (A2.1) because she could handle very short social exchanges (i.e. *how are you, thank you*) but was unable to express why she liked her Math teacher, how she could attract customers to her shop. Therefore, the conversations were not smooth, and it was the researcher's effort to stretch the discussion sessions.

Informal discussion: on day 9th, Shupti's informal discussion ability was assessed to be on the intermediate level with low proficiency (B1.1) because she could follow the researcher's main points and provide her own points when she was asked on how she celebrated Eid-Ul-Fitr last year. For example,

...some people come to our house..., we go to shops to buy chips..., we get money..., we eat rice, meat and umm shemai english ki?.

However, she could not express her thoughts about abstract topics like the reason behind celebrating Eid. On the 10th day, she was at the elementary level with high proficiency (A2.2) because she could not share the reasons why she liked her math teacher and regarded him as her favourite person, which did not allow her to be promoted on an advanced level. Although the R had asked her to share any moments that displayed his good characteristics, she was stuck. On day 11th, the R did not assess her because of her lack of interest in participating in the discussion session after knowing the topic; she could express nothing on that day. On the last day of the final session, Shupti was demoted to below beginner level (below A1) as she could not call for her customers and did not show any effort on selling her

vegetables, which showed that she failed to discuss practical issues that needed to be taken care of during the informal discussion.

Spoken Production

Sustained monologue (describing experience): Shupti was assessed to be at the elementary level with low proficiency (A2.1) in concerning her spoken production ability on days 9th and 10th of the final session. She was at level A2.1 because she could hardly narrate something in simple key points; she often became quiet after uttering one incomplete sentence; she was always dependent on the R for her spoken production, which does not comply with the advanced grid descriptors of sustained monologue. On day 11th, the R chose not to assess her due to unwillingness in participating caused by the introduction of a new topic. On day 12th, Shupti was demoted to below beginner level (below A1) because she did not participate in the conversation.

4.2.2 Section 2: Assessment of Students' Response in terms of the CEFR

Qualitative Aspects; Range, Accuracy, Fluency and Coherence

This section includes the assessments and rationales of the qualitative aspects of the three participants' responses found in the speaking sessions; assessing the qualitative aspects includes assessing the range, accuracy, fluency and coherence of spoken language use.

4.2.2.1 Mashuk's Response in terms of the Qualitative Aspects of his Spoken Language

In the table (table 4.4) below, the assessment of the responses of Mashuk from 12 speaking practice sessions is categorised into three sessions, i.e. initial, middle and final sessions, for the sake of convenience. Each session comprises 4 days; for instance, initial sessions include day 1st to day 4th, middle sessions include day 5th to day 8th, and the final sessions include day 9th to day 12th. Each session comprises the assessment of responses in terms of the

qualitative aspects of spoken language use, including the range, accuracy, fluency and coherence using the CEFR assessment grid for qualitative aspects of spoken language use (see Appendix A.3). The rationale for the qualitative assessment is explained below the table (table, 4.4).

Table 4.4: Assessment of Mashuk’s responses in terms of qualitative aspects

Assessing the qualitative aspects of spoken language use				
Sessions	Range	Accuracy	Fluency	Coherence
Initial	A1 (Beginner)	A1 (Beginner)	A1 (Beginner)	Below A1 (below beginner)
Middle	A2 (Elementary)	A2 (Elementary)	A2 (Elementary)	A1 (Beginner)
Final	A2 (Elementary)	A2 (Elementary)	B1 (Intermediate)	A2 (Elementary)

In the initial sessions, Mashuk was at the beginner level (A1) in terms of his range of language, which did not allow him to express himself differently other than the memorised expressions. He had a very basic range of words and memorised utterances that can be used in particular concrete situations, i.e. about myself, my family, my village. Mashuk was also assessed to be at the beginner level (A1) regarding accuracy because he could only utter a few memorised simple sentence patterns correctly, most of the sentence pattern comprises mistakes, for example, *I am go, my father do, my brother read in* Concerning fluency, Mashuk was assessed to be at beginner level, A1, because he only used memorised and prepackaged isolated utterances and he had no coherence between words and sentences. He occasionally used “and” only after the researcher used “and” as a prompt for further answers; therefore, he was assessed to be at below beginner level (below A1) in the matter of coherence.

In the middle sessions, Mahsuk still used basic sentence patterns and memorised phrases. However, his range of language was seen to be increased, and the researcher (R) had placed him at the elementary level (A2) because he was very observant and could immediately replicate the instances the R had to discuss before asking him questions. However, he did not have sufficient vocabulary to express himself properly, which is why he was not promoted beyond elementary level (A2). For instance, while role-playing as a vegetable seller, the researcher found out that he did not know the meaning of papaya. With regard to accuracy, he is assessed to be at the elementary level (A2) because he used some simple structures correctly, but still systematically makes basic mistakes, i.e. *People are not fight (day 7), Uh I am not in sure (day 8), I am go (day 6)* . Mashuk was assessed to be at the elementary level (A2) in respect of fluency because by the end of the middle sessions, he could reasonably make himself understood in short and basic utterances that comprises false starts, pauses and reformulation while discussing unfamiliar topics, especially on day 8th, however, he was struggling while he dealt with longer stretches. Mashuk's coherence also improved and he frequently used connectors (i.e. and, then) that is why he was assessed to be at the beginner level (A1).

In the final sessions, Mashuk's range of language was assessed to be at level elementary level (A2) because even though by this time he had enough language to get by, his vocabulary was still not sufficient. While talking about "Eve teasing", he could not express anything on his own. In addition, it was observed that while talking about his "childhood memory" he has unnecessarily mentioned the occupation of his brother and father and how many villagers live in his area because he did not have enough vocabulary, he needed the researcher's help to express his father's contribution to their family though they were living below the poverty line. In terms of accuracy, Mashuk was assessed to be at the elementary level (A2) because even though he could use more sentence patterns that were

reasonably correct than before but his utterances were not completely error-free, he still made mistakes while talking about past events.

Concerning fluency, Mashuk had progressed and was assessed to be at intermediate level (B1) because even though in his utterances pausing, planning and repairing were observed he could however keep going while making himself understood. Mashuk was assessed to be at the elementary level (A2) concerning coherence because he was able to use several connectors like and, then, but, because and after that.

4.2.2.2 Fatima's Response in terms of the Qualitative Aspects of her Spoken Language

Table 4.5: Assessment of Fatima's responses in terms of qualitative aspects

Assessing the qualitative aspects of spoken language use				
Sessions	Range	Accuracy	Fluency	Coherence
Initial	Below A1 (Below Beginner)	Below A1 (Below Beginner)	Below A1	Below A1 (Below Beginner)
Middle	Below A1 (Below Beginner)	Below A1 (Below Beginner)	Below A1 (Below Beginner)	Below A1 (Below Beginner)
Final	A1 (Beginner)	A1 (Beginner)	A1 (Beginner)	Below A1 (Below Beginner)

In the table mentioned above (table 4.4), the assessment of the responses of Fatima from 12 speaking sessions is categorised into three sessions, i.e. initial, middle and final sessions, for the sake of convenience. Each session comprises 4 days, for instance, initial sessions include day 1st to day 4th, middle sessions include day 5th to day 8th and the final sessions include day 9th to day 12th. Each session comprises the assessment of responses in terms of the qualitative aspects of spoken language use, including the range, accuracy, fluency, and

coherence using the CEFR assessment grid for qualitative aspects of spoken language use (see Appendix A.3). The rationale for the qualitative assessment is explained below.

In the initial and middle sessions, the researcher (R) could not assess Fatima's language range, accuracy, fluency and coherence because she could only express about herself and her family but most of the time struggled to understand simple questions and basic vocabularies. That is why the R had to provide translations. For instance, basic vocabularies like shower, cup of tea, wear, inspiration, ideal, quarrel, advantage, merits, and demerits were unfamiliar to her and required translation. The R had to make herself understood the meaning of the questions; in addition to that, Fatima used to ask what should be the answer to the questions with translation. She showed improvements by the end of the middle sessions; she could infer the meaning of some questions and utterances directed at her and produce some basic utterances and make herself understood given that questions are often translated and the R is ready to help her by providing vocabularies. Therefore, the R has assessed Fatima to be at the beginner level (A1) in terms of her language range, accuracy and fluency by the end of the sessions. This indicates that, she has a very basic range of vocabularies dealing with personal details and specific concrete circumstances, has limited control of a few memorised simple grammatical patterns and can manage very short, isolated, mainly prepackaged utterances (Council of Europe, 2001). Nevertheless, the R has assessed her to be below beginner level (below A1) regarding coherence because she was unable to link words or sentences with simple connectors, i.e. then, and (2001).

4.2.2.3 Shupti's Response in terms of the Qualitative Aspects of her Spoken Language

Table 4.6: Assessment of Shupti's responses in terms of qualitative aspects

Assessing the qualitative aspects of spoken language use				
Sessions	Range	Accuracy	Fluency	Coherence
Initial	A1 (Beginner)	A2 (Elementary)	A2 (Elementary)	Below A1 (Below beginner)
Middle	B1 (Intermediate)	A2 (Elementary)	A2 (Elementary)	A2 (Elementary)
Final	B1 (Intermediate)	A2 (Elementary)	A2 (Elementary)	A2 (Elementary)
	N/A	N/A	N/A	N/A

In the initial sessions, Shupti was at the beginner level (A1) concerning range because she could use a very basic collection of words and phrases related to personal details and specific prepackaged situations. She was at the elementary level (A2) concerning accuracy because she systematically made basic mistakes along with some correct sentence patterns, i.e. *my father is a electrician, he work in Dhaka*. In respect of fluency, she was at the elementary level (A2), because she could make herself understood in short utterances but her speech contained false starts, pauses and reformations and her speech showed no logicity and consistency; therefore she is assessed to be at below beginner level (A1) in terms of coherence.

In the middle sessions, Shupti was at intermediate level (B1) as to her range of language because she had relevant vocabulary to express on familiar topics generated from her real life experience such as how she celebrated International mother language day, her visit to the house of Michael Madhusudan Dutta, how to make a cup of tea, things she loved.

Shupti was at the elementary level (A2) again concerning accuracy because she frequently made basic mistakes, for instance, *I go for book buy (day 5)*. Shupti was again at the elementary level (A2) regarding fluency as she struggled to keep the conversation going. Shupti's coherence improved by the end of the middle sessions and she was assessed to be at the elementary level (A2) as she could link groups of phrases with simple connectors like "and", "but" and "because" (2001).

In the final sessions, Shupti's performance was mixed because on day 9th and 10th her performance were the same as middle sessions with regards to range accuracy, fluency and coherence however, on day 11th and 12th she failed to interact.

4.3 Part 2: Influence of Spoken Improvements on Students' Writing Sample

This part aims to answer the second research question that is "Were there any influence of the improvements of their speaking sessions on their writing skill?". In order to find out the answer, this part of the paper involves the assessment of students' paragraph-writing samples (two samples) collected before and after engaging in speaking sessions. The paragraphs are assessed using framework called "Analytic scale for assessing writing task" (See Appendix B) that is adapted from Brown & Bailey's (1984) "Analytic scale for rating composition task". The framework is divided into six different elements of a paragraph namely organization, content, grammar, punctuation, spelling, and vocabulary, which are assessed through five different rating scales that ranges from excellent to unacceptable. In the following table, the assessments of each students' writing samples are presented. Next, the rationales behind the assessment are discussed along with the sample of the paragraphs.

4.3.1 Assessment of Mashuk's Writing Samples (Case 1)

Writing Sample 1 (Case 1)

My best friend

My best friend name is alamin. He read in class 10 her father is a farmer. There are four member in his family. He is very poor but happy. We play many game. We play cricket play football etc. He has two brother. His brather name is juwell and polash. We played football. His mother is a house wife. Juwell rad in class four polash read in class six.

Table 4.7: Mashuk's writing 1 assessments “Analytic scale for assessing writing task” adapted from Brown & Bailey (1984).

Writing task 1 (Collected before conducting speaking sessions)					
Organization	Content	Grammar	Punctuation	Spelling	Vocabulary
Reasonably acceptable	Reasonably acceptable	Adequate to Fair	Good to Adequate	Good to Adequate	Reasonably acceptable

Rationale

Mashuk was asked to write a paragraph on “My best friend” before completing the 12 speaking sessions. The organisation of the paragraph was assessed as “Reasonably acceptable” because it consisted of a negligible introduction and did not have any conclusion. There were severe problems with the order of ideas within the body, lack of supporting details, i.e. he claimed that Alamin is his best friend yet did not provide any supporting evidence behind the claim, deficient effort at the organisation was observed. The content was assessed as “Reasonably acceptable” because isolated generalised sentences were observed, which barely reflected careful thinking. Mashuk emphasised his friend's family and educational background without considering the “best friend” part, which indicates hasty

writing and inadequate effort. Mashuk used some simple and regular grammatical structures that contained run-on sentences (i.e. Juwell read in class fore polash read in class six) with common errors mostly in third person singular number (i.e.... many game...polash read... juwell read.. has two brother), that is why with regard to grammar his writing is assessed to be within “Adequate to fair”. One run-on sentence needed a comma, which is why Mashuk was assessed to be within “Good to adequate” regarding punctuation marks. Spelling was assessed to be within “Good to Adequate” because there were occasional spelling errors. In terms of vocabulary, he was assessed as “Reasonably acceptable” because the vocabularies lacked a variety of structure, and unsatisfactory and plain expressions were used.

Writing sample 2 (Case 1)

An embarrassing moment of my life

An embarrassing moment of my life is when appear in my J.S.C examination result. I felt very uneasy and embarrassed on that moment. That incident was very embarrassing. The moment was awkward. The result of my J.S.C exam's is 4.79. But It is disappointed for me. I think I will get G.P.A. 5 in the J.S.C. exam but I can not do this. When the result out that is very embarrassing moment because of I can not fullfill my or my father's dream, in that moment my aunt laughed at me for my result. I had gotted the highest number not only my school but also some near school. That is the moment when I heard that I get 4.79 in my J.S.C exam. And I can not fullfill my dream. So I felt awkward On that moment I thought how can I talk to father My father said to me that read more and more but I can not listen to him. As a result I can not make a good result. I know 4.79 is very good result out of 5.00. But my dream as well as my father's dream was I got 5.00 out of 5.00. As I could not fullfill my dream. I felt very embarrassing. Secondly, that was an embarrassing moment because my aunt laugh at me to listen to my result. This is the main causes for my feeling embarrassing I can not expect that she laugh at me for my result She laughted me and there were present

some relatives some of them are my younger and some of them are my elder. As she laughed for my result, I felt embarrassing on that moment. Thirdly, I felt embarrassing on that moment because I got the highest number or point in my school. on that moment I am dreaming that getting the highest point I fullfill my dream. But I was wrong. My aunt abjectioned me on that moment for my result. But It is true that my father did not say anything about my result. He said next time you will get 5.00 out of 5.00. Getting the highest number I was abjectioned by my aunt. So I felt very awdararak. I do not want to remember that moment I kow it is my forehead and Allah gives me this result. So after sometime I feel easy. But I can not forget that moment which was very embarrassing. I got the highest point but I could not fullfill my fathers dream also I was abjectioned by my aunt within some people. It is also true that some time later I felt easy to think that It is my forehead and Allah gives me that result. Why I feel embarrassing.

Table 4.8: Mashuk's writing 2 assessments using “Analytic scale for assessing writing task” adapted from Brown & Bailey (1984).

Writing task 2 (Collected after conducting speaking sessions)					
Organization	Content	Grammar	Punctuation	Spelling	Vocabulary
Good to adequate	Good to adequate	Adequate to Fair	Good to Adequate	Good to Adequate	Adequate to Fair

Rationale

Mashuk was asked to write a paragraph after completing the 12 speaking sessions; the topic for the paragraph was on "An embarrassing moment of my life". The writing displayed significant improvements, as shown in table no, 4.8. Concerning organisation, Mashuk did great and the researcher assessed him to be within "Good to adequate" as his writing had an

appropriate title, a good introductory paragraph where the topic was declared that lead to the body, transitional expressions were used (i.e. secondly, thirdly, so, as a result). There were supporting shreds of evidence to show the reason behind something, for example, *that is very embarrassing moment because of I can not fullfill my or my father's dream*. However, his conclusion needed improvement. The paragraph addressed the assigned topic the ideas were good and reflected Mashuk's thought however, there were redundancy and same lines were repeated, which could be avoided that is why content wise his written performance was assessed to be within good to adequate. In the matter of grammar, his paragraph was assessed to be within adequate to fair as the researcher could comprehend his ideas written in simple grammar but there were problems related to grammar such as prepositions, parts of speech, tenses. For example, he wrote,

My aunt laugh at me to listen to my result ..., But It is disappointed for me, I had gotted the highest number..., This is the main causes for my feeling embarrassing..., She laughted me ...I was abjectioned by my aunt....

Moreover, there were run-on sentences. For instance, *So I felt awkward On that moment I thought how can I talk to father My father said to me that read more and more but I can not listen to him.*" There were some problems in terms of punctuation and spelling that is why his performance was placed within "Good to adequate", for example, instead of using punctuation, he used run-on sentences and he did not use comma (,) after writing "As a result" or "So", additionally, he made four spelling mistakes i.e. kow (know), fullfill (fulfill), awdarrak (awkward), laughted (laughed). Moreover, concerning vocabulary, it was observed that he attempted to use various good vocabularies i.e. abjection, awkward, uneasy, laugh but he was placed within "Adequate to fair" because he misused words like "forehead" "abject" "listen", he repeated some vocabularies, which made the paragraph unnecessarily wordy.

4.3.2 Assessment of Fatima's Writing Samples (Case 2)

Writing sample 1 (Case 2)

Why I call her my best friend?

My best friend Jinia. I love to Jinia. She also fune she very honast her is very beutiful

Table 4.9: Fatima's writing 1 assessments using “Analytic scale for assessing writing task” adapted from Brown & Bailey (1984).

Writing task 1 (Collected before conducting speaking sessions)					
Organization	Content	Grammar	Punctuation	Spelling	Vocabulary
Unacceptable	Unacceptable	Reasonably acceptable	Reasonably acceptable	Reasonably acceptable	Reasonably acceptable

Rationale

Fatima was asked to write a paragraph on “why do I call her my best friend?” before completing the 12 speaking sessions. As shown in the table no. 4.9, the organisation was assessed as “Unacceptable” because there was no effort to organise the ideas within the paragraph. There was no supporting evidence to the claim that Jinia is her best friend, and there was no concluding sentence. In terms of the content, the paragraph is assessed to be “unacceptable” as the paragraph is completely inadequate; she showed no apparent effort to consider the topic carefully some generalised sentences are hurriedly written and the ideas were incomplete and inadequate. In terms of grammar, punctuation, spelling and vocabulary the paragraph as assessed as “Reasonably acceptable” because, grammatical, punctuation and

spelling problems are apparent and poor expression of ideas are observed. Although the paragraph is clearly inadequate, for the purpose of assessment the R assessed her paragraph.

Writing sample 2 (Case 2)

A celebration that went wrong

I celebrate my birthday. Firstly I invait my friend. My friend gone to my paty. Frind not come. Secondly I nice docorate my Birthday paty nice. Thirdly we not injoy the party because cake barnt. My mother cook cake come outside. She come cake barn because of fire. Lastly My kajin and friend also fight very much we do not love to the party.

Table 4.10: Fatimas Writing 2 assessments using “Analytic scale for assessing writing task” adapted from Brown & Bailey (1984).

Writing task 2 (Collected before conducting speaking sessions)					
Organization	Content	Grammar	Punctuation	Spelling	Vocabulary
Within “Adequate to fair” and “Reasonably acceptable”	Reasonably acceptable	Reasonably acceptable	Reasonably acceptable	Reasonably acceptable	Adequate to fair

Rationale

The organisation of the paper was assessed to be in the middle of “Adequate to fair” and “Reasonably acceptable”, even though she has used transitional words and the concluding sentence is moderately acceptable, the introductory sentence is shaky. There were problems with the order of ideas and ideas are incomplete, i.e. the sentence with decorating birthday party does not contain any explanation, which shows inadequate effort at the organisation. The paragraph’s content was assessed to be within “Reasonably acceptable” because there are

conflicting ideas in line 3rd and 4th , the paragraph did not reflect careful thinking or was hurriedly written; inadequate effort in area of content. In terms of grammar, punctuation and spelling the paragraph is assessed as “Reasonably acceptable” because there are various grammatical and punctuation errors. Serious problems are observed in terms of spelling for example, “invite”, “cousin”, “party”, “enjoy”, “decorate”, “burn” and “friend”. The paragraph shows poor expression of ideas and lacked a variety of structure, which is why the paragraph’s vocabulary was assessed to be within “Reasonably acceptable”.

4.3.3 Assessment of Shupti’s Writings (Case 3)

Writing sample 1 (Case 3)

Why I call her my best friend?

My best friend name is nurjahan she class nine studnt. She live in Khulna She vary beautiful but selfis. Somtimes she come our home. We play game.

Table 4.11: Shupti's Writing 1 assessments using “Analytic scale for assessing writing task” adapted from Brown & Bailey (1984).

Writing task 1 (Collected before conducting speaking sessions)					
Organization	Content	Grammar	Punctuation	Spelling	Vocabulary
Unacceptable	Reasonably acceptable	Adequate to Fair	Adequate to Fair	Reasonably acceptable	Reasonably acceptable

Rationale

Shupti was asked to write a paragraph on “Why I call her my best friend?” before completing the 12 speaking sessions. The organisation of the paragraph was assessed as reasonably acceptable because no efforts were made to organise the ideas of the paragraph, there were no

evident supporting details. The content of the paragraph was assessed as unacceptable because there was a lack of complete ideas along with supporting details, i.e. she did not address the reason why she regards nurjahan as her best friend and did not mentioned any supporting details or special attributes that helped her to gain the position of being her best friend. It felt like Shupti was introducing a casual person instead of a special person. She even mentioned her as a selfish person, reflecting a lack of mindful thinking and deficient effort to consider the topic carefully. In the matter of grammar, the paragraph was assessed to be within “Adequate to fair” because there were simple grammatical errors that have a have a negative effect on communication but the ideas were getting through to the reader. There were problems related to parts of speech (i.e. verbs were missing in 2nd and 4th lines “she class nine student...she very beautiful but selfish”) and third-person singular number (i.e. She live... she come). There were problems with punctuation and was assessed as “Adequate to Fair”. There were spelling errors i.e. selfis (selfish), vary (very), sometimes (sometimes), therefore, assessed as “Reasonably acceptable”. However, there were no attempts to use a variety of vocabularies; therefore, the paragraph was assessed as “Reasonably acceptable” regarding the vocabulary.

Writing Sample 2 (Case 3)

A Celebration that went wrong

Last year our celebration of pohela boishak is unexcited. Last year pohela boihsak is went covid 19 pandemic. We are not enjoy in this day. Because than our government anoussed lock down in our country. We wanted to go to the fair. So we were very sad. Than we wanted to go to a park. But we can't go to the park. We staty at home. We wear sharee. We take some photo. Therefore, we can't celebration went rong Because pandemic of covit 19.

Table 4.12: Shupti's Writing 2 assessment using “Analytic scale for assessing writing task” adapted from Brown & Bailey (1984).

Writing task 2 (Collected after conducting speaking sessions)					
Organization	Content	Grammar	Punctuation	Spelling	Vocabulary
Adequate to Fair	Adequate to Fair	Adequate to Fair	Adequate to Fair	Reasonably acceptable	Reasonably acceptable

Rationale

Shupti was asked to write a paragraph on “A celebration that went wrong” after completing the 12 speaking sessions. With regard to the organisation of the paragraph, it was assessed within “Adequate to fair” because there were a moderately acceptable introduction and conclusion and ideas within the body were not combined together rather scattered; she could use transitional words for each idea instead of one. The content of the paragraph is assessed within “Adequate to fair” because Shupti addressed the exact reasons why the celebration of Pohela Poishakh went wrong last year; however, ideas were moderately developed and were not properly divided. Concerning grammar, the paragraph was assessed to be within “Adequate to Fair” because ideas were clear except for two apparent grammatical mistakes in 2nd and 3rd lines, which casted a negative effect on communication, however, there were no fragments or run-on sentences. There were some problems concerning punctuation that is why it was assessed to be within “Adequate to Fair”. Spelling was assessed to be within “unacceptable” because spelling problems are serious, she used “than”, “anoussed”, “staty”, “rong” and “covit” instead of “then”, “announced”, “stayed”, “wrong” and “covid” respectively, which showed negligence and cast a negative effect. The vocabulary of the paragraph was assessed to be within “Reasonably acceptable” because the paragraph lacked a

variety of structure and could have a better expression of ideas. Also her vocabulary lacked awareness of register, i.e. “unexcited”.

4.4 Part 3: Students’ Perspectives Concerning Their Exposure to Speaking Sessions via Mobile Phone and the Challenges They Faced During the Sessions

This part will present three sections the two following sections the answers of the research questions 3 and 4 respectively. The researcher has conducted interviews with the three students, the interviews inquired into what the students think about their exposure to speaking sessions via mobile phone and the challenges they faced during the sessions. The qualitative data gained from the semi-structured interview were analysed thematically, from which a few themes emerged that revealed the answers of both the research questions.

4.4.1 Section 1: Students’ Perspectives Regarding Their Exposure to Speaking Sessions via Mobile Phone

Participants’ showed positive attitude and expressed their gratitude towards the exposure to speaking sessions.

Reduced anxiety and boosted self-confidence

All the participant expressed that speaking sessions has enabled them to reduce their anxiety and boosted their self-confidence. For instance, Mashuk and Fatima have noted that initially, he felt anxious while speaking, which was reduced gradually. In Mashuk’s words,

Intially while talking I felt nervous... gradually we became frank and then the nervousness went away/ Bolar somoy voy voy lagto prothom dike... aste aste free hoye gesi jokhon tokhon ar voy petam na. (DU MAS 77 & 80)

Mashuk also added that he gained confidence when the researcher shared that students from the countryside can also achieve great things in life, and he gained confidence after he witnessed development in his performance. He said,

You used to share many things to me like studying in a village does not mean I can not be successful, I can get a good result and my future can be bright, I liked those very much.. I liked it because my interest grew and I thought yes I can do it ... when we started speaking I could not participate a lot and I thought I can not do it, then when I saw that can speak with you my confidence grew gradually.(DU MAS 62, 64, 65 & 66)

Similarly, Shupti noted that her confidence level has been increased after participating in the speaking sessions, because she could learn many new items

I enjoyed the sessions to the fullest, I have learned many new English terms that I never heard or known, maybe I could speak in bangla but I could never express them in English, I spoke with you and became your friend, learnt many things that increased my confidence. (DU SHU 44)

Benefitted in terms of Idea generation, vocabulary and Organisation

The participants admitted that through speaking sessions, their idea generation ability has increased. In this regard, Fatima and Mashuk have pointed out that the researcher used to ask them to provide examples and pieces of evidence whenever they said anything. Mashuk expressed,

...You used to ask for examples, whenever I thought of examples other ideas would pop up in my head /...Tarpur apni sudhu udahoron dite bolten, udahoron vable aro idea mathay ashto. (DU MAS 55)

All the participant has affirmed that they were benefitted from speaking-sessions in terms of vocabulary. In this regard, Shupti said, she learnt many new things, including new words meaning, i.e. nuclear monument and many more. Mashuk has also said that he has learnt many unfamiliar and new vocabularies. According to Mashuk,

Uh I have learned new words that I didn't know what they meant ... for example awkward, embarrassed, disappointed. (DU MAS 49)

Similarly, all the participants have explicitly admitted that they learnt to say things in an organised manner. Shupti said, *I could not even speak in an organised manner, you have helped me a lot ... (DU SHU 54)*. Mashuk has pointed out that the researcher used to tell him how to organise his speech using transitional words like firstly, secondly, which was one of the things that he learnt throughout the sessions. In his words,

Umm you said how we can arrange our speech by using firstly, firstly, secondly umm I can recall them. (DU MAS 51)

Autonomous speaking opportunity

The participants shared that they have experienced speaking sessions for the first time. They enjoyed the experience because in class, they encountered a teacher-centred authoritarian learning environment, which is completely different from the speaking session they were exposed to. In this regard, mashuk shared that, speaking sessions were completely different from their usual learning environment because he enjoyed the liberty to make mistakes and he could ask questions whenever he wanted to and could exercise freedom of expression. In his words,

Besides that, you used to tell me not to worry about the mistakes, and it did not matter if I made any mistakes, which was different from the classroom that is why I could talk freely and inquire /Tachara apni bolten vul hok sothik hok kono somossha nai class e to emon chilona. Ejonno free vabe kotha bola jay. Jigges kora jay. (DU MAS 41)

Fatima also expressed that she could share her personal views and opinions during the speaking sessions, which was different from the classroom environment. She said,

I could be informal and speak with you but in class, teachers are the ones who talk, and we can not discuss any topic that we want to discuss, teachers never asks us about our views like you do. (DU FAT 35)

Shupti's words indicated that she enjoyed the autonomy that she got during the speaking sessions. She shared that before she was learning by herself and thinking how to say this and

that; however, after she was exposed to speaking sessions, she got herself a partner who assisted her like partners do; she expressed she could never talk to someone like the way she did. (DU SHU 46)

Preferred comprehension instead of blind memorisation

The participants admitted that the sessions were completely different from their usual learning process; upon asking how they expressed that they always depended on memorisation without understanding, but after their exposure, their understanding of various topics has increased. For instance, Fatima said,

In the sessions you helped me understand everything, I am really grateful for that, obviously I want to talk to you always because I do not like memorising. (DU FAT 29)

Mashuk expressed that the experience was completely different from usual learning. Mashuk noted that he learned about the unfamiliar topics by understanding them first during speaking sessions, which was unique to him because he used to learn by memorising (DU MAS 39). Shupti said she memorised paragraphs and compositions from the Lecture guide and Mashuk added that for passing the examination he relied on memorising paragraphs or essays from poppy guide. (DU SHU 20; DU MAS 14 &16)

Enjoyed the informal style of communication

Fatima has expressed that she enjoyed interacting in speaking sessions because the discussions were informal and they had the liberty to be informal too. It felt like we were chatting, so it was more fun.

I enjoyed the sessions a lot because I could share anything and ask anything; you always told me to call you sister, it was like gossiping and sharing with you, that is why I liked it a lot (DU FAT 30)

Mashuk also said that the sessions were fun and enjoyable because the way of speaking was more like talking to a friend without hesitation. In his words,

I enjoyed everything thoroughly; there was nothing that made me bore. Talking like a friend was something I have never talked freely with anyone before. (DU MAS 45)

A friend instead of a teacher

The participants have pointed out that they have never been scolded or experienced rudeness from the researcher, making the interaction even better. In this regard, Fatima said she had always witnessed scolding or punishment if anybody failed to orally spell a difficult word correctly or orally produce memorised paragraph or application that was assigned before, which she did not face during speaking sessions. Similarly, Mashuk has highlighted that he was more comfortable in interacting with the researcher due to the confirmation of the researcher that it is okay to make mistakes (DU MAS 41), moreover, he said talking being a friend was something he has never experienced and that is why it was enjoyable (DU MAS 45). Shupti also repeatedly said that the researcher became her friend and a partner and assisted her a lot, which is why it was easy for her to interact and move forward. (DU SHU 30, 44, 46)

One missed call away 24/7

All the participants Mashuk, Shupti and Fatima stated that another reason for them to enjoy the sessions was the availability of the researcher. Unlike English teachers in school who are only available in class and never really answered each question properly, the researcher was only one missed call away from the participants. (DU SHU 75; DU MAS 91)

My opinion was valued!

They expressed that they were touched by the fact that the researcher wanted them to share their insights. With regard to this, Mashuk and Fatima stated that they thought speaking sessions would be the same as their classroom and they will speak by relying on memorisation from the books but were dumbfounded later by realising that the researcher

asked to share ideas from their real life and the topics were centred on them. About this Mashuk said,

There was nothing that I disliked, everything was great, mostly when I was asked to share everything about me such as where is my residence, my hobby, childhood memory, birthday, I previously thought that we would discuss topics from books but later I saw it was different, I was astonished. (DU MAS 70)

Similarly, Shupti also expressed that the content did not require reading books before answering them. She said that she talked casually about her daily schedule and about her experience from the visit to Michael Madhusudan Dutta's house. She also noted that the researcher asked for her opinions and insights and helped her in expressing them, which she thought as an enjoyable challenge. (DU SHU 60)

Wish the interaction would last forever!

They all have expressed great gratitude for getting the opportunity to participate in speaking sessions. They admitted that they have benefited from speaking sessions and are willing to participate in them if given another opportunity. Fatima expressed that she is more motivated to learn English than ever; despite knowing the importance of speaking English, she never got the scope to increase their ability. Similarly, Mashuk has expressed that he wants to continue the sessions and shared his concern about forgetting the things he learned throughout the sessions due to a lack of opportunity to practice (DU MAS 91). Likewise, Shupti expressed her eagerness to continue the speaking sessions if she is given a second chance; she believes that she could increase her speaking ability by participating again in speaking sessions; while saying so, she particularly mentioned vocabulary and confidence. (DU SHU 73)

4.4.2 Section 2: The Challenges That the Students Face During the Speaking Sessions via Mobile Phone

Problem in generating idea

All the participants have expressed that they faced problems in generating ideas. Fatima and Shupti said she never practised brainstorming in class rather memorised everything.

Similarly, Mashuk noted that he struggled while generating ideas regarding the topic “Eve teasing”. (DU MAS 53)

Problem in the organisation of the speech

The students’ have shared about the problem related to the organisation of the speech.

Mashuk expressed that he initially did not know how to organise his speech using transitional words (DU MAS 51). Likewise, Shupti and Fatima said, she could not organise her speech properly. (DU SHU 54; DU FAT 20)

Insufficient vocabulary and problem in the past tense

All the participants expressed that they did not have enough vocabulary for participating in speaking sessions (MAS 49; DU SHU 57). Additionally, Fatima and Mashuk had pointed out that they struggled when the researcher asked them to describe something from the past and expressed that they did not have enough vocabulary repertoire of past and participle form. (DU MAS 83, 84 & 85; DU FAT 52)

Unfamiliar topics

Participating and attempting to speak on a new topic was challenging for all the students. In this regard, Shupti expressed that sharing her experience on topics like “My visit to Michael Madhusudhan Datta”, “Nuclear family vs extended family” were quite challenging for her, along with that she expressed that she also felt attempting to talk in these topics without the help of any book was challenging but she took the challenge. (DU SHU 59 & 60)

Struggle in recalling grammatical structure instantly

All the participants have expressed that they struggled while remembering the grammatical structure and rules while they spoke. Shupti said she kept forgetting grammatical rules (grammar niyom) while speaking (DU SHU 61) and Mashuk expressed that it was difficult to recall the grammatical structures (shutro) instantly while speaking than writing. (DU MAS 78)

High Anxiety and low confidence

Mashuk and Fatima have expressed that they used to be nervous while taking part in speaking sessions initially. In Mashuk's words,

Intially while talking I felt nervous... gradually we became frank and then the nervousness went away. (DU MAS 79)

Similarly, issue related confidence has been found from shupti's response. (DU SHU 44)

Unavailability of mobile phone

Mashuk and Fatima have expressed that mobile was not around all the time that is why they found it difficult to participate in pre-scheduled speaking sessions. In Mashuk's words,

Na erakom kichu hoyni, sudhu majhemoddhe somoy milto na phone kache thaktona eta chara ar kichu nai. (DU MAS 89)

4.4.4 Part 4: Overall Discussion

Throughout the speaking sessions, the participants' responses are assessed daily in terms of their speaking interaction and production ability along with the qualitative aspects (range, accuracy, fluency and coherence) of their responses by adapting some parts of the CEFR assessment grid descriptors to see their improvements. In addition to that, students 2 writing samples from each student are collected and assessed before and after their exposure to speaking sessions, to determine whether there is any influence of speaking sessions in their writing. Finally, the data found from semi-structured interviews is analysed to determine students' perspectives on their exposure to speaking sessions and the challenges they faced

during the sessions. This part of the paper will summarise the key findings of the results along with the researcher's interpretation and then position the results within the existing literature.

4.4.4.1 Students Speaking Improvements throughout the Sessions

The results of the daily assessments of Mashuk's (case 1) and Shupti's (case 3) responses found in speaking sessions confirm that there have been significant improvements in their speaking interaction ability by the end of the sessions, and the improvements found to be initiated pretty quickly during the initial sessions. On the other hand, Fatima's (case 2) daily assessment results affirm that there have been modest improvements in Fatima's speaking interaction ability by the end of the sessions. Unlike others, Fatima's speaking improvements initiated much later during the middle sessions; specifically, after completing half of the sessions, her improvements were seen. However, the results of their production ability demonstrated that there had been no considerable changes from the initial to final sessions.

The outcome means that the students can perform better when someone assists them with more knowledge instead of producing monologues by themselves. This result conforms to the claim of the influential concept called "Zone of Proximal Development (ZPD)" of the sociocultural theory, which Vygotsky (1978) defines as the distance between learners' potential development level without guidance and with guidance from someone who is more capable. This idea of learners' potential development is something beyond a learner's current ability. However, with guidance, the learner is capable of achieving it. Learners speaking interaction has been improved with assistance from the researcher, which is evident from the speaking sessions; the assistance is termed as scaffolding by Bruner (1960). In addition to that, the improvements gained after participating in the speaking sessions fit with the claim of the cognitivist theory that learners learn through 'active participation' (Clark, 2018, p.176). Besides these, the nature of speaking sessions was based on the Interaction hypothesis (Long,

1983), which included one-to-one interaction with the researcher, where the researcher provided assistance and modified speech and interaction patterns for better comprehension and stimulated their potential to bring about maximum speaking interaction.

Expecting that the students will be able to produce monologue/long utterances in English without any help after being exposed to a completely unfamiliar speaking environment is quite unrealistic; they need long term exposure as learning and development of any skills like speaking or writing is done through movement of stages stretching from controlled to automatic (Thornbury, 2005).

The researcher noticed that participants' utmost engagement and the maximum performance had been observed in only those topics that invite personal narrative or storytelling regarding their past or freshly lived experiences from real life even though the topics were unfamiliar to them. For instance, Mashuk's utmost growth in his interaction ability was observed while discussing his childhood memory and how he celebrated Independence Day. The topic "Childhood memory" was directly related to his lived experience from real life; that is why he felt enthusiastic and could comfortably carry out the discussion. It is essential to mention that the topic "Celebrating independence day" was not pre-determined; instead, it just came up to the researcher when Mashuk shared that he attended the independence day program at school that morning. That is why the researcher deduced that Mashuk could engage in an impromptu discussion and keep the interaction going with ease if the topic is related to him and his lived experience from real-life regardless of its time of occurrence, as seen in the topics mentioned earlier. Similarly, Shupti, while talking about the things that she loves, how she recently celebrated International mother language day, Eid day and her experience when she visited the house of Michael Madhusudan Dutta, was more engaged and outperformed than rest of the topics. Fatima's maximum improvement has also been spotted while discussing her visit to Sundarban; it was

a freshly occurred lived experience from her real life and was selected immediately after her actual visit to the mangrove forest Sundarban.

On the contrary, their most minor engagements were observed in the topics that did not invite personal narrative or storytelling or were not centred around their personal life such as “Nuclear family vs Extended family”, “Eve teasing”, and “How to make a cup of tea”. In this regard, Mokhtar et al. (2011) and Rhodes (2019) expressed that, inviting personal stories/narratives from experiences ensures positive student engagement and enhances spoken interaction. According to Colon-vila (1997) when learners are asked to share personal experiences, they express themselves spontaneously and creatively, becoming more self-confident. Personal storytelling uncovers viewpoints and common experiences and is regarded as an effective tool to motivate students, foster English learning, create an interesting learning atmosphere and build relationships with the students used by teachers in EFL classrooms (Bala, 2015; Rhodes, 2019).

Unlike Mashuk, the improvements of Shupti were not continuously progressive until the end of the final sessions; instead, it abruptly stopped. Primarily, the researcher could not determine the exact reason behind the sudden lack of interest in participating in speaking sessions. Later, the researcher assumed that the Government’s decision of promoting to the next class through assignment-based assessment is to blame for her sudden lack of interest; it might cast a sense of relief in her mind that exams are never going to take place. The fact has been confirmed when the researcher writes this because right after the Government’s declaration to reopen the schools, the participant contacted the researcher asking whether she could resume the sessions once again. This experience reminded the researcher about the ‘Washback’ or ‘backwash’ effect of assessment; this term refers to the influence of evaluations/exams on learning and teaching (Gates, 1995). Which in this case, was positive for shupti because the possibility of returning to school and appear in exam made her

participate in most of the sessions, which helped the researcher to carry out the inspection. Fear of attending exams sometimes proves to be beneficial for consistent learning.

Another aspect from Shupti's assessment was found that she had a considerably better grasp on English language than rest of the participants. The reason behind it might be attributed to her prior knowledge that she gained from studying in an urban primary school in Dhaka city called "Little child care school" that is why her foundation was better than the rest of the cases, and she could comfortably engage and respond in the speaking practice environment.

As mentioned before, the result of Fatima's responses showed minimal and delayed improvements; the fact that she was being able to interact minimally and was not stuck made the researcher astound, given that she relied entirely on blind memorisation and required a lot of input and frequent word-for-word translations from the researcher.

If occasional fluctuations are overlooked, then it can be said that Mashuk's overall journey towards growth or improvement thrived consistently in terms of spoken interaction and sustained until the end of the sessions, which started with the lower elementary level in initial sessions, then progressed to higher elementary level during middle sessions and ended by elevating to lower intermediate level. In the case of Shupti, the overall journey towards improvement flourished consistently but was short-lived as it initiated at the same time as Mashuk's and showed notable progress during the middle sessions, but the growth did not survive till the end of the sessions. Shupti's improvements started from the higher elementary level, progressed to the lower intermediate level, and ended by demoting to below beginner level, slipping from her original improvement. In the case of Fatima, her journey of growth was both minimal and delayed, but it started by advancing to beginner level during middle sessions, after completing half of the sessions, then she progressed to lower elementary level

and went back to beginner level. However, unlike Shupti, Fatima maintained her original growth by the end of the final sessions.

Among the qualitative aspects of spoken language, Mashuk has shown improvements in all the aspects, but notable improvements can be seen in his fluency. In the case of Fatima, her language range, accuracy, and fluency have increased minimally. Nevertheless, her coherence showed no improvements. In the case of Shupti, her language range has been progressed significantly, and her coherence has been improved minimally. However, in terms of accuracy and fluency, no considerable change has been observed. Overall, it can be deduced that among all the cases, Mashuk (case 1) was observed to utilise the speaking sessions most because his improvements were seen in all the qualitative aspects of spoken language. In addition to that, two among all the cases in terms of fluency and the language range have displayed notable progress. No other pattern could be identified because there were mixed results. While engaging in speaking sessions, students were provided with a variety of topics and frequent speaking opportunities; the nature of speaking sessions should be credited for their progress in fluency and range as Tam (1997) claims that students fluency improves when they are provided with frequent speaking opportunities and variety of situations.

According to the global scale of CEFR assessment grid, Mashuk and Shupti has progressed from Basic user to lower level Independent user in terms of their speaking interaction ability. Which means that, they can interact with a degree of fluency and spontaneity, can understand main ideas if the speaker is empathetic and eager to help, also they can interact most in the areas that are centered on their personal life (Council of Europe, 2001). On the other hand, Fatima was below beginner level, but after completing half of the sessions she started to show progress in terms of speaking interaction, she progressed from below Basic user to lower level Basic user. Which indicated that, she can understand and use

familiar expressions and simple utterances aimed at the satisfaction of needs of a routinized environment. She can introduce herself, describe what she has and does not have, can answer personal questions given that the interlocutors will take the trouble to help and speak clearly and slowly to make her understand from time to time (Council of Europe, 2001). The results of the speaking sessions met the expectation of the researcher.

4.4.4.2 Influence of Speaking Improvements on Students Writing

The result of Mashuk and Fatima's post-writing sample assessments revealed that their writing depicted significant improvements in terms of organisation, content and vocabulary; however, their grammar, punctuation and spelling did not show any change or progress. Shupti's post writing assessment showed considerable improvements in organisation and content, but no progress has been observed in grammar, punctuation, spelling and vocabulary. Mashuk (case 1) ranked first in the hierarchy of progress, indicating that his writing demonstrated maximum improvements; Fatima and Shupti ranked second and third, respectively.

According to the researcher, their writing improvements are entirely attributable to the speaking sessions. The transference of speaking instructions was observed in students' writing samples, i.e. the use of transitional words and supporting details or evidence for backing up any claim, where their first writing samples contained only generalised claims with no use of evidence or transitional words. (Please refer to part 2 of this chapter). Additionally, the researcher deduced that the habit of speaking narratively throughout the speaking sessions had been transferred to their writing samples. Furthermore, when the rural students' were exposed to a series of 12 one-to-one speaking sessions the researcher created a social bonding and association with the participants; the researcher believes that this social encounter had great contribution in broadening their attainment of experiences and in gathering knowledge on various subjects including their familiarity on the topics discussed

during their conversation. The participants' perspectives, ideas, tone, and purpose have been positively influenced and reflected that influence on their second writing samples collected after engaging in speaking sessions, which goes hand in hand with the interpretation of the Ecological theory by Hodges (2017).

The results of Mashuk's written assessment met the researcher's expectation because his growth in the speaking session was very consistent. In the case of Fatima, the writing assessment surpassed the expectation of the researcher. The researcher was astounded and quite shocked while dealing with the post writing samples of Fatima (case 3). It was unexpected for the researcher to find that her writing was far better than her speaking. The use of transitional words and the attempts of providing supporting details were praiseworthy. The researcher found out much later that she took notes for everything during the speaking sessions, which can be attributed to her improvements in writing. However, her habit of taking notes during speaking sessions must be why she was stiff and could not fully participate because she was busy taking notes. Although note taking might improve her written ability, her potential to develop speaking ability has been hampered. A recent study confirms that note taking might be seen as a memory aid, but it is responsible for killing memory by developing a tendency of intentional forgetting (Eskritt & Ma, 2014). On the other hand, Shupti's writing assessment was not satisfactory considering her praiseworthy performance in speaking sessions.

Considering the study's overall result, the researcher positively affirms that speaking and writing skills indeed share a strong collaborative/communal relationship and speaking skill is capable of influencing learners' writing skill. Over the decades, only a handful of studies have been conducted to explore the relationship and influence between speaking and writing skills. The outcome of the current study conforms to the result of some existing studies, for instance, regarding the fact of sharing a significant communal relationship, the

current study result stands on equal footing with these researchers: Rauch (2015), Elvita and Indrasari (2017), Cahyono (2017) and Mahmudah (2019). However, the study outcome contradicts the study result of Hadah et al. (2020) and Latiff (2019); the first one deduced that the co-relation of speaking and writing skill is very low, and the second one concluded there is no relationship. Moreover, regarding the fact that speaking skill can influence learners' writing skill, the study outcome harmonises with the study of Cayer and Sacks (1979), Walker (2018) and Akhtar et al. (2020).

4.4.4.3 Students' Perspective towards the Speaking Sessions

The data found in the semi-structured interviews did not show any negative outlook; instead only showed positive perspectives and gratitude towards the students' exposure to speaking sessions, and the data revealed few recommendations from the students.

Firstly, they expressed their preference regarding having a friend instead of a teacher with whom they can be informal and who is only one missed call away and preferred comprehension over blind memorisation; in addition, they liked autonomous speaking practice environment.

Secondly, they expressed that they have benefitted in terms of idea generation, vocabulary and organisation; also, they gained self-confidence as their anxiety lessened. One of the participants had indicated that when the researcher repeatedly told him that it was okay to make mistakes, it helped him to be frank and reduced his anxiety (DU MAS 41); in respect of this, Patil (2008) stated that reducing learners' anxiety is a crucial factor in making them feel comfortable in their expression and build their confidence.

Finally, they expressed gratitude for the experience, including their thankfulness for valuing their opinions and their eagerness to engage in further sessions.

4.4.4.4 The Challenges Faced By the Students during Speaking Sessions

The participants' admitted facing problems concerning idea generation, organisation, vocabulary, past form, unfamiliar topics and grammatical structure. Additionally, they said the unavailability of mobile phones and dealing with high anxiety low confidence were challenging. In Bangladesh, a limited number of studies targets secondary level learners, which is why it is difficult to draw similar instances. Two studies conducted by Mridha and Muniruzzaman (2020) and Afrin (2016) explored many significant barriers among tertiary level students speaking and writing issues respectively reveals dealing with high anxiety issues, problems in grammatical tense and grammatical structure. It can be said that Bangladeshi learners suffer from these issues in general, and these problems do not exclusively exist in secondary level learners. The problem in idea generation or brainstorming is commonly seen among ESOL learners, and it is often confused with learners being reserved or shy, but Ur (2010) stated that learners display reticence when they are unable to generate more ideas or they feel they have nothing more to present, share or exchange (p, 121). The study of Boonkit (2010) found out that ESOL learners face problems regarding grammatical structure. Many other studies have pointed out anxiety and confidence issues faced by ESOL learners while learning the English language (Fang-peng & Dong, 2010; Riasati, 2011; Ansari, 2015; Sadiq, 2017; Akhtar et al., 2019; Asysyfa et al., 2019).

4.4.5 Chapter Summary

This chapter presented the results and the overall discussion of the study, including the assessments of the three participants' responses from speaking sessions, assessments of the writing samples, their perspective towards the sessions and the challenges they faced during the sessions.

Chapter 5

Conclusion

5.1 Introduction

This chapter intends to state the challenges that the researcher face while conducting the study, also discuss the implication and recommendation of the study. This study attempted to fill the gap of knowledge regarding the influence of rural ESOL students' exposure to a series of one-to-one speaking sessions in the Bangladeshi context. In addition, it explored the participants' perspective towards their exposure to the speaking sessions and the challenges they faced during the sessions. The four research questions of the study were:

1. How do the students respond to the speaking-practice sessions via phone? Does their speaking skill improve through the sessions?
2. Were there any influence of the improvements of their speaking sessions on their writing skill?
3. What do they think about their exposure to speaking sessions via mobile phone?
4. What challenges do the students face while speaking in English via mobile phone?

5.2 Contribution of the Study

5.2.1 Implications

5.2.1.1 Theoretical Implications of the Study

To my best knowledge, this is the only study that examined the influence of secondary level rural ESOL students' exposure to a series of one-to-one speaking sessions on their speaking and writing skills in Bangladeshi context using the basic built-in audio calling function of mobile phone. The result of the study has fulfilled the theoretical gap of knowledge in the

current literature. The conceptual framework of the study was created by considering the work of three different theorists. The researcher considered Long's (1983) Interaction hypothesis, Vygotsky's (1978) Zone of Proximal Development and scaffolding for the first part of the study, which inspected the students' response and improvements after their engagement to the one-to-one speaking sessions. For the second part of the study that examined the influence of learners' speaking exposure on their writing skill, the researcher considered Hodges's (2017) interpretation of the Ecological theory of writing (1986). As the study result has been positive both in terms of speaking and writing, it can be deduced that the literary value or knowledge concerning the basis of the theories is still relevant and can be revived and applied to solve the modern-day teaching-learning issues in ESOL contexts. The conceptual framework will be a guide for future research. While working on similar studies, other researchers can replicate or adapt the framework or research plan of this study.

5.2.1.2 Pedagogical Implications of the Study

In Bangladeshi teaching-learning context, English writing skill is a determiner of progress as it is used for grading and evaluating. Though the government of Bangladesh has instructed English teachers to focus on communicative language teaching, the teachers seldom follow the instruction because they think that teaching English might be a waste of time as writing is the only skill that is going to be assessed in the examination, that is why all the remaining skills are moderately practised in class. Now that the study result has been positive and it has been established that through speaking engagement, learners writing skill do improve, the teachers and policymakers will find this study result as food for stimulating their thought and will be beneficial for reconsidering the current teaching-learning system.

As the participants of the study are English Speakers of Other Languages, the study result will be able to draw the attention of English teachers and learners of ESOL countries as well as any other country towards the idea of improving both the speaking and writing skills

through exposing students in speaking sessions. Thus, students are the ones who will be benefiting immensely.

5.2.1.3 Social Implications of the Study

In Bangladesh, around 77% of people do not have the affordability of buying a smartphone (Alliance for Affordable Internet, 2020). Students' from disadvantaged backgrounds, who reside in the rural area and belongs to the lower-income group, cannot afford smart devices and there is always poor connectivity issue, hence, they are often abandoned due to the digital divide (Online classes: Increasing the education divide, 2020). Students are the asset of a society and they are the nation's representatives in the future global economy that is why Government and policy makers always try their best to increase the every students' English skills. The study result will be beneficial to accelerate the thought of providing speaking practice opportunities to any ESOL students regardless of their demographic location or financial status using the audio calling feature of a regular mobile phone because it is a cheap alternative of increasing learners speaking and writing ability simultaneously.

5.2.2 Recommendations

- For similar kinds of future studies, selecting a group of friends of a specific area and exposing them to the speaking sessions instead of choosing one student would be highly beneficial for the students as they can continue the speaking practice after every session among themselves. Competition can be arranged so that the students can take part after completing the 12 sessions to see who utilised the opportunity better. One of the students suggested this; the researcher believes that selecting a group of friends would be unique.
- The policymakers and government should take adequate measures to create English conversation clubs mandatory for every school.

- The government should take the initiative to unify the urban and rural students together. The government can advise every university to create an English speaking club; where university students will be speaking with rural students. It should be regarded as an extracurricular activity that would provide extra points/marks for the university students working in the club. The government should fund the communication expenses.
- The government should include speaking sessions in the teachers training programmes so that rural students can get an opportunity to engage in speaking sessions with teachers. If arranging face-to-face sessions seems troublesome, the teachers can use mobile devices to reach the disadvantaged students within a small budget.

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Appendix A.1

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT

Common Reference Levels: Global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix A.2

A.2.1 SPOKEN INTERACTION

Conversation

C2	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.
B1	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
A2	A2.2 Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.

	A2.1 Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address Can make and respond to invitations, invitations and apologies. Can say what he/she likes and dislikes.
A1	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

Informal discussion (with friends)

C2	No descriptor available
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
B2	B2.2 Can keep up with an animated discussion between native speakers. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
	B2.1 Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

	Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
B1	B1.2 Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.
	B1.1 Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.
A2	A2.2 Can generally identify the topic of discussion around her which is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.

	A2.1 Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet.
A1	No descriptor available

A.2.2 SPOKEN PRODUCTION

Sustained monologue: describing experience

C2	Can give clear, smoothly flowing, elaborate and often memorable descriptions.
C1	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.
B1	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.

A2	A2.2 Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.
	A2.1 Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.
A1	Can describe him/herself, what he/she does and where he/she lives.

Appendix A.3

CEFR SCALE FOR ASSESSING THE QUALITATIVE ASPECTS OF SPOKEN LANGUAGE USE

	RANGE	ACCURACY	FLUENCY	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forwarding planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family,	Uses reasonably accurately a repertoire of frequently used "routines" and patterns	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

	hobbies and interests, work, travel, and current events.	associated with more predictable situations.	evident, especially in longer stretches of free production.	
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can link words or groups of words with very basic linear connectors like "and" or "then".

Appendix B

ANALYTIC SCALE FOR ASSESSING WRITING TASK

	Excellent to Good	Good to Adequate	Adequate to Fair	Reasonably acceptable	Unacceptable
1. Organization (introduction, Body, & conclusion)	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.	Adequate title, introductory and concluding sentences, and concluding sentence; body of paragraph is good, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.	Moderately acceptable introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organizations interfere.	Shaky or minimally recognizable introduction can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of ideas within the body; severe lack of supporting evidence; writer has not made any effort to organize the ideas of the paragraph.
2. Content (Logical development of ideas)	Paragraph addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; paragraph reflects thought.	Paragraph addresses the issue but misses some points; ideas could be more fully developed; some extraneous material is present.	Moderately developed ideas; ideas aren't divided exactly right.	Ideas incomplete; paragraph does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Paragraph is completely inadequate, no apparent effort to consider the topic carefully
3. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication,	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.

		although the reader is aware of them; no fragments or run-on sentences.	sentences or fragments present.	clearly needed; difficult to read sentences.	
4. Punctuation	Correct punctuation	Some problems with punctuation	Punctuation errors interfere with ideas.	Errors in sentence punctuation and final punctuation; unacceptable to educated readers.	Serious problem in punctuation
5. Spelling	Correct spelling	Occasional spelling errors	Spelling problems distract reader	Serious problems with spelling	Severe spelling problems almost all the spelling are incorrect
6. Vocabulary	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.	Some vocabulary misused; lacks awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety.

Appendix C.1

SAMPLE WRITING TASK 2 (MASHUK)

An embarrassing moment of my life

An embarrassing moment of my life is when appear in my J.S.C examination result. I felt very uneasy and embarrassed on that moment. That incident was very embarrassing. The moment was awkward. The result of my J.S.C exams is 479. But It is disappointed for me. I think I will get 600 in the J.S.C exam. But I can not do this. When the result out that is very embarrassing moment because of I can not fulfill my or my father's dreams. In that moment my aunt laughed at me for my result. I had got the highest number not only my school but also some near school. That is the moment when I was feeling awkward. Firstly that is the moment when I first heard that I get 479 in my J.S.C exam. And I can not fulfill my dream. So I felt awkward. On that moment I thought how can I talk to my

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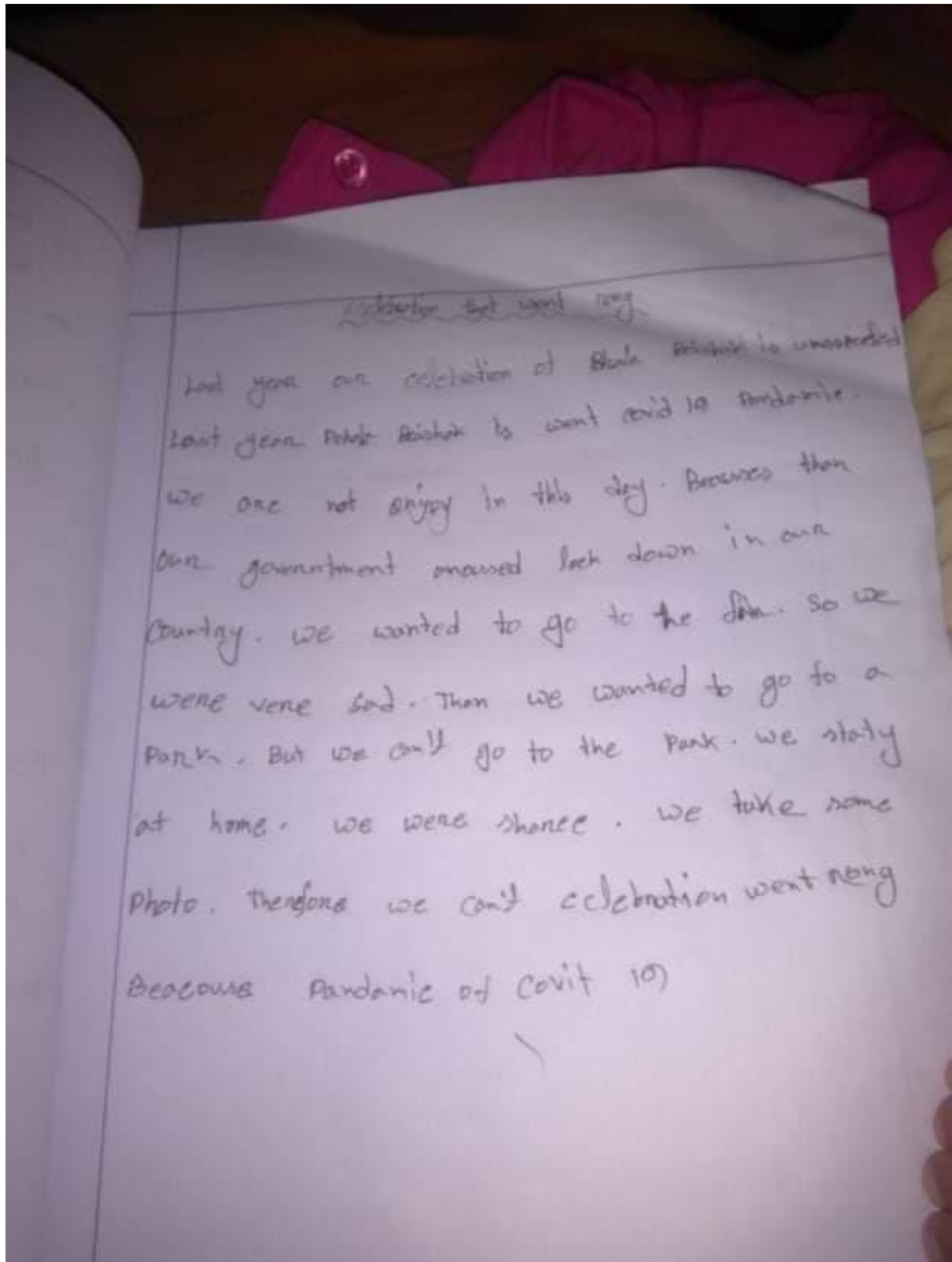
my
used
was
all

Father. My father said to me that read more and more.
but I can not listen to him. As a result I can not
make a good result. I know 479 is very good result
out of 500. But my dream as well as my father's
dream was I got 500 out of 500. As I could not
fulfill my dream, I felt very embarrassing. Secondly
that was an embarrassing moment because my aunt
laughed at me to listen to my result. This is the
main causes for my feeling embarrassing. I can not
expect that she laugh at me for my result. She
laughed me and there were present some relatives
some of them are my younger and some of them
are my elder. As she laughed ~~me~~ for my result,
I felt embarrassing on that moment. Thirdly I felt
embarrassing on that moment because I got the
highest number or point in my school. On that
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moment I am dreaming that getting the highest point I ~~am~~ fulfill my dream. But I was wrong. My aunt objectioned me on that moment for my result. But it is true that my father ~~did~~ not say anything about my result. He said next time you will get 5.00 out of 5.00. Getting the highest number I was objectioned by my aunt. So I felt very awkward. I do not want to remember that moment. I know it is my forehead and Allah gives me this result. So after sometime I feel easy. But I cannot forget that moment which was very embarrassing. I got the highest point but I ~~am~~ could not fulfill my father's dream also I was objectioned by my aunt within some people. It is also true that some time later I felt easy to think that it is my forehead and Allah gives me that result. Why I ~~am~~ feel embarrassing.

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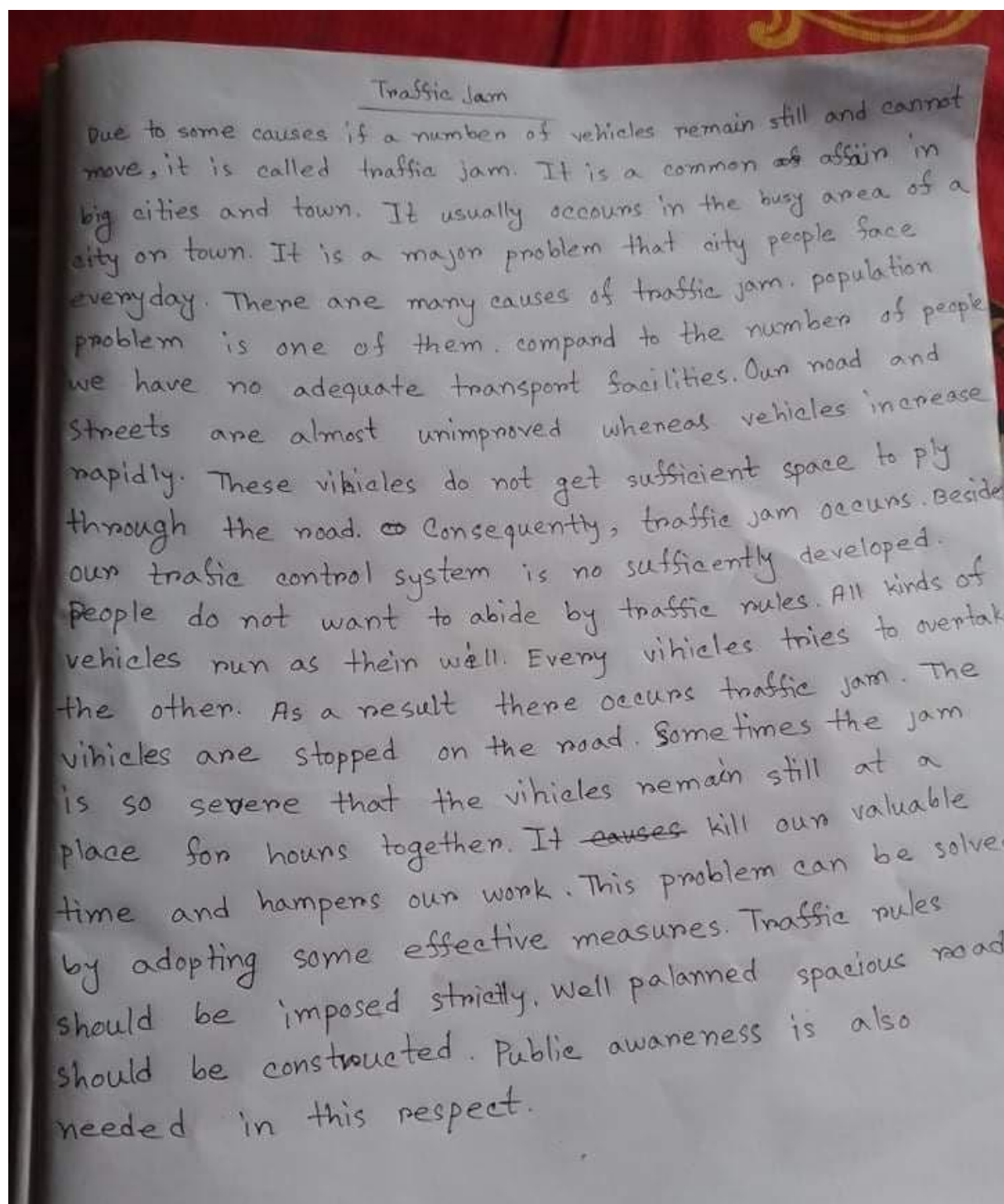
Sample writing task 2 (Shupiti)



Appendix C.2

SAMPLE WRITINGS THAT WERE NOT SELECTED FOR ASSESSING

Mashuk's writing sample



Shupti's writing sample

Nakshi Kantha is a kind of embroidered quilt. The name was taken from the Bengali word 'naksha' which means artistic pattern. These patterns and designs depict the cultural heritage of our nation. It is a kind of traditional craft and is said to be indigenous to Bangladesh and West Bengal of India. The art has been practised in rural Bengal for centuries. The name 'nakshi Kantha' became popular after the poet Jashimuddin's poem 'Nakshi Kanthar mooth' had been published in 1929. Traditional Kantha are made for family use. Old and new cloth and thread are used to make these quilts.

Appendix D

SAMPLE AUDIO TRANSCRIPTION FROM SPEAKING SESSIONS

Mashuk, Day 9

Participant 1(the Researcher)- Ajke ki ki korecho? Special kichu ki hoyeche?

Participant 2 (Mashuk) - Nah serakom special kichu hoynai.

Participant 1 (R) – umm Ok ajk thahole amra kichu Celebrate korar moto kono event niye kotha bolbo thik ache?

Participant 2 (M)- Ji.

Participant 1 (R) - Monekoro celebration bolte ki bujho boloto?

Participant 2 (M) - kono onusthan?

R- hmm kono onusthan. Jeta amara sobai mile umm mane ki bole celebrate korar bangla ki?

M- ji.

R- udjapon. Celebrate korar bangla to udjapon na? Udjapon kori

M- ji

R- udjapon kori kono ekta onusthan. erokom kichu celebration er nam bolo?

M- silent.

R- mane udahoron dao j ki ki hote pare celebration.

M- (quickly) sadhinota dibosh.

R- ok independence day tapor? (After few second) What next?

M- bijoy dibosh hoy.

R- victory day

M- mother...

R- apart from these, talk about personal celebration. Its (victory day) a national celebration or a country's celebration. Right?

M- ji (eagerly)

R- but we have to focus on our personal level how we celebrate, We, as people, how WE celebrate, what kind of things we celebrate? Think of that.

M- umm think of that different kinds of games??

R- Games? Do we celebrate games? No we don't.

M- Silent.

R- Ummm (waiting) think about something else. IT'S really common and you know it. You have to just Think.

- (Silence from both the participants)

R- Celebration.. What do We celebrate?

M- Silent.

R- You need my help (?)

M- YES!

R- Accha. We celebrate birthdays. We celebrate (waiting) EID.

M- HMM.

R- We celebrate Puja. We celebrate Christmas. We celebrate (thinking)What kind of things we celebrate (pause) We celebrate homecoming. Someone is coming from abroad after a long time,we celebrate that, (wait)

M- silent.

R- then we celebrate anniversary. (wait)

M- silent.

R- isn't it?

M- hmm.

R- okay. Lets talk about these kind of celebration. What are You interested in? What do you want to talk about?

M- I want to talk about Birthday.

R- Birthday, okay? then tell me did you celebrate any of your birthdays? You are 16 now.

M- No.

R- um..You have not celebrate it. But you know When you are in a job interview and I am your interviewer, I am asking you j, Mashuk can you please tell me how you celebrated your birthday last year. Then you cannot say- sir or madam I have never celebrated my birthday, you cannot say it. If you don't have that experience, you have to make it, you have to just.. Imagine you have celebrated it and You have to talk according to it.

(silence)

R- When I sat for my I.E.L.T.S. exam it was like 4 years before, then. They asked me how I celebrated my birthday, but at that time I was so young and I was really (thinking) I could not speak confidently and then I told them oh, mam I haven't really celebrated any of my birthdays, its just like a familiar environment my mother make a cake and some of friends come over but its really rare, and it was, that was it. But they asked me for a longer version of detailed information, Right? but I was really shy and I thought j I have to be honest, I have to be honest and I have to be truthful, I have to tell them the truth, I have to tell them the exact thing, But at that time I was not clever enough, if if that was the case right now, I would have made a big story like I would have said I have celebrated my birthday, in a grand way, my family brought a big cake, my father brought me a dress, my mother brought me a very beautiful what should I say a necklace or earring or a bag, purse anything like that, um ah and I have invited all of my friends. They came over, they wished for me, I blew the candle then it was really fun. If it was today I would have said that. But I was 4 years back and then I was

really naive and I just told them no I don't celebrate birthdays blah blah blah. So the moral of the story is, even if you don't have, have, you have not celebrated your birthday ever, you have to make a story, you have to just tell them a story about a typical birthday celebration. Ok?

M- OKAY.

R- so lets make a story about celebrating a birthday, then You know how is birthdays like, right?

M- Right.

R- then try to tell me j how you have celebrated your birthday with your imaginary i mean imaginary self. You will imagine that you have celebrated your birthday and tell me how you have celebrated it.

M- Um.. I celebrated my birthday next year on this

R- last year?

M- Last year on this day,

R- mm hmm

M- my father came to my own house,

R- hm hm

M- they bought a new shirt and pant and my mother also came, she bought me a school bag for me and my brother umm kaa my brother do not come to my birthday party, he sent me some money for me.

R- hm hm.

M- on this day, on this day I invited some of my best friend and they all are come to my birthday

R- they all came to my birthday.

M- came to my birthday they, all of we, umm enjoy they day very much ah uh my my...

R- what about the cake? Who brought the cake?

M- ahh.

R- did your grandma ah bake that cake for you?

M- yeah my grandmother was

R- bake

M- gave uh

R- bake, bake mane hocche ekta cake jokhon amra bake kori mane biscut ba cake ei somosto jinish portro amader bake korte hoy, amra jodi boli cook kori tahole vul hobe. Bolbo j my grandmother baked a cake for me. B A K E - bake make oven e diye ranna korar moto bujhcho.

M- ji

R- ok my grandmother start from here.

M- my grandmother

R- hm hm.

M- gave a cake

R- bake a cake.

M- bake a cake

R- hm hm.

M- some of my friend ah um dif they came to my bithday party

R- hmmm

M- they all are very enjoy on this party. I am very.. I was enjoy

R- I was very happy

M- I was very happy on this birthday party.

R- hm

M- I umm invi I invite some

R- I invited

M- I invited some teachers also

R- hm hm.

M- some of them are came to my party but every body umm

R- was not present.

M- was not present. Umm.

R- and what about cutting the cake.

M- yah at nine a.m. i ah ka

R- cut?

M- I cut the cake and

R- and blew the candle.

M- bilu the candle.

R- mane blow kora, mane kono kichu fu deya, fu deya mane blow, B L O W, ekhon tumi jehetu eta past tense e korecho gotobochor korecho tahole seta hobe blew, I blew the candle.

M- I blew the candle.

R- Hm

M- um

R- Then everybody clapped for me. Sobai tomar jonno hat tali dilo.

M- ji

R- they wished for me. Evabe. Hm bolo.

M- then everybody klaaaaap for me.

R- CLap, clap mane hate tali deya.

M- ji, then they wished for me and they uh

R- they sang happy bithday to you.

M- they sang happy bithday to you, and and uh uh

R- and? After cutting the cake Amra ki kori? Cake kete sobaike khaway dei na? Bolo

M- ji after cutting the cake I ih uh

R- distribute, distribute kore dei othoba khawano, khawano ingreji ki, ami ekta pakhi k khawalam etar ingreji ki hobe?

M- silent

R- Eat mane kintu khawa,

M- ji

R- eat mane kintu khwano na

M- silent

R- khawano ingreji hocche feed, F E E D, feed mane khawano

M- feed

R- tumi bolte paro I fed, feed er past form hocche fed, F E D, I fed the cake to my friends, othoba my parents, othoba tarpor bolte paro bonton kore deya, onek somoy teacher ra bolena j khatagula distribute kore dao?

M- ji ji

R- khata gula dao manush k distribute kore dao. Distribute mane bonton. To amra ekta cake katar pore, ki kori, bonton korina, setai.

M- ji

R- to? Tumi bolte parla j them umm (thinking) After cutting the cake my mother distributed a piece of cake to everyone who was present i my bithday party. Bujha gese.

M- ji.

R- ekhon jodi tomake prosno kora hoy, ekdin jodi ami tomake phone diye boli j describe how was your bithday how did you celebrate your birthday, bolte parbana.

M- ji parbo.

R- hm inshaAllah. Tahole amra sesh korbo kivabe birthday party, last e holo normally ki hoy birthday party te cake khay, cake khawar pore, kichu meal khay, normally khabar khay mone koro,vat tat kichu ranna korle polao tolao oigula khay. Khawar pore bose kono game khele. Normally truth dare game kheli, othoba, ar ki ki game hote pare bashar moddhe boshe khela jay, chinta koroto?

M- ji Ludu khela jay

R- hae ludu khela jay exactly tahole amra bolte pari j uh uh after the party all of my friends gather together and we played a game called ludu we enjoyed very much and this is how the day ended. This is how the party ended.

M- ji

R- mone thakbe?

M- Smiling ji.

R- tahole suno tomake ekta likha dibo ekhon ekhon to tumi jano kivabe ekta birthday party hoy, prothome tomar lekha hocche ajk amra jeta alochona korlam seta tumi likhba, vul hok suddho hok, grammaar vul hok kono somossha nai, just jevabe tumi bolecho ami bolechi evabe kore tumi sundor kore ekta how I celebrated my birthday, othoba how I celebrated my last birthday erokom ekta title diye tumi likhba, ja mone ashe, eta likhar pore, sesh korar pore, arekta jinish likhba, emon ekta celebration mone koro prosno ta emon hobe, write about a celebration that went wrong. Bujhco? That went wrong mane ki? Etar bangla bolo ki bujhla?

M- Silent.

R- Boloooow. Hello, line e acho? Line e ki nai naki??

(Technical issue)

M- hello.ji oi shona jacchilona. Ektu somosha hoisilo mute hoyechilo.

R- accha ok ekhon shuno ekhon kototuku shuncho bolo.

M- oi j kivabe birthday party alochona oi porjonto.

R- hae arekta jinish likhba, likhba hocche j ekta bithday party- write about a birthday party that went wrong, ei j j ei kothata ami bollam etar mane ki? Write about a birthday party that went wrong?

M- mane eh jekono ekta birthday party somporke likhte hobe jeta hoye gese age.

R- nah, hoye gese na, went, went mane ki go er past form na?

M- ji

R- jeta holo and wrong holo, WRONG, wrong mane ki?

M- mane vul hoye gese. Vul.

R- hae vul, ekhon eitar otho jodi amra literally ortho kori, vul hoye gese, tahole hobena, etar ortho emon daray j, emon ekta birthday party somporke tumi likhba jeta kina tumi jevabe plan korsila, oivabe na hoye ekdom pura faltu hoye gese, Disaster hoye gese. Mone koro tumi plan korso erokom vabe korba kintu seta orokom na hoye onnorokom hoye gelo bujhcho?

M- ji

R- mone koro, suppose ami tomake idea ki dibo?? Naki tumi amake bolo? Erokom ki ki situation hote pare. Jeta ami jemon chinta korsi omon holo na? Boloto ki ki hote pare. Kemon hote pare boronona koro.

M- um jemon mone koren j ami mone korsilam ami sob friend der dawat disi tara sobai ashbe kintu, tara sobai asheni koyekjon aise.

R- tao to birthday party ta hobe, koyekjon jodi ashlo. Sobai ashloni tao to tumi celebrate korte parba, eta to eto kharap hoyni taina?? Hoyto tomar ektu mon kharap hobe kintu eta to ekta disaster kichu hoyni.

M- silent.

R- arektu beshi kharap emon chinta koro.

M- taile umm birthday party'r je cake ta ache oita valo hoini?

R- valo hoini tao to birthday party chalaye neya jabe, cake kharap hole ki hoise?? Sobai bolbe are cake ta moja hoynai, oi porjonto eto sesh. Arektu chinta koro. Mathay jor dao.

M- uh. (silent)

R- help korbo ami?

M- bolen

R- seta hocche, mone koro tomra cake order diso cake ashche, cake ta khub e shundor, cake ta dup kore upor theke niche pore gelo, table theke niche, tahole ki oi cake ar khawa jabe?

M- jina.

R- mone koro tomar nanu ranna korte gese polao mangso sob ranna pure gese ebong, agun dhore gese, ekhon oi khabar ki khawa jabe, joto attiyo sojon dawat diso tara ki eshe khete parbe?

M- Ji nah.

R- tahole tumi chinta korsila khub mojar ekta party hobe, tumi ki chinta korechila seta tomar likhte hobe, ebong kivabe kharap hoye gelo, oi jinishta na hoye kemne kharap hoye gelo tumi seta likhba, ami jeta bole diyechi, ami to eta bole dilam e, e charao tomar jodi onno kono idea thake, tumi ber koro ba er thekeo onk weird typer kono kichu jodi ber koro, ba friend der theke idea ano, segula somporke likhba j how, write about a birthday party that went absolutely wrong. Thik ache?

M-ji.

R- jeta arki khub e ajaira hoise, eta niye tumi kichu likhba, nijer moto, kono guide dekhbana, kichu dekhbana, vul hok suddho hok nije theke likhba thik ache?

M- ji.

R- parba likhte naki beshi hoye jabe? porar pressure hoye jabe.

M- jina

R- tumi jodi ekhon theke nije nije likhar ovvash koro, ekta समय tumi jokhon mane ki bolbo college e uthba versity te porba, tokhon kintu creative writing thake amader, amra janio na kotha theke ashbe, school e jemon thakena j ei koyta tumi paragraph porla letter porla ekhan theke common ashbe?

M- ji.

R- boro hoile kintu kono commoner bishoy nai. Boro hoile tumi. Ja banglay bolte paro setai tomar english e likhte sikhte hobe. Tomake jekono kichu bolte bolte pare, jekono kichu likha ashte pare, seta somporke tomar likhte hobe, thik ache? Tahole ei likha ta amak dekhaba thik ache? Messenger e. Thik ache?

M- ji.

R- ar kono proshno ache?

M- amader poroborti class kobe hobe.

R- tumi jedin amake likha joma diba tar porer din class hobe.

M- ji.

R- tomar koydin lagbe

M- ek dui din. Ek dui din lagte pare.

R- thik ache 1/ 2 din pore ami tomake phn dibo, ar messenger e knock dio. Thik ache? Allah hafez tahole. Assalamu alaikum.

Mashuk, Day 7

R: Do you have any idea about nuclear family and extended family?

M: No, I have idea not any idea.

R: Can you guess and tell me?

M: (silent)

R: Do you need my help?

M: Need (pause) um you say.

After explaining about the types of family

R: So, what do you think? Which type is your family?

M: Nuclear family.

R: NO, extended means big family with grandfather grandmother, and you told me you have your grandparents with you.

M: yes yes extended.

R: Which type of family do you like most?

M: small family

R: You mean nuclear family.

M: Yes yes.

R: why??

M: People are not fight (giggles)

R: Ok that means you want peace in the family (giggles)

Mashuk, Day 8

R: Do you know what a role-playing activity is?

M: Uh I am not in sure

R: Just guess what can be a role playing activity. It is a speaking activity.

M: Yeah

R: Just guess, do you know what does guess means?

M: No

R: Guess kora mane dharona kora , amra bolina j ei tui ki janish amar pocket e ki ache, tarpore arekjon bole nah ami Janina, tarpore bolina j andaje bol, dharona kore bol, bolina?

M: Ji

R: Sei andaje j bolata, setake engrejite bole guess kora Now can you please guess what is a role playing activity? What can be a role playing activity?

M: (silent) a role-playing activity is a (silent) suppose any (silent)

R: Banglay bolo Jodi English e bolte somossha hoy. ja mone hoy bolo.

M: A role-playing activity is a suppose I am a teacher or any other thing.

The following interaction happened after making him understand what he has to do to make the buyers buy the vegetables, R provided instances from local market of how sellers attracts customers by presenting them in an appealing way and assigning attributes to their products. The R told him the names of all the vegetables he has in front of him as a seller and what does they mean in Bangla language if he did not know what does they mean.

R: You have all the vegetables and I am just passing by. You will have to call for me or convince me to buy your vegetable, ok?

M: Ok.

R: Now start.

M: Hi, madam, there are a lots of fresh vegetable. Can you buy it?

R: Really. Do you really think you have a lot of fresh vegetables?

M: Yeah I have a lots of fresh vegetables.

R: Okay, what do you have?

M: Silent

R: Tell me the names?

M: I have ummm (pause) I have different kind of vegetable like as uh umm (pause) pumpkin, carrot, and tomato, and papaya um (thinking) many other vegetable.

...

Nearing at the end of the conversation

R: Please give me a discount on this item.

M: No.

R: then I will go the the next shop, he will give me in a cheap price.

M: ok you go.

R: You cannot talk so rudely with your customer. Evabe kotha bolle to bebsha dubbe. Amake atkanor try koro jate ami na jai.

M: Silent

...

R: Do you know what is rude.

M: yes vul kora.

R: No, explained what is rude and what is polite. So, Ami bolechi j you have talked so rudely with me. Ekhon tumr uttor ki howa uchit?

M: Oh no I am sorry but if you do not mind you can take it on 30 tk (after agreeing for discount) and you know that is is so very beautiful next seller you do not buy it at buy it et ah in buy it in that money in this money.

R: at this rate.

M: at this rate

R: then ok ok I will buy it from you but ah but show me some other vegetables.

...

R: bye, thank you so much.

M: thank you.

R: amake abar ashte bolo i.e. madam please visit again thank you for shopping.

M: bye madam thank you come again.

Mashuk, Day 4

...

R: Can you tell me about your hobby or your likes?

M: Yes Yes I mm um.. (Silent)

R: Do you have a hobby?

M: Yes, I have a hobby.

R: What is that hobby?

M: My hobby is playing Cricket.

R: Whom do you play with?

M: I play with my friend.

R: Friend? Who are they?

M: Silent

R: Are they your school friend or your neighbors?

M: ye h they are my school friend. (silent)

R: ok (waiting), Can you please name some of them?

M: Yes my, some of them ah alamin hossen, nayeem islam, mehedi hasan (stopped)

R: et cetera.

M: et cetera yes.

Mashuk, Day 3

R: Can you tell me what you usually do within a day?

M: silent

R: I mean, for example, I follow a routine for my everyday life; I get up at 5 a.m. I brush my teeth ... When do you usually get up?

M: I get up at 6'clock, then I brush my teeth, I eat food ... (Mashuk, Day 3).

R: Where do you go to play? I mean do you play in a field nearby your house or at school.

M: I am go to play in field near our house. (Mashuk, day 4)

Mashuk, Day 10

R: Today I have done many things for example

M: Today I have done many things for example umm at 9 o'clock I go to my school and participate the uh (pause) program in the uh (pause) national umm (pause) day in (pause) for school.

R: Accha national day (thinking) what day it is? It is 25 march.

M: Yes

R: What kind of program it was?

M: It was a um um it was a (silent)

R: It was a celebration for independence day of Bangladesh right?? It was a celebration for 26th march but you have you have celebrated it in advance. Wasn't it?

M: Yes yes.

R: Okay.

.....

R: What did you I mean what kind of celebration it was, can you explain, can you give me some details about the celebration, what did you do?

M: I do many things in this program, at first at first eh hmm this program was star-ted uh.. with read holy quran and

R: With the recitation of Holy Quran

M: And gita

R: and gita then?

M: Then our head teacher give a big speech for us and then

R: What was the speech about?

M: About 25 march. Ah on this day ah what is what is the history of this day, it is explained my teacher

R: the importance of Independence Day right?

M: Yes.

R: And the history behind it. Ok then?

M: Them umm.. our religion teacher give a speech and it will it or end.

R: That was the celebration?

M: Yes.

R: They did not give you anything to eat?

M: Ji???

R: They did not give you anything to eat?

M: Noooh giggling

R: Giggles okay, then it's no fun, there is no food. Giggling

M: silent

R: Accha. Did you enjoy it?

M: Yeah.

R: or was it boring?

M: I enjoy it very much.

R: Why?

M: umm (thinking) because eh (thinking) it is very umm it is very umm enjoyable

R: It is not. It is not enjoyable at all it is so boring.

M: ah

R: Why do you think it's enjoyable? What is there to enjoy?

M: I enjoy with my friend.

R: okay did you gossip while the programme was being held? Did you talk with your friend?

M: I talk with my friend umm.. when the program was finished.

R: okay. During the programme you did not talk, you did not gossip, right? Did you mean that?

M: Right.

R: Okay. That means you enjoyed that boring programme. If I were you, I would have said j Noo it was really boring because there was no food, there was nothing, there was no activity ok if you think it was enjoyable then it might be. Accha.

Mashuk, Day 12

...

R: Ask me something, what did I do today about myself?

M: can you give me some information about your childhood?

R: about my childhood okay? (Researcher shared her childhood memory in English)

M: Ji.

R: Ask me some follow-up question. Do you know what is follow-up question?

M: umm I do not know about this.

R: follow up question mane mone korotumi amake kichu jiggesh korla ami tomake utor dilam, tumi monekoro kichu bishoy bujhonai, kichu bishoy arektu beshi elaborate vabe jante chao, mone koro tumi amake bolso tomar childhood memory bolo ami tomake amar mathay oi muhurte ja ja ache ami tai tai tomake bolsi taina?

M: Ji.

R: ebong ami chinta korsi ami kivabe bolbo kemon vabe bolle amar thik hobe, majhemoddhe ami etao vabchi j tense ki ulta palta kore fellam kina, ami to Janina j ami ki bolechi because I was like talking taina, ami Janina ami ki bolechi, to tumi ekjon shrota tumi jano tumi kon kon point bujhla kon kon point tumi chacchila shunte but ami cover korinai, tokhon tumi follow up question jigges korba, j ei bepare tumi kichu bolo, ei bepare tomar ki motamot, evabe kore egulake bole followup questions. Jokhon kono teacher lecture dibe jokhon kono boro kono university te vorti hola ba kono ekta seminar attend korba tokhon ekjon onk kichu eshe lecture dilo onk kichu bollo, tokhon ekjon valo student er kaj hocche take follow-up question jigges kora, eta j tumi bolla keno bolla, ei jinish ta aro elaborate koro, eta clear na, ei dhoroner question k bole follow-up question, jet aclass er sesh eo kora jay teacher ra amader ask korto karo kono proshno ache, amra boltam naa sir ...

R: Tell me do you have any follow-up question?

M: yes I have a follower umm follow-up question for you, I want to know about your father, what kind of (thinking) ah what is your father do?

R: Shared

...

R: I know you are still in you, teens but tell me how was your life 10 years 6 or 7 years before,

M: Yes I can tell you about my childhood, my father name is Md. Zahir rayhan, he is a day labourer and he work in Sylhet now, we are very poor but my father try to umm we (pause) try to (pause)

R: He try to give everything to you, he is earning money for you and he is supporting you.

M: right. now we um I have a elder brother that time he is with my father and my mother, he also work at Sylhet now with my father now he try to work

R: who is looking for work your mother, father or brother

M: my bother

R: oh your brother and he is also studying?

M: ... he also study.

R: then

M: My village name is tengrakhali and it is very close to the mangrove forest sundarban

R: really it is close to the mangrove forest?

M: Yes it is a two kilometer about my home.

R: it is two kilometers away from my home.

M: yes two kilometers away from my home.

...

M: There are five thousand people live in my village, some of them are very neighbor with my family. I have some friends in my village, at this time I live in vetkhali, I can not go my own village in tengrakhali, this causes, that causes I do not tell with my friend, generally I talk with them with my mobile phone or messenger but when when I go to my village I play with them and they are very close friend in my life.

Shupti, Day 4

R: What do you like to do in your leisure time?

S: What?

R: Leisure time activity means having a hobby.

S: Oh hobby, my hobby is gardening.

R: Tell me details about it.

S: Silent.

R: Like what kind of plants do you have?

S: I have many flower tree.

R: Can you tell me the names?

S: Umm jui, belli silent I don't know the English of baganbilash

R: It's called bougainvillea. (Day 4)

Fatima, Day 10

Researcher (R): What is your hobby?

Fatima (F): drawing

R: Why do you like to draw?

F: Bujhtiparini?

R: Kototuku bujhcho seta chinta kore bolo? (Repeating the question again)

F: silent.

R: why maneki?

F: umm keno ami drawing kori?

R: hae eito very good, keno tumi drawing korte pochondo koro. Now tell me why you like to draw?

F: I like it. Apni bole den.

...

R: Who taught you to draw?

F: Silent

R: Who teach you to draw?

F: My mother (Day 10)

Fatima, Day 9

How to make a cup of tea

Researcher (R): Today we will make a cup of tea okay?

Fatima (F): Ok

R: Do you know the meaning of a tea?

F: Na

R: tea mane hocche cha, ajke amra cha banana sikhbo. Tumi ki cha banate paro?

F: Pari toh

R: English e bolo, ami banglay bolbo kintu tumi always English e bolba. Bolo pari to English e.

F: I can

R: Yes very good. When we speak in bangla then we say prothomoto

F: Apu banglay bolle valo hoy

R: mone koro tomake ami bollam j tumi keno churi korecho bolo tomar ki eta uchit hoyeche?

Tumi keno omuker boi fele dila, tumi etto kharap tumi homework o koronai, ekhane ami onk gulo information eksathe dilam taina? Jokhon tumi amake uttor diba tokhon tumi kivabe uttor diba guchaye, ekeka point dhore dhore bolbana?

F: hae

R: kivabe bolba

F: prothome bolbo j ami to churi korinai.

R: hae thik bolecho, ei j tumi bolla protome bolbo, ei prothome English e kivabe bola jay?

F: silent

R: bolte hoy firstly. First mane prothom na? first er sathe sudhu ly jog korba hoye jabe prothomoto.

F: firstly

R: tarpor bolla ditiyoto tritiyoto, evabe last e giye ki bolba?

F: lastly

R: very good ar ditiyo tritiyo?

F: secondly, thirdly

R: good. Tahole ek cup cha ba tea banate hole amrao evabe bolbo thik ache?

F: Accha

R: tahole bolo prothome ki korte hoy?

F: English e bolbo?

R: hae English e bolo

F: banglay boli English e parbona

R: accha bolo

F: prothome ekta hari nibo tate pani diye groom korbo

R: ekhon English e ei line ta kivabe bolba?

F: apni bole den

R: Firstly I take a pot and pour water in it and boil it

F: poor water mane ki bujhini

R: pour water P O U R mane dhala pani dhala, accha groom kora mane ki? Ei matro bolechi

F: Pot

R: pot mane to patil/ hari othoba patro

F: tahole apni bole den

R: boil B O I L boil mane gorol kora

...

Appendix E

INTERVIEW QUESTIONS FOR PARTICIPANTS

Data were collected from the interviews to inquire about research questions 3 and 4 following the completion of collecting speaking sessions and two different writing samples.

Interview Questions (IQs)	Background info	RQ3	RQ4
When did you first start learning English?	X		
Tell me about your educational background. How was your primary English education system? Was it different from high school?	X		
What language do the teachers use in English class?	X		
How do you learn a paragraph or a composition usually for the exam?	X		
Is there any opportunity for you to communicate in English inside your classroom with teachers or with peers? How often do you speak in English?	X		
Do you communicate with your friends and others in English outside the classroom?	X		
Do you have a habit of reading English papers, books outside your syllabus?	X		
When you write an essay or paragraph, do you outline and plan before writing?	X		
Can you talk about your preferred way of learning? Do you like memorizing or do you like learning through speaking?	X		
When did you get to know that the English language is important besides passing the exam?	X		
What do you aspire to be in the future? Is there anyone who inspires you to study English?	X		
What is the perspective of the people around you regarding English education?	X		
Who supported you most when you were talking to me via mobile phone from your family members? Who did not support you?	X		

Tell me about the source from where you have learned English most.	X		
Did you practice speaking English with anyone before as you did with me?		X	
Did you enjoy it when we interacted with each other? Why?		X	
Was it different from your usual learning? How?		X	
Can you tell me about the things you learned throughout our talking?		X	
Did English speaking via mobile helped you in any way? Can you please tell me in what ways you think it helped elaborately?		X	
Tell me about the aspects you liked most throughout your experience.		X	
If you are given similar opportunities in the future, will you be participating? Why?		X	
Can you talk about the aspects that you found difficult while we were speaking in English via mobile phone?			X
Tell me about the things that you disliked during the sessions. Why did you dislike those aspects?			X
Tell me about the aspects that you think were average and could be better throughout our conversation and give me some suggestions on how can we improve those aspects.			X
If you are given similar opportunities to speak with someone via mobile phone then what are the changes you want to make.			X

Remember

YOU ARE ALLOWED TO IMPROVISE IQs.

BE PRECISE.

Prompts

Understanding of the content

Learning through communication

Technical aspects

Teacher vs mentor

Hesitation, shyness

Unfamiliar topics

Constructing sentences

Appendix F

SAMPLE INTERVIEWS OF PARTICIPANTS

Notational Conventions of the Interview Transcripts

	Notation	Meaning
1	I	Interviewer
2	DU	Discourse Unit
3	,	Small pause
4	,,,	Long pause
5	Umm/ ah/uh	Repetition in speech
6	H	Laughter
8	...	Omitted
9	{ }	Repetition in speech
10	DU MAS 02	DU <space> student name's first three alphabets <space> DU number. DU MAS 02 refers to Mashuk's DU number 02

Sample Interview of Mashuk

DU	Participants	Questions and Answers
1	I	English kobe theke sikha suru korecho?
2	Mashuk	Ami to class one thekei English chilo
3	I	Achha ar English j sikha ta important exam e pass howa charao eta bujhe sikha suru korecjo kobe
4	Mashuk	,, 6-7 e thakte beshi pora hoise English kintu nije theke Jodi gurutto diye sikhar bishoyta , bolen tahole class 10 umm hae class 10 theke
5	I	Tomar educational background somporke bolo, jemon high school ar primary school er porashunar dhoron Kemon chilo? Class e kemon gurutto sohokare class neya hoito.
6	Mashuk (M)	Hae alada chilo,primary school e English eto gurutto deya hoito maddhomik e sir ra class e eshe golpo kore, amar ekta sir ache uni maddhomik er oi class e eshe iyarki mare bole j khabar kine niye aay , kingba bole j keu karo sathe prem korish kina, sir abar egula shune shune abar bole tora amake khabar kine dibi ami giye bole ashbo erkom hashi thatta korte korte class sesh hoye jay temon poray na, H oi erakom H onek sir ache, abar head sir jokhon class e ashe tokhon shundor kore poray kingba bujhay, class er vitor keu kono awaj na sobai khub shundor kore bujhe poray sir ashle poray.
7	I	Onek teacher ache j private pora baddhotamulok chilo nahole kharap result koraye dito. Tomader class e ki emon hoy?
8	M	H amader o same English sudhu na sob class ei emon, sir der kache coaching kora lage, ami 8 ethakte jokhon coaching korinai ami 60-paisilam English e letter marks paisilam na, pore jokhon sir er kache coaching korsi tokhon 80 paitam H.
	M	Kintu sir abar jokhon jeta poray khub shundor kore poray, bujhay, uni poranor por sei jinish ta keu vule na. Coaching e sir onk shundor kore poray jeta class e hoyna. Class e gurutto niye porano jayna.
9	I	Jara sir er kache porena tader k sir ki kichi bole?
10	M	H class e jara sir er kache porena sir tader k pora dhore, kothin pora dhore, jate na pare ar porikkhay kom number dey fail koraye dey, amake pora dhorena karon ami sir er kache pori.
11	I	Ekhon j class korcho maddhomik e sei class e kon language use kore sir ra class ney, engreji class e?
12	M	Engreji class e Banglay e class ney, sob koyta class banglay e hoy amader.
13	I	Composition ba paragraph tumi kivabe sikho mane tumi j amake likhe dila ekta Traffic Jam niye oita mone koro exam e ashbe, kivabe sikho?

14	M	Mukhosto e kora hoy sob
15	I	Kotha thek mukhosto koro?
16	M	Popy guide
17	I	Class e ki tomar friend der sathe othoba teacher der sathe English e communication hoy?
18	M	Na class e erakom hoyna, kintu apnar sathe kotha bolar por amar friend ra ache koyjon oder sathe oigula niye ami kotha boltam amra sobai alochona kortam
19	I	Tomr ki syllabus er baire English paper boi magine ba English khobor shuna, gan shuna egula ki kora hoy?
20	M	Na egula korahoyna.
21	I	Jokhon tumi paragraph likho tar age ki plan kore nao j kivabe likhba ba outline koro j ami ei ei idea gulo niye likhbo evabe intro likho evabe sesh korbo?
22	M	... Main kotha holo mukhoto e korte hoy sob kichu
23	I	Tomar ki mukhosto kora valo lage jemon ami tomake ekta jinish likhe dilam tumi seta mukhoto korla ar khatay likhla naki jevabe tumi amar sathe eekta topic niye kotha bolecho seokom vabe speaking kore kore janla j kivabe bola jay seta valo lage?
24	M	Ah amar to speaking kore sikhte valo lage, apnar sathe jerakom bujhe bujhe sikha mukhosto na kore kintu seta to somvob na, sei sujog to nai, sobsomoy to apni kotha bolben na.
25	I	Tumi boro hoye ki hote chao? Keu ki ache j tomake English sikhar jonno inspire koreche ? umm mane tomar mone hoyeche j ami boro hole omuker moto hob
26	M	,,, Ami doctor hote chai, uh emni amar nijer boro vai charao arekta vai ache she Dhaka pore take dekhe amar mone hoy amio tar moto valo vabe porbo.
27	I	Tomar ashepasher manusher English niye dharona ki dristyvongi ki ...
28	M	Umm amar ashepasher manush to hasha hashi kore jodi amra English e kotha boli, ba English k guruttopurno mone korre na, {karon} umm tader kotha hocche egula sikhe to kono lav nai uh egula na kore kaj korle income hoy.
29	I	Kemon kaj? tomader alakar mashusher occupation ki?
30	M	Umm sobai beshir vag mathe kaj kore nahole mati kate, sohore jay.
31	M	Mati kate mane labour ere r kaj kore, krishok er kaj kore, rastay mati kate, it vangge.
32	I	Ar sohore jay keno? Kokhon shohore jay, elakay ki borolok manush ache? Jader bashy tara mati kate?

33	M	Sobai to borolok na koyjon ache tader kajer manush lagle mane {labour} er kaj thakle tara kaje rakhe, othoba mathe kaj thakle segula kore ... jokhon elakay kaj na thake tokhon sohore jay, rasta katar kaj kore.. labour er kaj.
34	I	Jokhon amar sathe kotha bolta ke supportkorto ark e kortona?
35	M	Amar baba vai sobai support korse ...family'r sobai support dise.
36	I	Tumi kon source theke sobcheye beshi English sikhecho ? ... jemon ami TV dekhi boi pori ...
37	M	Amar orakom kora hoy na amader bashy TV nai ,, ar sob theke beshi sikhsi hocche poppy guide theke.
38	I	Accha ei j speaking sessions korla egula ki tomar usual learning er motoi chilo naki different chilo?
39	M	Compleetly different chilo...class e sotti kotha bolte {mukhosto} e kora hoy kintu notun notun j topic gula chilo egula somporke bujhchi, mukhosto na kore speaking er maddhome kotha sikha eta to class er sathe milbena, class e na bujhei mukhosto kora hoto.
40	M	Class e pora na parle to somossha hoto H, banan mukhosto dhorto na parle shasti thakto kintu etay apni amake aro vocabulary bole diton, banan bole diton onk help korechen.
41	M	Tachara apni bolten vul hok sothik hok kono somossha nai class e to emon chilona. Ejonno free vabe kotha bola jay. Jigges kora jay.
42	I	Ami chara onno karo sathe english practice korechila age?
43	M	Na kora hoini.
44	I	Amra je phone e English-speaking korlam session gulo ki tumi enjoy korecho naki boring legeche?
45	M	Khub e enjoy kora hoyeche sob kono kichu boring lage nai. Bondhur moto kotha bola eta to kothao age bolini.
46	I	Tumi ki ki sikhecho english speaking sessions gulote?
47	M	jesob topic alochona kora hoyeche segula somporke ami ekhon bolte parbo
48	I	Ar kichu sikhecho?
49	M	Uh notun sobdo sikhechi jegular mane jantam na...jemon ki awkward, embarrassed, disappointed.
50	I	Tarpor ar kichu?
51	M	Umm oi j apni bolsilen guchaye kotha bolte hoy kiavbe {firstly} secondly hishabe umm oigula amar mone ache
52	I	aro kichu ache kina vebe bolo

53	M	„, Umm mone koren j bujhtam na j kivabe ami ekta jinish niye kotha bolbo. Jemon dhoren j Eve teasing niye jedin kotha bollen sedin to ami bujhtechilam na j ki bolbo. Apni proshno kortechilen j ke Eve teasing kore keno kore, eta ki khoti kore. Ami jodi kichu likhte jai ami to erokom proshno kore uttor pabo j ki ki likha jabe.
54	I	Oh accha idea generation? Ki ki bolba eta parona karon idea ashena. Idea tokhon e ashbe jokhon tumi bivinno vabe nijেকে jigges korba je eta hoilo keno hoilo kivabe holo howar pore ki holo
55	M	Ji , Tarpur apni sudhu udahoron dite bolten, udahoron vable aro idea mathay ashto.
56	I	etake bole idea generate kora ba brainstorming
57	M	hae eita, idea ber kora sikhsilam
58	I	Session er kon kon dik toamr valo legeche?
59	M	Sob e, valo chilo apni khub valo moto bujhaye diton kotha bolten, kokhono birokto hon nai. Class er moto na kichu na parle bolten j vul hole somossha nai. Boka o den ni konodin. Egula valo legeche
60	I	amar kotha na content wise bolo sobcheye ki valo legeche
61	M	oi j apni bolsilen na prothom dine boyosh bolar niyom, early teen, mid teen oita beshi valo lagchilo
62	M	R apni bivinno kotha bolten j grame er student rao onk valo result korte pare vobisshot hoite pare oigula valo lagto
63	I	Oigula keno valo lagto?
64	M	Valo lagto karon amr o agroho hoito j na amio parbo
65	M	Jokhon speaking korsilam prothom dike jokhon partam na tokhon mone hoto somvob na
66	M	Pore aste aste confidence bariche jokhon dekhtam j ami parichi
67	I	accha ekhon bolo ki ki jinish kharap legeche
68	M	Shob e valo legeche sudhu jedin apnar Family niye kotha shunlam sedin amar onk kosto lagiche.
69	I	H egula na boka H tumi bolba j ki ki jinish arektu valo hole tomar valo lagto.
70	M	Erokom kichu e nai sob e khub valo chilo. Sobcheye valo chilo amar nijer somporke e sob bolte bolten apni, jemon ami kothay thaki ki kori obosore, amar chotobela niye, birthday egula sob e valo lagche, ami age vabchilam j class er motoi boi er lekha alochona korte hobe, pore dekhsi na, obak hoisi.
71	I	Accha bujhlam sob e valo chilo tahole ekhon bolo j ki ki korle aro better ba valo hote parto, tomar suggestions ba pramorsho dao

72	M	„, {mone koren j} apni jodi amar bondhuder sathe o kotha bolten tahole amra sobai sei topic niye alochona korte partam. Ratre bela jokhon amara eksath hoi. Tarpur kotha bola sesh hoye gile amra sobai competition korte partam.
73	I	Jano ami nijeo erkom vabchilam j aro 2 ta students der sathe kotha boli oder ke niye conference call e kotha bolbo last din. Kintu tomra sobai ekek class e. Ar onno duijon meye tai korinai.
74	M	Oh kintu amar bondhura hole beshi valo hoito
75	I	Ar kono suggestions dite chao?
76	M	Umm somoy beshi hole sobcheye beshi valo hoto. Karon kotha Jodi sobsomoy na bola hoy sob e vule jabo. Seta jodi bondho na hoito sobcheye beshi valo lagto.
77	I	Kotha bolar somoy bivinno topic e, tumi ki ki somosha face korecho?
78	M	Ashole sutro gulo mone ashto na, likhte gele vabar somoy pawa jay katatkati o kora jay kintu bolar somoy beshi somoy thakena
79	M	Bolar somoy voy voy lagto prothom dike ar sutro o mone korte partam na.
80	M	aste aste free hoye gesi jokhon tokhon ar voy petam na
81	I	Ar kono sommosa face korecho
82	M	Um jemom dhoren onk shobo chilo jegula ami banglay bolte pari kintu English e ki hobe seta jantam na eikarone holo speaking korte somossha hoito
83	M	Past e bolte bolten jokhon tokhon past tense partam na
84	I	Past tense mane?
85	M	jemon olpo kichu past tense jani go went gone
86	I	Oh accha part participle form?
87	M	Hae hae
88	I	Accha ar kichu jemn network er sommossha chilop kono? Ba kotha bujhte parta na
89	M	Na erakom kichu hoyi, sudhu majhemoddhe somoy milto na phone kache thaktona eta chara ar kichu nai
90	I	Tomake Jodi abar bola hoy speaking korte tumi ki korba
91	M	{Obosshoi} korbo karon amr onk valo lage ar onek kichu sikha jay jeta boite nai, abar sir der sob somoy pawao jayna jerokom apnake miss call dile e sob somoy e pawa jaito.
92	M	Sob somoy jodi eivabe kotha bola jeto tahole onk kichu sikhtam, ekhon kotha na bolle to sob kichu e vule jabo ja sikhsi practice na korle.

Sample Interview of Shupti

DU	Participants	Questions and Answers
1	I	English kobe theke sikha suru korecho?
2	S	apanr kache kotha bole bole sikhchi
3	I	Speaking session na. I mean sobcheye prothome engreji bhasha kobe theke sikhecho?
4	S	Class one
5	I	Tomar educational background somporke bolo, jemon high school ar primary school er porashunar dhoron Kemon chilo? Class er type Kemon chilo poranor dhoron Kemon chilo? kemon gurutto sohokare class neya hoito.
6	Shupti (S)	Ekhon Dhakar porashuna to quality onk valo, uh ... english er ah onk kichui, onek tofat ache ah dhakay jokhon porto to valo kore meaning kore bole dito tarpor mane class er moddhei seta finish kore dito emonvabe bujhato emon vabe mukhosto koraye dito umm class er moddhei seta hoye jabe kintu eijaygay sir madam ra ekbar poraye private er jonno chere dey, private e ki korba private poro ki korte erakom ... ekhon amader school sudhu na gramer oncholer sob school e erokom ... ekhon sotti kotha hocche sudhu jodi school ei portam private trivate na portam ta amader konodino somvob hoito na j amar ah ami sobai Jodi private porto ar ami Jodi na portam tahole jibone amar 10 er moddhe to dur 40 er moddhe e roll ashtona.
7	I	Tumi to sob subject poro na?
8	S	Hae
9	I	Oiteacher gula ki school er teacher naki onno bairer teacher?
10	S	Bairer teacher school e amader नियम j schhol e teacher der poranoi jabena.
11	I	Ekhon school e j class korcho maddhomik e sei class e kon language use kore class neya hoy?
12	S	Engreji class e
13	I	Hm engreji class e.
14	S	Puro class e banglay kotha bole ... jokhon j English reading porano hoy kono passage porano hocche sei passage ta sudhu English e pora hoy ta chara emni barti j kotha bole sob e to banglay bole.
15	I	Jokhon mone koro tomake kono pragraph ba essay um composition dilo tokhgon oita tomar porikkhar jonno kivabe eporte hoy? Pass korar jnno kivabe tumi poro?
16	S	Um reading pore pore Mukhosto kore
17	I	Ei j j tumi reading poro ba mukhosto koro eta kotha theke koro?
18	S	Ej j emm guide er theke

19	I	Umm kon guide?
20	S	Lecture ... school theke guide er nam bole dey sobai ek guide theke mukhosto kore.
21	I	Tomr ki syllabus er baire English paper boi ba gan shuna paper pora ba English khobor shuna egula ki koro? Engreji te?
22	S	hm
23	I	Hae naki na?
24	S	Hae
25	I	Jemon??? Ki ki koro?
26	S	Oi j grammar rules pori interest niye j poroborti te kaje lagbe.
27	I	Eta to school exam ar porashuna related eta chra moja pawar uddheshe jemon tomar sokh ejonno tumi kono monekoro English paper porla othoba gan shunla othoba enreji gan shunla tumi movie dekhla amra korina oigula ki kora hoy?
28	S	Umm na apni j koyekta gan ern am bolechilen na ...diyechilen oigula shudhu shuna hoy
29	I	Tomar Kemon dhoroner learning valo lage. Jemon mukhosto kore tumi sikhla seta naki ...tumi bujhe bujhe karo stahe kotha bole mone koro tomar ekta topic e amar sathe kotha holo mone koro tumi modhusudon er bari gela oita niye amake bolla j ami oikhane gesi eikhane gesi evabe Jodi porikkhay ashe j tomar ekta experience somporke likho tokhon tumi nijer experience age theke karo sathe alochona koro tahole bolte parba taina? To tomar kerokom pochondo j ekta gude boi nilam mukhsto korlam khatay likhlam pass korlam kono jhamela kora laglona, naki ekjoner sathe kotha bole oi topic somporke dharoni rekhe tarpor likha eita pochondo?
30	S	Apnar sathe j speaking class korechina apni amake j bole ditene mane, amar orakom speaking pochondo, class e sir der bolle sir ra bole porikkhay mukhosto e likhte hobemukhosto korle vule jawa lage apnar kache jegula sikhsi segula sob mone ache karron ami mane bujte parsilam... kintu edike to erakom manush ami paina. Apni amake bolsilen na j karo sathe english conversation er jonno kauke khuje nite, partner? , ta ami 6/7 jon k offer korsilam keu amar offer e raji hoini.
31	I	Keu raji hoyni eta to onk khrap
32	S	Onk khrap mane amader parar moddhe ami e shudhu English excitation niye pori, amar English er porti jotota agroho ache totota amar ei parar moddhe amar thekeo jesob valo student ache tader o nei
33	I	Tara shudhu porikkhay pasher jonno pore eito?
34	S	H Mane ami Jodi boli ami bole dibane, tui shudhu amake eituku bolbi tao raji hoina H ami parbona oto amar iye nei English poire ki hobe eishob H
35	I	... tomar ashepasher masnusher engreji er proti dristo vongi ta kemon? Mane kivabe tara dekhe engreji ta, engreji shekha?

36	S	Voyer chokhe dekhe H um tara vabe j parbona, ami boli ki ekta kothin ki ache, tui engreji poire biggyani hoye ja amar doekar nei.
37	I	Mone koro tara voy pay dekhe tara kotha bolte chayna. Kintu tara ki engreji er gurutto ta bujhe?
38	S	Na mone koren ami tader k boli j tora jokhon bidesh jabi kono ekta valo deshe jabi tokhon English olpo ektu holeo lagbe, bole dorkar nei.
39	I	Jokhon tumi amar sathe kotha bolechila, tumi amake ekta list bolba j ei ei jinish gulo amar valo legeche ei ei jinish gulo valo lageni. Bolo.
40	S	Ki valo lagbe na?
41	I	Mone koro tumi to age kokhono kono training nao nai speaking koronai, korso?
42	S	Na
43	I	Eta ekta experience na tomar jonno? j tumi amar sathe speaking korecho kotha bolecho ... ei experience er tomar valo dik khrap dik gulo bolo, tomar onuvuti H bolo amake ?
44	S	Amar to khub e valo legeche ami onk notun notun jinish sikhte parichi, onekgulo hoyto ami jantam o na English o jantam na, hoyto banglay bolte partam kintu English e eta ki hobe oita jantam na. Ar ki {apnar sathe} kotha bole English e j ekta frined hoyechi ete ami onk kichu sikhte parsi, H mane onek confidence o bariche.
45	I	Confidence o bereche? Keno confidence barlo keno?
46	S	Ami to eka sudhu nije nijei pori nijei sobkichu kori nijei jemon eka eka vabi j eitar karone ei hobe, kintu apni j ekjon amar partner e hoye gilen, ami karo sathe eavbe kotha bolte parina
47	S	Apnar sathe kotha bolle apni amake nije theke bolte bolten bivinno kichu jigges korten class e to sir ra boi theke poraito, amar pochonder rong ki amar best friend ke segula to class e bolte bolto na, sudhu boi er paragraph e portam onno manusher kotha. Eta amr valo lagiche.
48	S	School e gile bandhubider sathe hoyto korte partam... sir der k bolsilam j proti bihospotibar amra conversation korbo ... kintu keu raji hoyna ... Sobai voy pay... 4 jon chilam amra jara voy petam na... koyekjon 1-10 er moddhe roll oder k bolsilam ... 2 din korse pore ar hoynai school bondho hoye gelo...
49	I	Tumi j amake bolla tomar confidence bereche, aro onk kichu sikhecho jegula tumi janta na, tumi ki udahoron dite parba j ki ki notun kichu add hoyeche?
50	S	„„
51	I	Jekono jinish jeta mathay ashe
52	S	Um {ami} apnar sathe j Michael barite gesilam sejonno kichu English bolsina?
53	I	Hm hm

54	S	Ami age guchayeo bolte partam na ar oto kichu bolteo partam na, apni onek help korchon na?
55	I	Hm
54	I	Tumi ki ar kono kichute te improvement dekhecho?
57	S	Hae onk kichui to change chilo onk kichu onk rokom kichu ami jantam o na shobdo seigulo charao onk kichu add hoise... nuclear mane choto, monument mane sritistomvo aro onk kichu.
58	I	Ok, ekhon tumi amake bolo j ei ei jinish gula amr valo lageni. Kon jinish gula tomar kache valo lageni?... tomar dik theke ami jante chai j kono kon jinish gula challenging legeche.
59	S	Challenging umm, apni Michael bari niye bolsilen j English e bolte oita to ami first time korsi to oita amar kache challenge chilo j eita kortei hobe amr.
60	S	Tarpor choto ar boro familyr er moddhe parthokko chilo, Eid niye chilo oigulo ekta challenge chilo amar jonno ,, Tachara egula kono kichu boi theke poraye pora dhoren nai, jemon ami protiodin ki kori sokal theke rat seta to age boi theke portam, kintu apni amar nijer mone kotha bolte bolechen, tarpor nijer ghurte jawar story o boi theke na pore nije nije bolsilam apni onk help korechilen. Erom kaj gula amar kache challenge chilo kintu amr kache valo lagiche.
61	S	Vocabulary mathay ashto na ar grammar niyom rulo mone thakto na
62	I	Tumi ki bolte paro kon source theke tumi sobcheye beshi English sikhecho? ...
63	S	Amader school theke boi dito jetay English likha thakto English er pashe bangla word meaning protita shobder deya thakto ami oita portam porle valo vabe bujha jaito j kivabe ki holo, sathe sathe ami khatay o likhe rakhtam. Tarpor apnar sathe kotha bolar pore ami 10 minutes school er koyekta English e kotha bolar video dekhsi. Oikhane dekhi kintu so somoy dkha jayna karon wifi nai grame.
64	I	Okay. Tumi ki kono suggestion dite chao jate onno keu speaking sessions nile sekhane ki ki changes korle aro valo hobe? J oivabe korle aro better hoito.
65	S	Umm apnar kache jototuku sikhsi tar porer theke sikhale valo hobe. Emnite sob e valo chilo.
66	I	Amar ekta student bollo j or friend der sathe kotha bolle valo hobe tahole ora nijeder moddhe discuss korte parbe and last e ora sobai competition korbe j k sobcheye valo sikhlo.
67	S	Hae Hae amio etai chai, tahole amar friend ra sobai kotha bolle, ora conversation korte chabe, competition thakbe.
68	I	Vobishhote Jodi speaking session e abar kotha bolar sujog pao tumi ki ongso grohon korte chao?
69	S	Ekhon school bolle to kortei hobe

70	I	School bolle korte hobena, tumi bolo j tumi nije theke korte chao kina?
71	S	Hae chai
72	I	Keno chao??
73	S	Ami to age kokhono karo sathe kotha bolini apnar sathe kotha bole amar onk vocabulary onk confidence onk kichu barche, ami Jodi arekjoner staheo boli to ami apnar kach theke jegula sikhsi aro onek sikhbo
74	I	Kintu tumi to school er sir der thekeo sikhte paro abar private er sir der thekeo sikhte paro tahole mibile e erkom kotha bolar ki dorkar.
75	S	Sir ra to apnar moto bujhaye deyna, ortho bole deyna under class er baire pawa jayna ar class e kotha bolar sujog kom, mobile e jokhon chai tokhon e kotha bola jay apnar sathe. Tachara apnar sathe kotha bolte amar khub valo lage apnar kotha bolar style valo lage.
78	I	Tumi nijeo onk sundor kore kotha bolo. Thik ache apu ajk tahole rakhi amar ar kichu janar thakle phone dibo.
79	S	Accha

Appendix G

SAMPLE OF CODING AND THEME GENERATION TEMPLATE BY THE RESEARCHER

RQ 3. What do they think about their exposure to speaking sessions via mobile phone?

Coding of Shupti's and Mashuk's Interview				
Interview Questions	Verbatim example	Initial codes	Sub themes	Final theme
Tell me about the aspects you liked most throughout your experience.	Amar to khub e valo legechge ami onk notun notun jinish sikhte parichi, onekgulo hoyto ami jantam o na English o jantam na, hoyto banglay bolte partam kintu English e eta ki hobe oita jantam na. Ar ki {apnar sathe} kotha bole English e j ekta friend hoyechi ete ami onk kichu sikhte parsi, H mane onek confidence o bariche. (DU SHU 44)	*Gained Confidence.	*Boosted self confidence	Positive perspective
	R apni j bivinno kotha bolten j grame er student rao onk valo result korte pare vobisshot hoite pare oigula valo lagto. Valo lagto karon amr o agroho hoito j na amio parbo. Jokhon speaking korsilam prothom dike jokhon partam na tokhon mone hoto somvob na. Pore aste aste confidence bariche jokhon dekhtam j ami parichi. (DU MAS 62, 64, 65, 66) Ami to eka sudhu nije nijei pori nijei sobkichu kori nijei jemon eka eka vabi j eitar karone ei hobe, kintu apni j ekjon amar partner e hoye gilen, ami karo sathe eavbe kotha bolte parina. (DU SHU 46)	*Learnt a lot being a friend/partner	*A friend instead of a teacher	
Can you tell me about the things you learned throughout our talking?	Um {ami} apnar sathe j Michael barite gesilam sejonno kichu English bolsina? Ami age guchayeo bolte partam na ar ote kichu bolteo partam na, apni onk help korchon na? (DU SHU 52, 54)	*From problem regarding the arrange sentences to knowing how to	*Benefitted in terms of Idea generation,	

	Umm oi j apni bolsilen guchaye kotha bolte hoy kiavbe {firstly} secondly hishabe umm oigula amar mone ache. (DU M AS 51) Hae onk kichui to change chilo onk kichu onk rokom kichu ami jantam o na shobdo seigulo charao onk kichu add hoise... nuclear mane choto, monument mane sritistomvo aro onk kichu. (DU SHU 57) Uh notun sobdo sikhechi jegular mane jantam na... jemon ki awkward, embarrassed, dissappointed. (DU MAS 49) ,, Umm mone koren j bujhtam na j kivabe ami ekta jinish niye kotha bolbo. Jemon dhoren j Eve teasing niye jedin kotha bollen sedin to ami bujhtechilam na j ki bolbo. Apni proshno kortechilen j ke eve teasing kore keno kore, eta ki khoti kore. Ami jodi kichu likhte jai ami to erokom proshno kore uttor pabo j ki ki likha jabe. (DU MAS 53) Ji , Tarpur apni sudhu udahoron dite bolten, udahoron vable aro idea mathay ashto.(DU MAS 55)	arrange them while talking. *From limited stock of vocabulary to addition of some new vocabulary. *Learnt to generate new ideas by asking questions and thinking of examples.	*Benefitted in terms of vocabulary. *Benefitted in terms of Organisation	
Can you talk about your preferred way of learning? Do you like memorizing or do you like learning through speaking?	Ah amar to speaking kore sikhte valo lage,apnar sathe jerakom bujhe bujhe sikha mukhosto na kintu seta to somvob na, sei sujog to nai, sobsomoy to apni kotha bolben na (DU MAS 24). Apnar sathe j speaking class korechina apni amake j bole ditin mane, amar orakom speaking pochondo,class e sir der bole sir ra bole porikkhay mukhosto e likhte hobe, mukhosto korle vule jawa lage apnar kache jegula sikhsi segula sob mone ache karron ami mane bujte parsilam... Apni amake bolsilen na j karo sathe english conversation er jonno kauke khuje nite, partner? , ta ami 6/7 jon k offer korsilam keu amar offer e raji hoini.	*Understanding the meaning of the utterances *Having a partner is good.	*Comprehension instead of blind memorisation A friend instead of a teacher	
Was speaking sessions different from	Compleletly different chilo...class e sotti kotha bolte {mukhosto} e kora hoy kintu notun notun j topic gula chilo egula somporke bujhchi, mukhosto na kore speaking er maddhome kotha sikha eta to class er sathe milbena, class e na bujhei mukhosto kora hoto (DU MAS 39).	*Unsderstanding about the new topics discussed in the sessions.	*Comprehension instead of blind memorisation	

your usual learning?	Khub e enjoy kora hoyeche sob kono kichu boring lage nai. Bondhur mote kotha bola eta to kothao age bolini (DU MAS 45).	*Speaking being a friend.	*A friend instead of a teacher	
Can you talk about your educational background?	Ekhon Dhakar porashuna to quality onk valo, uh ... english er ah onk kichui, onek tofat ache ah dhakay jokhon portam to valo kore meaning kore bole dito tarpur mane class er moddhei seta finish kore dito emonvabe bujhato ... (DU SHU 6)	*Highlights understanding as good quality education	*Comprehension instead of blind memorisation	

Appendix H.1

RATING FOR STUDENTS' INTERVIEW THEME GENERATION BY RATER 1

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes on the comment's column.

RQ 3. What do they think about their exposure to speaking sessions via mobile phone?						
Theme	Main ideas	Discourse Unit	Verbal support	Inter rater		Comments/suggestions
				Agree	Disagree	
Benefitted in terms of Idea generation, new vocabulary and Organisation	Through speaking sessions the learners benefited in terms of idea generation, vocabulary and organisation.	MAS 51	“Umm you said how we can arrange our speech by using firstly, firstly, secondly umm I can recall them”	/		
		SHU 54	“I could not even speak in an organised manner, you have helped me a lot ...”	/		
		MAS 49	“Uh I have learned new words that I didn't know what they meant... for example awkward, embarrassed, dissappointed /Uh notun sobdo sikhechi jegular mane jantam na... jemon ki awkward, embarrassed, dissappointed”.	/		
		MAS 55	“... You used to ask for examples, whenever I though of examples other ideas would pop up in my head /...Tarpur apni sudhu udahoron dite bolten, udahoron vable aro idea mathay ashto.”	/		

Reduced anxiety and boosted self-confidence	Speaking sessions helped them to overcome their fear and build their confidence	MAS 77 & 80	“Initially while talking I felt nervous... gradually we became frank and then the nervousness went away/ Bolar somoy voy voy lagto prothom dike... aste aste free hoye gesi jokhon tokhon ar voy petam na.”	/		
		MAS 62, 64, 65 & 66	“You used to share many things to me like studying in a village does not mean I can not be successful, I can get a good result and my future can be bright, I liked those very much.. I liked it because my interest grew and I thought yes I can do it ... when we started speaking I could not participate a lot and I thought I can not do it, then when I saw that can speak with you my confidence grew gradually.”	/		
		SHU 44	“I enjoyed the sessions to the fullest, I have learned many new English terms that I never heard or known, maybe I could speak in bangla but I could never express them in English, I spoke with you and became your friend, learnt many things that increased my confidence.”	/		
		FAT 38	“I feared English all my life, but after talking to you I do not feel afraid and I am sure I can speak more in class.”	/		

Informal style of communication	The sessions were fun it was more like gossiping that is why participant liked the sessions a lot.	FAT 30 MAS 45	“I enjoyed the sessions a lot because I could share anything and ask anything, you always told me to call you sister, it was like gossiping and sharing with you, that is why I liked it a lot.” “I enjoyed everything throughly there was nothing that made me bore. Talking like a friend was something I have never talked before freely with anyone/ Khub e enjoy kora hoyeche sob kono kichu boring lage nai. Bondhur moto kotha bola eta to kothao age bolini.”	/	/	Partially agree: Separate the theme of enjoying the sessions
Preferred Comprehension instead of blind memorisation	They preferred speaking sessions as they can interact by understanding which was absent in class.	MAS 39 MAS 24 SHU 30	“... to be very honest we always memorised everything, but in the sessions we interacted in the new topics by understanding instead of memorizing, it will never be same as class, in class we never understood the topics but had to memorise.” “Ah I prefer learning through speaking and understanding like the way we spoke without memorising anything.” “When I participated in the speaking sessions with you helped me by telling the meaning, I liked that kind of speaking very much, in class teachers told us that we can write only by memorising, but I often forget things that I memorise, I can still remember the things that I learned from you because I understood the meaning.”	/	/	

Appendix H.2

INTER-RATER RELIABILITY CALCULATION FOR STUDENTS' INTERVIEWS

Calculation of inter-raters' Reliability x100

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater	(19/20) x100 =95%

Appendix I

Audit trail of the study

Date	Activities	Records
11 th Jan, 2021	Attending VAB's orientation programme arranged for volunteers.	--
15 th Jan - 20 th Jan, 2021	Obtaining students lists and contact details.	Email
22 nd – 25 th Jan, 2021	Contacting the students (Asked for consent and other necessary data related to whether they have prior trainings from the association).	Recorded Audio call
25 th Jan, 2021	Excluding 2 students because they obtained prior trainings.	--
26 th Jan, 2021	Asking for new student lists who obtained no prior training.	Email
28 th to 3 rd Feb, 2021	New student lists are obtained.	Email
5 th Feb, 2021	Contacting the students for collecting their pre-speaking writing sample.	Audio Calling
6 th to 12 Feb, 2021	Collecting samples of their writings.	Facebook Messenger, Email
13 th -16 th Feb, 2021	Rejecting their writing samples, assigning new writings, receiving writing samples.	Students paragraph samples - 1
17 th Feb to 10 th April, 2021	Conducting 36 speaking sessions for three students(Recording and transcribing)	Audio records of their responses, Transcripts
12 th to 17 th April, 2021	Collecting post-speaking sessions writing samples.	Students paragraph writing sample 2

18 th to 1 st May, 2021	Analysing half of their responses to speaking sessions.	Soft copy of the rubrics
2 nd to 5 th May, 2021	Conducting semi-structured interviews.	Recording of the interviews and transcripts
May to July, 2021	Analysing rest of their speaking responses, writing samples and thematically analysing interviews.	Soft copy of the rubrics
August	Contacting the expert to check for mistakes in the analysis of speaking writing.	Email
August	Contacting the rater for rating already generated interview themes and receiving inter rater's feedback.	Email